



UP & UP

*UP&UP upscaling trainers and educators' competencies on gender-based violence to
UPscaling awareness among young people against violence.*

REPORT ON IO4_ Evaluation of the e-learning package

Date: 08/08/2022
Place: Heraklion
Done by: UWAH



IO4_ Evaluation of the e-learning package

This report is part of the “UP & UP - UPscaling trainers and educators’ competencies on gender-based violence to UPscaling awareness among young people against violence” - project, which is a partnership of 8 partners from Italy, Spain, Bulgaria, Belgium, Romania, and Greece.

The report is based upon questionnaires used under the implementation (local testing) of the O2 online training course. The questionnaires (pre- and post-) are composed of different sections, with the aim of collecting feedback and results in each partner country from the Local testing developed within O4.

1. INTRODUCTION

The aim of this report’s aim is to gather all the feedback, suggestions, and comments collected from the participants that took part in the testing of the UP & UP GBV online training course (IO2)...

With the completion of the training course and the completion of the pre- and post-questionnaires, the satisfaction of the participants is evident as they enriched their knowledge on the issue of gender-based violence in the educational environment; while at the same time learned about more effective ways of managing such incidents in the school context and educational environment, being able to obtain information or respond to a variety of problems they may face or have faced in their professional experience. In addition, few participants were aware of the legal instruments at European and national level before attending the training course, while at the same time almost all participants reported that they were not particularly equipped to deal with incidents of gender-based violence in the school environment. After completing the training course and attending the entire training programme, participants seem to be more informed and prepared to deal with possible incidents of gender-based violence in the educational environment. They also seem to be more familiar with this sensitive issue and feel more confident to deal with it. All participants refer that the whole programme and the training course was very interesting, helpful and practical, suggesting its general application and its dissemination to a larger target group and to more and more teachers and parents. Furthermore, the importance of the training course is presented through the final answers of the teachers and educators and their unanimous response for their full and appropriate preparation and readiness in case of incidents of gender-based violence in the educational environment, which, as they had stated during the trainings, is quite common. In conclusion, it is worth noting that the participants encountered some technical problems while using the online platform, which made it difficult for them to complete all parts of the training course, noting that they would like to have easier access to all the material, as active teachers and educators in Greece, especially in Greek public schools sectors, are older and not familiar enough with online environments.

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2. SELECTION OF PARTICIPANTS AND PARTICIPANTS' PROFILE

Briefly describe how you did select your participants and their profile and the number of participants. Add the graphics, if possible...

All the participants who took part in the training course are secondary school teachers and educators, who work in the public school sector in the city and the rural areas/countryside of Heraklion. Some of them participated in the educator and teacher trainings that took place at an earlier stage during the project, while others have attended the interventions that were held for children of grades A and B in their school. Lastly, some other participants chose to participate in the training course because of the interesting subject matter, without any previous knowledge of the European UP & UP Project. UWAH's facilitators sent informative emails to the teacher and educator contact lists that have been created with all the instructions and ways to access the training course.

The testing and dissemination of the training material, the video lectures and the entire training course was done on behalf of UWAH in two different time periods. Initially, in April 2022, UWAH representatives carried out a series of interventions in one high school in the countryside of Heraklion, in the context of which the training of teachers and educators took place. The target group for these interventions were both students and teachers. After these trainings, the teachers and educators were informed about the UP & UP training materials and training course, and were emailed the video lectures, which were available on the official UWAH YouTube channel. At the same time, the pre-questionnaires were given in printed form to the teachers and educators for completion and then the answers were transferred in electronic form to the Google forms that was set up – as the project online platform was not ready yet at that time. After about some weeks and after the Easter holidays (when Greek schools are closed for 2 weeks), the post questionnaires were sent to the teachers and educators via emails so that they could fill them via Google Forms. From this process 12 pre and post questionnaires were collected. Finally, after the completion of the official UP&UP learning platform in Greek in June 2022, in July 2022 we sent out new emails to the teachers and educators on UWAH's mailing lists, asking them to browse the UP&UP website and attend the training course. In addition, 9 teachers and educators participated in this way, through the online platform. It was difficult to approach teachers in any other way, as the official end of the school year in Greece was 30 June 2022, while schools stopped classes at the end of May, when the exams process for all secondary school students began. The total number of participants in the training material of the project, according to the above-mentioned ways, was 21 teachers and educators.

Most of the educators and teachers who participated in the project have many years of experience in the field of education. The selection of participants was open and free, with invitations to participate initially addressed to those who had attended the trainings. Then, after the completion of the official UP & UP site, the training platform and the training program was sent to all interested parties from the contact lists and the final participation in the training program was based on the interest and willingness for information and further information that they showed.

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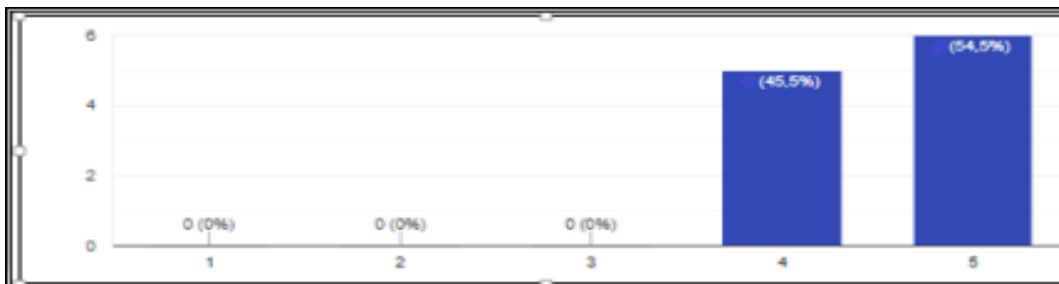


3. FEEDBACK

The feedback section includes a description of the major outcomes discovered through the questionnaires that participants will complete using the questionnaires we did prepare. A clear overview of this information can be provided in the form of tables, diagrams or charts (you can just copy-paste these tables, diagrams or charts directly).

The participants who took part in the training course and spent time completing the questionnaires seemed to be quite interested in the difficult and challenging phenomenon of gender-based violence in educational settings- environments. Most of the participants stated their belief that young people are more affected by gender stereotypes than older people, and almost unanimously all agreed that gender stereotypes affect our society and possibly subsequently our society as a whole.

- On a scale of 1 to 5, in your opinion is our current society affected by stereotypes?

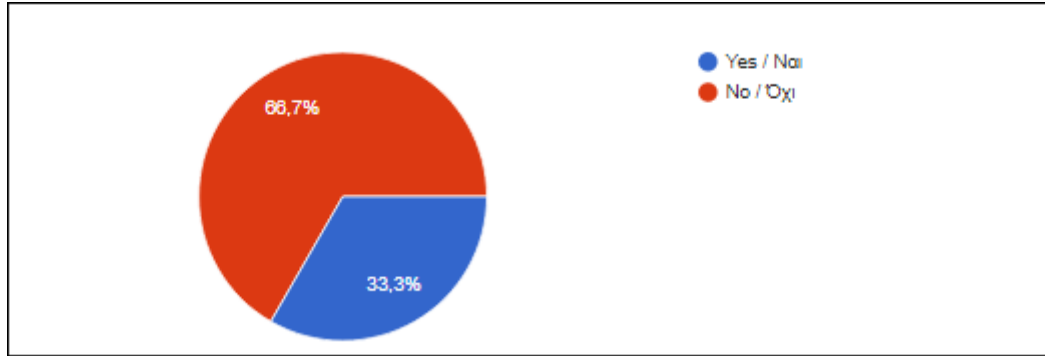


Concerning the knowledge of teachers and educators on legal instruments and ways of dealing with incidents of gender-based violence in the school environment, before attending the training course, the majority of participants reported that they were not aware of legal instruments at European and national level, while after attending the training course, the participants reported that they are adequately informed and fully aware of how to deal with possible incidents of gender-based violence in the educational environment. This shows the great contribution of the training course, with the benefits it provided and the knowledge it was able to offer to the beneficiaries, making them properly informed, better prepared and well trained in managing and responding to incidents of gender-based violence among young people in educational settings and environments.

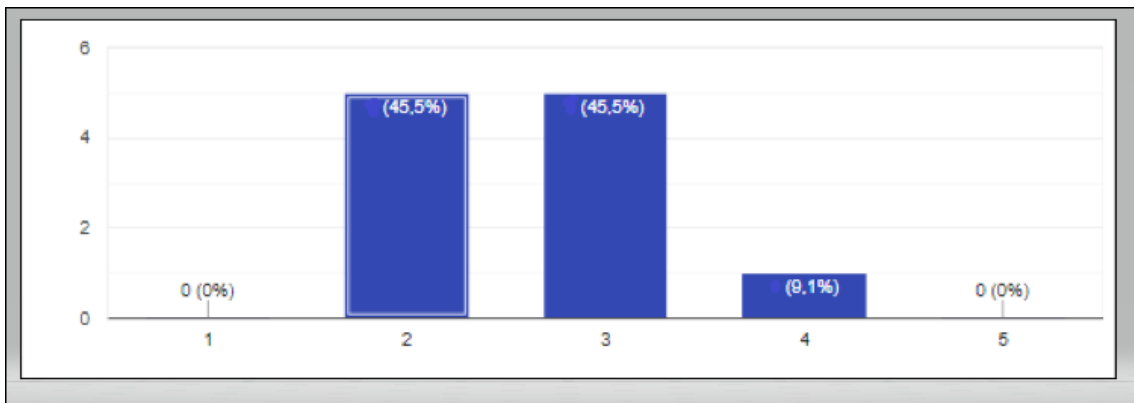
- Pre- Questionnaire: Are you aware of the legal instruments at the European and national level for the protection of the rights of children, women's rights and gender-based



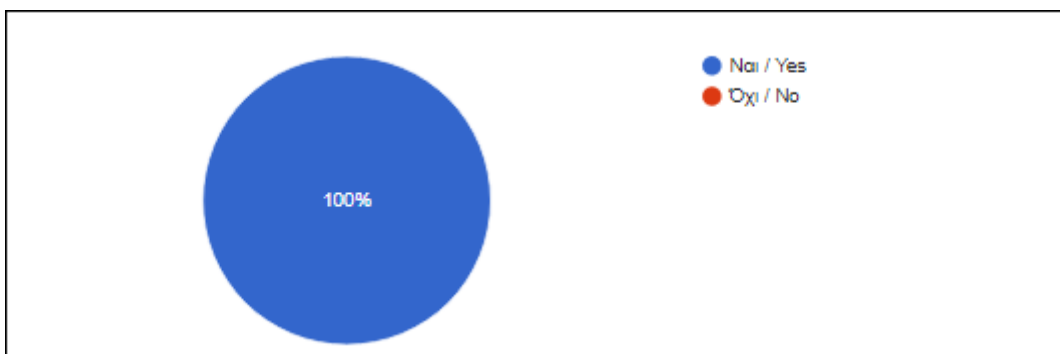
violence?

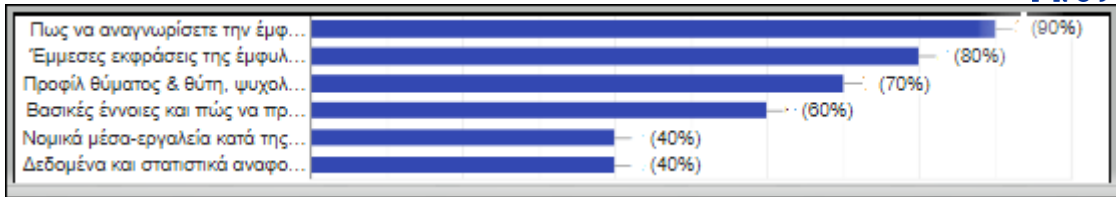


- Pre- Questionnaire: On a scale of 1 to 5, do you think you have enough resources to deal with a case of gender-based violence that occurs in your workplace?



- Post- Questionnaire: Are you now more aware of the legal instruments at the European and national level for the protection of the rights of children, women's rights and gender-based violence?





In general, from the comments given by the participants as feedback in the post-questionnaire, it seems that they found the entire training course, as well as the training material created in the framework of this European Project, very interesting, useful, and helpful in addressing gender-based violence in the educational context. Furthermore, they expressed the valuable and highly beneficial value of the training course. However, there were also some comments from the participants about the theoretical aspect of the course, which was predominant, stating that they would like to have more interactive exercises and more ways for the beneficiaries to practice beyond the theoretical lectures. Overall, it is worth mentioning that the outcome extracted from the answers of the questionnaires highlights the satisfaction of the participants and provides a positive feedback on the importance and usefulness of the training programme and the results of the European Project UP n UP in the target groups.

4. CONCLUSIONS

Having presented the feedback/ results, you can now draw some conclusions or provide some recommendations for improvement of the training course.

The training course was well structured and easy to access by the participants. The asynchronous mode of training, namely attending the programme at a time and place that the participants prefer, is one of the benefits of the course, which they themselves pointed out. Due to Covid19 conditions and existing constraints, the use of the online platform can help to avoid wasting time and ensure that information and knowledge is available to stakeholders at their own convenience. In addition, the participants mentioned as important and beneficial the theoretical educational framework of the course with the video lectures, but it would be preferable to minimize the time of the theoretical part and add a practical training part, which would be combined with the theoretical background. Furthermore, it is worth mentioning that there were several difficulties and technical issues in the use of the training platform, which prevented some of the participants from entering or completing the training course. However, these technical issues are to be addressed and improved by the lead organization before the end of the project. Simplifying the registration, login, and participating process (e.g. free access without registration) might have resulted in the participation of more participants. Also, due to the constant expansion of data on gender violence and gender stereotypes, along with the free access to the educational material, there could be continuous feedback and updating of the knowledge presented in it, perhaps with resources and new topics that will keep the interest of the participants and attract new stakeholders. Finally, the need to answer participants' questions, which they expressed by contacting us by phone or email, showcased that it could be useful to establish a tool

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(chat) for direct communication with a representative from each partner in each project country in the training course and educational platform.

In conclusion, it is worth mentioning that the outcome and benefits of the programme are evident both from the participants' responses to the post-questionnaire and from their continued interest in carrying out new interventions and updating the available material with the start of the new academic year. In addition, there was reference to the innovation of the training course, which could provide participants with useful tools and important resources that activate the vigilance and awakening of teachers and educators and contribute to addressing any incident of gender-based violence in educational settings and environments.