



Digital Education for Gender Equality

## **FINAL BEHAVIOUR CHANGE STUDY REPORT**



Co-funded by the  
Rights, Equality &  
Citizenship Programme  
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*CONVEY – Counteracting sexual violence and harassment: Engaging Youth in schools in digital education on gender stereotyping”*

Ref. *JUST/2015/RDAP/AG/SEXV/8572*

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## SECTION 1

### INTRODUCTION

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The following report presents the results of the research on Behavioural Change conducted in the framework of the project CONVEY – *Counteracting sexual violence and harassment: Engaging Youth in schools in digital education on gender stereotyping*.

The research was part of the evaluation of the ‘*Pilot Programme: Workshops for Young People*’ to be delivered in high schools in the six partner countries of the project: Italy, Bulgaria, Cyprus, Greece, Ireland and UK<sup>1</sup>. The educational workshops were implemented between December 2018 and April 2019 and they aimed at:

- educating and familiarizing young people on the issues of sexual violence, harassment, gender stereotyping;
- teaching children and young people how to protect themselves;
- promoting behavioural change (away from the behavior that is tolerant to violence and gender stereotypical behaviour) by training young people about media influences, gender equality, healthy relationships, risky behaviour and attitudes related to media and sexuality, etc;
- sharing an online simulation game by allowing young people to face sensitive topics in an attractive way for them as the target audience but also appropriate for their age and development.

The workshops programme included both educational activities and the use of an interactive videogame on violence, harassment and gender stereotyping issues, developed for the CONVEY project; and had a duration of 10 hours. Teachers and educators who were trained by the CONVEY project partners in turn

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<sup>1</sup> Please note that the UK is not included as neither the ‘*Pilot Programme: Workshops for Young People*’ nor the behavioural study were conducted in the partner country, therefore, no national behavioural study report was written.

became trainers for their own students. Participants' age ranged from 14 to 19 and amounted to 267 students from secondary schools distributed in each partner country as from the table below:

	IT	GR	BG	CY	IE
<b>Fourteen</b>	6	19	26	25	0
<b>Fifteen</b>	36	26	3	16	10
<b>Sixteen</b>	30	18	7	1	16
<b>Seventeen</b>	4	1	10	0	0
<b>Eighteen</b>	1	0	5	0	0
<b>Other</b>	1	0	0	0	0
<b>Total</b>	<b>78</b>	<b>64</b>	<b>51</b>	<b>42</b>	<b>26</b>

The workshops were conducted in line with the following syllabus:

Session 1	Introduction (45 minutes) and pre questionnaire
Session 2	Gender stereotypes (45 minutes)
Session 3	Gender stereotypes (45 minutes)
Session 4	Gender stereotypes & sexualization of women in digital media (45 minutes)
Session 5	Online game, GBV, IPV, sexual violence and harassment (45 minutes) (and interim questionnaire)
Session 6	Online game, GBV, IPV, sexual violence and harassment (45 minutes)
Session 7	Online game, GBV, IPV, sexual violence and harassment (45 minutes)
Session 8	Online game, GBV, IPV, sexual violence and harassment (45 minutes)
Session 9	Online game, GBV, IPV, sexual violence and harassment (45 minutes)

The training course counted with introductory activities and icebreakers aimed at establishing respectful norms of behavior and team building to help create a safe and supportive working environment. The main themes covered were gender stereotypes, the sexualization of women in digital media, gender-based violence, sexual violence and harassment. In relation to the methods and types of activities used, the course was designed to be delivered using non-formal education as a method to trigger awareness and reflection that included 2 debates, 1 campaign creation, 3 role-play activities, 2 activities on non-verbal communication, 4 open discussions, 3 analyses of written and audiovisual media ads, several art-based activities, including the use of video material. Furthermore, many of the activities were founded on the 4 chapters/levels of the project's videogame: CONVEY Not a Game.

In order to evaluate the impact and the effectiveness of the Pilot Programme intervention, students completed a set of 3 questionnaires administered before (Preliminary Questionnaire), during (Interim Questionnaire)<sup>2</sup> and after (Final Questionnaire) the completion of the workshops.

The present report will present the results of the quantitative research conducted on the results of the three sets of questionnaires, with the aim of measuring the attitude and the behavioral change in the target group of school students 14-18 years old. The results will be presented at transnational level.

The first section will refer to the methodology applied in this study, including methodological and ethical considerations. The second part will present demographic information per country followed by the description and interpretation of findings both including frequency, correlations and comments from participants (quantitative and qualitative results) in relation to gender roles and stereotypes, intimate relations, sexual violence and stalking behavior. The report will end with a brief conclusion.

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<sup>2</sup> Please note that the Interim Questionnaire was not administered in Greece because the Institute of Educational Policy did not grant approval to administer the interim questionnaire. The rationale was that the pre and post questionnaires are considered as sufficient for the comparison of the changes in students' attitudes and behavior before and at the end of the programme. Thus, the use of an interim questionnaire in the middle of a 10 hours programme was considered as redundant and was not in line with the usual evaluation policies adopted insofar for the evaluation of school-based programmes in Greece.

## SECTION 2

### METHODOLOGY

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The research conducted on the framework of the training described above for the CONVEY project was based on the following research question: Did the '*Pilot Programme: Workshop for Young People*' generate an attitude and behavioural change on Secondary school students?

It applies a mixed-methods methodology. This interdisciplinary approach employs the combination or integration of the strengths of both quantitative and qualitative approaches. This does not mean collecting and analyzing both kinds of data individually but the use of both approaches in tandem so that the overall strength of the study is more robust. In our case, sequential explanatory design was applied. A first phase of quantitative data collection and analysis was followed by a qualitative data collection and analysis. Quantitative data was capitalized, which means that greater weight was assigned to it even if in the end, the interpretation of the entire analysis of both data collection methods took place (Cresswell, 2008).

As far as the quantitative method is concerned, quantitative research here is understood as an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, high schools in all six partner countries, in our case, data analysis and interpretation of the data collected (Cresswell, 2014). The report will present descriptive statistics at national level and a descriptive and correlational design at transnational level in which we use the correlational statistic to describe and measure the degree or association or relationship between two or more variables (ibid). This was done with the administration of surveys. The choice of using this method of data collection and the specific survey design were based on the objective of measuring the attitude and behavioral change of the target group. Quantitative data analysis was carried out with the support of SPSS software.

As stated above, the survey was cross-sectional, in the sense that data were collected over time through three questionnaires: (1) Preliminary [Annex 1], (2) Interim, (3) Final. All questionnaires included the same variables and design. In questionnaire (2) the order of some questions and answer options was mixed up in order to avoid automatic response from students.

The questionnaires counted with demographic questions, dichotomous questions, open-ended questions and Likert-type scales (Groves 2009). The survey was divided in the sections as follows:

Section 1	<i>'About you'</i>
Section 2	<i>'Women and men'</i>
Section 3	<i>'Gendered expectations'</i>
Section 4	<i>'In a relationship'</i>
Section 5	<i>'Your Opinion on Intimate Partner Violence'</i>
Section 6	<i>'Your Opinion on Online and Offline Sexual Harassment'</i>
Section 7	<i>'Your Opinion on Sexual Violence and Sexual Harassment'</i>
Section 8	<i>'Gender and media'</i>

Qualitative methods, on the other hand, refers to the exploration and understanding of the meaning individuals or groups ascribe to a social or human problem and interpreting results. In our case, data collection was done by conducting focus groups in partner countries by school with the students who had participated in the surveys. This method was chosen as it entails group interaction and negotiation and as a way of eliciting the views and opinions of participants (ibid). For qualitative data analysis NVivo 12 software was used.

## **2.1. Methodological and Ethical Considerations**

As normal in any research, different methodological limitations are in place. Some methodological choices might have given place to compromises which could have influenced our results, thus, they should be taken into consideration.

To start with, we count with a limited sample of 267 respondents for six countries. Such numbers pose limitations regarding the external validity of the following study (Cresswell 2014). Our sample is not big enough to prove this study's external validity. Therefore, we do not seek to generalize on attitude and behavioral change beyond the groups under study but to present the findings in relation to our sample under investigation in a per-country and a transnational analysis.



Secondly, surveys were manually distributed and responded. This means that no software could control the editing of answers or double answering by students. Hence, once all data was collected, and all respondents had provided their answers, editing of data occurred. This meant that we carefully looked for atypical patterns of responses or double responses. Some responses were edited to try to improve on the original responses obtained from measurements of underlying constructs. The edited responses are the data from which inference is made about the values of the construct for an individual respondent (Groves 2009).

Thirdly, nonresponse error in the survey should not be underestimated. Nonresponse refers to the failure to obtain measurements on sampled units. When a total failure takes place, that is a person does not respond to the questionnaire, a 'unit nonresponse' takes place. When the same happens but for only one item/question in the survey measurement, then it is called an 'item nonresponse'. This can affect survey estimates (ibid). In our study, both types of non-response biases are present, for a variety of reasons. Following Groves (ibid) in some cases, it was due to failure to deliver the survey as students were absent for that particular lesson; in other cases, there was item nonresponse due to an inability to provide the requested data which might be caused by multiple reasons. This study thus counts with inestimable data, that is information which is not known for estimating results and which will be present in the results. Nonresponse rates are characterized by a common increasing trend which is shown in the higher nonresponse rate for the final questionnaire.

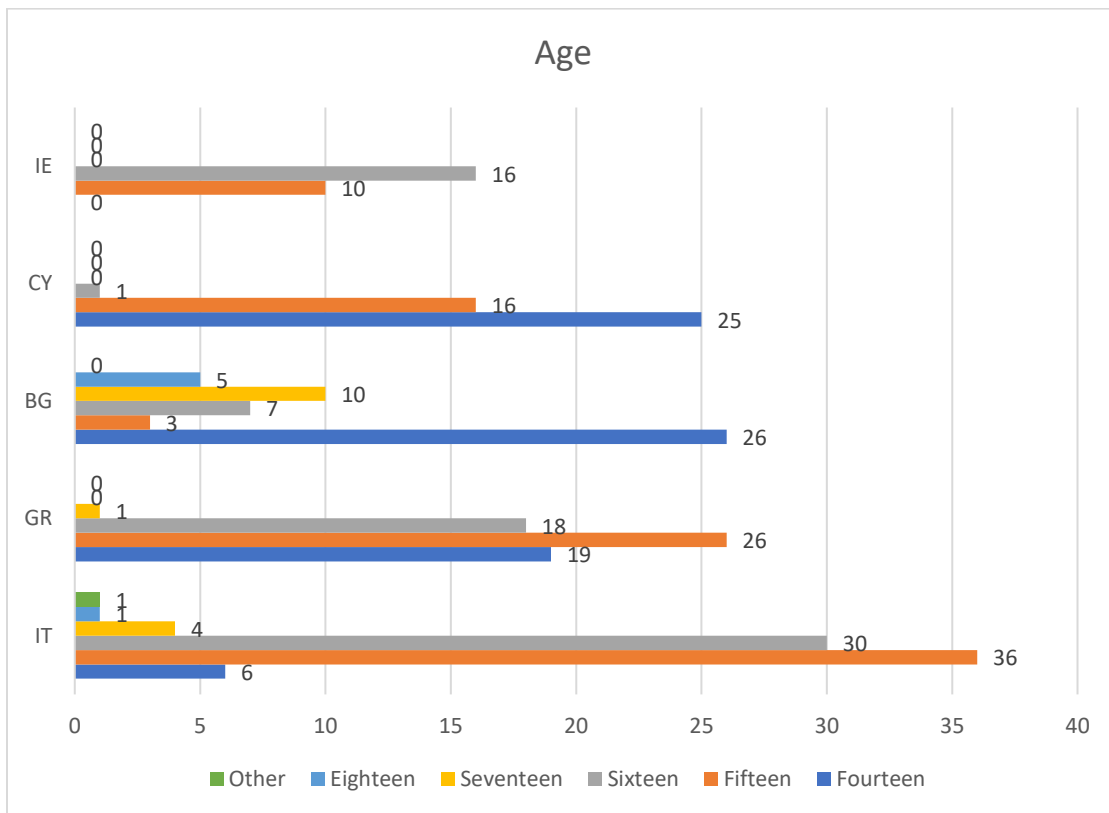
In order to overcome these limitations derived from quantitative research, the qualitative data collection and analysis was conducted as a way of complementing and supporting quantitative results. This was done in order to attribute greater validity and triangulation to our study.

Last but not least, privacy matters have to be taken into consideration. Given that we were dealing with underaged students, consent was obtained from parents and/or schools (depending on the specific laws in place in the participating countries) and a thorough code system was established in order to track per-student answers while still keeping their anonymity. This was also done in order to try to avoid survey response error. Some questions included sensitive or embarrassing information on the student (ibid) so we sought to respect confidentiality in the best way to avoid such limitation.

## SECTION 3

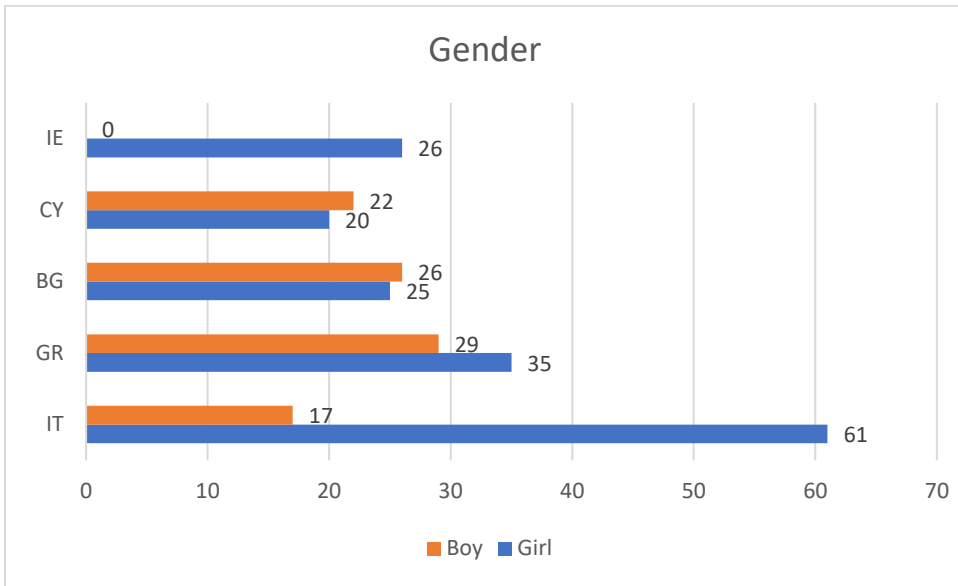
### ANALYSIS OF THE SAMPLE OF RESPONDENTS: DEMOGRAPHIC INFORMATION

#### 3.1. AGE



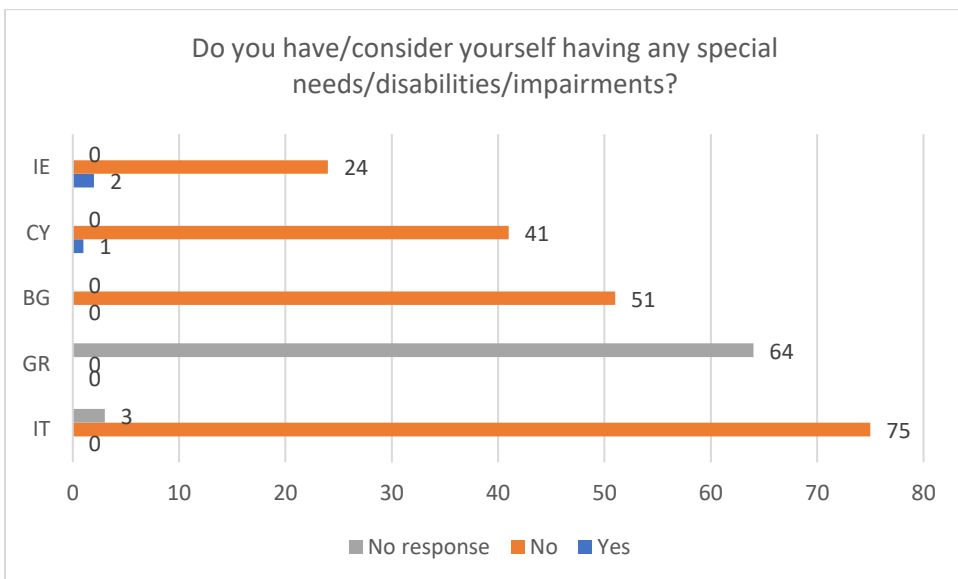
The age of the students who took part in the CONVEY behavioural analysis of the Pilot Programme spanned from fourteen to eighteen with the exception of one student from Italy who was nineteen years old. On average, students were mostly between fourteen and sixteen in all partner countries.

#### 3.2. GENDER



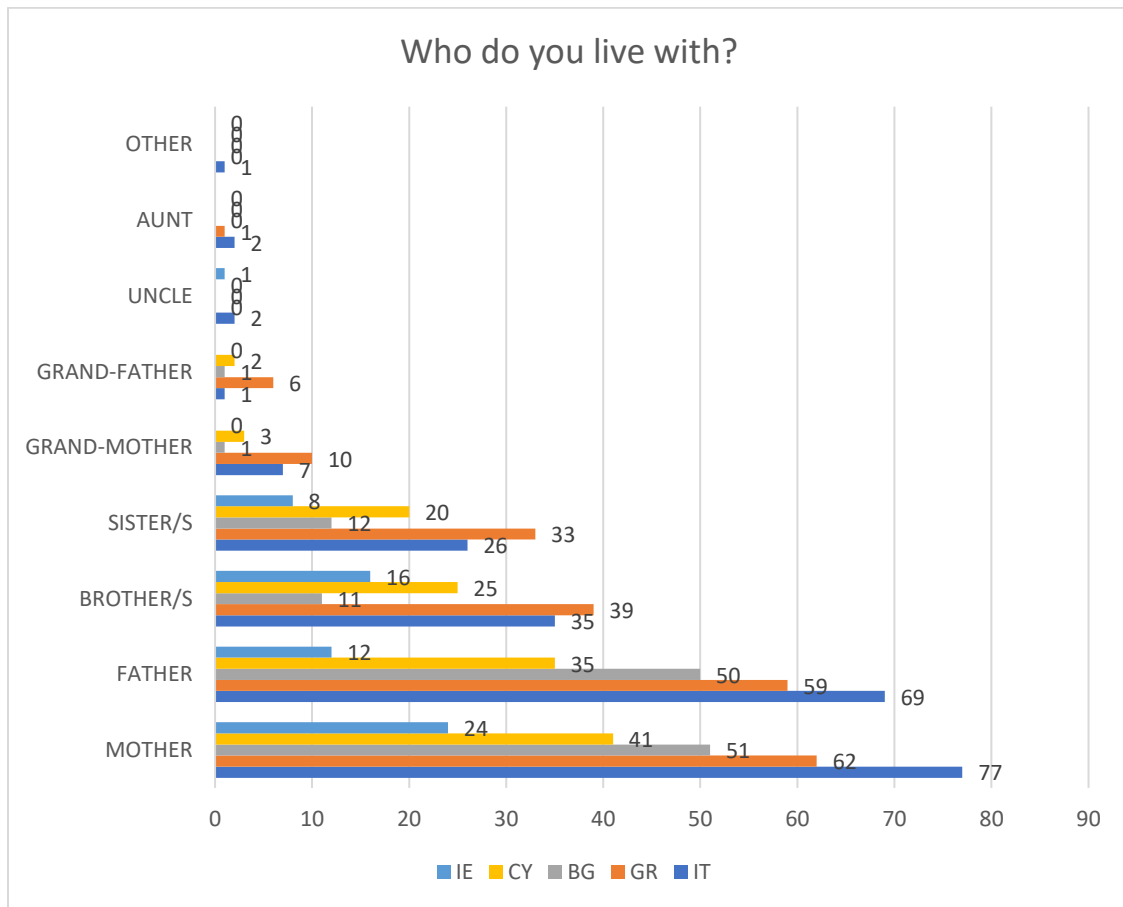
In Cyprus, Bulgaria and Greece gender balance was present with similar number of boys and girls participating in the study. In Ireland all students were girls while in Italy, girls exceeded boys' respondents by a large number.

### 3.3. SPECIAL NEEDS



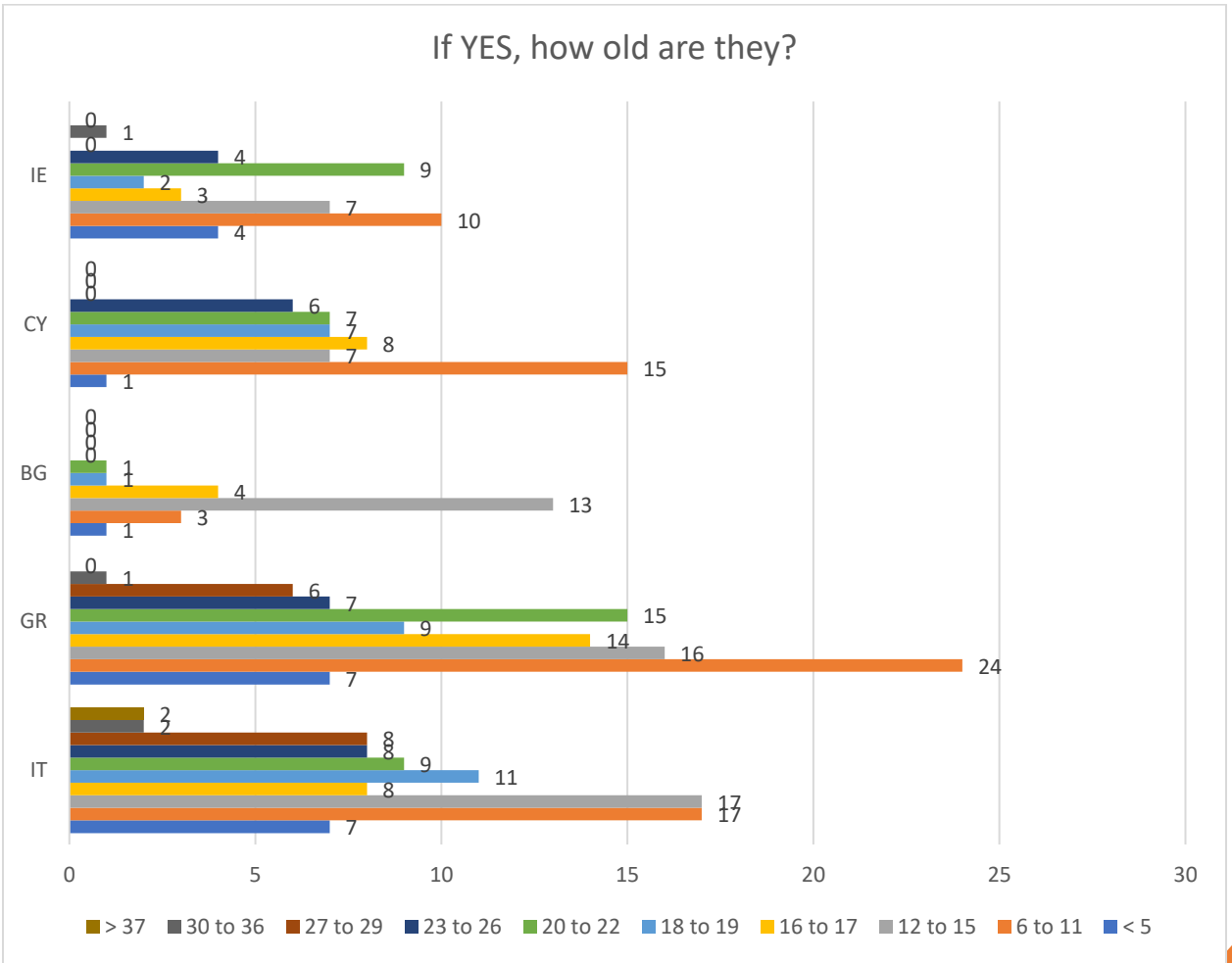
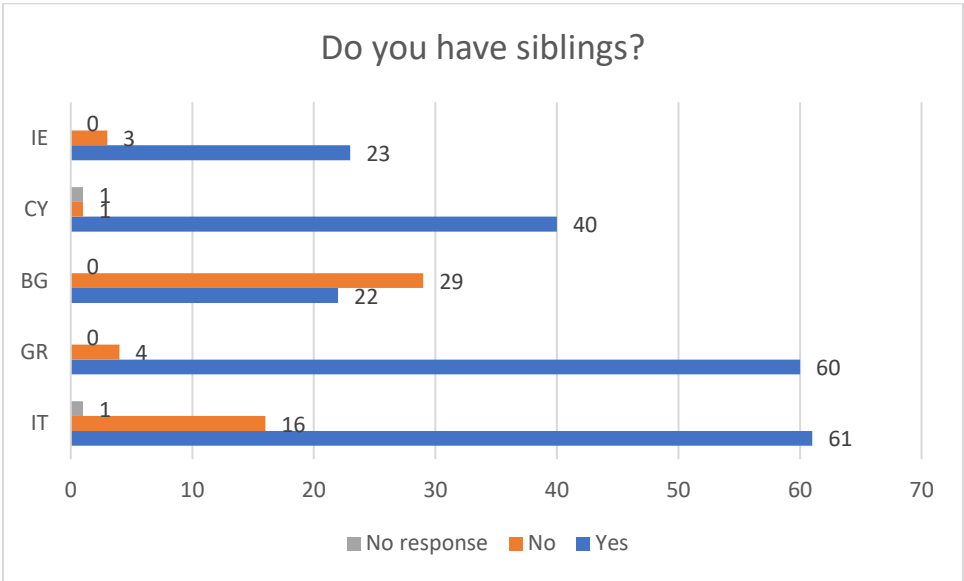
Ireland and Cyprus have a total of three students who declared to have special needs. Greek students did not respond to this question while the other countries did not have students who declared having special needs.

### 3.4. WHO DO YOU LIVE WITH?



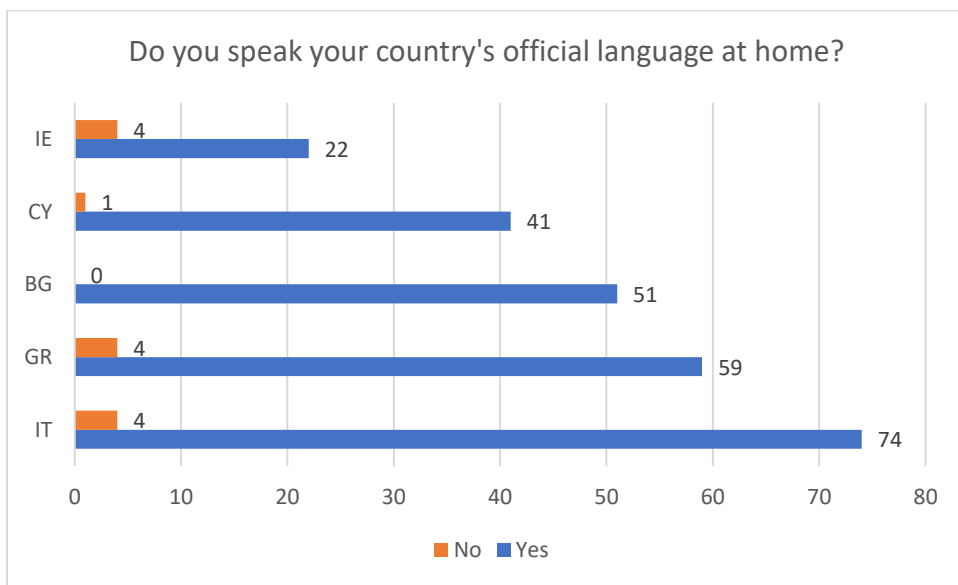
The majority of students declared to live with their mother and father, followed by brother/s and sister/s, while a small number lives with their grandparents and only a few with their aunt or uncle. Only one Italian student said to live with 'other' referring to a tutor.

### 3.5. SIBLINGS



The vast majority of students have siblings. Only Bulgaria counts with more student with no siblings than those with siblings. For those who responded that they do, age range of siblings varies greatly from country to country. Nonetheless, there is a predominance of siblings aged between 11-20.

### 3.6. LANGUAGE SPOKEN



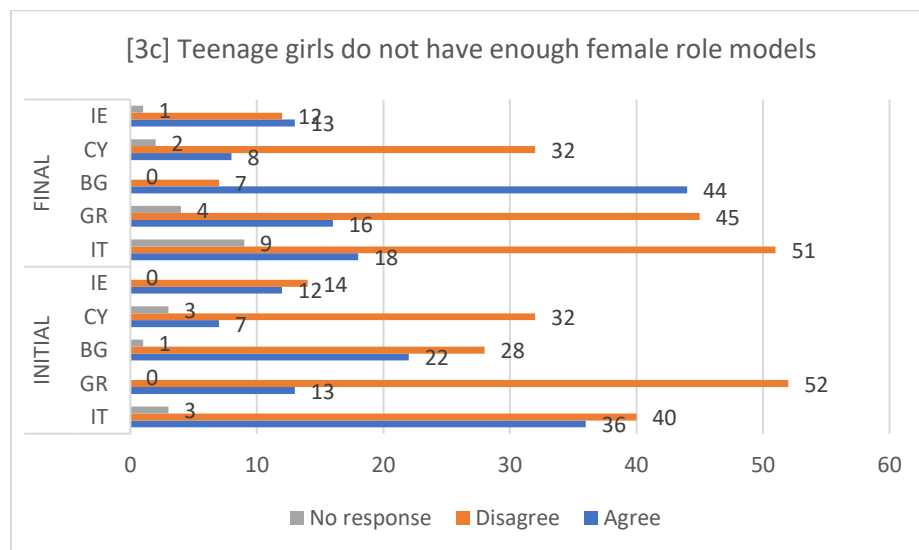
Almost all students speak their country's official language at home. Only a small number of students in Ireland, Greece, Italy, and only one in Cyprus declared to speak other languages, including both foreign languages or regional dialect.

## SECTION 4

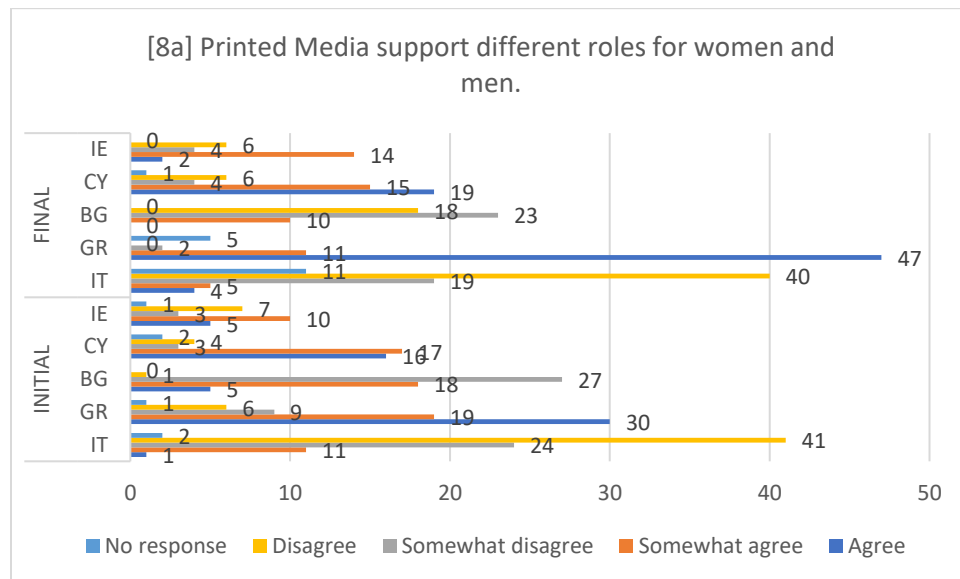
### ROLES AND GENDER STEREOTYPES

#### 4.1. IN GENERAL

The need to tackle violence against women via the Internet has been addressed on both international and EU level. For example, in the UNESCO Scholarly Agenda for the Global Alliance on Media and Gender, the Istanbul Convention (see the criminalising of stalking, psychological abuse and sexual harassment in article 33, 34 and 40), the Council of the European Union 2014, Conclusions on the review of the implementation of the Beijing Platform for Action (Marzocchih & Bonewit 2015). The EU has in particular adopted legislation against the sexual exploitation of children, including via the internet (ibid). However, member countries across the European Union fail to implement policies, guidelines and media self-regulatory standards to prevent violence against women and girls, and to enhance respect for their dignity. The FRA reported that 4% of all 18 to 29-year-old women experienced cyberstalking between 2013 and 2014 (FRA 2014).



Little and Little (2013) state that children from early age learn that there are different expectations for boys and girls in society in relation to the way they have to behave and their social roles and responsibilities. Along with other ‘socialization agencies’, such as the education system, family, and so forth, the media play a pivotal role in providing the ‘symbolic materials’ (images, role models, values, and narratives) that individuals are likely to use in the process of constructing their identity. Gender identities are socially constructed and media suggests lifestyles and forms of self-representation that individuals use to define their roles in society (Giddens, 1991; Wolf, 1991). With the easy access to media content and the internet, young people can choose from a wide variety of representations and this is reflected in the chart above on the presence of female role models. This is reflected in the answers of the students of Italy, Cyprus, Greece and Ireland. However, the lack empirical evidence in the area of female role portrayals (Plakoyiannaki 2009) also bars from constructing an adequate and realistic picture on the extent to which young people’s role models are in fact empowering and this could be seen in the Bulgarian participants’ results which in the final questionnaire point out that teenage girls do not have enough role models to follow.

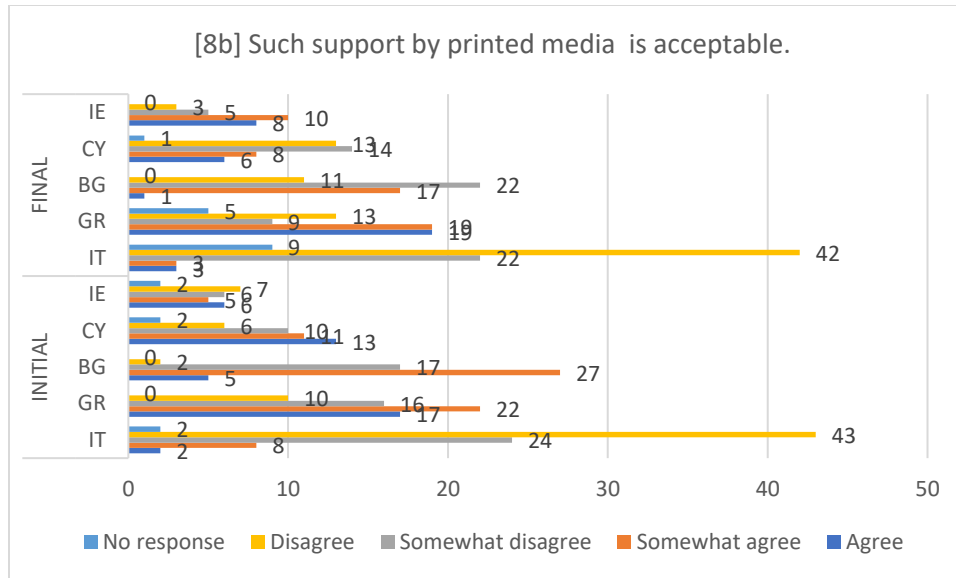


Gender roles, stereotypes, and differences are drilled into our conscience at a very young age. Phrases such as “boys don’t cry,” “throws like a girl,” and “that’s women’s work” are all phrases we are familiar with when referring to gender roles and norms. For instance, one of

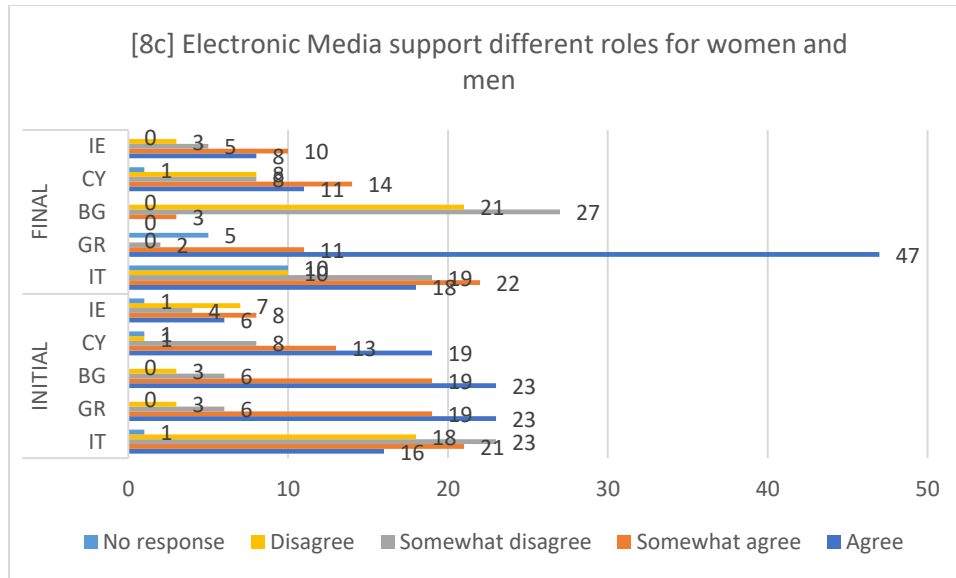


the Pilot Programme trainers admitted that *'we use expressions in our everyday language that "hide" gender stereotypes and we do not realize that.'* Moreover, during focus group discussions, several students reported that they were not aware, before taking part in the CONVEY students' workshops, of how the stereotypical words or expressions they used in their daily lives essentially supported or confirmed the gender stereotypes.

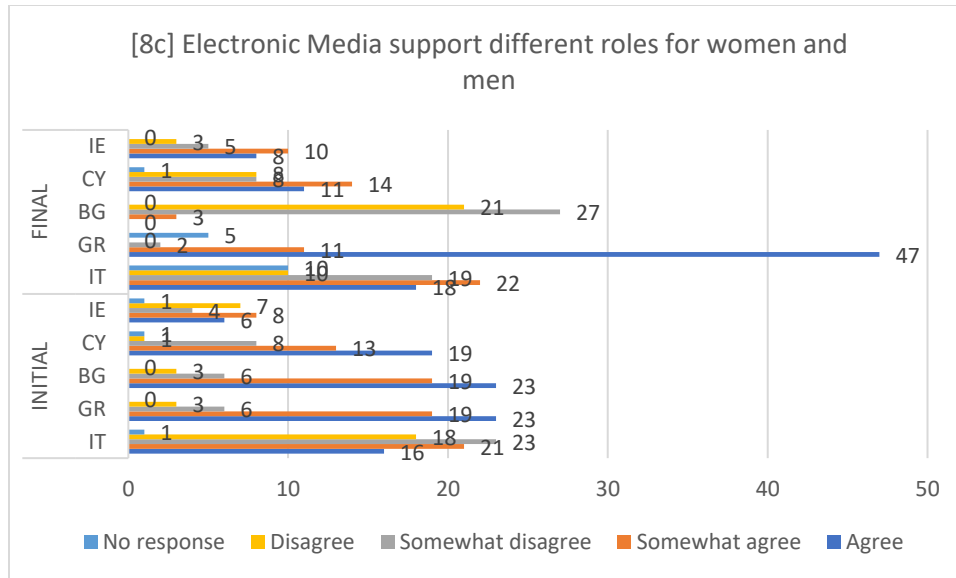
These phrases have all been considered in media, advertising and features of styles and design. We see it at an early age with boy toys focusing on action figures, fighting, and sports with girl toys focusing on communication, interaction, mothering, and nurturing. We are continually exposed to it as adults with advertising for men using sports cars, sexy models, and alcohol. Advertising for women often focuses on how to be sexy, smell good for a man, and products for the home and child rearing (Lundstrom & Sciglimpaglia, 1977). While the concepts of gender are not critically reviewed in the official curriculum in State schools in the project's partner countries, the majority of the Greek and the Cypriot students responded affirmatively on the question of different roles between women and men, while Italian ones refute this claim. Bulgaria and Ireland are hesitant in the two opposites of yes and no. This makes the role of media a particularly ambivalent one: the media, especially mainstream, commercial media, aim to attract as much audience as possible. Therefore, they tend to 'play safe', emphasizing shared values, using a simple language and providing an often simplistic, stereotyped representation of social reality, groups and phenomena. In fact, stereotypes are so common and widespread because they help us in understanding complicated processes, reduce uncertainty and provide a sense of security. Yet stereotyping in any field is a way of thinking that preserves from social change, and gender stereotyping is not exception to this (Giomi et al 2013). In fact, a student stated during focus group discussions how difficult it was *'to get a balance between being yourself and fitting in with your friends. That is why it is really difficult to stand up for what you believe, to be different and to express yourself.'* Still, the students were very eager to participate and very willing to talk about these issues. These are issues that they think about in their everyday life.



Research conducted by Zotos et al. (1996) in Italy revealed a downturn in professional roles and a frequent use of the physical attractiveness imagery for depicting females in print advertisements. In the Greek context, Zotos and Lysonski (1994) proposed that advertisements in Greece did not seem to be responsive to the changing careers and roles of women. They argued that although the appearance of women in household roles and as dependent on men has decreased substantially, still females were likely to be shown in non-active and decorative roles in print advertisements. In spite of their monumental achievements, women's representation in media remains drastically different to that of their male counterparts. Women are the focus of only 10% of news stories, comprise just 20% of experts or spokespeople interviewed, and a mere 4% of news stories are deemed to challenge gender stereotypes (UNESCO 2018). These findings are firmly reflected in the answers of Italian participants in the initial and final phases of the CONVEY Pilot Programme, while the Greek students have expressed their believe that it is acceptable. Still, the opinion that it is unacceptable has increased. The same is valid for Cypriot and Bulgarian students – their answers towards “unacceptable” have increased at the end of the Pilot Program, recognizing the stereotypical representation of women and men in printed media. Only Irish students have expressed opposite opinion at the initial and final phases of the Program, with prevalence of “somewhat agree” on the acceptance of differential treatment of women and men.

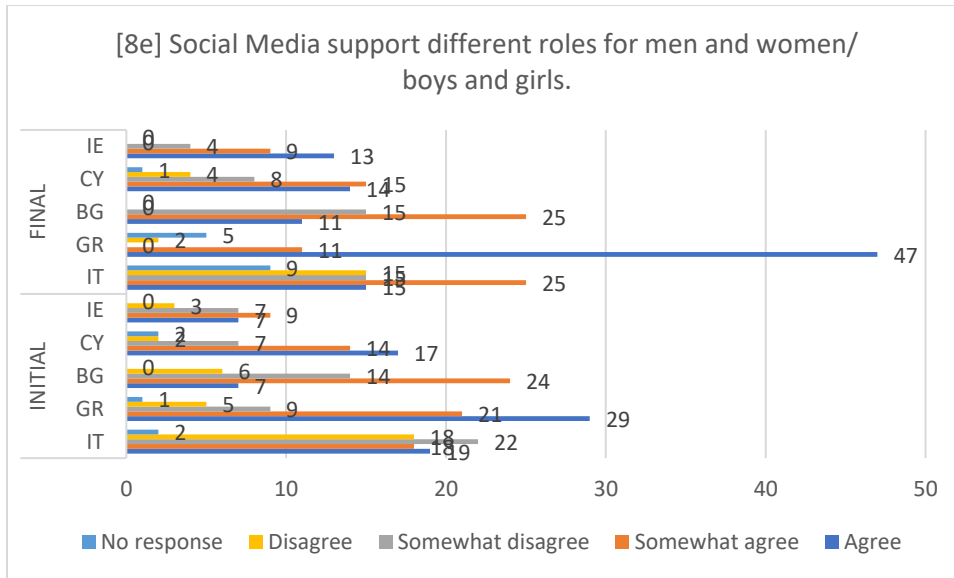


On the Internet, stereotyped representation of women are common, for example in video clips on YouTube. This stereotyped representation of women can contribute to violence against women since it shows women in an unequal position that normalizes this inequality. Social media can also increase the use of gender stereotypes and promote new forms of violence against women. Gender stereotypes can be easily shared and spread among social media platforms. At the same time, social media can also assist women to overcome the stereotyped portrayal of women in the traditional media (EIGE 2013). Young people recognized this fact as in Greece, Cyprus, Ireland and Italy, while in Bulgaria young people disagreed on the claim.

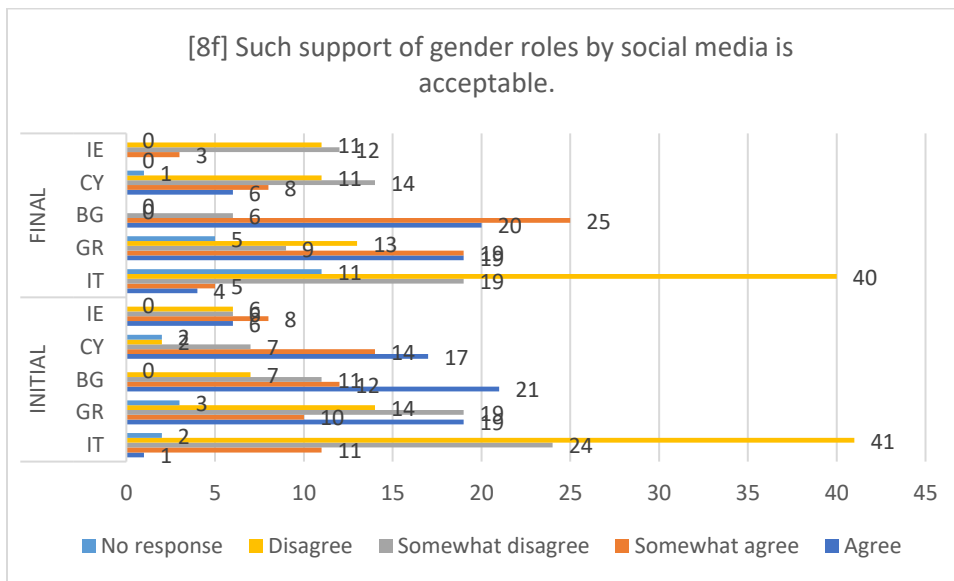


Though young people in Greece firmly recognised the different roles for women in men in electronic media, they affirmed it as acceptable. The opinion of the Italian and Irish students remains stable from the initial through final stages of the Pilot Program. The Cypriot youth shared more nuanced opinion in the final questionnaire, tending to switch to somewhat agree and more voices joining in favour of “agree” and “somewhat agree”. The opinion of the Bulgarian participants seems to be changed with agreeing at the beginning and then taking a disagreeable stance in the final sessions of the Pilot Programme.

In recent years, social media has become an important source of data for researchers. In particular, it allows them to observe everyday social interactions and to get insights into the reproduction of gender inequality. As the results of monitoring actions undertaken by NGO’s and researchers show, notably the results of the EIGE Project and the Global Media Monitoring Project (2013), the media continue to perpetrate stereotyping of women. The progress of empowering women is therefore slower than expected. Lower representation of women in online media organizations is a worrisome fact, because it also silences women’s voices online. And women’s voices have proven to be fundamental to advance women’s rights at all levels.



Bulgarian, Cypriot, Greek, Irish and Italian students' opinion increased towards the end of the Pilot Program. More than half of the respondents pointed "somewhat agree" and "agree" with the statement.



Italian participants are totally against this claim, as well as Irish ones. Greeks agree to some extent. Bulgarians support gender roles by social media as acceptable. Cypriot students changed their opinion in the end of the Programme towards "disagree" and "somewhat agree".

In explaining that what defines a woman or a man is much more related to culture and society rather than to sex, sexuality and personal appearance, gender is defined as a social construct. Although the audiences are free to accept or refuse media contents and meanings, the media system has the power to decide which gender role models will be visible and which not: all media contents are powerful sources of gender information that might reinforce or challenge our ideas about gender. Therefore, they tend to use a simple language and provide a stereotyped representation of social reality, groups and phenomena, referring to preconceived ideas, whereby males and females are arbitrarily assigned characteristics and roles determined and limited by their sex. This phenomenon promotes an asymmetrical and stereotyped vision of women and men (as of girls and boys) in society (Giomi et al. 2013).

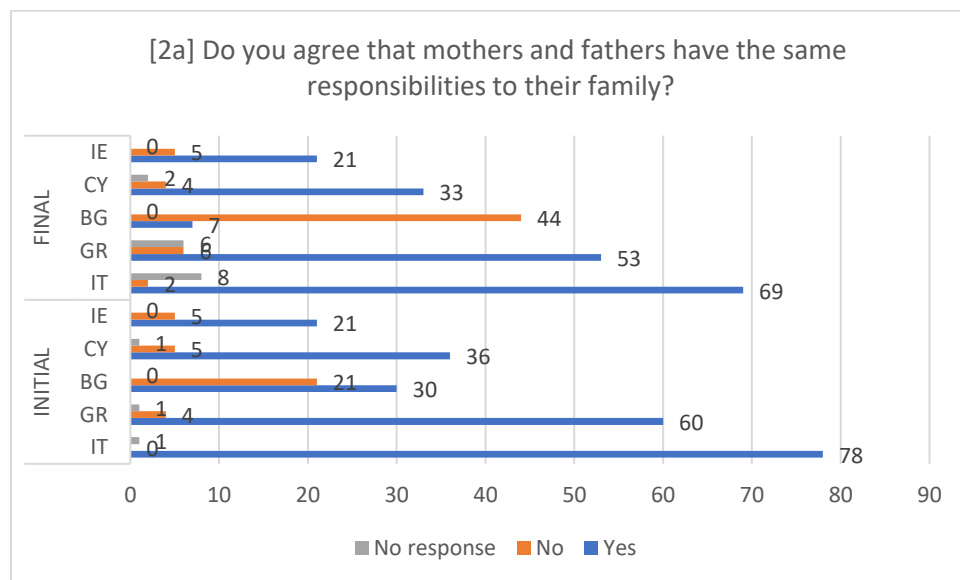
On this account, an Italian student shared her reflection: “The CONVEY project has been interesting because it made me reflect about the differences due to a wrong social education, as the result of stereotypes that are the ones that frequently trigger violence against women. Us, young people, leaving all prejudices behind, must carry the values of equality and mutual respect against every form of discrimination”.

The CONVEY Pilot Programme worked in different cultural and social environments in 5 countries across the European Union. From the answers of the young participants we can draw the conclusion that through the interactive sessions, we managed to open discussions on universally shared problems that lay the foundations of gender stereotypes, violence against women and girls. The CONVEY Pilot programme (activities like “My Word cloud from popular ads” (2.6) or “Stereotypes puzzle” (2.11), helped participants to critically review modern phenomena related to media and gender representation where such topics are not present in everyday school curricula. In fact, it introduced new concepts (like the differences between sex and gender, the normalisation of violence through advertisements, etc.) to many of the young people, like the ones in Bulgaria and Italy. These were not easy to grasp. Patriarchal views could be observed in the answers of the participants, like the ones from Bulgaria, Greece and Ireland, for example. In Italy and Cyprus, we could see greater sensitivity on the representation of women and men in the different media outlets.

## 4.2. WITHIN THE FAMILY

Gender equality is a fundamental principle of the European Union enshrined in the EC Treaty and one of the objectives and tasks of the Community as recognised in Articles 2 and 3(3) of the European Union Treaty and in Article 8 of the Treaty on the Functioning of the European Union.

As a fundamental right and a condition of economic growth, reconciliation of work, family and private life is recognised at European level as a key objective of the European Commission's Strategic Engagement on Gender Equality (2016-2019) and the European Pillar of Social Rights. It was first considered as a condition for achieving de facto gender equality and is increasingly seen as a key driver for increasing women's participation in the labour market. The role of men in gender equality strategies has been looked at in recent European studies and policies (EC Europe 2016-2019). In relation to work, family and private life balance, the support and recognition of men as carers is fundamental to reinforcing gender equality in the labour market and in the family (fairer distribution of household tasks).



Despite various policies and measures to advance gender equality in the European Union and its Member States, women still remain the main carers of children and the elderly, and the main contributors to domestic chores. 73% of Europeans affirm that women spend more time than men on housework and caring activities (EU Publications 2018). Thus, they implement the bigger part of the unpaid labour of a society. Such a condition is a prerequisite for sustaining structural inequalities that harm women's empowerment – they become subjects of economic dependence on the partner and their chances for professional growth decrease. Men also miss chances to actively participate in the raising of their children and equally be present in the fulfilment of the domestic chores.

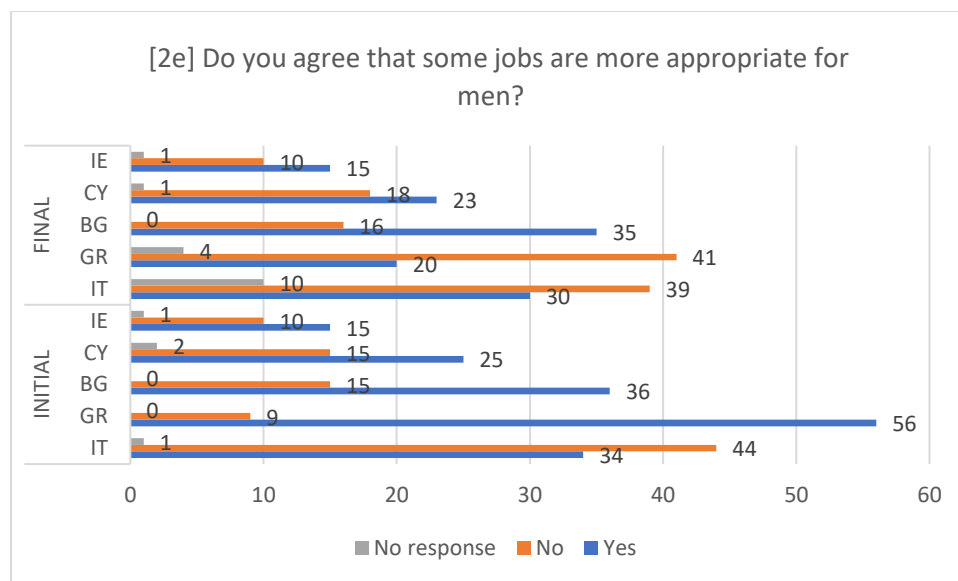
All the youth participants in the CONVEY Pilot Programme share the opposite opinion in the first questionnaire to that of the official data and analysis – that mothers and fathers have the same responsibilities in the family. Family circumstances, financial and personal resources, and the sense of stability or otherwise in the family may each affected the ways in which the respondents expressed their viewpoints. In addition, taboo topics such as domestic violence and child abuse are not discussed within the family. According to a FRA survey, “22% of women have experienced physical and/or sexual violence by a partner since the age of 15” (FRA 2014), yet 26% hesitate to speak about cases of domestic violence because they believe that is “none of their business” (Eurobarometer 2016). During the implementation of the Pilot Programme, participants were asked whether they know how to protect themselves from strangers and we could see many examples given – avoid taking presents/candies, avoid getting into unknown people's cars, avoid going home alone in the dark. When asked how to protect themselves from (close) relatives and intimate partners, few were able to give examples of what a woman or a child can do. There were several participants from Bulgaria, for example, who shared that they know distant relatives who survived domestic violence but did not know what happened to stop it further because it wasn't discussed with them, and others said they overheard discussions in the family. These revelations only happened during the final sessions of the programme, when discussions focused on gender-based and intimate partner violence. It is notable that in the final questionnaire, the sensitivity of the Bulgarian participants has increased, sharing that the responsibilities of the mothers and the fathers are not the same. Some participants may have recognized personal experiences via the activities. The CONVEY Pilot Programme offers extensive step-by-step curriculum on gender-based violence that emphasizes the importance of the safe space and support to learn and share. It







Women across Europe have the right to equality, empowerment and safety, but for far too many these rights are not yet a reality. In some countries, the political and economic participation of women is moving backwards. An abundance of data and statistics show that women, who make up half of our population, are under-represented in decision-making positions in politics and in business and still earn on average 16 % less than men across the European Union<sup>3</sup>. What is more, gender-based violence and harassment remain widespread. The EU's aim is to reach a 75 % employment rate for men and women by 2020. In 2017, female employment continued to increase slowly but steadily, similarly to that of men, and reached 66.6 % in the third quarter of 2017<sup>4</sup>. Despite this progress, women are still a long way off achieving full economic independence. In comparison to men, women still tend to be employed less, are employed in lower-paid sectors, work on average 6 hours longer per week than men in total (paid and unpaid) but have fewer paid hours (Eurofound 2015), take more career breaks and face fewer and slower promotions. In other words, poverty is feminized.

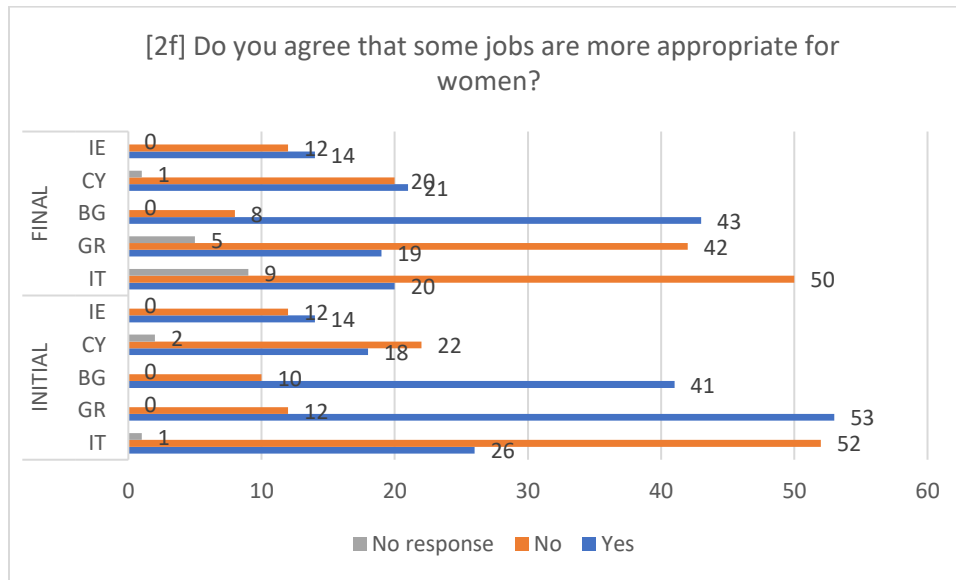


The perpetration of traditional views that men are the bread-winners, while women – the care-takers could be seen in this divide in answers. Bulgarian, Cypriot and Irish participants seemed to share the opinion that there are strictly male and female positions from the initial

<sup>3</sup> Report on equality between women and men (2018), p.9

<sup>4</sup> Ibid.





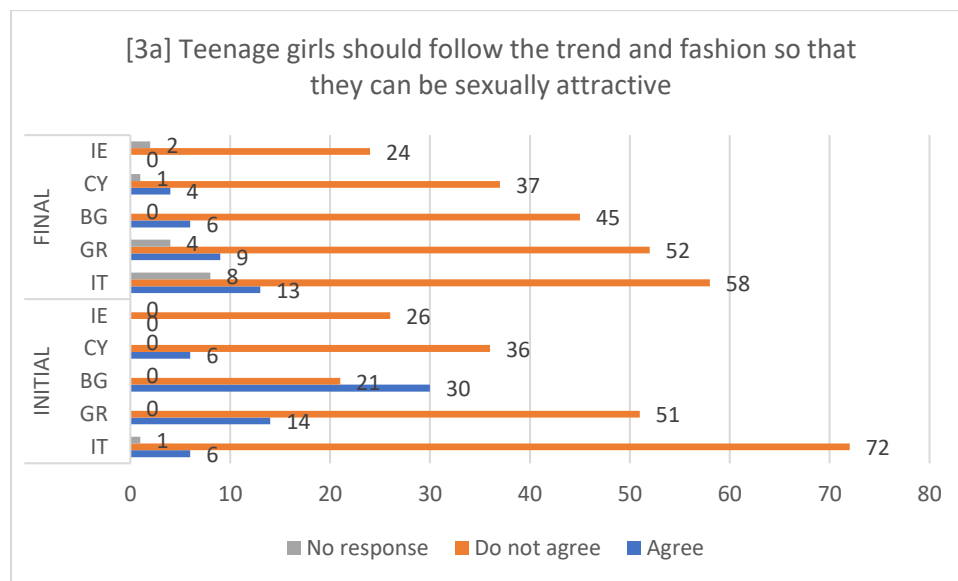
The image of a "traditional" woman and a traditional role still influences many cultures in today's Europe and is still not in full realization that women are essential part of the economy. We observe similarity in answers to the previous chart. Bulgarian, Cypriot and Irish participants seemed to share the opinion that there are strictly male and female positions from the initial to the final questionnaire, while Italian participants were the only ones who maintained that there should be no divide, followed by the Greek ones.

Normalization of gender stereotypes is what the CONVEY Pilot Programme strives to counter by provision of thought-provoking activities that exemplify how complex social structures deprive certain social (sub)groups from their basic human rights – the right to education, self-expression, life free from violence, etc. Such activities are "Stereotypes in Daily Life" (2.3), "Going back in time" (2.8), "Documentaries as starting point of discussion" (2.10). Through drawing a line between traditional views that try to "fit" a person into certain social framework and modern thinking that gives that person the freedom to choose, the program promotes fundamental European values that encourage individuality, democracy and the realization of rights.



gender. According to American Psychological Association<sup>5</sup>, sexualisation occurs “when a person’s value comes only from his or her sexual appeal or behavior, to the exclusion of other characteristics; or when a person is sexually objectified — that is, made into a thing for others’ sexual use, rather than seen as a person with the capacity for independent action and decision making.”

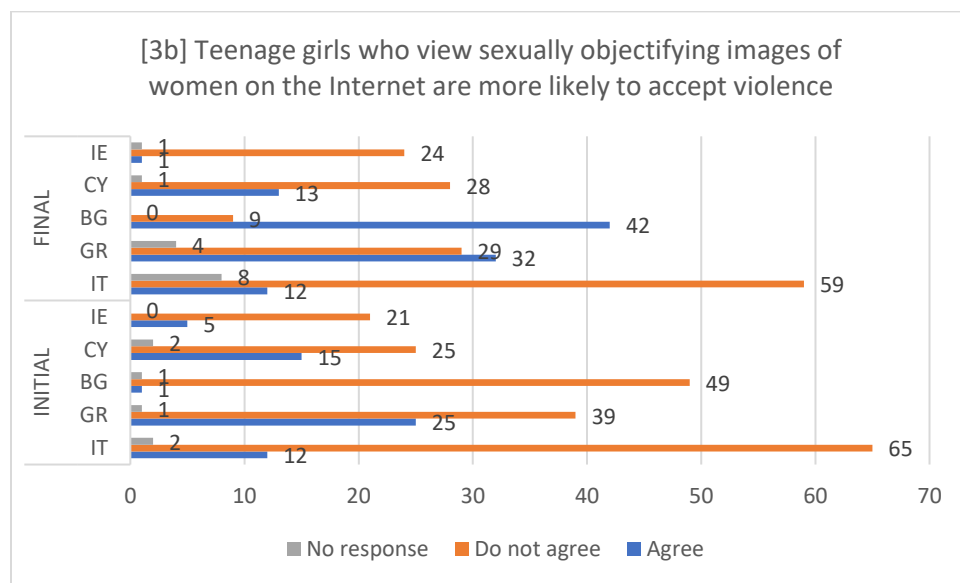
Women have historically been, and presently are, valued for their looks and for their sex appeal. The boundary lines have been further blurred by the blending of adult sexuality with messages targeting pre-pubescent girls. Advertisements for clothing, perfume, and even cars can be seen featuring women in degrading poses, and some ads have gone so far as to include disturbing images that reflect acts of violence and sexual assault against women.



Clothing serves an important socializing influence and acts as a symbol of social status and identity (Kaiser et al., 2001). It plays a crucial role in the identity politics of urban societies. Disagreeing opinions on the influence of fashion as a means of sexual attraction were shared by Cypriot, Greek, Irish and Italian participants in the two questionnaires of the Pilot Programme. Bulgarian participants agreed that teenage girls should follow the trends to be

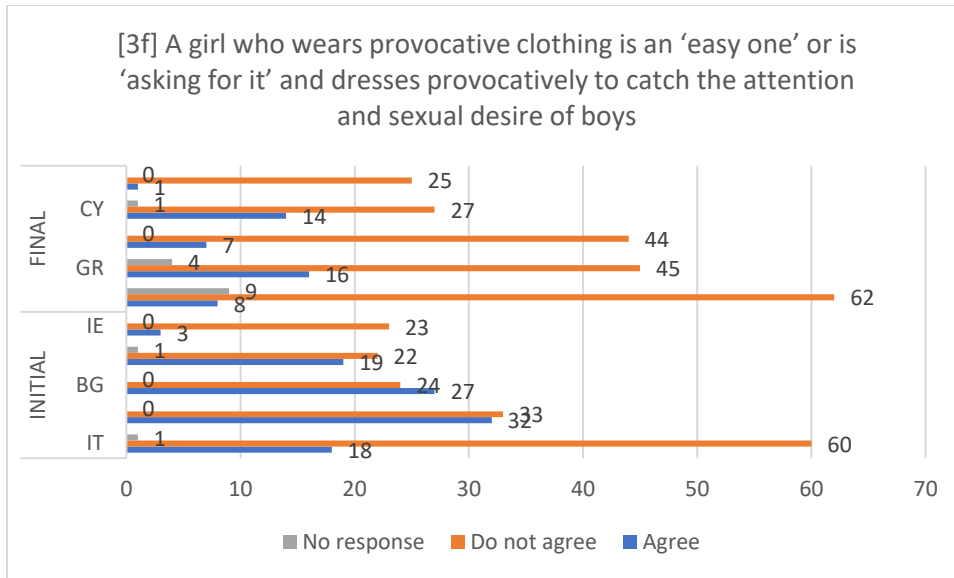
<sup>5</sup> The Sexualisation of Women and Girls - <https://womenleadingchange.wordpress.com/2014/03/13/the-sexualization-of-women-and-girls/>

sexually attractive at the initial phase but at the final stage we can see almost all students responded with disagreement on the statement. For instance, during focus group discussions, one girl mentioned that she believed it was better to be a boy than a girl because girls ‘*need 3 hours to come their hair and put make up*’. However, this view was quickly challenged by another student who mentioned that even if you are a girl you do not “need” to put make up or comb your hair if you wish not to, indicating high levels of awareness on the sexualization and stereotypization of women.

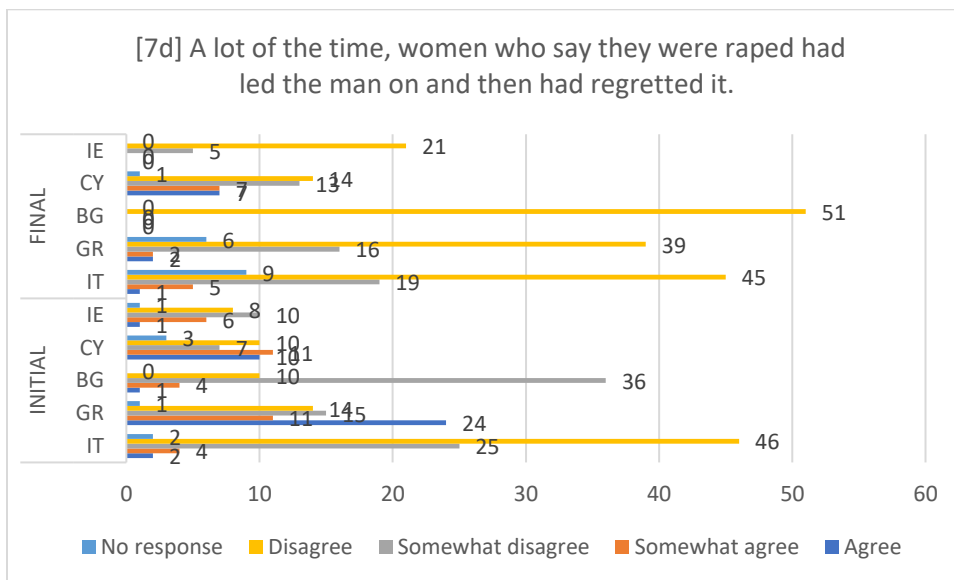


The complex issue of media influences and the hidden meanings it expresses is understood differently in the different partner countries. It is not easy to read between the lines in the information flow online and offline. Though the majority of the countries – Italy, Ireland and Cyprus maintain a disagreeable stance on the relation of the objectification of women and violence, we see changes in the opinions of the Bulgarian and Greek students who took affirmative stance in the final questionnaire.





One of the most popular myths on rape is that the victim has asked for it, judging from the clothing she/he was wearing. In the initial questionnaire, we could see that (almost) half of the participants in Greece, Bulgaria and Cyprus were supporting this myth, while in Italy and Ireland expressing disagreement. In the final questionnaire, the opinions of the agreeing students drastically changed to “do not agree”. Furthermore, on these same topics, trainers have reported that children have shown that they understand that no dress or makeup justify sexual violence.



Sometimes, the scariest part of being abused happens long after the assault — the moment you let others hear your cry for help. Taking all of that vulnerability, all of that private shame and putting it out there for the world to see isn't easy for those who are suffering, and it takes strength to overcome that fear. Too often when a victim's cry for help is heard, they're met with skepticism and a plenty of curious questions. In Bulgaria and Greece, where there is no sexual education in schools, in Italy<sup>6</sup> and Cyprus it is optional and not regulated, while in Ireland it is outdated, this question of believing the victim is addressed with sensitivity in the final questionnaire.

In this regard, students showed interest and a greater need for these topics to be discussed at school. A student from Italy said: *'In my opinion, the CONVEY activities done during the school year have been very interesting because each chapter of the CONVEY Not a Game videogame faces very educative topics which should be better and more discussed in schools.'*

#### 4.5. Correlations

The results from the behavioural change study shed light on a number of correlations as far as stereotypes and gender roles are concerned.

In the first place, results indicate a correlation between parents' responsibility and electronic media. Students responses for *'Do you agree that mothers and fathers have the same responsibilities to their family?'* and whether they agreed with the fact that *'Electronic Media support different roles for women and men'* are significantly correlated as reflected by P-value of .002 (Annex a). This means that the roles portrayed by electronic media for women and men are correlated with how students see parental roles in the family.

An interesting correlation also appears between the way a girl dresses in relation to gendered expectations and sexual violence. In fact, students responses to questions: *'A girl who wears provocative clothing is an 'easy one' or is 'asking for it' and dresses provocatively to catch the attention and sexual desire of boys'* and to *'A lot of the time, women who say they were raped had led the man on and then had regretted it'* are significant correlated to a .001 P-value

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<sup>6</sup> <https://gen-pol.org/2018/10/mapping-sex-and-relationship-education-sre-in-italy/>

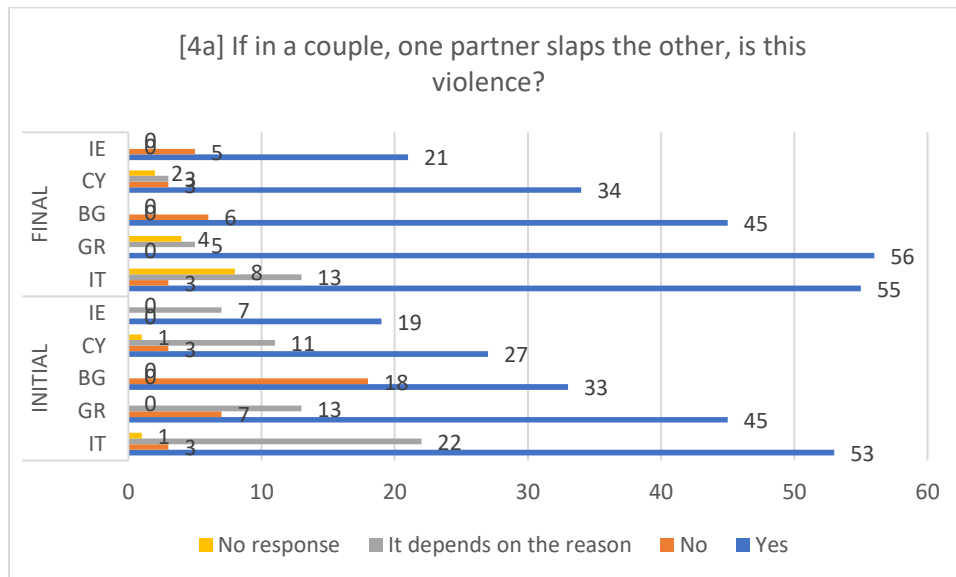
(Annex b). This means that student's opinion on how a girl dresses to catch the attention of boys and the fact that women led the man on in relation to intimate relations are correlated in a robust way.

## SECTION 5

### INTIMATE RELATIONS

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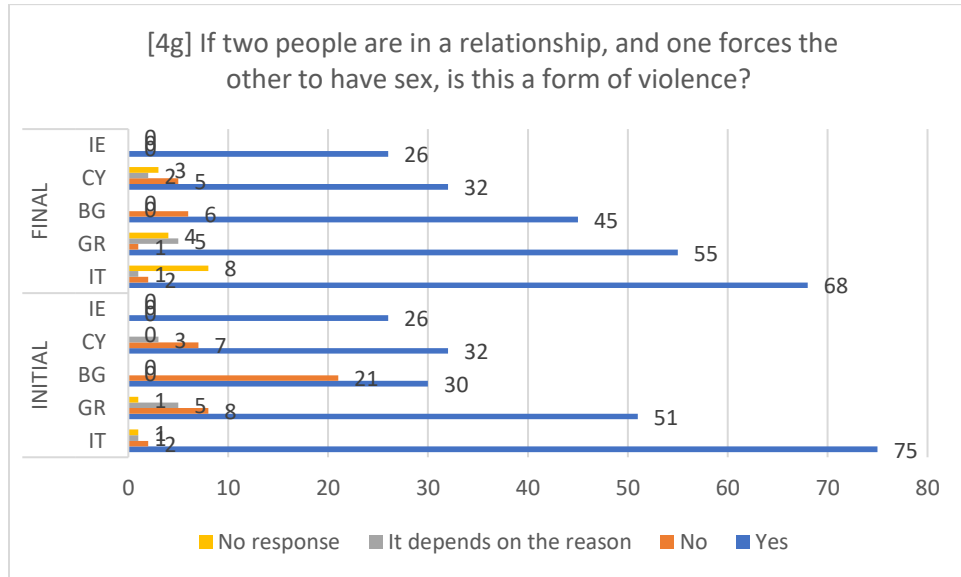
#### 5.1. SLAPPING



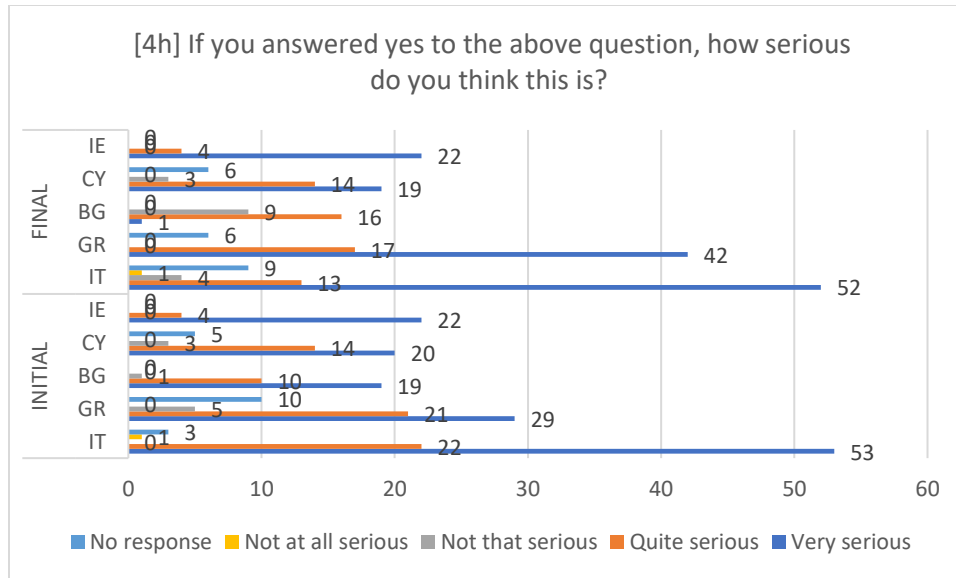
Understanding the nuances of domestic violence is crucial for us to escape the spiral of an abusive relationship. Often, survivors of domestic violence associate slapping as a single, separated incident, rather than a form of physical abuse that is part of a cause and effect process. Allowing for any circumstances in which slapping or other types of physical violence is okay is a serious problem that threatens the victims' emotional stability, as well as the stability of their relationship.

At the initial phase of the questionnaire, we could observe answers from young people from Italy, Cyprus and Bulgaria that tended to excuse the act of slapping. It is not the case in the final questionnaire. The majority of the respondents have clearly indicated that slapping is a form of violence, with the "Yes" answers drastically increasing in the final questionnaire.

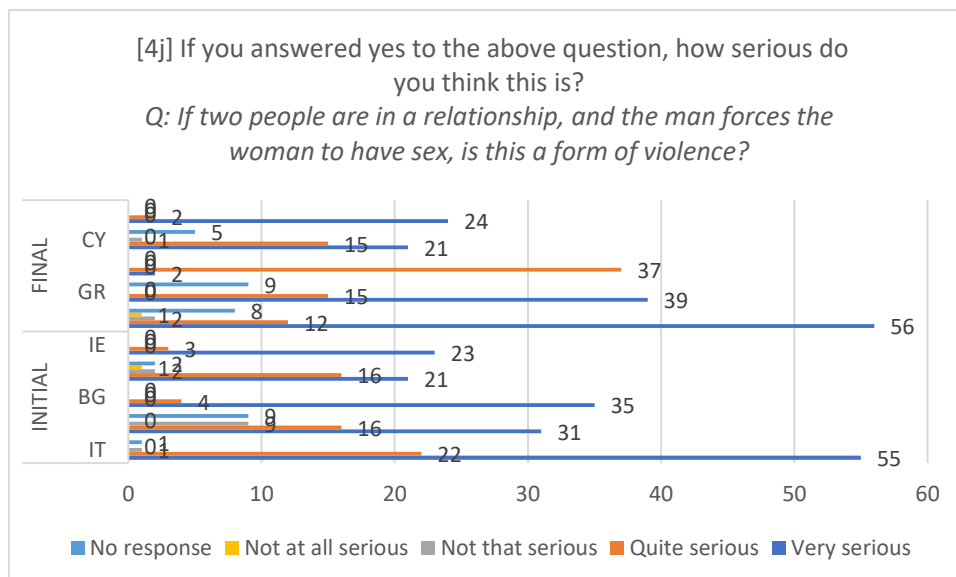
## 5.2. SEX & INTIMATE RELATIONS



Hickman & Muehlenhard (1999, p. 259) define sexual consent as “the freely given verbal or nonverbal communication of a feeling of willingness to engage in sexual activity”. MacNeela et al., (2017, p.3) further added to this definition by stating that consent should be “ongoing, refers to multiple forms of activity, and is affected by contextual factors such as relationship status”. In the context of media culture that promotes violence and pictures women as voiceless objects and in the family environment where domestic violence is a taboo topic, young people receive mixed signals to what a consensual behaviour might be. Such signals are expressed by Bulgarian participants in the Pilot programme in the initial phase, as seen from the questionnaire. However, it is notable that the majority of the participants recognize this forceful behaviour as violence from the beginning to the end phases of the Programme with Ireland maintaining strong position of 100% of votes for “yes”.

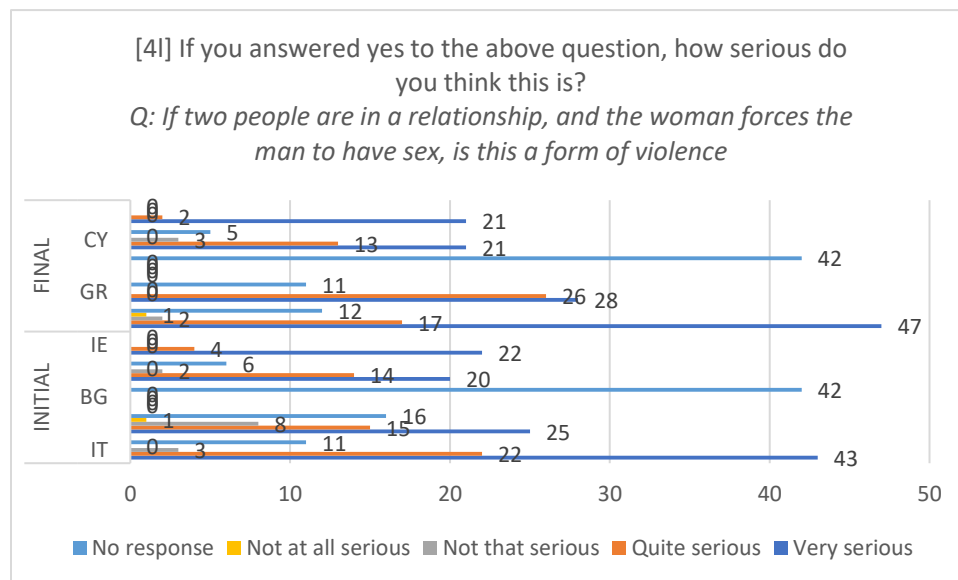


In terms of seriousness, less than the half of the young people estimate that it is quite serious as evident from the answers in Italy, Greece, Bulgaria and Cyprus. It’s a worrisome fact that in the final questionnaire Bulgarian participants tend to switch from “very serious” to “quite serious” with answers also appearing in favour of “not that serious”. Greek and Italian students have increased their opinion to “very serious”, while Irish and Cypriot students maintain stable positions. Nonetheless, it is worth mentioning that during focus group discussions most students agreed that they felt more informed on the violence subject and more empowered as a result of the training.



Marital rape is considered a form of domestic violence and sexual abuse. It is more widely experienced by women, though not exclusively. Marital rape is often a chronic form of violence for the victim which takes place within abusive relations. It exists in a complex web of state governments, cultural practices, and societal ideologies which combine to influence each distinct instance and situation in varying ways. Although, historically, sexual intercourse within marriage was regarded as a right of spouses, engaging in the act without the spouse's consent is now widely recognized by law and society as a wrong and as a crime. It is recognized as rape by many societies around the world, repudiated by international conventions, and increasingly criminalized. However, still in some European countries, like Bulgaria, marital rape is not defined in the Criminal Code, and thus it is not criminalized. It is an example for reproducing gender stereotypes at institutional level and normalizing domestic and sexual violence.

All participants in the Pilot Programme have recognize the seriousness of the problem of marital rape, with answers raging from “quite serious” to “very serious”.



Although the long-term effects of sexual abuse of women by men have been studied extensively, there has been minimal research exploring the effects of sexual assault by women on other men. Until recently, very little attention has been paid to male victims of rape and

sexual assault in adulthood. Similar to female rape victims, adult male rape victims rarely turn to the legal, medical, or mental health systems for assistance. Personal stories of male rape mirror female rape in terms of a sense of shame, humiliation, and self-blame, but males are even less likely than females to report an assault<sup>7</sup>. They are afraid that people will doubt their sexual orientation and label them as gay, or that they may be seen as un-masculine because they were a victim. Mostly, male victims try to hide and deny their victimization, similar to female victims, unless they have serious physical injuries. Eventually, the male victims may be very vague in explaining their injuries when they are seeking medical or mental health services (Condon, D. 2014).

Participants in the Pilot Programme have recognized the seriousness of the problem, despite that it is rarely discussed openly, with answers raging from “quite serious” to “very serious”. We also observe abstentions, with the majority coming from Bulgaria, then Greece and Italy. The CONVEY Pilot Programme provides important information that rarely could be discussed within school or family environment. It critically deconstructs gender relations within the context of traditional norms, exemplifying that society is not a constant paradigm that all people are obliged to comply with. On the contrary, it provides information on diversity of cases and situations in intimate relations that go beyond of what is considered “acceptable” behavior, like slapping, groping or forcing someone to have sex just because they are in a relationship. As a matter of fact, the CONVEY project was explicitly appreciated in this regard. A student said that CONVEY:

*‘transmits and communicates many things as the project’s name indicates. The situations that were presented and which are commonly ignored or underestimated, have made me understand that the world is different from what I imagined it to be and that these forms of violence are not only unacceptable but also unmotivated. CONVEY has helped me to broaden my knowledge about the topic and to understand specific situations, making me feel part of it; arousing in me the need to act to eliminate violence, not only against women but against vulnerable people in society.’*

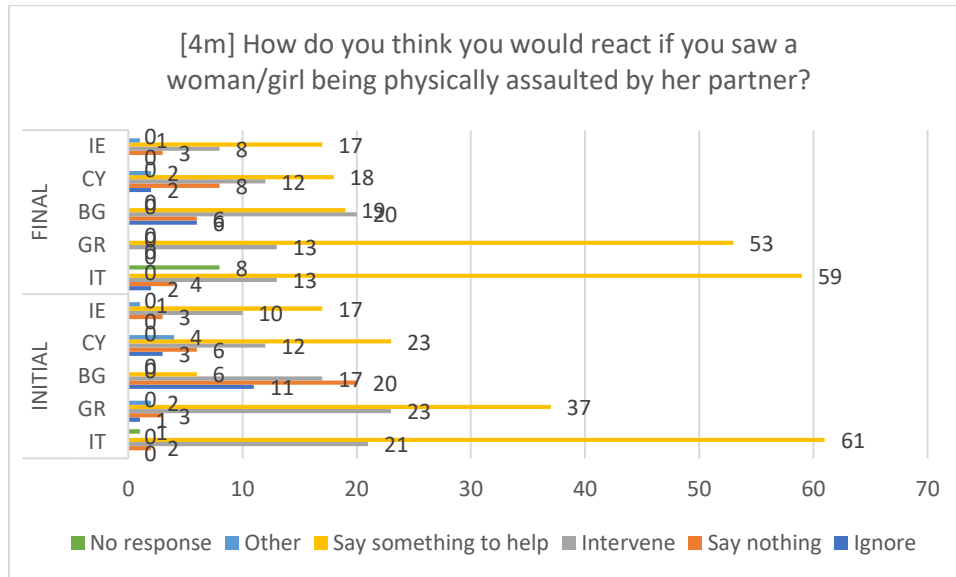
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<sup>7</sup> Male Rape: The Silent Victim and the Gender of the Listener - <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3067991/>



This shows that the Programme provides knowledge that will serve for life to the young people who, moreover, are soon to become adult.

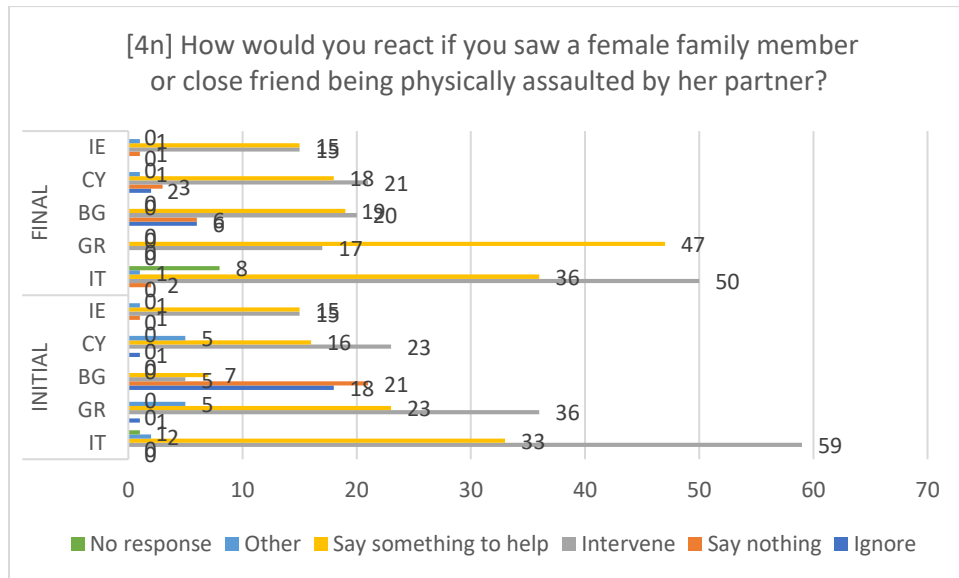
### 5.3. REACTION



During the last years, Bulgaria has witnessed increase in femicide with 50%, especially on part of partner/ex-partners<sup>8</sup>. What could be observed as a common thread in the cases is that there were neighbors or strangers that heard/saw the incidents of violence but did nothing to stop it. Not even calling the police. This is a result of State policies and lack of actions that disregard the seriousness of the problem and not recognize violence against women as a systematic phenomenon but rather as separate incidents. There is no prevention against domestic/intimate partner violence in schools and the State-funded Programmes that support the NGOs are scarce. We could observe this passive attitude in the answers of the Bulgarian participants in the first phase of the Programme – almost half of the children answered in the initial phase with “say nothing”, also “ignore”, if they saw a woman/girl being physically assaulted by her partner. Italy, Greece, Cyprus and Ireland have increased sensitivity of the questionnaire with intentions to “say something to help” and “intervene”.

<sup>8</sup> Dramatic Increase in Murders of Women in Domestic Violence in Bulgaria  
<https://www.novinite.com/articles/194972/Dramatic+Increase+in+Murders+of+Women+in+Domestic+Violence+in+Bulgaria>

This sensitivity is greater in the final parts of the Programme, with Bulgarian participants showing change in their behaviour patterns from passive to active.



The way Bulgarian participants treated issues of domestic/intimate partner violence – with apathy – mirrors attitudes in the country that domestic violence is a private issue (Bulgarian Helsinki Committee 2017) expressed both by citizens and the State<sup>9</sup>. Consideration needs to be given to the possibility that, in societies in which intimate partner violence is considered largely a private matter, incidents of violence against women are unlikely to be shared with family and friends and are also rarely reported to the police. Such reticence may inhibit talking to survey interviewers<sup>10</sup>. While we observe readiness to intervene and say something to help in the answers of the Italy, Greece, Cyprus and Ireland in the both phases of the questionnaires, only in the final one, we see Bulgarians changed their attitude towards the issue.

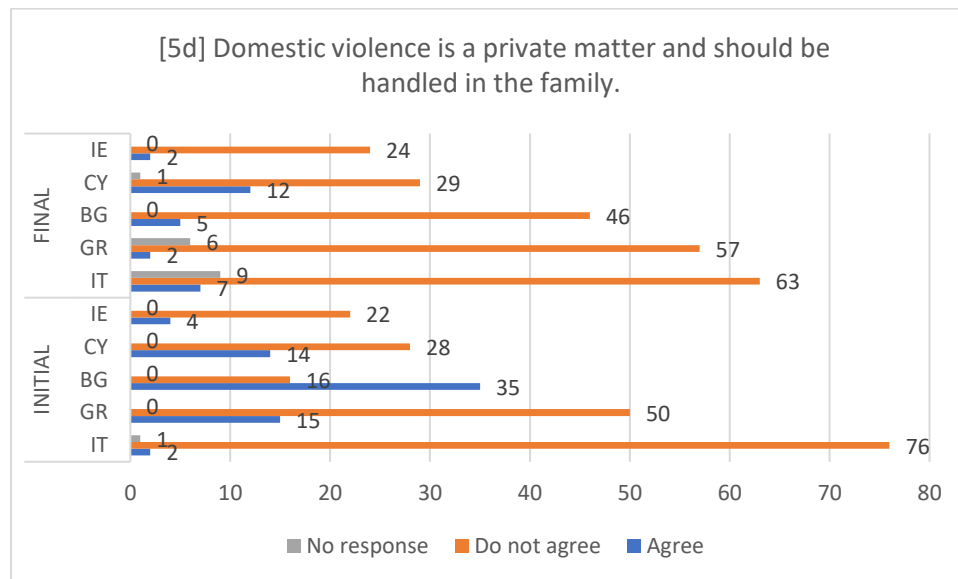
The change was also present during focus group discussions: *‘Thanks to the project and the videogame, I have had the possibility to recognize certain behaviours usually also committed by people of my same gender. These behaviours may seem far from our reality, but it is not the case. It happens to people out age every day. This is why we must help each other and*

<sup>9</sup> According to the abovementioned report on human rights in Bulgaria that reviews court decisions on murders of women, the jury considers as mitigating circumstances the fact that the victim and the perpetrator have been in marital relationship.

<sup>10</sup> [https://fra.europa.eu/sites/default/files/fra-2014-vaw-survey-at-a-glance-oct14\\_en.pdf](https://fra.europa.eu/sites/default/files/fra-2014-vaw-survey-at-a-glance-oct14_en.pdf)

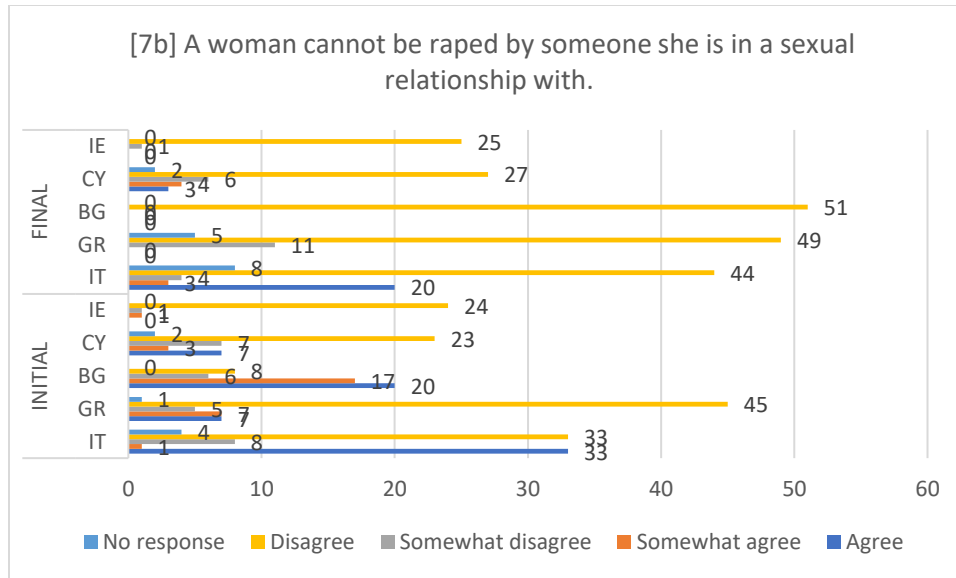
learn how to contrast what still takes place.’- Another girl also shared how each of them should ‘motivate those victims of harassment to speak up, and also to make the perpetrators understand that what they are doing are acts of violence and that victims are not alone.’

## 5.4. JUSTIFICATION



According to the FRA “Violence against Women” Survey (FRA 2012), all the countries that implemented the Convey Pilot Programme – Bulgaria, Cyprus, Greece, Ireland and Italy are below the average in the chart on incidents of women who experienced physical and/or sexual violence by a partner or a non-partner since the age of 15. Researchers relate this trend with the fact that where there is now adequately working State system for protection and where gender equality is not achieved, the levels of violence against women are high<sup>11</sup>. Thus, people are less likely to report. Though the majority of the participants from Italy, Greece, Cyprus and Ireland have dismissed the claim that domestic violence is a private matter, Bulgarians have largely agreed with it in the initial questionnaire. We observe changes in the attitudes in the final stages of the Programme.

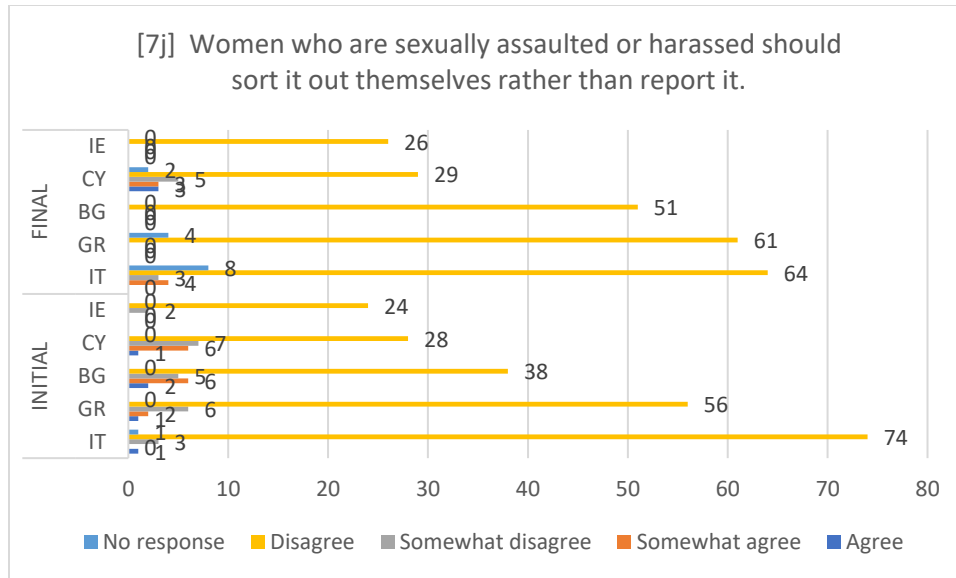
<sup>11</sup> [https://fra.europa.eu/sites/default/files/fra\\_uploads/fra-2017-challenges-to-women-human-rights\\_en.pdf](https://fra.europa.eu/sites/default/files/fra_uploads/fra-2017-challenges-to-women-human-rights_en.pdf)



The CONVEY Pilot Programme and the CONVEY NOT A GAME address the issues of sexual violence against women through various techniques in an age-appropriate manner. Students provided positive feedback on this regard: *'it was good to treat these sensitive topics in an interactive, non-boring manner, using games, dramatization and non-formal education activities.'*

It could be observed in the initial questionnaires that participants had mixed beliefs whether a woman can or cannot be raped when she is in a sexual relationship. A great number of Italian and Bulgarian students initially supported this claim, followed with Cypriots and Greeks. In Ireland, where the discourse on rape has been long present in societal debates, resulting in a special legislation in 2017 to counter the issue - Criminal Law (Sexual Offences) Act 2017<sup>12</sup>, we could observe 100% disagreement. In the end of the Programme, we could see change in the attitudes, with answers disregarding the claim prevailing in all countries.

<sup>12</sup> <https://www.oireachtas.ie/en/bills/bill/2018/93/>



The majority of responses unequivocally support the claim that women should seek help in cases of sexual assault. The CONVEY Pilot Programme managed to create and disseminate clear messages on the ways of preventing and combating sexual violence and sexual harassment by focusing on the gender stereotypes, myths and preconceptions that might lead to such events. It allowed for continued and intensive discussion that brought to light that not only young people in Europe are unprepared on the topics but institutions and society at large. Powerful tools within the Programme were the video testimonies by survivors of sexual violence and harassment that created awareness on the need of joint and coordinated actions to prevent such criminal acts. In addition to the material contained in the training pack, the online simulation game developed by the “CONVEY” project was utilized to further support the communication of the above-mentioned topics. The students were able to make executive decisions within the game by selecting different dialogue options and choosing different actions. Thus, the whole process allowed them a level of autonomy and safe space to voice their opinion without judgements on part of the others.

## 5.5. Correlation

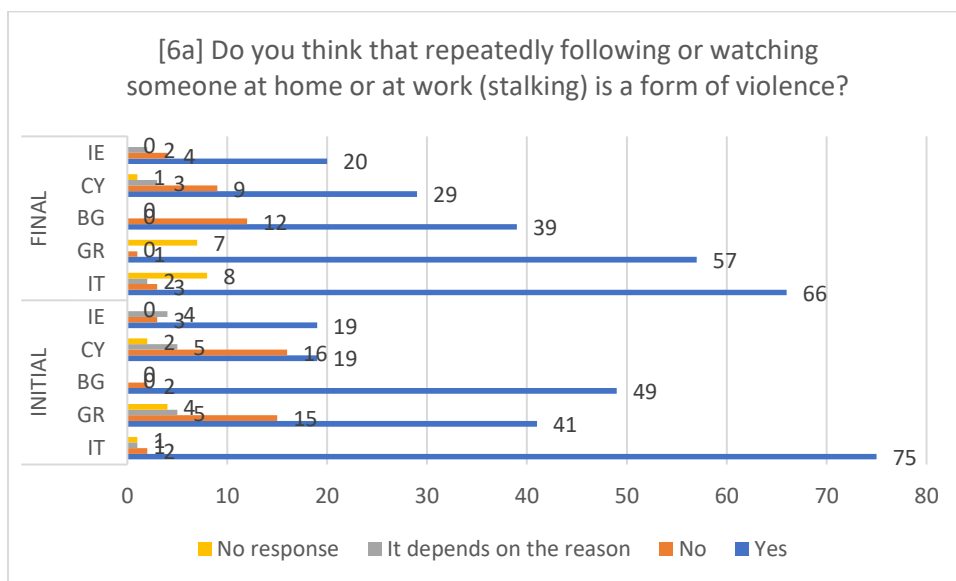
For this section on intimate relations, a clear correlation is present for factors within a relationship and students’ opinion on sexual violence. A strong correlation of .001 P-value (Annex c) appears

between student's replies for questions: *'A lot of the time, women who say they were raped had led the man on and then had regretted it'* and *'If two people are in a relationship, and the man forces the woman to have sex, is this a form of violence?'*

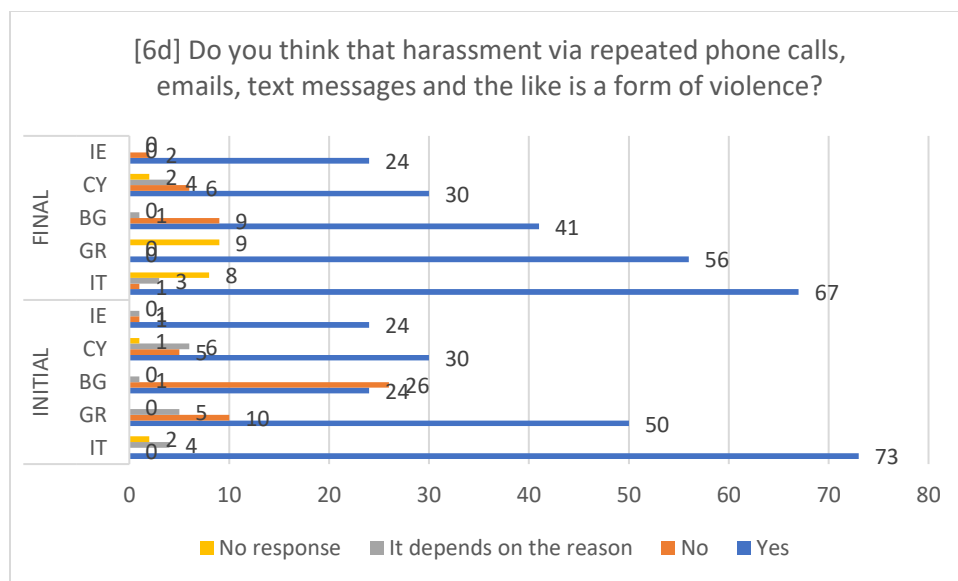
## SECTION 5

### STALKING AND CONTROLLING BEHAVIOUR

In the European Union, 18% of women have experienced stalking since the age of 15, and 5% of women have experienced stalking in the 12 months preceding the FRA survey. This corresponds to about 9 million women in the EU-28 experiencing stalking within a period of 12 months (FRA 2014). While at the European level there is recognition of new or newly recognized forms of violence against women, such as stalking or abuse through the medium of new technologies, at national level States fail to properly address these forms. In fact, traditional and nationalistic attitudes block efforts to empower women through their protection. One such action is the blocking of the Istanbul Convention in countries like Bulgaria and Slovakia. The Convention was adopted by the Council of Europe in 2011, and is the first legally binding regional instrument in Europe that comprehensively addresses different forms of violence against women, such as psychological violence, stalking, physical violence, sexual violence and sexual harassment. It places special focus on the nature of these phenomena, emphasizing the historical inequalities that put women into a subordinate role.



Young people are one of the most at-risk groups when it comes to stalking in online media. At 25, people might post openly on social media, but at 16 they're more likely to use Snapchat or secret messaging [via apps that automatically delete everything], because they don't want people, or their parents, to see what they're doing<sup>13</sup>. According to the Pew Research Center for Internet & Technology, YouTube, Snapchat, and Instagram are the three most popular social platforms for teens; also, teens will migrate between platforms at a far faster pace than adults<sup>14</sup>. This presents several challenges from a safeguarding point of view. Firstly, it's harder for adults to keep track of where teens are spending their time. Also, it can be tricky for the teens themselves to stay safe, as each app will have different safety settings that may not be obvious at first glance. The majority of the respondents of in the CONVEY Pilot Programme recognize that repeatedly following or watching someone at home or at work (stalking) is a form of violence. However, there were answers that disagree with the claim, as in Greece, Cyprus and Bulgaria.



In the initial questionnaire, we observe the majority of Bulgarian students refuting stalking behaviour via phone, emails and messages as a form of violence. Such opinions are shared in Greece and Cyprus. In fact, from the Gender Alternatives Foundation's experience from working in schools, young people have very romanticized views on jealousy. When asked is

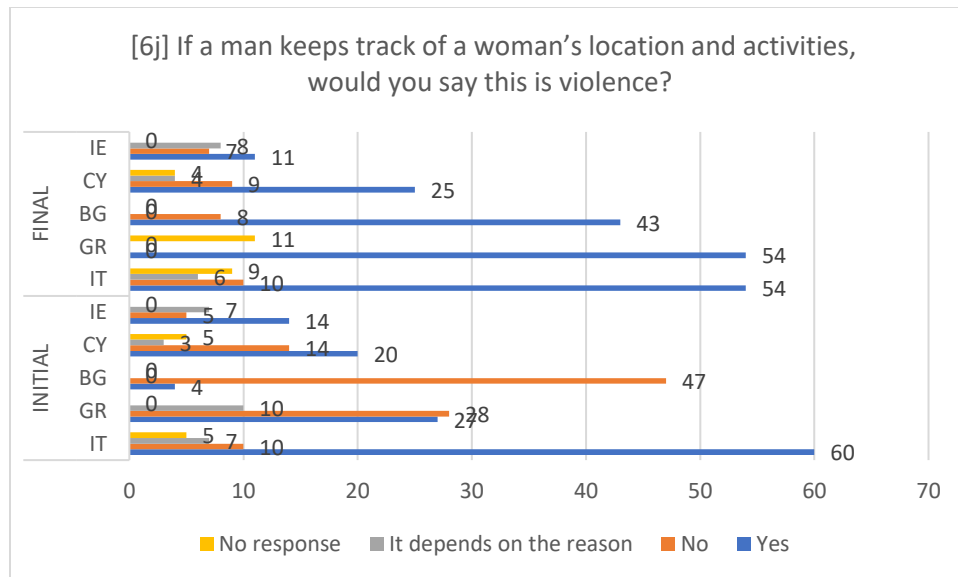
<sup>13</sup> [https://www.vice.com/en\\_us/article/qv7djd/how-teens-stalk-online](https://www.vice.com/en_us/article/qv7djd/how-teens-stalk-online)

<sup>14</sup> [https://www.pewinternet.org/2018/05/31/teens-social-media-technology-2018/pi\\_2018-05-31\\_teenstech\\_0-01/](https://www.pewinternet.org/2018/05/31/teens-social-media-technology-2018/pi_2018-05-31_teenstech_0-01/)



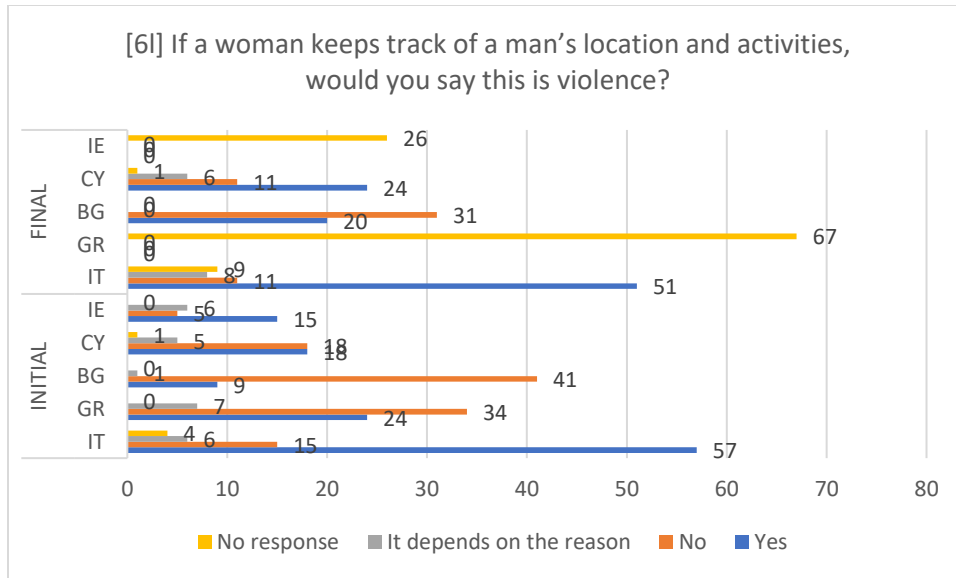
it OK if a boy does not allow his girlfriend to go out by herself, they justify it with attention and care out of love. This leads us to the Bulgarian Helsinki Committee report<sup>15</sup> on murders of women in Bulgaria, exposing that number 1 motive for a man to kill his wife/female partner is jealousy (as evident from the court cases decisions).

In the final sessions of the Programme, we observe the majority of voices recognising controlling behaviour as a form of violence.



The majority of the students from Bulgaria and Greece have initially disagreed with the claim that if a man keeps track of a woman's location and activities, would you say this is violence. They are followed with similar answers from Cyprus and Ireland. Only Italy maintains stable positions in favour of the claim – that it is violence and a form of controlling behavior. The fact that so many opinions support the opposite means that young people do not have objective and trustful sources of information on healthy relationships and the use of social media.

<sup>15</sup> <https://ubita.org/>



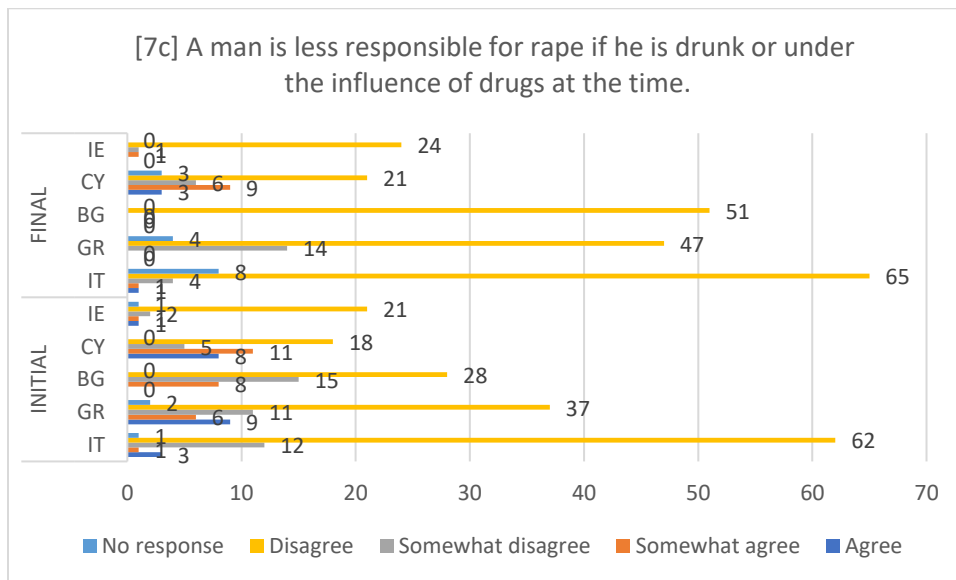
Because of the gender stereotypes that portray women as caring and gentle, we could see how young people imagine stalking over a man from a woman. Only Italian students maintain the majority of answers as “yes”, it is a form of violence. Greek, Bulgarian and Cypriot students have denied it in their majority or questioned it, choosing “depending on the case” in the initial phases.

## SECTION 6

### SEXUAL VIOLENCE

Sexual violence still remains regrettably underreported: only about one third of European women who are physically or sexually abused by their partners contact the authorities. In addition, complaints are not systematically recorded, and the collection of administrative data is not comparable between EU countries<sup>16</sup>. Widespread rape myths and lack of comprehensive sexuality education in schools further cement the status-quo, despite clear political will at European and national levels. The consequences have long-term negative effects on the life of victims.

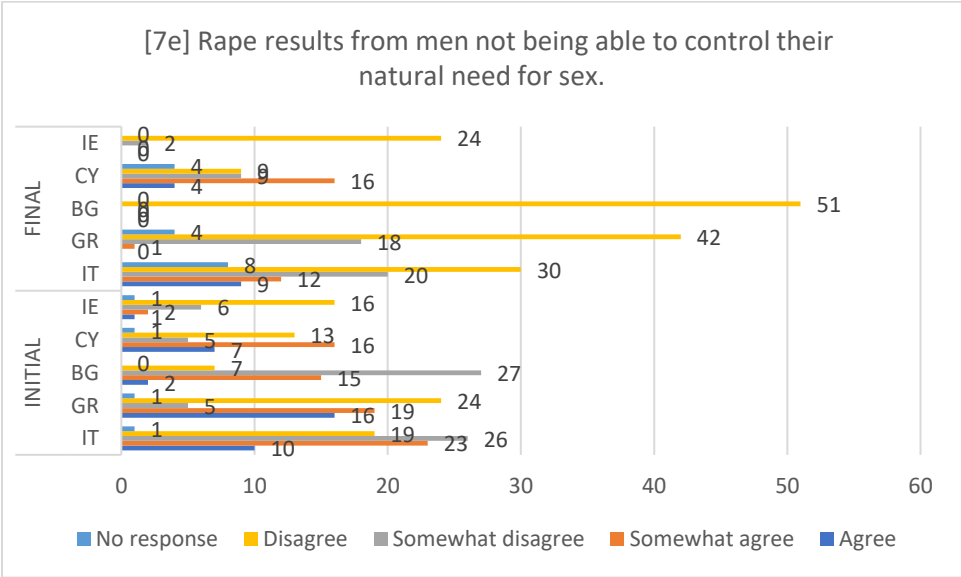
#### 6.1. JUSTIFYING MEN'S BEHAVIOUR



Many people use terms like “date rape” or “acquaintance rape” to describe rapes that occur between people who see each other socially. Because people do not understand how a dating experience could become violent, sometimes these crimes are not taken seriously.

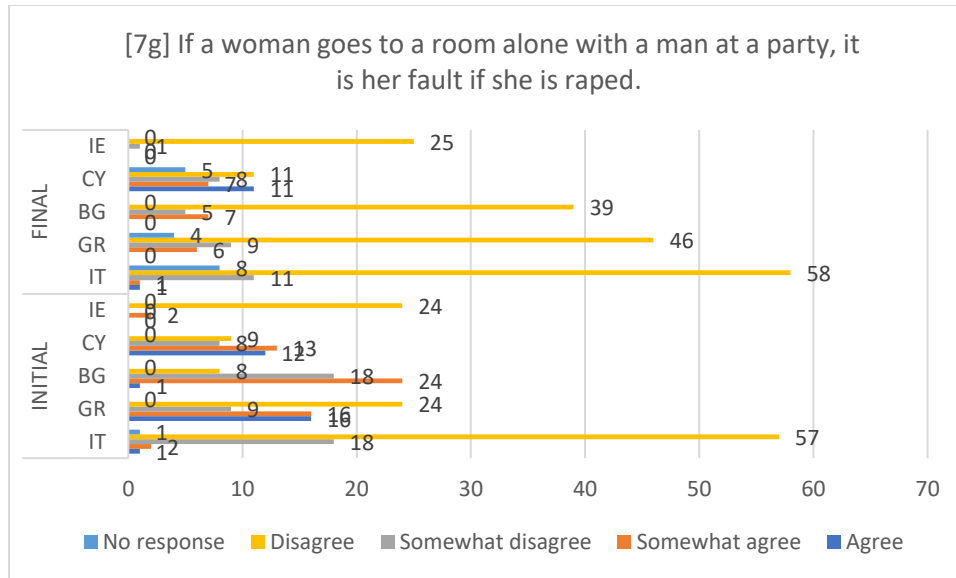
<sup>16</sup> Report on Equality between Women and Men in the EU, 2018, p. 39

Miscommunication or sexual experimentation do not cause sexual violence. It is an abuse of power. They may also use alcohol and drugs to gain control over the other person. The participants in the Pilot Programme have shared varied opinions in the initial questionnaires. Though the majority of Cypriot and Greek students have pointed out “disagree”, opinions from these nationalities also justified the perpetrator of rape when under the use of alcohol. In the final stages of the Pilot Programme, data indicates changes of thought, with almost all refuting the idea that a man is less responsible for rape under the use of alcohol or drugs.



Similar to the previous chart, in the beginning of the Pilot Programme respondents have mixed opinions whether men can or cannot control their natural need for sex. Italy, Greece and Cyprus have noticeable number of “Somewhat agree” and “Agree”. In the final questionnaire, we could see an increase in the “Disagree” with Bulgaria and Ireland leading in the recognition that rape is not loss of control but rather the exercise of it.

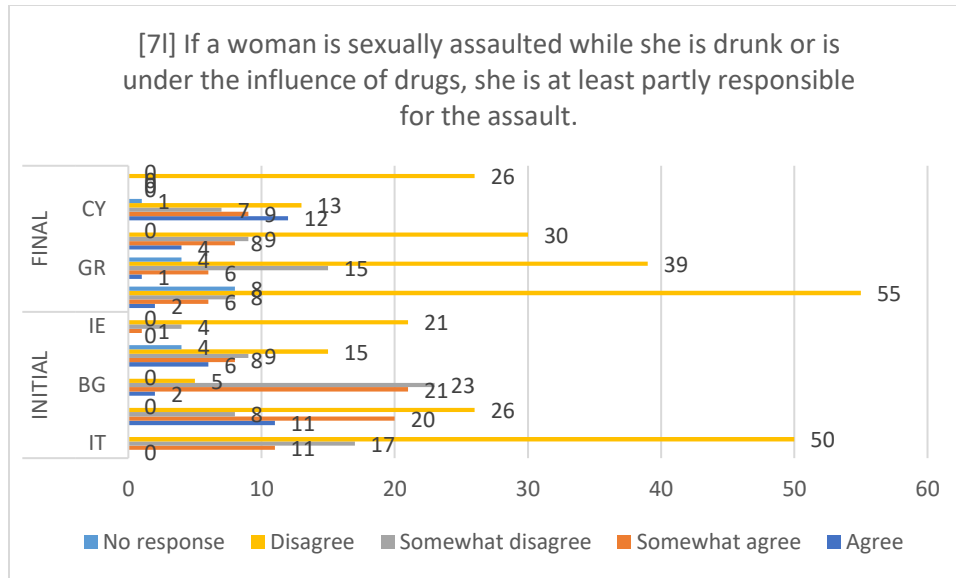
**6.2. VICTIM BLAMING**



A disturbing trend in many cases of domestic abuse, sexual assault, and rape against women is the tendency to blame the victim of the crime, rather than the perpetrator. About one in four victims of sexual assault (either by a partner or a non-partner) does not contact the police or any other organization after the most serious incident because of feelings of shame and embarrassment.<sup>17</sup> This proliferates the belief that women are at fault when they are attacked, and leads to a lack of accountability for men.

Such stereotypical attitudes could be observed in the start of the Pilot Programme, especially in Greece, Cyprus and Bulgaria – the majority of the answers state “Agree” and “Somewhat agree”. In contrast, Italy and Ireland score high in the opposite opinion – “Disagree”. In the final questionnaires we observe change in the answers of the participants from all the countries to “Disagree”.

<sup>17</sup> FRA, Violence against women Survey, 2014, p. 69 - [https://fra.europa.eu/sites/default/files/fra\\_uploads/fra-2014-vaw-survey-main-results-apr14\\_en.pdf](https://fra.europa.eu/sites/default/files/fra_uploads/fra-2014-vaw-survey-main-results-apr14_en.pdf)



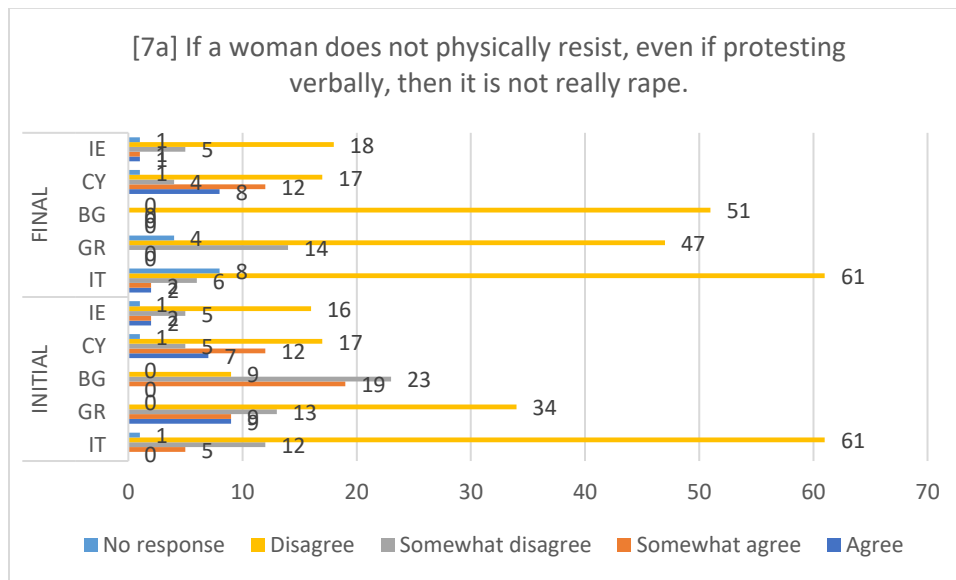
Within this culture of victim blaming, women are told to change their own behavior in order to avoid being assaulted or raped. They are told repeatedly to dress less provocatively, drink less alcohol, and not put themselves in risky situations. Rape survivors are often asked what they were wearing, what they did to “encourage” the perpetrator, or even why they didn’t fight back more. Victim-blaming attitudes marginalize the survivor and make it harder to come forward and report the abuse.

Similar to the above chart, the great majority of the students from Italy and Ireland do not share victim blaming attitudes by entrusting responsibility on the victim. However, we could see varied answers in the initial questionnaire of the Greek, Bulgarian and Cypriot students who appear divided in the opinion “Does she have partial responsibility or not?”. The majority of Bulgarians agree that she is partly responsible for the assault. In the final questionnaires we observe change of the attitudes in all the partner countries. In fact, as stated before, trainers reported that during the development of the whole training programme students have indeed shown that they understand that no dress or makeup justify sexual violence.

### 6.3. CONSENT

According to the FRA survey, some 6 % of women have experienced an attempted rape since the age of 15. The same proportion of women have at least once been made to take part in some form of sexual activity against their will or have consented to sexual activity because they were afraid of what might happen if they did not<sup>18</sup>. 17% of EU citizens agree that violence against women is often provoked by the victim<sup>19</sup>.

It's practically impossible to scroll through social media or watch the news without seeing some report of sexual assault, but the focus of these stories always seems to be on what we should be doing better to help victims in the aftermath of their suffering. But when the subject of prevention comes up, the emphasis is often placed on what girls should do to protect themselves. There is little mention of what should be done to stop our boys from growing into men who have the awareness and knowledge to establish healthy relationships.

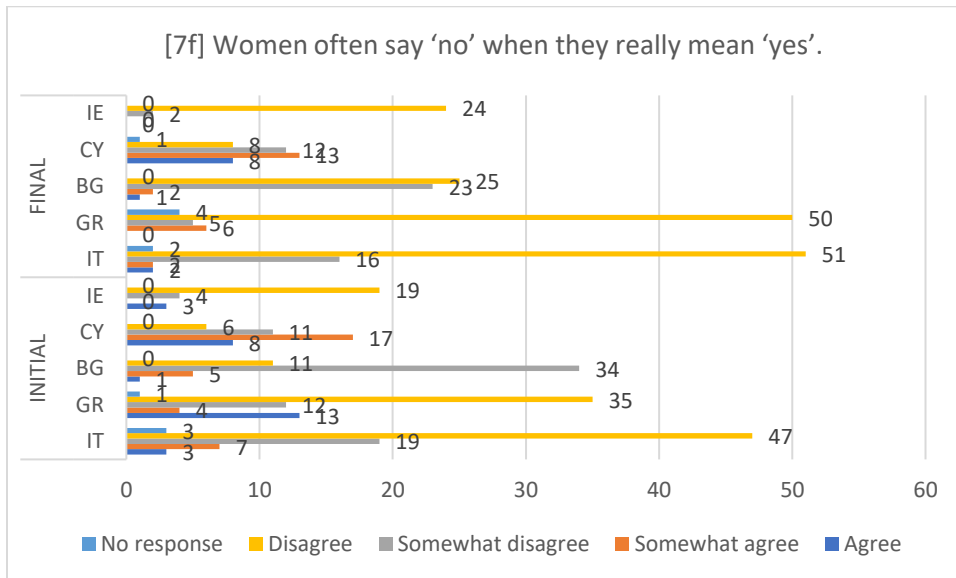


The issue of consent is a multi-faceted compilation psychological and social dynamics of gender inequality and sexual politics. Rape culture is fueled by misinformation and lack of proper education that results in twisted power relationships disguised by silence, shame and fear. The topic of sexual violence and consent is not part of the official curriculums in Greece,

<sup>18</sup> Ibid, p. 41.

<sup>19</sup> <https://ec.europa.eu/justice/saynostopvaw/>

Bulgaria and Cyprus. Where it is lacking, we can observe varied opinions. All participant countries, except Bulgaria disagree in their majority about the claim. In the final questionnaire we see changes in the opinions in all the countries. It is impressive that Bulgarian students have changed their attitudes entirely with 100% “Disagree”.



Popular culture and mass media often assign women subordinate roles promoting them as weak and emotional. They question women’s abilities to make decisions on their own. Within activist and feminist rhetoric, theories of sexual aggression and victimization have increasingly emphasized the role of rape myths in the perpetuation of sexual assault. One such popular belief is that when a woman says “no” she means “yes”. And this is especially valid within sexual relationships and the consent discourse. The answers of Cypriot students in the initial questionnaire confirm the spread of this myth with a majority of answers “Somewhat agree”. Bulgarian respondents also seem hesitant with “somewhat disagree”, followed with Greek students. In the final questionnaires, we can observe change in the responses, with more voices joining to refute this claim. This can also be observed by focus group reflections. One student said: *‘the “Convey not a game” app has rouse my awareness in relation to my rights and those of all women in terms of consent in intimate relations.’*



## 6.4. Correlations

In relation to the topic, correlation D (Annex d) shows an association as far as understanding of consent by students who participated in the study is concerned. For responses on *'Domestic violence can be excused if the violent person was abused as a child'* and *'A man is less responsible for rape if he is drunk or under the influence of drugs at the time'* there is an association given by  $P\text{-value} = 0$ . (Annex d) This does not mean a correlation is present but it does reflect an association in student's opinion on intimate partner violence and sexual violence.

Similarly, an association is present between student's opinion on the way a girl is dressed in relation to gender expectations and victim blaming in case of rape. The  $P\text{-value}=0$  (Annex e) for the relation between answers on *'If a woman goes to a room alone with a man at a party, it is her fault if she is raped'* and *'A girl who wears provocative clothing is an 'easy one' or is 'asking for it' and dresses provocatively to catch the attention and sexual desire of boys'* show an association between both variables. On the same line, opinion on how a girl is dressed provocatively seems to be associated with responses corresponding to *'Women often say 'no' when they really mean 'yes''*. (Annex f)

## SECTION 7

### CONCLUSION

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The promotion and protection of equality between women and men, and eradication of gender-based violence requires a change of mind-sets, solidarity and the political will to create institutional and legal frameworks that specifically address gender inequalities. Despite that we could see efforts at European level to address the issue in its entirety through adoption of legislation and promotion of campaigns<sup>20</sup>, rise of nationalistic attitudes across Europe are a fact<sup>21</sup>. They put human rights at risk and question major achievements of the human rights movements in the field of gender equality. Such a situation reminds us that human rights are not to be taken for granted and we must put all our efforts to protect them.

Through the behavior change measurement study that was implemented in parallel to the CONVEY Pilot Program for young people aged 14-18, we were able to track down the opinion of today's youth on matters that are still considered a taboo or are largely misunderstood by the general society – gender stereotypes and gender-based violence with all their nuanced manifestations. The educational tools that the CONVEY project created on the topics – Trainer of trainers manual, Pilot Programme for young people and “CONVEY NOT A GAME” (online simulation game) were designed explicitly with the aim to provoke the users to critically ponder over examples and cases of these phenomena and often to discover that they were supporting stereotypical beliefs and largely circulated myths. It could be reaffirmed through the charts and focus group discussions featured in the present transnational report that gender-based violence knows no borders and some of the myths on women's independence are well present in all the countries examined.

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<sup>20</sup> For example, the campaign against gender-based violence by the European Commission – No. Nein. Non. <https://ec.europa.eu/justice/saynostopvaw/>

<sup>21</sup> <https://www.bbc.com/news/world-europe-36130006>

With the implementation of the educational tools for teachers and students alike, we could draw the following conclusions:

- Ongoing training on human rights and gender equality is needed at all levels of professional and social organization to achieve understanding and sensitivity on the complexity of the topics;
- Creation of interactive tools such as CONVEY NOT A GAME for engagement of young people in countering hate speech, gender-based violence and equality are critical for the achievement of critical thinking, safety and awareness in the era of digital communication and technologies;
- Institutions and civil society need to work hand in hand for the promotion of human rights and implementation of new educational practices that fall within the domain of non-formal education.

That is why the CONVEY Pilot Programme is valuable as it is a modern educational tool that addresses the present-day society's problems in an interactive way that promotes action on the user and deals with topics that often expedite the existing legislations in the different EU countries.

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## SECTION 9 ANNEXES

### Annex (a)

[2.a\_M&F same responsibilities] \* [8.c\_electronic media]

		[8.c_electronic media]					
		Agree	Somewhat agree	Somewhat disagree	Disagree	Totale	
[2.a_M&F same responsibilities]	Yes	Conteggio	79	66	29	23	197
		% in [2.a_M&F same responsibilities]	40,1%	33,5%	14,7%	11,7%	100,0%
		% in [8.c_electronic media]	86,8%	100,0%	78,4%	79,3%	88,3%
		% del totale	35,4%	29,6%	13,0%	10,3%	88,3%
	No	Conteggio	12	0	8	6	26
		% in [2.a_M&F same responsibilities]	46,2%	0,0%	30,8%	23,1%	100,0%
		% in [8.c_electronic media]	13,2%	0,0%	21,6%	20,7%	11,7%
		% del totale	5,4%	0,0%	3,6%	2,7%	11,7%
Totale		Conteggio	91	66	37	29	223
		% in [2.a_M&F same responsibilities]	40,8%	29,6%	16,6%	13,0%	100,0%
		% in [8.c_electronic media]	100,0%	100,0%	100,0%	100,0%	100,0%
		% del totale	40,8%	29,6%	16,6%	13,0%	100,0%

#### Chi square test

	Valore	gl	Significatività asintotica (bilaterale)
Chi-quadrato di Pearson	14,778	3	,002
Rapporto di verosimiglianza	21,426	3	,000



Associazione lineare per lineare	2,249	1	,134
N di casi validi	223		

## Annex (b)

[3.f\_G\_cloths] \* [7.d\_W lead on M]

		[7.d_W lead on M]				
		Agree	Somewhat agree	Somewhat disagree	Disagree	Totale
[3.f_G_cloths] True/Agree	Conteggio	9	7	16	19	51
	% in [3.f_G_cloths]	17,6%	13,7%	31,4%	37,3%	100,0%
	% in [7.d_W lead on M]	52,9%	33,3%	24,6%	14,5%	21,8%
	% del totale	3,8%	3,0%	6,8%	8,1%	21,8%
False/Do not agree	Conteggio	8	14	49	112	183
	% in [3.f_G_cloths]	4,4%	7,7%	26,8%	61,2%	100,0%
	% in [7.d_W lead on M]	47,1%	66,7%	75,4%	85,5%	78,2%
	% del totale	3,4%	6,0%	20,9%	47,9%	78,2%
Totale	Conteggio	17	21	65	131	234
	% in [3.f_G_cloths]	7,3%	9,0%	27,8%	56,0%	100,0%
	% in [7.d_W lead on M]	100,0%	100,0%	100,0%	100,0%	100,0%
	% del totale	7,3%	9,0%	27,8%	56,0%	100,0%

### Chi square test

	Valore	gl	Significatività asintotica (bilaterale)
Chi-quadrato di Pearson	15,705	3	,001
Rapporto di verosimiglianza	14,112	3	,003
Associazione lineare per lineare	15,228	1	,000
N di casi validi	234		

## Annex (c)

[7.d\_W lead on M] \* [4.i\_M\_forces sex in rr\_reason]

		[4.i_M_forces sex in rr_reason]			Totale	
		Yes	No	It depends on the reason		
[7.d_W lead on M]	Agree	Conteggio	13	4	0	17
		% in [7.d_W lead on M]	76,5%	23,5%	0,0%	100,0%
		% in [4.i_M_forces sex in rr_reason]	6,1%	36,4%	0,0%	7,4%
		% del totale	5,7%	1,7%	0,0%	7,4%
	Somewhat agree	Conteggio	19	2	0	21
		% in [7.d_W lead on M]	90,5%	9,5%	0,0%	100,0%
		% in [4.i_M_forces sex in rr_reason]	8,9%	18,2%	0,0%	9,2%
		% del totale	8,3%	0,9%	0,0%	9,2%
	Somewhat disagree	Conteggio	60	0	4	64
		% in [7.d_W lead on M]	93,8%	0,0%	6,3%	100,0%
		% in [4.i_M_forces sex in rr_reason]	28,2%	0,0%	80,0%	27,9%
		% del totale	26,2%	0,0%	1,7%	27,9%
Disagree	Conteggio	121	5	1	127	
	% in [7.d_W lead on M]	95,3%	3,9%	0,8%	100,0%	
	% in [4.i_M_forces sex in rr_reason]	56,8%	45,5%	20,0%	55,5%	
	% del totale	52,8%	2,2%	0,4%	55,5%	
Totale	Conteggio	213	11	5	229	
	% in [7.d_W lead on M]	93,0%	4,8%	2,2%	100,0%	
	% in [4.i_M_forces sex in rr_reason]	100,0%	100,0%	100,0%	100,0%	
	% del totale	93,0%	4,8%	2,2%	100,0%	

Chi square test

	Valore	gl	Significatività asintotica (bilaterale)
Chi-quadrato di Pearson	24,056	6	,001
Rapporto di verosimiglianza	20,454	6	,002
Associazione lineare per lineare	3,740	1	,053
N di casi validi	229		

## Annex (d)

[5.e\_domestic V excused if] \* [7.c\_M responsibility rape is drunk]

		[7.c_M responsibility rape is drunk]					
		Agree	Somewhat agree	Somewhat disagree	Disagree	Totale	
[5.e_domestic V excused if]	Agree	Conteggio	3	11	19	33	66
		% in [5.e_domestic V excused if]	4,5%	16,7%	28,8%	50,0%	100,0%
		% in [7.c_M responsibility rape is drunk]	42,9%	61,1%	61,3%	18,9%	28,6%
		% del totale	1,3%	4,8%	8,2%	14,3%	28,6%
Do not agree	Do not agree	Conteggio	4	7	12	142	165
		% in [5.e_domestic V excused if]	2,4%	4,2%	7,3%	86,1%	100,0%
		% in [7.c_M responsibility rape is drunk]	57,1%	38,9%	38,7%	81,1%	71,4%
		% del totale	1,7%	3,0%	5,2%	61,5%	71,4%
Totale		Conteggio	7	18	31	175	231
		% in [5.e_domestic V excused if]	3,0%	7,8%	13,4%	75,8%	100,0%
		% in [7.c_M responsibility rape is drunk]	100,0%	100,0%	100,0%	100,0%	100,0%
		% del totale	3,0%	7,8%	13,4%	75,8%	100,0%

Chi square test

	Valore	gl	Significatività asintotica (bilaterale)
Chi-quadrato di Pearson	34,392	3	,000
Rapporto di verosimiglianza	31,951	3	,000
Associazione lineare per lineare	22,755	1	,000
N di casi validi	231		

### Annex (e)

[7.g\_W alone fault] \* [3.f\_G\_cloths]

		[3.f_G_cloths]		Totale	
		True/Agree	False/Do not agree		
[7.g_W alone fault]	Agree	Conteggio	13	10	23
		% in [7.g_W alone fault]	56,5%	43,5%	100,0%
		% in [3.f_G_cloths]	27,1%	5,5%	10,0%
		% del totale	5,7%	4,4%	10,0%
	Somewhat agree	Conteggio	7	14	21
		% in [7.g_W alone fault]	33,3%	66,7%	100,0%
		% in [3.f_G_cloths]	14,6%	7,7%	9,2%
		% del totale	3,1%	6,1%	9,2%
	Somewhat disagree	Conteggio	10	27	37
		% in [7.g_W alone fault]	27,0%	73,0%	100,0%
		% in [3.f_G_cloths]	20,8%	14,9%	16,2%
		% del totale	4,4%	11,8%	16,2%
Disagree	Conteggio	18	130	148	
	% in [7.g_W alone fault]	12,2%	87,8%	100,0%	
	% in [3.f_G_cloths]	37,5%	71,8%	64,6%	
	% del totale	7,9%	56,8%	64,6%	
Totale	Conteggio	48	181	229	
	% in [7.g_W alone fault]	21,0%	79,0%	100,0%	
	% in [3.f_G_cloths]	100,0%	100,0%	100,0%	
	% del totale	21,0%	79,0%	100,0%	

Chi square test

	Valore	gl	Significatività asintotica (bilaterale)
Chi-quadrato di Pearson	27,234	3	,000
Rapporto di verosimiglianza	24,184	3	,000
Associazione lineare per lineare	26,449	1	,000
N di casi validi	229		

## Annex (f)

[7.f\_W say no, mean yes] \* [3.f\_G\_cloths]

		[3.f_G_cloths]		Totale	
		True/Agree	False/Do not agree		
[7.f_W say no, mean yes]	Agree	Conteggio	9	9	18
		% in [7.f_W say no, mean yes]	50,0%	50,0%	100,0%
		% in [3.f_G_cloths]	17,3%	4,9%	7,6%
		% del totale	3,8%	3,8%	7,6%
	Somewhat agree	Conteggio	12	22	34
		% in [7.f_W say no, mean yes]	35,3%	64,7%	100,0%
		% in [3.f_G_cloths]	23,1%	11,9%	14,3%
		% del totale	5,1%	9,3%	14,3%
	Somewhat disagree	Conteggio	14	33	47
		% in [7.f_W say no, mean yes]	29,8%	70,2%	100,0%
		% in [3.f_G_cloths]	26,9%	17,8%	19,8%
		% del totale	5,9%	13,9%	19,8%
	Disagree	Conteggio	17	121	138
		% in [7.f_W say no, mean yes]	12,3%	87,7%	100,0%
		% in [3.f_G_cloths]	32,7%	65,4%	58,2%
		% del totale	7,2%	51,1%	58,2%
Totale		Conteggio	52	185	237

% in [7.f_W say no, mean yes]	21,9%	78,1%	100,0%
% in [3.f_G cloths]	100,0%	100,0%	100,0%
% del totale	21,9%	78,1%	100,0%

### Chi square test

	Valore	gl	Significatività asintotica (bilaterale)
Chi-quadrato di Pearson	20,964	3	,000
Rapporto di verosimiglianza	20,035	3	,000
Associazione lineare per lineare	20,189	1	,000
N di casi validi	237		

## Annex 1

### Behaviour Change Study – Sample of Questionnaire (Preliminary)

#### Section 1 – About You

1a	Age	<input type="checkbox"/> 1. Fourteen	<input type="checkbox"/> 4. Seventeen
		<input type="checkbox"/> 2. Fifteen	<input type="checkbox"/> 5. Eighteen
		<input type="checkbox"/> 3. Sixteen	<input type="checkbox"/> 6. other
1b	Gender	<input type="checkbox"/> 1. Girl	<input type="checkbox"/> 3. Other: _____
		<input type="checkbox"/> 2. Boy	
1c	Do you have/consider yourself having any special needs/disabilities/impairments?	<input type="checkbox"/> 1. Yes	<input type="checkbox"/> 2. No
1d	Where were you born?	<input type="checkbox"/> 1. Europe (specify country): _____	<input type="checkbox"/> 2. Outside of Europe (specify country): _____
1e	Who do you live with? <i>Tick all appropriate answers.</i>	<input type="checkbox"/> 1. mother	<input type="checkbox"/> 6. grand-mother
		<input type="checkbox"/> 2. father	<input type="checkbox"/> 7. grand-father
		<input type="checkbox"/> 3. legal guardian	<input type="checkbox"/> 8. uncle
		<input type="checkbox"/> 4. brother/s	<input type="checkbox"/> 9. aunt
		<input type="checkbox"/> 5. sister/s	<input type="checkbox"/> 10. other: _____
1f	Do you have siblings? IF YES, how old are they?	<input type="checkbox"/> 1. Yes, they are _____ old	<input type="checkbox"/> 2. No
1j	Do you speak ENGLISH at home? IF NO, please specify.	<input type="checkbox"/> 1. Yes	<input type="checkbox"/> 2. No, we speak _____

#### Section 2 – Women and Men

2a	Do you agree that mothers and fathers have the same responsibilities to their family?	<input type="checkbox"/> 1. Yes	<input type="checkbox"/> 2. No
2b	What are the responsibilities of a father to his family? Name three.	1. _____	2. _____
		3. _____	

2c	What are the responsibilities of a mother to her family? Name three.	1. _____ 2. _____ 3. _____
2d	Are there different expectations for sons and for daughters in the family? If yes, please make an example for each.	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No  E.g. _____
2e	Do you agree that some jobs are more appropriate for men?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No
	Why?	_____ _____ _____
2f	Do you agree that some jobs are more appropriate for women?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No
2g	Why?	_____ _____ _____
2h	Who do you think has life easier, girls or boys? Why?	<input type="checkbox"/> 1. Girls because _____ <input type="checkbox"/> 2. Boys because _____

### Section 3 – Gendered Expectations

<i>Which of these statements you find to be true or agree with?</i>		True/Agree	False/Don't Agree
3a	Teenage girls should follow the trend and fashion so that they can be sexually attractive	<input type="checkbox"/>	<input type="checkbox"/>
3b	Teenage girls who view sexually objectifying images of women on the Internet are more likely to accept violence	<input type="checkbox"/>	<input type="checkbox"/>
3c	Teenage girls do not have enough female role models	<input type="checkbox"/>	<input type="checkbox"/>
3d	Teenage boys are expected to become sexually active earlier than girls	<input type="checkbox"/>	<input type="checkbox"/>
3e	It is normal for boys to expect sex from their partner after the first date	<input type="checkbox"/>	<input type="checkbox"/>
3f	A girl who wears provocative clothing is an 'easy one' or is 'asking for it' and	<input type="checkbox"/>	<input type="checkbox"/>



	dresses provocatively to catch the attention and sexual desire of boys		
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#### Section 4 – In a relationship

4a	If in a couple, one partner slaps the other, is this violence?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. It depends on the reason (please specify): _____ _____
4b	If you answered yes to the above question, how serious a violence would this be?	<input type="checkbox"/> 1. very serious <input type="checkbox"/> 3. Not that serious <input type="checkbox"/> 2. Quite serious <input type="checkbox"/> 4. Not at all serious
4c	Is it violence if the man slaps the woman after finding out she has cheated?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. It depends on the reason (please specify): _____ _____
4d	If you answered yes to the above question, how serious do you think this is?	<input type="checkbox"/> 1. very serious <input type="checkbox"/> 3. Not that serious <input type="checkbox"/> 2. Quite serious <input type="checkbox"/> 4. Not at all serious
4e	Is it violence if the woman slaps the man after finding out he has cheated?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. It depends on the reason (please specify): _____ _____
4f	If you answered yes to the above question, how serious do you think this is?	<input type="checkbox"/> 1. very serious <input type="checkbox"/> 3. Not that serious <input type="checkbox"/> 2. Quite serious <input type="checkbox"/> 4. Not at all serious
4g	If two people are in a relationship, and one forces the other to have sex, is this a form of violence?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. It depends on the reason (please specify): _____ _____
4h	If you answered yes to the above question, how serious do you think this is?	<input type="checkbox"/> 1. very serious <input type="checkbox"/> 3. Not that serious <input type="checkbox"/> 2. Quite serious <input type="checkbox"/> 4. Not at all serious
4i	If two people are in a relationship, and the man forces the woman to have sex, is this a form of violence?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No

		<input type="checkbox"/> 3. It depends on the reason (please specify): _____
4j	If you answered yes to the above question, how serious do you think this is?	<input type="checkbox"/> 1. very serious <input type="checkbox"/> 3. Not that serious <input type="checkbox"/> 2. Quite serious <input type="checkbox"/> 4. Not at all serious
4k	If two people are in a relationship, and the woman forces the man to have sex, is this a form of violence?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. It depends on the reason (please specify): _____
4l	If you answered yes to the above question, how serious do you think this is?	<input type="checkbox"/> 1. very serious <input type="checkbox"/> 3. Not that serious <input type="checkbox"/> 2. Quite serious <input type="checkbox"/> 4. Not at all serious
4m	How do you think you would react if you saw a woman/girl being physically assaulted by her partner?	<input type="checkbox"/> 1. Ignore <input type="checkbox"/> 2. Feel uncomfortable but say nothing <input type="checkbox"/> 3. Physically intervene to try and stop the violent person <input type="checkbox"/> 4. Say or do something else to help (e.g. call the police) <input type="checkbox"/> 5. Other: _____
4n	How would you react if you saw a female family member or close friend being physically assaulted by her partner?	<input type="checkbox"/> 1. Ignore <input type="checkbox"/> 2. Feel uncomfortable but say nothing <input type="checkbox"/> 3. Physically intervene to try and stop the violent person <input type="checkbox"/> 4. Say or do something else to help (e.g. call the police) <input type="checkbox"/> 5. Other: _____

### Section 5 – Your Opinion on Intimate Partner Violence

<i>Do you agree with the following statements?</i>		Agree	Do not agree
5a	Violence that happens in a couple / relationship is a criminal offence.	<input type="checkbox"/>	<input type="checkbox"/>
5b	Most people turn a blind eye or ignore domestic violence.	<input type="checkbox"/>	<input type="checkbox"/>
5c	It is hard to understand why women stay in violent relationships.	<input type="checkbox"/>	<input type="checkbox"/>

5d	<b>Domestic violence is a private matter and should be handled in the family.</b>	<input type="checkbox"/>	<input type="checkbox"/>
5e	<b>Domestic violence can be excused if the violent person was abused as a child.</b>	<input type="checkbox"/>	<input type="checkbox"/>

### Section 6 – Your Opinion on Online and Offline Sexual Harassment

6a	Do you think that repeatedly following or watching someone at home or at work (stalking) is a form of violence?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. It depends on the reason (please specify): _____ _____	
6b	<b>This behavior is:</b>	<input type="checkbox"/> 1. More common against women <input type="checkbox"/> 2. More common against men <input type="checkbox"/> 3. Equally common against women and men	
6c	<b>How serious do you think are the consequences of this behavior?</b>	<input type="checkbox"/> 1. Very serious <input type="checkbox"/> 3. Not that serious <input type="checkbox"/> 2. Quite serious <input type="checkbox"/> 4. Not at all serious	
6d	Do you think that harassment via repeated phone calls, emails, text messages and the like is a form of violence?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. It depends on the reason (please specify): _____ _____	
6e	<b>If yes, how serious is this?</b>	<input type="checkbox"/> 1. very serious <input type="checkbox"/> 3. Not that serious <input type="checkbox"/> 2. Quite serious <input type="checkbox"/> 4. Not at all serious	
6f	If a man keeps track of his partner's location, calls, activities through her mobile phone or other electronic devices and media, would you say this is...	<input type="checkbox"/> 1. Always acceptable <input type="checkbox"/> 4. Sometimes acceptable <input type="checkbox"/> 2. Only acceptable if she knows about it <input type="checkbox"/> 5. Rarely acceptable <input type="checkbox"/> 3. Acceptable if he thinks that she may be cheating on him <input type="checkbox"/> 6. Never acceptable	
6g	<b>If you regard the above as not acceptable, how serious you think this is?</b>	<input type="checkbox"/> 1. Very serious <input type="checkbox"/> 3. Not that serious <input type="checkbox"/> 2. Quite serious <input type="checkbox"/> 4. Not at all serious	
6h	If a woman keeps track of her partner's location, calls, activities through her mobile phone or other electronic	<input type="checkbox"/> 1. Always acceptable <input type="checkbox"/> 4. Sometimes acceptable	

	devices and media, would you say this is...	<input type="checkbox"/> 2. Only acceptable if he knows about it <input type="checkbox"/> 3. Acceptable if she thinks that he may be cheating on her	<input type="checkbox"/> 5. Rarely acceptable <input type="checkbox"/> 6. Never acceptable
6i	If you regard the above as not-acceptable, how serious do you think this is?	<input type="checkbox"/> 1. Very serious <input type="checkbox"/> 2. Quite serious	<input type="checkbox"/> 3. Not that serious <input type="checkbox"/> 4. Not at all serious
6j	If a man keeps track of a woman's location and activities, would you say this is violence?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. It depends on the reason (please specify): _____	
6k	If yes, how serious a violence do you think this would be?	<input type="checkbox"/> 1. Very serious <input type="checkbox"/> 2. Quite serious	<input type="checkbox"/> 3. Not that serious <input type="checkbox"/> 4. Not at all serious
6l	If a woman keeps track of a man's location and activities, would you say this is violence?	<input type="checkbox"/> 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/> 3. It depends on the reason (please specify): _____	
6m	If yes, how serious a violence do you think this would be?	<input type="checkbox"/> 1. very serious <input type="checkbox"/> 2. Quite serious	<input type="checkbox"/> 3. Not that serious <input type="checkbox"/> 4. Not at all serious

### Section 7 – Your Opinion on Sexual Violence and Sexual Harassment

*Which of these statements do you agree with?*

7a	If a woman does not physically resist, even if protesting verbally, then it is not really rape.	<input type="checkbox"/> 1. Agree <input type="checkbox"/> 2. Somewhat agree	<input type="checkbox"/> 3. Somewhat disagree <input type="checkbox"/> 4. Disagree
7b	A woman cannot be raped by someone she is in a sexual relationship with.	<input type="checkbox"/> 1. Agree <input type="checkbox"/> 2. Somewhat agree	<input type="checkbox"/> 3. Somewhat disagree <input type="checkbox"/> 4. Disagree
7c	A man is less responsible for rape if he is drunk or under the influence of drugs at the time.	<input type="checkbox"/> 1. Agree <input type="checkbox"/> 2. Somewhat agree	<input type="checkbox"/> 3. Somewhat disagree <input type="checkbox"/> 4. Disagree

7d	A lot of the time, women who say they were raped had led the man on and then had regretted it.	<input type="checkbox"/> 1. Agree <input type="checkbox"/> 2. Somewhat agree	<input type="checkbox"/> 3. Somewhat disagree <input type="checkbox"/> 4. Disagree
7e	Rape results from men not being able to control their natural need for sex.	<input type="checkbox"/> 1. Agree <input type="checkbox"/> 2. Somewhat agree	<input type="checkbox"/> 3. Somewhat disagree <input type="checkbox"/> 4. Disagree
7f	Women often say 'no' when they really mean 'yes'.	<input type="checkbox"/> 1. Agree <input type="checkbox"/> 2. Somewhat agree	<input type="checkbox"/> 3. Somewhat disagree <input type="checkbox"/> 4. Disagree
7g	If a woman goes to a room alone with a man at a party, it is her fault if she is raped.	<input type="checkbox"/> 1. Agree <input type="checkbox"/> 2. Somewhat agree	<input type="checkbox"/> 3. Somewhat disagree <input type="checkbox"/> 4. Disagree
7h	Women are more likely to be raped by someone they know than by a stranger.	<input type="checkbox"/> 1. Agree <input type="checkbox"/> 2. Somewhat agree	<input type="checkbox"/> 3. Somewhat disagree <input type="checkbox"/> 4. Disagree
7i	Women rarely make false claims of being sexually assaulted.	<input type="checkbox"/> 1. Agree <input type="checkbox"/> 2. Somewhat agree	<input type="checkbox"/> 3. Somewhat disagree <input type="checkbox"/> 4. Disagree
7j	Women who are sexually assaulted or harassed should sort it out themselves rather than report it.	<input type="checkbox"/> 1. Agree <input type="checkbox"/> 2. Somewhat agree	<input type="checkbox"/> 3. Somewhat disagree <input type="checkbox"/> 4. Disagree
7k	Women with disabilities are less likely to be believed if they report rape.	<input type="checkbox"/> 1. Agree <input type="checkbox"/> 2. Somewhat agree	<input type="checkbox"/> 3. Somewhat disagree <input type="checkbox"/> 4. Disagree
7l	If a woman is sexually assaulted while she is drunk or is under the influence of drugs, she is at least partly responsible for the assault.	<input type="checkbox"/> 1. Agree <input type="checkbox"/> 2. Somewhat agree	<input type="checkbox"/> 3. Somewhat disagree <input type="checkbox"/> 4. Disagree

## Section 8 – Gender and Media

*Which of these statements do you agree with?*

8a	Printed Media support different roles for women and men.	<input type="checkbox"/> 1. Agree <input type="checkbox"/> 2. Somewhat agree	<input type="checkbox"/> 3. Somewhat disagree <input type="checkbox"/> 4. Disagree
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8b	Such support by printed media is acceptable.	<input type="checkbox"/> 1. Agree <input type="checkbox"/> 2. Somewhat agree	<input type="checkbox"/> 3. Somewhat disagree <input type="checkbox"/> 4. Disagree
8c	Electronic Media support different roles for women and men.	<input type="checkbox"/> 1. Agree <input type="checkbox"/> 2. Somewhat agree	<input type="checkbox"/> 3. Somewhat disagree <input type="checkbox"/> 4. Disagree
8d	Such support by electronic media is acceptable.	<input type="checkbox"/> 1. Agree <input type="checkbox"/> 2. Somewhat agree	<input type="checkbox"/> 3. Somewhat disagree <input type="checkbox"/> 4. Disagree
8e	Social Media support different roles for men and women/ boys and girls.	<input type="checkbox"/> 1. Agree <input type="checkbox"/> 2. Somewhat agree	<input type="checkbox"/> 3. Somewhat disagree <input type="checkbox"/> 4. Disagree
8f	Such support of gender roles by social media is acceptable.	<input type="checkbox"/> 1. Agree <input type="checkbox"/> 2. Somewhat agree	<input type="checkbox"/> 3. Somewhat disagree <input type="checkbox"/> 4. Disagree
9a	Which type of Media do you use?	<input type="checkbox"/> 1. Printed media <input type="checkbox"/> 2. Electronic media	<input type="checkbox"/> 3. Social media (Facebook, Twitter, Instagram, Snapchat, Other)
9b	What purpose do you use Media for?	<input type="checkbox"/> 1. Information gathering <input type="checkbox"/> 2. Learning	<input type="checkbox"/> 3. Communication with friends <input type="checkbox"/> 4. General communication <input type="checkbox"/> 5. Producing and disseminating information



**ga**  
gender  
alternatives



cesie  
the world is only how we see it



HFC  
"Hope  
For  
Children"



Palermo dal 1783  
**Maria Adelaide**  
Educandato Statale



sexual violence centre cork



City of Westminster



**BULGARIAN  
RED CROSS**  
Regional council -  
Plovdiv