

Youth for Youth: Empowering Young People in Preventing Gender-based Violence through Peer Education

Training Evaluation Report for GREECE

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1. Introduction to Youth4Youth Programme

The DAPHNE III Project entitled “*Youth4Youth: Empowering Young People in Preventing Gender-based Violence through Peer Education*” is an awareness-raising and peer education programme addressed to young people, aiming to contribute to the **prevention and combating of gender-based violence (GBV) among adolescents**. Research data (e.g. Bonomi & Kelleher, 2007; CDC, 2006; Marcus, 2005; Pentaraki, 2003; Raiford, Wingood & Diclemente, 2007, etc.) have shown that adolescents are experiencing several forms of GBV in their daily life, either as victims, perpetrators or by-standers; a fact that could affect negatively their physical and mental health and well-being, as well as their psycho-social development (Callahan, Tolman, & Saunders, 2003; Coker et al., 2000; Jackson, Cram & Seymour, 2000). Under that perspective, young people seem to be in need of supportive systems and safe environments which will enable them to develop positive attitudes and perceptions towards romantic relationships, deconstructing in parallel attitudes and perceptions that support violent behaviors and unhealthy romantic relationships.

1.1. Program Objectives

Youth4Youth, through *a school-based intervention and peer education approach*, intends to provide adolescents a safe space to:

- ◆ explore their attitudes towards GBV
- ◆ understand the relationships between gender stereotypes, gender inequality and GBV
- ◆ reassess their tolerance towards GBV
- ◆ empower them with the skills, knowledge and confidence needed in order to become actively involved, as agents of peers’ change, in developing an environment free from violence both for themselves and their peers.

Moreover, Youth4Youth aims to promote the role of schools and other formal and/or informal educational settings in the prevention of GBV among young people and in the promotion of romantic relationships based on respect and equality, as well as in contributing to policy development on a national and EU level.

This Report describes the implementation and evaluation of *Initial Awareness-Raising Workshops*, of *Peer Education Training Workshops* and of *Awareness-Raising Workshops* delivered by already trained peer educators, as well as the implementation of the *One-Day Teachers Information Workshop*, that were conducted in Greece in the

context of the DAPHNE III “*Youth4Youth: Empowering Young People in Preventing Gender-based Violence through Peer Education*” project. More precisely, Chapter 2 describes the structure of the students’ workshops and their methodology, Chapter 3 the conducted workshops and facilitators’ reflections on them, Chapter 4 the evaluation of the project outcomes, Chapter 5 refers to peer education approach and its evaluation, while Chapter 6 refers to conclusions and recommendations for the project.

2. Training Program Structure

2.1 Set up and School Selection

A series of several preparational actions were undertaken on behalf of EAVN, in order to secure that the conduction of Y4Y workshops would be take place during the school year 2011, 2012. The sequence of activities is presented in Figure 2.1 and more analytically is described below.

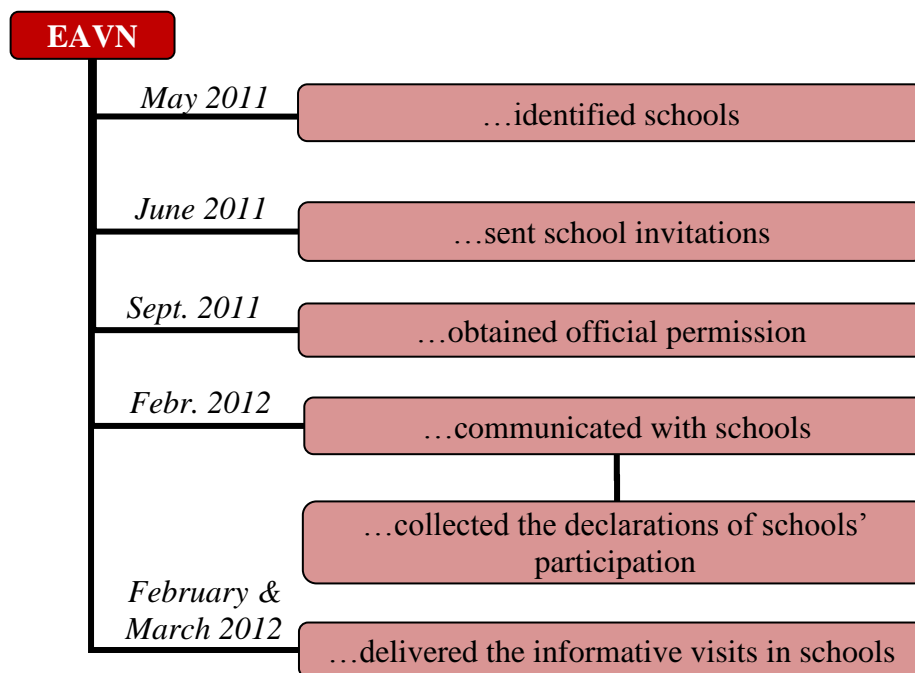


Figure 2.1 The Y4Y Workshops Set-Up Activities Timeline

1. Identification of schools: The identification of schools that would be interested to participate in Y4Y workshops started in May 2011. Five secondary schools were identified on the basis of their location (all in Attica region) and their type (all public lyceums). It should be noted here that, among the five schools identified, 2 lyceums already had a previous cooperation with EAVN in the context of other projects and EAVN addressed to them considering that it would be easier –in terms of communication and cooperation- to implement this project too.

2. Preparation of school invitations: After the identification of schools, invitations were prepared in order to inform school directors on the project's identity and aims, on the workshops' aims and procedure, as well as on the project's additional activities such as school exhibitions and the Teachers

Informational Workshop, aiming to raise their interest in participating in the project. The invitations were sent to the five schools in June 2011.

3. Request and obtainment of permission: After the schools' positive answers collected¹, EAVN prepared and submitted an application to the Ministry of Education, Lifelong Activities and Religious Affairs, and more specifically to the Section B', Health & Environmental Education of the Directorate of Consulting Professional Orientation and Educational Activities (S.E.P.E.D.), in order to obtain the official approval for the Y4Y training workshops' conduction. The application was submitted on 11th of August, 2011 and the approval was obtained on 14th of September, 2011.

4. Communication with schools: Communication activities with schools embarked five months later, as the pool of schools selected for the training workshops was the same with the schools selected for the Y4Y questionnaire study and it was still pending the obtainment of the study's permission. Therefore, EAVN contacted the five already invited schools on 13th of February, 2012, firstly in order to ensure their participation in the project and secondly to be arranged the briefing, informative visits in schools.

5. Declaration of schools' participation: One lyceum was not willing to participate at all in Y4Y project, due to pressure of time. For another lyceum - even though the whole process started as planned and all students were eventually participated in the survey-, the implementation of workshops proven to be not feasible due to the already burdened curriculum of school. In accordance, three public lyceums, out of the five invited, were finally participated in Y4Y workshops. All schools were located in Attica region; one in the center of Athens and the other two in the southern suburbs.

6. Informative visits to schools: EAVN's staff visited the three schools, from 28th of February to 8th of March, 2012, aiming to further inform school directors on the students' workshops, to arrange the schedule for their implementation, as well as to raise students' interest to participate in them. In these visits, EAVN's staff approached students in their classrooms, for 10 minutes on average, in order to introduce them (a) on Y4Y project's aims and

¹ Except from the five lyceums already invited, two additional were identified in case it would be necessary to replace a school if any unexpected factor emerged during the school year 2011, 2012.

identity and (b) on the workshops, explaining in parallel the importance of participating in the workshops and clarifying some issues related to them, such as their theme, the kind of activities that will be implemented, their duration and the nature of peer education method.

2.2 Target Group and Participation

The target group of Y4Y workshops in Greece was young people 15-18 years old. This age group was considered as the most appropriate to participate in the workshops, since adolescents of this age are old enough to have had various experiences in and out of the school environment including, in many cases, involvement in romantic relationships and it was anticipated that they would easily be able to relate to the issues raised in Y4Y workshops. Furthermore, taking into account that patterns of interaction with others (and therefore the patterns of violence and victimization), even though are developed during the first years of life, are established to a significant extent during adolescence, a period when romantic relationships are at the forefront of young people's life, targeting this specific age group may be beneficial not only for the prevention of GBV in this age phase, but also for the prevention of GBV in adolescents' later life.

EAVN preferred to involve students of the 3rd grade in Y4Y workshops, due to the fact that in previous implementations most of the younger students were somehow reluctant to act as peer educators to other students who were older than them. However, this was not feasible because students of the 3rd grade, as they were preparing for their final exams, have had very limited time to devote in extra-curriculum activities and their available hours were not enough for completing the Initial Awareness-Raising sessions. Under these circumstances, the selection of students for participation in Y4Y workshops was restricted to the 2nd grade of secondary schools. Nevertheless, in one of the schools were two groups of students who trained as peer educators, of which a classroom of the 1st grade was selected upon the school Principal's demand. In all schools, entire classrooms were selected to participate in the Initial Awareness-Raising Workshops, the selection of which was guided by the three school Principals' suggestions, who proposed four specific classrooms for participating. As they told EAVN, school directors chose the classrooms in which there were adolescents who had already expressed violent or

other type of divergent behaviors in the school context, considering that the Program would be extremely useful for them.

Therefore, in Greece, the Initial Awareness-Raising Workshops and the Peer Education Training Workshops were implemented with 3 groups of 2nd grade students and with 1 group of 1st grade students, in 3 secondary schools. Each group consisted of students from the same classroom of the same school. In total, 87 students participated in the Initial Awareness-Raising Workshops and trained as peer educators in the Peer Education Training Workshops, while 61 of them (70.11%) subsequently facilitated the Awareness-Raising Workshops to 434 peers aged 15-20 years old.

Students' demographic characteristics were derived from their pre-questionnaires that were completed during the first session of the Initial Awareness-Raising Workshops. According to data, out of the 87 students that participated in the Y4Y workshops, 59.8% were females (52 girls) and 40.2% were males (35 boys) aged 15-18 years old ($M = 16.44$, $SD = .729$; $M_{Boys} = 16.33$, $SD = .853$; $M_{Girls} = 16.50$, $SD = .636$). A percentage of 21.8% of students (19 students) attended the 1st grade of lyceum, while the rest 78.2% (68 students) was in the 2nd grade of lyceum. Table 1 presents the number of students that participated in the Initial Awareness-Raising and the Peer Education Training Workshops by school, grade and sex.

Table 2.1 Number of students participated in Y4Y Training Workshops by school, grade and sex

Name of School	Sex	N participated		
		Grade		Total
		A	B	
38 th Lyceum of Athens	Males	12	13	41
	Females	7	9	
3 rd Lyceum of Keratsini	Males	-	10	23
	Females	-	13	
4 th Lyceum of Keratsini	Males	-	8	23
	Females	-	15	
Total		19	68	87

Regarding the existence of a romantic or intimate relationship, 77% of students replied that they had a romantic relationship up to that time compared to the 18.4%

that replied negatively; however, 4.6% did not answer to this question. Of the participants that answered that they had a romantic relationship, 58.2% were females and 41.8% were males. As for this time period, 4 in 10 students (40.3%) reported that they had a romantic relationship, which duration was 1 to 6 months for the 33.3%, over than 2 years for the 25.9%, 7 to 12 months for the 18.5%, 13 months to 2 years for the 3.7%, while the 18.5% reported that they have just started to date.

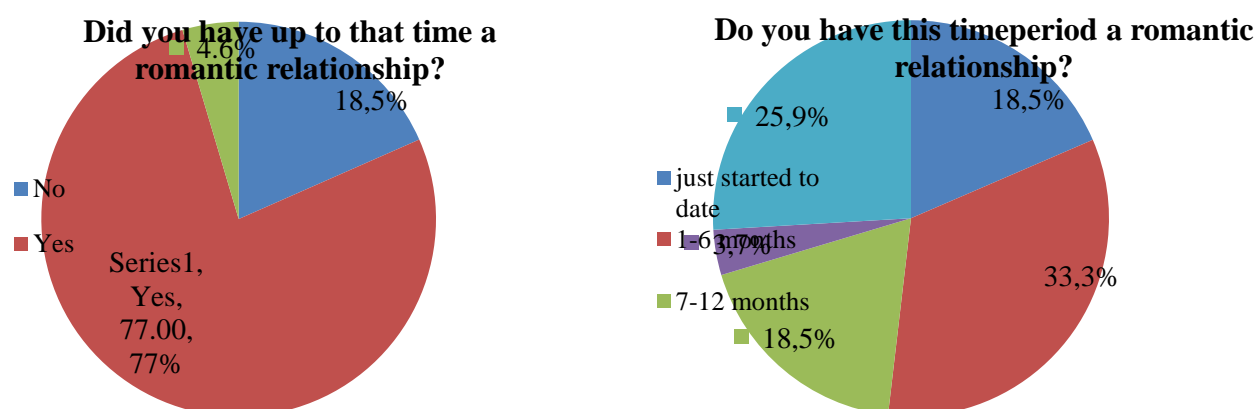


Figure 2.2 Percentages of students who had a romantic relationship up to that time and have a romantic relationship this time period

2.3 Training Methodology

2.3.1 Methods

The Y4Y Workshops conduction was based on the *Y4Y Implementation Manual* as developed by Ms Artemis Pana in close collaboration with the project's partners. The key elements of the material were the **active and experiential learning techniques** and the **peer education method**. These two methodologies were preferred over other, more traditional, lecture-based educational methods for two reasons: (a) due to the sensitive issues that had to be addressed around GBV and other gender related topics and (b) due to the core aim of Y4Y workshops which was the initial awareness raising, training and empowerment of a group of students in order to be able to undertake the role of "peer educators" and sensitize all their peer schoolmates, transferring in that way the knowledge and the experience they acquired.


Following the experiential learning rationale, learning took place through young people active participation and involvement in various fun, interactive, experiential

group activities, such as role-play, scenarios, group discussion, art expression, etc., that provided them the chance to cooperate with others, to exchange ideas and to have an experience which they could analyze in the light of their and their group members' attitudes and perceptions. Under that perspective, adolescents who participated in such kind of activities gained an experience through which they did not learn in a didactic and theoretical way, but in a more intrinsic and practical way and, thus, they developed a shared ownership of the project's key messages.

The peer education method, on the other hand, was applied as an informal educational method enabling young people to learn, not from an “expert” or a “teacher”, but from each other. It was preferred over other methods aiming to facilitate the transfer of information among peers and in this case information about gender roles and stereotypes, as well as about GBV in the school environment and in romantic relationships. The peer education method was strongly recommended for use in the context of Y4Y project, since (a) it has been found that people are more receptive to information coming from their peers and (b) the peer educators know better than anyone else how to attract the interest of their peer group, regarding both the content and the transfer of information. Furthermore, many projects regarding GBV, dating violence, intimate partner violence and domestic violence have been used this method, which seemed to be effective, at least regarding the increase of the participants' knowledge and the modification of their attitudes related to GBV into romantic relationships.

2.3.2 Implementation Structure

Training Workshops' implementation included three phases: (a) the Peer Educators' Training (Initial Awareness-Raising and Training for Peer Educators sessions), (b) the Awareness-Raising Workshops facilitated by the Peer Educators and (c) the Students' Exhibitions.

Phase  **Peer Educators' Training:** In the first phase, Awareness-Raising Workshops were carried out with all the students of specific classrooms. During these sessions, young people were sensitized on topics related to gender roles and gender stereotypes, as well as to GBV in the school environment and in romantic relationships. The last of the sessions was dedicated to the peer educators' training,

aiming to introduce the already sensitized adolescents to the peer education method and to provide them with the necessary qualities and skills in order to be able to raise the awareness of their peers by facilitating a peer group of students, having the role of the main facilitator(s).

Phase → **Awareness Raising Sessions facilitated by the Peer Educators:** After the completion of the first phase, the students who expressed their interest to become and act as peer educators conducted, in their turn, one awareness-raising session to specific groups of their peer schoolmates. The peer educators selected activities from these they had already participated in, and implemented them with their peers by using the same material and the techniques learned at the initial, Phase 1 training.

Phase → **Students' Exhibitions:** The training workshops were followed by students' exhibitions aiming at celebrating the participation of students in the peer educators' trainings and the completion of the project. Moreover, during exhibitions, the participants of the Y4Y project had the opportunity to be informed about other's views, as well as to promote their own views and their active contribution to combating GBV to the entire school community (other students and teachers).

2.3.3 Duration of the Training Workshops

The Y4Y workshops were originally devised to be conducted on a total of 8 hours per group that was distributed as follows:

- ◆ 30 minutes for the Introductory Session (1 x 0.5 hour session)
- ◆ 6 hours for the Initial Awareness-Raising Sessions devoted to issues related to gender roles and stereotypes, GBV in the school environment and in romantic relationships (4 x 1.5 hour sessions)
- ◆ 1.5 hour for the peer educators' preparation devoted to issues related to peer education method, qualities and skills of peer educators (1 x 1.5 hour session)

2.3.4 Content of the Training Workshops

The content and the activities of the Y4Y workshops were drawn from the training workshops' material package as developed by all partners. Table 2.2 presents an

overview of the activities and their objectives for each session as planned and described in the Y4Y Implementation Manual.

Table 2.2 Overview of the activities and their objectives per session as planned in Y4Y Implementation Manual

Sessions	Thematic	Activities	Objectives	Duration
Introductory	▪ Introduction	1. Introduce Y4Y	▪ Understanding the purpose of Y4Y	50 min
	▪ Needs assessment	2. PRE-questionnaire distribution	▪ Collecting data regarding students' knowledge, attitudes and behavior about GBV and gender related issues	
	▪ Expectations	3. Expectations and objectives	▪ Exploring and shaping of students' expectations of the sessions and informing on the project objectives	
	▪ Ground rules	4. Ground rules	▪ Establishing a safe environment of trust and respect in the classroom	
Session 1: Gender Norms and Gender Stereotypes	▪ Differences between Gender and sex	1.1 Gender and sex	▪ Distinguishing between biological sex and the social construction of gender	90 min
	▪ Gender Roles	1.2 Gender Box	▪ Understanding the social construction of gender roles, how they are learned and reinforced	
		1.3 Target Shooting	▪ Exploring how gender stereotypes impact on students' lives	
	▪ Empowerment	1.4 It's my right	▪ Recognising students' right to live without fear and discrimination	
Session 2: GBV in the School Environment	▪ Overview of Session 1	1. Overview of previous session key messages	▪ Reviewing previous session key messages	90 min
	▪ Types of GBV	2. Overview of the distinct GBV types	▪ Recognizing the different types of violence	
	▪ GBV in the school environment	3. Scenarios	▪ Understanding of GBV (types, when it happens, what causes it)	
	▪ Empowerment	4. School rules or Vote with your feet	▪ Identifying things that students and school can do to take a stand up against GBV ▪ Exploring various options in reacting to an incidence of GBV	
Session 3: GBV in Romantic Relationships	▪ Overview of Session 2	1. Overview of previous session key messages	▪ Reviewing previous session key messages	90 min
	▪ Myths and Realities about GBV	2. Myths and Realities	▪ Identifying and dispelling the common myths about GBV	
	▪ GBV in romantic relationships	3. Role playing	▪ Identifying the warning signs of GBV in romantic relationships	
	▪ Empowerment	4. Bystander's intervention	▪ Exploring how students can respond to instances of GBV in intimate relationships in a safe way	
	▪ Introduction to the art activity	5. Introduce art activity	▪ Explaining the purpose of the art activity and discussing possible ways students can go about it	

Session 4: Introduction to Peer Education	▪ Introduction to peer education	1. Presentation	▪ Becoming aware of what peer education is, understanding the role of the peer educator and recognizing why peer education is effective	90 min
	▪ Qualities and skills of peer educator	2. Discussion	▪ Discussing the skills and qualities peer educators will need to draw upon during their trainings	
	▪ Group facilitation skills	3. Role playing	▪ Enhancing peer educators' skills on group facilitation and providing the opportunity to practice	
	▪ Intervention Assessment	4. POST-questionnaire distribution	▪ Assessing the effectiveness of the Initial Awareness-Raising workshops	
	▪ Evaluation	5. Evaluation questionnaire distribution	▪ Evaluating the Initial Awareness-Raising workshops	
	▪ Art activity	6. Art activity	▪ Creating artwork that communicates messages about GBV to other young people	
Session 5: Training for Peer Educators	▪ Overview of peer educator qualities and group facilitation skills	1. Discussion	▪ Reviewing the skills discussed in the previous sessions, sharing fears and concerns, providing clarifications	90 min
	▪ Review of activities to be conducted during the peer trainings	2. Mock-practice	▪ Practicing on conducting exercises so as students to receive feedback from the trainers on how they can be more effective	
	▪ Logistics	3. Allocating roles and responsibilities	▪ Planning out the training program	
	▪ Wrap up	4. Discussion	▪ Clarifying any final issues	
Session 6: Peer Educators' Trainings	Not specific, depending on the peer educators' group choice of activities			90 min

2.4 Outline of Training Sessions

Four training workshops were implemented in three public lyceums located in Athens. The workshops were organized in cooperation with the schools' directors and teachers in order to ensure that school curriculum will not be disturbed and were implemented within the school teaching hours, in the school environment. All students participated on a voluntary basis and during all the training sessions there was no teacher present in the classes. The Initial Awareness-Raising and the Peer Educators' Training Workshops were conducted from 7th of March until 5th of April, 2012 in the three schools. The characteristics of the 4 groups participating in the Y4Y Awareness-Raising and Peer Educators' Training workshops are presented in Table 2.3, while Table 2.4 illustrates the implemented activities during these sessions for each group as well as the number of participants in each session.

Table 2.3 Characteristics of Awareness-Raising and Peer Educators' Training Workshops by group

	School	Age group	Dates (2012)	N of Meetings	Total Duration	N of children		
						Girls	Boys	Total
Group 1	38 th Lyceum of Athens	15-16 years old	7 th , 14 th , 21 st & 28 th March	4 meetings (3x2hrs + 1x3hrs)	9 hrs	7	12	19
Group 2	38 th Lyceum of Athens	16-18 years old	7 th , 14 th , 21 st & 28 th March	4 meetings (4x2hrs)	8 hrs	9	13	22
Group 3	3rd Lyceum of Keratsini	16-17 years old	19 th , 26 th March & 2 nd April	3 meetings (2x3hrs + 1x2hrs)	8 hrs	13	10	23
Group 4	4th Lyceum of Keratsini	16-17 years old	3 rd & 5 th April	2 meetings (1x4hrs + 1x5hrs)	9 hrs	15	8	23
Total				13 meetings	34 hrs	54	33	87

Group 1 & Group 2

Groups 1 and 2 were conducted in the 38th Lyceum of Athens, a public lyceum located near to the center of the city. The group's main facilitator was Sakis Ntinapogias and the co-facilitator was Susan Morucci.

For both groups, the 5 sessions of training were delivered in four meetings, while their structure was identical between the two groups. The duration (measured in teaching hours) was for each meeting 2 hours, except from the 4th meeting of the first group

which lasted 3 instead of 2 hours following a request of students with the agreement of the Director of the School; therefore, for the first group the total duration of the training was 9 hours and for the second one the duration was 8 hours.

Group 1

In this group, 19 students of the 1st grade were participated (7 girls and 12 boys), aged 15-16 years old.

At the first meeting, facilitator and co-facilitator introduced themselves and afterwards the pre-questionnaire distributed and students provided with instructions for its completion. Next, facilitator proceeded to an introduction in regards to the project Y4Y and its identity. During the remaining time of the meeting, firstly acquaintance with participants, students' expectations from the training and ground rules were discussed. Afterwards, facilitators proceeded to the activities outlined in the first session, namely the "Gender Box", "Target shooting" and "It's my right!", where gender stereotype-related issues were elaborated. The abovementioned activities were implemented following the methodology described in the Y4Y Implementation Manual (apart from the "Gender in a Box" that implemented without usage of other material -such as pictures- than the flipcharts and prompted students to suggest gender stereotypes based on their own experiences).

During the second meeting a series of three activities were implemented related to GBV in school and in romantic relationships, as following: the "Scenarios" activity in which students worked in small groups aiming to identify the abusive behaviours in different situations and afterwards to present their conclusions in the plenary for further discussion; the "Myths and Realities" activity in which students also worked in small groups, discussing the list items and deciding on whether each statement was myth or reality and then presented their conclusions in plenary for further discussion and corrections; and, lastly, the "School Rules" activity in which students were asked to write on flipcharts their opinions about what school could do in order to eliminate GBV phenomena in school environment (followed also by a discussion in plenary).

In the third meeting, the "Role-Play" activity implemented, aiming first to actively involve students in the process and secondly to provide them with an opportunity to identify violent behaviours in the context of a romantic relationship and understand what is a healthy relationship. In order for all students to have a "role", the process for

the implementation of this activity was modified compared with the one provided in the manual (where actually it was provisioned a role only for three young people, the “boy”, the “girl” and the “friend”). The scenario was devised in scenes and the students alternated in the roles of boy, girl and friend. At the end of each individual scene, the remaining students as “bystanders” intervened and made their interventions according to how they will act in a similar real situation. At the last part of the meeting, facilitator made an introduction to peer-education, its aims and methodology and asked from students to think and decide until the fourth meeting whether they like to become peer facilitators.

Fourth meeting was dedicated to provide students with the opportunity to undertake the role of facilitator and, therefore, of peer educator. All of Group 1 students expressed their willingness to become facilitators (but one boy that left this school). They instructed to formulate small groups and select one of the already implemented activities during the previous meetings for their practicing. Instructions for facilitators were distributed per activity and some time was provided for students-facilitators to be prepared. Afterwards, peer-facilitators implemented their own activities in the classroom and discussion followed on questions, procedural issues and on how to overcome difficulties they identified. The last part of the fourth meeting devoted to art activities (where students prepared some posters on issues related to GBV prevention) and the completion of the post-questionnaire. It is noted that following the students’ request to the School Director, this meeting lasted one hour more than provisioned in order for all of them to have the opportunity to practicing as facilitators.

Group 2

In this group, 22 students of the 2nd grade participated (9 girls and 13 boys), aged 16-18 years old. As already mentioned, the whole procedure followed in four meetings, whose structure was identical to the Group 1 (same facilitator and co-facilitator, same number of meetings, same hours –except from the 4th meeting which duration was two hours). In Group 2, however, only 11 students expressed the willingness to become peer educators.

Group 3

The 3rd Group was conducted in the 3rd Lyceum of Keratsini, a public lyceum located in the southern suburbs of Athens, Greece. The group's main facilitator was Kiki Petroulaki and the co-facilitator was Penelope Sotiriou.

The 5 sessions of the Initial Awareness-Raising and the Peer Education Training were delivered in three meetings, due to which slight modifications in the sessions' structure was made as described in the Table 2.3. More precisely, two meetings with duration of 3 hours each one and one of 2 hours were conducted, which means that the total duration of the workshop was 8 hours².

In this group, 23 students of the 2nd grade were participated, 10 boys and 13 girls. In the 1st meeting all the 23 students took part, in the 2nd 22 students were present, as one girl was absent from school, and in the 3rd meeting, in the first hour all students were present but in the second, one boy was absent.

As for the sessions outline, the first three-hour meeting was devoted to the introductory activities and the activities related to the thematic of gender norms and gender stereotypes. In regards to the introductory activities, one short activity was added aiming to the acquaintance of students with facilitators, in which students and facilitators wrote on self-sticking labels their names and kept them stuck on their shirts during all meetings. Apart from that, one activity, namely the activity Gender and Sex (Activity 1.1), was skipped due to time restrictions. The rest of activities were implemented exactly as they appear in the Y4Y Implementation Manual, with the exception of the activity "Gender in a Box" (Activity 1.2) that delivered in its classic version.

More specifically, instead of providing participants with magazine clippings of advertisements at the beginning of the activity, it started by asking them to draw the figures of a boy and a girl on two flipchart papers on which, afterwards, the facilitator wrote, above each figure, the phrases "Act like a man" and "Act like a woman" respectively. Then, participants were asked by facilitators what these phrases do mean for the boys and the girls and what kind of behaviors they do others seem to expect from boys and girls when they say these phrases to them. Students' answers were listed on the relevant flipcharts, they were then framed by facilitators in a way so that

² Teaching hours; one teaching hour lasts for 45 minutes.

the gender boxes (our gender's prison) were formed, which motivated the discussion on the specific topic as described in the Y4Y Implementation Manual.

The second three-hour meeting focused on the activities related to the thematic of GBV in the school environment and in romantic relationships. From the activities conducted, only Myths and Realities were implemented with slight adaptations from the step-by-step process described in the Y4Y Implementation Manual for the economy of time. In more details, the statements contained in the relevant Worksheet (Worksheet 3.1) were splitted into four new worksheets, six statements per worksheet, on the basis of their thematic coherence, and after dividing the group into four subgroups; each subgroup was given a different worksheet to work with, as well as separate pages with one statement in each of them. At the plenary, every student of each subgroup read one statement and presented his/her group's opinion, arguing on if they considered that it was a myth or a reality. Then, according to the group's decision, the statement was stuck on the myths' wall or on the realities' wall and so on. The wrong decisions were discussed with the group in order to reach the correct decision.

The last two-hour meeting was dedicated to activities related to the completion of the GBV in romantic relationships module, to participants' introduction to peer education and art activity, as well as to the whole sessions' assessment and evaluation. As for the rest activities conducted regarding GBV in romantic relationships, Role Playing (Activity 3.2) step-by-step process was modified. The proposed scenario was divided into 8 separate scenes in order to engage all students in the activity. In this way, instead of six roles, there were provided 23 small roles (8 students for George's role, 8 for Evelyn's, 3 for Natalie's, 3 for Evelyn friend's and 1 for the taxi driver's role) and everyone was invited to undertake a role in each scene. Bystanders' Intervention (Activity 3.3) was incorporated to Role Playing, in the discussion part, for saving time purposes. In regards to the peer education method, the facilitators introduced participants in this method, explaining what is expected to do as peer educators in the next phase and how this will be organized. Due to time restrictions, the activities such as "Qualities and Skills of a Peer Educator" (Activity 4.2) and the Role Playing (Activity 4.3) were skipped; however, their key elements were discussed thoroughly not only during this session, but also before the implementation of peer educators' workshops. Thereafter, students who were willing to act as peer educators formatted

their groups (2-4 students in each group) and each group chose the activities they would like to implement during their own workshops. An open discussion was held in which students had the opportunity to ask questions about issues that troubled them and on issues needed additional clarifications, as well as roles and responsibilities were allocated to each peer educators' group.

Group 4

The 4th Group was conducted in the 4th Lyceum of Keratsini, a public lyceum located in the southern suburbs of Athens, Greece. The group's main facilitator was Penelope Sotiriou and the co-facilitator was Kiki Petroulaki.

The 5 sessions of the Initial Awareness-Raising and the Peer Educators' Training were delivered in two meetings, due to which slight modifications in the sessions' structure was made as described in the Table 2.3. More precisely, one meeting with duration of four hours and one of five hours were conducted, which means that the total duration of the workshop was 9 hours³.

In this group, 23 students of the 2nd grade were participated, 8 boys and 15 girls. In the 1st meeting 21 students took part, as one boy and one girl were absent from school that day, while in the 2nd meeting again 21 students took part for the first three hours, as two boys were absent, and in the last two hours of the meeting 12 students (10 girls and 2 boys) were present. These absences were mainly due to the fact that the days provided by the school's Principal for the implementation of Y4Y workshops were the days that the 3rd grade of school was on a 5-day school trip and many teachers were accompanying persons to the trip. As a result of this coincidence, the 2nd grade's classrooms were either having many hours of free time in school curriculum or they were leaving the school earlier than normal. In practical terms, that means that students had participated in this workshop mostly on their free time, without being obliged to be in the classroom.

As for the sessions outline, the first four-hour meeting was devoted to the introductory activities, the activities related to the thematic of gender norms and gender stereotypes and to GBV in the school environment. In regards to the introductory activities, one short activity was added aiming to the acquaintance of students with facilitators, as

³ Teaching hours; one teaching hour lasts for 45 minutes.

described above (see Group 3). In regards to the rest activities, “Gender and Sex” (Activity 1.1) was skipped, “Gender in a Box” (Activity 1.2) was implemented with slight modifications, as described above (see Group 3), while the rest of them were implemented exactly as they appear in the Y4Y Implementation Manual.

The second five-hour meeting focused on the activities related to the thematic of GBV in romantic relationships, to participants’ introduction to peer education and art activity, as well as to the whole training sessions’ assessment and evaluation. From the activities conducted, Myths and Realities (Activity 3.1) and Role Playing (Activity 3.2) were implemented with slight adaptations from the step-by-step process described in the Y4Y Implementation Manual for the economy of time, as described above (see Group 3), whereas “Qualities and Skills of a Peer Educator” (Activity 4.2) and the Role Playing (Activity 4.3) were skipped due to pressure of time.

Table 2.3 Overview of the Y4Y Workshops' dates, number of participants and conducted activities as implemented in Greece per meeting

	1 st Group			2 nd Group			3 rd Group			4 th Group		
	Date	N	Activities	Date	N	Activities	Date	N	Activities	Date	N	Activities
1 st Meeting	7 th March 2012	19	1. Pre-Questionnaire Completion 2. Introducing Y4Y 3. Acquaintance 4. Expectations and Objectives 5. Ground rules 6. Gender Box 7. Target Shooting 8. It's my right!	7 th March 2012	22	Pre-Questionnaire Introducing Y4Y - Acquaintance - Expectations & Ground rules 1. Gender Box 2. Target Shooting 3. It's my right!	19 th March 2012	23	1. Pre-Questionnaire Completion 2. Introducing Y4Y 3. Acquaintance 4. Expectations and Objectives 5. Ground rules 6. Gender Box 7. Target Shooting 8. It's my right!	3 rd April 2012	21	1. Pre-Questionnaire Completion 2. Introducing Y4Y 3. Acquaintance 4. Expectations and Objectives 5. Ground rules 6. Gender Box 7. Target Shooting 8. It's my right! 9. Scenarios 10. Vote with your feet
2 nd Meeting	14 th March 2012	17	1. Scenarios 2. Myths and Realities 3. School Rules	14 th March 2012	22	1. Scenarios 2. Myths and Realities 3. School Rules	26 th March 2012	22	1. Overview of Session 1 2. Scenarios 3. Vote with your feet 4. Myths and Realities	5 th April 2012	21*	1. Overview of Session 1 2. Myths and Realities 3. School Rules 4. Role Play 5. Bystanders' Intervention 6. Introduction to Peer Education, Formation of Groups 7. Post-Questionnaire Completion 8. Evaluation 9. Art Activity
3 rd Meeting	21 st March 2012	18	1. Role Playing 2. Bystanders' Intervention 3. What is Peer Education and Why it is Effective	21 st March 2012	22	1. Role Playing 2. Bystanders' Intervention 3. What is Peer Education and Why it is Effective	2 nd April 2012	23*	1. Role Playing 2. Bystanders' Intervention 3. School Rules 4. Introduction to Peer Education, Formation of Groups 5. Post-Questionnaire Completion 6. Evaluation 7. Art Activity			
4 th Meeting	28 th March 2012	17	1. Formation of Groups 2. Peer Educators Role-Play 3. Art Activity 4. Post-Questionnaire Completion	28 th March 2012	20	1. Formation of Groups 2. Peer Educators Role-Play 3. Art Activity 4. Post-Questionnaire Completion						

**Not all participants present. For more details, see above (Chapter 2.3)*

2.5 Facilitators' Required Knowledge and Skills

In order for the Project to meet its objectives, it is crucial that facilitators who are involved in the training workshops to have specific knowledge and qualifications. First of all, the role of facilitator is properly manifested with apt knowledge of issues related to gender equality, gender norms and stereotypes, and to gender-based violence. It is also needed to be well aware of some more practical and/or legal relevant issues, such as what facilitators have to do and how they should react if one adolescent will disclose them a personal unpleasant or abusive experience. Furthermore, facilitators should be familiarized with the proposed material for Y4Y training workshops.

Beyond the specific knowledge of the project's subject matter, trainers should be able to work using the active and experiential learning techniques, in which Y4Y project is highly based on, that means that they should undertake the role of the facilitator and not the role of the teacher. The skills that must be demonstrated include the ability to communicate and canalize the discussion, to manage and lead a group, to actively listen and use effective questioning techniques, and the ability to handle conflicts and resolve misunderstandings. Another important feature of an effective facilitator is to motivate and to contain all the group members in the process, empowering them constantly to bring out their best. Under that perspective, facilitators are expected to create and sustain a safe and comfortable learning environment in which all students will be encouraged to involve, actively participate and interact through the suggested activities.

It is worth mentioning though that the very strict timeframe of the Y4Y project, as combined with the large number of activities that were scheduled to be implemented created several difficulties even for the experienced facilitators, in all of the aforementioned aspects.

2.5.1 Dealing with Disclosures of Violence or Abuse

Even though it falls out Projects' main objectives, facilitators may confront disclosures of violence or abuse with which they have to deal. Adolescents may have experiences of GBV or other forms of violence during their lives, either as victims, perpetrators or by-standers, in the context of their school, their home, their friends or their relationships, and it is very possible for this kind of experiences to be retrieved

or recalled during the training workshops. Indeed, taking into consideration that during the workshops on the one hand there will be discussed several issues related not only to GBV but to violence and abuse in general, such as ways of reacting to GBV incidences, GBV impact, barriers experienced in challenging GBV etc, on the occasion of several activities, and on the other hand there will be fostered a culture of openness about these issues, young people are likely to feel safe to talk about a relevant experience they had and their concerns, either in plenary or in private.

All of the facilitators were knowledgeable and prepared to appropriately act in such a case; however, there was not any case of a violent or abusive experience disclosure to the facilitators during all the workshops conducted in the three schools.

2.5.2 Supporting Young People with Experience of Gender Based Violence

In the case of disclosure of a personal experience related to GBV, it is very important that facilitators can handle the personal and intimate information that is shared by adolescents with sensitivity and understanding, in a non-judgmental but in a supportive way. Facilitators should be able to provide both emotional and practical support to any student showing emotional disturbance due to personal experiences, being able to listen carefully without asking lot of questions, to communicate the message that this situation is not adolescent's fault and it is not justified for any reason and to signpost him/her to help-lines or to other people they can speak to, depending on the seriousness of the case. The provided advice and support to young people should focus on building their resilience and on helping them secure their own positive outcomes.

2.6 Things to Think About (For the future)

As regards the implementation's design, one matter that provoked serious difficulties to facilitators and definitely should be taken under consideration for the implementation of similar projects in the future has to do with the allocated time and the number of activities that were predefined for each session of the Y4Y Project. The scheduled time for the conduction of all planned activities in all sessions proved to be extremely limited; something that was very stressful for facilitators and urged them both to skip some activities and to accelerate their pace in delivering some others. Therefore, given to the fact that the total duration of the workshops is really hard to be extended – due to the limited time that schools' Principals dispose to such kind of projects, even when they are conducted from out-of-school organizations-, it is

suggested to be reduced the number of obligatory activities and to be proposed several optional activities, giving in that way the opportunity to facilitators to be more flexible in terms of time management and more adaptable in terms of each group needs and pace.

3. Reflections on the Training Sessions

3.1 Session 1

3.1.1 Session Objectives and Key Messages

The 1st Session aimed to introduce and familiarize adolescents with the concepts of gender roles, gender norms and gender stereotypes. Participants were guided through interactive and experiential activities to:

- ◆ Understand the differences between biological sex and the social construction of gender (only via the “Gender in a Box” activity)
- ◆ Explore their beliefs concerning what means to be a boy or a girl in the society they live in and what others expect from boys and girls respectively
- ◆ Understand how gender stereotypes are formed
- ◆ Realize that gender roles and stereotypes are not a fixed reality but are socially constructed and, as such, they can be modified either at a personal or at a social level
- ◆ Explore how gender roles and stereotypes impact on their lives and how they limit their choices, as well as how they are contribute to GBV
- ◆ Challenge gender stereotypes and to recognize their right to live without fear and discrimination.

During the session, it was achieved to put into question the “mandatory character” of gender roles, norms and stereotypes. Adolescents challenged them and they seemed to understand that people may experience negative feelings, inequality or violent behaviors not because they are differing in general, but because they are different, as compared to a desirable “ideal” which is shaped by societal constructs and interpretations of gender. The most important key message that was pinpointed is that no matter how much pressure they are under to conform to gender stereotypes and norms, adolescents do have the right to live without adapting to them, namely they do have the right to live “outside the box”, without fear or discrimination.

3.1.2 Students’ Participation and Key Learnings

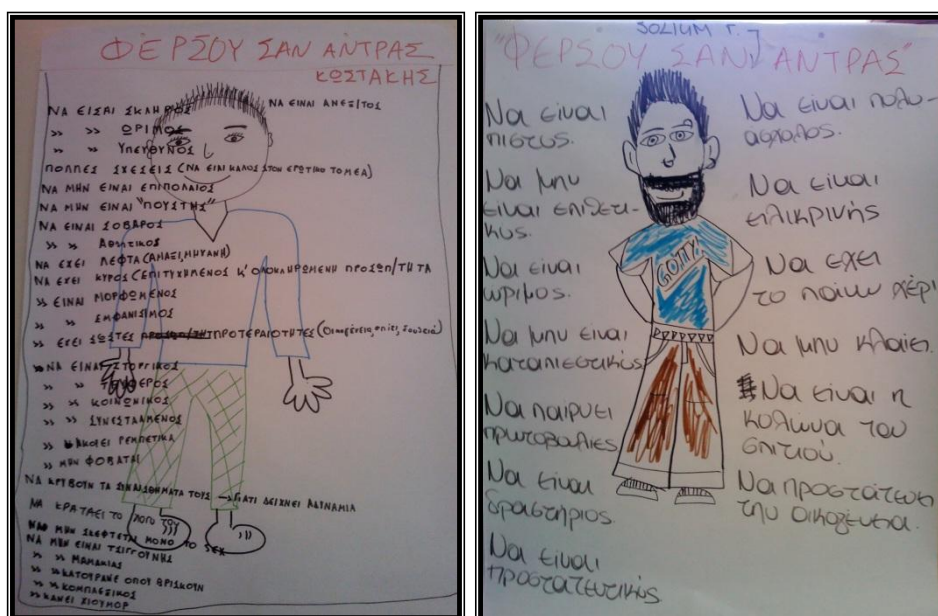
Adolescents participated very actively and they had no difficulties in following the rational of Session 1 activities.

Prominent position in students' representations for both genders hold personality and appearance characteristics, as well as societal expectations related to each gender roles. Analytically, participants seemed to consider that women are expected to: (a) be serious, of low profile, mature, modest, timid, diligent, moral and honest, (b) have good manners and not to swear, (c) take care of themselves, (d) dress decently and not provocatively or sexy, (e) be faith in their intimate relationships and not having many partners or romantic relationships, (f) be caring, nurturing and patient, (g) satisfy their husbands and be consistent in their conjugal duties, (h) be good housewives, (i) not spend lot of money and not buy useless things, (j) have the sense of humor, and (k) be independent, not doing whatever others say to them and have self-confidence (see Picture 3.1).



Picture 3.1 The woman Gender Boxes as formed in two groups

On the other hand, men seemed to be expected to: (a) be mature, responsible and not frivolous, as well as to be serious, timid, honest and keep their word, (b) be handsome, good looking and to have an athletic body, (c) have money, car or motorbike, (d) have high prestige, being well-educated, professionally successful, having a solid personality and many hobbies, (e) have “right” priorities in life, such as family, home, work, (f) be caring, tender and not aggressive, (g) be experienced in the relationships having many romantic relationships, (h) be faith, not oppressive but, at the same time, to have the upper hand in their intimate relationships, (i) be courageous and not to be afraid, be strong, hide their feelings because its expression shows weakness and not cry, (j) take initiatives, be dynamic and energetic, independent and not too very close to their mothers, (k) have the sense of humor, (l) not being stingy, and (m) be the breadwinners, support and protect their family (see Picture 3.2).

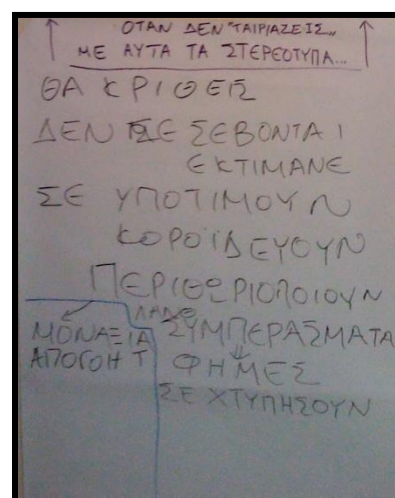


Picture 3.2 The man Gender Boxes as formed in two groups

Overall, men were expected to be strong, professionally successful, independent and the breadwinners of the family, while women to have low profile and good manners, to dress decently, to be caring and good housewives. As it can be noticed, young people seemed to perceive under clearly distinct terms the roles and the characteristics of men and women as expected by society, indicating in this way that gender stereotypes are well-established, quite active even in this age and are expressed in compliance with a rather traditional way of interpreting reality.

What is of interest is that participants really fast begun to realize that these models of men and women, as they emerged from the activity, could not be real as there is no woman or man who seems, is, behaves and feels like that. During the discussion, they understood that all these characteristics are describing how others expect from women and men to be and act and in this point facilitators introduced the concepts of gender roles, gender norms and gender stereotypes. Through discussion, participants also realized the way in which these stereotypes are imposed and enforced by their families, the school, their friends, their social circle and society in general. Furthermore, they discussed with students the differences among the messages that are directed towards girls and boys on how they should behave appropriately according their gender and how these expectations form the “prison” of each gender, while adolescents recognized that it is really hard and painful to follow these guidelines in their personal lives, as they limit to a great extend their freedom and corrode their personality.

Indeed, participants described very vividly what happens when a boy or a girl acts out in a way that is different from what is expected according to gender stereotypes, identifying that if someone chooses to live “outside the box”, s/he will surely suffer some kind of “punishments” (see Picture 3.3). They characteristically mentioned that this person will be subjected to judgments, mocks and rumors against her/him, will not be respected and appreciated by the others, will be marginalized and may even be victimized. As for her/his feelings, they noted that, due to these “punishments”, this person will feel loneliness and disappointment. On the other hand, participants noted that their families, school, friends and society call them to behave in complete accordance with the previous mentioned gender roles and stereotypes, stressing out their feeling that there is a system of rewards that supports their compliance. More precisely, they mentioned that when a boy and/or a girl behaves in a way that is in agreement with the way is expected to behave, then s/he would be very popular and have many friends, s/he would be respected from everyone and be more integrated socially.



Picture 3.3 Punishments when living “outside the box”

The next activity, “Target Shooting” (Activity 1.3), worked very well with participants, as it gave them the chance to assess and identify the degree in which they live “inside the box”. Looking out participants’ answers, it was observed that there was a moderate distribution of adolescents in the scale of percentages (0-100), with the vast majority to be concentrated between 40% and 80%. An example of activity’s outcome is illustrated in Picture 3.4. This activity brought up again the topic of how difficult is for young people to choose living “outside the box” and how easy is to stay inside according to the social imperatives. Participants expressed their concerns, stating that many times -even though they want to behave and act in ways that are not belonging to their gender’s boxes-, this could not be done due to many obstacles they

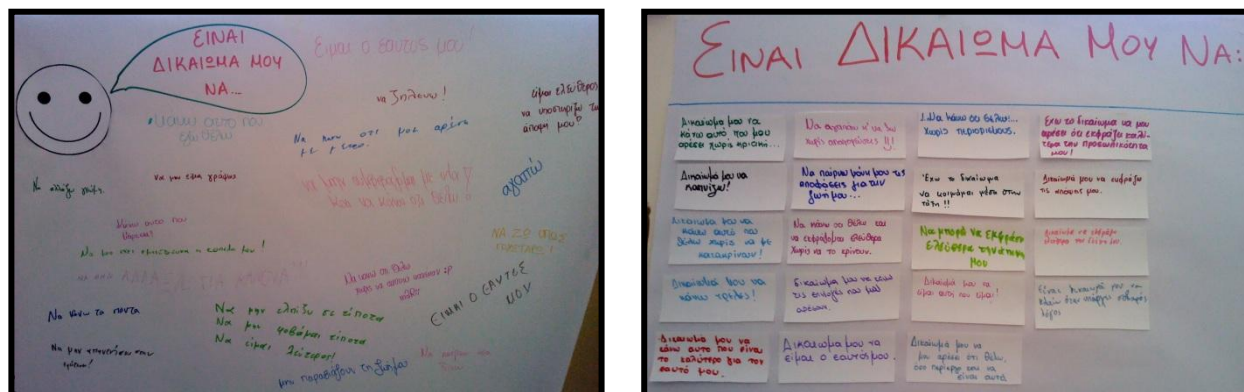


Picture 3.4 The “dart board” with a group scores in the “Target Shooting” activity

meet. The discussion that followed the activity was focused on participants’ feelings when they have to conform in order to fit in the boxes, where adolescents mentioned that they feel pressured, anxious, limited, not free and trapped, whereas they admire others who manage to do that. Facilitators clearly summarized the message that no matter how difficult it is not to conform, everyone has the right to stay outside her/his gender box.

The empowerment activity “It’s my right!” (Activity 1.4) that followed gave the opportunity to students to openly challenge gender stereotypes and to express their rights related to living their lives happily, in the way they want. In the context of this activity, students were asked to mention their rights, starting with the phrase “It’s my right...” (for examples see Picture 3.5), and their more frequent answers were: “...to be myself”, “...to do whatever I like”, “...to make the choices I like”, “...to feel free to support my opinion”, “...to like whatever expresses myself”, “...to decide on my own for my life”, “...not to betray myself”, “...not to compromise with what others want and to do whatever I want”, “...not to allow others violating my life”, “...to cry when something bad has happened to me”, “...to express myself freely without being

subjected to criticism”, “...to love and live without restrictions”, and “...to change opinions”.



Picture 3.5 The outcome of “It’s my right...” activity

3.1.3 Things to Think About

In the “Gender in a Box” activity, it seemed that the process of asking students to generate the drawings of the boy and the girl, and to name them respectively, engaged adolescents in a really energetic way in the activity. The same observation was made also when students wrote by themselves their own and their peers’ answers on the flipchart papers. It is stressed, however, that these roles should not be imposed to students, but rather they should be asked to voluntarily undertake them, as well as to decide who is going to undertake each role.

Overall, a slight modification to the traditional gender stereotypes has been observed for both genders. More specifically, along with their traditional roles, girls seem also to be expected as being independent, not doing whatever others say to them and having self-confidence, while the motherhood was not mentioned at all for girls. On the other hand, in boys’ roles, along with the traditional (patriarchal) characteristics, qualities like being caring, tender and not aggressive, or oppressive, as well as being faith in intimate relationships and having “right” priorities in life, such as family, home and work, were also introduced.

This is an indication that, through decades, some characteristics that in the past were totally unacceptable for men have now turned to be desirable qualities for a man. Hope can also be drawn by the fact that motherhood seems not to be any more the one and “ultimate” destination of a woman. This natural modification that occurs due to the passage of time can be further enhanced in the new generation via interventions

like the one described here. In order to reach the entire population of young people it is suggested such types of intervention to be implemented in schools but also to start from an as young as possible age (e.g. in primary school or even from the kindergarten).

It should be taken into account, though, that all of the aforementioned results were obtained from conveniently selected groups of students living in Athens (the capital of Greece) and should not be taken as being representative of the gender roles, norms and stereotypes that are held either in Athens or in other geographical areas of Greece.

3.2 Session 2

3.2.1 Session Objectives and Key Messages

The 2nd Session aimed to introduce adolescents into the different types of violence and to familiarize them with the construct of GBV in the school environment. More precisely, participants were guided through interactive and experiential activities to:

- ◆ Understand the construct of GBV
- ◆ Identify GBV and its types
- ◆ Explore the factors that may contribute to the expression of GBV and understand how social perceptions about men's and women's stereotypical roles, as well as how hierarchies of power are related to GBV (build on the results generated during the closure of "Gender in a Box" activity)
- ◆ Identify techniques for challenging peers' attitudes and behaviors that support GBV in the school environment
- ◆ Explore various ways of reacting to GBV in the school environment and identify what adolescents themselves can do to take a stand up against GBV and what the school can do to support young people.

During this session adolescents were offered the chance to name various GBV related behaviors in the school environment, to acknowledge its impact and to understand the underlying causes of this phenomenon. Additionally, the notion that GBV is a normalized part of young people interactions with no consequences was also significantly challenged. The most important key messages of the session that derived from the adolescents' discussions and, subsequently, summarized and highlighted by the facilitators were that all types of violence are equally serious; that every form of

violence or abuse is never the victim's fault, but a choice that the perpetrator makes; that every form of violence or abuse is not justified in any way, since every individual has the right to be respected regardless of the extent they seem to fit in their gender boxes. As for the possible ways of reacting to GBV, it was clearly stated that no matter of what happens, violence and abuse it not the victim's fault and therefore victims must not feel ashamed or guilty, but instead the victim should talk to a trusted adult or a friend. Another critical key message of this session was that both victims and bystanders should never remain passive or quiet in various instances of GBV, as remaining silent is like giving the message to perpetrators that their abuse is not only tolerated but also well-accepted.

3.2.2 Students' Participation and Key Learnings

The concept of **school-related GBV** was the core theme of Session 2 activities.

The activity "Types of Gender Based Violence" (Activity 2.1) was skipped for reasons that will be further explained below, in the subchapter "3.2.3 Things to Think About".

Students were greatly excited with the activity of "Scenarios"⁴ (Activity 2.2), which triggered productive discussions inside the classrooms. From the beginning of the activity, adolescents were actively involved into the cases described in the scenarios and they vividly discussed their opinions in order to conclude to commonly accepted answers for each scenario's questions. During the open discussion, in which each small group of students shared their answers with all participants, it was clearly observed that scenarios were very effective, as participants were made use of the opportunity to identify the different types of gender based violence, to reflect and understand on the one hand how the victims were feeling and on the other hand for which reasons the perpetrators were abusing their power, to challenge their own and their peers' perceptions that support gender based violence and to explore various possible ways of reacting against gender based violence.

⁴ Four scenarios were selected from the pool proposed in the Manual (namely Scenario 2: Elina, Scenario 5: Layla, Scenario 7: Giulia and the boys of the bench and Scenario 8: Pietro and Carla) and, after splitting students into four mix gendered groups, each group worked on a scenario; at the end, and an open discussion in the plenary followed.

More specifically, students from all groups, through the scenarios, recognized accurately the different ways that violence could be expressed. More specifically, they referred to: psychological violence via threatening, blaming and rumors spreading (Scenario 2: Elina), as well as via insulting and embarrassment (Scenario 5: Layla; Scenario 7: Giulia and the boys of the bench; Scenario 8: Pietro and Carla); verbal violence (Scenario 5: Layla; Scenario 7: Giulia and the boys of the bench); sexual violence (Scenario 5: Layla); and physical violence (Scenario 8: Pietro and Carla). It was encouraging that it did not result from the discussion the common GBV related myth referring to that some forms of violent behavior, such as sexual or physical violence, are more serious than others (as it happened in the 3rd Session in which the GBV in intimate relationships was addressed); however, facilitators stressed out that all forms of violence are equally serious and can inflict equally serious consequences to the victims.



Picture 3.6 Small groups of participants while working on “Scenarios activity”

What is of importance to note here is that a considerable proportion of adolescents tended to attribute quite stereotypical characteristics to the main characters of scenarios, either during the presentation or the discussion of scenarios in group and in plenary. For example, some (male and female) students characterized Elina as a girl of low morals in Scenario 2 because she sent a topless photo of her to Marco, judged as inappropriate the way of Giulia’s dressing in Scenario 7 and characterized as unacceptable Carla’s behavior towards Pietro in Scenario 8 because they considered that Carla was not clear enough to her answers to Pietro, since she was flattered from Pietro’s interest. On the other hand, some participants mentioned that Giuseppe’s behavior in Scenario 7 was not a typical man’s behavior, as he did not participate in making comments about Giulia with the other boys. This kind of participants’ way of thinking indicated once again that gender stereotypes are well-established among adolescents, at least to an extent, since every kind of behaviors that did not conform to the ideal norms associated with each gender’s box seemed to provoke gender

stereotypical comments. The basic key message that facilitators paid special attention to be stressed to adolescents, at this point, was that regardless of the extend someone seems to fit in his/her gender box, s/he has the unquestionable right to be fully respected from everybody.

Another important point that emerged during the discussion on scenarios is that in almost all cases described in the scenarios, participants even though they recognized when a person was experiencing a violent behavior, they tended to attribute a share of responsibility of what was happening to the victim and in some cases to clearly blame him/her. For instance, in Scenario 2 some students believed that Marco's violent behavior expressed due to Elina's fault to send him a half-naked photo of herself; in Scenario 7 that boys' behavior toward Giulia was reasonable because she was dressed in a provocative way (a detail that was not mentioned at all in the Scenario!!) and they mentioned that probably she liked to hear these comments, since even she knew that this group of boys was usually there, she kept passing from there (while if she did not like it, she would have changed her routine route). In a nutshell, a mighty pattern that emerged –hopefully, in a subgroup of the students, had to do with that the victims went looking for all this trouble and they provoked what followed in each case, which also led to the conclusion that, in a sense, they deserved what it happened to them. In



Picture 3.7 Small groups of participants while working on “Scenarios” activity

that point, facilitators guided students' discussion in such a way in order to lead to the conclusion that in no case violence and abuse are justified and acceptable as behaviors and that when violence happens, it is never because of the victim's fault, but it is always the abuser's choice and responsibility.

Of interest was also that some participants considered as neutral and ordinary and not as something important insulting behaviors such as rumors spreading, intimidation and embarrassment at the expense of someone, suggesting in that way that gender based violence in the context of peer, adolescent relationships is something naturally embedded in young people's daily life. Indicatively, some participants, during the

discussion of the Scenario 5, stated that boys' behavior to Layla was something reasonable on the basis of her reaction and there was nothing wrong in laughing at her, as they considered it as a funny incidence; moreover, in Scenario 2 some mentioned that from the moment that Elina sent her photo to Marco, he had the right to do whatever he wanted with it and even to upload the photo on Facebook. The same scenario (Senario 2) also revealed the extensive difficulty most of the students (boys and girls) had to understand the limits in the behaviors of freely consenting and of coercing someone's participation to a sexual act. In such kind of arguments, facilitators stressed the conclusion that has been emerged from the discussion, namely that these particular behaviors consist forms of violence and indeed imply significant consequences for the victims, triggering in that way participants holding the opposite opinion to rethink and to reevaluate their stance towards them.

As for the possible ways of reacting to GBV in the school environment, adolescents appeared to be quite skeptical regarding the most effective ways of react. Most of the participants noted that the scenarios' protagonists should talk to a friend of them about what has occurred and very few that they should talk to an adult, parent or teacher. A considerable proportion of students supported that, if a peer of them is subjected to a violent or abusive behavior, it would be safer to talk to a friend, as s/he will understand them for sure and will support them, but in the case of an adult, adolescents were very cautious, saying that parents will not understand them and will accuse them for what has happened and that teachers, even though they will understand them, they will not do anything. In this discussion, facilitators stressed again the point that victims should never remain passive, quiet and tolerant in various instances of GBV, as remaining silent is a way of saying that the abuse is well-accepted, should not have feelings of shame or guilty, but instead they should talk to somebody they trust, a friend or an adult.

On the occasion of the cases presented in the Scenarios, the "Vote with your feet" activity that followed (Activity 2.3) gave the opportunity to adolescents to consider deeply and further explore various possible ways about how to react to an incidence of GBV in the school environment. The activity worked quite well, as provoked a vivid discussion and participants seemed to be enthusiastic with the idea of expressing themselves via moving in the classroom. In regards to bystanders' and friends' intervention, the vast majority of students agreed on that they should have intervened

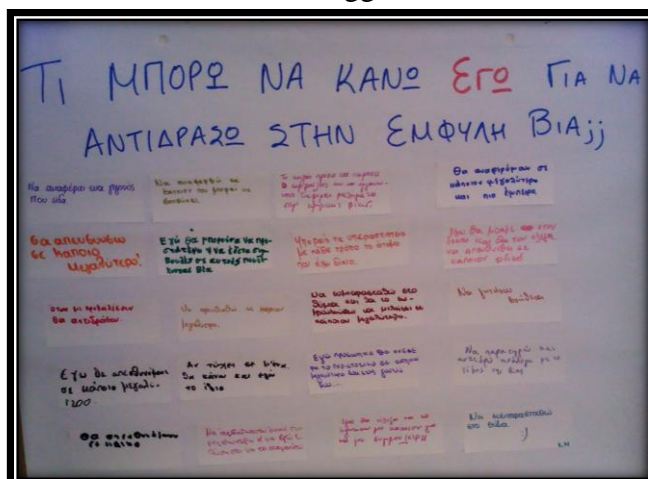
in a way in the scenarios' cases, while very few believed that these incidences are private matters and nobody should intervene. What has to be noted here, though, is that, impressively, during the previous activity of Scenarios, none of the participants spontaneously commented on the bystanders' thesis in the scenarios who not only did not intervene in none of the incidences, but also, in some cases, they reinforced the perpetrators' behaviors. This is a strong indication that adolescents need a trigger in order to start understanding that they do have a role, as bystanders in GBV incidences, as well as in order to start thinking of and rehearsing possible ways on how they can effectively fulfill this role. Facilitators guided the discussion in a way that generated the message that indeed bystanders have to –and can- play an important role in cases similar as those described in the scenarios and their intervention could be crucial for the victims, as well as for the (dis)continuation of GBV.

In the statements describing various persons to whom somebody that is experiencing violence or/and abuse could address, participants' theses were also fairly clear. Talking to friends and asking for their advice was a widely accepted way of reacting to GBV incidences by adolescents, as they were thinking that friends will understand them, stand by them and not judge them. Again, talking to parents appeared to be considered by few students as something positive that will help the person who is being abused; however, the opposite stance has to also be taken seriously into account, as stated by many children expressing their concerns regarding that, mentioning abuse could make things worse for the victim. At this point, facilitators acknowledge the fact that, indeed, many people –including some parents or teachers- do not know how to react when they are informed about abuse experiences. Moreover, at the same time, facilitators insisted on that the person who either experiences or observes GBV should keep seeking about a friend, a family member or a teacher who can act as a safe environment for somebody who is being abused, helping her/him to express her/him feelings, supporting and protecting her/him.

However, talking to teachers, to counselors or to psychologists were choices that triggered a lot of discussion to participants and most of them took a position around the middle line, both in the agreement and the disagreement sides. Young people were found to be confused regarding whether or not any of these options could be effective and helpful in case a person is being abused. Through the discussion, some participants did move to the agreement side considering that the experts' help could

be a viable option of reacting towards GBV and providing important support to the victims; while as for the teachers' help the majority of students either they moved to the disagreement side or they remained around the middle line, believing that teachers and school in general could not help (mostly because they are not interested to intervene). Wrapping up the activity, facilitators highlighted that **any adult** an adolescent **trusts**, teacher, parent or an expert, wants for sure to protect them and they will do whatever is possible to help, alleviate and support a person who is being abused.

The “School Rules” activity that followed (Activity 2.4) effectively challenged participants to identify the things that they consider they can do themselves in order to take a stand against GBV in school environment and what things school can do in order to support them in this direction. In the first question (for example, see Picture 3.8), among the most frequent adolescents' answers were: *“I can report an incidence that I saw”*, *“I can address to an adult”*, *“I can talk to somebody who I know that s/he could help”*, *“I can defend the victim and advise him/her to talk to somebody”*, *“I can talk to an adult and take advise on how to stop it”*, and *“I can ask for help from a friend or an adult”*. Through these answers it can be inferred that some of the basic key messages of Session 2, such as not remaining passive in any instance of CBV and talking to an adult, had successfully passed to students. It should be noted that some male students stated the opinion that they would themselves use violence in order to stop the abuser and protect the victim. This stance triggered a discussion that was guided in way so that directed students to identify the resemblance of this behavior with the abuser's behavior and, consequently, to understand that such a reaction is rather perpetuating violence than eliminating it.



Picture 3.8 The outcome of “School Rules” activity

It should be noted though that the restricted time the facilitators had in their disposal did not, always, allowed them to follow the group's pace and, at specific occasions, they had to –somehow- “rush” the conclusions by suggesting more openly the “desired” answers/attitudes. On these occasions, students' conclusions did not seem as stable compared with the cases in which they had been allowed to reach to their own “desired” conclusions. Supportive to this observation was also one incident where the facilitator, in an effort to quickly wrap up a very vivid discussion, with many controversies on whether the victim's behavior provokes the abuser's behavior, she clearly said that “...*no matter what a girl is wearing or how she is behaving, this does not provide to nobody the right to abuse her...*”. Due to this very clear “external” statement, some members of the group felt –and one of them also verbally expressed her feeling- that the facilitator was trying to dictate and impose to them her own ideas and attitudes (with the same way that gender stereotypes had been enforced to them); thus, the opposite than the intended result was brought, as at least -some of- the students holding this erroneous belief, became reactive and more resistant to consider modifying their attitude.

On the basis of the aforementioned rationale and experience, it is **strongly recommended**:

- a) to increase the duration of the sessions or to decrease the number of the topics that are being addressed per session and
- b) the facilitator(s) to strictly follow the group's pace, by subtly guiding adolescents to generate themselves the desired conclusions, even in cases where this means that an entire topic would have to be skipped or that some myths or false attitudes would be just slightly touched or modified.

The most disturbing observation was that the adolescents' deeply rooted belief of blaming the victim for her/his abuse and, especially in cases of a girl's sexual abuse or coercion, many students (of both genders) tended to express the attitude that she asked for it or that she deserved it, and that she would have avoided the abuse if she had behave in a different way than another. Apparently, this way of thinking functions as a defense mechanism, seemed to provide to students (especially to the females) a sense of control and personal security from abusive behaviors; namely if they behave in the “correct way”, they will avoid being abused. On the other hand, this attitude of

attributing the responsibility of abuse to the victim, instead to the perpetrator, has multiple negative consequences:

- Discourages victims to disclose their abuse out of fear that others will not believe them, will blame them or will not support them.
- Reinforces the perpetrators' view that they have the right to abuse a person if s/he is not behaving "properly". What is more here is the fact that "properly" can be defined according to each perpetrator's preferences.
- Exposes people who embrace these views at greater risk as their unrealistic sense of security prevent them from recognizing any early warning signs that their relationship is an abusive one.

A very systematically designed intervention effort is needed in order to this very deeply rooted stereotypical attitude to begin being modified. Valuable allies to this intervention will be the teens holding the opposite view; namely, the adolescents who believe that no one deserves to be abused for no reason and that when a person disagrees with the behavior of another, s/he has no right to abuse her/him, but s/he can simply leave the relationship.

Another very interesting aspect of our observations was the fact that many students have never thought what they can or they would do in order to confront GBV. More specifically, they have neither thought what they can do if/when they observe a GBV incidence, nor what they would do if they were themselves victims of GBV. On the other hand, as optimistic could be considered the fact that a simple trigger, like asking students to think and discuss their possible reactions if they found themselves in these situations, was enough to induce vivid discussions leading to naming many alternative ways of supporting themselves or another victim, as well as possible resources of help and support. Furthermore, students used this opportunity in order not only to rehearse their own possible ways of reaction but also to predict the possible reactions of others, who would address in similar case. This rehearsal technique can be very beneficial in terms that in case an adolescent find her/himself in such an unpleasant situation, s/he will not be totally unprepared to react, a fact that is anticipated to increase the possibility of reacting in the most protective (for the child) way.

Last but not least, adolescents' disbelief to the ability and the motivation of their school to assist students handling or eliminating their abuse experiences, should also trouble us.

3.3 Session 3

3.3.1 Session Objectives and Key Messages

The 3rd Session aimed to introduce and familiarize adolescents with the construct of GBV in romantic relationships. Participants were guided through interactive and experiential activities to:

- ◆ Identify and dispel the most common myths about GBV
- ◆ Identify the warning signs of GBV in romantic relationships
- ◆ Explore their own reactions to GBV in intimate relationships
- ◆ Identify the barriers people are often experiencing in challenging GBV
- ◆ Consider various options of reacting to GBV in the context of romantic relationships in a safe way and understand how young people can protect themselves and others.

During this session young people were offered the opportunity to put into question the most common myths related to GBV in the context of romantic relationships and to challenge their perceptions and attitudes in regards to these myths. The most important key messages that were underlined to the participants were that the victim that is subject to any kind of violent or abusive behaviors has no responsibility for that, as well as that a violent behavior is always the perpetrator's choice and has nothing to do with characteristics such as anger and self-control, alcohol and drugs, socio-economic status and educational level, and physical appearance. It was also mentioned once again that GBV has many types that are equally serious. Furthermore, it was pinpointed that violence can be present in adolescents' romantic relationships and clearly stated that once a partner identify any warning sign of GBV in her/his relationship, s/he should react in a safe way and not remain passive. As for the bystanders' intervention, facilitators passed the message that bystanders have a critical role to play in such incidences and even though it is really difficult for them to take action, they should support the victim, motivate her/him to talk about what is happening and support her/him to talk to somebody s/he trusts; otherwise, remaining inactive is a way of telling that GBV is not something bad and serious, contributing in this way to be continued such kind of behaviors.

3.3.2 Students' Participation and Key Learnings

The concept of **intimate relationships GBV** was the core theme of Session 3 activities.

The activity “Myths and Realities of GBV” (Activity 3.1) seemed to be an effective activity in challenging well-established, widespread, common myths related to violent and abusive behaviors. Young people, through the process of identifying if the Activity’s statements were myths or facts, were actively evolved in really vivid conversations in which many arguments were developed in favor of and against almost all statements and they were triggered to rethink and reevaluate their attitudes and perceptions in regards to the most common myths related to GBV.

Looking through adolescents’ answers, it was observed that even though they successfully recognized some of the most common held myths related to violence, they did not manage to identify correctly all statements. Roughly, participants considered as myths the facts: “*Girls can be as violent as boys*”, “*Women are most likely to be sexually abused by someone they know than by a stranger*”, and “*People exercise violence because they feel superior to the person they abuse*”; and as facts the myths: “*Alcohol and drug abuse are causes of violence*”, “*Violent people are people who can’t control their anger – it is a momentary loss of self-control*”, “*Violence is more common in grown-up relationships*”, “*Victims of violence are usually weak characters*”, “*Physical abuse is more serious than verbal abuse*”, and “*Sometimes girls provoke sexual aggression by boys because of the way they are dressed*”.

The pattern that emerged in regards to why violence occurs revealed again students’ tendency to justify perpetrators’ behavior, believing that they exercising violence because they cannot control their anger, because they drink and because they are addicted to drugs, and not because they want to reaffirm their superiority feelings. In that point, facilitators stressed out that any type of violent behavior is always the perpetrators’ choice and has nothing to do with other factors, such as drugs, alcohol and self-control. They also clarified that, indeed, alcohol and drugs are often associated with violent behaviors but do not cause them; instead they could contribute to the degree of violent behavior’s severity. Furthermore, they reminded to participants that the main underlying reason for which people choose to use violence towards others is that they feel or they want to feel superior to the person they abuse

and they desire to control her/him; a fact that participants wrongly identified as a myth. However, what was important and encouraging has to do with that young people did not correlate perpetrators' violent behavior with socio-economic status, educational level and physical appearance.

As for the victims of violent behaviors, adolescents considered that usually they are weak characters and they provoke the perpetrators' violence in a way; for instance, participants believed that girls sometimes provoke boys' sexual aggression because of the way they are dressed. Facilitators stated once again that the expression of any kind of violent behavior is never the victim's fault and has nothing to do with the character or the appearance of the victim, adding that anyone is likely to be a victim of GBV, not because s/he wants it or provokes it in any way, but because the person who is abusive chooses to behave in a violent way. Taking the ground from few adolescents who, during the discussion, expressed the common held perception that the female victim asked for what had happened to her because of what she was wearing, what she was saying, with whom she was talking, etc., facilitators directed the conversation in a way challenging participants to think and reflect on this opinion. Through discussion, hopefully, a considerable proportion of young people agreed on that such reasons are justifications of violent behaviors and facilitators agreed, adding that are often used as excuses by perpetrators –or even bystanders- in order to rationalize the violent behaviors. Following this rationale, facilitators brought again the topic of victim's blaming, attempting to openly challenge this myth, and emphasized that violence is never the victim's responsibility and fault. What was of interest is that participants seemed to have a particular difficulty in accepting this thesis, as they insisted on invoking various arguments trying to explain and to justify the perpetrator's behavior.

Even though in previous sessions had been underlined that all forms and expressions of violent behaviors are equally serious, the majority of students –impressively- failed to recognize as a myth the statement *“Physical abuse is more serious than verbal abuse”*, indicating that this perception is a deeply entrenched myth. The arguments that students reported in favor of this statement had mainly to do with that physical abuse has more serious and painful consequences rather than verbal abuse. Facilitators explained that indeed physical abuse has more obvious consequences for the victim, but verbal abuse has less evident results which should not be underestimated as they can be equally harmful and serious.

A gender stereotypical perception that seemed to trouble young people was the statement “*Girls can be as violent as boys*” which they identified it as a myth, supporting that the expression of violent behaviors is a phenomenon that concerns only boys and men and that usually girls and women are the victims and boys and men are the perpetrators. Facilitators argued that actually is more often for boys and men to exercise violence towards women but this does not mean that girls cannot be as violent as boys, trying in that way to dispel the erroneous belief that boys/men are exercising violence and girls/women are subjects of violent behaviors, as a rule. They also added that what seems to happen is that for girls violence is not a usual and acceptable form of behavior, as they have been taught to resolve their conflicts in more implicit ways, while the opposite happen for boys; an argument that seemed to work well for participants as they correlated GBV with how is expected from each gender to behave. Characteristically, some female students mentioned that maybe girls and women are more familiar with more subtle forms of violence, like psychological or verbal violence.

The “Role-play” activity (Activity 3.2), that followed, was evaluated by participants as the most enjoyable and effective activity of all sessions. From the beginning of the activity, during their preparation and performance, adolescents were very enthusiastic and although some of them had reservations on participating, finally all they energetically involved in the story’s roles⁵. Furthermore, they participated in really vivid discussions after the role-playing in regards to healthy and unhealthy behaviors and relationships, warning signs of abusive relationships, as well as how one should react when s/he is in such a relationship.

At first, all participants agreed on that the relationship of George and Evelyn is not a healthy relationship and they accurately recognized many instances of abusive and violent behaviors, such as: threatening, verbal, physical and psychological violence, control, isolation, intimidation and humiliation. It should be noted here that a small, however considerable, proportion of students expressed their belief that George’s behavior is understandable given the fact that Evelyn was provocative with her behavior and her way of dressing; a thesis which, on the one hand, indicates once again that GBV is a well-embedded part of adolescents’ daily life considered as an accepted way of behaving and as nothing really important and, on the other hand, the

⁵ The “Role-Play” activity step-by-step process was modified as described in subchapter 2.4.

easiness with which young people tend to put the blame on the victim. At this point, facilitators stressed out that GBV is something that could happen in young people romantic relationships and even many times is observed to be legitimized or to be considered of minor importance, it is something that **under no circumstances** could be acceptable.

A vivid debate was raised on the question if Evelyn did provoke the violence she experienced and the victim blaming topic. As mentioned before, some adolescents considered that Evelyn provoked him with her clothes and her behavior, while – hopefully- few argued that even in the case that Evelyn was satisfying George’s requests, for instance spending more time with him or not wearing provocative clothes, probably he would find other reasons for being controlling and abusive. Facilitators openly supported this thesis, clarifying that what had happened was exclusively George’s responsibility and choice and that Evelyn had nothing to do with that. Indeed, in this discussion, few students -trying to justify George’s behavior- expressed their opinion that his behavior showed that he cared Evelyn and that he tried to have a better relationship with her. At this point, facilitators took the opportunity to pose another question in regards to if control, jealousy and threats are signs of love and caring in order to challenge students’ stereotypical perceptions. In this discussion, even though participants seemed to be really troubled, they began to realize that control and jealousy are not elements of a healthy relationship, but ways of expressing and/or affirming one partner’s superiority feelings and his/her desire to control the other one.



Picture 3.11 A group of participants while performing during “Role-play” activity

Even though it did not rise from the conversation, facilitators attempted to anticipate any stereotypical generalizations like “boys/men are the abusive persons and girls/women are the victims” and triggered students to explore the possibility of what would happen if in the position of Evelyn was George and in the position of George was Evelyn. Of interest was that a considerable proportion of students stated that this

could never happen, as boys do not accept this kind of behaviors in their intimate relationships, verifying in this way that girls -and women in general- are more affected by GBV. In that point, facilitators made clear that this fact in no case should be interpreted as that all boys and men are exercising violence and all women are suffering its harmful consequences, since the opposite could be happen too. Facilitators added that sometimes boys' and girls' violent behaviors is possible to be differentiated by the kind of violent behavior, for example girls and women usually exercise verbal or psychological violence, while boys and men physical, linking in that way GBV with gender roles.

As for the ways of responding to incidences of GBV in a romantic relationship, the activity of "Bystander Intervention" (Activity 3.3) proved to be an excellent occasion for adolescents to further explore how they can react to incidences of GBV in the context of a romantic relationship in a safe way. Using as a reference the scenario of the role-play, participants firstly triggered to think Evelyn's stance towards George's behavior. The majority of them seemed to understand Evelyn's reaction, explaining that she remained inactive, accepted all these violent behaviors and tried not to provoke George's anger because she wanted to keep the relationship and to avoid any conflict with George. Few students hypothesized that Evelyn consented to George's requests because she feared of him and his reactions and she did not want to risk losing him. Facilitators agreed with students on how Evelyn could feel in this relationship and the reasons for which she did not take any action, but they reminded to participants that remaining passive passes the message that abuse and/or violence is well-accepted and something of minor importance.

Facilitators guided the discussion on the reasons for which Evelyn did not took a clear stance towards GBV and young people recognized that it is very hard for someone who is abused to get out of such a relationship because is likely for her/him not to know what is more appropriate to do and which is the more appropriate way to act. Encouraging was that some adolescents said that Evelyn could have talked to her friends about what she was experiencing and that could be really helpful and relieving for her. Facilitators agreed on that, supporting that indeed talking to a friend can help the victim to see clearer the situation, to feel stronger and safer in order to reevaluate her/his relationship and make a decision. They also extended one of Session's 2 key messages stressing out that talking to a trusted adult it is an effective way of handling

such kind of situations, not only in the school environment, but also in an intimate relationship too.

In regards to bystanders' stance, young people seemed to be quite confused regarding if bystanders correctly did not intervene in the incidences of GBV that witnessed or if they should have intervened rejecting George's behavior and protecting Evelyn, raising a hot debate. Some students expressed their reluctance to take a stance towards GBV as bystanders, providing arguments such as *"...what is happening in a relationship is a private matter..."*, *"...Evelyn did not asked from her friends to do something..."* and *"...we do not know how to confront the abusive person..."*; arguments indicative of the obstacles one could experience in challenging GBV. The other side supported that bystanders should have intervened in order to stop violence and to protect their friend, Evelyn, and that *"...when such things happen in a public place, everyone has the right to be involved..."*, even if the victim did not ask it.

Closing this discussion, adolescents concluded agreeing that bystanders have to do something in such kind of situations. In the case of the role-play, they characteristically proposed that if they did not want to actively intervene at the moment of the incidence, they could approach Evelyn and George afterwards and talk to each one separately. Facilitators clearly supported this thesis by saying that bystanders' intervention is really crucial in GBV incidences, as the message conveyed through their intervention is that violence is not an accepted and justified way of behaving. However, they emphasized that before intervention, it is really important for bystanders to feel confident and safe so as to take action and stated that simply talking either to the victim or to the perpetrator could be an effective way to help them understand what they are doing and that they should do something in order to change this situation.

3.3.3 Things to Think About

The available time for the implementation of the Session's activities proved to be very limited; a fact that, again -in some cases-, guided facilitators to accelerate the discussions and/or the groups' processing pace in their attempt to cover all the core topics and the "desired" conclusions and key messages to be reached. Even though, overall this rationale seemed to be functional and to work well with participants, during the "Myths and Realities of GBV" activity, considerable difficulties were

expressed by some of the participants when categorizing wrongly a statement, either when facilitators were directing the conversation in a way so as the “desired” answer to be emerged or when they were mentioning the correct answer, trying to explain why the participants’ answer was not correct and what happens in reality.

An illustrative example of these difficulties was noted during the conversation that rose around the statement *“Victims of violence are usually weak characters”*. After exchanging really interesting opinions, the majority of students concluded that the statement was correct, saying that if the person who is experiencing violence had a “strong” character, s/he will never permitted such kind of behaviors; recognizing, in that way, that the victims of violent behaviors provoke what is happening to them and that they had the responsibility. The facilitator, after almost 10 minutes of discussion, attempted to put an end and mentioned that the statement was a myth and that *“...when somebody behaves in a violent way, s/he chooses it and s/he has all the responsibility; and this has nothing to do with the character of the other person...”*. Few participants (mainly females) felt that their voices had not been heard and that the facilitator tried to impose them the “correct” answer in an arbitrary way, leading to the expression of strong objections.

This fact troubled facilitators in regards to the effectiveness of their positioning, wondering whether, after the debate, the students that expressed their disagreement – if not all of them- would be involved in the process to rethink and reevaluate their attitude or their erroneous belief would become stronger. For this reason, **it is highlighted** once again the need of increasing the duration of the session or decreasing the number of mandatory activities in order to secure that there would be available time for participants to reach the “desired” conclusions and the most important key messages on their own, without being pressured or “patronized” by the facilitators.

Furthermore, quite disappointing was that a considerable proportion of participants strongly supported the pattern of victim’s blaming, although this topic had been thoroughly discussed in the previous session, during which it had been emphasized by facilitators the respective key messages. Taking into consideration this observation, it can be inferred that victim’s blaming consists one of the most well-established myths and stereotypical beliefs among young people in Greece and, as it seemed, it is quite hard to be dispelled. On this basis, **it is proposed** to be designed a quite flexible and

more adaptable intervention project in which facilitators will have the ability to modify the agenda and to select activities according to each group specific needs and pace; for instance devoting more time in discussing deeply rooted stereotypical attitudes that are emerged in the conversation -like victim blaming in the abovementioned case-, even if that means that another topic has to be skipped.

Another important outcome of this session was that young people triggered to produce various ways of reacting when witnessing a GBV incidence, since – as they told to facilitators- most of them have never thought if they should intervene or what they should do in such kind of cases. Encouraging was that, when students were asked to think about and to discuss possible reactions in the case of observing a GBV incidence, they were quickly put themselves into the process to imagine themselves as bystanders in the situation described in the “Role-play” and to wonder what they could do. They produced their own ways of responding in a GBV case and discussed vividly with their schoolmates the pros and cons of each way; a process that could be considered really crucial for GBV prevention in adolescents’ daily lives, as they get prepared –even in a cognitive way- to react in such an unpleasant situation. Of interest was that during this conversation were few the students that supported that bystanders should not intervene; a point of view that seemed to boost the rest participants to support more strongly the thesis of taking a clear stance against any type of GBV.

3.4 Session 4

3.4.1 Session Objectives and Key Messages

The 4th Session aimed to introduce and familiarize adolescents with the construct of peer education and the role of a peer educator. Session objectives were participants to:

- ◆ Understand what peer education is and why is effective
- ◆ Identify the role of a peer educator and what is expected from her/him
- ◆ Explore the qualities of a peer educator and the skills s/he will need in conducting a peer training
- ◆ Talk about their fears and anxieties concerning delivering Sessions to their peers
- ◆ Plan the Sessions they will deliver to their peers.

During this session young people were offered the opportunity to understand what peer education is and to discuss its benefits and drawbacks, evaluating in this way its effectiveness. Facilitators pinpointed that peer education is a really effective method of sensitization, as peer educators speak the same language with their peers, they are easier accepted and trusted by their peers as compared to other adults and they can make their peers feel more comfortable to talk about various subjects and in particular about the topic of GBV. On the other hand, they mentioned the possible difficulties that peer educators may face during their own sessions, such as ignorance by their peers, noise, reluctance in participating etc., highlighting though that whoever wants to act as a peer educator should be well prepared for such kind of situations. In a nutshell, the key point in that facilitators were focused was the role of peer educators and more precisely what is expected from the volunteered participants to do in the next phase of project as peer educators.

3.4.2 Students' Participation and Key Learnings

The concept of peer education was the core theme of Session 4. However, due to pressure of time and for reasons that will be further explained below -in the subchapter “3.4.3 Things to Think About”-, facilitators decided to modify the proposed training agenda of this Session. Analytically, “What Is Peer Education and Why Is It Effective?” (Activity 4.1), “Qualities and Skills of a Peer Educator” (Activity 4.2) and “Skills in Group Facilitation” (Activity 4.3) were not delivered individually as planned, but they were embodied and conducted in the form of an open discussion with students; that means that these topics were covered based on participants' questions, requests and needs.

At first, facilitators described in detail to adolescents what is expected from them to do while acting as peer educators. They explained that they have to deliver one session with duration of one teaching hour to a peer class and that its content should be structured by themselves on the basis of the previous three meetings' conducted activities. They informed peer educators that they will be provided with all the material needed, for instance step-by-step instructions for each activity, handouts, flipcharts, markers, etc., by facilitators. They also added that facilitators will be available for any kind of support peer educators will need, not only during the peer educators' sessions, but also during the peer educators' preparation. This introduction

was considered more than necessary by facilitators in order to encourage peer educators to get involved in this process, showing them that they will not be alone, and to make them feel more confident and comfortable in regards to their own sessions.

Afterwards, facilitators mentioned briefly the reasons for which peer education is selected as a method in the context of this project, describing at the same time what peer education is. They noted to participants that peer education is viewed as an effective method of informing young people on the topic of GBV given the fact that peer educators are easier accepted by their peers than other adults -and consequently peers will feel more comfortable to talk to them about a sensitive subject such as GBV-, they speak the same language with peers and they know how to approximate their peers and to convey the desired messages.

Overall, adolescents seemed to be quite enthusiastic and highly motivated with the idea of acting as peer educators, even though it was something unprecedented for them; as they noted characteristically, it was the first time that they were invited to undertake this role. It is indicative though that by the time the facilitators mentioned that participants have to form groups of two persons for their forthcoming sessions, instantly adolescents begun to search for their partner; something that was recorded by facilitators as really encouraging for the progress of project.

As for the set-up of peer educators' sessions, facilitators prepared and distributed handouts to participants who wanted to become peer educators, asking from them to fill in in order to form their groups and to plan the content of their sessions. A sample of this handout is presented in Table 3.1. Through this, facilitators asked peer educators for useful information including: their name and their e-mail addresses for contacting them, the class in which they prefer to conduct their session and the activity which they want to deliver. In the activities section, as it can be seen in the Table, facilitators had already preselected three activities as the mandatory part of each session that included (a) a *brief introduction* to Y4Y project, (b) an *empowerment activity* ("I have the right..." or "School rules")⁶, and (c) an *evaluation activity*. Therefore, peer educators had to select only one activity as the core of their

⁶ Depending on the main activity that peer educators would select, either from the "Gender Stereotypes and Gender Roles" or the "Healthy and Unhealthy Relationships and GBV" Unit.

session according to their thematic preferences, among the “Gender Box”, the “Scenarios”, the “Myths and Realities of GBV” and the “Role-play” activities.

Table 3.1 The handout distributed to peer educators in order to form their groups and plan their sessions’ content

NAME	CLASS	ACTIVITIES
GROUP 1 1. E-mail: 2. E-mail: 3. E-mail:		<input checked="" type="checkbox"/> Brief introduction to Youth4Youth (3-5 minutes)
		<u>Gender Stereotypes and Gender Roles</u> <input type="checkbox"/> 1a. “Gender Box” <input type="checkbox"/> 1b. “Target Shooting” <input checked="" type="checkbox"/> 2. “I have the right...”
		<u>Healthy and Unhealthy Relationships and GBV</u> <input type="checkbox"/> 3a. “Scenarios” <input type="checkbox"/> 3b. “Vote with your feet” <input type="checkbox"/> 4. “Myths and Realities of GBV” <input type="checkbox"/> 5. “Role-play” <input checked="" type="checkbox"/> 6. “School rules”
		<input checked="" type="checkbox"/> Evaluation

As for the questions posed by peer educators to facilitators, interestingly, the vast majority of adolescents did not asked for clarifications and/or further information about the theoretical and the procedural parts of their session, that means the theoretical background of GBV and how to conduct the activities, contrary to what was expected. However, few of the aspiring peer educators seemed to be concerned about how to deal with difficult and stressful instances inside the classrooms, such as what to do if someone or some peers do not pay attention to them, they make noise or they criticize them in a negative way. In that point, facilitators mentioned that peer educators have to be prepared for such cases and to keep in mind that all the sessions will not run smoothly, highlighting that this has nothing to do with their abilities as peer educators.

Another topic that emerged through the discussion by some peer educators was the reluctance of delivering a session in peers of the 3rd Grade, given the fact that all peer educators were of the 1st and 2nd Grade of Lyceum. They characteristically said that they feel very anxious with the idea of standing in front of and having to conduct

activities in older than them students. Trying to avoid bringing into a difficult position the students who expressed such kind of difficulties, facilitators set, in a discrete way, the adolescents who seemed to be more confident as peer educators of the 3rd Grade schoolmates.

Unfortunately, due to the limited available time, peer educators did not have the opportunity to practice neither facilitating a peers' group nor conducting one of the activities, and therefore to receive feedback on their performance. Facilitators, in order to make them feel more confident, insisted on that they have to prepare very well in the material each peer educators' group would receive and they proposed to peer educators to agree with their partners the role of each educator, for example who will deliver each activity, who will write on the flipcharts etc., and to practice on their own the session to each other in order to get more familiarized with the material. Finally, they stressed to peer educators that they are looking forward their communication for any question they have or any clarification they need about the process before their oncoming sessions.

3.4.3 Things to Think About

The “What Is Peer Education and Why Is It Effective” (Activity 4.1), “Qualities and Skills of a Peer Educator” (Activity 4.2) and “Skills in Group Facilitation” (Activity 4.3) activities were considered by facilitators as rather time-consuming to be conducted exactly as envisaged in the Y4Y Implementation Manual, due to that the available time for meeting the session's objectives was extremely limited and the most imperative objective was the preparation of the forthcoming peer educators' sessions. In accordance, facilitators decided to skip conducting the abovementioned activities in their original form but, instead, they modified them in an effective way in order the important key messages of the session to be covered.

More precisely, as for the “What Is Peer Education and Why Is It Effective” activity, facilitators explained briefly to adolescents what it is, triggering a conversation during which students were asked about its effectiveness as a method; in that way, lecturing about peer education was avoided, while students involved energetically in the process to think why peer education is preferred over other methods and what they should do as peer educators. As for the rest two activities, facilitators guided the group's conversation in such a way that participants had the opportunity to express

their worries and concerns related to their own sessions. During the discussion, facilitators covered briefly the topics of qualities and skills of peer educators.

Even though these modifications seemed to work well with adolescents, it should be noted here that, following the above mentioned rationale, it was implemented a session based mainly on the preparation of peer educators' sessions in technical and organizational terms, during which the facilitators on the one hand offered the ground to be expressed and discussed the specific needs and worries of the aspiring peer educators, but on the other hand peer educators did not have the opportunity to practice as facilitators -through role-playings- and to receive valuable feedback. The preparation of peer educators' sessions is considered more than important not only in practical but also in experiential terms, in order peer sessions to be recorded as a pleasant and enjoyable experience by peer educators. For instance, practicing on how to handle their anxiety as facilitators, on how to act if they do not know to answer in participants' questions, on how to handle a participant who is talking all the time, who is creating noise or a group that is not getting engaged in the session etc., are some of the topics which covered shortly due to time pressure. Indeed, facilitators tried to support peer educators in these topics by giving them some advice or tips. In accordance, **it is highlighted** the need of increasing the duration of this session or the planning of two different sessions in order facilitators to have enough time in their disposal for preparing peer educators, both technically and practically.

Last but not least, it is proposed the use of the handout (see Table 3.1) that facilitators prepared as it seemed to be really helpful. It allowed to facilitators to organize better the peer educators' sessions (to prepare the material needed, to schedule which group will deliver the session in which peer class etc.) and, at the same time, it consisted a valuable guideline for peer educators for the planning of their own sessions.

3.5 Peer Trainings

Out of the 87 trained peer educators in the three schools, 61 expressed their willingness to participate in the project acting as peer trainers to other students of their school. Facilitators did not exclude any adolescent who wanted to become peer educator for any reason and promoted their involvement on a voluntary basis. However, some of the young people denied becoming peer educators and the main

reason was that they did not want to involve actively in this process taking the role of a peer educator. After all, what is of importance to be noted here is that almost all of the already trained students who did not undertake the role of peer educators, finally participated in the peer trainings either as audience or as assistants of the peer educators.

The Peer Educators' Training Workshops took place on 4th, 25th and 26th of April, 2012 in the three schools respectively. In more details, Table 3.2 presents the number and gender of students who trained as peer educators and who finally acted as peer educators, the date and the total duration of peer sessions, as well as the number of students who were sensitized via peer educators' sessions per group. As it is shown in the Table, the 61 adolescents who undertook the role of peer educators sensitized in total 435 peers in the 3 schools.

Table 3.2 The Peer Trainings in Greece

School	Group	Trained Peer Educators	Peer Trainers			Dates (2012)	Total Duration	Trained Peers
			Males	Females	Total			Total
38 th Lyceum of Athens	Group 1	19	10	8	18	4 th of April	6 hrs	84
	Group 2	23	2	9	11	4 th of April	5 hrs	
3 rd Lyceum of Keratsini	Group 3	23	8	12	20	25 th of April	12 hrs	177
4 th Lyceum of Keratsini	Group 4	23	3	9	12	26 th of April	10 hrs	174
	Total	87	23	38	61	-	33 hrs	435

38th Lyceum of Athens

In total, the students of the 38th Lyceum of Athens trained as peer educators formed 9 groups of 3-4 individuals in order to deliver their own sessions. The Figure 3.1 below depicts the peer education implementation phase in the 38th Lyceum of Athens per group.

As for the Group 1 –consisting of 1st Grade students-, only one boy of the already trained peer educators did not participate in the peer education activities because he

moved to another school before the day that the peer workshops would be implemented; therefore 18 out of the 19 already trained peer educators participated in the next phase of the project. Group 1 students formed 6 groups of 3 peer educators each one and implemented the peer education activities to 84 pupils of their school; that means to all their schoolmates with the exception of the students of Group 2. The duration of Group 1 peer educators' workshops was 6 teaching hours, which means that their real time was 4 hours and 30 minutes.

In regards to Group 2 – consisting of 2nd Grade students-, 11 out of the 23 trained peer educators continued in the next phase of the project, while the rest ones opted to participate as members of the groups for various reasons (mainly because some of the classes of 3rd grade were out of school and the trained students did not want to implement the workshop in classes of the 1st grade). The adolescents of this group formed 3 groups of 3 individuals and 1 group of 4 and delivered their own sessions to all students of their school (84 students), except from the students of Group 1. The duration of their workshops was 5 teaching hours, which means 3 hours and 45 minutes in real time (while classes C-Th and C-P were merged during the session of the 4th group of peer educators).

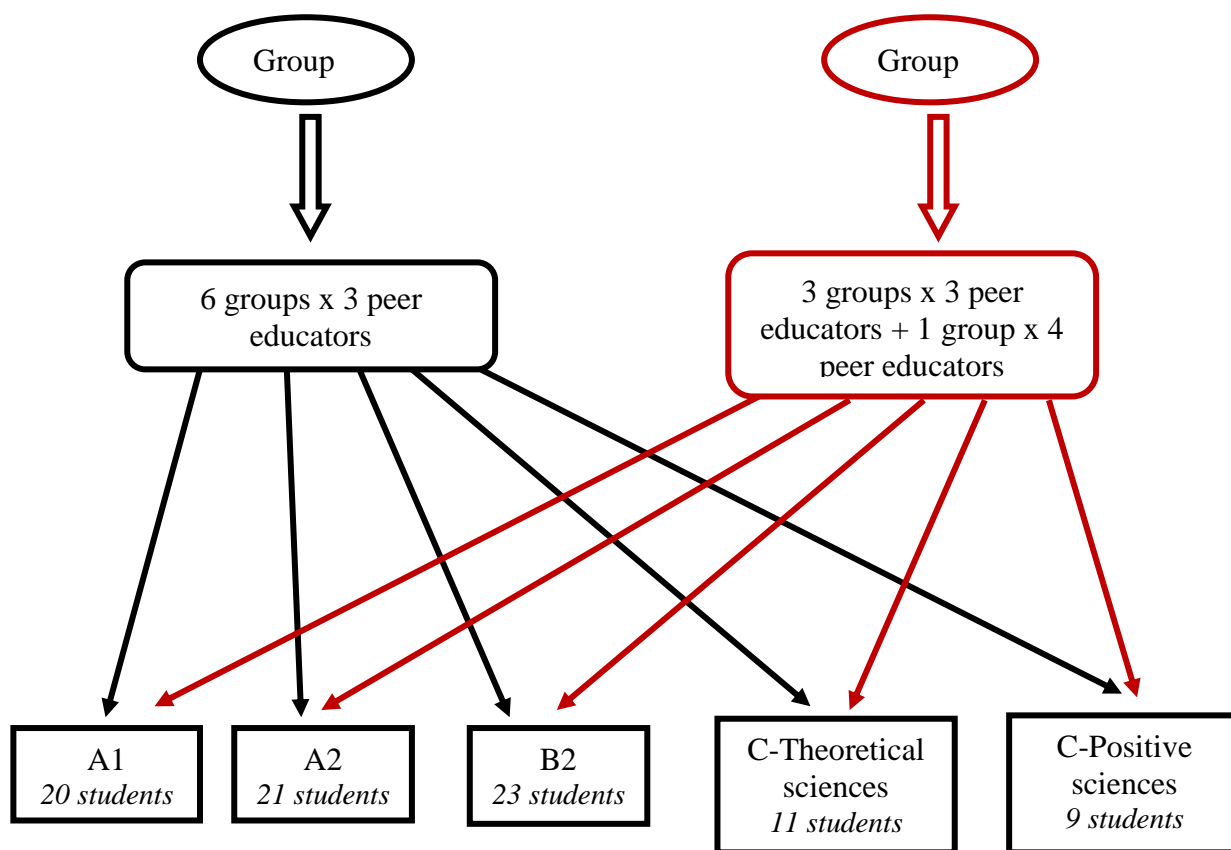


Figure 3.1 The Peer Trainings in 38th Lyceum of Athens

3rd Lyceum of Keratsini

In the 3rd Lyceum of Keratsini, 20 out of the 23 trained peer educators acted as peer educators, given the fact that 2 boys refused to participate in the implementation of the peer education activities and one girl had already informed the facilitators that she would not be present in the school the day of peer activities. The adolescents formed 8 groups of 2 peer educators, 1 group of 3 and one girl implemented on her own the session; it should be noted here that this girl expressed her strong willingness to deliver the activities by herself. The total number of peers that took part in the peer educators' sessions was 177 students. The duration of peer educators' workshops was 12 teaching hours, which means 9 hours in real time.

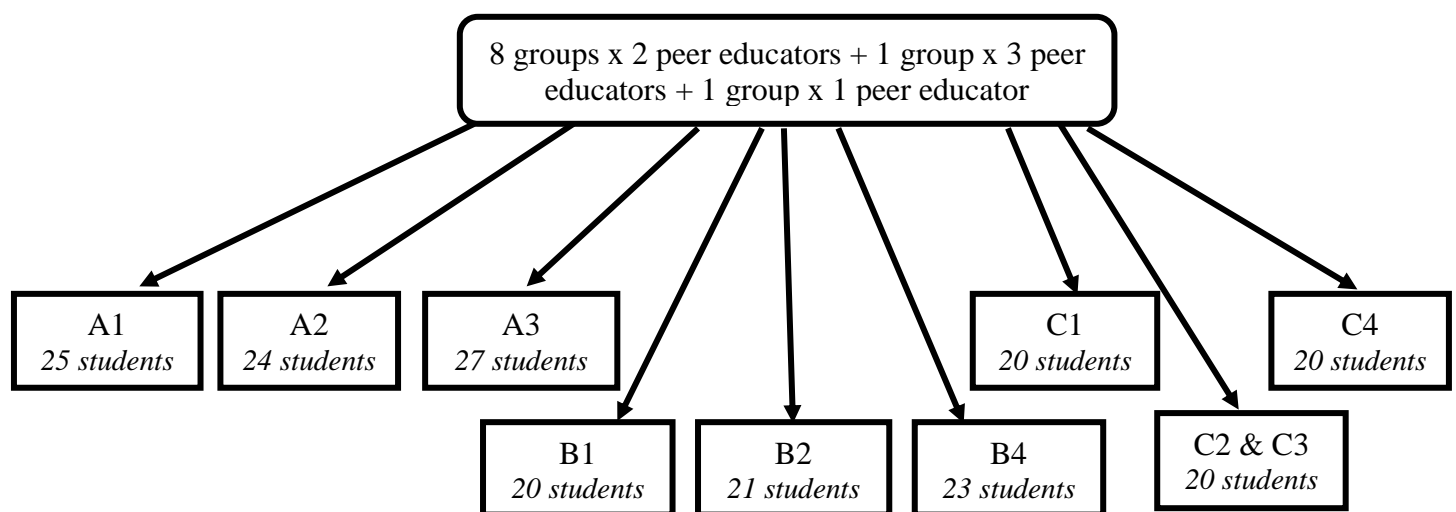


Figure 3.2 The Peer Trainings in 3rd Lyceum of Keratsini

As mentioned in previous section (see subchapter 3.4.2), the content of peer educators' workshops was partly defined by the facilitators and the peer educators themselves. In regards to the optional activities that peer educators had to select as the core of their sessions, 4 out of 10 groups preferred the activity of "Scenarios", 4 the activity of "Role Play" and 2 the "Gender in A Box" activity.

4th Lyceum of Keratsini

In the 4th Lyceum of Keratsini, almost half (12 out of the 23) already trained peer educators participated in the next phase of the project, as 9 students (5 boys and 4

girls) refused to act as peer educators because they did not want to involve in this process and 2 girls were out of school the day of implementation. Peer educators formed 6 groups of 2 facilitators and 1 boy implemented on his own the session. In total, 174 students were participated in the peer education activities. The duration of peer educators' workshops was 10 teaching hours, which means 7 hours and 30 minutes in real time.

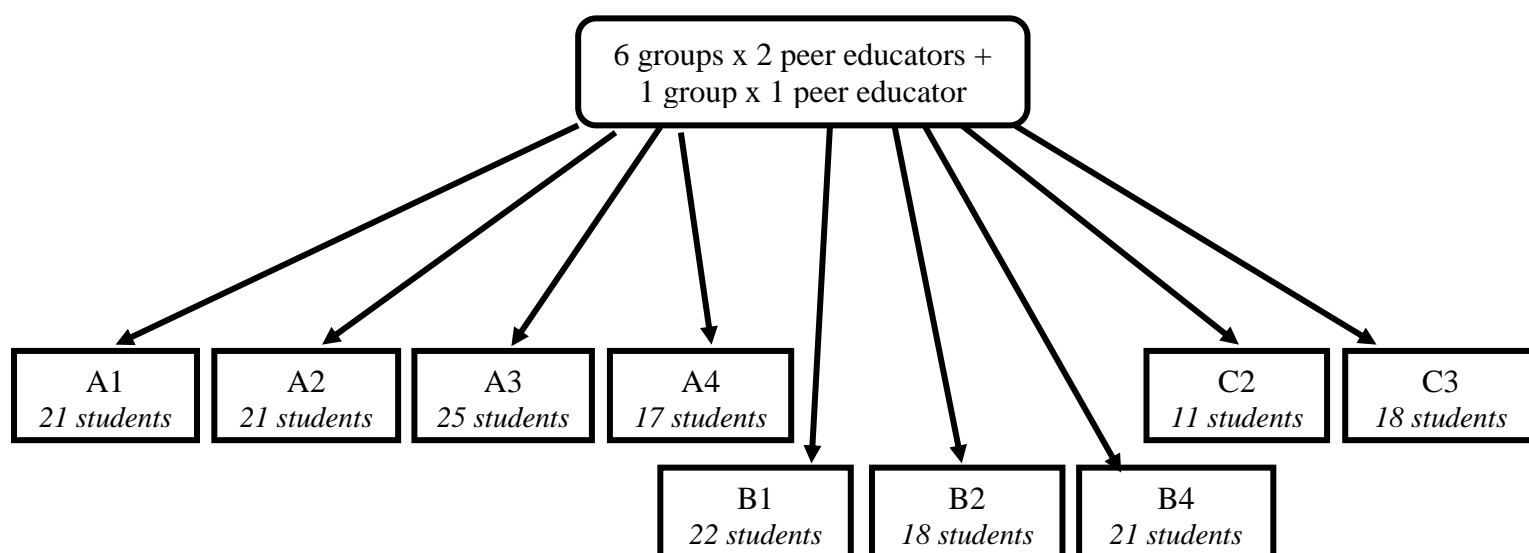


Figure 3.3 The Peer Trainings in 4th Lyceum of Keratsini

As for the activities that peer educators chose to implement in their sessions, 3 out of 7 peer educators groups selected the “Role Play” activity, 2 the “Scenarios” activity and the rest 2 the “Gender in A Box” activity.

3.6 Teachers' Training

After communicating with the teachers from the 4 schools participating in Y4Y project, the one-day teachers' information workshop was arranged after the end of the current school year and was held on 28th of June, 2012 in the President Hotel in Athens, Greece. The information workshop was scheduled to be delivered right after the press conference that EAVN organized in the context of the project, providing in that way the opportunity to teachers to come over the press preference in order to get informed on the results of the Y4Y research.

Facilitators announced the implementation of the one-day training workshop during their visits in each school that took part in the Y4Y project respectively, addressing an

open invitation to all directors and teachers. Indeed, they gave to directors and teachers an informational handout about the Y4Y project and the one-day teachers' information workshop, providing useful information on the aim and the agenda of the workshop. They also left to schools registration request forms in order to anyone who was interested in participating in the workshop to fill out his/her contact details (phone, e-mail address, etc.). In this way, EAVN's staff had the opportunity to pass all the needed information to teachers about the location, the date and the content of the workshop.

The one-day information teachers' workshop had duration of 5 hours and 15 minutes (net duration) and its agenda included three separate parts, an informational one, an experiential one and a theoretical one. More precisely, the workshop agenda comprised of:

- ◆ the description of Y4Y project implementation in Greece and the presentation of some preliminary results regarding its effectiveness and evaluation,
- ◆ the simulation of 2 activities with teachers, namely the "Gender in A Box" and "Myths and Realities", as implemented inside the classrooms with students and
- ◆ the theoretical training of teachers on issues of gender stereotypes, GBV, child abuse and neglect and on how to handle cases of revealed/suspected abuse, as well as other ethical topics.

Table 3.3 illustrates the outline of the Agenda of the one-day information teachers' workshop and the training hours per part.

Even though the date of training was selected after teachers' suggestion, according to whom the end of June would be an ideal period for the seminar given the fact that the exams and their obligations to schools would have come to an end, only 7 teachers - all females- were participated in the workshop out of the 20 that initially had expressed the willingness to participate. It should be noted here that the 7 teachers represented only the two out of the four schools that participated in the project.

Table 3.3 Agenda of the One-Day Information Teachers' Workshop in Greece

Teachers' Informational Workshop	
10:30 – 11:00	Attendance - Registration
11:00 – 11:30	The Youth4Youth Intervention – Description of the Project Implementation in Greece Penelope Sotiriou, Psychologist
EXPERIENTIAL PART Simulation of the Implementation of “Youth4Youth” Activities	
11:30 – 13:30	Module 1. Social Gender and Gender Roles Sakis Ntinapogias, Psychologist
13:30 – 14:15	Lunch Break
14:15 – 15:45	Module 2. Gender-Based Violence Penelope Sotiriou, Psychologist
15:45 – 16:15	Coffee Break
THEORETICAL PART	
16:15 – 17:30	<ul style="list-style-type: none"> ▪ Sensitization on issues of: <ul style="list-style-type: none"> ○ gender stereotypes and intimate partner violence Kiki Petroulaki, Psychologist ○ child abuse and neglect Sakis Ntinapogias, Psychologist ▪ Handling of cases of abuse ▪ Discussion

Upon arrival at the seminar's venue, each one of the participants was given his/her Seminal Folder (see Picture 3.12) that included the agenda of the information seminar,



Picture 3.12 The Seminal Folder of the One-Day Teachers' Informational Workshop

The presence of teachers was considered as rather important in this presentation, since they were introduced to the core concepts of Y4Y project and the rationale behind the

Y4Y intervention. More precisely, they were informed about the procedure followed for the Y4Y study conduction and about the research tools, as well as they were presented the main study's finding on students' attitudes and perceptions in regards to gender roles, gender stereotypes and GBV and on students' general tolerance towards gender-based violent behaviors. Afterwards, Ms Petroulaki described quite briefly the implemented activities done in schools in the context of Y4Y intervention and some results regarding the intervention evaluation, as made by students, and the intervention effectiveness in the level of students' attitudes concerning gender roles and behaviors, GBV in general and in romantic relationships, the expression of GBV behaviors by boys and girls, myths related to GBV and actions against GBV, as assessed by the completion of pre- and post-questionnaires.



Picture 3.13. Presentation during the One-Day Teachers' Informational Workshop

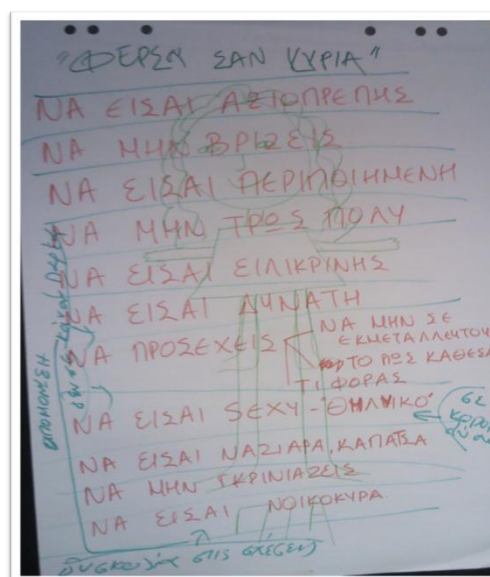
At the introductory part of teachers' workshop, Ms Penelope Sotiriou mainly focused on the Y4Y intervention procedure and there was not presented any data related to the effectiveness and the evaluation of the students' workshops, given the fact that all participants had already watched the press conference. She shortly presented the aims of the Y4Y intervention, highlighting the provision of a safe environment to young people through workshops in order to explore their stance towards GBV, to examine their tolerance, to get empowered aiming to recognize the unhealthy and to create healthy relationships. Furthermore, Ms Sotiriou described the three stages of Y4Y intervention implementation (Awareness-Raising and Training Workshops for Peer Educators, Awareness-Raising Workshops by Peer Educators and Students' Exhibitions) and presented analytically the content of the training workshops in schools, as well as the activities done in each of the 4 schools that participated in the project.

In the second part of teachers' workshop, there were selected by EAVN's staff two experiential activities aiming to actively involve teachers in the Y4Y project rationale and to put them in the process to identify their own gender stereotypical attitudes and

behaviors and to challenge them. Mr Sakis Ntinapogias started this session, explaining to participants that this part would be an exact simulation of the Y4Y workshops as already delivered to adolescents and that everyone should adopt the role of a male or female student. Then, participants were requested to decide if they would like to be a boy or a girl, to keep their real name or to pick another one, to be an obedient student or not, etc. All participants used “stickers” (blank self-adhesive labels) where they wrote their “student name” with a marker and stuck their “name label” on their clothes. Immediately afterwards, Mr Ntinapogias started with conducting an Y4Y raising-awareness workshop with a group of “high-school students”.

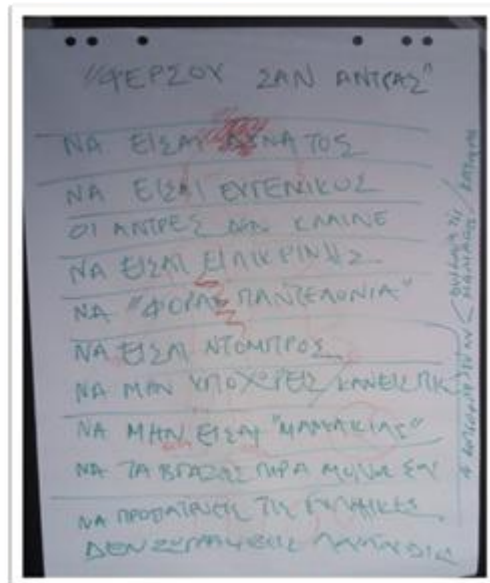
The first experiential activity that was selected implemented by Mr Ntinapogias was the “Gender in a Box” (Activity 1.2), following the step-by-step procedure as described in the Manual. It should be noted here that participants seemed to be quite reluctant and to have a difficulty to follow the guidelines not only at the beginning of the activity when they were asked to draw the figures of a boy and a girl, but also afterwards when they were asked to analyze what the phrases “act like a real man” and “act like a lady” mean; making profound that they were need some time in order to get in their roles. This happened relatively quickly and a really vivid discussion in regards to the boys’ and girls’ gender stereotypes and roles was evolved.

The lists of teachers as adolescents’ answers for boys and girls respectively again clearly depicted the different expectations that society has from men and women respectively, showing that men and women are associating with different attributes and behaviors. Participants considered that the phrase “act like a lady” is equivalent to that women should: (a) be decent, (b) not to swear, (c) take care of themselves, (d) be honest, (e) be strong, (f) not to eat a lot, (g) be sexy and dress in a “womanly” way, (h) be astute and mincing, (i) be good housewives, (j) not to growl and (k) to be always aware of not being exploited by others, of the way they will talk, they will sit or they will move.



Picture 3.14 The woman Gender Box

On the other hand, the phrase “act like a real man” was considered to mean that men should: (a) be strong, (b) not to cry, (c) be polite, (d) be honest and straightforward, (e) to “wear pants” and to honor them, (f) not to be submissive, (g) to cope with everything on their own, (h) to protect women, (i) not to be “mommy” guys, and (j) not to draw flowers. In a nutshell, the participants in the information workshop, similarly to students in the raising-awareness workshops, seemed to clearly perceive under distinct terms the roles and the characteristics of men and women as expected by society; suggesting that gender stereotypes are well-established ways of perceiving and interpreting boys and girls behaviors, either in the context of relationships-intimate or not- or in their lives in general.



Picture 3.15 The man Gender Box

During the discussion that followed the concepts of gender roles, gender norms and gender stereotypes were introduced by Mr Ntinapogias, after participants recognizing that these characteristics describe how others and society expect boys and girls to act and behave. Mr Ntinapogias steered the conversation towards the mechanisms underlying the attribution of these characteristics to boys and girls respectively and challenged participants to think about the impact of these attributions to children lives. Participants referred to school, family, media and society in general as the sources of “imposing some given prescribed rules which boys and girls should follow in order to be well-integrated in their friendly, family, school and social circles”, as they characteristically noted.

At that point, participants spontaneously came out of their roles and started a discussion expressing their concerns on their own responsibility and participation in reproducing these gender stereotypical roles as teachers in the school environment. They realized that, sometimes, through their own behavior they do convey gender stereotypical norms and they do enhance gender stereotypical behaviors. Facilitators considered really important that teachers got skeptical in this topic, given the fact that

they constitute rather influential figures for boys and girls attitudes forming and behaviors shaping.

The second experiential activity that was selected to be delivered in the information workshop was the “Myths and Realities of GBV” (Activity 3.1), aiming to challenge participants identifying and dispel the most widespread myths related to GBV. The activity was implemented by Ms Penelope Sotiriou and Ms Kiki Petroulaki. At first, participants were reminded again that they have to undertake the role of a child and then the implementation process was continued according the Y4Y Implementation Manual. In their attempt to identify the statements that were myths and facts, participants got involved in rich in arguments discussions which concluded in really hot debates for many of the statements.

Examining participants’ answers, it was observed that even though they successfully recognized most of the more common held myths related to violence, they did not manage to identify correctly all statements. More precisely, they wrongly considered as myth only the fact that *“People exercise violence because they feel superior to the person they abuse”* and as facts the myths: *“Victims of violence are usually weak characters”*, *“People who are being mocked must have a certain behavior that calls for it”*, *“Alcohol and drug abuse are causes of violence”*, *“If the victim leaves the abuser, the violence will stop”*, and *“Violent people are people who can’t control their anger – it is a momentary loss of self-control”*.



Picture 3.16 The implementation of Myths and Realities activity in the One-Day Teachers’ Informational Workshop

A strong pattern of participants’ stereotypical perceptions regarding GBV emerged around the reasons for which somebody could exert to violent behaviors. Participants agreed with that people who are exercising violence, they cannot control their anger and they are addicted to alcohol and/or drugs, while they did not consider the superiority feelings of the perpetrator as a possible reason for resorting to violence. Ms Sotiriou pointed out that any kind of violent behavior is the perpetrator’s choice

and factors such as loss of self-control, drugs and alcohol do not cause the violent behavior, but in some cases they could enhance the severity degree of the violent behavior. Ms Petroulaki added that, in terms of causes, the main reason for which some people may choose to use violence is that they feel superior to the victim and they want to control him/her.

During the discussion, the concepts of victim's blaming and victim's responsibility in regards to the perpetrator's violent behavior opened a vivid debate between participants. Most of them seemed to hold the opinion that victims have a share of responsibility for the violent behaviors they experience, believing though that even they are weak characters or they have a certain behavior that calls for the violent behavior. Facilitator stressed out that any type of violent behavior is never the victim's fault, neither victim's character not behavior, but it is a decision that the perpetrator makes. Victim's blaming was clearly recognized as one of the most common myths related to GBV by facilitators, who clarified that reasons like "she asked for it because of what she was wearing, what she was saying, with who she was talking, etc.", they are justifications of violent behaviors which are used as excuses in order perpetrators to rationalize their behaviors in order to challenge the myth openly.

At least, another topic that was discussed a lot by participants had to do with how a violent behavior could stop. Participants supported that if the victim get away from the abuser, the violence will stop, explaining that "in that way, the perpetrator cannot have access to the victim", as they characteristically mentioned. Indeed, they insisted that the only effective solution as an answer to violence is the victim to be isolated and away from the perpetrator. Facilitators noted that it is very difficult to be handled with safety such kind of incidences and that violence does not stop in a simple way. Ms Petroulaki mentioned that it has been observed in many cases that even a relationship comes to an end, the violence continues a long after it; while Ms Sotiriou added that by the time the victim leaves the abuser, it is highly possible for violent behaviors to be culminated. The whole discussion concluded to that getting away from the abuser is the solution to violence, highlighting that this should be done in a very careful way in order to be ensured the safety, the protection and the support of the victim.

Through the experiential part of the one-day information teachers' workshop, EAVN's staff aimed not only to familiarize teachers with the material used in the

Y4Y intervention, but also to actively involve them in a process to consider and acknowledge their own gender stereotypes with the ultimate goal to raise their awareness, to deconstruct them and to realize their own responsibility into conveying them through their professional role. As for teachers' feedback, they seemed to be quite enthusiastic and highly involved in this part, as well as to enjoy the simulated activities, and they mentioned that it was really helpful and informative for them to actively participate in a part of students' awareness-raising workshops.

The third part of the teachers' workshop focused on teachers' theoretical training with a view to inform them in the topics of intimate partner violence and gender stereotypes, child abuse and neglect, as well as to enhance teachers' capacity to handle revealed and/or suspected abuse cases. Briefly, the information given to teachers per module was:

- **Intimate Partner Violence:** what is IPV, the different types of violence, health and psychological problems related to violence, the vicious circle of violence, the children exposure to IPV and its consequences, the relationship between IPV and child abuse, statistical data on IPV in a national and international level.

- **Gender Stereotypes:** what are gender inequality, gender stereotypes and gender roles, how they are shaped in the society and how they affect our lives, the relationship between gender inequality, gender stereotypes and gender roles with IPV, what could be done in order to change this situation, what is the current legal framework for cases of IPV and child abuse for teachers, sources for support.

- **Child Abuse and Neglect:** what is child abuse, the different types of child abuse, what are the warnings signs of child abuse and how could be recognized, statistical data on child abuse, what is child neglect, what are the warning signs of child neglect, which is the role of teachers in child abuse and neglect incidences, what they have to do and not to do, what is provided from the current legal framework, how to react in a case of child abuse and/or neglect disclosure or suspicion, how to report such a case and where.

The first two units were covered by Ms Kiki Petroulaki, while the module in regards to child abuse and neglect was presented by Mr Ntinapogias. At the end of presentations, a discussion followed in which teachers had the opportunity to clarify really important issues related to the before-mentioned topics, such as their

obligations in cases of disclosure or suspicion of IPV, child abuse or neglect incidences. Of interest was that teachers recognized that they are not adequately informed in this kind of topics, while many times they face such situations and they do not how to react or what is the more appropriate way to handle them. Last but not least, at the end of the day Certificates of Attendance were distributed to participants.

4. Program Outcomes

4.1 Knowledge, Attitudes and Perceptions

4.1.1 PRE and POST Questionnaires

A. Characteristics Attributed to Men, Women and Both Equally

In the first part of pre- and post-questionnaires, students were asked to select, among a list of 26 characteristics, the characteristics that, according to their opinion, apply mostly to men, to women or to both genders equally. Figures 4.1, 4.2 and 4.5 present students' answers in the pre-questionnaire in regards to the characteristics that are mainly attributed to men, to women and to both equally respectively, while Figures 4.3, 4.4 and 4.6 present the corresponding students' answers in the post-questionnaire.

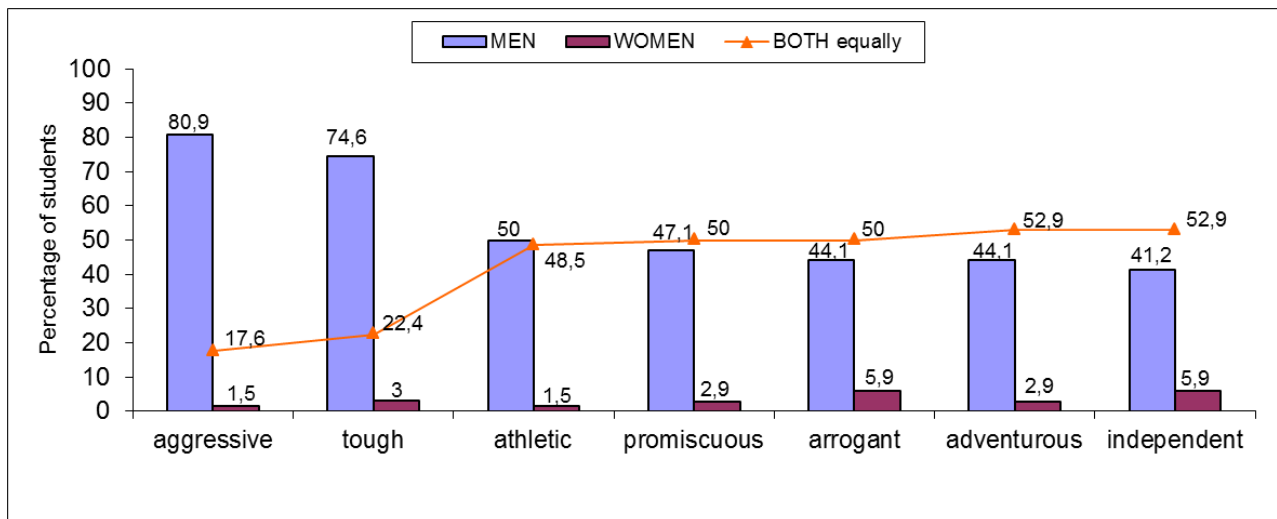


Figure 4.1 Characteristics attributed by students mainly to men (Pre-Quest.).

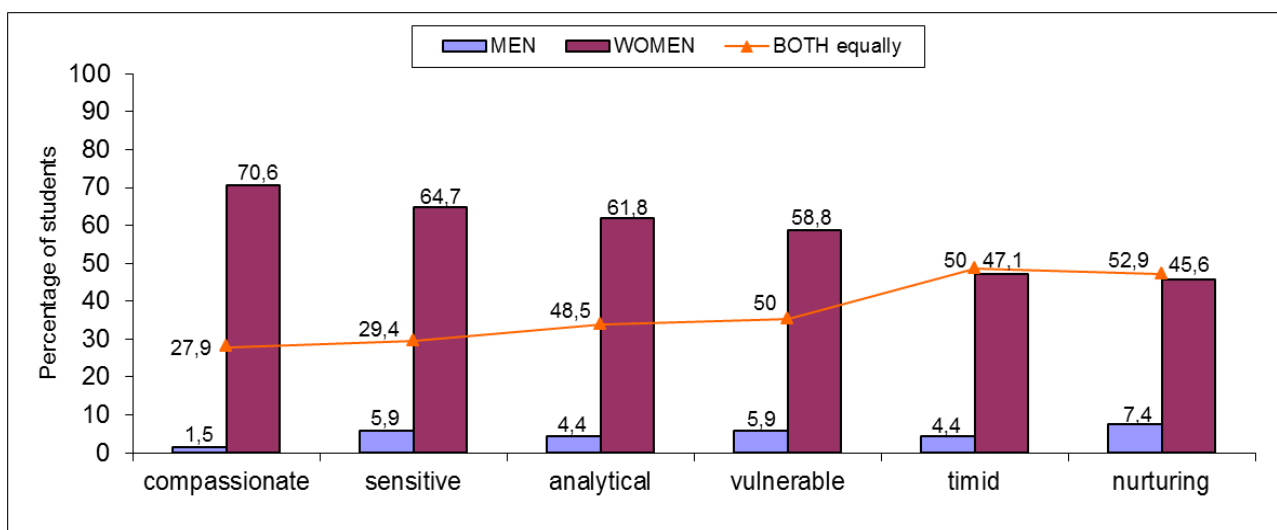


Figure 4.2 Characteristics attributed by students mainly to women (Pre-Quest.).

As one can easily notice from a first glance, students' answers before the intervention are describing masculinity and femininity on the basis of the dominant, gender stereotypical norms, where **men** are highly associated with *aggression* and *toughness* (more than 7 out of 10 students) and **women** with *compassion*, *sensitivity* and *analytical ability* (more than 6 out of 10 students), as well as *vulnerability* (almost 6 out of 10 students). Prominent position in the male representation seems to hold characteristics such as *athletic*, *promiscuous*, *arrogant*, *adventurous* and *independent*, as more than 4 out of 10 students are attributing these features to men, while in the female representation characteristics such as *timid* and *nurturing*, which more than 4 out of 10 students are attributing them to women. However, what is of interest is that these latter 7 prominent characteristics that are typically describing males and females were considered by the majority of students as mostly applied to **both genders** equally.

Almost the same pattern of attributions regarding masculinity and femininity were noted in the post-questionnaire students' answers too. Indeed, in the post-questionnaire, students appeared to associate **masculinity**, beyond *toughness* and *aggression* (more than 6 out of 10 students), with *arrogance* (more than 5 out of 10 students) and **femininity**, beyond *compassion* (more than 6 out of 10 students), with *sensitivity* and *analytical ability* (more than 5 out of 10 students). *Promiscuity* and *independence*, two characteristics that were mainly attributed to men (more than 4 out of 10 students) in the pre-questionnaire, were found to be mainly attributed to **both genders** equally (more than 6 out of 10 students) in the post-questionnaire. *Nurture*, on the other hand, one characteristic that was greatly attributed to women (more than 4 out of 10 students) in the pre-questionnaire, was found to be mainly attributed to **both genders** equally (6 out of 10 students) in the post-questionnaire. However, it is of note the observation that, after the intervention, a high proportion of students (more than 4 out of 10 students) associated *shyness* with **woman's** representation.

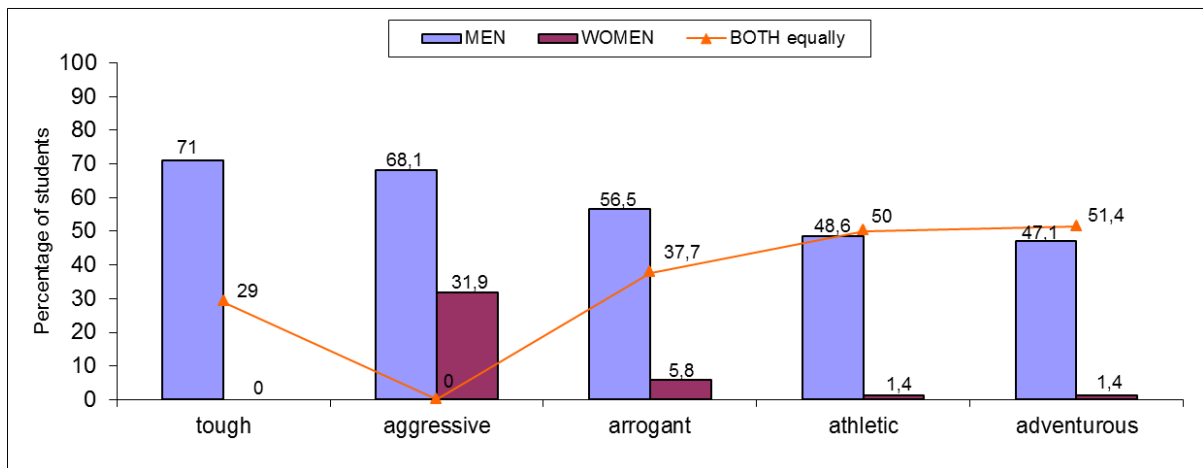


Figure 4.3 Characteristics attributed by students mainly to men (Post-Quest.).

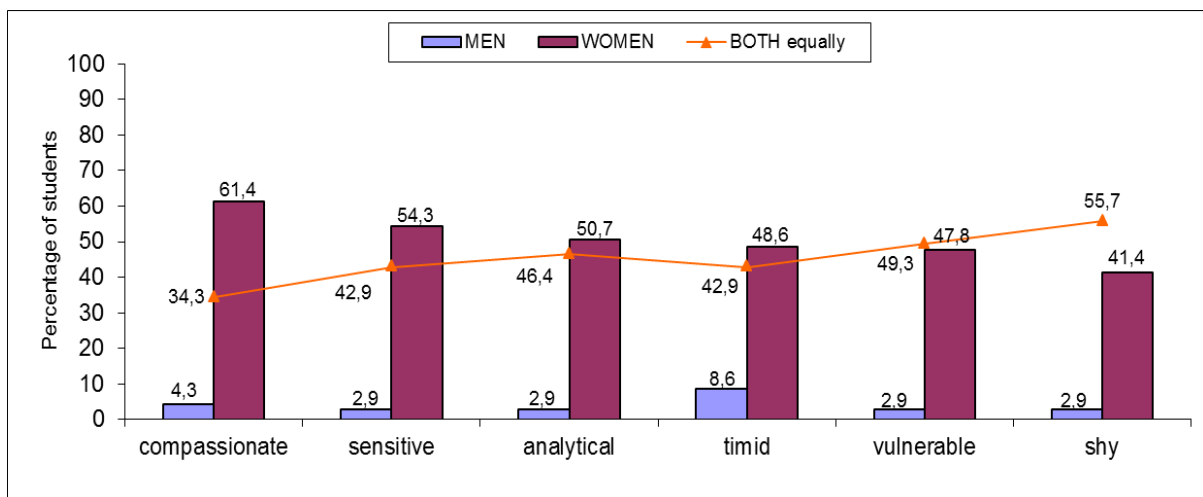


Figure 4.4 Characteristics attributed by students mainly to women (Post-Quest.).

As for the characteristics attributed to **both genders** equally, the vast majority of students seemed to consider that *smartness* (86.8% in the pre- and 89.9% in the post-questionnaire), *confidence* (80.9% and 88.2% respectively) and *decency* (77.9% and 85.5% respectively) are characteristics that pertain to both genders equally. The majority of children reported impressively that both genders can be characterized as *slender* (77.9% in the pre- and 78.3% in the post-questionnaire), *polite* (77.9% and 74.3% respectively), *adaptable* (73.1% and 79.7% respectively) and *caring* (52.9% and 52.2% respectively); four features that are typically attributed to females. Furthermore, before and after the intervention, more than 6 out of 10 students related the characteristic of *dynamic* to both genders (66.2% in the pre- and 60% in the post-measurement); a feature that is typically attributed to males.

Comparing the characteristics attributed to both genders in the pre- and in the post-questionnaire respectively, it is noteworthy to mention that in the post-questionnaire students' perceptions seemed to be differentiated as regards two characteristics: promiscuous and nurturing. More specifically, in the pre-measurement, 50% of children associated promiscuity and 52.9% nurturing with both genders, while in the post-measurement the corresponding percentages amounted to 62.3% and 60% respectively.

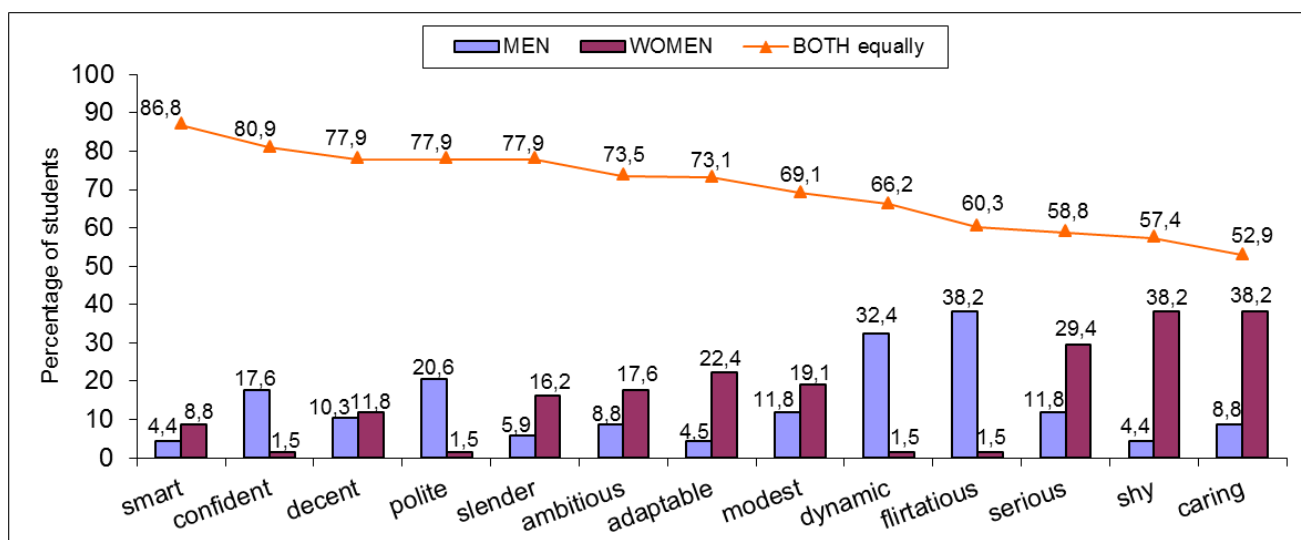


Figure 4.5 Characteristics attributed by students mainly to both genders equally (Pre-Quest.).

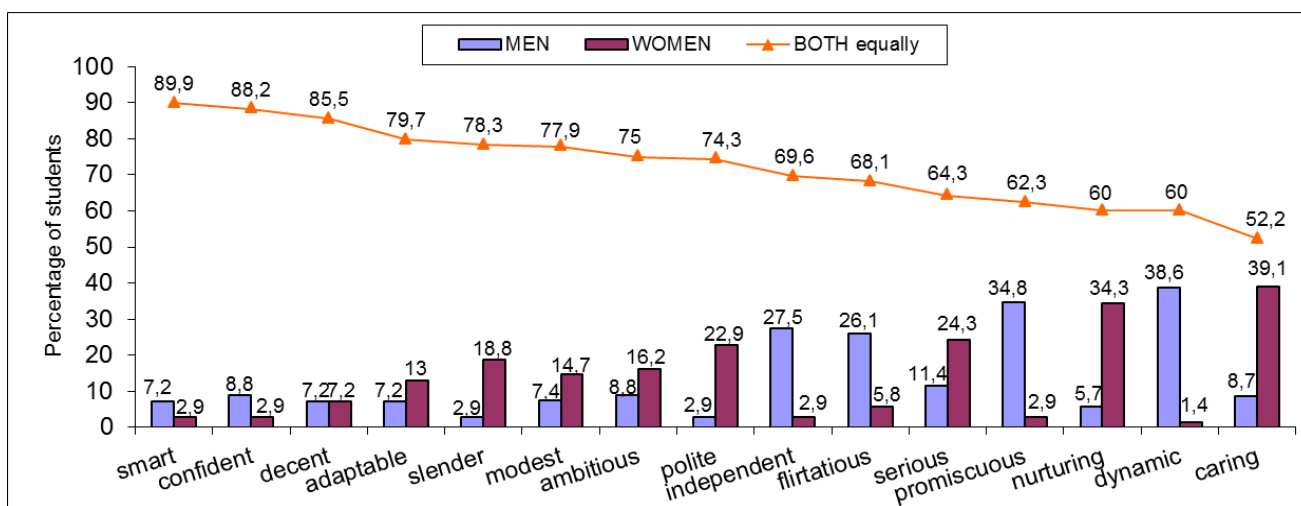


Figure 4.6 Characteristics attributed by students mainly to both genders equally (Post-Quest.).

B. Students' Attitudes about Male and Female Behaviors

In the second part of pre- and post-questionnaires, a series of statements were used in order to assess gender stereotypical attitudes related to several behaviors. More precisely, students were asked to rate on the basis of a 5-point scale ($0 = I \text{ am not sure}$, $1 = \text{Strongly Disagree}$, $2 = \text{Disagree}$, $3 = \text{Agree}$, $4 = \text{Strongly Agree}$) the extent to which they agree or disagree with the 12 items presented in Table 4.1. The desired attitude for students is to strongly disagree with all the statements; that means the closer to 1, the less tolerant is the attitude declared and vice versa, the closer to 4, the more tolerant is the attitude. Therefore, a decrease in the mean ratings from the pre- to post-questionnaire could be considered as an indication that students' attitudes are modified towards a less stereotypical direction.

In all statements, as one can see in Table 4.1, students' mean ratings tended to be decreased from the pre- to the post-measurement, with the exception of one item, highlighted in gray, "*Real men don't cry*", which remained stable (1.60 in pre- and post-questionnaire respectively). Paired samples t-tests revealed that the students' mean differences were statistically significant only for two statements, highlighted in yellow; namely, "*It's more difficult for boys to control their temper*" from 2.76 in the pre- to 2.30 in the post-measurement⁷ and "*Boys cannot control their sexual urges*" from 2.47 in the pre- to 1.94 in the post-measurement⁸.

Taking under consideration the factor of sex, it seemed that on average, in comparison to girls, boys held more tolerant attitudes towards violence (boys' attitudes mean ranged from 1.52 to 3.44 vs. girls' attitudes mean 1.15 to 2.59). One-way Anova analyses showed that boys and girls mean differences were statistically significant for the Table B.1 items highlighted in blue. It is worth noticing that the highest pre-rating of boys and girls (3.44 vs. 2.56) was given to the item "*It's not proper for girls to swear*", in which boys' means were significantly higher than girls' both in the pre-measurement (3.44 vs. 2.56, $F_{1, 67} = 3.18$, $p = .000$). Furthermore, boys' means were significantly higher than girls for the items "*It's more difficult for boys to control their temper*" (3.08 vs. 2.59, $F_{1, 67} = 4.19$, $p < .05$), "*Men are more focused than women in making money and being financially well-off*" (2.64 vs. 1.79, $F_{1, 67} = 4.22$, $p = .001$) and "*It's mostly the woman's duty to take care of the house and the children*"

⁷ Paired-samples T-test $t(67) = 2.55$, $p < .05$.

⁸ Paired-samples T-test $t(67) = 3.55$, $p = .001$.

Table 4.1 Mean ratings of students' attitudes in regards to stereotypical behaviors by sex and time of measurement (Pre-Post)

Please indicate whether you agree or disagree with each of the statements below (1 = strongly disagree to 4 = strongly agree):		Total			Boys			Girls		
	Time	N	M	SD	N	M	SD	N	M	SD
7. It's not proper for girls to swear.	Pre	69	2.88	.947	25	3.44	.650	44	2.56	.949
	Post	69	2.69	1.19	24	3.08	1.38	45	2.48	1.03
5. It's more difficult for boys to control their temper.	Pre	69	2.76	1.00	25	3.08	.953	44	2.59	.995
	Post	69	2.30	1.08	24	2.33	1.09	45	2.28	1.10
10. Boys cannot control their sexual urges.	Pre	69	2.47	.994	25	2.44	1.00	44	2.50	1.00
	Post	69	1.94	.998	24	2.00	1.17	45	1.91	.900
4. It's in the woman's nature to be shy and timid.	Pre	69	2.17	.938	25	2.00	1.00	44	2.27	.898
	Post	69	2.10	.925	24	1.83	1.09	45	2.24	.802
8. Men should be primarily responsible for financially supporting their family.	Pre	69	2.13	.968	25	2.32	1.18	44	2.02	.820
	Post	69	1.97	1.08	24	2.00	1.28	45	1.95	.975
12. Men are more focused than women in making money and being financially well-off.	Pre	69	2.10	1.10	25	2.64	.952	44	1.79	1.06
	Post	69	1.92	1.00	24	1.91	1.17	45	1.93	.914
9. Men are tough and aggressive by nature.	Pre	69	2.02	.999	25	2.00	1.11	44	2.04	.938
	Post	69	1.98	.899	24	2.16	.963	45	1.88	.858
2. It's mostly the woman's duty to take care of the house and the children.	Pre	69	1.89	.925	25	2.44	.768	44	1.59	.871
	Post	68	1.79	.939	24	2.12	.899	44	1.61	.920
3. Boys are usually better than girls in science.	Pre	69	1.75	1.02	25	1.96	1.13	44	1.63	.942
	Post	69	1.63	.954	24	1.87	1.26	45	1.51	.726
6. Men are more driven than women to be professionally successful.	Pre	69	1.73	1.05	25	1.92	1.18	44	1.63	.966
	Post	68	1.67	.984	23	1.73	1.17	45	1.64	.883
1. Real men don't cry.	Pre	69	1.60	.690	25	1.80	.816	44	1.50	.590
	Post	69	1.60	.789	24	1.91	.974	45	1.44	.623
11. Boys who have many sexual partners are macho.	Pre	69	1.44	.758	25	1.52	.918	44	1.40	.658
	Post	69	1.33	.678	24	1.66	.761	45	1.15	.562

(2.44 vs. 1.59, $F_{1, 67} = 5.93$, $p = .000$) in the pre-questionnaire, as well as for the items “It's mostly the woman's duty to take care of the house and the children” (2.12 vs. 1.61, $F_{1, 66} = 0.59$, $p < .05$), “Real men don't cry” (1.91 vs. 1.44, $F_{1, 67} = 4.59$, $p < .05$) and “Boys who have many sexual partners are macho” (1.66 vs. 1.15, $F_{1, 67} = 4.69$, $p < .01$) in the post-questionnaire.

Table 4.2 Results of the Mixed 2x2 ANOVAs for the effect of time (pre-post) and sex on mean ratings of students' attitudes in regards to stereotypical behaviors

Please indicate whether you agree or disagree with each of the statements below (1 = strongly disagree to 4 = strongly agree):	Main effect of Time	Main effect of Sex	Interaction effects Time x Sex
1. Real men don't cry.	n.s.	$F(1,66) = 7.336, p < .01$	n.s.
2. It's mostly the woman's duty to take care of the house and the children.	n.s.	$F(1,65) = 12.358, p = .001$	n.s.
3. Boys are usually better than girls in science.	n.s.	n.s.	n.s.
4. It's in the woman's nature to be shy and timid.	n.s.	$F(1,66) = 4.129, p < .05$	n.s.
5. It's more difficult for boys to control their temper.	$F(1,66) = 7.908, p < .01$	n.s.	n.s.
6. Men are more driven than women to be professionally successful.	n.s.	n.s.	n.s.
7. It's not proper for girls to swear.	n.s.	$F(1,66) = 12.021, p = .001$	n.s.
8. Men should be primarily responsible for financially supporting their family.	n.s.	n.s.	n.s.
9. Men are tough and aggressive by nature.	n.s.	n.s.	n.s.
10. Boys cannot control their sexual urges.	$F(1,66) = 10.586, p < .005$	n.s.	n.s.
11. Boys who have many sexual partners are macho.	n.s.	$F(1,66) = 4.956, p < .05$	$F(1,66) = 4.120, p < .05$
12. Men are more focused than women in making money and being financially well-off.	$F(1,66) = 4.120, p < .05$	$F(1,66) = 4.070, p < .05$	$F(1,66) = 8.595, p = .005$

Students' mean ratings per item were also analysed with a 2x2 ANOVA, with time (pre- and post-measurements) as a within-subjects factor and sex (boys and girls) as a between-subjects factor, whose results are presented in Table 4.2. Again, it seems that the main effect of time was statistically significant only for three items, namely "*It's more difficult for boys to control their temper*", "*Boys cannot control their sexual urges*" and "*Men are more focused than women in making money and being financially well-off*", showing that these items' scores were significantly decreased in the post-measurement. As for the main effect of sex, it is showed that, for 6 out of 12 statements (statements 1, 2, 4, 7, 11 and 12), boys hold more tolerant attitudes in regards to these stereotypical behaviors than girls. The interaction time x sex was found to be significant only for two items, namely "*Boys who have many sexual*

partners are macho” and *“Men are more focused than women in making money and being financially well-off”*. More precisely, it was showed for the first item that from pre- to post-measurements there was a greater decrease in girls’ scores (from 1.40 to 1.15) than in boys, in which there was a slight increase (from 1.52 to 1.66), while for the second item that there was a greater decrease in boys’ scores (from 2.64 to 1.91) than in girls, in which there was a slight increase (from 1.79 to 1.93).

In the pre-questionnaire, a quite high percentage of both boys and girls seemed overall to hold stereotypical and conservative attitudes regarding the role of men and the distribution of family responsibilities. As it is presented in Figure 4.1, 60% of boys and 25% of girls agreed and strongly agreed on that *“Men are more focused than women in making money and being financially well-off”*, 48% of boys and 27.3% of girls on that *“Men should be primarily responsible for financially supporting their family”*, while more than 40% of boys and 15% of girls on that *“It’s mostly the woman’s duty to take care of the house and the children”* and that *“Men are more driven than women to be professionally successful”*. As one can easily notice in Figure 4.7, boys –overall- seem to hold more conservative and stereotypical attitudes regarding the role of men and the distribution of family responsibilities in comparison to girls.

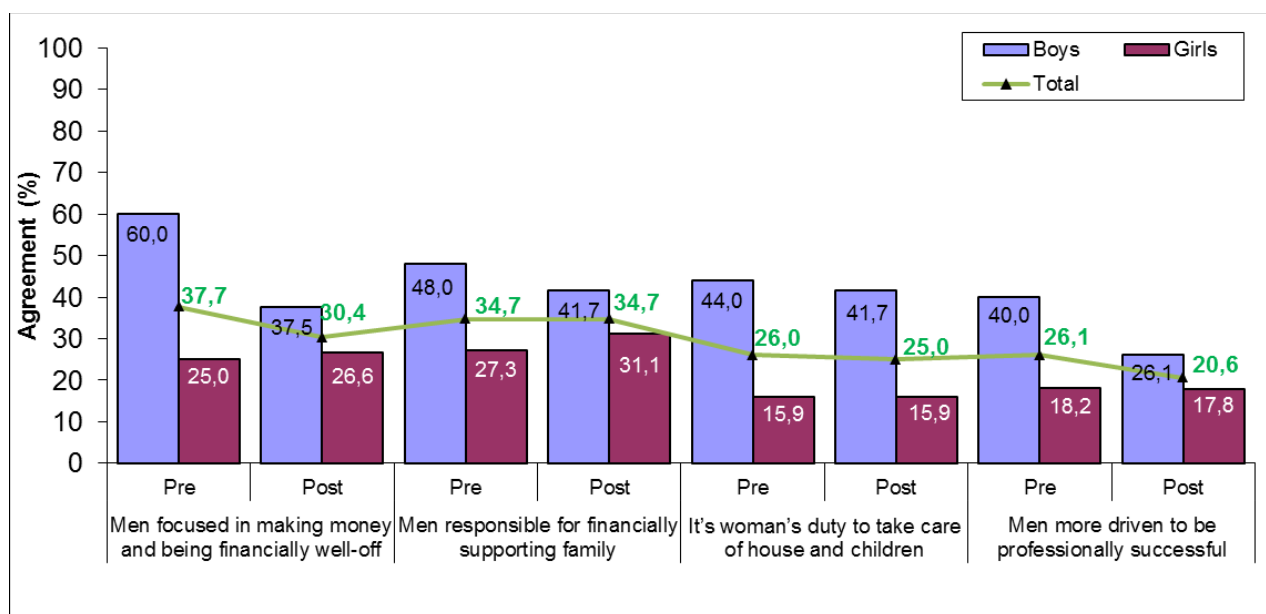


Figure 4.7 Cumulative percentages of male, female and all students’ agreement (*agree and strongly agree*) with statements describing the role of men and the distribution of family responsibilities.

The percentage of students, who agreed and strongly agreed with all these attitudes, had a tendency to be decreased in the post-questionnaire. More specifically, the decrease in cumulative percentages of students' agreement was found to be statistically significant only for the item: "*Men are more driven than women to be professionally successful*" [χ^2 (1, N=67) = 32.95, $p < .01$], while for the rest three items the decrease of female students' agreement was found to be statistically significant: "*Men are more focused than women in making money and being financially well-off*" [χ^2 (1, N=44) = 39.69, $p = .001$], "*Men should be primarily responsible for financially supporting their family*" [χ^2 (1, N=44) = 66.24, $p = .000$], "*It's mostly the woman's duty to take care of the house and the children*" [χ^2 (1, N=44) = 70.94, $p = .000$]. This finding could be an indication that the stereotypical boys' attitudes regarding the role of men and the distribution of family responsibilities seemed to be quite hard to be modified.

Figure 4.8 illustrates the percentages of boys', girls' and all students' agreement with several statements regarding more general gender stereotypical behaviors. The strongest stereotypical attitudes of both boys and girls were held for the items "*It's not proper for girls to swear*" (by more than 90% of boys and almost 60% of girls) and "*It's more difficult for boys to control their temper*" (by the 75% of boys and 60% of girls).

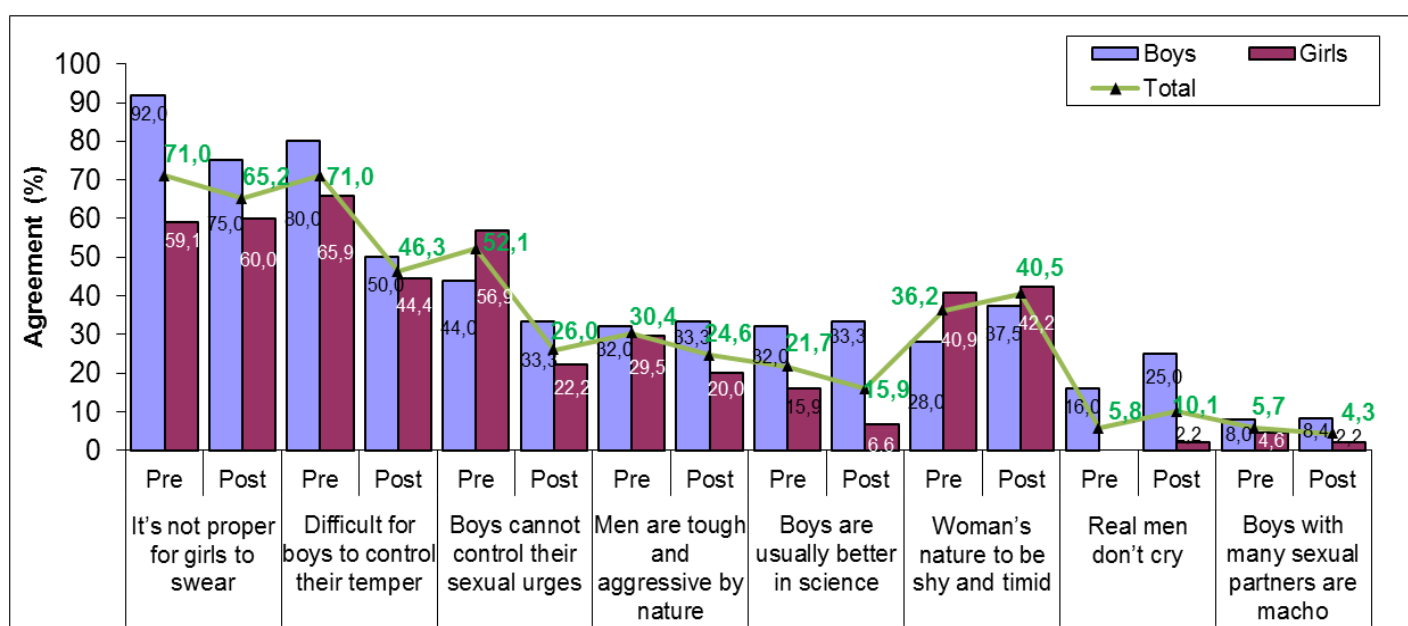


Figure 4.8 Cumulative percentages of male, female and all students' agreement (agree and strongly agree) with statements describing gender stereotypical behaviours.

Again, overall, boys seem to hold more stereotypical attitudes than girls; however, girls seemed to hold more stereotypical attitudes as compared with boys not only in items related to boys' behavior, such as *"Boys cannot control their sexual urges"* (56.9% of girls vs. 44% of boys), but also in items related to girls' behavior, such as *"It's in the woman's nature to be shy and timid"* (40.9% of girls vs. 28% of boys). Impressive is that, from the very pre-measurement, a really small proportion of students expressed their agreement with the statements *"Real men don't cry"* (16% of boys vs. 0% of girls!) and *"Boys who have many sexual partners are macho"* (8% of boys vs. 4.6% of girls).

For the majority of items presented in Figure 4.8, students' percentages of agreement had a tendency to decrease from the pre- to post-measurement with the exception of two items, namely *"It's in the woman's nature to be shy and timid"* and *"Real men don't cry"*, in which students' agreement seemed to be slightly increased after the intervention. In detail, the decrease in cumulative percentages of students' agreement was found to be statistically significant for none of the items when tested with χ^2 . However, statistically significant was the decrease of female's agreement with the item *"Boys are usually better than girls in science"* [χ^2 (1, N=44) = 69.14, $p = .000$], as well as of male's agreement with the item *"It's not proper for girls to swear"* [χ^2 (1, N=24) = 16.32, $p < .05$]. On the other hand, male's agreement was increased in a statistical significant way, after the intervention, in the item *"Real men don't cry"* [χ^2 (1, N=24) = 25.09, $p < .01$], while female's agreement in the item *"It's in the woman's nature to be shy and timid"* [χ^2 (1, N=44) = 27.04, $p < .01$].

C. General Perceptions

In the third part of pre- and post-questionnaires, a series of statements were used in order to assess students general perceptions related to violence. Students were asked to rate on the basis of a 5-point scale ($0 = I am not sure$, $1 = Strongly Disagree$, $2 = Disagree$, $3 = Agree$, $4 = Strongly Agree$) the extent to which they agree or disagree with the 10 items presented in Table 4.3. The desired attitude for students is to strongly disagree with all the statements, except one (*"threatening to hit someone but not hitting them is still a form of violence"*) that has been reverse scored; that means the closer to 1, the less tolerant is the attitude declared and vice versa, the closer to 4, the more tolerant is the attitude. Therefore, a decrease in the mean ratings from the

pre- to post-questionnaire could be considered as an indication that students' attitudes are modified towards a less stereotypical direction.

Table 4.3 Mean ratings of students' attitudes in regards to violence by sex and time of measurement (Pre-Post)

Please indicate whether you agree or disagree with each of the statements below (<i>1 = strongly disagree to 4 = strongly agree</i>):		Total			Boys			Girls		
	Time	N	M	SD	N	M	SD	N	M	SD
18. Physical abuse is more serious than verbal abuse.	Pre	67	2.50	1.35	25	2.20	1.44	44	2.68	1.28
	Post	67	1.88	1.14	24	2.41	1.17	43	1.58	1.02
13. When students call each other names it is most often just harmless fun.	Pre	68	2.33	.949	25	2.36	1.03	44	2.31	.909
	Post	68	2.07	.982	24	2.00	1.21	44	2.11	.841
14. I believe that bullying is a natural part of being a boy.	Pre	68	2.07	.896	25	1.84	.986	44	2.20	.823
	Post	69	1.78	.872	24	1.83	1.00	45	1.75	.841
21. It is ok to make sexual advances to a girl who you know has had many boyfriends in the past.	Pre	69	1.98	1.11	25	2.20	1.29	44	1.86	1.00
	Post	69	1.85	.974	24	2.33	1.04	45	1.60	.836
22. When a girl refuses to have sex with a boy she has been flirting with she is just "playing hard to get".	Pre	69	1.68	1.03	25	2.20	1.11	44	1.38	.868
	Post	69	1.52	1.00	24	1.95	1.19	45	1.28	.815
16*. Threatening to hit someone but not hitting them is still a form of violence.	Pre	68	1.67	.854	24	1.70	.907	44	1.65	.833
	Post	68	1.79	.907	23	2.17	.984	45	1.60	.809
17. It is ok to gossip and create negative rumors about someone if their behavior calls for it.	Pre	68	1.60	.826	25	1.44	.711	44	1.70	.878
	Post	68	1.54	.836	23	1.91	.949	45	1.34	.712
20. Making fun and mocking someone about their appearance via facebook is not as serious as doing it in person.	Pre	69	1.55	.849	25	1.64	.952	44	1.50	.792
	Post	69	1.63	.839	24	1.70	.907	45	1.60	.809
19. There's nothing wrong with showing sexually explicit pictures from magazines to someone who doesn't like it.	Pre	68	1.48	.905	24	1.45	.977	44	1.50	.876
	Post	68	1.63	.923	24	1.91	1.13	45	1.48	.757
15. People who are being called names most probably deserve it.	Pre	68	1.47	.815	25	1.68	1.02	44	1.36	.650
	Post	68	1.57	.778	23	1.95	.705	45	1.37	.747

*Reverse-scored.

In six of the statements, as one can see in Table 4.3, students' mean ratings were decreased from the pre- to the post-measurement, with the exception of four items,

highlighted in gray, in which there were slight increases; namely *“Threatening to hit someone but not hitting them is still a form of violence”* (from 1.67 in the pre- to 1.79 in the post-questionnaire), *“Making fun and mocking someone about their appearance via facebook is not as serious as doing it in person”* (from 1.55 to 1.63 respectively), *“There’s nothing wrong with showing sexually explicit pictures from magazines to someone who doesn’t like it”* (from 1.48 to 1.63 respectively) and *“People who are being called names most probably deserve it”* (from 1.47 to 1.57 respectively). Students’ ratings in these four items indicate that adolescents, even after the workshops, continued to not recognize these kinds of behaviors as violent and serious. Paired samples t-tests revealed that the students’ mean differences were statistically significant only for two statements, highlighted in yellow; namely, *“Physical abuse is more serious than verbal abuse”* from 2.50 in the pre- to 1.88 in the post-measurement⁹ and *“I believe that bullying is a natural part of being a boy”* from 2.07 in the pre- to 1.78 in the post-measurement¹⁰.

Boys seemed to hold more tolerant attitudes towards different expressions of violence as compared with girls in the majority of this set items. One-way Anova analyses showed that boys and girls mean differences were statistically significant for the Table 4.3 statements highlighted in blue. Indeed, the biggest difference between boys’ and girls’ means (0.82) is noticed in the pre-measurement in the item *“When a girl refuses to have sex with a boy she has been flirting with, she is just ‘playing hard to get’”*, in which boys’ mean (2.20) was significantly higher ($F_{1, 67} = 11.32, p = .001$) than girls’ (1.38). There were no statistically significant differences between boys’ and girls’ mean ratings in the rest of items in the pre-questionnaire.

In the post-questionnaire, boys’ means were significantly higher than girls’ for the items: *“Physical abuse is more serious than verbal abuse”* (2.41 vs. 1.58, $F_{1, 65} = 9.15, p < .01$), *“It is ok to make sexual advances to a girl who you know has had many boyfriends in the past”* (2.33 vs. 1.60, $F_{1, 67} = 10.0, p < .01$), *“When a girl refuses to have sex with a boy she has been flirting with, she is just ‘playing hard to get’”* (1.95 vs. 1.28, $F_{1, 67} = 7.55, p < .01$), *“Threatening to hit someone but not hitting them is still a form of violence”* (2.17 vs. 1.60, $F_{1, 66} = 6.60, p < .05$), *“It is ok to gossip and create negative rumors about someone if their behavior calls for it”*

⁹ Paired-samples T-test $t(65) = 3.58, p = .001$.

¹⁰ Paired-samples T-test $t(67) = 2.09, p < .05$.

(1.91 vs. 1.34, $F_{1, 66} = 7.40$, $p < .01$) and “People who are being called names, most probably deserve it” (1.95 vs. 1.37, $F_{1, 66} = 9.46$, $p < .01$). Of interest is the observation that for five out of the six above-mentioned items boys’ mean ratings were increased (!) from the pre- to the post-measurement (except from “When a girl refuses to have sex with a boy she has been flirting with, she is just ‘playing hard to get’”), highlighting in that way the strength that these attitudes hold in boys’ perception.

On the other hand, although girls seemed to hold more stereotypical and conservative attitudes than boys in three items [“Physical abuse is more serious than verbal abuse” (2.20 vs. 2.68), “I believe that bullying is a natural part of being a boy” (1.84 vs. 2.20) and “There’s nothing wrong with showing sexually explicit pictures from magazines to someone who doesn’t like it” (1.45 vs. 1.50)] in the pre-questionnaire, these mean differences were not statistically significant. Moreover, for all the three items girls’ means decreased in the post-questionnaire, being lower than the corresponding boys’ means.

Students’ mean ratings per item were also analysed with a 2x2 ANOVA, with time (pre- and post-measurements) as a within-subjects factor and sex (boys and girls) as a between-subjects factor, whose results are presented in Table 4.4. The main effect of time seemed not to be statistically significant for none of the statements, while the main effect of sex was found significant for 4 out of 10 items (statements 15, 16, 21 and 22). More specifically, in two of these items (15 and 16) girls seemed to hold more tolerant attitudes than boys and in the other two (21 and 22) boys seemed to hold more tolerant attitudes than girls. The interaction time x sex was found to be significant only for two items, namely “It is ok to gossip and create negative rumors about someone if their behavior calls for it” and “Physical abuse is more serious than verbal abuse”. For the first item it was showed that from pre- to post-measurements there was an increase in boys’ scores (from 1.44 to 1.91) and a decrease in girls’ mean ratings (from 1.70 to 1.34). For the second item that there was an increase in boys’ scores (from 2.20 to 2.41) and a great decrease in girls’ scores (from 2.68 to 1.58).

Table 4.4 Results of the Mixed 2x2 ANOVAs for the effect of time (pre-post) and sex on mean ratings of students' attitudes in regards to violence

Please indicate whether you agree or disagree with each of the statements below (1 = strongly disagree to 4 = strongly agree):	Main effect of Time	Main effect of Sex	Interaction effects Time x Sex
13. When students call each other names it is most often just harmless fun.	n.s.	n.s.	n.s.
14. I believe that bullying is a natural part of being a boy.	n.s.	n.s.	n.s.
15. People who are being called names most probably deserve it.	n.s.	$F(1,65) = 7.767, p < .05$	n.s.
16*. Threatening to hit someone but not hitting them is still a form of violence.	n.s.	$F(1,64) = 4.621, p < .05$	n.s.
17. It is ok to gossip and create negative rumors about someone if their behavior calls for it.	n.s.	n.s.	$F(1,64) = 8.477, p < .05$
18. Physical abuse is more serious than verbal abuse.	n.s.	n.s.	$F(1,64) = 12.741, p = .001$
19. There's nothing wrong with showing sexually explicit pictures from magazines to someone who doesn't like it.	n.s.	n.s.	n.s.
20. Making fun and mocking someone about their appearance via facebook is not as serious as doing it in person.	n.s.	n.s.	n.s.
21. It is ok to make sexual advances to a girl who you know has had many boyfriends in the past.	n.s.	$F(1,66) = 9.113, p < .05$	n.s.
22. When a girl refuses to have sex with a boy she has been flirting with she is just "playing hard to get".	n.s.	$F(1,66) = 13.071, p = .001$	n.s.

Figure 4.9 presents the cumulative percentages of boys', girls' and all students' agreement with the above mentioned statements. As one can observe, a quite high proportion of students, overrepresented by girls (more than 5 out of 10 girls vs. more than 4 out of 10 boys) agreed or strongly agreed with the items "*Physical abuse is more serious than verbal abuse*" and "*When students call each other names it is most often just harmless fun*". In the pre-questionnaire, the results also revealed that a considerable proportion of:

- (a) boys seemed to be quite tolerant towards violent behaviors addressed to girls, agreeing more than girls with the statements: *“It is ok to make sexual advances to a girl who you know has had many boyfriends in the past”* (48% of boys vs. 27.3% of girls) and *“When a girl refuses to have sex with a boy she has been flirting with, she is just ‘playing hard to get’”* (36% of boys vs. 4.5% of girls)
- (b) girls held more stereotypical attitudes towards boys in regards to the belief *“Bullying is a natural part of being a boy”* as compared to boys (34% of girls vs. 20% of boys).

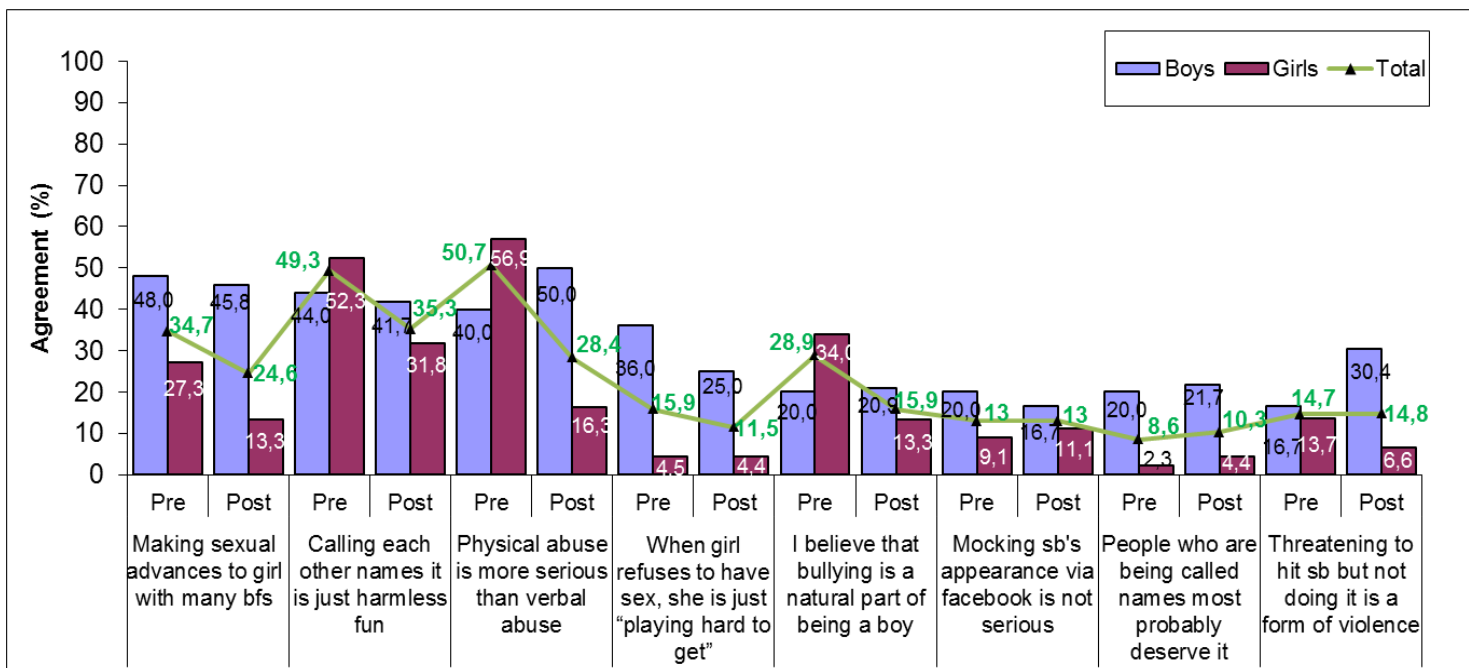


Figure 4.9 Cumulative percentages of male, female and all students' agreement (agree and strongly agree) with statements describing general perceptions related to violence.

Moreover, a small proportion of students –overrepresented by boys- seemed not to consider the importance of several implicit forms of violent behaviors, as 2 out of 10 boys and almost 1 out of 10 girls believed that *“Making fun and mocking someone about their appearance via facebook is not as serious as doing it in person”*, more than 1 out of 10 boys and girls that *“There’s nothing wrong with showing sexually explicit pictures from magazines to someone who doesn’t like it”*, more than 1 out of 10 boys and less than 1 out of 10 girls that *“There is nothing wrong with showing sexually explicit pictures from magazines to someone who doesn’t like it”*, and more than 1 out of 10 girls and almost 1 out of 20 boys that *“It is ok to gossip and create*

negative rumors about someone if their behavior calls for it"; indicating that some students seem to be quite tolerant towards this kind of implicit violent behaviors. What is of note is that for all these statements, except from *"Making fun and mocking someone about their appearance via facebook is not as serious as doing it in person"* and *"There's nothing wrong with showing sexually explicit pictures from magazines to someone who doesn't like it"*, students' cumulative percentages of agreement had a tendency to increase from the pre- to post-measurement.

The percentage of students, who agreed and strongly agreed with all these attitudes, had a tendency to be decreased after the intervention for most of the items, but not in a statistical significant way when tested with χ^2 . On the other hand, the increase in cumulative percentages of students' agreement was found to be statistically significant for the items: *"It is ok to gossip and create negative rumors about someone if their behavior calls for it"* [χ^2 (1, N=67) = 33.49, $p < .01$] and *"There's nothing wrong with showing sexually explicit pictures from magazines to someone who doesn't like it"* [χ^2 (1, N=67) = 30.68, $p < .05$].

As for the decrease of female students' agreement, it was found to be statistically significant for the items: *"When students call each other names it is most often just harmless fun"* [χ^2 (1, N=43) = 26.85, $p < .05$], *"Bullying is a natural part of being a boy"* [χ^2 (1, N=44) = 22.76, $p < .05$], *"People who are being called names most probably deserve it"* [χ^2 (1, N=44) = 67.22, $p = .000$], *"It is ok to gossip and create negative rumors about someone if their behavior calls for it"* [χ^2 (1, N=44) = 27.51, $p < .01$] and *"It is ok to make sexual advances to a girl who you know has had many boyfriends in the past"* [χ^2 (1, N=44) = 28.71, $p < .01$], while the respective increase of male students' agreement was found to be statistically significant only for the item *"Threatening to hit someone but not hitting them is still a form of violence"* [χ^2 (1, N=44) = 26.97, $p < .05$]. On the basis of this pattern of results, it can be inferred that girls' attitudes seem to be more open to negotiation and more easily modified in comparison to boys', as boys seem to be more stable in their attitudes even after the intervention regarding this set of items.

D. Relationships

In the fourth part of pre- and post-questionnaires, a series of statements were used in order to assess students attitudes related to intimate relationships. Students were asked to rate on the basis of a 5-point scale ($0 = I \text{ am not sure}$, $1 = \text{Strongly Disagree}$, $2 = \text{Disagree}$, $3 = \text{Agree}$, $4 = \text{Strongly Agree}$) the extent to which they agree or disagree with the 10 items presented in Table 4.5. The desired attitude for students is to strongly disagree with all the statements; that means the closer to 1, the less tolerant is the attitude declared and vice versa, the closer to 4, the more tolerant is the attitude. Therefore, a decrease in the mean ratings from the pre- to post-questionnaire could be considered as an indication that students' attitudes are modified towards a less stereotypical direction.

In all statements, as one can see in Table 4.5, students' mean ratings were decreased from the pre- to the post-measurement, with the exception of two items, highlighted in gray, *"If your partner constantly checks on you (i.e. asking where you are and what you're doing) it means that s/he truly cares about you"* and *"If you try to help a friend who is in an abusive relationship you'll make things worse for him/her"*, in which there were slight increases (1.78 to 1.91 and 1.39 to 1.50 respectively). Paired samples t-tests revealed that the students' mean differences were statistically significant only for two statements, highlighted in yellow; namely, *"It is completely natural to restrict the amount of time your partner spends alone with his/her friends"* from 1.85 in the pre- to 1.49 in the post-measurement¹¹ and *"What happens in a relationship is a private matter and others should not interfere even if violence is present"* from 1.85 in the pre- to 1.59 in the post-measurement¹².

Overall, the factor of sex seemed not to differentiate boys' and girls' attitudes regarding several behaviors in the context of an intimate relationship. One-way Anova analyses showed that boys and girls mean differences were statistically significant for the Table 4.5 statements highlighted in blue. More precisely, boys were found to hold more tolerant attitudes towards violence as compared with girls only in one item in the post-questionnaire, considering that *"It is acceptable to shout, insult and threaten your partner if s/he has been unfaithful to you"* (2.26 vs. 1.68, $F_{1, 66} = 4.98$, $p < .05$).

¹¹ Paired-samples T-test $t(67) = 3.12$, $p < .01$.

¹² Paired-samples T-test $t(66) = 2.13$, $p < .05$.

Table 4.5 Mean ratings of students' attitudes in regards to intimate relationships by sex and time of measurement (Pre-Post)

Please indicate whether you agree or disagree with each of the statements below (<i>1 = strongly disagree to 4 = strongly agree</i>):		Total			Boys			Girls		
	Time	N	M	SD	N	M	SD	N	M	SD
28. When you show you are jealous in a relationship, it means you really love your partner.	Pre	69	2.46	1.13	25	2.52	1.19	44	2.43	1.10
	Post	69	2.24	1.02	24	2.12	1.26	45	2.31	.874
25. It is ok to restrict the way your partner dresses if you think it is provocative.	Pre	69	2.46	1.00	25	2.64	1.15	44	2.36	.917
	Post	69	2.15	1.05	24	2.45	1.25	45	2.00	.904
29. It is acceptable to shout, insult and threaten your partner if s/he has been unfaithful to you.	Pre	68	2.05	1.25	25	2.16	1.37	44	2.00	1.20
	Post	68	1.88	.938	23	2.26	1.00	45	1.68	.848
26. It is completely natural to restrict the amount of time your partner spends alone with his/her friends.	Pre	69	1.85	.752	25	1.76	.663	44	1.90	.801
	Post	69	1.49	.851	24	1.58	.928	45	1.44	.813
30. What happens in a relationship is a private matter and others should not interfere even if violence is present.	Pre	68	1.85	.833	25	1.84	1.02	43	1.86	.709
	Post	68	1.59	.734	24	1.37	.769	45	1.71	.694
24. There's nothing wrong with checking the mobile phone of your partner.	Pre	69	1.73	.901	25	1.52	.822	44	1.86	.929
	Post	69	1.65	.871	24	1.54	.508	45	1.71	1.01
27. If your partner constantly checks on you (i.e. asking where you are and what you're doing) it means that s/he truly cares about you.	Pre	69	1.78	1.16	25	1.76	1.23	44	1.79	1.13
	Post	69	1.91	.935	24	1.91	1.05	45	1.91	.874
23. If a partner constantly points out your shortcomings it's because s/he cares.	Pre	69	1.63	.984	25	1.84	1.10	44	1.52	.901
	Post	69	1.56	.865	24	1.83	.963	45	1.42	.783
31. If you try to help a friend who is in an abusive relationship you'll make things worse for him/her.	Pre	69	1.39	.911	25	1.28	1.06	44	1.45	.819
	Post	69	1.50	1.03	24	1.16	1.12	45	1.68	.949

Students' mean ratings per item were also analysed with a 2x2 ANOVA, with time (pre- and post-measurements) as a within-subjects factor and sex (boys and girls) as a between-subjects factor, whose results are presented in Table 4.6. The main effect of time seemed to be statistically significant for two of the statements, namely "*It is completely natural to restrict the amount of time your partner spends alone with his/her friends*" and "*What happens in a relationship is a private matter and others should not interfere even if violence is present*", showing that these items' scores were significantly decreased after the intervention. The main effect of sex, as well as

the interaction effect between time and sex was found no statistically significant for all the items.

Table 4.6 Results of the Mixed 2x2 ANOVAs for the effect of time (pre-post) and sex on mean ratings of students' attitudes in regards to intimate relationships

Please indicate whether you agree or disagree with each of the statements below (<i>1 = strongly disagree to 4 = strongly agree</i>):	Main effect of Time	Main effect of Sex	Interaction effect of Time x Sex
23. If a partner constantly points out your shortcomings it's because s/he cares.	n.s.	n.s.	n.s.
24. There's nothing wrong with checking the mobile phone of your partner.	n.s.	n.s.	n.s.
25. It is ok to restrict the way your partner dresses if you think it is provocative.	n.s.	n.s.	n.s.
26. It is completely natural to restrict the amount of time your partner spends alone with his/her friends.	$F(1,66) = 7.043, p = .01$	n.s.	n.s.
27. If your partner constantly checks on you (i.e. asking where you are and what you're doing) it means that s/he truly cares about you.	n.s.	n.s.	n.s.
28. When you show you are jealous in a relationship, it means you really love your partner.	n.s.	n.s.	n.s.
29. It is acceptable to shout, insult and threaten your partner if s/he has been unfaithful to you.	n.s.	n.s.	n.s.
30. What happens in a relationship is a private matter and others should not interfere even if violence is present.	$F(1,65) = 5.855, p < .05$	n.s.	n.s.
31. If you try to help a friend who is in an abusive relationship you'll make things worse for him/her.	n.s.	n.s.	n.s.

Figure 4.10 presents the agreement percentages of students, per sex and in total, with several items regarding controlling behaviors in the context of romantic relationships. As it is shown, in the pre-measurement, a high percentage of students (almost 7 out of 10 boys and 5 out of 10 girls) seemed to be tolerant with “*restricting the way their partner dresses if they think it is provocative*”, while smaller percentages agreed with “*If your partner constantly checks on you (i.e. asking where you are and what you're doing) it means that s/he truly cares about you*” (almost 3 out of 10 boys and 3 out of 10 girls), with that “*There's nothing wrong with checking the mobile phone of your partner*” (more than 1 out of 10 boys and 2 out of 10 girls) and with that “*It is ok to restrict the amount of time your partner spends alone with his/her friends*” (more than 1 out of 10 boys and almost 2 out of 10 girls). It is noteworthy here that girls, in the

pre-measurement, were found to accept in a higher degree -than boys- these controlling behaviors with the exception of *controlling the way of partner's dressing*; a behavior in which boys seemed to be more tolerant of.

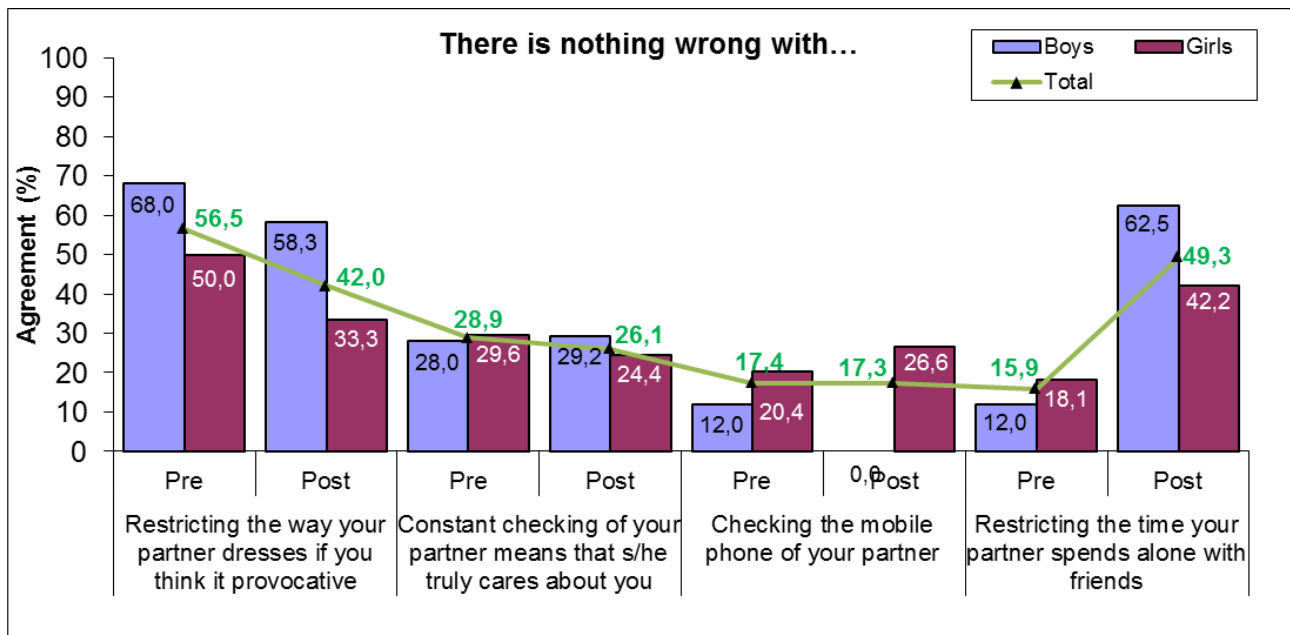


Figure 4.10 Cumulative percentages of male, female and all students' agreement (*agree and strongly agree*) with statements describing controlling behaviors in intimate relationships.

After the workshop, it was noticed a statistically significant decrease only in the statement regarding the acceptance of *"restricting the way your partner dresses if you think it is provocative"* [χ^2 (1, N=68) = 29.31, $p < .05$] and, impressively, a big increase in the statement regarding the tolerance towards *"restricting the time your partner spends alone with friends"* [χ^2 (1, N=68) = 38.19, $p = .00$]. As for the percentages of girls' agreement, after the workshop, there were significant decreases in the items: *"It is ok to restrict the way your partner dresses if you think it is provocative"* [χ^2 (1, N=44) = 36.67, $p = .00$] and *"If your partner constantly checks on you (i.e. asking where you are and what you're doing) it means that s/he truly cares about you"* [χ^2 (1, N=44) = 66.87, $p = .00$], as well as an increase in the item *"It is completely natural to restrict the amount of time your partner spends alone with his/her friends"* [χ^2 (1, N=44) = 29.55, $p = .001$]. Moreover, interesting is the fact that in the statement regarding the *checking of partner's mobile phone*, even though in the pre-questionnaire a quite low percentage of boys (12%) agreed with it, in the post-measurement none of the boys retained this belief, while the corresponding percentage of girls increased from 20.4% to 26.6%.

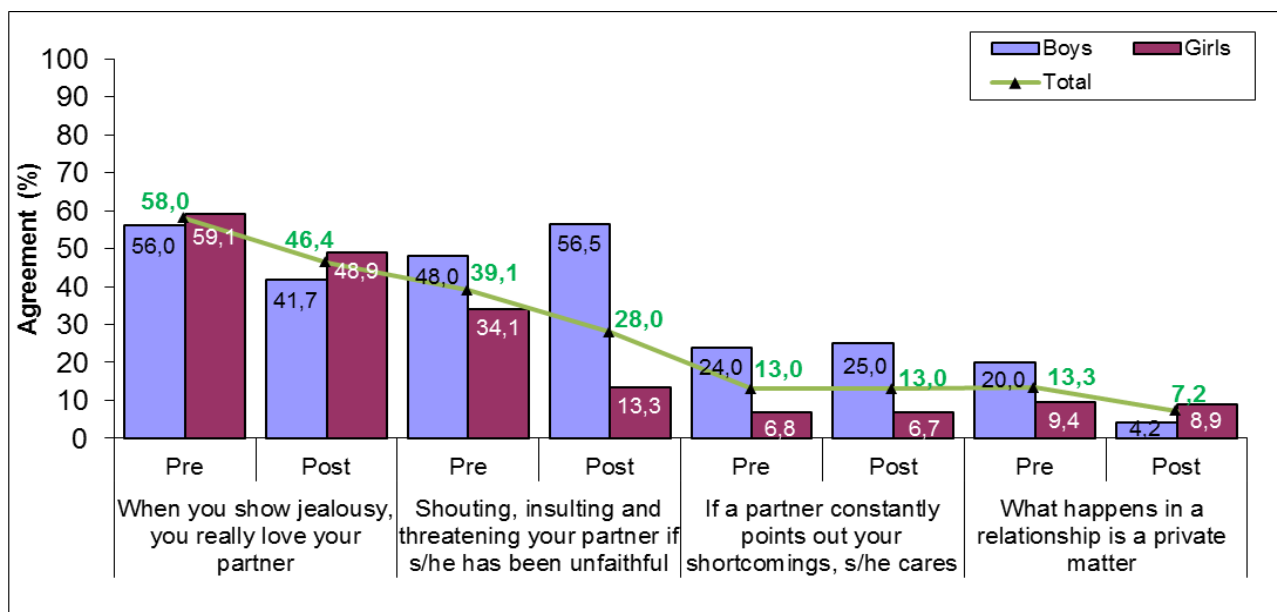


Figure 4.11 Cumulative percentages of male, female and all students' agreement (agree and strongly agree) with statements describing attitudes in regards to intimate relationships.

Figure 4.11 illustrates students' agreement, per sex and in total, with the rest items of this part regarding more general attitudes related to intimate relationships. The majority of students, almost more than 5 out of 10 boys and almost 6 out of 10 girls, seemed to believe that *jealousy is a sign of love*, while almost 5 out of 10 boys and more than 5 out of 10 girls were found to justify several violent behaviors such as “*shouting, insulting and threatening*” of their partner “*If s/he has been unfaithful to them*”. As for the intervention of others in romantic relationships, 2 out of 10 boys and almost 1 out of 10 girls agreed with “*What happens in a relationship is a private matter and others should not interfere even if violence is present*”, while more than 1 out of 10 boys and only the 2.3% of girls believed that “*If you try to help a friend who is in an abusive relationship, you'll make things worse for him/her*”.

The percentage of students, who agreed and strongly agreed with the items presented in Figure 4.11, was decreased after the intervention in a significant way for the items: “*When you show you are jealous in a relationship, it means you really love your partner*” [$\chi^2 (1, N=68) = 26.63, p < .05$] and “*It is acceptable to shout, insult and threaten your partner if s/he has been unfaithful to you*” [$\chi^2 (1, N=67) = 32.60, p < .01$]. On the other hand, of interest is the finding that, from pre-to post-questionnaires, there was an increase in students' agreement with the item “*If you try to help a friend*

who is in an abusive relationship you'll make things worse for him/her" [χ^2 (1, N=68) = 57.69, $p = .000$].

As regards the percentages of girls' agreement, after the workshop, there were significant decreases in the items: *"When you show you are jealous in a relationship, it means you really love your partner"* [χ^2 (1, N=44) = 33.39, $p < .01$] and *"It is acceptable to shout, insult and threaten your partner if s/he has been unfaithful to you"* [χ^2 (1, N=44) = 29.64, $p < .05$]. Moreover, there was a significant increase in girls' agreement percentages in the item *"If you try to help a friend who is in an abusive relationship you'll make things worse for him/her"* [χ^2 (1, N=44) = 39.87, $p = .000$], which if taken under consideration with the low girls' percentages (almost 1 out of 10 girls) in the item *"What happens in a relationship is a private matter and others should not interfere even if violence is present"* both in the pre- and in the post-questionnaire, it highlights girls' sceptical stance towards others' intervention in romantic relationships. As regards the percentages of boys' agreement, after the workshop, there were no statistically significant differences in none of the items when tested with χ^2 .

E. Boys and Girls

In the fifth part of pre- and post-questionnaires, students were asked to rate on the basis of a 5-point scale ($0 = I$ am not sure, $1 = Strongly Disagree$, $2 = Disagree$, $3 = Agree$, $4 = Strongly Agree$) the degree in which they agree or disagree with a series of items related to different expressions of violent behaviors in the context of intimate relationships, as they are illustrated at Tables 4.7 and 4.8. Indeed, each item was assessed twice, once when the described behavior was conducted by a male towards his female partner (Table 4.7) and once when the same behavior was conducted by a female towards her male partner (Table 4.8). The desired attitude for students is to strongly agree with all the statements, recognizing in that way the different kinds of violence; that means the closer to 1, the more tolerant is the attitude declared and vice versa, the closer to 4, the less tolerant is the attitude. Therefore, an increase in the mean ratings from the pre- to post-questionnaire could be considered as an indication that students' attitudes are modified towards a less tolerant stance towards violence.

Table 4.7 Mean ratings of students' agreement with statements describing violent behaviors perpetrated by a male towards a female partner by sex and time of measurement (Pre-Post)

In a relationship, it is a type of violence when HE...		Total			Boys			Girls		
	Time	N	M	SD	N	M	SD	N	M	SD
35. slaps her.	Pre	69	3.54	.735	24	3.48	1.00	45	2.57	.543
	Post	69	3.55	.758	24	3.29	.806	45	3.68	.701
36. threatens to physically hurt her.	Pre	69	3.40	.753	24	3.41	.775	45	3.40	.750
	Post	69	3.37	1.00	24	3.04	1.12	45	3.55	.893
37. pressures her to have sex.	Pre	69	3.15	1.11	24	2.76	1.36	45	3.37	.886
	Post	69	3.23	1.01	24	2.62	1.17	45	3.55	.755
34. makes offensives jokes about her in front of others.	Pre	69	2.97	.962	24	2.96	1.05	45	2.97	.916
	Post	69	3.00	1.11	24	2.62	1.13	45	3.20	1.05
32. continually shouts at her.	Pre	69	2.65	1.15	24	2.52	1.19	45	2.73	1.13
	Post	69	3.02	.954	24	2.70	1.04	45	3.20	.868
33. checks what she does, where she is and who she is with.	Pre	69	2.27	1.04	24	2.20	.957	45	2.31	1.10
	Post	69	2.50	1.13	24	2.08	1.21	45	2.73	1.03

Table 4.8 Mean ratings of students' agreement with statements describing violent behaviors perpetrated by a male towards a female partner by sex and time of measurement (Pre-Post)

In a relationship, it is a type of violence when SHE...		Total			Boys			Girls		
	Time	N	M	SD	N	M	SD	N	M	SD
35. slaps him.	Pre	67	3.47	.608	24	3.45	.721	45	3.48	.548
	Post	67	3.49	.766	22	3.22	.812	45	3.62	.716
36. threatens to physically hurt him.	Pre	68	3.42	.604	24	3.41	.653	45	3.42	.583
	Post	68	3.26	1.01	23	3.00	1.16	45	3.40	.914
34. makes offensives jokes about him in front of others.	Pre	68	2.91	1.03	24	3.00	1.06	45	2.86	1.03
	Post	68	3.00	1.10	23	2.73	1.00	45	3.13	1.14
32. continually shouts at him.	Pre	68	2.71	1.01	24	2.66	.963	45	2.73	1.05
	Post	68	3.02	.845	23	2.78	.951	45	3.15	.767
37. pressures him to have sex.	Pre	68	2.63	1.25	24	2.16	1.27	45	2.88	1.19
	Post	68	2.86	1.26	23	2.21	1.38	45	3.20	1.07
33. checks what he does, where he is and who he is with.	Pre	68	2.33	1.06	24	2.50	1.06	45	2.24	1.06
	Post	68	2.51	1.12	23	2.34	1.19	45	2.60	1.09

In all statements regarding violent behaviors that are perpetrated by a male towards a female partner, as one can see in Table 4.7, students' mean ratings were increased from the pre- to the post-measurement, with the exception of one item -highlighted in gray-, regarding *threatening to physically hurt her*. Paired samples t-tests revealed that the students' mean differences were statistically significant only for one statement, highlighted in yellow; namely, "*In a relationship, it is a type of violence when he continually shouts at her*" from 2.65 in the pre- to 3.02 in the post-measurement¹³.

Quite similar is the picture regarding violent behaviors that are perpetrated by a female towards a male partner, as presented in Table 4.8. Students' mean ratings were increased from the pre- to the post-measurement, with the exception of one item, highlighted in gray, namely "*In a relationship, it is a type of violence when she slaps him*", in which there was a small decrease (3.42 to 3.26). And in this case, paired samples t-tests revealed that the students' mean differences were statistically significant only for one statement, highlighted in yellow; namely, "*In a relationship, it is a type of violence when she continually shouts at him*" from 2.71 in the pre- to 3.02 in the post-measurement¹⁴.

As for the factor of sex, overall, girls seemed to recognize to a higher degree than boys the distinct forms of violent behaviors in intimate relationships. One-way Anova analyses showed that boys and girls mean differences were statistically significant for the Tables' 4.7 and 4.8 statements highlighted in blue. More precisely, in the pre-questionnaire, girls were found to recognize in a higher degree, as compared with boys, the behavior of *pressuring for sex* as violent in the context of a relationship either when the perpetrator is a boy (3.37 for girls vs. 2.76 for boys, $F_{1, 68} = 5.27, p < .05$) or a girl (2.88 for girls vs. 2.16 for boys, $F_{1, 67} = 5.48, p < .05$). After the intervention, girls were found to recognize more accurately than boys all the behaviors described in this set of items as violent when the perpetrator was male; namely, *slapping* (2.68 for girls vs. 3.29 for boys, $F_{1, 67} = 4.52, p < .05$), *threatening to physical hurt* (3.55 for girls vs. 3.04 for boys, $F_{1, 67} = 4.32, p < .05$), *pressuring for sex* (3.55 for girls vs. 2.62 for boys, $F_{1, 67} = 16.00, p = .000$), *making offensive jokes in front of others* (3.20 for girls vs. 2.62 for boys, $F_{1, 67} = 4.39, p < .05$), *continuous*

¹³ Paired-samples T-test $t(68) = -2.60, p < .05$.

¹⁴ Paired-samples T-test $t(66) = -2.52, p < .05$.

shouting (3.20 for girls vs. 2.70 for boys, $F_{1, 67} = 4.35, p < .05$) and *checking* (2.73 for girls vs. 2.08 for boys, $F_{1, 67} = 5.49, p < .05$). On the other hand, when the perpetrator was female, girls were found to recognize more accurately than boys only two of the behaviors described in this set of items as violent; namely, *slapping* (3.62 for girls vs. 3.22 for boys, $F_{1, 65} = 4.11, p < .05$) and *pressuring for sex* (3.20 for girls vs. 2.21 for boys, $F_{1, 66} = 10.41, p < .01$). Another interesting observation is that, for the majority of statements, boys' ratings were decreased from the pre- to the post-measurement, indicating a tendency of boys moving to a more tolerant stance towards violent behaviors in the context of romantic relationships after the workshop, independently of whether the perpetrator was male or female.

Students' mean ratings per item were also analysed with a 2x2 ANOVA, with time (pre- and post-measurements) as a within-subjects factor and sex (boys and girls) as a between-subjects factor, whose results are presented in Tables 4.9 and 4.10. Again, it was showed that the main effect of time was statistically significant only for the behaviour of *continuous shouting at the partner*, independently of whether the perpetrator was a female or a male partner, showing that after the workshops these items' scores were significantly decreased. The main effect of sex was observed only for the behaviour of *pressuring the partner to have sex* both when the perpetrator was a female and a male partner, indicating that boys hold more tolerant attitudes towards this specific behaviour than girls.

Table 4.9 Results of the Mixed 2x2 ANOVAs for the effect of time (pre-post) and sex on mean ratings of students' attitudes in regards to violent behaviors perpetrated by a male towards a female partner

In a relationship, it is a type of violence when HE...	Main effect of Time	Main effect of Sex	Interaction effect of Time x Sex
32. continually shouts at her.	$F(1,67) = 4.918, p < .05$	n.s.	n.s.
33. checks what she does, where she is and who she is with.	n.s.	n.s.	n.s.
34. makes offensives jokes about her in front of others.	n.s.	n.s.	$F(1,67) = 9.388, p < .01$
35. slaps her.	n.s.	n.s.	n.s.
36. threatens to physically hurt her.	n.s.	n.s.	$F(1,66) = 8.036, p < .01$
37. pressures her to have sex.	n.s.	$F(1,67) = 14.94, p = .000$	n.s.

Table 4.10 Results of the Mixed 2x2 ANOVAs for the effect of time (pre-post) and sex on mean ratings of students' attitudes in regards to violent behaviors perpetrated by a male towards a female partner

In a relationship, it is a type of violence when SHE...	Main effect of Time	Main effect of Sex	Interaction effect of Time x Sex
32. continually shouts at him.	$F(1,65) = 4.073, p < .05$	n.s.	n.s.
33. checks what he does, where he is and who he is with.	n.s.	n.s.	n.s.
34. makes offensives jokes about him in front of others.	n.s.	n.s.	$F(1,65) = 7.08, p = .01$
35. slaps him.	n.s.	n.s.	n.s.
36. threatens to physically hurt him.	n.s.	n.s.	n.s.
37. pressures him to have sex.	n.s.	$F(1,65) = 7.701, p < .01$	n.s.

The interaction time x sex was found to be significant for two items, in the case of male perpetrator, regarding the behaviours of *making offensive jokes about her in front of others* and *threatening to physically hurt her*. For the first item, it was showed that from pre- to post-measurements there was an decrease in boys' scores (from 2.96 to 2.62) and an increase in girls' mean ratings (from 2.97 to 3.20). For the second item, again there was a decrease in boys' scores (from 3.41 to 3.04) and an increase in girls' scores (from 3.40 to 3.55). Additionally, in the case of female perpetrator, the interaction time x sex was found to be significant for one item regarding the behaviour of *making offensive jokes about him in front of others*, showing that from pre- to post-measurements there was a decrease in boys' scores (from 3.00 to 2.73) and an increase in girls' mean ratings (from 2.86 to 3.13).

Figures 4.12 and 4.13 present the students' agreement percentages with the above mentioned statements. Even on the pre-questionnaire, a very high percentage of students, more than 90%, seemed to recognize that behaviors such as *slapping* and *threatening to physically hurt* a partner, either perpetrated by a male or a female, are violent behaviors. A high percentage also recognized *pressure for having sex*, *making offensive jokes in the presence of others* and *continuous shouting* towards a partner as violence in the context of intimate relationships, independently of whether they were perpetrated by a male (81.5%, 77.1% and 70% respectively) or a female partner (76.8%, 65.2% and 62.3% respectively). Indeed, the lower percentage of students' agreement is noticed in the behavior of *checking what the partner does, where the partner is and who the partner is with* as perpetrated by both sexes, recognized by

almost 4 out of 10 students (38.6% for the male and 39.1% for the female perpetrator).

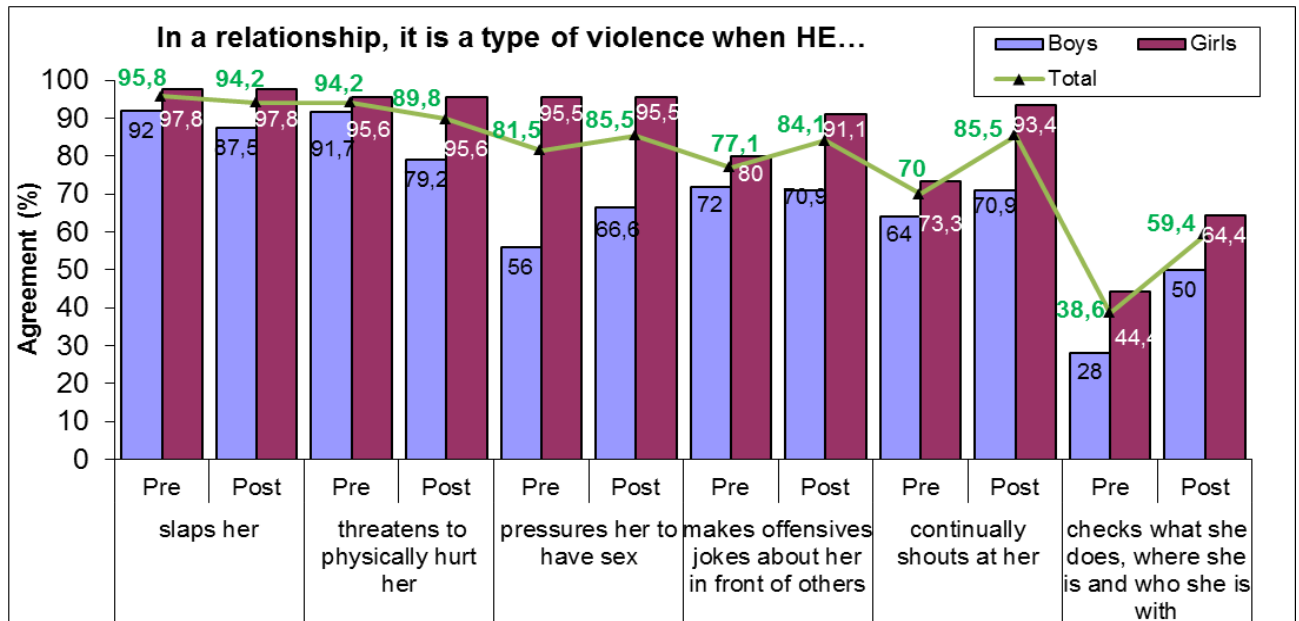


Figure 4.12 Cumulative percentages of male, female and all students' agreement (*agree and strongly agree*) with statements describing violent behaviors perpetrated by a male towards a female partner.

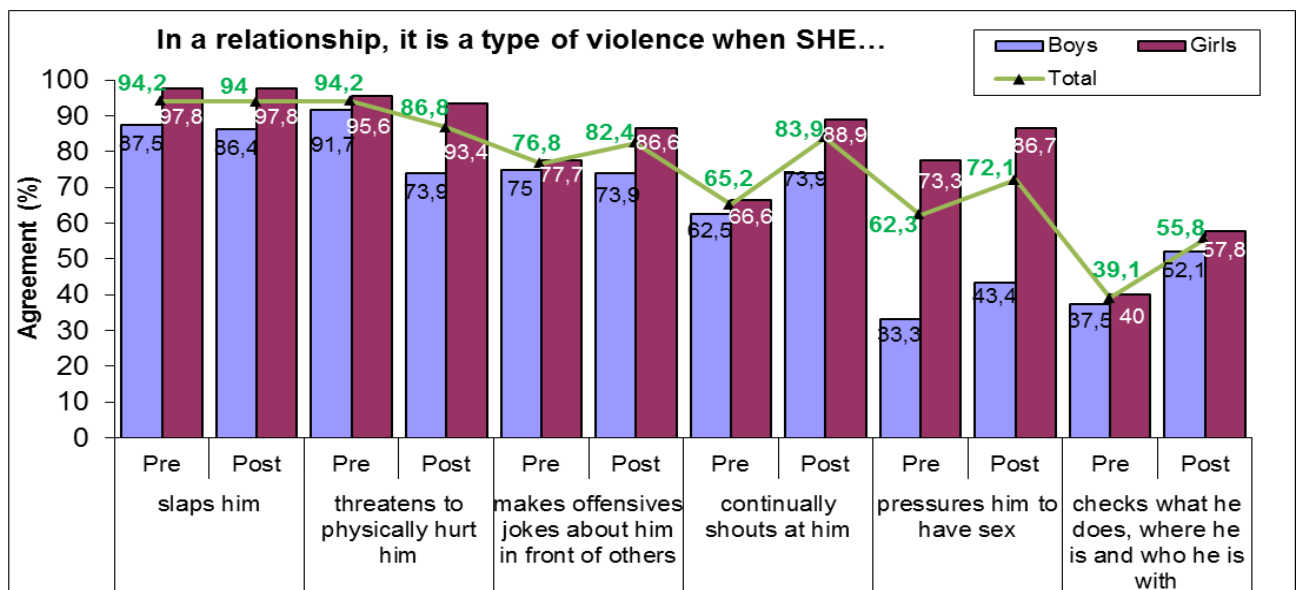


Figure 4.13 Cumulative percentages of male, female and all students' agreement (*agree and strongly agree*) with statements describing violent behaviors perpetrated by a female towards a male partner.

Overall, both in the pre- and in the post-measurements, it is clear depicted that girls seemed overall to better recognize violent behaviors, since their percentages are higher than the boys' for all items, independently of the perpetrator's sex. Indeed, the

frequency differences between boys and girls were statistically significant for the following behaviors. For the pre-questionnaire: in the case of male perpetrator, for *pressuring her to have sex* [56% of boys vs. 95.5% of girls, $\chi^2(1, N=70) = 21.00, p = .000$], while in the case of female perpetrator, for *pressuring him to have sex* [33.3% of boys vs. 73.3% of girls, $\chi^2(1, N=69) = 15.52, p < .01$]. For the post-questionnaire: in the case of male perpetrator, for *continuous shouting at her* [70.9% of boys vs. 93.4% of girls, $\chi^2(1, N=69) = 8.60, p < .05$], for *checking what she does, where she is and who she is with* [50% of boys vs. 64.4% of girls, $\chi^2(1, N=69) = 10.80, p < .05$], for *making offensive jokes about her in front of others* [70.9% of boys vs. 91.1% of girls, $\chi^2(1, N=69) = 10.68, p < .05$], for *slapping her* [87.5% of boys vs. 97.8% of girls, $\chi^2(1, N=69) = 10.32, p < .05$], for *threatening to physically hurt her* [79.2% of boys vs. 95.6% of girls, $\chi^2(1, N=69) = 10.05, p < .05$] and for *pressuring her to have sex* [66.6% of boys vs. 95.5% of girls, $\chi^2(1, N=69) = 16.57, p < .01$], while in the case of female perpetrator, for *making offensive jokes about him in front of others* [73.9% of boys vs. 86.6% of girls, $\chi^2(1, N=68) = 9.68, p < .05$], for *slapping him* [86.4% of boys vs. 97.8% of girls, $\chi^2(1, N=67) = 9.74, p < .05$] and for *pressuring him to have sex* [43.4% of boys vs. 86.7% of girls, $\chi^2(1, N=68) = 17.31, p < .01$].

By comparing students' responses before and after the workshop, it is observed that after the workshop the percentages of students' recognizing violent behaviors in romantic relationships are increased for the majority of items, either the perpetrator was male or female. More precisely, the increase was statistically significant for the items: in the case of male perpetrator, for *continuous shouting at her* [$\chi^2(1, N=69) = 38.49, p = .000$], while in the case of female perpetrator, for *continuous shouting at him* [$\chi^2(1, N=67) = 39.76, p < .01$] and for *pressuring him to have sex* [$\chi^2(1, N=67) = 49.79, p = .000$].

As regards the percentages of girls' agreement, after the workshop, there were significant increases in the items: in the case of male perpetrator, for *making offensive jokes about her in front of others* [$\chi^2(1, N=45) = 35.71, p = .000$], for *threatening to physically hurt her* [$\chi^2(1, N=45) = 32.22, p = .000$] and for *continuous shouting at her* [$\chi^2(1, N=45) = 22.39, p = .000$], while in the case of female perpetrator, for *continuous shouting at him* [$\chi^2(1, N=45) = 41.56, p = .000$], for *making offensive jokes about him in front of others* [$\chi^2(1, N=45) = 55.61, p = .000$] and for *pressuring him to have sex* [$\chi^2(1, N=45) = 60.11, p = .000$]. As regards the percentages of boys'

agreement, after the workshop, there were a significant decrease for the behavior of *threatening to physically hurt her* [$\chi^2(1, N=23) = 40.87, p = .000$], in the case of male perpetrator.

F. General Attitudes to Violence

In the next part of pre- and post-questionnaires, students were asked to rate on the basis of a 5-point scale ($0 = I \text{ am not sure}$, $1 = \text{Strongly Disagree}$, $2 = \text{Disagree}$, $3 = \text{Agree}$, $4 = \text{Strongly Agree}$) the degree in which they agree or disagree with a series of items referring to general attitudes related to violence, as presented in Table 4.11. The desired attitude for students is to strongly disagree with all the statements, since they describe common myths related to violence; that means the closer to 1, the less tolerant is the attitude declared and vice versa, the closer to 4, the more tolerant is the attitude. Therefore, a decrease in the mean ratings from the pre- to post-questionnaire could be considered as an indication that students' attitudes are modified towards a less stereotypical stance towards violence.

In all statements, as one can see in Table 4.11, students' mean ratings were decreased from the pre- to the post-measurement, with the exception of one item, highlighted in gray, "*People exercise violence because they feel superior to the victim*", in which there was a slight increase (2.55 to 2.61). Paired samples t-tests revealed that the students' mean differences were statistically significant for 6 out of 10 statements, highlighted in yellow; namely, "*If a person is being abused, they could simply exit the relationship*" from 3.26 in the pre- to 2.60 in the post-measurement¹⁵, "*Sometimes girls provoke sexual aggression by boys because of the way they are dressed*" from 2.88 in the pre- to 2.51 in the post-measurement¹⁶, "*Victims of violence are usually people who are weak characters*" from 2.70 in the pre- to 2.19 in the post-measurement¹⁷, "*People who abuse others are usually not very educated*" from 2.14 in the pre- to 1.67 in the post-measurement¹⁸, "*Violence appears mostly in grown-up relationships and rarely in adolescent relationships*" from 1.98 in the pre- to 1.55 in the post-measurement¹⁹, and "*People who don't report ongoing abuse by others must*

¹⁵ Paired-samples T-test $t(67) = 4.35, p = .00$.

¹⁶ Paired-samples T-test $t(67) = 2.41, p < .05$.

¹⁷ Paired-samples T-test $t(66) = 3.23, p < .01$.

¹⁸ Paired-samples T-test $t(67) = 2.73, p < .01$.

¹⁹ Paired-samples T-test $t(67) = 3.58, p = .001$.

want the situation to continue” from 1.54 in the pre- to 1.17 in the post-measurement²⁰.

Table 4.11 Mean ratings of students’ agreement with statements describing common myths related to violence by sex and time of measurement (Pre-Post)

Please indicate whether you agree or disagree with each of the statements below (1 = strongly disagree to 4 = strongly agree):	Time	Total			Boys			Girls		
		N	M	SD	N	M	SD	N	M	SD
44. If a person is being abused, they could simply exit the relationship.	Pre	68	3.26	.725	24	3.37	.494	44	3.20	8.23
	Post	68	2.60	1.10	24	2.70	1.26	44	2.54	1.02
46. Sometimes girls provoke sexual aggression by boys because of the way they are dressed.	Pre	68	2.88	1.01	24	3.33	.637	44	2.63	1.01
	Post	68	2.51	1.20	24	2.83	1.12	44	2.34	1.21
48. Victims of violence are usually people who are weak characters.	Pre	67	2.70	.927	24	2.87	.899	43	2.60	.929
	Post	67	2.19	1.10	24	2.08	1.28	43	2.25	1.00
52. People exercise violence because they feel superior to the victim.	Pre	68	2.55	1.05	24	2.37	.923	44	2.65	1.11
	Post	68	2.61	1.19	24	2.29	1.45	44	2.79	1.00
45. Women are most likely to be sexually abused by a stranger than someone they know.	Pre	68	2.26	.971	24	2.41	.928	44	2.18	.994
	Post	68	1.97	1.03	24	2.12	1.07	44	1.88	1.01
51. People exercise violence in a relationship because they want to control their partner.	Pre	68	2.20	1.15	24	1.95	.954	44	2.34	1.23
	Post	68	2.17	1.18	24	2.20	1.14	44	2.15	1.21
49. People who abuse others are usually not very educated.	Pre	68	2.14	1.16	24	2.25	.989	44	2.09	1.25
	Post	68	1.67	.984	24	1.79	1.14	44	1.61	.894
50. Violence appears mostly in grown-up relationships and rarely in adolescent relationships.	Pre	68	1.98	.855	24	2.04	1.04	44	1.95	.745
	Post	68	1.55	.798	24	1.37	1.09	44	1.65	.568
47. People who resort to violence most likely have a drinking problem.	Pre	68	1.79	1.03	24	1.70	1.04	44	1.84	1.03
	Post	68	1.66	1.05	24	1.50	1.14	44	1.75	1.01
53. People who don't report ongoing abuse by others must want the situation to continue.	Pre	68	1.54	1.01	24	1.45	1.02	44	1.59	1.01
	Post	68	1.17	.809	24	1.08	.974	44	1.22	.710

²⁰ Paired-samples T-test $t(67) = 2.67, p < .01$.

Overall, the factor of sex seemed not to differentiate boys' and girls' attitudes regarding the most commonly held myths related to violence in the two measurements. In the pre-questionnaire, one-way Anova analyses showed that boys and girls mean differences were statistically significant only for one item, highlighted in blue in the Table 4.11, namely "*Sometimes girls provoke sexual aggression by boys because of the way they are dressed*" (3.33 for boys vs. 2.63 for girls, $F_{1, 68} = 6.99$, $p = .01$). In the post-questionnaire, one-way Anova analyses showed that boys and girls mean differences were statistically significant for none of the items.

Table 4.12 Results of the Mixed 2x2 ANOVA for the effect of time (pre-post) and sex on mean ratings of students' attitudes in regards to statements describing common myths related to violence

Please indicate whether you agree or disagree with each of the statements below (1 = strongly disagree to 4 = strongly agree):	Main effect of Time	Main effect of Sex	Interaction effect of Time x Sex
44. If a person is being abused, they could simply exit the relationship.	$F(1,66) = 17.12$, $p = .000$	n.s.	n.s.
45. Women are most likely to be sexually abused by a stranger than someone they know.	n.s.	n.s.	n.s.
46. Sometimes girls provoke sexual aggression by boys because of the way they are dressed.	$F(1,66) = 6.167$, $p < .05$	$F(1,66) = 7.097$, $p = .01$	n.s.
47. People who resort to violence most likely have a drinking problem.	n.s.	n.s.	n.s.
48. Victims of violence are usually people who are weak characters.	$F(1,65) = 10.01$, $p = .001$	n.s.	n.s.
49. People who abuse others are usually not very educated.	$F(1,66) = 6.797$, $p < .05$	n.s.	n.s.
50. Violence appears mostly in grown-up relationships and rarely in adolescent relationships.	$F(1,66) = 7.188$, $p = .000$	n.s.	n.s.
51. People exercise violence in a relationship because they want to control their partner.	n.s.	n.s.	n.s.
52. People exercise violence because they feel superior to the victim.	n.s.	n.s.	n.s.
53. People who don't report ongoing abuse by others must want the situation to continue.	$F(1,66) = 4.236$, $p < .05$	n.s.	n.s.

Students' mean ratings per item were also analysed with a 2x2 ANOVA, with time (pre- and post-measurements) as a within-subjects factor and sex (boys and girls) as a between-subjects factor, whose results are presented in Table 4.12. The main effect of time seemed to be statistically significant for 6 out of 10 items (statements 44, 46, 48,

49, 50 and 53), showing that for these items students' attitudes regarding common myths related to violence were modified towards a less stereotypical stance towards violence after the workshops. The main effect of sex was observed only for one item, namely *"Sometimes girls provoke sexual aggression by boys because of the way they are dressed"*, indicating that boys hold more stereotypical attitudes towards this specific belief than girls. The interaction effect between time and sex was found no statistically significant for none of the items.

Figures 4.14 and 4.15 present the students' agreement percentages with the above mentioned statements.

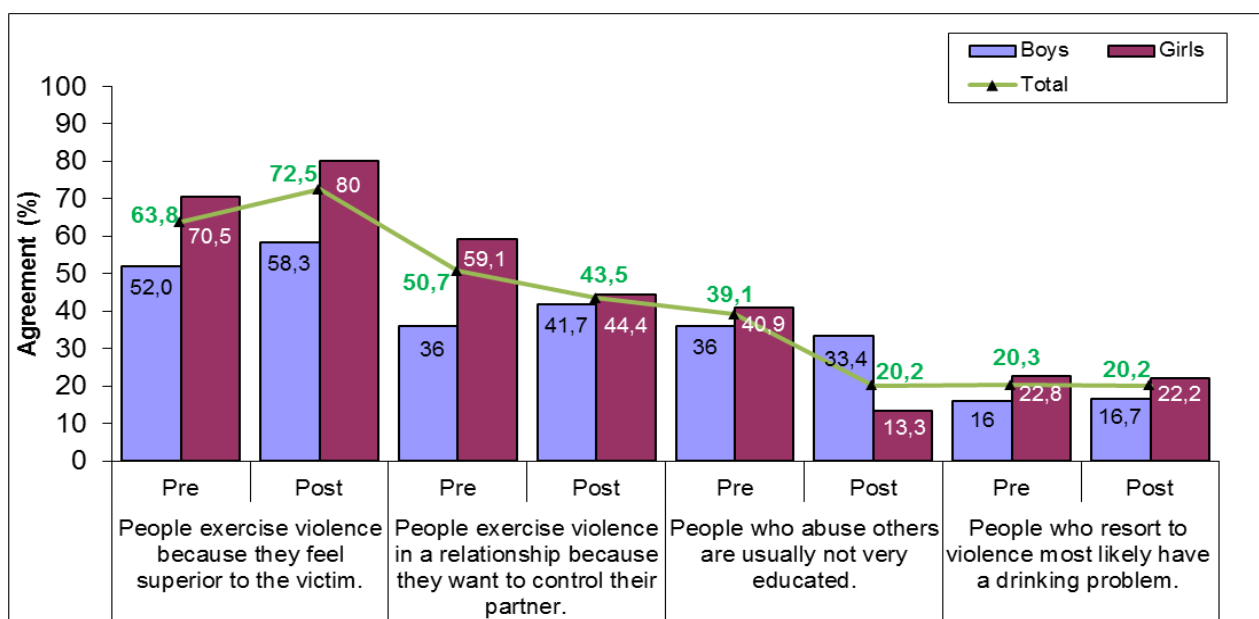


Figure 4.14 Cumulative percentages of male, female and all students' agreement (agree and strongly agree) with statements describing common myths related to the perpetrators of violent behaviors.

As for the most commonly held myths in regards to the perpetrator of a violent behavior, more than 5 out of 10 boys and 7 out of 10 girls seemed to correctly believe that *"People exercise violence because they feel superior to the victim"* and more than 3 out of 10 boys and almost 6 out of 10 girls *"because they want to control their partner"*. Interestingly, quite low was the percentage of students that agreed with the myth that *"People who abuse others are usually not very well educated"* (more than 3 out of 10 boys and 4 out of 10 girls) and that *"People who resort to violence most likely have a drinking problem"* (more than 1 out of 10 boys and 2 out of 10 girls). As one easily can notice in the Figure 4.14, in all items girls' percentages are higher than

boys, except from the third item in the post-measurement, indicating that girls seem to recognize better than boys that these beliefs are myths. However, the frequency differences between boys and girls were not statistically significant for none of the items of both pre- and post-measurements when tested with χ^2 .

By comparing students' responses before and after the workshop, it is observed that after the workshop the percentages of all students' agreement were decreased for the majority of items, with the exception of the item *"People exercise violence because they feel superior to the victim"*. More precisely, the decrease was statistically significant only for the item *"People exercise violence in a relationship because they want to control their partner"* [χ^2 (1, N=68) = 30.06, $p < .05$]. As regards the percentages of girls' agreement, after the workshop, there was a significant decrease only in the item: *"People exercise violence in a relationship because they want to control their partner"* [χ^2 (1, N=44) = 27.40, $p < .05$], while in the percentages of boys' agreement for none of the items.

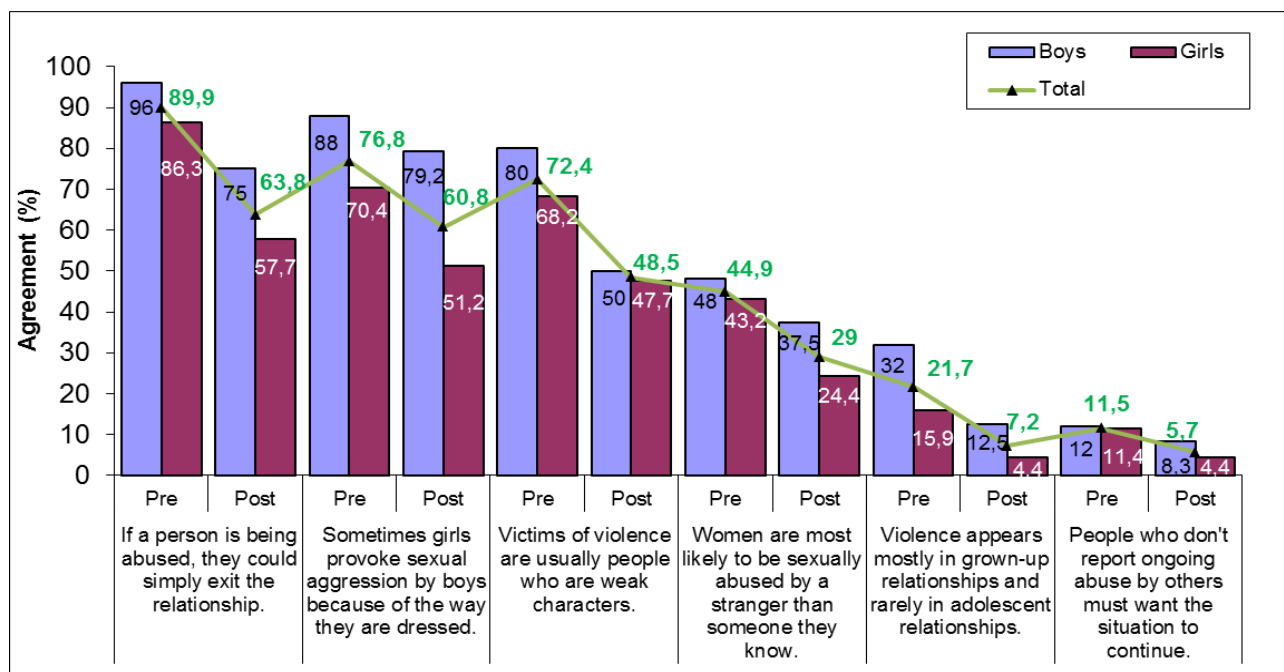


Figure 4.15 Cumulative percentages of male, female and all students' agreement (agree and strongly agree) with statements describing common myths related to violence.

As for the rest of myths, the vast majority of students erroneously agreed with the false beliefs: *"If a person is being abused, they could simply exit the relationship"* (more than 9 out of 10 boys and more than 8 out of 10 girls), *"Sometimes girls*

provoke sexual aggression by boys because of the way they are dressed” (more than 8 out of 10 boys and 7 out of 10 girls) and *“Victims of violence are usually people who are weak characters”* (8 out of 10 boys and almost 7 out of 10 girls). Lower was the agreement percentages with the rest items, as less than 5 out of 10 boys and girls believed that *“Women are most likely to be sexually abused by a stranger than someone they know”*, more than 3 out of 10 boys and more than 1 out of 10 girls that *“Violence appears mostly in grown-up relationships and rarely in adolescent relationships”* and more than 1 out of 10 boys and less than 1 out of 10 girls that *“People who don't report ongoing abuse by others must want the situation to continue”*. An interesting observation in Figure 4.15 items is that more boys than agreed with the majority of the statements, indicating that girls seem to be more susceptible to these commonly held myths related to violence. Indeed, the frequency differences between boys and girls were statistically significant for the following items of the post-questionnaire: *“Violence appears mostly in grown-up relationships and rarely in adolescent relationships”* [12.5% of boys vs. 4.4% of girls, $\chi^2(1, N=69) = 12.23, p < .05$] and *“People who don't report ongoing abuse by others must want the situation to continue”* [11.4% of boys vs. 4.4% of girls, $\chi^2(1, N=69) = 11.15, p < .05$].

For all the items students' percentages of agreement were decreased after the workshop, but in a statistically significant way for the items: *“If a person is being abused, they could simply exit the relationship”* [$\chi^2(1, N=68) = 35.20, p = .000$], *“Sometimes girls provoke sexual aggression by boys because of the way they are dressed”* [$\chi^2(1, N=68) = 51.27, p = .000$] and *“Violence appears mostly in grown-up relationships and rarely in adolescent relationships”* [$\chi^2(1, N=68) = 36.68, p < .01$]. As for the percentages of girls' agreement, after the workshop, there were significant decreases in the following items: *“If a person is being abused, they could simply exit the relationship”* [$\chi^2(1, N=44) = 29.23, p < .01$], *“Sometimes girls provoke sexual aggression by boys because of the way they are dressed”* [$\chi^2(1, N=44) = 43.62, p = .000$] and *“Violence appears mostly in grown-up relationships and rarely in adolescent relationships”* [$\chi^2(1, N=44) = 14.82, p < .05$]. As for the percentages of boys' agreement, after the workshop, there were not significant decreases in any of the items.

G. Actions

In the final part of pre- and post-questionnaires, students were asked to rate on the basis of a 5-point scale ($0 = I \text{ am not sure}$, $1 = \text{Strongly Disagree}$, $2 = \text{Disagree}$, $3 = \text{Agree}$, $4 = \text{Strongly Agree}$) the degree in which they agree or disagree with a series of items referring to possible actions against violence, as presented in Table 4.13. The desired attitude for students is to strongly disagree with the first three statements of Table, since they describe ways of taking action against violence, and to strongly agree with the rest three statements, since they describe ways of not taking action.

In most of statements, students' mean ratings were modified to the desirable direction from the pre- to the post-measurement, with the exception of two items, highlighted in gray, "*If I notice that a girl/boy in my school is bullied I would go and talk to a teacher about it*", in which there was a decrease in students' agreement (from 2.54 to 2.20), and "*If teachers step in when a student is being abused by other students they would make things worse*", in which there was an increase in students' agreement (from 1.83 to 2.00). However, paired samples t-tests revealed that the students' mean differences were statistically significant only for one statement, highlighted in yellow; namely, "*If I notice that a girl/boy in my school is bullied I would go and talk to a teacher about it*" from 2.54 in the pre- to 2.20 in the post-measurement²¹.

Overall, the factor of sex seemed not to differentiate boys' and girls' attitudes regarding different ways of acting against violence, with the exception of one item highlighted in blue in Table 4.13. This item was "*If I experience any sort of abusive behavior in my relationship I would immediately talk to my friends about it*", in which one-way Anova analysis revealed that girls' agreement was higher than the respective boys' mean, in a statistical significant way, both in pre- and post-measurements (pre: 2.16 for boys vs. 3.00 for girls, $F_{1, 68} = 6.97$, $p = .01$; post: 2.33 for boys vs. 3.11 for girls, $F_{1, 68} = 5.45$, $p < .05$).

²¹ Paired-samples T-test $t(67) = 2.24$, $p < .05$.

Table 4.13 Mean ratings of students' agreement with statements describing possible actions against violence by sex and time of measurement (Pre-Post)

Please indicate whether you agree or disagree with each of the statements below (1 = <i>strongly disagree</i> to 4 = <i>strongly agree</i>):		Total			Boys			Girls		
	Time	N	M	SD	N	M	SD	N	M	SD
58. If I experience any sort of abusive behavior in my relationship I would immediately talk to my friends about it.	Pre	68	2.70	1.27	24	2.16	1.43	44	3.00	1.43
	Post	68	2.83	1.20	24	2.33	1.40	44	3.11	.993
55. If I notice that a girl/boy in my school is bullied I would go and talk to a teacher about it.	Pre	68	2.54	1.16	24	2.58	1.01	44	2.52	1.24
	Post	68	2.20	1.33	24	2.04	1.42	44	2.29	1.28
57. If I experience any sort of abusive behavior in my relationship I would immediately talk to my parents about it.	Pre	68	2.38	1.34	24	2.20	1.25	44	2.47	1.40
	Post	68	2.61	1.28	24	2.25	1.56	44	2.81	1.06
56. If teachers step in when a student is being abused by other students they would make things worse.	Pre	67	1.83	.978	24	2.12	.850	43	1.67	1.01
	Post	67	2.00	1.12	24	1.91	1.21	43	2.04	1.09
59. Even though I suspect that a friend of mine may be in an abusive relationship, I prefer not to interfere.	Pre	68	1.60	.861	23	1.88	.971	45	1.45	.761
	Post	68	1.38	.773	23	1.26	.751	45	1.44	.784
54. If I witness a classmate of mine being bullied, I would remain impartial and not interfere.	Pre	68	1.54	.700	24	1.62	.710	44	1.50	.698
	Post	68	1.45	.700	24	1.58	.775	44	1.38	.654

Students' mean ratings per item were also analysed with a 2x2 ANOVA, with time (pre- and post-measurements) as a within-subjects factor and sex (boys and girls) as a between-subjects factor, whose results are presented in Table 4.14. The main effect of time seemed to be statistically significant for two of the statements, namely "*If I notice that a girl/boy in my school is bullied I would go and talk to a teacher about it*" and "*Even though I suspect that a friend of mine may be in an abusive relationship, I prefer not to interfere*", showing that these items' scores were significantly decreased after the intervention. The main effect of sex was observed, again, only for the item "*If I experience any sort of abusive behavior in my relationship I would immediately talk to my friends about it*", indicating that girls seemed to be more eager to take action against violence by talking to their friends than boys. The interaction time x sex was found to be significant for one item, namely "*Even though I suspect that a friend of mine may be in an abusive relationship, I prefer not to interfere*", showing that from pre- to post-measurements there was a decrease in boys' scores (from 1.88 to 1.26) but girls' mean ratings remained almost stable (from 1.45 to 1.44).

Table 4.14 Results of the Mixed 2x2 ANOVAs for the effect of time (pre-post) and sex on mean ratings of students' attitudes in regards to statements describing possible actions against violence

Please indicate whether you agree or disagree with each of the statements below (1 = strongly disagree to 4 = strongly agree):	Main effect of Time	Main effect of Sex	Interaction effect of Time x Sex
54. If I witness a classmate of mine being bullied, I would remain impartial and not interfere.	n.s.	n.s.	n.s.
55. If I notice that a girl/boy in my school is bullied I would go and talk to a teacher about it.	$F(1,66) = 4.591, p < .05$	n.s.	n.s.
56. If teachers step in when a student is being abused by other students they would make things worse.	n.s.	n.s.	n.s.
57. If I experience any sort of abusive behavior in my relationship I would immediately talk to my parents about it.	n.s.	n.s.	n.s.
58. If I experience any sort of abusive behavior in my relationship I would immediately talk to my friends about it.	n.s.	$F(1,66) = 10.40, p < .01$	n.s.
59. Even though I suspect that a friend of mine may be in an abusive relationship, I prefer not to interfere.	$F(1,65) = 3.876, p < .05$	n.s.	$F(1,65) = 7.762, p < .01$

Figure 4.16 presents the students' agreement percentages with the above mentioned statements. Even in the pre-questionnaire, the majority of students seemed that they are willing to take action against violence if themselves or a colleague of them experience an abusive behavior or bullying. More precisely, 5 out of 10 boys and 8 out of 10 girls reported that if they experience any sort of abusive behavior in their relationship, "*they would immediately talk to their friends about it*", almost 7 out of 10 boys and 6 out of 10 girls that "*if they notice a girl/boy in their school is bullied they would go and talk to a teacher about it*" and 4 out of 10 boys and almost 6 out of 10 girls that "*if they experience any sort of abusive behavior in their relationship, they would immediately talk to their parents about it*". As for the items referring to students or teachers not taking action and not interfering in cases of violent behaviors against their friends or colleagues, a quite small –but considerable- proportion of students supported this thesis. Analytically, almost 3 out of 10 boys and 2 out of 10 girls considered that "*If teachers step in when a student is being abused by other*

students they would make things worse”, more than 2 out of 10 boys and more than 1 out of 10 girls that “Even though I suspect that a friend of mine may be in an abusive relationship, I prefer not to interfere”, while less than 1 out of 20 students that “If I witness a classmate of mine being bullied, I would remain impartial and not interfere”.

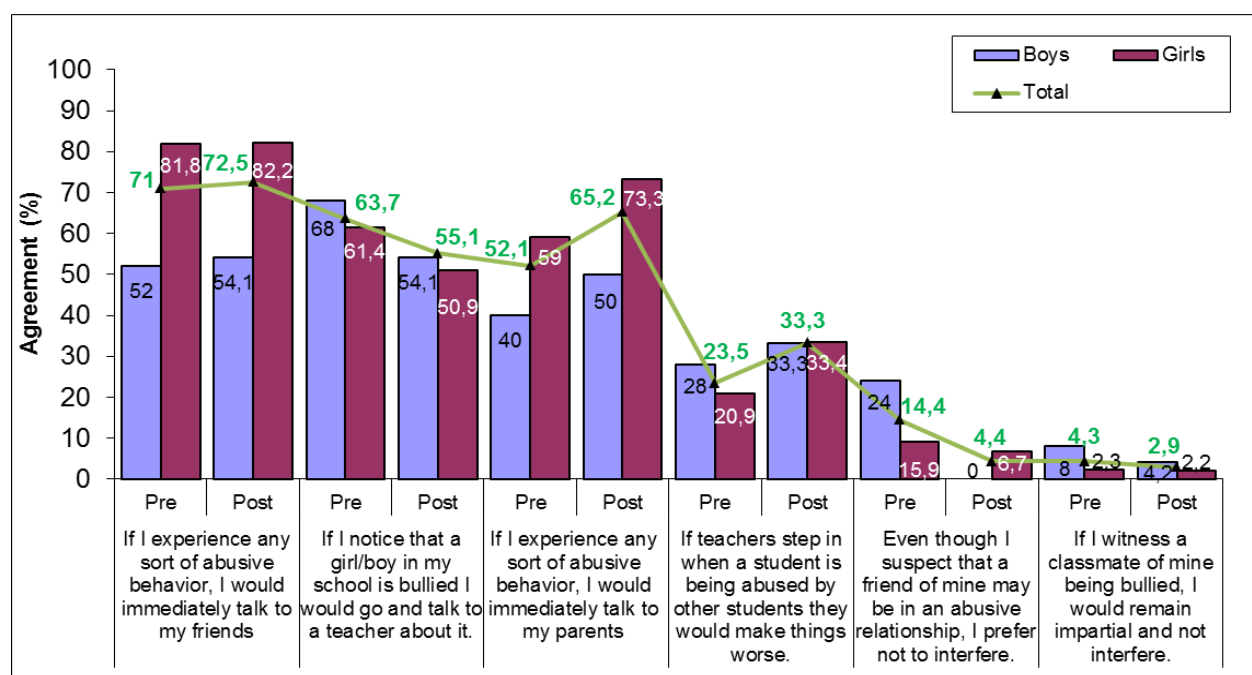


Figure 4.16 Cumulative percentages of male, female and all students' agreement (agree and strongly agree) with statements describing possible actions against violence.

An interesting observation is that overall girls were found to be more ready to take a dynamic stance towards violence, given the fact that in the most of items their percentages are more in the desirable direction than the respective of boys, both in pre- and in post-questionnaires. However, the frequency differences between boys and girls were found not statistically significant for none of the items, when tested with χ^2 , both in the pre- and in the post-questionnaire.

For the items referring to talking to friends and parents, if there is an experience of abusive behavior, students' percentages of agreement were increased after the workshop in a statistically significant way: “If I experience any sort of abusive behavior in my relationship, I would immediately talk to my friends about it” [χ^2 (1, N=68) = 41.41, p = .000] and “If I experience any sort of abusive behavior in my relationship, I would immediately talk to my parents about it” [χ^2 (1, N=68) = 37.05,

$p < .01$]. What is of interest is that in the item *“If I notice that a girl/boy in my school is bullied, I would go and talk to a teacher about it”* there was a decrease in students’ percentages of agreement after the workshops [$\chi^2 (1, N=68) = 42.38, p = .000$], showing students’ mistrust towards teachers stance in such kind of incidences. Moreover, for the items referring to intervention, students’ percentages of agreement were decreased, indicating that students are taking a more dynamic stance towards violence after the workshops. The decreases were statistically significant for the items: *“If I witness a classmate of mine being bullied, I would remain impartial and not interfere”* [$\chi^2 (1, N=68) = 27.50, p = .01$], *“If teachers step in when a student is being abused by other students they would make things worse”* [$\chi^2 (1, N=67) = 27.89, p < .05$] and *“Even though I suspect that a friend of mine may be in an abusive relationship, I prefer not to interfere”* [$\chi^2 (1, N=67) = 32.80, p = .001$].

As for the percentages of girls’ agreement, after the workshop, there were significant modifications towards the desirable direction in all items: *“If I witness a classmate of mine being bullied, I would remain impartial and not interfere”* [$\chi^2 (1, N=44) = 21.66, p = .01$], *“If I notice that a girl/boy in my school is bullied, I would go and talk to a teacher about it”* [$\chi^2 (1, N=44) = 45.81, p = .000$], *“If I experience any sort of abusive behavior in my relationship, I would immediately talk to my parents about it”* [$\chi^2 (1, N=44) = 34.24, p < .01$], *“If I experience any sort of abusive behavior in my relationship, I would immediately talk to my friends about it”* [$\chi^2 (1, N=44) = 38.73, p = .001$], and *“Even though I suspect that a friend of mine may be in an abusive relationship, I prefer not to interfere”* [$\chi^2 (1, N=44) = 32.47, p = .000$]. As for the percentages of boys’ agreement, after the workshop, there were significant modifications only in the item: *“If I experience any sort of abusive behavior in my relationship, I would immediately talk to my parents about it”* [$\chi^2 (1, N=24) = 26.20, p = .051$].

4.1.2 Findings from the Focus Group Discussions

The evaluation via focus groups was not conducted in Greece.

4.1.3 Participants' Evaluations

The participants' evaluation of the Awareness-Raising Workshops included collection of data from all the students that took part in the workshops, right after the completion of the last session.

A. Feelings Experienced During the Training Workshops

In the first part of the Training Evaluation Questionnaire participants were asked about the feelings they experienced during the course of the training workshops. As it can be shown in Figure 4.17, the majority of students (more than 6 out of 10) seemed to really *enjoy themselves* in the training workshops and to have *found interesting* the whole process, while more than 5 out of 10 students mentioned that they felt *relaxed* and *happy* during the workshops. More than 1 in 3 students noted that the workshops *contributed to the reevaluation of their opinions and stances* and that they felt *engaged and involved* into the process, as well as more than 1 out of 4 students that they were *intrigued*. Furthermore, smaller proportions of students mentioned feeling *enthusiastic* (more than 2 out of 10), *inspired* and *content* (less than 2 out of 10), *empowered* and *surprised* during the workshops (more than 1 out of 10).

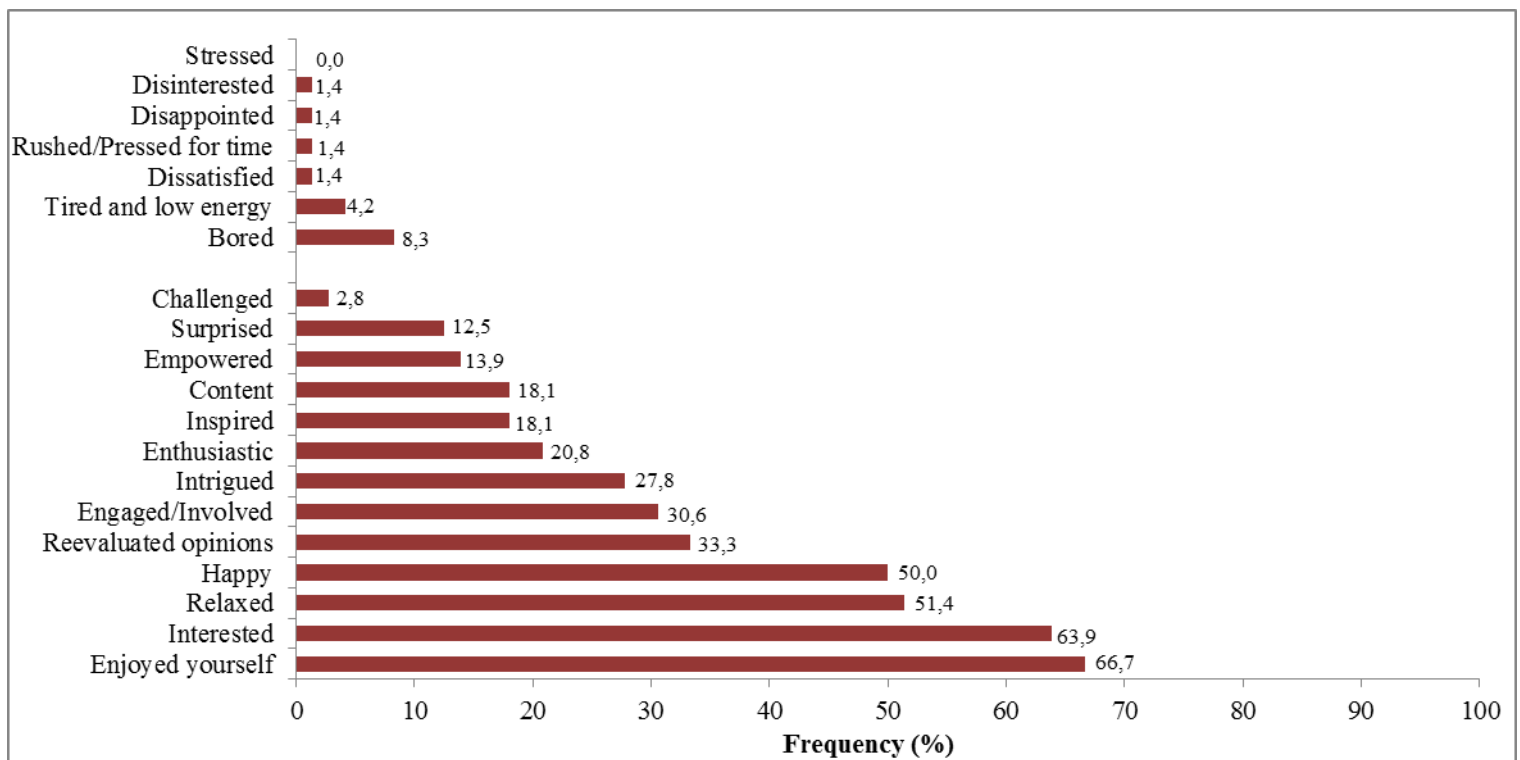


Figure 4.17 Percentages of students in regards to their experienced feelings during the training workshops.

On the other hand, quite limited were the negative feelings that participants experienced during the workshops. More precisely, less than 1 out of 10 students mentioned feeling *bored*, while less than 1 out of 20 experienced feelings of *tiredness*, *dissatisfaction*, *disappointment*, *disinterest* and *pressure of time*.

B. Students' Satisfaction with the Workshops

In the second part of the Training Evaluation Questionnaire participants were asked to rate on the basis of a 5-point scale (*1 = Strongly Disagree to 5 = Strongly Agree*) the degree in which they agree or disagree with a series of items referring to several aspects of the training workshops. Overall, students' mean satisfaction ratings with the workshops were quite high, as it is showed in Table 4.15. The highest total mean satisfaction rating was given to the *good preparation of trainers* (4.50), from both boys and girls (4.25 and 4.65 respectively). Participants' evaluations related to the topics addressed in the workshops were also very high, since students assessed that *the topics discussed were interesting* (4.26) and that *addressed issues which concern them in their everyday life* (4.16). The lowest total mean satisfaction rating was given to *the time devoted to each session* (3.31), from both boys and girls (2.92 and 3.53 respectively), for which noted that *there was not enough time*.

Overall girls seemed to be more satisfied than boys in all the aspects related to the implementation of workshops that are presented in Table 4.15, having higher mean ratings (ranging from 3.53 to 4.63) than boys (ranging from 2.92 to 4.25). Independent samples t-tests revealed that the boys' and girls' mean differences were statistically significant only for one statement, highlighted in blue; namely, "*Enough time was devoted to each session*", in which boys' mean (2.92) was significantly lower than the respective of girls' (3.53)²².

²² Independent T-test $t(70) = 2.01, p < .05$.

Table 4.15 Mean ratings of students' satisfaction with the workshops
by sex and in total

Please tell us how satisfied you were with the training by noting your level of agreement/disagreement with the following statements (<i>1 = strongly disagree to 5 = strongly agree</i>):	Total			Boys			Girls		
	N	M	SD	N	M	SD	N	M	SD
Trainers were well prepared.	71	4.50	.790	24	4.25	1.03	47	4.63	.605
The topics discussed were interesting.	71	4.26	.877	25	3.88	1.16	46	4.47	.586
The topics discussed addressed issues that concern me in my everyday life.	72	4.16	.855	25	4.00	1.04	47	4.25	.736
The training encouraged active participation and expression of ideas successfully.	72	3.95	.984	25	3.92	1.22	47	3.97	8.46
I enjoyed the activities I participated in.	72	3.94	1.06	25	3.64	1.31	47	4.10	8.65
The training fulfilled my expectations.	71	3.75	.915	24	3.64	1.03	47	3.80	.850
The training activities stimulated my learning.	72	3.66	1.06	25	2.54	1.21	47	3.72	.993
The training methods used in the course promoted my active engagement.	72	3.61	.942	25	3.52	1.19	47	3.65	.787
There was adequate time allocated for discussion/questions.	72	3.38	1.15	25	3.08	1.18	47	3.55	1.11
Enough time was devoted to each session.	72	3.31	1.25	25	2.92	1.35	47	3.53	1.15

Figure 4.18 presents the cumulative percentages of students' agreement with several aspects of the training workshops. As it is shown, more than 8 out of 10 students expressed their satisfaction related to *the good preparation of trainers* (87.5%), as well as they found *interesting the topics* discussed during the workshops (84.7%) and recognized that they *concern their daily lives* (83.3%). Quite high was the percentage of students that were satisfied because they felt their *active participation* and *expression of ideas* were encouraged (76.4%) and they *enjoyed the activities* they participated in (75%). Almost 6 out of 10 students mentioned that they were *satisfied with the training methods*, as they promoted their *active engagement* (61.1%) and they *stimulated their learning* (58.3%), and that *the training fulfilled their expectations* (59.7%). Finally, the lowest percentages were observed in the aspects related to the *duration* and the *available time for discussion* during the workshops, in which almost half of students satisfied with the time devoted to each session (50%), to questions and discussion (47.2%).

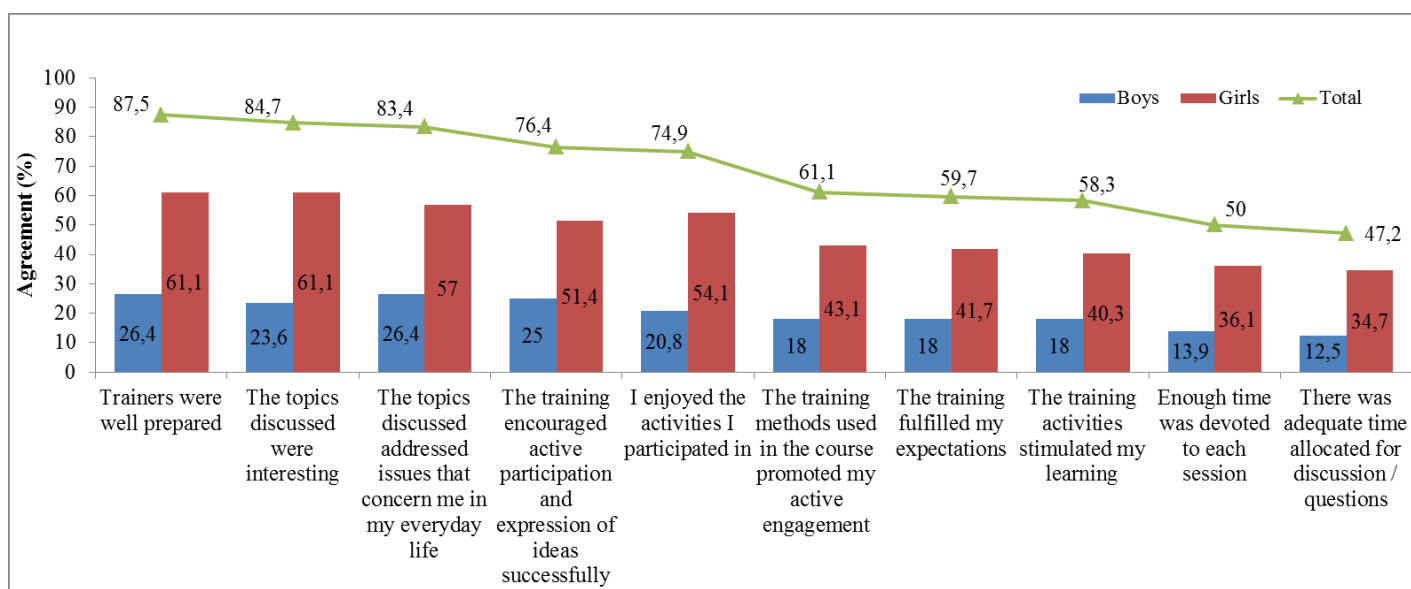


Figure 4.18 Cumulative percentages of male, female and all students' satisfaction (*agree and strongly agree*) with statements describing different aspects of the workshops' implementation.

An indirect measure of students' satisfaction with the workshops was assessed via participants' responses to a set of four questions that are illustrated in Figure 4.19. Participants were asked if they would like to participate in another similar workshop in the future, if they would recommend to a friend of them to participate in a workshop like that and if they are willing to act as peer educators of their classmates in issues related to gender based violence in the future, as well as if they believe that workshops like that should be take place in the context of school. Their responses were given on the basis of a 4-point scale (*1 = Certainly Yes, 2 = Most Probably Yes, 3 = Most Probably No, 4 = Certainly No*). As it seems in Figure 4.19, students' satisfaction via the indirect measurement was also very high. In details, the vast majority of participants (more than 9 out of 10 students) replied that they would recommend to a friend of them to participate in a workshop like this, they supported that this kind of workshops is necessary to be conducted in schools and they noted that they would like to participate in another similar workshop in the future. In regards to participants' willingness to act in the future as peer educators of their classmates, less than 9 out of 10 students (87.5%) reported that they would be willing to do so.

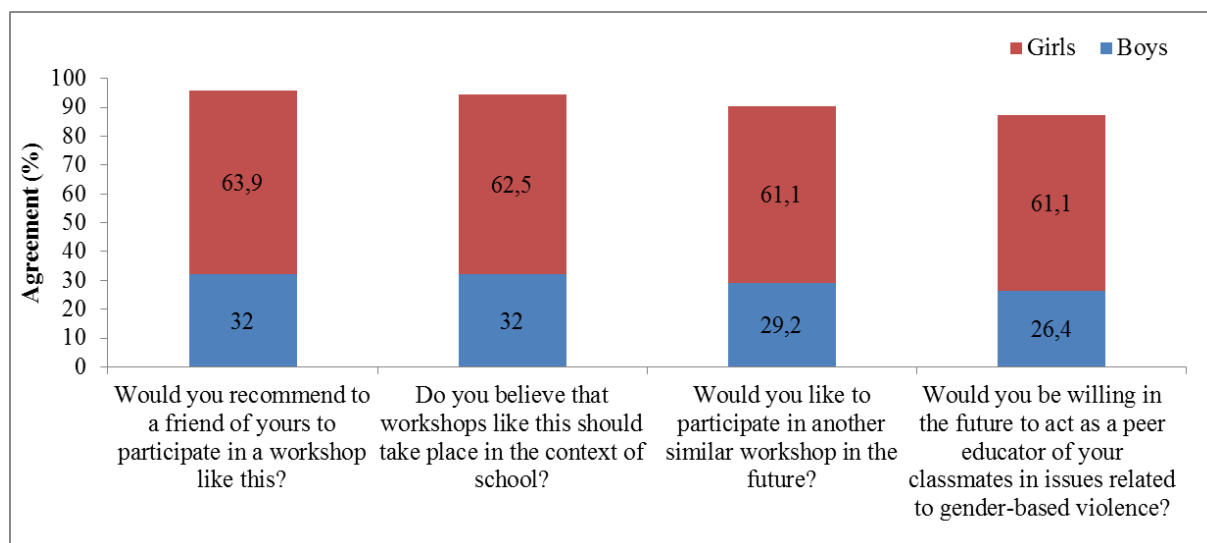


Figure 4.19 Cumulative percentages of male, female and all students' answers (*probably yes and certainly yes*) in statements regarding the indirect measurement of their satisfaction with the workshops.

Moreover, as it can be observed in Figure 4.19, the distribution of students' answers on the basis of the sex seemed to be differentiated between boys and girls, since a higher proportion of girls seemed to be more satisfied than boys in all questions of this set. However, no statistically significant differences were found when tested with χ^2 .

C. Self-assessment of Obtained Knowledge

Participants were asked to answer a set of questions in the Training Evaluation Questionnaire aiming to assess by themselves the knowledge they obtained in the workshops. More specifically, they were asked to indicate on a scale from 0%-100% the degree to which the workshops enhanced their knowledge and understanding in regards to gender stereotypes and gender based violence and the degree to which they helped them to recognize healthy and unhealthy relationships and behaviors. Furthermore, students asked to assess on a scale from 0%-100% the degree to which the workshops they enhanced their knowledge in regards to actions that should be taken if they themselves or someone they care is being abused and the extent to which they feel ready and capable to take action against incidences of gender based violence. The percentages of students' answers are presented in Figure 4.20.

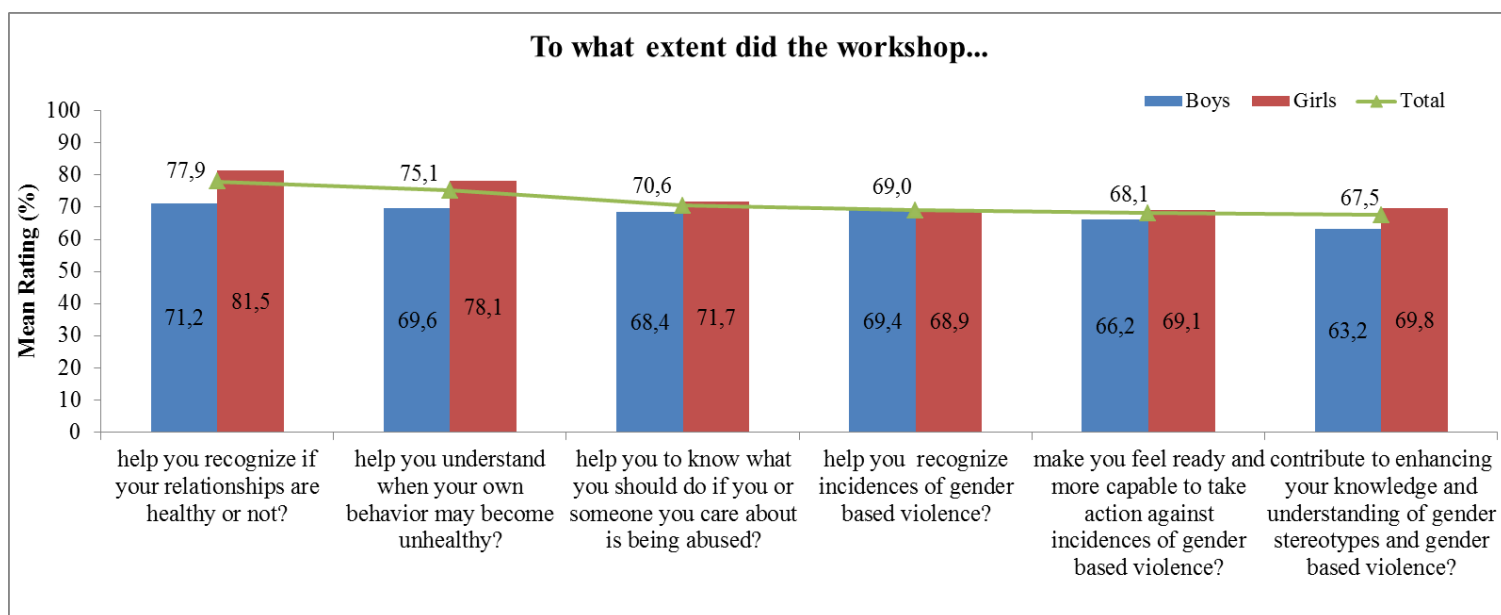


Figure 4.20 Students' mean ratings for self-assessed knowledge obtained from their participation in the workshops

Overall, the workshops seemed to highly contribute to the obtainment of new knowledge by participants, as the total mean ratings in all assessed aspects ranged from 67.5% to 77.9%. The influence of workshops were higher, as assessed by students themselves, in the aspects of recognizing their own relationships (77.9%) and behaviors (75.1%) as healthy or unhealthy, as well as in the aspect of gaining the basic knowledge related to what they should do if themselves or somebody else is being abused (70.6%). Comparatively lower but also to a great extent seemed to be workshops' influence in the aspects of recognizing incidences of gender based violence (69%) and enhancing students' knowledge in the topics of gender stereotypes and gender based violence (67.5%). What is of importance to be highlighted here is that after the workshops, participants felt more ready and more capable to take action against incidences of gender based violence by 68.1%; suggesting that the workshops had considerable effect not only in a theoretical level, by obtaining new knowledge, but also in a practical level.

As for the factor of sex, as one can easily observe in Figure 4.20, girls mean ratings were higher than the respective of boys in all items with the exception of the item regarding the recognition of incidences of gender based violence. However, no statistically significant differences were found when tested with χ^2 .

The above-mentioned set of questions was accompanied by an open question asking participants to note the most important things that they have learnt during the workshops. The most frequent participants' answers that were mentioned were:

- *The different forms of gender based violence* (10 participants)
- *That equity and respect should characterize all the relationships between men and women* (9 participants)
- *About the intimate relationships and several behaviors in the context of them* (7 participants)
- *The myths and realities that exist about gender based violence* (7 participants)
- *How to deal with violent incidences and behaviors* (5 participants)
- *To freely express myself, to listen others' opinions and to work in a team* (3 participants)
- *To identify when a relationship is healthy or not* (2 participants)
- *That we should not remain silent and impartial in violent incidences* (2 participants).

D. Most and Least Enjoyable Aspects

Two open questions asked participants to note which three aspects they did particularly enjoy during the training and why they enjoyed them, as well as which part of the course they enjoyed the least and why. Regarding the aspects that students have particularly enjoyed in the trainings, their most frequent answers were:

Activities:

- *Role Play* (29 participants)
- *Gender Box* (16 participants)
- *Myths and Realities* (12 participants)
- *Scenarios* (11 participants)
- *Vote with your feet* (2 participants)
- *It's my right* (2 participants).

Other aspects:

- *The discussions and the exchange of opinions and ideas for topics that concern our relationships and lives* (20 participants)
- *That we learnt many new things in an enjoyable and entertaining way* (8 participants)

- *That we were triggered to think many topics that are concerning our intimate relationships* (5 participants)
- *The good atmosphere in the classroom* (2 participants)
- *That we will act as peer educators* (5 participants)
- *That we worked together with other classmates* (5 participants)
- *The rules of the group* (3 participants)
- *The facilitators* (3 participants).

Overall, the most enjoyable parts of the training were the Role Play and Gender Box activities, as well as the opportunity to discuss several topics and to exchange ideas.

The most frequent reasons that were mentioned by students as for why they enjoyed the above-mentioned aspects were: “...because we were introduced in a new way of interpreting reality and understanding intimate relationships...” (13 participants), “...because I learnt how to deal with some difficult situations and how to build a nice relationship...” (11 participants), “...because it was entertaining with all these activities, but we learnt many important new things that are basic for our lives...” (10 participants), “...because I was given the opportunity to rethink some situations and to reevaluate my opinions towards violent and unhealthy relationships...” (9 participants), and “...because anyone could express his/her opinion with no fear and I heard many different perspectives...” (8 participants).

Regarding the aspects that participants they enjoyed the least, their most frequent answers were:

- The limited time (8 participants)
- The questionnaires (6 participants)
- The Myths and Realities (3 participants),

while 18 participants mentioned that there was nothing that they did not like and that they enjoyed everything.

E. Capability to Take Action against GBV

Last but not least, participants were asked if they feel more capable to take action against gender based violence and why. Out of the 43 students that answered this question, 32 mentioned that indeed *they feel more capable* after the workshops to take

action against gender based violence, 10 noted that *they feel quite capable* but they seemed to be skeptical on taking action, considering that they need the support of experts, and only 1 boy mentioned that he did not want to be more active in the topic of gender based violence prevention, not because he does not feel capable enough but because he is not willing to.

As for the reasons participants mentioned for which they feel more capable, the more frequent were:

- “...because I learnt many things related to gender based violence, i.e. what are the forms of GBV, when exists in the intimate relationships and in the school context etc, and I learnt how to deal with this kind of incidences...” (18 participants)
- “...because I think that morally it is not correct to exist any of kind violence and we should not remain impartial when violence happens...” (7 participants)
- “...because I feel much empowered after the workshops and I feel that I have not only the ability but also the strength to confront violence in relationships...” (4 participants).

In regards to the reasons participants mentioned for which they are skeptical towards taking action against GBV, the more frequent answers were:

- “...because I feel that I need more training in how to deal situations of violent behaviors...” (3 participants)
- “...because it is probable to be afraid and not to react as I should...” (3 participants).

5. The Peer Education Approach

5.1 Young people as Peer Educators

Overall, adolescents seemed to be quite enthusiastic and highly motivated with the idea of acting as peer educators, even though it was something unprecedented for them and they did not have enough time to practice facilitating a peer's group or conducting an activity before their own sessions. They reported that they had enjoyed delivering their sessions and that the sessions got easier than they expected to be, highlighting that they were overall satisfied with their performance. Several said that they had been quite nervous at the start of their sessions, but once underway they got more relaxed and confident. What is of interest is that two young people delivered their session on their own, without having any reservation, with great success. Moreover, it was observed that some adolescents who seemed detached and not very involved during the awareness-raising sessions, they were really active as peer educators.

Peer educators seemed to work well with their co-facilitators, as the distribution of duties relieved them from having the whole responsibility of the session and allowed to each educator to undertake the role with which was feeling more comfortable. Some young people, for example, who were shy or reluctant, took assignments such as writing on the flipcharts or working behind the scenes in organizing resources and materials, while others, who were more extroverted, took assignments such as leading the conversation or having direct contact with peers. Working in groups also enabled all the peer educators to learn to work together and to increase their team-working skills through their ability to support each other and to complement each other skills and weaknesses.

Young educators seemed also to develop a range of skills by undertaking the role of the facilitator, such as planning and organizing the content of their sessions, presenting and communicating information. During the preparation of their sessions with the facilitators, peer educators demonstrated that they had developed an awareness of which specific activities had worked better than others, as they chose them for their interventions. Importantly, in their work and subsequent reflections it was showed that they managed to pass through important key messages about gender stereotypes, GBV and health romantic relationships using informal, peers' language and experiential, interactive activities. They encouraged participants to express

themselves freely and share their opinions; they led the discussions among peers in the desirable direction, as well as they linked activities and discussions in young people's everyday lives.

Most of the peer educators' groups reported that they managed to handle the time adequately during their sessions, while 4 groups mentioned that they needed more time in order to facilitate their sessions in the way they wanted. Indeed, 3 out of these 4 groups asked for an extra hour so to complete their sessions. As for their skills, it was noted that peer educators were able to be flexible and they easily adapted to their peer groups pace, needs and distinct characteristics, developing and/or adjusting their own ways of facilitating. For instance, some peer groups were quite noisy and peer educators chose to insist more on the ground rules of the sessions and to be more "pivotal" in the discussions, whereas other groups were not too involved in the process and educators chose to give more time in the activity they had selected, inviting them to participate in a mobilizing way.

It is of note peer educators' positive feedback in regards to the adolescents attending their sessions, since they mentioned that reacted positively and with enthusiasm to the whole process. They seemed to be surprised by the fact that peers were paying attention to them, contrary to what they expected, and that they were showing intense interest about the discussed topic. However, it was observed that few peer educators were disappointed in occasions when peers did not lead the conversation to the desirable outcome and when they expressed strong objections and disagreement in educators' arguments or theses.

5.2 Evaluation of Peer Participants

For the evaluation of peer educators' workshops by peer participants, facilitators prepared and handed out to each peer educators' group a flipchart in order to be completed at the end of their sessions by participants. That flipchart had two columns, the one under the title "*What I liked most was...*" and the other under the title "*What I disliked was...*". At the end of the session, peer participants were invited to write down their impressions from the workshops on these columns.

Looking out the completed flipcharts after the peer educators workshops, the sensitized peers seemed to be really involved in the workshops and to have enjoyed

them. The vast majority of peer participants reported that they considered workshops as something very interesting, useful for themselves and their lives, as well as quite informative regarding their intimate relationships and the topic of GBV. Characteristically, they mentioned: “...we learnt to behave in a way promoting equality between boys and girls...”, “...we understood that it is important to intervene as to avert people with offensive behaviors against others...”, “...we learnt lot of useful things about a topic which is not discussed in school or in our families...”.

The activities of “Scenarios” and of “Role Play” made the greatest impression to participants, highlighting that they gave them the opportunity to recognize several instances of GBV that take place in their daily interactions and they considered it as something neutral and not important. Moreover, of great importance was that peers mentioned that, through these activities, they had the chance to see alternative ways of behaving and reacting in incidences of GBV. This could be really beneficial for young people, as it seemed that they got involved in a process of preparing themselves on

how to react in such unpleasant situations. Indeed, peer groups noted that: “...it was amazing the Role Play activity, as it corresponds in real life incidences and facilitators helped us to understand how we should react in cases like that...”, “...we learnt a lot of things regarding violent behaviors between boys and girls, a topic of great interest for young people of our age...”, “...we understood that several behaviors considered as usual or neutral for us should not be acceptable...”.



Of interest was that almost all peer participants were impressed by the way of workshops' conducting and more precisely by the fact that it was promoted the team spirit, the active involvement of everyone and the open discussion, without judgmental or censorious attitude. Adolescents underlined also as something important for them that they had the ground to learn new things, concerning their lives, through their own experience. They reported that they enjoyed: *"...the team work with my classmates, it was the first time we worked together in an interesting topic..."*, *"...the discussions we had and that facilitators were listening our opinions with respect..."*, *"...the atmosphere during the sessions, we were feeling very comfortable and free to express our thoughts..."*, *"...that we learnt interesting things through a fun and entertaining way..."*, *"...the idea of learning through ourselves"*.



Picture 3.17 Evaluation of Peer Participants

As for the aspects they disliked, peer participants –interestingly- did not mention anything in regards to peer educators' facilitating. However, most of the peers noted that they were pressed and troubled with the violent behaviors expressed in the Scenarios and/or the Role-play, while few that they did not like the fact that boys were not too active in the conversations and that they needed more time to discuss thoroughly several topics.

5.3 Empowerment through Peer Education

It can be stated that peer educators met the Project's main goal related to promoting young people active involvement in developing a safe and protective environment from any form of GBV both for themselves and their peers. As for the young people as educators, they were given the ground to express their voice standing up to GBV, a topic that concerns their daily lives, and also the opportunity to take an active role and to function as role-models by informing and sensitizing their peers. On the other hand, as for the young people as peers, they were offered the ground to consider their own responsibility on GBV incidences and were encouraged to get motivated and to actively participate in the development of a safer environment.

6. Conclusion and Recommendations

Based on the before-mentioned aspects and on our experience from the implementation of Y4Y awareness-raising workshops, intervention's evaluation and peer educators workshops, it can be concluded that the Project met its initial goals to a great extent.

Young people's attitudes related to GBV in general and in the context of intimate relationships, as well as their tolerance towards GBV expressions, seemed to be modified -after the intervention- for a considerable number for stereotypes towards a less stereotypical direction, a fact suggesting that gender stereotypes, under appropriate conditions, could be under continuous negotiation and formation; on the other hand there were some stereotypical attitudes that seem to remained stable, a fact indicating that more intense efforts needed towards to their modification. Overall, boys seemed to be more tolerant than girls to different expressions of GBV, even after the awareness-raising workshops, while they changed their position to a less stereotypical direction in aspects relating to several violent behaviors in intimate relationships and seemed more empowered in taking actions against violence. On the other hand, girls seemed to have modified their attitudes about gender stereotypes and GBV more than boys, and also to recognize better than boys the distinct forms of GBV. In the light of these data, it could be considered that Y4Y awareness-raising workshops succeeded in putting into questioning and challenging the well-established gender stereotypes and attitudes of tolerance towards GBV among young people, inviting them to take a more active stance against GBV and to develop self-respect attitudes.

As for the Y4Y awareness-raising workshops, adolescents appeared to be highly satisfied with them and they expressed their strong willingness to be continued. They enjoyed themselves during the workshops; they were highly satisfied with the facilitators and with the active learning techniques they used; they found the topics addressed really interesting. What is of great importance is that young people considered that they were highly benefited from the workshops in terms of (a) obtaining knowledge in the aspects of recognizing gender stereotypes and GBV behaviors in their relationships and (b) empowerment, as after the workshops, they felt more ready and capable to take action against incidences of gender based violence.

In regards to peer educators' workshops, it can be stated that it was an experience that young people, both as facilitators and participants, welcomed with great enthusiasm. Peer educators seemed to take their role and responsibility seriously and, even though they had very limited time in their disposal to be prepared for conducting their own sessions, they managed to bring them into reach with great success. During their workshops, peer educators developed several capacities and skills, such as planning a session, presenting information, team-working, time-handling, flexibility etc., which they were utilized adequately in their own sessions in order to sensitize their peers and to pass them the Project's key messages. In addition, peers seemed to gain important knowledge regarding gender stereotypes, intimate relationships and the topic of GBV, through their own experience, and to get motivated in order to actively participate in the development of a safer environment for themselves and their peers.

On the basis of our experience gained from the Project's set up and implementation in Greece, the following suggestions for future implementation's improvements can be outlined:

- (a) the increase of duration of the awareness-raising workshops' sessions, as the available time the facilitators had in their disposal proved to be limited in several cases and that did not allowed them to follow the group's pace, resulting in accelerating discussions or "rushing up" to the desired conclusions and key messages
- (b) the decrease of the number of mandatory activities that are being addressed per awareness-raising workshops' session; indeed, it is strongly proposed the elimination of activities that are not interactive and experiential, for instance "Types of Gender Based Violence" (Activity 2.1)
- (c) the design of a quite flexible and more adaptable intervention project in which facilitators will have the ability to modify the agenda and to select activities according to each group specific needs, pace and deeply-rooted stereotypic beliefs
- (d) the increase of duration of the peer educators' training session, so as to be enough time for the aspiring peer educators to be prepared not only in technical and organizational, but also in practical aspects in order to be more ready and confident in delivering their own sessions.

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