



Youth For Love

Final Evaluation Internal Report

Acknowledgements

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Executive Summary

- i. The present report contains the findings of the internal evaluation of the Youth For Love project co-funded by the Rights, Citizenship and Equality Program of the European Commission. The project aimed at *“developing, implementing and evaluating an integrated educational program in 12 high schools in 4 European countries (Italy, Greece, Belgium and Romania) to contribute to the prevention and fight against gender-based violence among teenagers”*.
- ii. The project started in January 2019 and ended in March 2021. It was implemented by a consortium of organizations: ActionAid International Italia Onlus (Coordinator_Italy), AFOL-Agenzia Metropolitana per la Formazione, l’Orientamento e il Lavoro (Italy), ActionAid Hellas (Greece), UC Limburg (Belgium), and CPE – Fundatia Centrul Parteneriat Pentru Egalitate (Romania).
- iii. This is an internal evaluation managed by the Monitoring and Evaluation Officer in coordination with the Project Manager and staff of ActionAid International Italia Onlus, and the representatives of partner organizations. This evaluation is expected to complement the External Evaluation conducted by Arco and the Impact Evaluation conducted by the project organizations (WP4 – Final Country reports).
- iv. For this reason, the scope of this evaluation is limited to assess certain aspects of efficiency, effectiveness, relevance, and sustainability (evaluation criteria) that were not already covered in other evaluations foreseen by the project. Thus, the evaluation methodology consisted mainly of a desk review and analysis of the project documents including partner quarterly reports, facilitator training reports, pre/post training questionnaires. These instruments have been thoroughly described in the monitoring and evaluation plan and related risk assessment, defined with partners during the first project months (D.1.7).
- v. Main findings: Relevance: the project has proved to be extremely relevant for high school students and teachers because of a widespread gap of knowledge on the topic; Effectiveness: the project had a good rate of outcome achievements, in particular in terms of improving knowledge and awareness among students and teachers and communication targets. The work on school policies and procedures to prevent and address gender-based violence has been more limited; Efficiency: The use of resources (financial and material) has been partially effective despite significant limitations of partner organizations in planning and forecasting. The project has managed to implement effective mitigation strategies to respond to the risks including the outbreak of Covid-19 pandemic. Sustainability: the overall sustainability of the project’s results is expected to be guaranteed by the second phase of the project and by the partners’ capacity to mobilize funding.
- vi. Recommendations: They have been grouped mainly into 2 categories namely coordination and project implementation and program development. These

recommendations are expected to provide important lessons learnt for the implementation of the second phase of the project that will start in May 2021.

Background of the Project

The Youth For Love project was co-funded by the European Commission - DG Justice, Consumers and Gender Equality under the Rights, Citizenship and Equality Program. It was implemented by a consortium of organizations: ActionAid International Italia Onlus (Coordinator_Italy), AFOL-Agenzia Metropolitana per la Formazione, l'Orientamento e il Lavoro (Italy), ActionAid Hellas (Greece), UC Limburg (Belgium), and CPE - Fundatia Centrala Parteneriat Pentru Egalitate (Romania).

The project started in January 2019 and ended in March 2021.¹

The project's main objective was to *“develop, implement and evaluate an integrated educational program in 12 high schools in 4 European countries (Italy, Greece, Belgium and Romania) which is expected to contribute to the prevention and fight against gender-based violence among teenagers and to raise awareness among students and school professionals about the existing and unacceptable consequences of gender-based violence and the necessary procedures to be applied in such cases”*.

In particular, the project aimed at:

- developing educational tools and methodologies integrating the needs of young people for the prevention and management of gender-based violence in **12 European schools**;
- educating and raising awareness among **1200 high-school students** through a practical educational program on gender-based violence;
- informing and training **180 high school professionals** (teachers, managers, psychologists and school counsellors);
- raising public awareness about gender-based violence, particularly among young people, reaching **2 million** people across Europe through communication activities.

The project' structure consisted of 5 main Work-packages:

- WP 1 Management and Coordination of the project,
- WP2 School Diagnosis,
- WP 3 Teen Support Program,
- WP 4 Program Impact Evaluation
- WP 5 Communication and Dissemination

A second phase of the project will start in May 2021.

Evaluation Scope and Purpose

This is an internal evaluation managed by the Monitoring and Evaluation Officer in coordination with the Project Manager and staff of ActionAid International Italia Onlus, and the representatives of partner organizations.

¹ The project was supposed to end in December 2020 but a no-cost extension request was submitted to the European Commission and accepted according to the Amendment Reference No AMD-810554-6.

This evaluation is expected to complement:

- the External Evaluation conducted by Arco: The main purpose of this valuation is to assess how effectively the project has reached its targets and objectives. In particular, the external evaluation focuses on: • the impact of the project on formal structures aimed at preventing and addressing GBV, and in particular the changes within the school environment (including new teaching methodologies, school activities and procedures to prevent and address GBV) and on the networking with external organizations active on the topic; • the effectiveness and efficiency of intervention strategies, as well as the project ability to adjust to the changes due to the Covid19 situation; • the quality of the coordination and the partnership. • the provision of practical recommendations to improve the second phase of the project.

This evaluation used a mixed methods approach triangulating the participatory and qualitative methodology (Focus Groups and Key Informant Interviews), with the quantitative data collection (Websurvey) and with desk analysis of the project documents.

- The Impact Evaluation conducted by the project implementing organizations: The main focus of this evaluation is to measure changes in the knowledge, attitudes, practices/behaviours related to gender-based violence and other forms of violence of students (aged 14 to 18 years old) and teachers. The focus of the evaluation is school-related gender-based violence (SRGBV) but included violence that can occur in and around schools, as well as on the way to or from schools, on social media, through e-mails and mobile phones.

The impact evaluation uses a mixed-methods design combining the Difference In Difference (DID) and a pre/post-test design. It consisted of a baseline and end line self-administered survey targeted to 300 students in each country (150 targeted by the project and 150 from the control group) and 45 teachers in each country. Pre/post questionnaires were also developed for training participants to measure acquisition of knowledge and skills.

For this reason, the scope of this evaluation is limited to assess specific aspects of the following DAC criteria that were not already covered in other evaluations foreseen by the project:²

RELEVANCE: IS THE INTERVENTION DOING THE RIGHT THINGS? The extent to which the intervention objectives and design respond to beneficiaries'*, global, country, and partner/institution needs, policies, and priorities, and continue to do so if circumstances change.

EFFECTIVENESS: IS THE INTERVENTION ACHIEVING ITS OBJECTIVES? The extent to which the intervention achieved, or is expected to achieve, its objectives, and its results, including any differential results across groups.

EFFICIENCY: HOW WELL ARE RESOURCES BEING USED? The extent to which the intervention delivers, or is likely to deliver, results in an economic and timely way.

SUSTAINABILITY: WILL THE BENEFITS LAST? The extent to which the net benefits of the intervention continue or are likely to continue.

² The following criteria and evaluation questions are suggested by the OECD/DAC <https://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm>

Finally, the main purposes of this evaluation are:

Transparency and accountability on the use of resources and the achievement of project's objectives in line with the donor's requirements.

Learning from experience to improve future projects and programs. In particular, this evaluation is expected to provide important lessons learnt and good practices that can be used for the implementation of the second phase of the project that will start in May 2021.

Evaluation Methodology

Due to the limited scope of this evaluation, the methodology consisted mainly of a desk review and analysis of the project documents including partner quarterly reports, facilitator training reports, pre/post training questionnaires. These instruments have been thoroughly described in the monitoring and evaluation plan and related risk assessment, defined with partners during the first project months (D.1.7).

Finally, Monitoring and Evaluation issues have been included and discussed during partner coordination meetings. Feedback and observation from partner organizations have also been collected and taken into account.

Evaluation Findings and Results

Relevance

***Does the project respond the main beneficiaries³' needs?
Is the project relevant in the country (ies) of intervention?***

Despite the absence of comparable, updated country data on the problem of gender-based violence and in particular school-related gender-based violence, **the project proved to be very relevant to the**

³ Main beneficiaries are considered to be students and teachers.

needs of project beneficiaries (mainly students and teachers) **and to the country context in which it was implemented** as discussed in the following sections.

Finally, **the outbreak of Covid-19 in early 2020 has made the project even more relevant. Indeed, evidence shows that the pandemic has an immense impact on gender-based violence** both in terms of increased risk factors, increased calls/reports and reduced accessibility to support services.

Students' needs:

The Focus Groups (Activity 2.5) conducted at the beginning of the project confirmed that **boys and girls in all 4 target countries have experience and are familiar with different forms of violence** including physical violence, psychological violence (verbal violence, teasing and denigration), harassment and sexual violence (for girls), bullying and cyberbullying.

This was also confirmed by the respondents of the student surveys conducted at the beginning of the project. According to these surveys, **violence among youth is mostly committed by a group of youth (boy/girl students) or a peer**. School hallway or school yard and places where young people meet are the places where violence occur the most according to the respondents. Despite students reporting feeling safe at school, there are specific spaces inside the school where they do not feel safe (hallway, schoolyard, toilets etc). This means that school violence is a relevant problem in their day to day lives.

Finally, the baseline showed that students, except for the case of Belgium, have a **limited knowledge of support services and people whom to refer in case of violence** both inside and outside the school.

Teachers' needs:

In 3 out of 4 target countries (Belgium, Greece and Italy), more than 80% of the teachers surveyed in the baseline questionnaire **had not received a specific training on gender-based violence**⁴.

On average less than 25%⁵ of the teachers across the four countries reported that gender-based violence is a significant problem in their school. Nonetheless, in all countries making sexual comments, which is indeed a form of gender-based violence, was reported to be among the first five forms of violence most witnessed by teachers in their schools. This shows **a need to work on the ability of teachers to acknowledge gender-based violence as a problem**.

Finally, **teachers seem to be not very much aware of mechanisms for preventing/addressing gender-based violence neither in their school nor outside**. In particular, in 3 out of 4 countries (Belgium, Italy, Romania), between 50% and 60% of the teachers reported that they did not know if there are mechanisms for preventing/addressing gender-based violence in their school. These percentages increased concerning mechanisms outside the school.⁶

Country context needs:

⁴ In Romania this percentage was nearly 43%.

⁵ In Greece this percentage was around 45%.

⁶ In this case, also Greece had a high percentage around 51%. Belgium did not include this question in the survey because of a mistake in the elaboration of the questionnaire.

All four countries have signed and ratified the Council of Europe Convention on preventing and combating violence against women and domestic violence (Istanbul Convention).

Despite these policy commitments, the percentage of women who have experienced physical and/or sexual violence by a current or previous partner, or by any other person since the age of 15 is significant in all 4 target countries.⁷

Moreover, in Romania a recent worsening of the public discourse surrounding gender equality in general in the country is observed. As an example, in June 2020, the Romanian Parliament adopted Law 87/ 17.02.2020: Proposal to modify and complete the Law Regarding National Education nr.1/ 2011 that was aimed to forbid any discussion on “gender identity theory or opinion” in Romanian schools and educational establishments. Fortunately, the Romania President did not promulgate the law.

Finally, in early 2021 a belated #MeToo movement started in Greece after the Olympic sailing champion Sofia Bekatorou revealed that she had been victim of sexual assault. The case has not remained isolated and other women and men have gone public. This has contributed to bring the issue of gender-based violence again to the public attention.

Effectiveness

***Have all the outputs/deliverable been produced?
Has the project reached all intended beneficiaries?
Has the project managed to achieve its outcomes and objectives?***

Outputs/Deliverables

In the first part of this section we focus on the achievement of project outputs/deliverables. Out of the 60 outputs foreseen by the project, **100% have been achieved** before the end of the project implementation. As it can be seen in the table below.

- **25%** of them were **achieved on time** according to the deadline indicated in the proposal;
- **45%** of them were **revised and achieved on time** according to the new deadline communicated to the European Commission in February 2019;
- **30%** of them **were achieved but postponed** compared to the deadline revised and communicated to the EC.

The main reasons for the delays in the delivery of project outputs are related to:

- Belated start of the project because of the delays in getting the approval from the Ministry of Education (*Greece*);
- The impact of Covid-19 on school programs, openings, access by external staff (*all countries*);

⁷ The available data are based on the 2012 FRA’s EU-wide survey on violence against women. Eurostat is currently coordinating an EU-wide survey on gender-based violence, with results expected in 2023.

- Challenges in organizing data collection activities for the impact evaluation and the external evaluation because of the overlapping with activities still ongoing (*all countries*).

WORK PACKAGE	ACTIVITIES	DELIVERABLES	DEADLINE	DEADLINE REVISED FEB 2019	DEADLINE REVISED JULY 2020	NOTE
1 - MANAGEMENT AND COORDINATION OF THE PROJECT - Lead AA IT	Act.1 .1 General technical management, including administrative and financial management.	Progress report to EU 1.11	31/1/2020			Achieved on time
		Child Protection Policy 1.12	31/3/2019			Achieved on time
	Act. 1.2 Coordination of the project activities	1st project meeting - 2 total days - Italy 1.1	31/1/2019	28/2/2019		Revised and achieved on time
		2nd project meeting - 2 days - Greece 1.2	30/6/2019			Achieved on time
		3rd project meeting - 2 days - Belgium 1.3	28/2/2020			Achieved on time
		4th project meeting - 2 days - Romania 1.4	31/09/2020		31/1/2021	Revised and achieved on time
		Monitoring and Evaluation Plan 1.7	28/2/2019	15/3/2019		Revised and achieved on time
	Act. 1.3 Internal monitoring and evaluation	Internal mid-term evaluation report 1.5	31/1/2020			Achieved on time
		Internal final evaluation report 1.6	31/12/2020		31/3/2021	Revised and achieved on time
		Network plan 1.8	30/4/2019			Achieved on time
	Act. 1. 4 Stakeholders Network	Network sustainability plan 1.9	31/12/2020		31/3/2021	Revised and achieved on time
		Recommendations document 1.10	31/12/2020		31/3/2021	Revised and achieved on time
		Baseline Review 2.1	31/04/2019	31/5/2019		Revised and achieved on time
2 - SCHOOL DIAGNOSIS - Lead AFOL	Act 2.1 Baseline Review/Analysis	Baseline Review 2.1	31/04/2019	31/5/2019		Revised and achieved on time
	Act. 2.2 Co-Construction of Schools Diagnosis Guiding Tools	School Diagnosis Guiding Tools 2.2	31/8/2019			Achieved on time
	Act. 2.3 School Agreement and objectives set-up	School Partnership Agreements Italy 2.7	31/3/2019			Achieved on time

WORK PACKAGE	ACTIVITIES	DELIVERABLES	DEADLINE	DEADLINE REVISED FEB 2019	DEADLINE REVISED JULY 2020	NOTE		
	Act. 2.5 School Diagnosis Outcome & Modelisation	School Partnership Agreements Greece 2.8	31/3/2019			Achieved on time		
		School Partnership Agreements Belgium 2.9	31/3/2019			Achieved on time		
		School Partnership Agreements Romania 2.10	31/3/2019			Achieved on time		
		National School Diagnosis report Italy 2.3	31/02/2020	31/11/2019		Revised and achieved on time		
		National School Diagnosis report Greece 2.4	31/02/2020	31/11/2019		Revised and achieved on time		
		National School Diagnosis report Belgium 2.5	31/02/2020	31/11/2019		Revised and achieved on time		
		National School Diagnosis report Romania 2.6	31/02/2020	31/11/2019		Revised and achieved on time		
		Project report and Modelisation 2.11	31/02/2020			Achieved on time		
		3 - TEEN SUPPORT PROGRAM- Lead CPE ROMANIA	3.1 Teen support program Development	Program Design for teenagers 3.1	31/8/2019	30/9/2019		Revised and achieved on time
			3.2 Development of the Teen Support Program for Professional	Program Design for professionals 3.2	31/8/2019	30/9/2019		Revised and achieved on time
3.4 Creation of supporting materials	Postcard for Project Presentation 3.3		31/8/2019	30/9/2019	31/09/2020	Revised and achieved on time		
	Brochure for teenagers 3.4		31/8/2019	30/11/2019	31/09/2020	Revised and achieved on time		
	Brochure for Peer-to-Peer activities 3.5		31/8/2019	31/3/2020	31/09/2020	Revised and achieved on time		

WORK PACKAGE	ACTIVITIES	DELIVERABLES	DEADLINE	DEADLINE REVISED FEB 2019	DEADLINE REVISED JULY 2020	NOTE
	3.5 Support program Delivery to Teens and to Professionals	Brochure for School Professionals 3.6	31/8/2019	31/1/2020	31/09/2020	Revised and achieved on time
		Presentation/Trailer of the online serious game 3.7	31/8/2019	30/9/2019		Revised and achieved on time
		Sessions for School Professionals Italy 3.12	28/2/2020	30/4/2020	31/1/2021	Postponed and achieved by 28/02/2021
		Sessions for School Professionals Greece 3.13	28/2/2020	30/4/2020	31/02/2021	Postponed and achieved by 31/03/2021
		Sessions for School Professionals Belgium 3.14	28/2/2020	30/4/2020	31/02/2021	Postponed and achieved by 31/03/2021
		Sessions for School Professionals Romania 3.15	28/2/2020	30/4/2020	31/02/2021	Postponed and achieved by 31/03/2021
		Sessions for High School students Italy 3.16	28/2/2020	30/4/2020	31/11/2020	Postponed and achieved by 31/01/2021
		Sessions for High School students Greece 3.17	28/2/2020	30/4/2020	31/1/2021	Postponed and achieved by 31/03/2021
		Sessions for High School students Belgium 3.18	28/2/2020	30/4/2020	31/11/2020	Postponed and achieved by 31/03/2021
		Sessions for High School students Romania 3.19	28/2/2020	30/4/2020	31/1/2021	Postponed and achieved by 31/03/2021
	3.6 Teenagers Peer-to-Peer Activities Delivery	Peer-to-Peer Program for Teenagers in Romania 3.8	31/09/2020	30/11/2020	31/02/2021	Postponed and achieved by 31/03/2021
		Peer-to-Peer Program for Teenagers in Belgium 3.9	31/09/2020	30/11/2020	31/02/2021	Postponed and achieved by 31/03/2021

WORK PACKAGE	ACTIVITIES	DELIVERABLES	DEADLINE	DEADLINE REVISED FEB 2019	DEADLINE REVISED JULY 2020	NOTE
		Peer-to-Peer Program for Teenagers in Greece 3.10	31/09/2020	30/11/2020	31/02/2021	Postponed and achieved by 31/03/2021
		Peer-to-Peer Program for Teenagers in Italy 3.11	31/09/2020	30/11/2020	31/02/2021	Postponed and achieved by 31/03/2021
		Report on delivery of the PtP Program 3.20	31/12/2020		31/3/2021	Revised and achieved on time
4 - PROGRAM IMPACT EVALUATION - Lead AA IT	4.0 Set UP	Impact Evaluation Plan 4.1	28/2/2019	20/3/2019		Revised and achieved on time
	4.3 Impact Analysis Outcomes	Final Country Report Italy 4.2	31/11/2020		28/02/2021	Postponed and achieved by 31/03/2021
		Final Country Report Greece 4.3	31/11/2020		28/02/2021	Postponed and achieved by 31/03/2021
		Final Country Report Belgium 4.4	31/11/2020		28/02/2021	Postponed and achieved by 31/03/2021
		Final Country Report Romania 4.5	31/11/2020		28/02/2021	Postponed and achieved by 31/03/2021
		Impact Evaluation Guidelines 4.7	31/12/2020		31/3/2021	Revised and achieved on time
	4.4 Independent Evaluation	External Evaluation report 4.6	31/12/2020		31/3/2021	Revised and achieved on time
5 - COMMUNICATION AND DISSEMINATION- Lead AA IT	5.1 Communication planning and execution	Communication Plan 5.1	28/2/2019	15/3/2019		Revised and achieved on time
	5.2 Communication Tools & Awareness campaign	Project Logo 5.2	31/04/2019			Achieved on time
		Project Leaflet 5.3	31/04/2019			Achieved on time
	5.3 Project Website	Project Website 5.8	31/04/2019	31/5/2019		Revised and achieved on time
	5.4 Serious Game	Serious Game 5.9	31/8/2019			Achieved on time

WORK PACKAGE	ACTIVITIES	DELIVERABLES	DEADLINE	DEADLINE REVISED FEB 2019	DEADLINE REVISED JULY 2020	NOTE
	5.5 National Conferences/events	National Conference Greece 5.4	31/12/2020	30/11/2020	31/3/2021	Revised and achieved on time
		National Conference Romania 5.5	31/12/2020	30/11/2020	28/02/2021	Postponed and achieved by 31/03/2021
		National Conference Belgium 5.6	31/12/2020	30/11/2020	28/02/2021	Postponed and achieved by 31/03/2021
		Final Conference Italy 5.7	31/12/2020	30/11/2020	31/3/2021	Revised and achieved on time
		Press Office outputs 5.10	31/12/2020		31/3/2021	Revised and achieved on time

Beneficiaries

The project shows good percentages of achievements of expected beneficiaries. In particular, Peer-to-Peer activities conducted by the students trained in the Teen Support Program have been very effective and have largely exceeded their targets. In addition, communication activities related to the project website and the promotion of the Serious Game have by far exceeded their targets as it can be seen in the table below. The most difficult target to engage has been the teachers. This is largely because of the Covid-19 pandemic situation which put an incredible burden and workload on schools and teachers.

Type	Expected Numbers	Actual numbers	Percentage of achievement
High-school students participating in the Teen Support Program	600	578	96%
High-school students reached by the Peer-to-Peer activities	600	900	150%
High school teachers and professionals	180	139	77%
Families ⁸	4000	4000	100%
People reached by external conferences	190	576	303%
People visiting the project's website	4000	16000	400%
Young people reached by communication activities and Serious game	2.000.000	3.900.000	195%

Achievement of Outcomes/Objectives

As follows we will focus on the rate of achievement of the key project's outcomes/objectives.⁹

OUTCOME 1: Evidence based educational instruments and methodologies adapted to young people needs –for the prevention and management of gender-based violence are developed (internal procedures, brochures for students and teachers, online resources, guidelines etc..)

Indicator 1.a % of targeted schools that increase the use of mechanisms to prevent and address gender-based violence

⁸ As foreseen in the proposal, the project has not directly worked with families. However, it has developed and distributed some informational material/brochures targeted to parents and families.

⁹ Outcomes 2 and 4 are also covered by the Impact Evaluation that was conducted by project partner organizations and can be found in the four National Country Reports developed.

Actual target achieved: 7 out of 13 schools (53%) involved in the project have started working on proposals to improve policies/procedures/school-based mechanisms to prevent and address gender-based violence.

In **Italy**, at the beginning of the project, none of the targeted schools targeted had specific procedures on prevention/addressing gender-based violence. At the end of the project, the teachers who participated in the Teacher Training Program worked on proposals for mechanisms to prevent and address gender-based violence:

- ❖ In the *professional schools*, a document with a list of actions to be adopted in terms of prevention and management of gender-based violence was developed:
 - Prevention should involve **working with boys and girls on the internalization of the rules** and **promoting peer education projects to empower** them so that they feel responsible of the school and the school environment; **opening formal and informal spaces for discussions** among students, between students and teachers and among teachers; **enhancing the school's ability to monitor students when they are doing the internship** to ensure that their rights and duties are promoted and that their work space is safe.
 - Management should focus on **adopting specific school procedures and policies to enhance child safeguarding** such as an Ethical Code of Conduct and a Child Protection Policy, **establishing a clear identification and reporting mechanism inside the school**, **strengthening the network with external services and institutions** such as the anti-violence centre in the neighbourhood.
- ❖ In the *technical school*, participants of the Teacher Training Program came from different schools. This reduced the possibility to work on a unified school procedure/policy to be adopted. Nonetheless, teachers have identified the following actions that schools can take to prevent/address gender-based violence including **promoting the organization of meeting with external people/associations working on this topic as part of the school curriculum**, **promoting the use of the civic education hours to talk about gender and gender-based violence**, **developing a protocol to be followed in cases of gender-based violence** (to be done in parallel with a cyberbullying policy).
- ❖ In the *lyceum*, participants of the Teacher Training Program **have worked on a draft of school procedures**. The document is structured as follows:
 - Normative references
 - Definitions (gender-based violence, school-related gender-based violence, root causes etc.)
 - Type of preventive actions that the school can take
 - Management of cases including identification and referral (roles and responsibilities).

In **Belgium**, the three schools targeted by the project were not able to provide teachers for participating in the Teacher Training Program. The Teacher Training consisted of an open online training and teacher training in one additional school, Inspirocollege. The topic of procedures and policies was only dealt with in the open online training. This limited the impact of the project on school procedures and policies in the target schools.

- ❖ In the *open online training*, participants discussed the quality-prevention-reaction model by Sensoa and ChildFocus and discussed concrete actions that the school board and teachers can take at each level. Participants were also able to apply the quality-prevention-reaction model and discussed how the model could support their intervention and procedures at their own school.

In **Greece**, the two schools targeted by the project did not have specific policies to address gender-based violence.

- ❖ In *27th High School of Athens*, the project helped to raise the issue that teachers had the perception that GBV incidents in their school are decided on an individual level. This was experienced as a disproportionate responsibility on their behalf, which they were not willing to take. Thus, teachers expressed the need to make the response to GBV unified and backed by an institutional framework. The school decided to continue working on the topic of GBV by undertaking another related project this year.
- ❖ In *2nd High School of Kaisariani*, teachers were able to assess existing school policies and began identifying the need for more targeted interventions on different levels. In addition, the project put a strong focus on the need to co-create school policies and procedures to prevent and address GBV based on the principles of feminist leadership and a dedicated workshop was organised to initiate this process.
- ❖ In the *open training*, participants were able to identify and promote some good practices that the educational system should adopt to prevent and address GBV. For example, to adopt an internal regulation of the school with basic principles (eg non-violence) in agreement with students, teachers, parents; targeted actions (mainly experiential) with the involvement of students, teachers, parents after each incident; co-organizing events with teachers, students and parents helps to get acquainted; having 2-3 seminars on gender-based violence for teachers per year as compulsory trainings.

In **Romania**, all schools targeted by the project have procedures in place, but they are not specific to preventing and addressing gender-based violence, but rather relate to situations of violence and bullying in general. During the trainings it was not possible to revise school procedures but some recommendations for improvement were made. In 2 out of 3 trainings, the school management participated in the training; in the third high school there has been several changes in management during the past years and the high school was in the middle of a complex conflict; although the management was not present, the teachers were very involved in the trainings and committed to the project. This shows that all three beneficiary schools are supportive towards the topic of the training. During the following months, all schools involved in the project in Romania will be invited to work together with CPE on the revision of all internal school procedures in the field of violence, especially in the light of new legal provisions and procedures.

- ❖ In *Școala Superioară Comercială "Nicolae Kretzulescu"*, the participant teachers **suggested to expand the way they act when there is a situation of violence inside the school** and on how they could act in a way that would allow real reparations and an opportunity for the act of violence to be placed into a context that would diminish or exclude the chance of it being repeated. Also, they have taken into account the possibility of using internally the project toolkits in order to train most teachers, during small, informal sessions.
- ❖ In *Colegiul Economic "Viilor"*, there was a proposal coming from the teachers involved in the training to **establish a joint, coherent response to cases of gender-based violence and violence in general inside that school**, ensuring that no teacher is left alone in dealing with a complex case of violence, but is rather part of a multi-disciplinary team.
- ❖ In *Colegiul Național "Gheorghe Șincai"*, teachers expressed a lack of trust in institutional counterparts whom they should refer cases of gender-based violence; this was based on previous negative experiences. The project strengthened **the need to work on establishing an institutional path of referral and the teachers found the information provided by the expert invited useful.**

OUTCOME 2: 600 high school students are educated and aware with regard to the prevention and management of gender-based violence situations, by developing knowledge and abilities

Indicator 2.a 80% of students involved have increased knowledge/ awareness of GBV and increased ability in detecting and coping with GBV issues

Actual target achieved: 75,5%¹⁰

In terms of *general knowledge ad awareness on the issue of gender-based violence including what gender-based violence is, the different forms of violence as well as the causes and consequences of violence at different levels (individual, family and community)*, the post self-evaluation of the students who participated in the Teen Support Program **shows that most of the respondents found the training very useful.**

How useful was the training to understand Gender-Based Violence?

	Total respondents	Very useful	Useful	Quite useful	Useless
Italy	96	16%	45%	36%	3%
Belgium	34	53%	35%	12%	0%
Greece	69	62%	35%	3%	0%
Romania	65	90,8%	6,2%	3,1%	0%
TOTAL	264	51%	31%	16%	1%

How useful was the training to understand all different forms of GBV?

	Total respondents	Very useful	Useful	Quite useful	Useless
Italy	96	11%	52%	32%	4%
Belgium	34	44%	50%	6%	0%
Greece	69	67%	30%	3%	0%
Romania	65	90,8%	7,7%	1,5%	0%
TOTAL	264	50%	35%	14%	1%

How useful was the training to understand causes and consequences of GBV?

	Total respondents	Very useful	Useful	Quite useful	Useless
Italy	100	17%	39%	40%	4%
Belgium	42	6%	85%	9%	0%
Greece	69	62%	32%	6%	0%
Romania	65	83,1%	15,4%	1,5%	0%
TOTAL	276	42%	39%	18%	1%

As regards, *the knowledge of services/associations/people whom to refer in case of violence, safe and unsafe spaces at school and in the community and actions that can be taken to prevent/address gender-based violence*, the post self-evaluation of the students who participated in the Teen Support Program **is more**

¹⁰ This percentage refers to the average percentage of students who rated the training very useful or useful.

differentiated. In general, the training is reported to be very useful or useful to understand services and people whom I can talk to in case of GBV. For understand what I/we can do to make the school a safer place the training is considered either very useful or quite useful.

How useful was the training to understand services and people whom I can talk to in case of GBV?

	Total respondents	Very useful	Useful	Quite useful	Useless
Italy	96	10%	46%	37%	6%
Belgium	42	15%	50%	32%	3%
Greece	69	51%	36%	12%	1%
Romania	65	70,8%	27,7%	0%	1,5%
TOTAL	272	36%	40%	21%	3%

How useful was the training to understand what I/we can do to make the school a safer place?

	Total respondents	Very useful	Useful	Quite useful	Useless
Italy	94	6%	28%	40%	26%
Belgium	42	3%	38%	53%	6%
Greece	69	58%	35%	7%	0%
Romania	65	67,7%	27,7%	4,6%	0%
TOTAL	270	34%	32%	26%	8%

How useful was the training to understand what I/we can do to make the community a safer place?

	Total respondents	Very useful	Useful	Quite useful	Useless
Italy	100	10%	29%	41%	20%
Belgium	42	6%	53%	38%	3%
Greece	69	48%	45%	7%	0%
Romania	65	70,8%	26,2%	3,1%	0%
TOTAL	276	34%	38%	22%	6%

Students who participated in the Teen Support Program were asked to rate from 1 to 5 their possession of 3 soft skills before and at the end of the training. In particular, they were asked to rate the following skills: Critical thinking; Conflict resolution and negotiation; Assertiveness/positive communication.

As follows you will find the comparison for each country.

Italy (Total respondents: Pre 122; Post 107)

Critical Thinking: There has been a **slight improvement** with most of the respondents rating themselves as **Good** in the post evaluation.

	Pre	Post
1-very low	1%	5%
2	9%	8%
3	53%	37%
4	29%	43%
5-very good	8%	7%

Conflict resolution and negotiation: There has been a **general improvement** with a reduction in the % of respondents rating themselves as Low (2) and an increase in the respondents rating themselves 4 and 5.

	Pre	Post
1-very low	5%	5%
2	21%	8%
3	46%	37%
4	22%	37%
5-very good	6%	13%

Assertiveness/positive communication: There has been a **slight improvement**. However, reductions and increases almost balance each other out.

	Pre	Post
1-very low	3%	7%
2	14%	10%
3	33%	34%
4	29%	32%
5-very good	21%	17%

Belgium (Total respondents: Pre 35; Post 34)

Critical Thinking: the post-survey suggests that there has been an increase in critical thinking, with more students indicating that their skills in critical thinking are 'good' to 'very good' compared to the pre-survey.

	Pre	Post
1-very low	0%	0%
2	2%	0%
3	47%	26%
4	42%	62%
5-very good	9%	12%

Conflict resolution and negotiation: it seems that students believe their skills in conflict resolution and negotiation have increased. The percentage of students rating these skills with 'good' or 'very good' has increased significantly in the post-survey.

	Pre	Post
1-very low	0%	0%
2	16%	3%
3	47%	21%
4	33%	50%
5-very good	5%	26%

Assertiveness/positive communication: overall, students indicate their skills in assertiveness and positive communication have slightly increased, with significantly more students rating these skills with 'very good'.

	Pre	Post
1-very low	0%	0%
2	2%	0%

3	33%	24%
4	53%	44%
5-very good	12%	32%

Greece (Total respondents: Pre 101; Post 68)

In general, the post training self-evaluation shows a significant increase in the number of students reporting good or very good skills in all three skills assessed.

Critical Thinking: The analysis of the data suggests that there has been an improvement in students' critical thinking skills, by a decrease in the percentage of students that rate themselves low (rates 1-3) in this skill in the post-training questionnaire and an increase in the percentage of students that rate themselves high (rates 4-5) in this skill.

	Pre	Post
1-very low	2%	0%
2	12%	4%
3	32%	21%
4	36%	43%
5-very good	19%	32%

Conflict resolution and negotiation: The analysis of the data suggests that there has been an improvement in students' conflict resolution and negotiation skills, by a decrease in the percentage of students that rate themselves low (rates 1-3) in these skills in the post-training questionnaire and an increase in the percentage of students that rate themselves high (rates 4-5) in these skills.

	Pre	Post
1-very low	3%	0%
2	12%	9%
3	33%	15%
4	29%	31%
5-very good	24%	46%

Assertiveness/positive communication: The analysis of the data suggests that there has been an improvement in students' assertiveness/ positive communication skills, by a decrease in the percentage of students that rate themselves low (rates 1-3) in these skills in the post-training questionnaire and an increase in the percentage of students that rate themselves high (rates 4-5) in these skills.

	Pre	Post
1-very low	6%	0%
2	11%	1%
3	28%	10%
4	27%	37%
5-very good	29%	51%

Romania (Total respondents: Pre 85; Post 65)

Critical Thinking/Problem solving: Analysing the data, we can observe an increase at the level of students, in terms of a larger percentage of respondents rating their critical thinking and problem-solving skills higher than in the pre-intervention assessment.

	Pre	Post
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1-very low	1,2%	0,77%
2	3,85%	3,85%
3	21,5%	17,3%
4	43,9%	28,4%
5-very good	29,5%	49,6%

Conflict resolution and negotiation: The improvement in terms of conflict resolution and negotiation is visible from the analysis below; a smaller percentage of students consider having low or average skills in the area, while a significant improvement can be seen at the level of students who consider their skills went from good to very good.

	Pre	Post
1-very low	1,6%	1,0%
2	6,3%	5,1%
3	25%	10,8%
4	50,2%	39,4%
5-very good	16,8%	43,6%

Assertiveness/positive communication: As in the previous analysis, the data underlines an improvement in the area of assertiveness and positive communication as well; while students are less likely to see themselves as possessing low and average skills, there is also a significantly higher percentage of students who consider themselves more skilled as a result of the project intervention.

	Pre	Post
1-very low	1,6%	0,5%
2	3,9%	1,5%
3	22,1%	12,8%
4	37,2%	30,2%
5-very good	35,2%	55%

OUTCOME 3: Students, teachers and school staff develop a personal engagement so to make unacceptable any kind of violence in the schools where they live and are empowered to reject GVB acts and formalised the related complaints

Indicator 3.a 50% of indirect beneficiaries reached by Peer-to-Peer activities acquired new knowledge and is more aware

Actual target achieved: 50%¹¹

The Peer-to-Peer activities were expected to reach a total of 600 indirect beneficiaries. **The actual target reached by the activities is 900.**

Country	Peer educators	Beneficiaries
Italy	73	261
Belgium	39	150
Greece	19	308
Romania	28	181
Total	159	900

¹¹ This is based on the percentages of respondents to the surveys collected in Greece.

In **Italy**, the organization of Peer-to-Peer (P2P) Program was affected by the interruption of the Teen Support Program (TSP). This led to the need of restructuring the activities as follows: Module 1: recap of things done during TSP and collective reflection and brainstorming on activities to implement during the last module; Module 2: design and planning of the P2P activity and general rehearsal of the identified activities; Module 3: implementation of P2P activities with schoolmates from another class. All P2P activities took place online.

- ❖ In the *professional school*, the Peer-to-Peer activities were implemented between December and January 2021. Both classes involved chose to use the train game from the Teen Support Program toolkit that they partially reviewed. This was followed by a collective discussion on gender stereotypes and how they affect their lives. In one class the workshop went very well and smoothly while in the other class the implementation has been more difficult and facilitator support has been fundamental for allowing them to proceed with the activity.
- ❖ In the *technical school*, the activities took place between January and March 2021. Both classes chose to reproduce the train game activity. However, each class identified a specific focus for the follow up discussion on gender stereotypes. One class focused on stereotypes teenagers feel present in their daily lives while the other class focused on stereotypes and hate speech on social media.
- ❖ In the *lyceum*, activities took place in February and March 2021. The peer educators from each class have been divided into 2 groups: one group in charge for designing and implementing the P2P workshop (both chose to do a workshop aimed at deconstructing stereotypes with a game called Guess who) and the other for designing and implementing an activity for the final event (one group was responsible to organize a feminist walk meaning an urban exploration within their neighbourhood to highlight safe and unsafe spaces but also issues related to gender-based violence which affect teenagers and one group was responsible to prepare a workshop). Finally, one group decided also to create a social media campaign for subverting stereotypes (with the hashtag #ribatiamoglistereotipi), structuring it as an Instagram challenge on AA's IG profile @agente0011.

At the end of the P2P activities the feedback from peers with respect to the activity was collected and the main points common to all three schools are:

- they have enjoyed the proposed activity (especially train game) and to have the chance to talk about stereotypes;
- they have appreciated that the p2p has been implemented by older students, which also gave them the chance to get to know them and keep in touch with them also afterwards;
- they liked the interactive and participatory nature of the proposed activities.

In **Belgium**, the Peer-to-Peer Program in Belgium was implemented in two out of the three targeted schools namely Don Bosco and Mosa-RT. Unfortunately, the reference teacher for the third school was in sick leave and there was no replacement by the school. All Peer-to-Peer activities took place between February and March 2021 and were done in a mixed modality some online and some in presence. In both schools the program consisted of 6 sessions in which peer educators did a recap of the topic and the themes, they were presented with the possible activities they could carry out and then they decided on the topic and the target groups.

- ❖ At *Don Bosco*, 24 peer educators participated in the program and were split in smaller groups: one group decided to do an online campaign on tolerance, another group decided to do an online campaign on the consequences of gender norms for men, a third group created an online quiz

with Kahoot with questions about gender and gender-based violence and two groups decided to do a power walk with younger peers to make them more aware about the issue of privileges and power.

- ❖ At *Mosa-RT*, 15 peer educators participated and decided to realise 2 activities: a class conversation on gender diversity in the world and in history where they produced a map with the main gender norms around the world and an online campaign on domestic violence.

In **Greece**, the Peer-to-Peer Program was implemented in 2 out of the three schools targeted by the project. However, participants to the open training on the Teen Support Program expressed their interest to be involved and a separate Peer-to-Peer Program was organized for them. All activities were implemented online and took place between February and March 2021.

- ❖ In the *27th High School of Athens*, the Peer-to-Peer Program involved 5 peer educators and consisted of two preparatory meetings and two events on targeting the students of the A'grade of the High School and one for the students of the B'grade of the high school. During the event, the peer educators made a questionnaire that included real GBV related data to show the dimensions of the phenomenon as well as information about available helplines to increase related awareness. In addition, they also presented some artistic works, drawings, a photo collage and a collection of pictures and a playlist of GBV related song to sensitize the participants. Finally, they organised sessions where the peers could express their opinions and views.
- ❖ In the *2nd General High School of Kaisariani*, 11 peer educators have been involved in the Program. 2 preparatory workshops and one P2P event took place. The event was part of the school's celebrations for the Panhellenic Day against School Violence. The whole school was invited. The peer educators were split into 3 groups and did: a song and created an awareness raising video with this song, drawings they created, photos they selected, data about GBV and their messages against GBV, a poster and an informative presentation about the different forms of violence. All the peer educators together worked on the quiz and the open questions.
- ❖ Finally, the Peer-to-Peer program was implemented also for 3 peer educators who had participated in the open training for the Teen Support Program. Only 2 preparatory sessions with the peers were conducted, while 3 events are expected to take place in April 2021. During the preparatory sessions, the peer educators have decided the structure of the event that should be as follows: Starting activity/ game, using the Icebreaker.video online platform, Open questions in Mentimeter app, Power Point presentation with GBV related news articles, to start the discussion about stereotypes and the role of media, Train activity (from YFL Teen support Program), Presentation and questions in Mentimeter related to data about the phenomena of violence, school violence and gender based violence.

After the P2P events that took place in , participants were asked to complete a short survey on Mentimeter with two questions: 1) *After today's meeting I feel that I know more about the topic of gender based violence:* (total respondents 101) 85% of the respondents reported to know more about GBV after the meeting; 2) *After today's meeting I feel more sensitized about the topic of gender based violence:* (total respondents 67) 67% of the respondents reported to feel more sensitized about GBV.

In **Romania**, the Peer-to-Peer Program involved 3 preparatory sessions for the peer educators and 1 delivery sessions involving the final beneficiaries of the activities in each school.¹² All P2P activities were implemented in March 2021 and they were online.

- ❖ In *Școala Superioară Națională "Nicolae Kretzulescu"*, 14 peer educators took part in the Program. They decided to do an event for students in the 9th grade. The event included peer educators sharing experiences about integration in the 9th grade including main challenges related to connecting with others, having good relationships, avoiding situations of bullying, then participants were divided into 5 breakout rooms moderated by a team of 2 or 3 peer educators where they discussed the main challenges faced in teenage years and identified 3 main issues related violence and bullying as well as the main 3 solutions, finally the findings from each group were discussed in the plenary section.
- ❖ In *Colegiul Economic "Viilor"*, 5 peer educators were involved. They also decided to do an event for students in the 9th grade where they discussed from different perspectives four cases of bullying experienced by one peer educator: the aggressor, the bystander who becomes a victim, the bystander who does not act, the aggressor who faces severe consequences. The group was asked to share their perception about the experience, what solutions could be identified, how would they manage that situation if it happened to them or to someone close to them. Finally, it was discussed how to mobilize school resources in cases of violence where is needed.
- ❖ In *Colegiul Național "Gheorghe Șincai"*, 9 educators took part in the Program. They organized two events: one for a group of 30 students in the 10th grade and a second one for a group of 30 students in the 9th grade. The main focus of the events was the discussion that took place with the participants divided into 3 breakout rooms, each moderated by a team of 3 peer educators on the following topics: 1) Stereotypes and how to stop using it, 2) Discrimination – gender and ethnical discrimination 3) Freedom of speech. The discussions were supported with presentations, case studies and practical activities like the train game that was used in the first group.

At the end of the P2P activities participants were asked to respond to a Mentimeter survey. Participants were asked to respond to the following questions: 1) *What new things did you find out today about gender-based violence and how to avoid it at school?* Most of the respondents mentioned the issue of talking to teachers about it, the importance of positive communication, the need to understand each other; 2) *How was today's experience for you?* Most of the respondents found the experience interesting, important, useful, enjoyable.

¹² In *Colegiul Național "Gheorghe Șincai"*, four preparation meetings and two delivery sessions were organized.

OUTCOME 4: 180 educational professionals are informed and trained from high schools with regard to prevention and management of gender-based violence situations occurring in schools and impacting high school students

Indicator 4.a 80% of teachers and school professionals involved with increased knowledge/ awareness of GBV and increased ability in detecting and coping with GBV issues

Actual target achieved: 80%

The project has managed to inform and train a total of **139 teachers in the 4 target countries**. Teachers have participated in the **Teacher Training Program** consisting of an average of 3 training sessions covering the following topics: awareness raising on Gender-Based Violence (GBV) and gender stereotyping among adolescents; deconstruction of misconceptions; developing school policies and procedures to prevent/address GBV. In each country, partners tailored numbers of sessions, duration and topics to be discussed based on the context, participants' expectations and entry levels, availability.

In **Italy**, the project reached **39 teachers: 9 in the technical school, 11 in the professional school and 19 in the lyceum**. In general, all participants involved in training have improved their knowledge of the topic (including the root causes of violence, the problem of gender stereotyping and gender discriminatory language); they have become more aware of the role and responsibility of the school and the teachers themselves; they have been able to propose actions for prevention and management of gender-based violence at the school level.

- ❖ In the *professional school*, the training included 4 sessions and 4 hours of asynchronous learning. All sessions were conducted online. The training started in December 2020 and ended in February.

According to the facilitator reports:

At the beginning of the training, all participants **had very limited knowledge of identification and referral procedures** and competent services/institutions whom to refer to in cases of gender-based violence.

At the end of the training, **all teachers have acquired information on how to report and manage cases of gender-based violence** and have had the opportunity to reflect on the following challenges: a) families and girls do not trust institutions and services; b) violence often occurs within the family and is not reported or underreported; and c) services and institutions are so overloaded that they are not able to take charge. Also, in non-serious cases of peer violence, teachers have improved their knowledge of **how the school can cooperate with associations and organizations to use socially useful works instead of the school suspension** that is not very effective. Finally, they were able to identify possible preventive and management actions that the school can adopt to address gender-based violence.

All participants **have expressed their satisfaction and appreciated the active and participatory methodologies** used in the training.

- ❖ In the *technical school*, the training consisted of 3 sessions online and 4 hours of asynchronous learning. The training was also open to teachers from other schools of Milan.¹³ The training lasted from January to February 2021.

According to the facilitator reports:

At the beginning of the training, teachers were **quite aware of the problem** of gender-based violence although they were **less aware about the cultural and social roots of the problem, their role and responsibilities as teachers and the issue of gender-inclusive teaching**.

At the end of the training, teachers **have become more aware about their role and the importance of using a gender-inclusive language and not reproducing gender stereotypes**. In addition, they have been able to identify important actions to be taken to prevent/address gender-based violence (see OUTCOME 1).

Active **participation and cooperation among the teachers have increased significantly** between the first and the last meeting.

- ❖ In the *lyceum*, the training involved 3 online sessions conducted between February and May 2021. The training involved not only teachers but also school administrative staff and school support staff (so called ATA).

According to the facilitator report:

At the beginning, participants **had a good background of information regarding the topic** of the training but **were not completely aware of some specific terms**. In addition, **they knew only some of the local services and needed clarification on the functioning of some services**.

At the end of the training, participants **have become more aware and more open** to discuss and question their knowledge and assumptions. They have also **started working on a draft of school procedures including actions, roles and responsibilities** (see OUTCOME 1).

In **Belgium**, the Teacher Training Program involved a total of **15 participants** through an online training open to teachers and educators from different schools and a training for the teachers in Inspirocollege. Unfortunately, the program was not able to involve any teacher from Don Bosco, De Helix or Mosa-RT, because motivated teachers had already committed in supporting the Teen Support Program and the Peer-to-Peer Program.

- ❖ The *open online training* involved 9 participants including teachers, school board and counsellors. The training consisted of 2 synchronous and 1 asynchronous sessions. The first session was dedicated to recognising the causes of GBV and discussing various forms of GBV. Participants received information on the legal and ethical context for GBV in general and GBV at school, and a few case studies. They were asked to study each story and to apply the information on procedures and intervention methods to the stories. The third session, the case studies were discussed and participants looked at various ways of intervening in cases of GBV at school. In the

¹³ It is important to highlight that the main reference school, the technical school, did not manage to involve a relevant number of teachers.

same session we also discussed how discussing GBV with students is also part of preventing GBV. Participants were offered teaching methods to deal with the theme in their own class.

- ❖ In *Inspirocollege*, the training consisted of 2 sessions and involved 6 teachers. The main focus of the training was recognising and dismantling causes of GBV and discussing teaching methods from the Teen Support Program to deal with the topic with their own students.

According to the facilitator reports:

At the beginning of the training, teachers were quite aware of violence related to bullying but **awareness about serious and invisible forms of GBV and the causes of GBV was significantly lower.**

Thanks to the training, teachers **have become more aware about their role** in signaling and preventing GBV and **have learnt new approaches and methodologies that they could also use** in their own teaching practice.

In **Greece**, the teacher training program involved a total of **38 teachers: 6 in 27th High School of Athens, 16 in 2nd High School of Kaisariani and 16 in an Open Teacher Training.**

- ❖ In *27th High School of Athens*, the training took place between November and December 2020. All 3 sessions were conducted online.

According to the facilitator reports:

At the beginning of the training, teachers were quite aware of the link between gender-related stereotypes and GBV. However, they **have become more knowledgeable about less visible and subtle forms of violence.** They have also **engaged more personally and emotionally with the topic** and have become more opened in sharing personal experiences.

Participants found the **topics of the training to be very relevant for their work** and they **have become more aware of** the role everyone has in tackling the phenomenon as well as **the responsibility they bear as teachers.**

- ❖ In *2nd High School of Kaisariani*, the training was conducted online and included 4 sessions. It started in January and ended in February 2021.

According to the facilitator reports:

The training helped the participants **to become more aware of different forms in which GBV can manifest**, especially in terms of negligence, and **to understand the systemic nature of gender-based violence.**

The activities helped them understand **how to assess safety with regards to SRGBV and to identify different stakeholders** and respective responsibilities.

Finally, they have realized that violence is a collective phenomenon and must be tackled collectively and that **they should not feel alone.**

- ❖ The *open training* was organised in cooperation with the A Athens Directorate of Secondary Education. All 3 sessions were conducted online and took place in November 2020.

According to the facilitator reports:

Thanks to the training, participants **have acknowledged that there is a general lack of knowledge on the topic of gender-based violence** among teachers and educators. In addition, they have become more aware of the influence of misconceptions related to gender-based violence on the way they deal with the problem.

Finally, participants **have become more aware of the importance of the safety of the school environment**. They have also been able to assess existing school policies and **work on identifying more targeted interventions that can be done at the school and institutional level to prevent and combat gender-based violence** (see OUTCOME 1).

In **Romania**, the project was able to involve a total of **47 teachers: 11 in Colegiul Național "Gheorghe Șincai", 23 in Colegiul Economic "Viilor", 13 in Școala Superioară Comercială "Nicolae Kretzulescu"**. The teacher training took place during the months of February and March 2021. All sessions were organized online. According to participants feedback, the training helped them to understand how they could work on these topics, to understand students' perspective on this phenomenon and to understand how to use the project's tools and material in the classroom.

- ❖ In the *Colegiul Național "Gheorghe Șincai"* 3 sessions were organized for a total of 7 hours of training.

According to the facilitator report:

At the beginning of the training, **participants had different levels of understanding of the topic of gender-based violence**. In general, all participants had a good knowledge on the topic of violence in general, however only the school counsellor was well informed about gender-based violence specifically.

Thanks to the training, participants **have become more aware of how traditional views and constraints on masculinity and femininity influence the way students behave with each other**.

Finally, it also emerged that there was a widespread lack of trust in the public institutions with a mandate in the field of gender-based violence. The project has contributed to reinforce the need to work on an institutional path for dealing with gender-based violence and participants **have improved their knowledge of the institutions that should be activated in different cases of violence**.

- ❖ In the *Colegiul Economic "Viilor"* 3 sessions were organized for a total of 6 hours of training. The teacher training was also attended by the school director.

According to the facilitator report:

At the beginning of the training, participants **were able to identify some risks and vulnerabilities related to gender-based violence but were not very much aware of the intersection of different vulnerabilities** related to multilevel factors including individual, family, environmental, culture-based.

In addition, the training **helped them to understand how they can assess signs of risks and vulnerabilities** among their students by looking at behaviour changes.

- ❖ At *Școala Superioară Comercială Nicolae Kretzulescu* only 2 sessions of 2 hours each took place¹⁴. The teacher training was also attended by the school director and the deputy school director.

According to the facilitator report:

Through the training, participants were able to gain a better understanding on the issues of vulnerability during teenage years and **how teachers should be equipped to recognise and manage these vulnerabilities**. Participants focused on the roles that the family and the community have in increasing or reducing risks and on how they can be transformed into protective factors.

In addition, participants **gained a better understanding of the path that should be taken by schools in cases of gender-based violence** and reflected on the school procedures and how they could be improved.

OUTCOME 5: Gender based violence especially affecting teenagers is brought to the public attention, through different messages and channels (National conferences, website, serious game, events, publication, network of stakeholders) with a focus on consequences, gender underlying factors and the rights of victims

The project has implemented different communication activities targeted to a diverse audience including posts on social networks (Instagram and Facebook), press releases, media partnerships and 2 brochures (a general one and one targeted to parents and families. The second one was printed).

Firstly, the project **has developed a website** that was released in October 2019. It is available in the four project partners' languages (Italian, Dutch, Romanian, Greek) and English. The project website provides news and updates on the project implementation and it has a section where registered users can have access to tools and materials developed by the project. The project website has been **visited by a total of nearly 16.000 users** (out of which almost 72% from Italy). 176 people have registered on the website to have access to the materials and the toolkits.

Secondly, the project's **online Serious Game** was developed and released in November 2019. The game consists of different scenarios related to places and situations that are familiar to young people where the player can choose a specific character and decide among different choices. His/her choices will influence the path of the story and bring him/her to a specific ending. At the end of each story the user can decide to play it again by making different choices or to play another story. The game **has been used by a total of 9800 users** which is nearly 61% of the website visitors.

The project has organized **4 national final conferences** to disseminate project's results and best practices. In total, **conference participants across the four countries reached 576 people**. All 4 conferences took place online due to the limitations to in presence activities:

- 8th March 2021: conference in Greece. It was attended by a total of 19 speakers and 144 attendees.

¹⁴ Unfortunately, the third session that was planned for the 31st of March had to be cancelled.

- 9-10th March 2021: two-days conference in Italy. The first day involved different thematic and creative workshops targeted to project’s stakeholders including students, teachers and organizations. Some workshops were organized and facilitated directly by the students who participated in the Teen Support Program and involved activities they have learnt during the program. The second day consisted of roundtables and frontal presentations involving project partners, stakeholders as well as institutions. The conference was attended by a total of 191 people.
- 26th March 2021: conference in Romania. It was attended by a total of 218 participants and 15 speakers, teachers and students from the target schools.
- 31st March 2021: conference in Belgium. It was attended by a total of 23 participants.

According to questionnaires collected from conference participants, **70% of them reported to be very satisfied with the clarity of the speakers, 80% to be very satisfied with the quality and interest of the contents, 62,5% to be very satisfied with the with the participation of students and teachers in the final event, and 74% to be very satisfied with the with the organization of the webinar.** Finally, **75% were able to understand the project’s results and methodologies.**

	Total respondents	Clarity of speakers	Quality and interest of the contents	Participation of students and teachers	Organization of the webinar	Understanding of project’s results and methodologies
Italy	53	31- Very satisfied 18- satisfied 4- somehow satisfied	43- Very satisfied 10- satisfied	37- Very satisfied 13- satisfied 2- somehow satisfied	38- Very satisfied 15- satisfied	50- Yes 1-No 2-Partially
Belgium	21	7 – very satisfied 9 – satisfied 5 - somehow satisfied	10 – very satisfied 5 – satisfied 6-somehow satisfied	8 – very satisfied 6 – satisfied 5 - somehow satisfied	12 – very satisfied 6 - satisfied 3 – somehow satisfied	10 – very satisfied 6- satisfied 5 – somehow satisfied ¹⁵
Greece	52	34- Very satisfied 18-satisfied	41- Very satisfied 11-satisfied	18- Very satisfied 29-satisfied 5- somehow satisfied	35- Very satisfied 17-satisfied	39- Yes 0-No 13-Partially
Romania	85	77 – Very satisfied 8 - satisfied	75- Very satisfied 10 - satisfied	69 – Very satisfied 15 – satisfied 1- somehow satisfied	72 – Very satisfied 12 – satisfied 1- somehow satisfied	70 – Yes 15 - Partially

Efficiency

¹⁵ In the Belgian survey, the scale used was not satisfied - somewhat satisfied - satisfied - very satisfied.

***Has the project used its resources (human and financial) efficiently?
How well as the project been able to (re)-assess the risks and implement
mitigation strategies if any?***

Use of resources

In general, the use of resources has been in line with the implementation of the activities. All deviations applied are in line with those admitted by the grant agreement with the donor and did not require an amendment. The main modifications have been necessary to tackle the impact of Covid-19 on the delay of activity implementation and to reduce the risk of low financial sustainability of the 3 months no cost extension requested.

The main changes are as follows:

- Reduction of B1 and B2 cost (travels and subsistence) due to the limitations to mobility and in presence activities related to the pandemic situation. Savings have been moved to A1 and A2 cost (staff) to strengthen the management of the activities during the 3 Months of extension, allow the conversion and adaptation of materials/tools from offline to online and put in place mitigation strategies to reach appropriate targets on WP3 activities; this resulted in a general increase in effort.
- Increased staff costs for achieving ambitious communication and dissemination activities' targets.

Minor staff changes are related to the annual update of actual staff cost.

As regards the use of financial resources, ActionAid Italy, as the Coordinator, had to put a significant extra effort in ensuring a correct use and reporting on financial expenditures by the partners. This was mainly related to the fact that partners seem not to have a comprehensive knowledge of main donor's reporting rules and the ability to integrate those rules with internal practices. For example, partner organizations did not have internal staff cost calculation policies and were urged to fill this gap. Finally, ActionAid Italy had to provide regular support to partners in the use of project's financial management tools due to a limited experience in using these tools. In particular, partners had limited ability to link the activity plan and the financial forecast.

Moreover, problems have been identified in terms of human resources management by the project partners. 3 out of 5 organizations in the consortium have had problems of internal staff workload because they underestimated efforts for implementing activities and producing reporting and deliverables. This meant that a person/staff was responsible for multiple activities and deliverables and several milestones/deadlines were not respected. It is important to highlight that this was not linked to insufficient availability of funds rather to a limited ability to organize the work internally including deciding whether or not to subcontract a specific task/activity or find external consultants that could support internal staff.

Risk assessment and mitigation strategies

At the design stage, the project had identified several risks divided into 3 main categories including:

- **Contextual Risks:** these are risks external to the organisation and the project, which the project has little control over.
- **Programmatic Risks:** these include risk related to not achieving aims/objectives/targets of the project as well as risks of doing unintentional harm through the project.
- **Operational/Organizational risks:** these are risks related to project partners' capacity, coordination and management of the project.

In general, the risks analysis conducted at the design stage has proved to be comprehensive and correct. No major foreseeable risks occurred that were not planned in the assessment. The outbreak of Covid-19 which has represented a risk for the project implementation was neither foreseen nor foreseeable at the design stage. However, the project was able to respond to the impact of the pandemic by shifting to online activities.

In general, the analysis of the occurrence of **contextual risks** in the target countries shows that:

- **Changes to the social/political climate** do have a strong potential of affecting a project both positively and negatively. In general, the outbreak of Covid-19 and its impact on people’s lives including the impact on gender inequality and gender-based violence has emphasized the need to intervene on these issues. In Romania, a proposed law amendment prohibiting discussing gender issues in education, which was later rejected, required to think carefully about the contents and language of the training toolkits. On the contrary, in Greece, the spark of the MeToo movement in early 2021 created more interest in the topic of the project among students, parents and teachers.
- **High turn-over of school management and teachers** identified at the proposal stage was confirmed in 3 out 4 countries (Italy, Romania and Greece). However, it didn’t impact the project significantly because the project staff had managed to have several entry points/reference persons inside the school. In some cases, it affected the implementation of the training requiring more time to complete it.

Risk Type	Italy	Belgium	Romania	Greece
Unfavorable social/political climate	The Covid-19 pandemic has had a significant impact on people's lives and the overall society. Finally, in the medium and long term it can increase inequality, exclusion, and discrimination. This can further contribute to increase gender inequality and gender-based violence. Moreover, it has impact on domestic violence at home and on-line gender-based violence linked to the cyberbullism phenomenon. This has highlighted the need to work on this issue.	Introducing the main focus of the project, gender-based violence, was not opposed by the general social or political climate.	An amendment to the Romanian law of education, specifically prohibiting any kind of mentioning of gender in schools: "they are to be prohibited in schools, universities, kindergartens and all spaces dedicated to education the activities aiming at educating with regard to the theory or opinion of gender identity, this meaning the theory or opinion that gender is a concept that is different from biological sex and that the two are not always the same" was voted by the Romanian Parliament on 2020 June 16th. Together with other NGOs and educational institutions, including Universities, we asked to the Romanian President to appeal to the Constitutional Court the amendment. The Constitutional Court	Currently Greece is experiencing its own MeToo movement, so the environment is very favorable for the implementation of educational activities related to gender-based violence. We could sense during project implementation this change happening, as the interest of the whole educational community (students, parents and teachers) in our project activities was constantly increasing. However, there was still limited "space" in high school curriculum to incorporate activities/projects not included in the official curriculum. Although it was announced that in the future sexual education should be incorporated in the curriculum of schools. Currently, the high school curriculum does not allow lessons/activities on this topic.

			<p>postponed a decision several times but finally the amendment was rejected on 2020, December 16th.</p>	
<p>High turn-over of school management and teachers</p>	<p>We have experienced high-turnover of school staff in one of the schools where we operated. This has had an impact on the teacher training implementation because facilitators had to start over.</p>	<p>In one school, the teacher who facilitated the contact between us and the school, went into sick leave during the last three months of the project. This hindered the communication and slowed down the activities significantly. The press release that was planned in cooperation with the school needed to be postponed and the contact with other teachers to organise the teacher training was put on hold.</p>	<p>We have experienced a turnover at the level of teachers in one of the schools, yet the project was not deeply impacted, as the group of teachers remained the same in the 3 training sessions (some of the teachers who participated in the focus groups were no longer in the school when we implemented the teachers training). In one of the schools there were several management changes (probably the fourth since the project started) and a strike that happened during several days, in the context of a significant conflict between the school and the Districts City Hall. It impacted the planning of the project activities, but not dramatically, causing delays, but not changes.</p>	<p>We experienced high teacher turnover in all three schools. The effects of this risk were mitigated as our contact point for the implementation of the project activities were directly school directors and the deputy school directors were, who were there during the whole project implementation. Furthermore, as all educational activities with teachers were implemented during the current school year, this turnover did not impact the implementation of the teachers training program.</p>

In general, the main programmatic risks that occurred during the project implementation were related to:

- **School staff and management opposition to project activities:** there was no opposition towards the project except for individual isolated cases of teachers (see Italy and Greece). However, in general, it has been challenging to integrate it with the school curricula and activities.
- **Sensitiveness of the topic of the project for the targeted groups (including students and young people; teachers and school professionals):** All project materials including toolkits and the Serious Game have been developed by staff with strong experience in implementing activities with youth and dealing with the topic of gender-based violence. In addition, students have showed a significant interest in the topic and didn't show particular resistances or challenges in talking about it.
- **Low level of students' participation in the project activities:** in general students' participation has been high and regular throughout the training. However, due to the Covid-19 situation and closure of the schools, most of the trainings took place online totally or partially. Ensuring active participation in online activities has been more challenging and has required to significantly adapt activities and methodologies.

It is important to highlight that **no major ethical issues related to involvement of minors and the sensitivity of the topic** were reported. However, due to the Covid-19 situation partners had to switch to online activities which has also required to adopt different tools to monitor attendance. In Greece and Romania, due to school regulations and national indications, partners were not able to take screenshots and recording of online webinar and events to protect the privacy of the minors involved. Thereby registrations and screenshots as proof of activities have been provided only for adults. All partners adopted and have complied with the Child Safeguarding Policy and the Child Protection Policy shared together at the beginning of the project (D1.12). In addition, partners have worked with experienced facilitators/educators and tailored the activities to avoid participants distress (including data collection activities).

	Italy	Belgium	Romania	Greece
School staff and management opposition to project activities	In one school, male teachers were not highly supportive towards the project because they did not perceive it as an urgent and significant issue. However, the school director has helped to promote and ensure participation. In addition the project decided to open the training also to teachers from different schools. This offered an interesting exchange space.	School management agreed to participate in the project, but then were not involved anymore and left it to the teacher(s) to implement the project. We were not able to rely on the school management for support. In addition, it was a challenge to introduce the activities of the project in three schools because there is not much room for extracurricular activities in Flemish schools, as the program is already	We did not sense that the teachers were in any way opposing the project. On the contrary, teachers very grateful that the project happened in the context of a pandemic and in the online formula, which supported the students to communicate with each other and reflect on the emotional hardship they were sometimes experiencing. The teachers also considered the teacher trainings to be very valuable as well.	Getting the approval of the Ministry of Education and the Institute of Educational Policy, and also involving the stakeholders in the process of finding the project schools, helped overcome the initial difficulty faced. Once the schools were selected there was no opposition by the teachers, except for individual cases. On the contrary the majority of the teachers seemed to be personally involved and be thankful for the implementation of project activities in their school. Strong support from school management and constant presence during project implementation, further helped towards this direction. However, there were

		very strict and full. The Covid-19 pandemic has only contributed to this issue because it increased the workload for both students and teachers, which left even less room for the project activities.		difficulties of schools with regards to the logistics of program implementation and a focus on the implementation of the curriculum and not extra curricular activities.
Parents' opposition to children participation in project activities	This has not been an issue.	This has not been an issue.	We did not encounter any opposition from parents. It would have been, however, interesting, to also have a project component that would directly be addressed to parents, in the benefit of the teenagers.	This has not been an issue. On the contrary, due to the recent interest and debate sparked by the MeToo movements parents have become more interested in the project.
Sensitiveness of the topic of the project for the targeted groups (including students and young people; teachers and school professionals)	This was not an issue. On the contrary, students have reported to be interested in receiving more real testimony of people/associations working on the topic as well as survivors of violence.	For some students, the case studies and the concrete examples of gender-based violence discussed during class were triggering. For us this underlined the importance of creating a safe space at school and during the activities. As facilitators, we always have to keep in mind that talking about these issues can be triggering to some people and that we need to be sensitive to this possibility. Over the several sessions, we always repeated the class rules and offered support services after each session.	This was not an issue. The project didn't affect students' sensitivity. On the contrary, students reported that it was a place where they were coming and feeling better, managing their anger and strong emotions better and learning to be with the others in a more beneficial and rewarding way, finding similarities and links.	A support network was created around the schools during the implementation of activities, in order to better be prepared in case this risk would be faced. The two of the project schools were close to ActionAid's Community Center, so further support services could be offered to students there in case needed and in the third school we were in close collaboration with the school psychologist. No issue came up though, neither in student trainings nor in teacher trainings. On the contrary, both teachers and students stated that they felt better after our intervention

<p>Low level of students' participation in the project activities</p>	<p>Due to the Covid-19 situation and the shut down of schools, the project had to resort to online learning. Participation in online activities was more complicated. In addition, Italian students have showed a growing digital fatigue, since they were overwhelmed by online lessons and also alternation school work that was not cancelled and developed during the afternoons.</p>	<p>This was not an issue: students were very motivated to participate because the topic interested them and it was a welcome variation in their standard curriculum.</p>	<p>The online format was more challenging, in terms of actually being able to correctly assess the students involvement. In all schools the practice is to allow students to follow the classes and activities with their cameras off. Some of the students never turned it on, but did get involved in commenting, answering questions or in the tasks to be performed in the breakout rooms. A minority of students did seem not to be active, but we have no possibility of knowing what was going on. We made the activities as interactive as possible, in order to keep the communication very vivid.</p>	<p>This risk was not applicable in the case of student trainings. The difficulty to organize and implement student trainings was connected with the approval of the Ministry of Education, that was obtained only several months after the start of the school year. It was not related with the interest of students to participate, that remained high until the end of the educational program. For the participation of the students in the final impact evaluation activities though, the interest of participation was lower. Several reminders and questionnaire filling sessions were used to motivate the students to participate.</p>
<p>Ethical issues related to the participation of minors in project activities including collection of sensitive data</p>	<p>All partners signed a Child Protection Policy and prepared consent forms for parents and teachers.</p>	<p>No issues.</p>	<p>the necessary adaptation to online activities (Required by Covid emergency and compulsory distance learning in schools) obliged also to take in consideration some more aspects linked to minor's protection and national indications on online privacy policy. Thereby registrations and screenshots as proof of activities have been provided only for adults.</p>	<p>the necessary adaptation to online activities (Required by Covid emergency and compulsory distance learning in schools) obliged also to take in consideration some more aspects linked to minor's protection and national indications on online privacy policy. Thereby registrations and screenshots as proof of activities have been provided only for adults.</p>

Risk of distress to participants of the impact evaluation because questions may be perceived as intrusive and upsetting for those who may have personal experience of the issue and may result in participants disclosing incidences of SGBV	Due to the sensitivity of the topic dealt with by the questionnaires, participants of the impact evaluation were reminded that they could leave the compilation at any point. The compilation of the questionnaire was not compulsory for participating in the project.	This has not been an issue.	We did not consider this to be an issue in any way for the teachers or the students. The questions were not intrusive and we were able to carry the activities out in a protective and safely manner.	Participants were free to stop the questionnaire completion at any time, in case of distress. Furthermore, for the baseline questionnaires, when students and teachers were still at schools questionnaire completion sessions were organised both for students and for teachers with a member of the project team being always present in the room in case anything was needed.
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Finally, there were no major **operational/organizational risks** faced during the project implementation. Project coordination and management have worked well according to all partners. There have been some challenges in ensuring correct reporting and use of financial resources and staff by project partners that has required an extra effort and capacity building by ActionAid Italy (see section on the use of resources p.18). Data collection activities have been significantly affected by the delays due to the Covid-19 situation which resulted in an overlapping between activity implementation and evaluation/data collection. In addition, the project partners have not been able to be present at the school (except for Belgium) and this has limited their ability to ensure a correct and timely data collection. This means that there has been a significant drop-out of respondents between the baseline and the endline surveys.

	Italy	Belgium	Romania	Greece
Accountability, fraud and corruption risks	There have been some problems related to partners' staff allocation and daily cost calculation. To overcome these problems, ActionAid Italy carried out an intense work of capacity building and review of the partners' supporting documents.	Quarterly reports on technical and financial issues were regularly submitted and consequently discussed with the project coordinator, so as to detect and solve any issues that may arise. This made that any financial issues could be solved on time during the project.	Not applicable	Quarterly technical and financial reports were thoroughly created and submitted on time.

<p>Problem in the coordination of the partnership and in the communication flows</p>	<p>In 2020, ActionAid switched from Google Drive to Office 365. Accessibility and use of the new system presented some challenges that required a work of adaptation by the partners. Due to the Covid-19 pandemic, 1 out of 4 in person meetings had to be conducted online.</p>	<p>No issues, all partners were always present during online calls, and the project coordinator was always available and had a good overview of the current situation.</p>	<p>Not applicable. All partners were always available to us and we felt supported during the process of implementation.</p>	<p>No issues.</p>
<p>Delays in the production/ delivery of the material developed for the project</p>	<p>Procurement have been done according to EU and organizational rules procedures. ActionAid Italy encountered a huge delay in printing trainings materials, since the first lockdown didn't permit to start a procurement process that was postponed after the end of the lockdown.</p>	<p>There were some delays but these haven't hindered the implementation of the activities.</p>	<p>There were some delays in developing the training toolkits but this has not hindered the activity implementation.</p>	<p>There were some delays, but as activities were implemented online due to the Covid situation it did not affect project implementation.</p>
<p>Insufficient quantitative of data produced and risk of bias in data collection and data analysis</p>	<p>Due to the Covid-19 pandemic situation, tools for data collection had to be revised and adapted for online collection. There has been a significant (%) drop-out of respondents between the baseline and endline surveys.</p>	<p>The baseline survey was distributed partly on paper during class, and partly online. The online version resulted in a significantly lower turnout, especially for the teachers. For the endline survey, we will try to overcome this issue by directly addressing teachers and by offering the survey to students during class hours.</p>	<p>It is very possible that there will be a drop-out of respondents between the baseline and the endline surveys. We will make the most efforts to ensure we collect as many answers as possible.</p>	<p>For the baseline questionnaire both an online a paper and an online version were created to better respond to the needs of schools, teachers and students. Both for the baseline and the endline surveys questionnaire completion sessions were organised, to boost participation. Nevertheless, a drop-out is expected in the endline questionnaire, as due to the covid situation questionnaire completion can be only done online.</p>

Incapacity to reach the target for the communication activities	This has not been an issue. On the contrary, overall targets for communication activities have been exceeded by far.	The school contact for the press release was troubled toward the end of the project, which also slowed down the press release before the final conference.	Using different tools (website, social media, press release) allowed us to reach the target and to disseminate the project results. For ex. we have more than 450 teachers that registered for the final conference.	A wide range of different communication activities was implemented in order to reach the audience including, among others, social media posts, articles in the website, newsletters, press releases, presence in the radio and a very successful final event.
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Sustainability

Are the benefits of the intervention likely to continue over time?

The following factors affecting sustainability will be assessed:

- **Financial** – it refers to the capacity of project partners organization to obtain further funding to support/sustain the project’s benefits over time
- **Technical** – it refers to the how the project was designed and implemented. It looks at the tools/materials that have been developed and disseminated and how they can be further used.
- **Institutional**- it refers to the capacity and ownership of project’s stakeholders, individuals and institutions, in particular target students, teachers, schools and network organizations to sustain the benefits of the project including stakeholder commitment to project’s recommendations.

An important element to be taken into account when looking at the financial, technical and institutional sustainability of the current project is the fact that **a second phase of the project has been already approved and it is expected to start in May 2021**. The second phase of the project will be implemented in the same 4 countries targeted by the current project, it will involve the same partners and will target the same cities. However, only some schools of the current

project will be targeted.¹⁶ The starting of a second phase is of course a great factor of sustainability because it provides funding for sustaining the project's benefits (financial sustainability), it will ensure that the material developed by the project is further improved and disseminated (technical sustainability) and will continue to work with schools, teachers, students and organizations to enhance their capacity to prevent and respond to gender-based violence, in particular the project will conduct a strong advocacy and campaigning work at the national and EU level (institutional sustainability).

Financial sustainability

All partners involved have strong experience working on women's rights, gender-equality and fighting gender-based violence and have already received funding from different donors to implement projects on these topics. They will therefore continue to look for alternative funding sources to sustain the project's benefits.

- **ActionAid Italy (Italy)**- It is a feminist organisation dealing with gender issue and violence against women (VAW) in Italy and Europe since 2012. ActionAid has a great network of national players dealing with VAW including services, public authorities and the Ministries. It is a permanent member of the National Observatory on monitoring and promotion of education/training initiatives around gender equality and against discrimination and GBV established by the Ministry of Education. ActionAid Italy is currently implementing the following related EU funded projects:
 - **BRIGHT** (Coordinator): the project aims at improving the awareness and exercise of EU citizenship rights among Romanian and Bulgarian female workers in the agricultural sector in Southern Italy. The intervention involves women's leadership and mediation trainings and rights awareness raising activities and the adoption of Public-Public Partnership Agreements to co- develop new gender-sensitive public services that address women's needs with local institutions, citizens, mobile workers, employers, unions and third sector associations;
 - **CHAIN** (Partner): the project aims at strengthening the prevention of Female Genital Mutilation (FGM) and Early and Forced Marriage (EFM) through empowerment activities and awareness-raising, fostering behaviour change, providing protection and support for survivors and those at risk of FGM and EFM through competent and culturally sensitive services and giving voice to community concerns and needs at the political level. for the DG Justice both treating of VAW;
 - **WEGO3** (Coordinator): the project aims at increasing local multi-agency networks capacity to promote socio-economic independence of Intimate Partner Violence survivors through the design and adoption of gender-responsive labour policies in the field of work, including adaptation of work life balance measures to IPV's specific needs, extension of the application of anti-discrimination policies to cases of GBV, and introduction of specific support measures for IPV's searching for a job or employed in precarious jobs.
- **CPE (Romania)**- It promotes gender equality and women's rights, addressing all forms of gender-based violence through different projects and activities (research, capacity building, building coalitions of NGOs working in the field of violence against women, violence prevention in schools,

¹⁶ The schools have not yet been finalized.

sexual harassment prevention in private companies, preventing teen dating violence, legal monitoring of the legal framework implementation etc.), trafficking of women and girls for sexual exploitation, gender equality and diversity education, labour rights, social economy initiatives. CPE is currently implementing the following projects:

- **BRIGHT** (Partner): This project is coordinated by ActionAid Italy.
 - **Young Women Leaders** (Partner, Erasmus+ funded project): the project aims at building the capacities of up to 60 young women, from 4 EU countries (Italy, Poland, Romania, Sweden) supporting them in developing pilot and raising-awareness initiatives addressing their peers and citizens, and in designing the first EU Young Women Network. The project will promote the concept of parity in all fields of society and especially in politics, economy and in decision-making, joining together three main aspects: education in the form of capacity building, raising-awareness about leadership and more gender balanced society, and network building and development.
 - **EGALIS** (Coordinator, funded by SEE Grants): the project aims at increasing the capacity of the Network of Romanian NGOs working on the field of women rights to support the Romanian education system to integrate gender equality in the school curricula, schoolbooks and in teachers' training.
- **UCLL (Belgium)**- It has carried out several projects about gender-based violence and violence against women and children, approved by the European Commission, DG Justice. Examples are Moodcity, CAVA (Changing Attitudes to dating Violence in Adolescents), FACTSC (Form a Chain to Safeguard Children), PAL -fighting against Anti-Gypsyism and discrimination in education and work in the EU, and SWIFT (Stopping violence against Women and children through an Integral and Fast Trajectory. Currently, UCLL is implementing:
 - **ENGAGE** (Coordinator): directed towards integrating vulnerable women through language and skills courses and mentorship;
 - **PAL Women** (Partner): a project targeted at female entrepreneurs with a migrant background;
 - **Devote** (Partner): a project on inclusion in secondary education
 Finally, UCLL supports and cooperates with the Family Justice Center of the Province Limburg and the houses of the children in our province. They also cooperate with the city of Hasselt on the development of 'Drempelmeter', a tool to measure of organisations are inclusive and accessible to everyone equally.
 - **AFOL Metropolitana** – It is a local public agency that offers a range of services available to people who are searching for jobs, vocational and technical training and need guidance support. Afol has a Gender Equality policy office involved in all three services area to ensure that gender is adequately mainstreamed. In the field of equal opportunities, Afol has a long-standing cooperation with various women's associations and organizations and gender research centres in order to promote local initiatives (seminars, meetings, trainings) or national and European projects to design, program and implement gender sensitive policies and measures in educational system and in the labour market. From 2011 AFOL is involved in the project called imPARIaSCUOLA to create a conscious attitude to promote equal opportunities and fight against gender stereotypes in the schools. Currently Afol is implementing two projects ending on the 30th of April 2021:

- **MASP (Master Parenting in Work and Life)** (Partner- EASI Program): The project aims to change the perspective of balance between work and private life to encourage a more equal share of care responsibilities between women and men and to stimulate higher women participation in the labour market;
- **FAB (Fast-track Action Boosts)** (Partner- EASI Program): The project responds to refugees' needs, with a focus on women, by transferring and adapting good practices for job inclusion among European cities.
- **ActionAid Hellas (Greece)** – It was established in 1998 as a non-governmental non-profit organisation and nowadays is one of the strongest civil society organizations in Greece. It works in more than 55 communities in 18 countries in the developing world. Starting from 2000, ActionAid Hella has also launched local programs, aimed at enhancing partnerships with local communities and the civil society. It works on women issues in terms of VAW prevention and education. In 2018, AAH conducted a survey on domestic violence and its relation to the financial crisis. It also has a well-structured network of schools covering most of the Greek territory, where periodically educational activities are carried out. It is implementing a campaign against gender-based violence in the workplace, that also include sexual harassment of women at work. Currently ActionAid Hellas is implementing several projects related to the topic of GBV, including:
 - **ARIADNE2**, a 2-years national project led by KEMEA that aims to develop a multidisciplinary police reporting approach to prevent and respond effectively to domestic violence incidents against migrant/refugee women;
 - **GREAT Budgeting**, a 2-years project that aims at developing and proposing good practices and tools at municipal level to support the inclusion of gender perspectives in public budgets.

Technical sustainability

The project has developed different tools and materials to promote the sustainability of project's methodologies, approaches and outcomes including:

- **Project website:** In the support section high-schools, public institutions or NGOs working in the field and interested in implementing Youth For Love activities will be able to contact and seek support from the project team.
- **Online serious game** (linked to project website): youth and people in general will continue to have access to the game developed by the project. In the second phase of the project that will start in May 2021, the serious game will be further improved with new characters, stories and playing features.
- **Paper/Online materials** including Guidelines for conducting school diagnosis activities, 3 toolkits to implement the Teen Support Program, the Teacher Training Program and the Peer-to-Peer Program and Guidelines for implementing Impact Evaluation of School-related gender-based violence interventions have been distributed to schools, associations and organizations. The material can be also downloaded from the website.

Institutional sustainability

The project has managed to strengthen a stakeholder network supporting the project (civil society organizations, schools, activists, experts, students, school staff with different tasks within the network depending on their role) at national level and in the local project areas. The network has been involved in the activity implementation. In particular, the following activities have been conducted to ensure stakeholders' engagement:

- Mapping of local and national stakeholders in each country;
- Meetings and exchanges with local and national stakeholders to collect their inputs and contributions during the project meetings in Athens (June 2019) e in Hasselt (February 2020);
- A specific session with stakeholders from each partner country on the development of project recommendations during the last project meeting (January 2021);
- A dedicated workshop during the Italian final event (9 March 2021) to discuss and finalise the recommendation document with stakeholders and project participants;
- A dedicated session during the Italian institutional event (10 March 2021) whereby country stakeholders shared their priorities for preventing and combating gender-based violence in schools and education;
- Specific sessions during the online final national events in each partner country (Greece, 8 March 2021; Romania, 26 March 2021, Belgium 31 March 2021).

Finally, the following stakeholders have contributed to the development of the project's recommendation document:

- **Italy:** Monica Pasquino – President of Scosse (national organization working on SRGBV), Diana De Marchi – teacher and President of the Equal Opportunities Commission of the City of Milan, Gianmarco Silvano - Unione degli Studenti (student movement), Ma Basta Movimento antibullismo (student movement), Alessio Miceli - Maschile Plurale, Rita Barbieri - Social and gender policies Councilor (Milan Municipality 6).
- **Romania:** Monaliza Cirstea- Director of GBV Department National Agency for Equal Opportunities between Women and Men, Mihaela Sasarman - NGO working with teens and teachers on GBV prevention, Eni Gall - NGO working with teens and teachers on GBV prevention, Daniela Draghici- Advocacy specialist, Eva Laszlo – researcher and teacher (Babes Bolyai University, Faculty of Sociology and Social Work).
- **Belgium:** Emma Vandyck- policymaker from the Department of Equal Opportunities for the City of Hasselt, Leopold Lindelauff – Chairperson of the Limburg Rainbow House, Tim Vandereyd and Lore Ceysens – social workers of Community centre.
- **Greece:** Rafael Bilidas- LGBTQI activist, Mairi Chioni - Head of Health Education, A' Athens Directorate of Secondary Education, Scientific Associate Orlando at LGBT + mental health without stigma, Vicky Germotsi - Equality Research Center (KETHI), Program Planning, Documentation and

Evaluation Office, Theoni Koufonikolakou - Deputy Ombudswoman for the Rights of the Child, Elena Skarpidou - Secondary Education Teacher, Sex Education Instructor, Head of Rainbow Education Sector, Katia Kolovou - Secondary Education Teacher, Director of the 2nd General High School of Kaisariani, Panagiota Deligianni - Secondary Education Teacher, Director of the 27th General High School of Athens.

Conclusions and Recommendations

Conclusions

As follows we present our main concluding judgments based on the findings presented in the previous sections. The following conclusions are logically related to the findings discussed above.

- I. According to the data collected in the focus groups and the baseline questionnaires, the project has proved to be extremely relevant for high school students and teachers. Indeed, the data collected showed that there was a widespread gap in terms of knowledge, skills, procedures, and policies for preventing and addressing gender-based violence inside the school.
- II. Based on the evaluation, we can conclude that the project has a good rate of achievements of project's targets, outputs and outcomes. Nonetheless, it is important to acknowledge that changes related to the adoption by the targeted school of "Evidence based educational instruments and methodologies adapted to young people needs –for the prevention and management of gender-based violence are developed (internal procedures, brochures for students and teachers, online resources, guidelines etc..)" was limited by the fact that activities with teachers had to be postponed due to the outbreak of Covid-19 and there was no enough time to do a follow up on the adoption by the schools.
- III. The planning and use of resources (financial and material) has been partially effective. However, significant limitations have emerged in the planning and use of human resources by partners that affected the timely implementation of the activities and the delivery of project's outputs and resulted in staff of partners organizations reporting an excessive workload.
- IV. The risk analysis that was developed at the beginning of the project was quite comprehensive and detailed. The project has managed to implement effective mitigation strategies to respond to foreseen risks. The outbreak of Covid-19 pandemic was not foreseen by the analysis, but the project was able to respond quickly and effectively responded the adaptation of offline activities to online.
- V. The overall sustainability of the project's results is expected to be guaranteed by the second phase of the project that is expected to start in May 2021. However, it is important to highlight that some project benefits related for example to the compliance with policy change recommendations developed by the project's stakeholder network will need a relatively long consolidation period before the maximum level of benefits are eventually achieved and it is not possible to estimate them at this point. On the contrary, other benefits such as the use of active and participatory teaching and learning methodologies in school and the creation/strengthening of networks as well as relations between school and external organizations and networks may gradually decline if not further and adequately sustained through the second phase of the project.

Recommendations

Some of the recommendations presented as follows have been already partially addressed in the designing of the Youth For Love II project.

Coordination and project implementation

- **Coordination:** it is advisable 1) to clarify tasks inside each partner's team since the beginning of the project 2) to ensure that each person of the staff is aware and trained on workplan and deadlines, internal and official monitoring and evaluation system, 3) to involve in the specific working groups staff with relevant experience with the task and the ability to take decisions. The responsible person in the working group will have the task to update the Project Manager, if not there. This should reduce the number of meetings/sessions a person is expected to follow and the internal steps for approval.
- **Planning:** a strong effort on capacity building activities towards project partners on financial, technical and monitoring issues is reported by the coordinator. It is recommended that partners dedicate enough time to plan their own workplan and timeline, in parallel with the staff effort planning, and to check it every six months to discuss with the coordinator any changes or mitigation strategy that needs to be adopted.
- **Human Resources:** it is important that enough staff is assigned to the project and that tasks are adequately distributed among project staff inside each partner organization to ensure that there is no overload on the same person and thereby delays in the implementation and the delivery of project's outputs.
- **Partners' leadership:** it is important to strengthen WP lead partners' responsibility and management skills. Each WP lead organization needs to be more independent and responsible in supporting other partners in reaching targets, meeting deadlines and producing outputs and national deliverables regarding the specific WP. The WP lead organization should be fully aware that any delay or problem experienced by a partner may affect the entire consortium, the overall project impact and compliance with the donor.
- **Financial Resources:** a procurement plan shall be defined at the start of the project by each partner and periodically updated. All services available from the same supplier shall be aggregated in a unique procurement process. Selection processes must be unique for similar types of supplies and consistent with the activities plan. In addition, a list of selected service providers could be identified and shared with all partners to reduce the timing for the identification of qualified providers.
- **Monitoring and Reporting:** continuous delays in the submission of reports and data by partner organizations are reported. Partner organizations should use the reporting formats that are developed and submit them regularly instead of accumulating reports at the end of the project. The coordinator should ensure that gaps in the reporting system are adequately identified and that mitigation strategies are developed quickly.

- **Final evaluation:** it is recommended that the consortium consider organising a lesson learnt workshop to capture the challenges and learning from the project. It should be ensured that the learning from the project is shared among all partner for better planning and implementing the second phase of the project.

Program development

- **Flexibility of tools:** It is advisable to develop project tools and materials that are flexible and that can be adapted based on the increasing knowledge of the target group. For example, despite having tested it, the toolkit for students contained activities that were not always considered to be adequate for the characteristics of the target group. However, the facilitators were able to substitute them with other toolkit activities or skip them.
- **Duration of trainings:** It is important to set enough time for providing explanation about the scope of each activity foreseen in the training. For example, the time for icebreaking activities should be increased to ensure that they provide an adequate starting point for the main activities.
- **Synergies between project activities:** The promotion and use of the Serious Game in project partner countries has been quite limited. There is a need for having proper synergies between different project activities. For example, the serious game should be more integrated into the training programs and the communication activities.
- **Longer term changes and sustainability:** The project was expected to work on school policies and procedures. However, this would have required more time compared to the three training sessions foreseen in the project. Therefore, it is important to develop, prior to the implementation of these activities, a longer-term sustainability plan with a breakdown of milestones that should be reached to achieve the target and to ensure that there is an institutional commitment on the side of the schools that they will be following this plan.