



Up & Up

“UPscaling trainers and educators competencies on gender based violence to UPscaling awareness among young people against violence”

Handbook – Greece



Union of Women Associations of Heraklion Prefecture

December 2020



**UP & UP – UPscaling trainers and educators competencies on gender based violence to
UPscaling awareness among young people against violence**

2019-1-IT01-KA202-007795

O1 – Handbook Greece

Union of Women Associations of Heraklion Prefecture



Author: Eleni Gerakaki

1st Edition: December 2020

Co-funded by the
Erasmus+ Programme
of the European Union



The contents of this publication are the sole responsibility of the Union of the Women Associations of Heraklion Prefecture for the UP & UP project, and do not necessarily reflect the opinion of the European Union.



Contents

1. Introduction.....	4
Intellectual Output 1 - Stereotypes analysis and good practices to break them down.....	5
2. Research Methodology-Target group	6
Difficulties-Challenges	6
3. Results of the questionnaires.....	8
4. Analysis – General Hypotheses	14
5. Identifying & assessing stereotypical perceptions	17
6. Implementation of Interventions to Target Groups.....	18
Assessment of Interventions	18

1. Introduction

The «Union of Women Associations of Heraklion Prefecture» (UWAH) is a certified women's NGO, active in matters of domestic violence and abuse, since 2000, located in Heraklion, Crete, Greece. Its activity extends throughout Crete, as well as to the surrounding islands, while it cooperates closely with all the bodies of the Public sector that are involved with the phenomenon of human-to-human violence. The Association is a member of National and European Networks of Women's Organizations working on the topics of Domestic Violence and Abuse, victim protection and perpetrator management such as the WAVE Network and the WWP European Network. In addition, it is a member of EUROCHILD for the protection of the rights of the child.

Abuse is a multi-level social phenomenon with a variety and ever-evolving ways of manifestation. Every individual is responsible for remaining vigilant, for seeking ways to collaborate and enhance knowledge, so that the response against violence is effective. The development of the phenomenon of violence urges our entity to apply continuous training and specialization activities and for this purpose we are constantly participating in new European projects. Therefore, and based on the high correlation of gender-based violence with gender stereotypes, the Union of Women Associations of Heraklion Prefecture participates in the implementation of the European Project **Up & Up–“Upgrading the educator’s skills on violence depending on the gender so as to raise awareness of the youth against violence”**.

Up & Up aims to investigate this correlation and to carry out interventions, based on survey results which will deconstruct gender stereotypes and will reshape gender differences and discrimination behaviours that prevail among adolescents, analyzing the cultural and family context, as well as choices based on "biological-sex". The main goal is to study the relationship between sexist perceptions and gender-based violence, through the study of patterns presented on social media and in the interaction of adolescents and beliefs that will be asked. At the same time, a significant objective of the project is the development of an educational manual and material for educators aimed at promoting respect for individuals independently of their gender, as well as the early, valid and timely treatment of gender stereotypes.

Intellectual Output 1 - Stereotypes analysis and good practices to break them down

This output is the result of the first phase of the partnership's work. An **analysis grid was prepared** through which each partner carried out an analysis of the presence of stereotypes within formal learning contexts (schools, training organizations, etc.), informal and non-informal formal (places of aggregation of young people, working environments, associations, etc.) through the support of educators. The recognition of stereotypes is considered the fundamental step for their abatement (break down).

This study will lead to the identification of educational and training practices in use that feed the presence of gender stereotypes and the practices that instead combat it.

At the end of this study, the main results that emerged during the **survey will be highlighted and collected in a handbook in each language of the partner countries and in English. The handbook is the innovative element of OI: both the analysis grid and the results will be the result of an original and participated research between educators and young people. The analysis grid, at the end of the survey, will be further refined and made an autonomous product that can be used as a test in any learning context.**

The expected impact of this IO is to bring out the conscious and unconscious stereotypes present in each of us that are at the basis of discriminatory attitudes, intolerance and, ultimately, violent behaviour. Furthermore, in the course of returning the results of the analysis which will take place, as indicated, through more meetings with educators and young people, a more informative part will be dedicated to the juridical figures of the working group, where knowledge will be provided on the rights of victims and men of violence (physical, sexual, economic and psychological). In this way we want to raise the level of knowledge (impact) on the subjects of civil and social rights also from the legal point of view (both among young people and among educators) which, as the experience of the partners in this area has shown, they are by no means extensive and known.

2. Research Methodology-Target group

UWAH through its participation in the European Project **Up & Up–“Upgrading the educator’s skills on violence depending on the gender so as to raise awareness of the youth against violence”**, conducted an online survey on exploring perceptions and beliefs in gender stereotypes and the patterns that exist in gender identities. The questionnaires were addressed to three different target groups. These are:

- Students aged 14-16 years,
- Parents of teenagers at the respective ages and,
- Secondary Education Teachers

The survey was planned to target students, teachers and parents in a large number of schools in the city and rural areas of Heraklion Prefecture. Since the beginning of 2020, communication with the competent authorities and directors of educational institutions has been established, receiving their positive response to the realization of the project. There was previous communication with the school principals and representatives from the Secondary Education, as well as representatives from the Teachers’ and the Parents’ Associations of the respective schools. The start of the completion of the questionnaires was agreed for the end of February, beginning of March, while the interventions were scheduled to take place at the end of the same academic year. According to the original design, representatives of the Union of Women Associations of Heraklion Prefecture would visit school departments to inform students about the nature, subject, purposes and the importance of this survey, asking them to complete the questionnaires. At the same time, the questionnaires would be completed by the teachers as well as the parents, provided that they have agreed and given their explicit and written consent for the participation of the students and themselves.

Difficulties-Challenges

At the beginning of March, the first wave of the COVID-19 pandemic appeared in Greece, which had already become significantly visible in other cities and countries of Europe. The Greek Government from the beginning of the outbreak announced measures to prevent and protect against the spread of the corona virus. The communication with the school principals

and the officers of the Secondary Education Authority of Heraklion was continuous, so as to exchange information for the inability to access the educational institutions at that specific time. In mid-March, the 1st lockdown in Greece was imposed and all institutions and educational organizations were closed. In May 2020 the schools reopened, however the Union of Women Association of Heraklion Prefecture did not have access to them due to the health related measures, therefore it was impossible to provide the questionnaires in school settings. At the same time, due to the heavy workload and the many obligations that had to be settled, teachers were hardly available even for communication, while in June 2020 the school year came to an end.

Taking into account all the above difficulties and the uncertainty of the prevailing situation, the Union of Women Associations of Heraklion Prefecture decided to promote the questionnaires electronically and conduct online survey through the Google forms tools. The questionnaires were sent to the collaborating schools, as well as to the associations of extracurricular and foreign language tuition centres of the city of Heraklion and to parents who have attended the parent seminars organized by the Union of Women Associations of Heraklion Prefecture from time to time. However, the questionnaires may have been also completed by other interested parties, who we could not define precisely, as the survey was openly accessible online. The distribution of the questionnaires started in June 2020. The questionnaires were answered by a total of 87 persons, 27 of which were students, 28 teachers and 32 parents.

The survey lasted until the first days of October. Afterwards, the results were analyzed, in order to organize the interventions with targets groups. The analysis of the questionnaire data has uncovered several significant aspects that are discussed in the next chapters.

3. Results of the questionnaires

First of all, it is worth noting that over 70% of the participants in all 3 categories were women; an indicator that in itself may cause a "stereotypical result" in terms of responses. The questionnaire was divided into 2 sections. Section 1 sets out views in which respondents were asked to answer the extent to which they agreed or disagreed. Section 2 lists some characteristics of human relationships, according to which respondents were asked to answer to what extent they considered them important or less important. The Likert scale has been used to analyse the answers. The questions were the same for all target groups. However, in the questionnaires for parents and teachers, participants were asked to provide the possible answers that they believed the boys and girls would give to the same questions. When analyzing the questionnaires, there were statistically significant differences between what teachers and parents believed, as well as between what teachers and parents believed the adolescents would answer the corresponding questions and what the actual answers of the adolescents.

- The most important findings are analyzed below:

1. **Women must take care of the house:** About 75% of teachers disagreed or strongly disagreed with this question, while in the same question the parents agreed in a percentage of 53% and disagreed in a percentage of 47%. In the corresponding question, teachers believed that 78% of boys would agree, while girls would do so at 39%; and parents respectively believed that 44% of girls would disagree, while boys would do so at only 12%. However, students answered at an almost equal percentage, i.e. 41% agreed with this statement, 52% disagreed with it, while 7% did not express an opinion.
2. **Women are more suitable for raising children than men:** 39% of teachers agreed, 44% disagreed and the rest did not express an opinion. 69% of parents agreed or strongly agreed, while only 3% disagreed and the rest of the respondents did not express an opinion. Teachers said that 75% of girls would agree or strongly agree and 92% of boys would agree, while only 25% and 8% would disagree or strongly disagree respectively. Parents in a large percentage, 34% & 31%, did not answer for the possible answers of girls and boys, while they believed that in the above question 25% of girls and 13% of boys would disagree. 63% of the students

answered that they disagreed with the above statement, 19% did not express an opinion and only 18% agree.

3. Men are the ones who make the most important decisions regarding the family:

89% of the teachers disagreed or strongly disagreed with this proposal, while the remaining 11% chose to remain neutral, not taking a position. Regarding the possible answers of the students, the teachers considered that 61% of the girls would disagree or would completely disagree, while they would agree at a 28%. 11% chose I do not know / I do not answer. For the boys' answers, the teachers assumed that the boys would agree or would totally agree with 68%, with 14% disagreeing or strongly disagreeing. 18% chose I do not know / I do not answer. 78% of the parents in the same question disagreed or strongly disagreed, and only a 13% agreed. In addition, 31% did not give an opinion on the answers of boys and girls, while the remaining 69%, who answered by guessing, assumed that 53% of girls would disagree or strongly disagree, 16% would agree, while for boys, 53% would agree or strongly agree and 16% would disagree or strongly disagree¹. The students in the above question answered that they disagreed or strongly disagreed in a percentage of 89%, only 7% agree and the remaining 4% chose "I do not know / I do not answer".

4. Men are less fit to do household chores: Teachers' answers to this question showed that only 7% agreed, while the remaining 93% disagreed with this position. Parents agreed with this statement at a rate of 22% while the rest disagreed or strongly disagreed. In this question teachers believed that 50% of the girls would agree and boys would do so at 82%. Parents respectively believed that girls would disagree by 40%, while 32% would agree, unlike the boys who were believed to agree at 56% or totally agree compared to the 16% who would probably disagree. 85% of the students answered that they disagreed or strongly disagreed.

5. It is the primary obligation of men to provide for the financial needs of the family:

82% of teachers disagreed or strongly disagreed with this position, but believed that 86% of the boys would agree or completely agree and 57% of the girls would agree and 36% would disagree. Most parents (over half-60%) agreed or strongly agreed with this statement, and at the same time did not answer the corresponding questions of the students (31% of the girls did not answer and 34% of the boys did

¹ A reversal of the percentages of the same response by persons of the opposite sex is observed.

so), while the rest of the respondents believed at an almost overwhelming majority that 50% of the boys would agree and that girls would probably agree or strongly agree at 38% and would disagree or strongly disagree at 31%. Students', in their answers, disagreed or strongly disagreed at 78%, agreed or strongly agreed at 15% and 7% did not answer this question.

6. The most important role of a woman is to take care of her home and family:

Parents were divided, with half (50%) agreeing or strongly agreeing and the other half (50%) disagreeing or strongly disagreeing. Only 11% of teachers agreed with this view, 68% disagreed or strongly disagreed, while the rest chose to not take a position on the question. In addition, parents believed that 63% of the boys in the same question would agree or would totally agree, while only 7% would disagree and 40% of the girls would disagree or strongly disagree and 25% of them would agree. About one third of the surveyed parents chose not to answer for what girls or boys might believe, at a rate of 35% and 28% respectively. Teachers, in the same question, believed that 89% of the boys would agree almost completely, while only 4% would disagree. They also believed that 43% of the girls would agree or strongly agree, while 39% of them would disagree or strongly disagree. The remaining 18% did not know. 70% of the students, in the same question, disagreed or strongly disagreed and 15% agreed or strongly agreed.

- 7. The most important role of a man is to make money:** The majority of teachers 82% answered that they disagree or strongly disagree in the above question, while the remaining 18% did not take a position on the question. 69% of the parents disagreed or strongly disagreed and 22% chose that they agree or strongly agree. Parents seem to find it difficult to guess the students' answers to this question, and as a result, 44% chose not to take a position, but to remain neutral (I do not know / I do not answer). Of the remaining 56%, half (28%) believed that girls would agree or strongly agree and the other half (28%) believed that girls would disagree or strongly disagree. The answers were different for boys, as 25% chose not to answer with agreement or disagreement, while of the remaining 75%, 63% believed that they would agree or strongly agree and 12% that they would disagree. Teachers thought that 75% of the boys would agree or strongly agree with this position, in contrast to girls where opinions seem to be divided between the percentage who answered, as 21% said they do not know / do not answer. For the remaining 79%, teachers

believed that 40% of the girls would agree or strongly agree, while 39% would strongly disagree or disagree. Regarding the answers of the students, they showed that 85% of the respondents disagreed or completely disagreed with this statement, 11% agreed and 4% chose not to answer in one direction.

8. **With the same academic knowledge & qualifications, men are better able to take managerial positions:** 57% of teachers disagreed with this position, while 39% agreed and the rest is attributed to “I do not know / I do not answer”. 56% of the parents disagreed, while 38% of them agreed. In addition, teachers believed that 79% of the girls would disagree or strongly disagree with this position, as opposed to 68% of the boys, which were believed they would agree. Parents largely did not respond to the students’ estimated responses, while they believed that 53% of the girls would disagree and only 12% of the boys would disagree with this proposal. 78% of the teenagers answered that they disagree. The rest chose not to answer the question.
9. **In the event of unemployment, employers must give priority to men over women:** In this statement, teachers disagreed almost unanimously by 96% and parents by 84%. In the respective answers of the students the teachers believed that the girls would disagree or would completely disagree in a percentage of 86%, unlike 75% of the boys who would agree or would totally agree. About 35% of the parents did not answer for the possible answers of girls and boys, however, respondents believed that 60% of the girls and 54% of the boys would disagree. 19% of the students did not answer, 63% disagreed or strongly disagreed and the remaining 18% agreed or strongly agreed.
10. **It is more important for men than for women to succeed in the work place:** 32% of the teachers agreed on this statement, while the remaining 68% disagreed or strongly disagreed. 57% of the parents disagreed or strongly disagreed, while the remaining 43% agreed or strongly agreed. Regarding the estimated responses of the students, the teachers believed that the girls would agree at a rate of 36%, compared to the boys who at a rate of 89% would agree or strongly agree. Parents believed that 38% of the girls would disagree or strongly disagree, while 31% of them would agree and 63% of the boys would agree or strongly agree. 78% of the students in the question answered that they disagreed or completely disagreed with this point of view.

11. **Men are more science-oriented:** 54% of the teachers disagreed or strongly disagreed with this view, 28% agreed and 18% chose to remain neutral. 44% of the parents agreed or strongly agreed, 31% disagreed or strongly disagreed and 25% chose “I do not know / I do not answer”. As for students’ possible answers, predictions vary, with about 50% parents not taking a stand on what boys or girls might answer, at a percentage of 44% for the boys and 50% for the girls. Regarding the possible answers of the rest of the students, they assumed that 22% of the girls would agree or would completely agree and 28% of them would disagree or would strongly disagree. As for the boys, it was assumed that they would agree or would completely agree at a 44% and would disagree at a 12%. Teachers believed that 79% of the boys would agree or would totally agree and 14% of the boys would disagree or strongly disagree. For girls they believed that 54% of them would agree or would totally agree, and 39% of them would disagree or would strongly disagree. Students in this question answered that they disagreed or strongly disagreed at a rate of 63%, they agreed or strongly agreed at 18%, and that they do not know / do not answer at 19%.
12. **Beauty (being attractive) is more important for a girl than for a man:** 79% of teachers disagreed or strongly disagreed with this proposal and 14% agreed. Teachers also believed that 60% of the girls would agree or strongly agree and 33% would disagree or strongly disagree. For the boys, they believed that 53% of them would agree, 18% would disagree or disagree and the remaining 29% did not know or did not answer. As for the respective answers of the parents, they disagreed or strongly disagreed by 69% and agreed or strongly agreed by 31%. For the estimated answers of the students, the parents believed that 44% of the girls would agree or would completely agree, 25% of the girls would disagree or would completely disagree and 31% of the girls did not know what they could answer. In addition, for the boys they believed that they would agree or would agree completely in a percentage of 53%, they would disagree in a percentage of 16%, while for the remaining 31% they did not know what their possible point of view might be. The students’ answers to this question showed that 81% of them disagreed or strongly disagreed, while 19% of them completely agreed or disagreed with this view.
13. **Women are more likely to make emotional decisions:** 59% of the Parents agreed or strongly agreed, 29% of them disagreed or strongly disagreed and 12% of them

chose do not know / do not answer. At the same time, they believed that 40% of the girls would agree or strongly agree, 22% of the girls would disagree or strongly disagree and that 69% of the boys would agree or strongly agree with only 5% disagreeing. Parents in 38% of girls and 26% of boys did not express possible views on the possible answers of girls and boys respectively. 36% of the Teachers in the respective question agreed or strongly agreed, 14% of them disagreed or strongly disagreed and, and 14% of the teachers chose not to take a position by answering “I do not know / I do not answer”. The anticipated answers by students were presented as 89% of the boys would agree or would agree completely, 7% of them did not know or did not answer and only 4% completely disagreed with this position. In addition, it was believed that 75% of the girls would agree or strongly agree, 25% of the girls would disagree or would strongly disagree and 18% of them would answer “I do not know / I do not answer”. 48% of the students answered this question that they disagreed or strongly disagreed, 26% that they agreed or strongly agreed and 26% that they did not know / did not answer.

14. **It is acceptable for men to cry:** 93% of teachers agreed or strongly agreed with this statement. Parents respectively agreed or strongly agreed at 85%, while 9% disagreed. At the same time teachers assumed that 57% of the girls and 29% of the boys would agree or strongly agree. For boys it is assumed that 53% of them would disagree or would completely disagree and for girls the corresponding disagreement rate would be 32%. For 11% and 18% of girls and boys respectively parents stated that they do not know or do not answer what could be the possible answer of students. Parents, in a large percentage (50% for girls and 44% for boys), chose “I do not know I do not answer” as an answer; while the rest assumed that 34% of girls would agree or strongly agree, 16% would disagree and 40% of the boys would disagree or strongly disagree as opposed to 16% who would agree or would totally agree. However, contrary to the assumptions, the overwhelming answer of the students to this question with a percentage of 96% agreed or completely agreed.

4. Analysis – General Hypotheses

The above mentioned questions were chosen and divided on the basis of the aspects of everyday life and the relevant interpersonal relationships. These can be allocated in the following categories:

- a) The position and perceptions of gender roles in the household;
- b) House work and family care;
- c) The status of the two genders in the labour market and its importance for the individuals, in proportion and accordance to their biological sex and the consequent requirements or expectations that are related to it. This also refers to the inclinations and psycho-emotional situations that are attributed to gender characteristics, and which are appropriating and mainstreaming stereotypical patterns of behaviours that are considered appropriate for one gender or the other.

The gender-based role division became evident through the different answers received by the target groups, and especially by the two adult groups (teachers and parents). The answers expressed stereotypical perceptions as well as prejudices based on gender. In many of the aforementioned questions, the answers exposed a clear distinction of gender roles that make some people considered capable or less capable in managing the household and taking care of their children, based on their gender. This distinction is also evident in acquiring higher level job positions, as well as in the importance regarding the professionals and academic development of individuals, according to their biological sex. The expansion and predominance of such perceptions, relates to the psychosocial consciousness and the gradual acceptance of prejudices in the collective unconscious identity of each society.

- a) Questions nr. (1), (2) , (3), (4), (5) & (6) refer to housework and household activities aiming at identifying the stereotypes that may exist, according to which, women are more suited than men to effectively manage tasks related to home and family. Tasks that have been consolidated over time and are considered to be more suitable for women - as the main manager of the household - carry the sole responsibility of caring for the house and raising children. The role of the man and his importance in delivering respective tasks as well as in the development of the child is degraded as secondary; characterizing men as less capable in these functions, due to the connection of their biological sex and their inherent identity with these type of possibilities, responsibilities,

roles and values. The perceptions of adults show a distinction in the roles attributed to women and men; while, at the same time, their assumptions for the views of children on the same topics, seem to be influenced by their own gender. According to the answers of the adolescents and taking into account that girls formed the majority of respondents; it seems that a significant percentage of girls reinforce and adopt stereotypical perceptions based on their biological sex.

- b) Questions nr. (7), (8), (9) & (10) refer to work conditions and the existing perceptions in professional relationships, utilizing characteristics of the biological sex (male and female). The views of adults differ and are opposite to the views they consider as likely for adolescents with regards to the gender they belong to. This confirms the fact that there are stereotypes that guide our thoughts on the functions that can be attributed to the two sexes; as well as standards by which individuals have to conform, based on their gender. Similar views are also expressed by parents for these questions. Children seem to be influenced by the stereotypical views of the adults, as parents and teachers constitute their primary social environment. Therefore, in some cases children act according to the predominant gender characteristics; however, it is also clear that there are significant differences in the answers expected from children, which shows that there is a different approach adopted by adolescents regarding perceptions and standards attributed to biological sex.
- c) Questions nr. (11), (12), (13) & (14) seek to explore attitudes and views related to the inclinations of the two sexes, as well as the emotions that are considered desirable for each of the two sexes; namely, the beliefs and considerations that mitigate the differences that arise and characterize the two sexes. However, in their answers, the students responded in a quite different and opposite way than what their parents or teachers would expect. In this way, a significant impression regarding change in prevailing patterns is identified; followed by the view that gender inequalities in the younger generations are addressed in a different way compared to the views and practices of adults.

The hypothesis that teachers/educators are less burdened by sexist perceptions and stereotypical standards, could be based on their answers in several questions; nevertheless, an in-depth influence by gender stereotypes is also evident in the assumptions they make about student's answers, where their views tend to approach general perceptions. Still,

parents seem to be more influenced by gender stereotypes and formulate their answers based on the gender identities that characterize boys and girls. However, in almost all questions children respond in a different way than expected; which shows that the influence of children by gender patterns may exist, but they try to form their own views and attitudes regardless of the attributed gender identities.

Regarding the 2nd part of the questionnaire, which investigates the views of individuals on the importance of some characteristics in an emotional relationship; participants from all target groups considered each characteristic as important or very important. The discrepancies in the expected responses of students do not appear to be big. However, in many questions, there is a significant percentage of participants that chose not to respond.

5. Identifying & assessing stereotypical perceptions

The participation in the survey and the analysis of the results, investigates and studies gender stereotypes which are inherent in all aspects of family, work and social life. At the same time, claiming the existence of specific inclinations that thrive depending on gender or acceptable emotional reactions that suit to women or men was anticipated in the results. Stereotypes connected to vulnerability, emotional sensitivity and influence for women; and respectively the model of arrogant masculinity of the man who wonders if it is acceptable to cry or not, were expressed in the answers of the respondents. Nevertheless, the pattern of toughness that does not "allow" a man to cry is being debunked both by adults, and much more by the teens themselves, who responded to the survey. On the contrary though, when it comes to women's emotional vulnerability, the results majorly exposed stereotypes that perceive that women make decisions based mainly on emotions rather than on logic; showing that gender inequality towards women is deeply rooted, maybe even more than hypothesized. Stereotypical assumptions about family roles were less prevalent. There is no clear distinction of household tasks based on gender; instead, it was expressed that everything can be done by a person regardless of their gender. However, it is worth mentioning that due to the range of the answers and the low number of discrepancies; it would be possible to support the hypothesis that there is a reshaping of patterns and a change of attitudes, but to a smaller degree than expected based on the time, place and evolution of society and the struggle and advocacy for gender equality.

6. Implementation of Interventions to Target Groups

Due to the COVID-19 pandemic crisis and the imposed lockdown throughout Greece during the period March - May 2020; as well as due to the difficulties (restrictions and measures related to COVID-19) that emerged at the beginning of the school year 2020-2021, which started in mid-September 2020, it was not feasible to plan interventions for students. Despite the fruitful communication between the Union of Women Associations of Heraklion Prefecture, local secondary schools and the local authorities for secondary education, the latest developments in the COVID-19 pandemic and the 2nd wave of cases in Greece halted all educational activities. From November 6, 2020, Greece imposed a second lockdown, and schools are working remotely-online. e. The interventions in the other two target groups, parents and teachers were delivered as planned. Interventions for parents were delivered face to face, in the offices of the Union of Women Associations of Heraklion Prefecture, following the proposed measures of social distancing so as to ensure protection from the virus. Two meetings were delivered with 8 participants in each meeting (16 in total). The participants were parents from the parents' associations of the engaged schools; as well as parents from "Parents Teams" organized by the Association of Women Associations of Heraklion Prefecture ("parents counselling" seminars provided by UWAH every year). The intervention for teachers was delivered online, through the zoom platform, due to the 2nd lockdown. The invitation to the meeting was sent to school teachers through the local secondary education directorate but also as an open event invitation. The intervention was implemented with 13 professionals.

Assessment of Interventions

During the 3 interventions performed with the 2 target groups (parents & teachers), the results of the questionnaires were presented and discussed. Moreover, the definitions of terms such as "gender", "sex", "biological sex", "social gender" and "gender identities" were set; and their connection to sexuality and gender self-determination and the correlation of gender stereotypes with behaviours of gender-based violence. The views expressed in the meetings with the parents included the anxiety, as well as the unconscious connection of social behaviours with characteristics that are appropriated and tend to be inherent characteristics of gender as a result of biological sex. Regarding the meeting with the 2nd

target group (teachers), the participants, during the presentation of the data, pointed out the importance of their educational and pedagogical quality in the formation of gender identity and behaviours. Activities that may include discussions and work on the formation of personal gender identity have been suggested; as well as the adoption of attitudes, based on acceptance and respect, towards diversity and self-determination, which should be a personal choice free from stigma or marginalization due to deviation from the predominant gender social groups. The teachers pointed out the difficulties they encounter in terms of limited time in proportion to the teaching hours and the delivery of the required annual teaching material, emphasizing the need to integrate the course of equality and gender identities in the educational programmes. This reference to the experiences of teachers, showcases the major need for working on gender identities in order to promote healthy interpersonal communication patterns.

Suggestions

- Distribute the questionnaires to bigger sample;
- Distribute the questionnaires to younger age groups (e.g. to primary school students) as well as to teachers in primary education;
- Separate answers of respondents' by gender (separate answers for men & women);
- Ensure equal participation rates of genders in the sample.



