CUT ALL TIES

IMPACT EVALUATION REPORT

CUT ALL TIES
- PROJECT -

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INTRODUCTION

The aim of the **Cut All Ties project** is to tackle gender-based violence through the design, implementation, and validation of an **effective and innovative training and ICT gamification** program to **disseminate** awareness-raising messages to **prevent and reduce gender-based violence (GBV) among 15 to 17 year olds** at high schools in **Spain** (Barcelona and Madrid) and **Italy** (Milan). The focus is on **changing the attitudes and behaviors of adolescents** within the paradigm of **GBV.**

The goal of the **Impact Evaluation** of the project is to detect the **effectiveness of student and teacher training and of the Social Coin gamification** for changing social norms. It also intends to **evaluate the potential impact of the program on opinions, perceptions, awareness, and behaviors with regard to sexual and gender related violence** in pupils that were not directly implicated in the program (same age schoolmates).

It is important to note, however, that, as explained and justified by the **project coordinators** in the **Process Evaluation Report**, different circumstances led to the **modification of the planned training, gamification and data gathering activities**. Consequently, **not all of the methodological recommendations** included in the evaluation design document **have been applied**.

The **Impact Evaluation Team** (hereinafter, IET) had to **reduce the initial objectives** and **simplify** the **data analysis**. We also warn that **the results should be read with caution** because of the diversity in terms of schools and the **sample** and due to the different **time-frames** and **methods of implementation**.

In this document we will present:

(1) The **evaluation plan**: the original design and the adjustments made due to the changes in the implementation processes.

(2) An **analysis of the satisfaction surveys** conducted with students and teaching and education staff (TES) after the capacity building training.

(3) An **evaluation of the multiplicative effect of the training**. In this part of the report, we will analyze whether the changes in students' opinions and knowledge were greater at schools where the training was implemented than at other schools.

(4) The **limitations of the Gamification Process** according to the trainers.

(5) The **key findings and learning** drawn from the project evaluation.

(6) **Appendixes**: questionnaires and advanced statistical analysis.

EVALUATION PLAN

1.   Planned methodological design

As its first step, the IET **adapted the original evaluation design** to make it more **coherent** with the ontological, theoretical and political approach of the whole project and with the changes made to the implementation. These adjustments were **inspired by epistemological debates on feminist situated knowledge.** This entailed reconsideration of the whole research process, objectives and our position as researchers, adapting the strategies employed to produce and disseminate knowledge, as well as the impact of our work on a society in which cis heteropatriarchal and racialized relations of power and dominance are present (Biglia and Bonet, 2017).

1.1   The objectives of the evaluation were:

1.   To evaluate the training in terms of the **students and teaching and education staff's satisfaction** with the different elements of the **capacity building training**.

1.a   To understand whether the participants' **sociodemographic characteristics affect** their **satisfaction** with the training.

2. To understand the **possible effects of the programs** (training and gamification) on **changes to opinions and awareness** of the prevention of male violence among students.

2a. To verify whether **combining the training with the gamification** has a **major effect** on improving students' awareness and attitudes towards GBV.
2b. To understand whether **active participation** in the training and/or gamification **makes students substantially more sensitive to GBV** than their schoolmates.
2c. To check whether **awareness** about the subject is **different depending on certain characteristics of the participants** (age, gender, sexual preference, etc.).

3. To understand whether **gamification has played a key role in fostering internalization of sensitivity towards GBV** and changes to the students' attitudes and behaviors.

1.2. Planned methodological procedure

To respect the **quasi-experimental approach** included in the original project, **three different schools** with different levels of implication had to be involved in each city:

Table 1. Schools' implication in the project

Case	Actions	Bcn	Mi	Ma
Intervention (Int)	Capacity Building Training + Gamification	Ba_Int	It_Int	Ma-Int
Semi-control (Sc)	Capacity Building Training	Ba_Sc	It_Sc	Ma-Sc
Control (Co)	No intervention is applied	Ba_Co	It_Co	Ma-Co

The **semi-control groups** were required in order for the Cut All Ties team to understand whether, and the extent to which, the combined effect of the training and gamification are more successful than training sessions alone.

IMPORTANT RECOMMENDATION: To be comparable, all of the schools need to be of very similar characteristics in terms of number of students; social-cultural-economic background; commitment of the school to the fight against GBV; student and teacher interest and attitudes in gender issues; hidden curricula; gender of students and staff etc.

In order to achieve the evaluation objectives, we designed a **multi-method approach** that would also allow us to **triangulate quantitative and qualitative information**. In the following table we present an overview of the instrument used for data collection and its relationship with the research objectives.

Table 2. Design of the evaluation

In Spain these are third- and fourth-year bachelor students, in Italy these are students in the first and second year of High School

Instrument	Obj.	Subject involved	Timing
Satisfaction surveys (1a & 1b)	1, 1a	Trained students and teachers	The last session of the

			course
Pre-awareness survey (2)	2, 2a,2b, 2c	All second grade* students at the 6 schools	Before any intervention
Post-awareness survey (3)			When gamification ends
Focus groups (4a & 4b)	2b, 2c,3	Min. 2 with students & 1 with teachers per INC& SC school	After gamification, towards the end of the school year
Gamification record sheets and interview (5 & 6)	2c,3	Gamification trainers	During gamification and at the end

All of the information had to be obtained anonymously. Nonetheless, to compare students' changes of opinion it was necessary to have a **code** that allowed us to connect their surveys. Special attention was paid to guaranteeing that schools **did not have access to students' individual responses.** The anonymization protocol used for the survey is presented below:

PROTOCOL FOR ANONYMIZATION AND CODIFICATION OF THE SURVEY

Based on each class/school's registers in alphabetical order, a code is assigned to each student (this includes the city, type of school according to the intervention, year, class, student).

Questionnaires are prepared with the codes printed on all pages and put in alphabetical order.

Teachers hand out the questionnaires in that order and if anyone is absent, their questionnaire is left out.

After the questionnaire is completed, each student puts it in a sealed envelope.

The envelopes are opened by members of the local project teams, who record the answers in a database provided by the evaluation team.

The questionnaires are kept in the custody of the CUT ALL TIES national teams, who are responsible for checking the quality of the records and for keeping them in a secure space to which the IET has no direct access.

When the results are disclosed, a different random code is associated to each response.

1.3. Ethical and methodological considerations for data recollection

The **IET** is **not responsible for data collection.** It is the partners and project supervisors who oversee the collection and storage of data, and ethical consent. However, the IET did design **ethical recommendations** to be implemented in the evaluation process, as presented below. Once the IET has received the **anonymized data, its use and storage becomes its responsibility**.

Satisfaction Questionnaires

a. Provide participants with paper questionnaires that the trainers will register in a database.

b. Issue the satisfaction surveys in the last session of the training course.

c. Associate the same code to each students as allocated for the awareness survey. This code must be registered in the anonymous survey.

d. Respondents should deposit their completed questionnaires in a closed box (similar to a ballot box) which cannot be opened by the staff of the center.

Awareness (pre and post survey)

a. Do not give any information to students and teachers before the pre-test has been delivered.

b. The survey should be administered at all schools in the same month.

c. At each school the survey must be submitted to all students at the same time.

d. Post questionnaires should be completed as late as possible to allow detection of the multiplicative effect of the gamification.

e. Participants should be provided with paper questionnaires that the trainers register in a database.

f. Link pre and post student questionnaires to assess trends.

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Focus groups

The moderator plays a key role: this person does not intervene, but only raises the topic, stimulates discussion among the participants, and catalyzes the production of discourse by encouraging and controlling the flow of conversation while ensuring it remains on-topic.

Participants will be asked for permission to record the sessions.

All required information about the project will be given to the participants and the use of the information obtained from the focus groups will be explained.

Participants will be asked to keep everything discussed during the focus group confidential.

The anonymity of the participants will be maintained through the use of codes.

All information that can recognize participants will be deleted.

Moderators will make the transcripts of selected material in a record database provided by the evaluation team to avoid misinterpretations.

The IET recommended that focus groups be held with 20% of the participants in both processes (training and gamification).

<u>Gamification sheet and interview with trainers</u>

This interview will be conducted directly by the IET team in the moderator's native language.

Anonymity of participants will be guaranteed by observing the IET team's ethical code.

The team will provide the trainers with the registration form.

The IET recommends implementation of the gamification stage after issuing the satisfaction surveys.

The registration form should be filled in after each challenge is created.

The staff of the center should not have access to the information about the challenges.

The gamification stage can only be carried out in Intervention (Int) centers.

2. Adaptation of the methodological approach

2.1. Incidences

This section highlights the **major deviations from the original plan of action** that had important consequences for the evaluation. In the following section, we will detail how **the evaluation plan was adapted to this**. However, we must highlight that the statistical results should be considered merely indicative because the variations and incidences corrupted their statistical validity.

General

a. The **condition of having similar schools** in each city was **not met**.
b. **Sample is not always homogeneous between** INT and SC schools.
c. In **Madrid** there was **no control group**.
d. The **timeline of the training** and other actions was **extremely different** from one school to another. For example, in Milan the training started later, and there was very little time for running the gamification part.
e. In Milan, **the teachers** received **information** about the project **before the awareness pre-test** was submitted.
f. In some SC, students **had access to information about the gamification process**. They were informed about the gamification

features and possibilities and were given the opportunity to test the app. Italian trainers explained that in both the students' and teachers' training material, the presentation of the gamification was included in the last section, and was hence presented both at the INT and SC schools.

g. In Milan, **the gamification process was not successfully implemented** while in Madrid and Barcelona **it did not have the expected impact in terms of student engagement**.

Implementation of training

a. In each city, trainers **made adaptations to the training contents and dynamics**, so the satisfaction survey is **not actually evaluating the same course**.

b. For example, as explained in the interview, in Barcelona the trainers noticed **major refusal among the students** to address gender-based violence directly. The students acted aggressively and reluctantly towards the Cut All Ties team. Therefore, they **needed to adapt some contents of the training** and addressed the issue of GBV prevention through **sexual education**.

c. Also, the **duration** of the training was **extremely variable among territories**, from three to ten weeks.

d. Finally, **the composition of the trained groups varied a lot** due to the requirements of the high schools involved. For example, in the SC school in Madrid the training was carried out with students implicated in a pre-existing **feminist group,** and this led to the development of more dissemination strategies than at the INT school.

e. In Milan, the trainers also faced much **resistance and confrontation**, but they decided to work with all the class groups **as programmed**. The trainers would like to have to **adapted the contents much more and especially the timing of the training**, but they felt they had to follow the agreements to be comparable between cities.

Satisfaction survey

a. The satisfaction surveys were often **not implemented in the last session of the training**. The time elapsed between the end of the training and the distribution of the surveys may have led to specific memory loss.

b. **Not all the participants were present when the satisfaction survey was delivered**. This implies that some samples were lost (particularly at some schools and in the sessions addressed at teachers).

c. By the time the satisfaction survey was delivered at some INT schools **they had already started the gamification process**, creating data comparability issues.

Gamification

a. The gamification **was implemented in diverse ways** and **moments** in each city.

b. In Milan the app was **presented both at the Intervention and Semi-Control** schools, invalidating any further evaluation of the effect of gamification.

c. **Very few students participated in the gamification**, hence there was insufficient data to perform the Bivariate analysis.

d. In Milan, the **gamification was not implemented as successfully as expected** and very few challenges were created.

Awareness survey

a. The awareness surveys were **not implemented at the same time** at all centers.

b. Training started and finished with **months of differences** so its multiplicative effect is not comparable because the times between the delivery of the pre-test and post-test are so different.

c. At some high schools the awareness survey was **not submitted at the same time** to all participants, which means some students already knew the questions before doing the survey.

2.2. Objectives (modified):

Due to the incidences and gaps in the gamification process (see section 4.4) the evaluation team redefined the following new objectives:

1. To assess the training through **student and teaching and education staff's satisfaction** with the different elements of the capacity building training.

1.a To understand whether the **participants' sociodemographic characteristics affect satisfaction** with the training.

2. To find out the **possible effects of the training program** on changes in **opinion** and **awareness** about the prevention of GBV violence among students.

2c. To check whether **awareness** on the subject was **different according to some of the characteristics of the participants** (age, gender, sexual preference, etc.).

3. To understand whether **the training played a key role** in encouraging internalization of sensitivity towards GBV.

3. Data collection

3.1. Satisfaction survey

The evaluation team designed **two satisfaction surveys** (adapted from previous ones designed and tested by the IET and their teams in the GAPWork and USVReact EU projects): one for **teaching and education staff** (hereinafter, TES) and the other for the **students** who received the capacity building training **(Appendices A and B)**.

The dimensions included were expectations and global evaluation; **contents**, **specific activities**, and **teaching**; **personal benefits** and the **quality** and **usefulness** of the course.

The following table shows the **sample for the evaluation survey of TES and Students**. As we can see, only 55% of TES filled in the survey, so the **sample is not significant**, while for **students it is significant** with a confidence level of 99% and an error margin of 5%.

Table 3. Satisfaction survey sample

	City	N	n	n (%)
TES	Milan	31	14	45
	Barcelona	14	10	71
	Madrid	15	9	60
	Total………….	**60**	**33**	**55**
Students	Milano	78	69	88
	Barcelona	48	32	67
	Madrid	32	28	88
	Total………….	**158**	**129**	**82**

The following data analyses were conducted:

- **Descriptive and exploratory analysis**. To obtain an overview of the general evaluation of the training program.

- **Univariate and Bivariate analysis** (correlation analysis), to understand whether the satisfaction is related to the gender or city of the students, teachers, and education staff.

- **Comparative analysis** between groups (teaching and education staff/students).

4.2. Awareness surveys

All the items were designed from an **intersectional feminist perspective** and especially for young students (language and expressions, images, examples, etc.).

The first version of the survey was **evaluated by five experts in the methodology and gender related violence and five student peers**. Their comments were used to improve the final version of the survey in liaison with the IET and the Coordinators of this project **(Appendix C)**.

In the following table we present an outline of the survey:

Table 4. Dimension of the pre/post-test survey

Dimensions	Information
Sociodemographic information	Gender identity; sexual orientation; feminist background
SGBV in relationships and sexuality among young people	Aggression; jealousy; loss of family and friendships; control of clothes and leisure activities; harassment; rape; passive-aggressive behavior; implicit threats; gaslighting; verbal abuse; isolating a person from family and friends; use of sex to achieve goals
Gender cyber violence	Mobile control; tracking apps (geolocation); spying on the phone and monitoring apps; social media control; abusive password control
Identification of SGBV	Active and passive role in aggression; SGBV in sexual-affective relationships; support for assaulted persons.
Perception of safety at the institute	Gender expression; personal and group support
Others	Definitions of SGBV; self-perception and SGBV

Not all of the pre-test participants were present in the post-survey. Hence, the IET only included in the sample those students who **answered both the pre-and post-test**.

Table 5. Awareness survey respondents and sample by center

Data set	N (total no. of students by type of center)	n (sample)*	Final sample
Int	2,192	328	485
Sc	1,882	320	487
Co**	1,582	310	313
Total…………	5,656	958	**1,285**

Sampling error = 5%, confidence interval = 95%, p and q = 50%.

**There is not Co center in Madrid.*

Table 6. Awareness survey respondents and sample by city

Data set	N (total no. of students by city)	n (sample)*	Final sample		
			Pre-test	Post-test	Sample
Milan	2,670	310	661	567	436
Barcelona	1,136	288	554	537	519
Madrid**	1,877	320	351	351	330
Total…………	5,656	918	1,566	1,455	**1,285**

Sampling error = 5%, confidence interval = 95%, p and q = 50%.

**There is no Co center in Madrid.*

Data analysis

The IET **compared** the awareness of GBV **before and after the intervention** (capacity building training and gamification) using a median comparison test (Wilcoxon signed rank). The aim was to detect whether the **training and gamification led to any improvement in awareness about GBV**. Based on the characteristics of the data, a descriptive analysis was performed to verify the results of the statistical tests of median comparisons.

4.3 Focus Group

As explained earlier, the aim of the focus groups (FG) was to **understand whether the training fostered internalization of the content presented**. For

this purpose, the research team designed a script for the focus groups to **qualitatively evaluate the students' and TES' opinions about the impact of the capacity building training** and the **gamification** process.

The FG **were conducted by moderators** from each city and the participants were students and TES that took the training.

The IET suggested there should be **2 Focus Groups per center**, 1 with teachers and 1 with students. The sample was selected from among the participants (between 7 and 10 people per group, considering diversity and heterogeneity). The students needed to have participated in the capacity building training, or the gamification process, and the teachers had to be related to these specific students.

The **final sample per city** and **type of center** is shown in table 7:

Table 7. Focus Group Sample

Type of center	Participants	City			
		Milan	Barcelona	Madrid	Total
Int	Students	10	11	15	36
	Teachers	5	11	8	24
	Total	**15**	**22**	**23**	**60**
Sc	Students	12	24	13	49
	Teachers	5	6	1	12
	Total	**17**	**30**	**14**	**61**

The FGs were audio recorded, and **all the participants gave their informed consent.**

Data Analysis:

Thematic **categorical analysis** and **dominant narratives** were used for the analysis. The analysis included 4 phases:

Table 8. FG Analysis Phases

Phase	Analysis description
Reduction	Moderators transcribe and translate the most relevant citations in a coded document provided by the evaluation team.
Description	The coded information is organized
Comparison	Data obtained from different sources and instruments are related and correlated
Interpretation	Meaning is attributed to the information obtained, the study phenomenon is interpreted, and the results are issued.

The collected data was rather basic, so **it was not possible to make a comparison** between the focus groups in each territory. Instead, we decided to use it to **better understand some of the quantitative results**.

4.4. Gamification Sheets and Interviews with gamification trainers

With the aim of understanding the gamification process we prepared a sheet on which the **trainers** of the gamification activity **could note for each action implemented**:

a.   Name of the **challenge** and **description**
b.   **General information** about the challenge (including expectations and level of satisfaction)
c.   **Specific information** about the challenge (participation, the multiplicative effect of the actions and the theme of the challenge)

However, the gamification, as designed, **was practically unimplemented in Milan, while in Barcelona and Madrid** it did not achieve the expected engagement. Moreover, the challenges in these territories, which were mostly launched with the help of the trainers, received almost no response in terms of actions.

Table 9. General information

	Barcelona	Madrid
Challenges carried out	52	55
Average rate of responses (actions)	1.25	0

The individual and group interviews that we held with the gamification trainers from each city were supposed to qualitatively assess the gamification process. We decided to focus them on the challenges that arose in the gamification process.

SATISFACTION WITH TRAINING

Data assumptions

The first step of the analysis was to understand whether our data could be considered **normally distributed**. The **Shapiro-Wilk test**, designed to reject the hypothesis of normality if a sample has less than 50 cases (N>33), was applied to the TES' responses. The **Kolmogorov-Smirnov test**, designed to reject the **hypothesis of normality** if the sample has more than **50 cases** (N>117), was applied to the students' responses. In both cases, we conclude that the data is not normally distributed.[7]

TEACHING AND EDUCATION STAFF (TES)

PROFILE

A total of **58 TES** participated in the capacity building training, and **33 responded** to the post-assessment survey (56.9%).

Of the TES that responded to the survey, **not one self-defined as non-binary**, trans, or some other gender. The given birth name and self-defined gender **matched in all cases**. The total sample of TES is **cisgender**, **mainly female**.

Graph 1. Gender (self-identified)
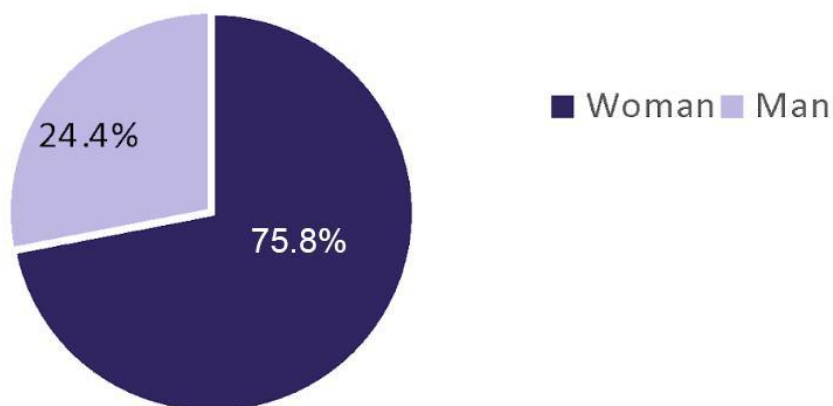
Table 10. Gender and sexual preference

Gender and sexual preference							
A.2. At present, you consider yourself…	**A.3. In sexual-affective terms, you have preference for…**						
		Non-Binary people	Women	Men	Anybody I don't know	I don't want to answer	Total
Woman	Freq.	2	4	21	0	1	28
	% Total	6.1%	12.1%	63.6%	0%	3.0%	75.6%
Man	Freq.	1	7	1	0	0	9
	% Total	3.0%	21.2%	3.0%	0%	0%	24.4%
Total……	**Freq.**	**3**	**11**	**22**	**0**	**1**	**37**
	% Total	**9.1%**	**33.3%**	**66.7%**	**66.7%**	**0%**	**100%**

Percentages are based on total responses Freq.=37 (N=33)

As shown in Table 3, in relation to sexual preferences, **84.8% of the TES** declare themselves **heterosexual**, **12.1% gay, lesbian, bisexual or attracted to a non-binary person** and 3% did not want to answer.

Table 11. Previous training (GBV)

Previous Training in GBV		
A.4. Had you attended any training about gender for teaching staff before	**Freq.**	**% Total**
Yes	13	40.6%
No	19	59.4%
Total……………………………………	**32**	**100%**

Most of the TES who participated in the capacity building training (59.4%) had **never attended courses addressing gender-based violence**. However, 12.5% of the male and 28.1% of female TES declared that they had received teacher training on gender issues before (Graph 2).

Graph 2. Previous GBV training by gender (%)
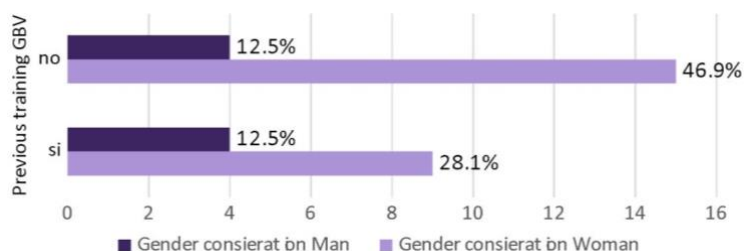
GENERAL EVALUATION

The TES evaluated the capacity building training as **very good** (3.94 points on a scale of 0-5, F.1.).
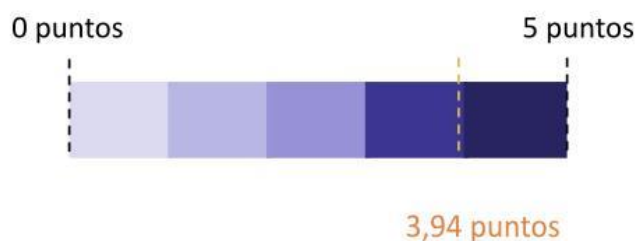
In relation to the overall assessment, as we can see in Graph 4, the **trainers were given excellent** evaluations. On the other hand, the **contents**, the **duration**, and the **dynamics** were considered **good**, although the poorest evaluation was for the dynamics (3.78 points).

Graph 3. General evaluation by area (scale of 0-5)
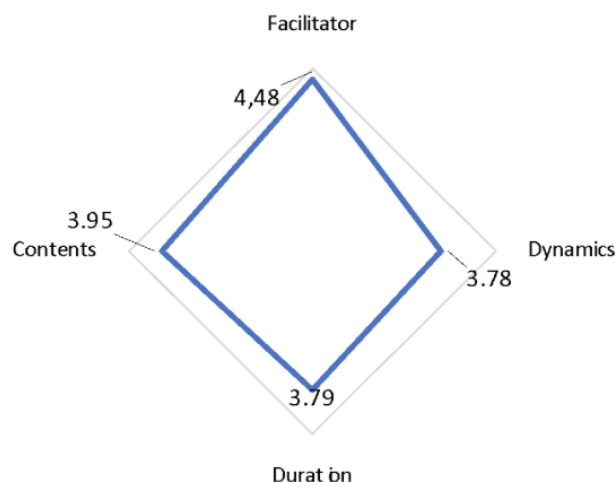
STRUCTURE AND ORGANIZATION

Trainers:

The evaluation of the trainers is crucial to understand the satisfaction with the capacity building training and implies a further aim: evaluating the role of the management and the strategies developed by the Cut All Ties project to make the sessions **more effective**, **generate ideas and make people comfortable**.

Graph 4. B.1. Trainer abilities (scale of 0-5)
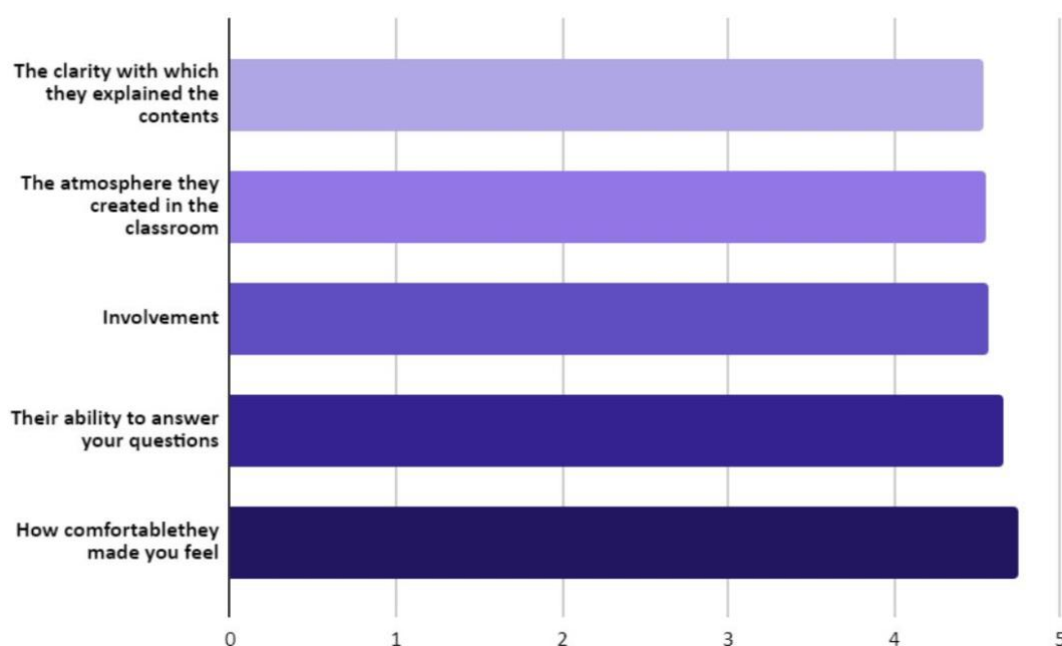
Most of the trained TES had a **very positive** view of all of the trainers' abilities. They especially appreciated their capacity to make the classroom comfortable and to answer the questions that came up. There is some room for improvement in the **clarity of explanations,** the **classroom atmosphere** and **involvement**.

Contents:

As shown in Graph 5, the overall evaluation of the contents is **very good**, especially in relation to its clarity and interest. The **resources** provided in the training and the **novelty** of the **contents** are considered **very good**. However, the **depth of the contents**, which they viewed as **good**, could be improved.

Graph 5. B.2. Content quality (scale of 0–5)
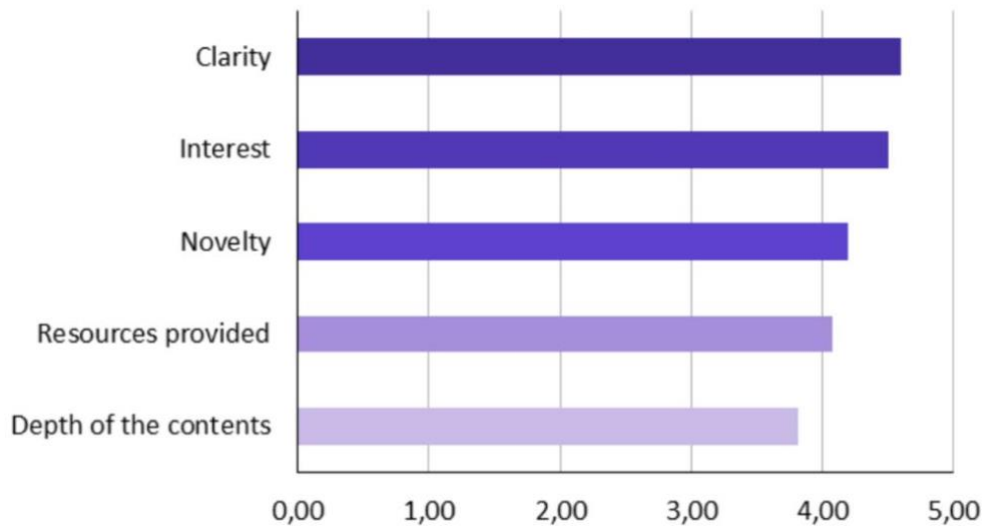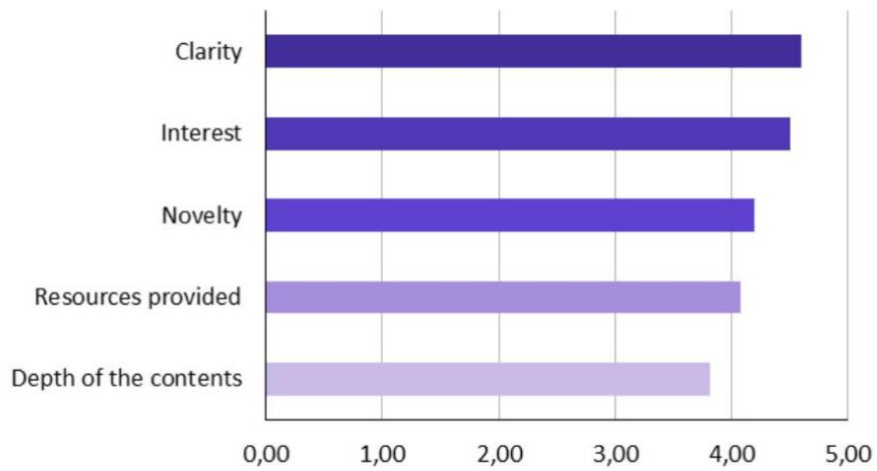
Dynamics:

The respondents considered the **dynamics clear and interesting**. However, the time provided to carry them out was **good**, but insufficient (3.87 points).
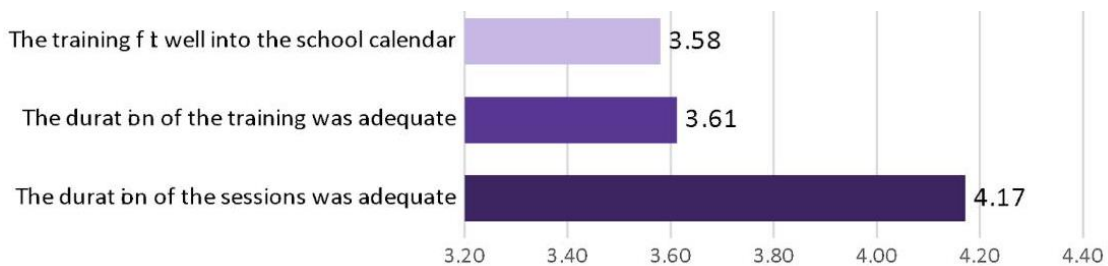
Graph 6. B.3. Dynamics (scale of 0-5)

Category	Value
The time provided for their development	3.87
The relevance of the dynamics to the learning...	4.17
The interest of the dynamics	4.23
The clarity of the dynamics	4.3

Scale: 3,6 – 3,7 – 3,8 – 3,9 – 4 – 4,1 – 4,2 – 4,3 – 4,4
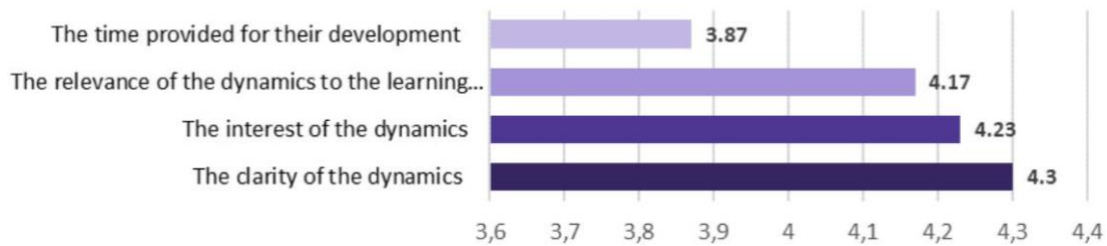
Duration:

Both the duration of the training and the **adaptation of the sessions to the school calendar** were mostly considered **good**, but there is also room for improvement. However, the participants considered the **duration** of the sessions to be **very good**.

Graph 7. B.4. Course length (scale of 0-5)

Category	Value
The training f t well into the school calendar	3.58
The durat n of the training was adequate	3.61
The durat n of the sessions was adequate	4.17

Scale: 3.20 – 3.40 – 3.60 – 3.80 – 4.00 – 4.20 – 4.40

SESSION CONTENTS AND ACTIVITIES

The first thing to note is that **block 1 was the favorite**. In the open question, one respondent said that they "especially appreciate it as an opportunity to address sensitive issues, and to engage with unfamiliar vocabulary".

The second favorite block was number 2. Nobody considered the 4th as their favorite and, in fact, it was by far the **least preferred** (Table 6). When answering the open questions, they said that in this final block they found it difficult to get the students engaged with the use of the app because "the initiative has to come from a different group or even classmates with whom they may or may not have affinities". The TES also felt that the app/**gamification was insufficiently developed**.

However, more than half of the sample preferred not to name any block as the poorest.

Table 12. Best content block

Best content blocks		
C.2a. Indicate which blocks you consider had worked best.	Freq.	% Total
Block 1. Introduction/socialization of gender and stereotypes	10	31.3%
Block 2. Gender-based violence	6	18.8%
Block 3. Sexuality/ies	2	6.3%
Block 4. Awareness (introduction to the APP and challenges)	0	0%
Dk/Da	14	43.8%
Total………………………………………………………………	**32**	**100%**

Table 13. Poorest content blocks

Most poorly evaluated blocks		
C.2b. Indicate which blocks you consider had worked worst	Freq.	% Total
Block 1. Introduction/socialization of gender and stereotypes	1	3.1%
Block 2. Gender-based violence	2	6.25%
Block 3. Sexuality/ies	4	12.5%
Block 4. Awareness (introduction to the APP and challenges)	11	34.4%
Dk/Da	16	50.0%
Total………………………………………………………………	**32**	**100%**

ACQUIRED KNOWLEDGE

As shown in Graph 8, the TES were of the general opinion that the knowledge learned on the program was **satisfactory** (very good knowledge acquired) and, more specifically, that they significantly raised awareness about **gender and sexual violence in adolescents** and **expertise on protocols and contacts to refer to in violent situations**.

However, there was something of a division as to whether the capacity-building training helped them to deal more securely with violence at their school (6.5% consider this part of the training very poor).

Another 12.9% feel that the training offers no benefits in terms of improving the teacher's ability to recognize gender and sexual violence in the classroom. Also, almost 10% claim that their knowledge about gender and sexual violence in adolescents was no better after the training.

Graph 8. D.1. Comparative degree of learning (%)
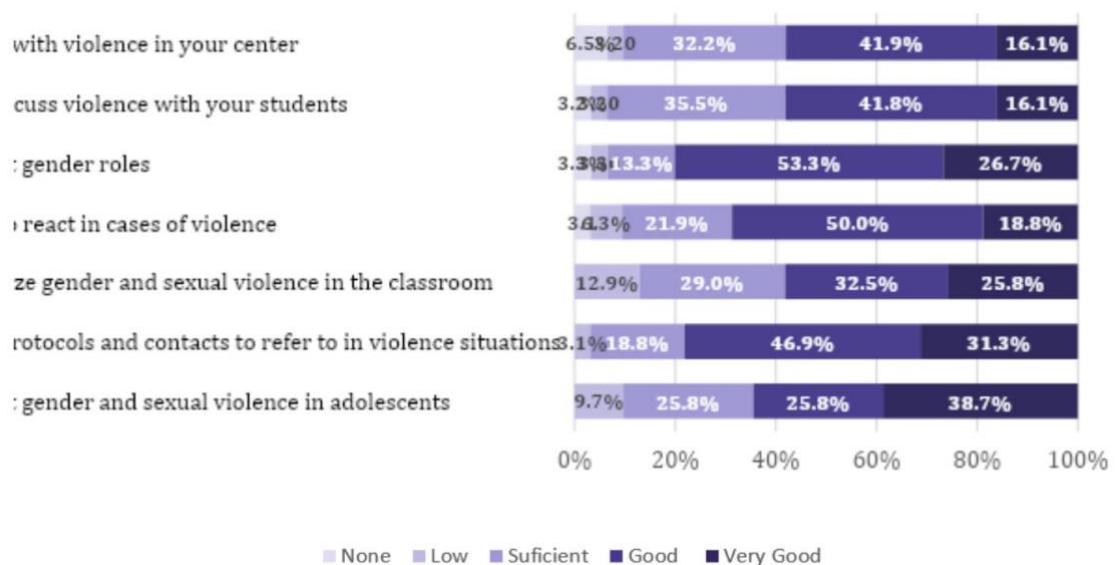
Most of the attendees **strongly agree** or **agree** with all the statements about the training (Graph 9).

However, 31.3% of the TES are **undecided** when asked whether the course offered an innovative approach to GBV, while 34.4% consider it **innovative**. 31.3% of the attendees **strongly agree** that the course had **helped them to broaden their knowledge of theoretical contents regarding GBV** and feel that it **helped to internalize the problem** (40.6%). They feel that the course offered guidance with their development as TES, but the data shows that there is room for improvement (46.9% were undecided on this matter). The course was **very useful** for reflecting on the experiences at the center (50.0%), and the contents were adapted to the TES' needs (40.6%).

It is important to highlight that the TES felt that the training was a **good practice** for stimulating reflection and debate about GBV (54.5%). However,

just 30.3% consider that **the course provided elements and tools for recognizing and acting upon GBV in the classroom**.

### Graph 9. D.2. Goals of the Capacity Building Training (scale of 0-5)
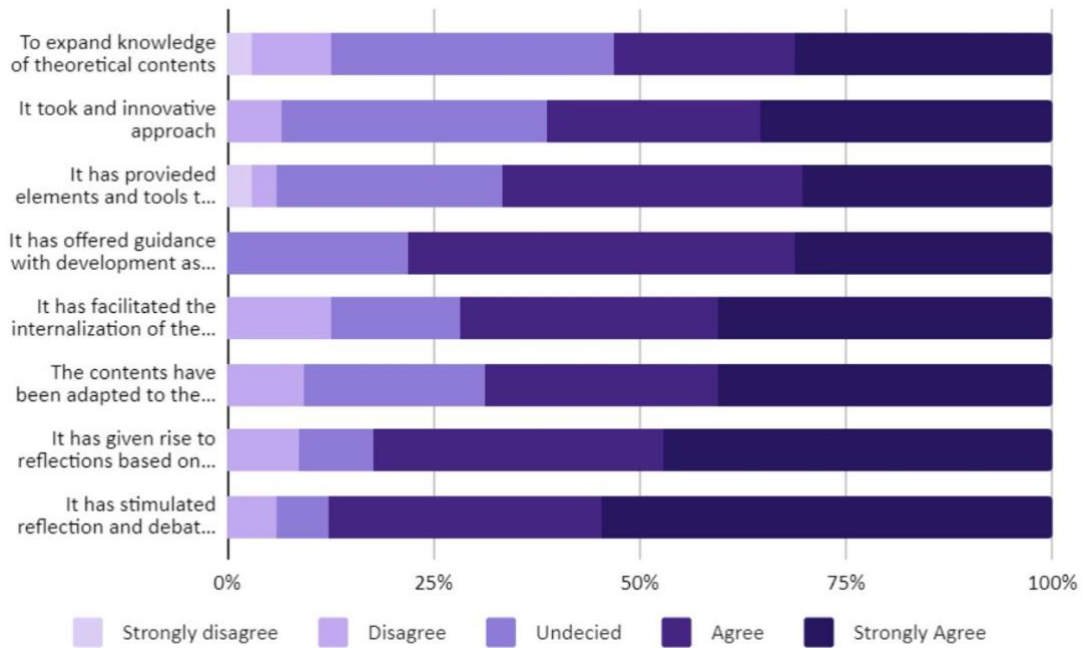
IMPORTANCE

The interest generated among TES in terms of the need to repeat the course (Graph 11) and their willingness to take a more in-depth course on this topic (Graph 10) clearly show **that the training was successful**.

Graph 10. E.1. Do you think this type of training should be repeated next year for other TES?

84.8%
3.0% [].2%
■ Yes ■ No ■ I don't know
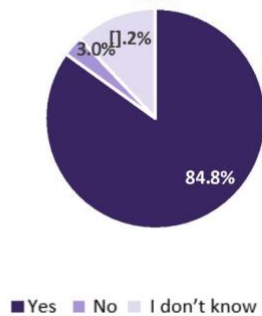
Graph 11. E.2. Would you participate in an in-depth course on this topic?

69.7%
21.2%
9.1%
■ Yes ■ No ■ I don't know
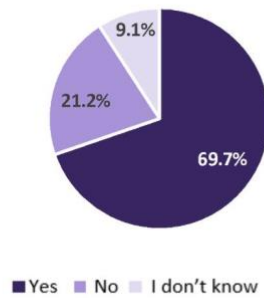
According to the data (Graph 12) **the training favors a comprehensive response to sexual aggression or violence** and facilitates the visibility of a hidden problem (26.8%) and even more clearly responds to a problem that is present in all schools.

However, only 17.1% feel that **it makes up for the lack of specific training related to GBV**. These results are not surprising considering the lack of such training at schools, but it is odd that even though they considered this training **useful and helpful**, just 9.8% believe that it would help to create a more respectful climate in the school and their classes.

Graph 12. E.2.2. Need for the training
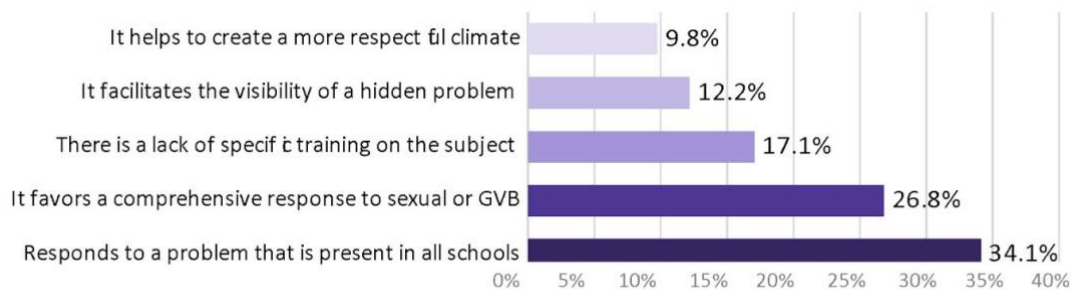
Apply what they have learned

According to their answers, the **vast majority** of the attendees feel that the training could be useful in the day-to-day of their classrooms.

Graph 13. E.3. Relevance of the training (%)
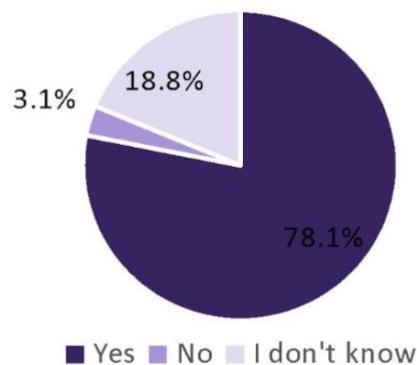
CORRELATION ANALYSIS

Non-significant correlations were found by exploring, by means of the **Spearman rank-order correlation coefficient**, the relationships between **gender/country** and the **general level of satisfaction with the capacity-building program**. When a correlation seems to exist, the p-value shows the probability of this strength occurring by chance because it is higher than the significance level (>0.005)

Table 14 Correlation: Overall rate*gender and city

Spearman rank-order correlation coefficient		
		F.1. Overall rate
A.2 Gender self-identification	C.	0.050
	Sig.	0.782
	N	33
A.1. City	C.	0.161
	Sig.	0.371
	N	33

Nonetheless, a few correlations can be highlighted:

The **overall evaluation of trainers**, which was in all cases **very good**, is nonetheless slightly lower in Italy.

Graph 14. Evaluations of trainers by city (scale of 0-5)

28
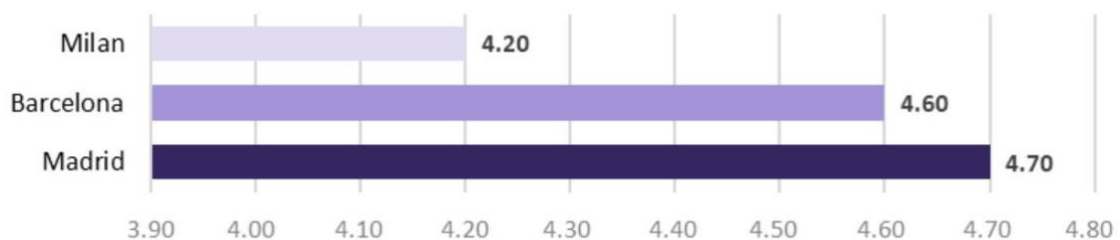
As shown in the following graph, while in Barcelona and Madrid the **tools, protocols and ideas** imparted are considered **very good**, in Italy they are only considered **good**.

**Graph 15. Evaluation by city of tools and the information about protocols (scale of 0-5)**

■ D.1.d. Ideas and tools to react in cases of violence
■ D.1.e. Informatïon on protocols and contacts to refer to in violence situatïons
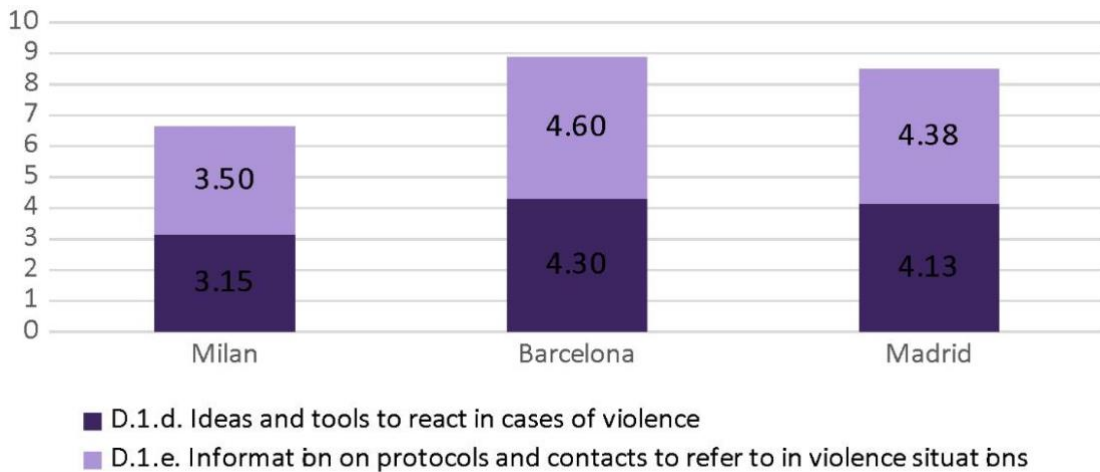
Some significant correlations were found by exploring the relationships between **gender** and **country** with the **importance attached**. In Barcelona and Madrid, the satisfaction with the information on protocols and contacts to refer to in GBV situations was **very good**, and in Milan it was considered **good**.

Table 15. Correlation: Importance attached by gender and city*

Spearman rank-order correlation coefficient				
		E.1. Should be repeated next year for other TES	E.2. Take an in-depth course	E.3. Be able to apply what is learned
A.2 Gender self-identificatio n	C.	–0.066	0.184	0.054
	Si g.	0.717	0.305	0.768
	N	33	33	32
A.1. City	C.	0.173	0.127	-.442*
	Si g.	0.336	0.481	0.011
	N	33	33	32

All Madrid TES and most Barcelona TES consider that the knowledge acquired during the training **would be useful in their day-to-day lives in their classrooms**. On the contrary, in Milan, only 57.1% considered that the contents could be useful, and most TES were unsure about the matter.

Graph 16. Differences between the perception of the course's usability (% of responses)

■ Yes ■ No □ I don't know
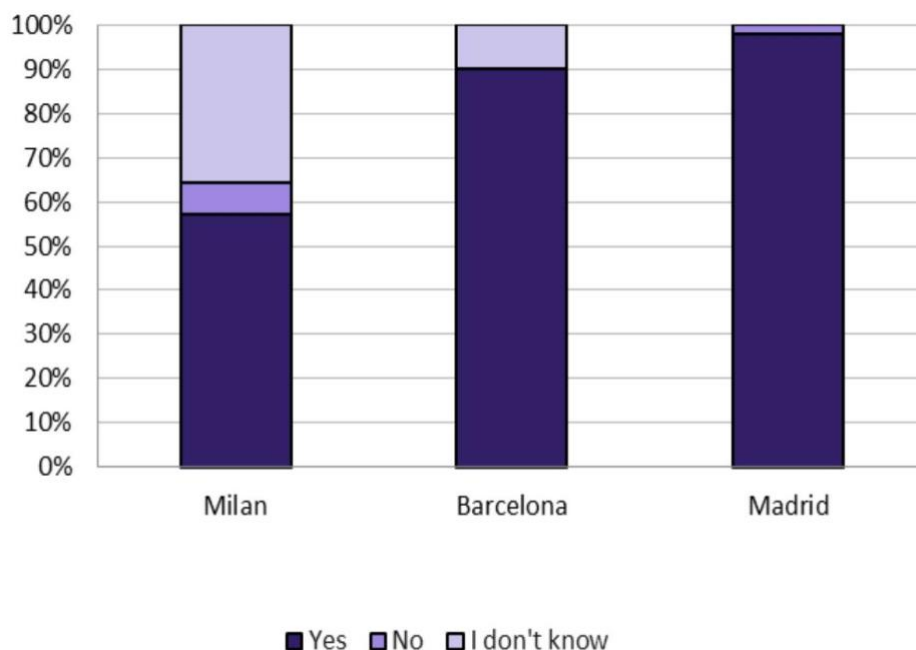
Non-significant correlations were found in other cases (as shown in the following tables).

Table 16. Correlation: trainers*gender and city

Spearman rank-order correlation coefficient						
B.1. Please rate the following specific aspects of the trainers		The clarity with which the contents are explained	How comfortable they made you feel	Their ability to answer your questions	The classroom atmosphere	Involvement
A.2 Gender self-identification	C.	0.085	−0.031	−0.111	−0.076	−0.047
	Sig.	0.642	0.866	0.545	0.683	0.800
	N	32	32	32	31	32
A.1. City	C.	.570**	.461**	.491**	.373*	0.340
	Sig.	0.001	0.008	0.004	0.039	0,057
	N	32	32	32	31	32

Table 17. Correlation: Contents*gender and city

Spearman rank-order correlation coefficient						
B.2. Please rate the following specific aspects of the contents		Interest	Clarity	Novelty	Resources provided	Depth of the contents
A.2 Gender self-identification	C.	0.105	0.037	−0.044	−0.088	0.101
	Sig.	0.566	0.842	0.812	0.640	0.589
	N	32	32	31	31	31
A.1. City	C.	0.103	.429*	−0.066	0.008	.370*
	Sig.	0.574	0.014	0.725	0.964	0.040
	N	32	32	31	31	31

Table 18. Correlation: dynamics*gender and city

Spearman rank-order correlation coefficient					
B.3. Please rate the following specific aspects of the training dynamics or activities		Relevance to the learning process	Clarity	Time provided for their development	Interest
A.2 Gender self-identification	C.	0.033	0.024	0.028	0.024
	Sig.	0.863	0.901	0.885	0.902
	N	30	30	30	30
A.1. City	C.	0.215	.502**	.437*	0.113
	Sig.	0.254	0.005	0.016	0.551
	N	30	30	30	30

Table 19. Correlation: duration*gender and city

Spearman rank-order correlation coefficient				
B.4. Please rate the following specific aspects of the training duration		The duration of the course was adequate	The duration of the sessions was adequate	Fit well into the school calendar
A.2 Gender self-identification	C.	0.094	0.120	0.053
	Sig.	0.617	0.537	0.775
	N	31	29	31
A.1. City	C.	−0.064	0.054	0.273
	Sig.	0.731	0.780	0.137
	N	31	29	31

Table 20. Correlation: learning*gender and country

Spearman rank-order correlation coefficient								
D.1. Please rate your degree of learning or acquisition of the following aspects		Knowledge about gender roles	Knowledge about gender and sexual violence in youth	Recognize GBV in class	Ideas and tools to react in cases of violence	Info. About protocols & contacts to refer to in GBV situations	Confidence to discuss violence with your students	Security dealing with GBV in your center
A.2 Gender self-identification	C.	0.043	0.125	0.026	0.181	0.337	0.062	0.048
	Sig.	0.821	0.501	0.891	0.320	0.059	0.742	0.797
	N	30	31	31	32	32	31	31
A.1. City	C.	−0.126	0.151	0.101	.501**	.542**	0.179	0.231
	Sig.	0.507	0.416	0.587	0.003	0.001	0.335	0.211
	N	30	31	31	32	32	31	31

STUDENTS

PROFILE

Overall, **158 students** participated in the **capacity building training**, and **128 responded** to the post-assessment survey (81.01%).

While the vast majority of students' gender identifications match the gender of their given name, and can hence be considered **cisgender**, some of them identify as **non-binary (6.6%).**

Graph 17. Gender (self-identified)

- Girl ■ Boy ■ Non-binary ■ I don't know ■ I don't want to answer
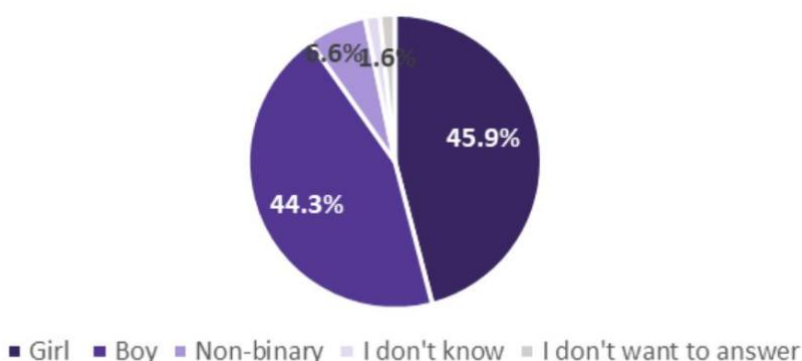
The response options on sexual preferences **were not well translated** so the results are not valid, and **we must omit them from the analysis**.

GENERAL EVALUATION

The students evaluated the capacity building training as **good** with an overall rate of 3.34 points on a **scale of 0-5** (P.15.)
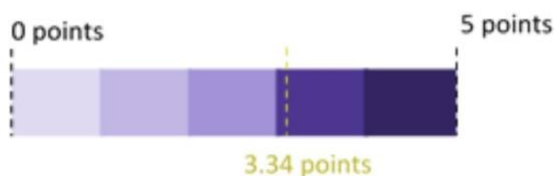
The **most commonly used words to describe the training** (they were asked to choose a maximum of three from eight options) were:

Graph 18. P.4. Description of training (%)
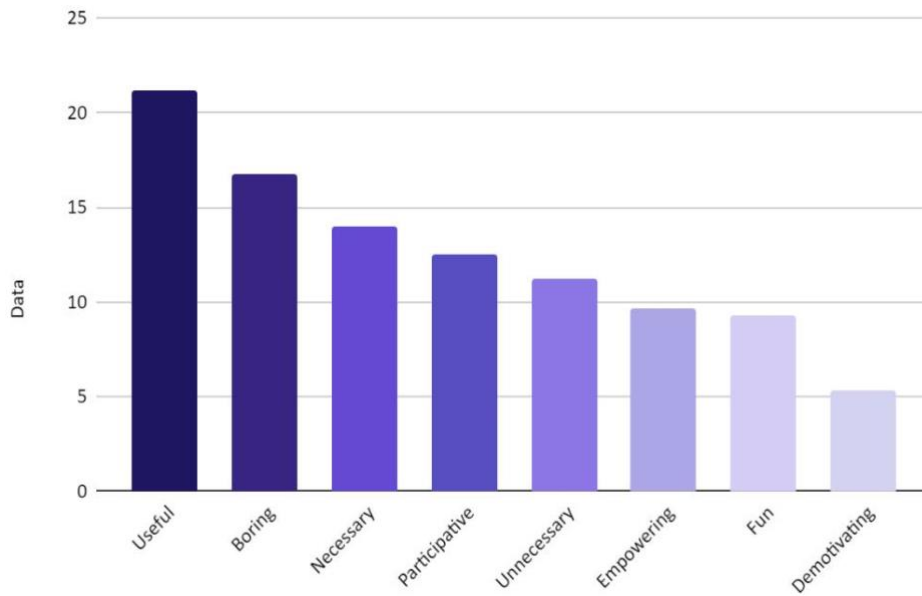
The majority of responses were positive, with 54.0% describing the training as **useful**, **necessary**, **empowering,** or **fun**. However, a considerable percentage of students also thought that the training was **boring** and/or **unnecessary** or **demotivating**. It is also important to note that there is still much room to improve participation.

As shown in Graph 19, in relation to the **overall assessment**, the trainers, the training content and the implemented dynamics were all **well evaluated**.

Graph 19. General evaluation by area (scale of 0–5)
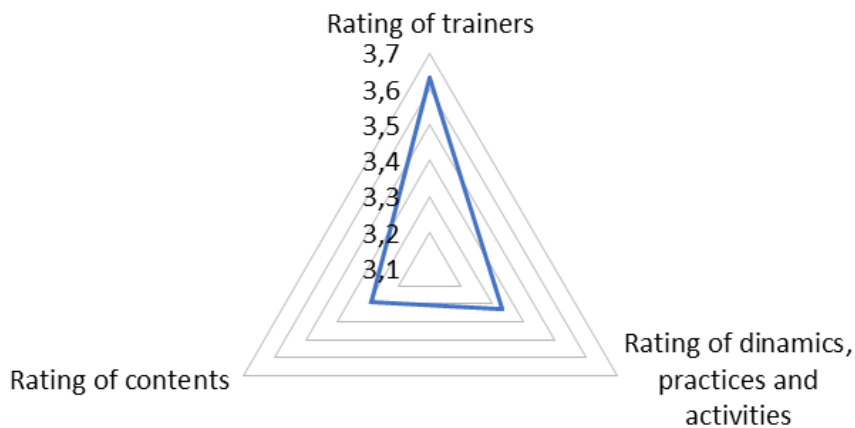
STRUCTURE AND ORGANIZATION

Trainers:

The students felt partially comfortable during the training, an element that should be improved in future editions. They were also **not completely satisfied** with the trainers' ability to respond to their inquiries, nor were they especially convinced that the trainers were able to generate a good atmosphere. The **best evaluated item** was the **capacity of the trainers to explain the contents of the training in a clear way.**

Graph 20. P.5. Trainers abilities (0-5 scale)
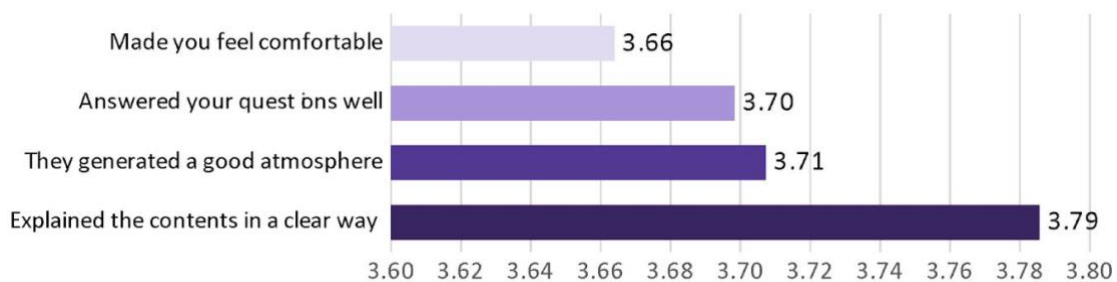
The attendees expressed a **good level** of satisfaction with the **dynamics**, practices, and other activities of the training. They considered these dynamics 'easy to understand' but not much fun or particularly helpful for understanding the contents.

Graph 21. P.7. Dynamics (scale of 0-5)
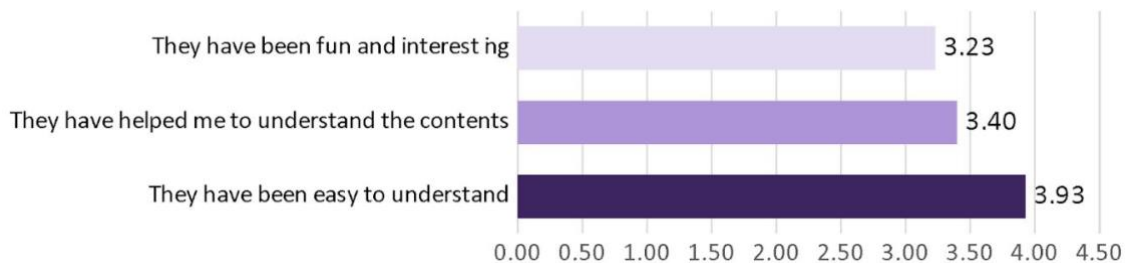
Contents:

The students considered the **content** to be the **least interesting part of the training**. However, they **felt** the innovative aspect of these contents was **good**, and **almost very good** in terms of understanding.

Graph 22. P.6. Content quality (scale of 0-5)
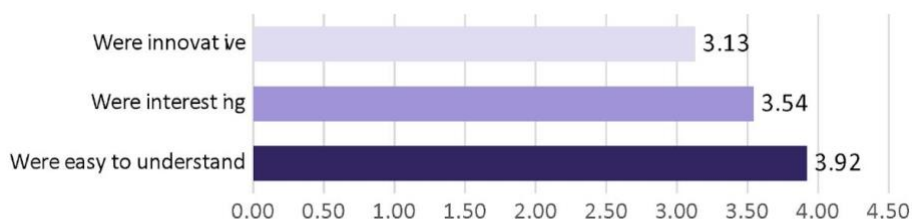
SESSION CONTENTS AND ACTIVITIES

First, we can see that **block 3 was the favorite.** When answering the open question, one respondent said that they "liked the comfort to talk about everything openly and resolve any doubts". **The second favorite was block 1**.

Nobody considered the 4th block to be one of their favorites and, in fact, it **was the lowest evaluated by far** (Table 15). In response to the open questions, it was said that "it was an issue that has less impact and is not new, it was the same mantra over and over again"; they "found the argument [about the Awareness block] unclear" and "not detailed enough"; they also thought that "the whole block turned out to be extremely boring and ineffective" and that "all the awareness-raising strategies implemented, for example, by the LGBT community ended up having the exact opposite effect".

However, more than three-quarters of the sample decided **not to name any block as their favorite**.

Table 21. Evaluation of blocks: best blocks (%)

Best evaluated blocks		
P.9.a. Indicate which blocks you feel worked best.	Freq.	% Total
Block 1. Introduction/socialization of gender and stereotypes	9	7.0%
Block 2. Gender-based violence	6	4.7%
Block 3. Sexuality/ies	15	11.7%
Block 4. Awareness (introduction to the APP and challenges)	2	1.6%
Dk/Da	86	67.2%
Total..	**128**	**100%**

Table 22. Evaluation of blocks: worst blocks (%)

Worst evaluated blocks		
P9.b. Indicate which blocks you feel worked worst	Freq.	% Total
Block 1. Introduction/socialization of gender and stereotypes	11	8.6%
Block 2. Gender-based violence	2	1.6%
Block 3. Sexuality/ies	2	1.6%
Block 4. Awareness (introduction to the APP and challenges)	31	24.2%
Dk/Da	82	64.1%
Total..	**46**	**100%**

ACQUIRED KNOWLEDGE

As shown in Graph 23, almost half of the sample found that the knowledge about gender roles acquired in the training was good and they felt the same with regard to their knowledge about gender and sexual violence. Opinions were more divided about the capacity of the training to **increase their ability to recognize gender and sexual violence** in their daily lives: 21.4% considered this knowledge to be **moderate**; 31.7% **good** and 31.7% **high**. Similarly, they were somewhat divided as to whether the capacity-building training could help them to **deal with violence among their peers more securely**: 12.1% believe the training did not have an impact on raising their confidence; 10.5% declare it had a low impact but, in contrast, 24.2% found the training **highly useful** in this respect.

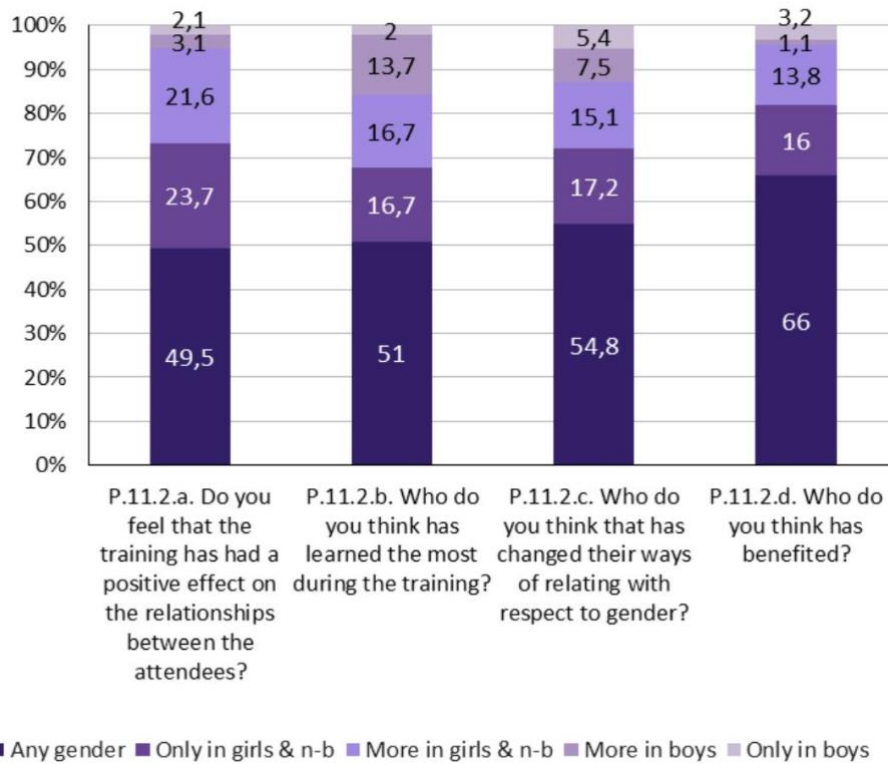### Graph 23. P.10. Comparative degree of learning (%)

37
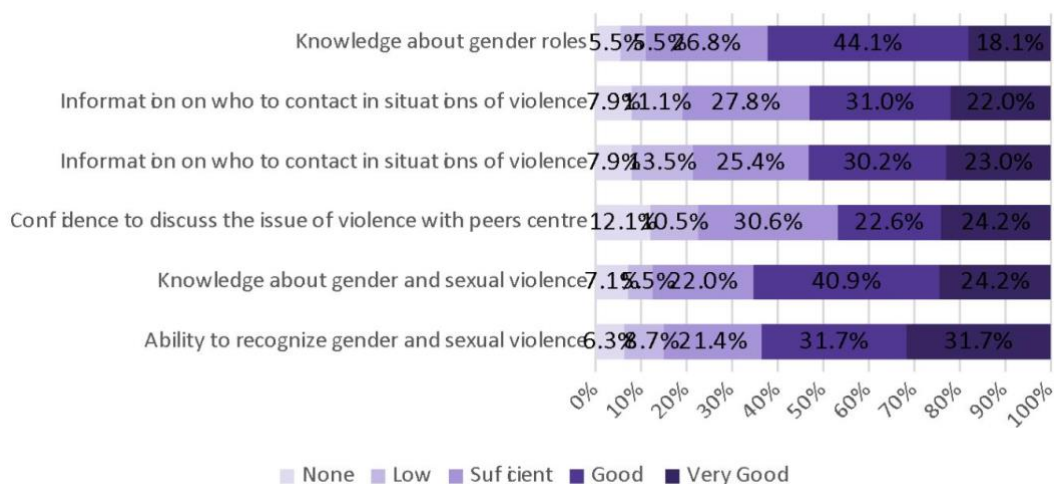
The general perception is that the direct **benefits of the course** were noted in 'quite a few people' or 'few people'. **Learning** has been shared among wider groups of people, but regarding the impact on relationships and gender, the course seems to have produced changes in **just a few students or almost none** (21%). Nonetheless, **the benefits of the training are considered to be broad**.

Graph 24. P.11.a. Impact of the training (%)

	P.11.a. Do you feel that the training has had a positive effect on the relationships between the attendees?	P.11.b. Who do you think that has changed their was of realing with respect to gender?	P.11.c. Who do you think has learned the most during the training?	P.11.d. Who do you think has benefited
Almost no one	12,7	21,1	18,3	6,5
Few people	30,9	34,8	20,2	22,2
Quite a few people	33,6	22	22,9	29,6
Many people	18,2	14,7	13,8	17,6
Everybody	4,5	7,3	24,8	24,1

■ Everybody ■ Many people ■ Quite a few people □ Few people □ Almost no one

As shown in graph 25, the impact of the training, in terms of **positive effect**, learning and transformations were not considered to be gendered by **almost half of the respondents**. However, most of the other half felt that **the training only or mostly affected girls and non-binary people than it did boys**. The impact on boys is mostly conceived in terms of learning (only or mostly boys, 15%).

Graph 25. P11.b. Gender of students affected by the training (%)

	Any gender	Only in girls & n-b	More in girls & n-b	More in boys	Only in boys
P.11.2.a.	49,5	23,7	21,6	3,1	2,1
P.11.2.b.	51	16,7	16,7	13,7	2
P.11.2.c.	54,8	17,2	15,1	7,5	5,4
P.11.2.d.	66	16	13,8	1,1	3,2

P.11.2.a. Do you feel that the training has had a positive effect on the relationships between the attendees?

P.11.2.b. Who do you think has learned the most during the training?

P.11.2.c. Who do you think that has changed their ways of relating with respect to gender?

P.11.2.d. Who do you think has benefited?

IMPORTANCE

The willingness of the students to take a more in-depth course on GBV (Graph 27) is **quite low** while almost **half of them** believe that a course like this one **should be repeated** (Graph 26).

Graph 26. P.12. Do you think this type of training should be repeated next year for other students?

- Yes 47.2%
- No 27.2%
- I don't know 25.6%
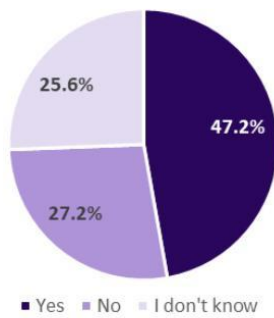
Graph 27. P.13. Would you like to take further training to explore this topic in greater depth?

- Yes 35.5%
- No 36.3%
- I don't know 28.2%
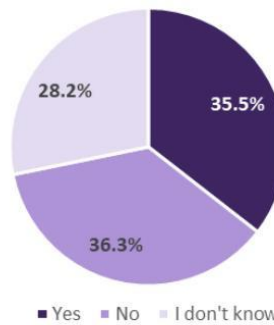
As shown in Graph 28, two-fifths of the students indicated that the **training responds to a problem that is present in their daily lives**. However, the requirement to create a more respectful climate is not considered highly, nor is the fact that it deals with an unknown topic or helps to reduce GBV.

Graph 28. P.13. Need for the training (%)
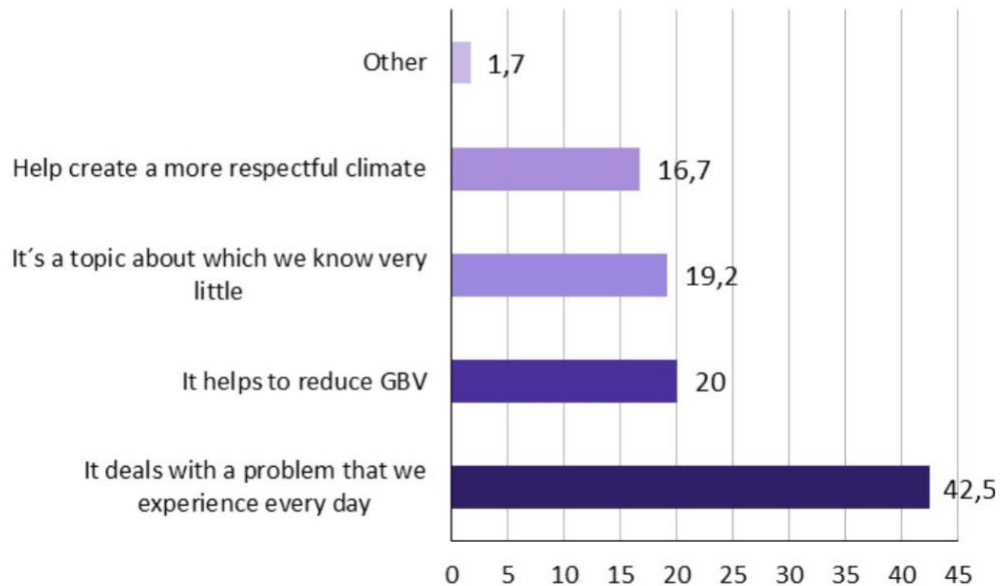
Most students (around 65%) **enjoyed the training much more or more than expected**, and just 10% seemed disappointed with it (Graph 29).

Graph 29. P.14. Enjoyment of the training (%)

- Much more than expected
- More than expected
- As much as you expected
- Less than you expected
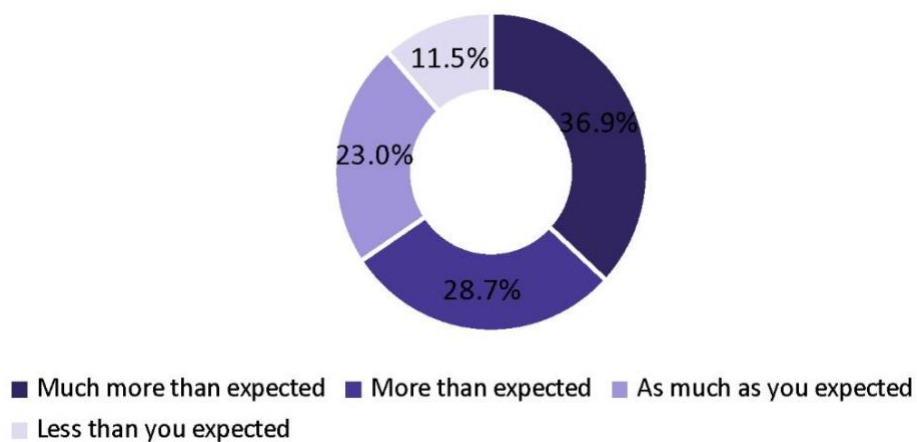
CORRELATION ANALYSIS

According to the correlation analysis between satisfaction and groups, **the training was experienced non-homogeneously in the different cities.** In contrast, non-significant correlations were found with students' gender self-identification. The p-value of the Spearman rank-order correlation coefficient shows that there is a high probability of the correlations occurring by chance.

Table 23. Correlation: Overall rate*gender and city

Spearman rank-order correlation coefficient		
		P. 15. Overall rate
P.2.Gender self-identification	C.	−0.094
	Sig.	0.321
	N	114
P.0. City	C.	.595**
	Sig.	0.000
	N	119

This difference in evaluations by city is also probably related to **the different conditions in which the training was delivered** (see the report on implementation for more detail). For example, as we can see in Graph 30, in Milan more than twice the number of pupils were trained than in Madrid (and much more than in Barcelona too). Also, in some cities, students who were reluctant to do the training were allowed not to participate while in others the trainers had to deal with many more students in the same session and some of them were reluctant to participate.

Graph 30. Participants in training by city (total)

41
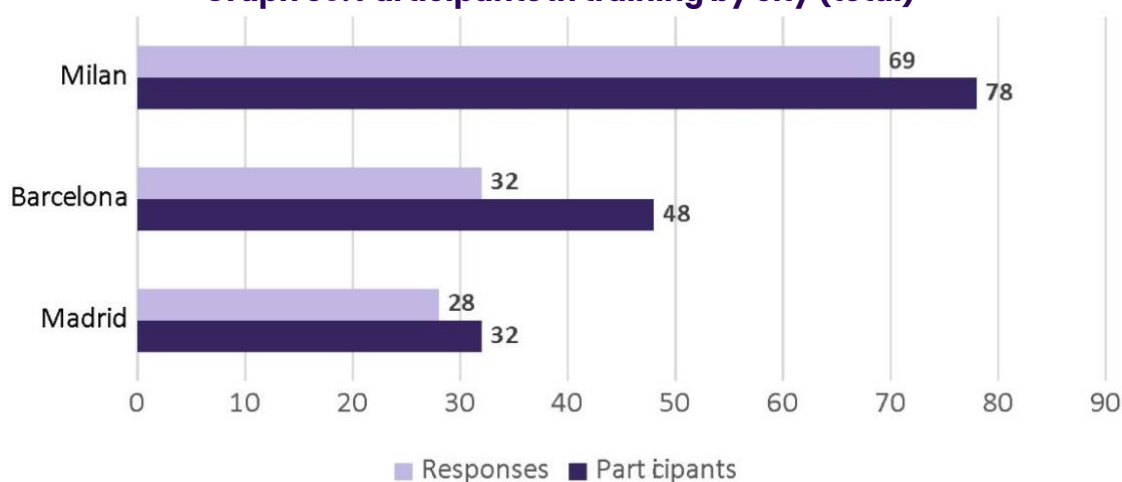
While in Barcelona and Madrid the students' overall evaluation of the training was **very good**, in Milan it was only considered **sufficient** (Graph 31).

Graph 31. Overall evaluation by city (scale of 0-5)
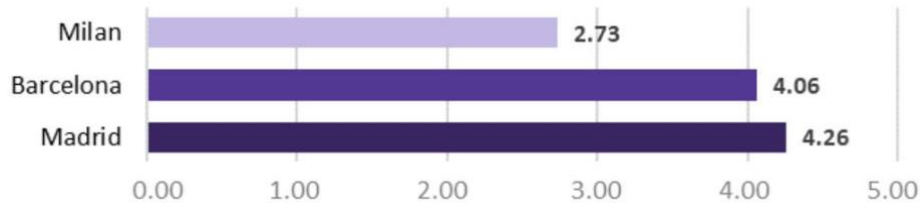
Specifically, the data in table 24 shows that the Italian students were less satisfied with their **trainers** than their Spanish peers. As we can see in graph 32, this difference is reproduced in all the elements of the trainers that were evaluated.

Table 24. Correlation: trainers*gender and city

Spearman rank-order correlation coefficient					
P.5. The trainers…		Explained things clearly	Made you feel comfortable	Answered your questions well	Generated a good atmosphere
P.2.Gender self-identification	C.	−0.038	−0.029	0.039	−0.043
	Sig.	0.682	0.755	0.674	0.645
	N	121	120	121	118
P.0. City	C.	.509**	.276**	.498**	.425**
	Sig.	0.000	0.002	0.000	0.000
	N	126	125	126	123

Graph 32. P.5. Evaluation of trainers by city (scale of 0-5)
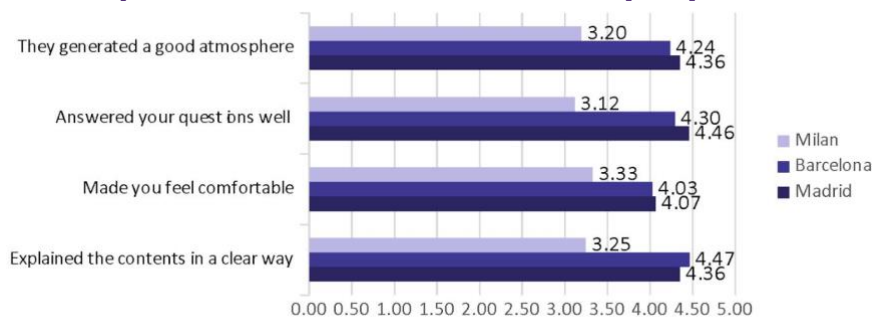
In turn, the students in Milan did not feel that the **dynamics** were much fun or interesting, and did not find that they helped to understand the contents better.

Table 25. Correlation: gender and country*dynamics

Spearman rank-order correlation coefficient				
P.7. Dynamics, practices, activities that you did…		Help understand the contents	Fun and interesting	Easy to understand
P.2.Gender self-identification	C.	−0.073	−0.022	−0.021
	Sig.	0.431	0.808	0.816
	N	119	120	120
P.0. City	C.	.486**	.415**	0.174
	Sig.	0.000	0.000	0.051
	N	125	126	126

Graph 33. P.7. Evaluation of dynamics by city (scale of 0-5)
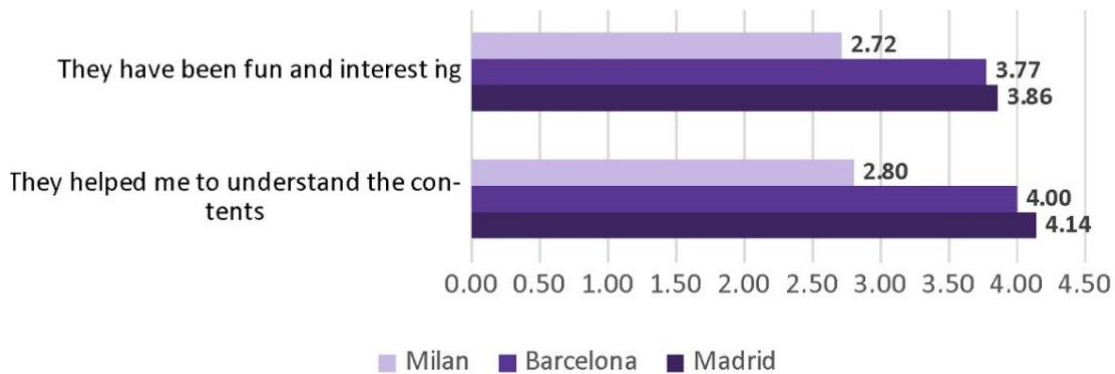
Also, analyzing the satisfaction with the **contents**, we can see a similar evaluation of the training in Barcelona and Madrid and a clearly poorer consideration of the Italian experience (Table 26).

Table 26. Correlation: gender and country*contents

Spearman rank-order correlation coefficient				
P.6. The contents of the training were…		interesting	easy to understand	innovative
P.2.Gender self-identification	C.	−.189*	0.017	−0.014
	Sig.	0.038	0.850	0.879
	N	120	121	118
P.0. City	C.	.424**	.243**	.383**
	Sig.	0.000	0.006	0.000
	N	125	126	123

Graph 34. P.6. Contents evaluation by city (scale of 0-5)

Graph showing contents evaluation by city. Bars for Milan, Barcelona, Madrid:

- Were innovative: Milan 2.57, Barcelona 3.97, Madrid 3.54
- Were easey to understand: Milan 3.62, Barcelona 4.40, Madrid 4.14
- Were interesting: Milan 3.0, Barcelona 4.27, Madrid 4.07

■ Milan   ■ Barcelona   ■ Madrid
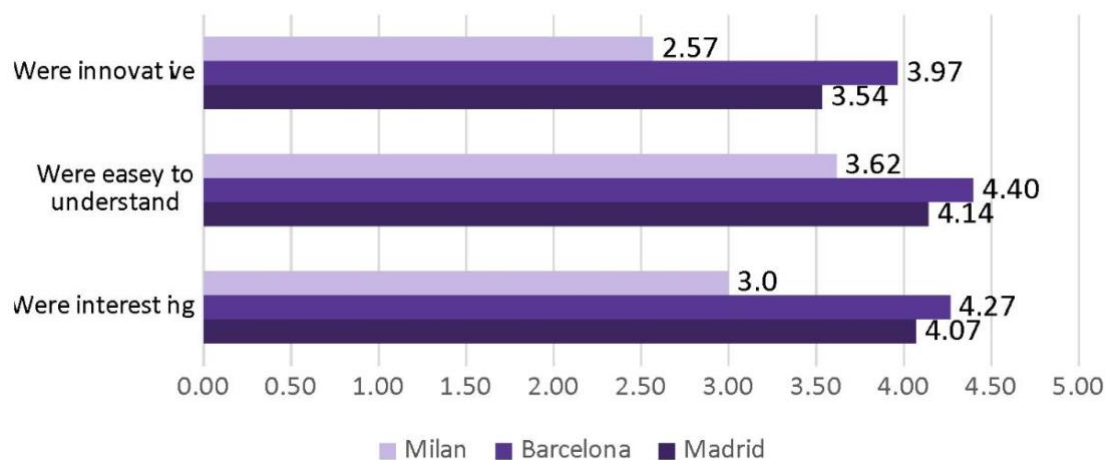
As shown in Table 27, significant but not especially strong correlations were found between: **gender and the learning of knowledge about GBV**; and gender with knowing who to contact in cases of GBV (in this case negative). We found strong correlations between the knowledge acquired and the city.

Table 27. Correlation: gender and country*learning

Spearman rank-order correlation coefficient							
P.10. Do you believe that with this training you have acquired…		Knowledge about gender roles	Knowledge about GBV	Ability to Recognize GBV	Ideas on how to act in GBV situations	Info. on whom to contact in GBV situations	Confidence to discuss violence with your students
P.2.Gender self-identification	C.	−0.144	−.181*	−0.141	0.002	−.199*	−0.060
	Sig.	0.114	0.046	0.125	0.984	0.029	0.518
	N	121	121	120	120	120	118
P.0. City	C.	.294**	.261**	.231**	.180*	.228*	.336**
	Sig.	0.001	0.003	0.009	0.043	0.010	0.000
	N	127	127	126	126	126	124

As can be seen in Graph 34, in Barcelona the best-evaluated outcome of learning was **knowledge about gender roles**, and in Madrid and Milan **how to recognize GBV**. However, Milanese pupils felt the course was only average in terms of utility for becoming **confident in debating the topics with their peers**.

Graph 35. P.10. Differences in the degree of learning by city (scale of 0-5)

Confidence to discuss the issue of violence with peers centre	2.94 / 3.83 / 3.89	
Information on who to contact in situations of violence	3.19 / 3.68 / 3.89	
Ideas on how to act in cases of violence	3.24 / 3.83 / 3.71	
Ability to recognize gender and sexual violence	3.41 / 4.17 / 4.07	
Knowledge about gender roles	3.37 / 4.10 / 4.07	
Knowledge about gender and sexual violence	3.34 / 3.87 / 4.11	

■ Milan ■ Barcelona ■ Madrid

All the elements related to the **relevance of the training** were also clearly correlated with the different cities' experiences.

Table 28. Correlation: gender and country*relevance of training

Spearman rank-order correlation coefficient				
		P.12. It should be repeated next year for other students	P. 13. You will take another course to learn about this topic in greater depth	P.14. You enjoyed the training… (level of course enjoyment)
P.2.Gender self-identificatio n	C.	0.033	0.101	−0.074
	Sig.	0.721	0.275	0.429
	N	119	118	116
P.0. City	C.	−.476**	−.179*	.549**
	Sig.	0.000	0.047	0.000
	N	125	124	122

While most students in Madrid and Barcelona feel that the **training should be repeated**, only a fifth were of the same opinion in Milan (Graph 36).

Graph 36. P.12. Training repeated next year by city (%)

Milan: 19.4% / 32.8% / 47.8%

Barcelona: 16.7% / 6.7% / 76.7%

Madrid: 17.9% / 82.1%

■ Yes ■ No ■ I don't know
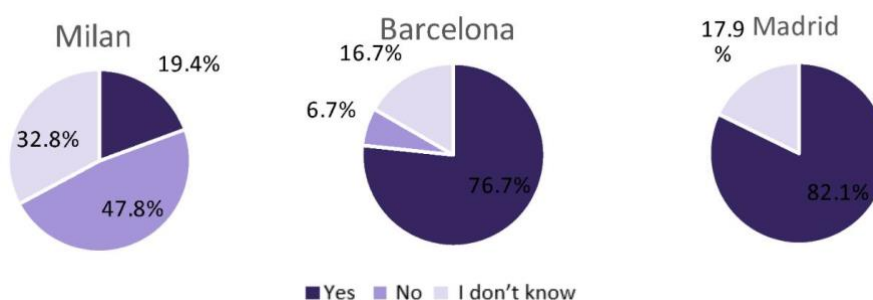
Most students in Madrid and many of their peers in Barcelona are **clearly interested in receiving more in-depth training about GBV**. The situation is the **opposite** in Milan, where most students would not want to repeat the course in greater depth (Graph 37).

Graph 37. P.13. In-depth training by city (%)

Milan: 25.4%, 23.9%, 50.7%
Barcelona: 40.0%, 43.3%, 16.7%
Madrid: 18.5%, 22.2%, 59.3%

■ Yes ■ No ■ I don't know
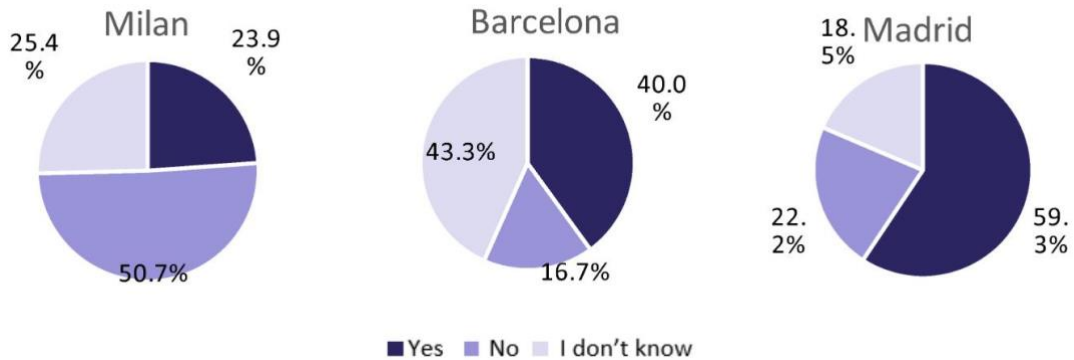
However, Graph 38 shows that 61.2% of Milanese students **enjoyed the training much more than they expected**. The opposite trend was found in Madrid, where most students enjoyed the course just as much as they expected or even less than they expected. In Barcelona, the training was also more enjoyable than expected.

Graph 38. P.14. Perception of the course by city (%)

Milan: 10.4%, 4.5%, 23.9%, 61.2%
Barcelona: 10.0%, 46.7%, 43.4%
Madrid: 16.0%, 32.0%, 20.0%, 32.0%

■ Much more than expected ■ More than expected
■ As much as you expected ■ Less than you expected
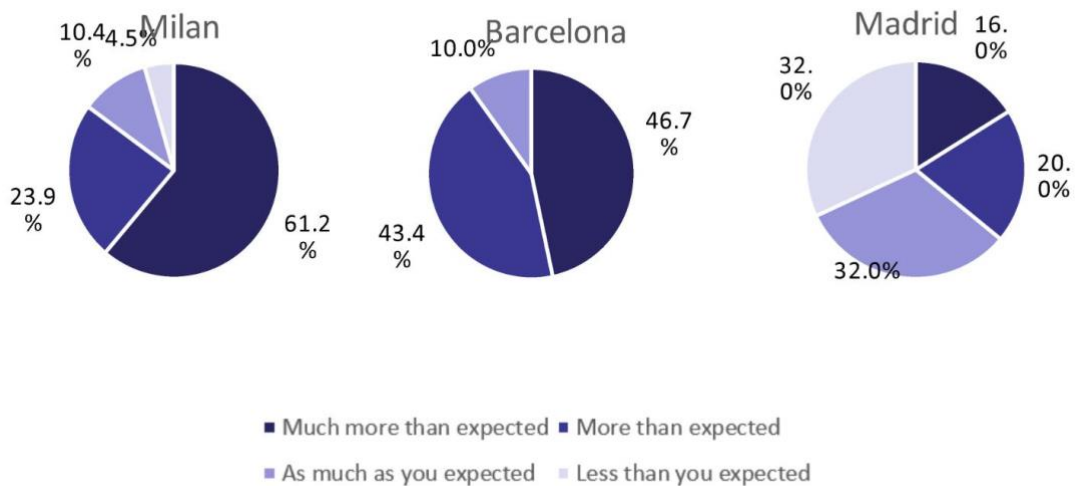
MULTIPLICATIVE EFFECT OF THE TRAINING

To evaluate the multiplicative effect of the training, we analyzed whether the opinions and knowledge of students aged **between 15 to 17 years** changed at the schools where the Cut All Ties team gave the training any more than they did at other schools. We also used the **opinion expressed by students and teachers** who participated in the **focus groups** to help interpret these results.

DATA ASSUMPTIONS

Despite the aforesaid incidents in the implementation of the training and in the collection of data, which mean that the results of the evaluation cannot be deemed statistically significant, we conducted **some initial tests to better define the potentiality of our analysis**.

In what follows, we present the results of the normality test (Kolmogorov-Smirnov), the analysis of the baseline pre-test data (Kruskal-Wallis H) and of the variation between pre- and post-test data (Wilcoxon signed-rank).

The Kolmogorov-Smirnov normality test and histograms were used to determine whether the dataset was modeled by a **normal distribution**.

The Kolmogorov-Smirnov test proves that the empirical distribution of the data (the histogram) is **not bell-shaped and resembles the normal distribution**. This is not surprising because normal distribution rarely appears in surveys where the majority of the variables are ordinal (Likert scale).

Therefore, in order to assess the comparisons between our three groups (INT, SC, CO), we first use the Kruskal-Wallis H test (K independent groups) to estimate the difference in means or central tendency (variation) for each city pre-test. Our goal was to determine whether at least one of the groups' pre-test means is different from the others. Our analysis shows that some of the groups' tests present a significant difference between their means, so **comparative analysis of these variables is viable**. However, the fact that the variation is statistically significant does not imply a change in the students' perception of SGBV or their level of awareness.

Our hypotheses were:

H_0: there is **no difference** between the pre-test means of the three types of center (Int, Sc, Co) by city ($p > 0.05$).

H$_1$: there **are differences** between the pre-test means of the types of center (Int, Sc, Co) by city (p<0.05).

The variables entered in the model were: Q.8, Q.10, Q.11, Q.12, Q.13, Q.14, Q.15, Q.16, Q.19. Kruskal-Wallis H (K dependent groups) analysis was applied by the IET to all the ordinal questions, those for which calculation of the mean is statistically meaningless (Appendix D).

Statistical analyses were also run to check the relationships between the intervention program and the students' awareness of sexual and gender-based violence (SGBV). In order to compare the pre- and post-test results, we need to measure once again the differences (the variation- between both tests) at different types of center. The **Wilcoxon signed-rank test for non-parametric dependent samples** compares the medians of two dependent groups (pre and post) and allows us to determine whether there is statistical evidence of differences between them.

Our hypotheses were:

H$_0$: there is **no difference** between the pre- and post- test means (Int, Sc, Co) (p>0,05).

H$_1$: there **are differences** between the pre- and post- test means (Int, Sc, Co) (p<0,05).

Variables entered in the model: Q.8, Q.10, Q.11, Q.12, Q.13, Q.14, Q.15, Q.16, Q.19. The Wilcoxon signed-rank test was applied to all questions, except the socio-demographic, dichotomic, qualitative or string ones, for which calculation of the mean is **statistically meaningless**.

The Wilcoxon test presents low statistical significance between pre and post-test **(Appendix E). However,** the reliability of this test in a situation in which **samples are so different is not high**.

According to the initial tests described below we can affirm that:

a.   The sample is **not normally distributed**.
b.   The Int, Sc and Co groups **are comparable** because their pre-test means are different.
c.   There are some **low statistically significant differences between the pre- and post-test for all centers** and cities.

We therefore decided to present a descriptive statistical comparison, but making it clear that this is merely an initial approach to our objective and not a statistically validated one.

PROFILE OF AWARENESS SURVEY RESPONDENTS

Gender self-identification did not change during the course, so in both the pre and post-test, overall, between 40-50% of the students identified with the gender **binary categories**. However, we observe a slightly higher % of girls (over boys) in the Co centers.

Graph 39. P.1. Gender (self-identified) by center (% pre-test)

Int: 53.2, 40.7, 1.0, 2.3, 2.8
Sc: 49.3, 46.9, 0.9, 0.9, 2.0
Co: 31.4, 62.4, 2.8, 2.4, 1.0

■ Girl ■ Boy ■ Non-Binary ■ I don't know ■ I prefer not to answer
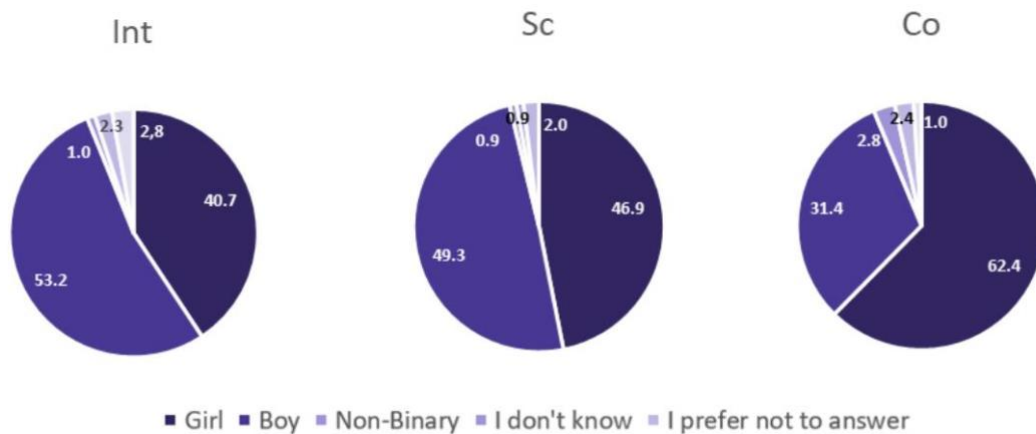
Table 29. P.4. Have you received any training in relation to gender at your school in this academic year? (% pre-test)

Type of center	Yes	No	I don't Know
	%	% Total	% Total
Int	20.9	42.8	15.9
Sc	24.1	63.1	12.8
Co	5.6	82.0	12.3

Most of the students who answered the awareness survey had **never attended courses addressing gender-based violence before.** However, there is a significant difference between the three types of centers. Slightly fewer than 6.0% of the students at the Co school had done previous training, as opposed to more than 20.0% of the other groups.

Type of center	Yes	No	I don't know
	% Total	% Total	% Total
Int	19.2	78.1	2.7
Sc	25.7	71.6	2.7
Co	24.0	73.6	2.4

Around a **quarter** of students participated in **feminist or women's rights demonstrations**, this percentage being slightly lower in the Int groups.

Over the period under consideration, students **identify more clearly as feminist and/or male chauvinist.** This change occurred in all three kinds of groups without significant differences. It can however be observed that **Co students feel more feminist** than the others. This response is coherent with them claiming to participate in more feminist demonstrations and is also probably related with a greater percentage of **Co students that identify as feminist**.

**Table 31. P.6. Self-perception as feminist and male chauvinist
(scale of 1-5)**

Type of centre	How feminist do you consider yourself?		How machist do you consider yourself?	
	Pre-test	Post-test	Pre-test	Post-test
Int				
	2.13	2.71	1.25	1.82
Sc				
	2.27	3.11	1.21	1.67
Co				
	2.96	3.39	1.40	1.77

GENDER SOCIALIZATION AWARENESS

For a more phenomenological approach to how the training multiplies the effect on the students' understanding of gender, we used the '**game of associations'**. They had to specify which words came into their minds first when they heard the word '**gender'**. As we can see in the example below, there is no significant change, even in the school where the training and gamification was implemented. The **students mostly identify gender with masculinity**, with fewer references to **femininity**, and terminology related with **sexuality**.

Graph 40. Words associated with the word 'gender' (Int-centers)

Pre-test	Post-test

The following are the differences in relation to the **students' awareness about some form of everyday structural sexism in language, music, and gender**. The tables shown below illustrate the variation between the students' pre- and post-test answers and can be used to compare the results between centers. The students had to choose the sentence that they felt was most correct out of the three presented. For each type there was one that **shows clear awareness of GBV (green)** one that **is not completely incorrect but features some mistakes (orange)** and an **incorrect one (red)**. In the following table, positive values are shown in green and negative ones in red, revealing an increase in their ability to identify everyday sexism.

Table 32. P.7. Pre- and post- differences in the identification of everyday sexism

Topic	Sentence	Int	Sc	Co
CLEAR AWARENESS OF GBV				
P.7.1.a. Sexism in music	Song lyrics encourage the reproduction of gender roles	7.5	5.7	-0.1
P.7.1.b. Gender self-identification	Everyone has the right to decide how to identify and to change as often as they want	13.3	-1.3	1.3
P.7.1.c. Sexist language	Language is sexist and we need to find alternative ways to communicate	1.9	-0.9	1
Total..		**22.7**	**3.5**	**2.2**
NOT COMPLETELY INCORRECT BUT INCLUDES SOME MISTAKES				
P.7.1.a. Sexism in music	Youth bands make an important contribution to the reduction of sexism	-3.1	2.2	3.7
P.7.1.b. Gender self-identification	Trans people feel that they live in the wrong body and that they need to have surgery	-2.8	-1.3	1
P.7.1.c. Sexist language	So-called "inclusive language" is not neutral	-1.8	2.1	-1.2
Total..		**-7.7**	**3**	**3.5**
INCORRECT (NON-AWARENESS)				
P.7.1.a. Sexism in music	Gender roles are no longer reproduced in most youth music	-4.4	-8	-3.6
P.7.1.b. Gender self-identification	You are either a boy or a girl	-10.4	2.5	5.7
P.7.1.c. Sexist language	The generic masculine plural (for example: "all students", which in Latin languages is gendered) is the correct way to refer to mixed groups and is the one to use	-0.1	-1.2	0.2
Total..		**-14.9**	**-6.7**	**2.3**

As we clearly appreciate in the **intervention school the ability to recognize the structural and cultural aspects of sexism increased much more than in the other schools** and in the Sc more than in the Co.

GENERAL AWARENESS

The following graphs show the students' level of agreement or disagreement with different sentences related to GBV. They are rated on a scale of 1-5 where one was **very negative and completely unacceptable**, and five was **very positive**.

The following practices received a **similar pre- and post-survey evaluation**:

Graph 41. P.8.2. That a teacher addresses girls by their first name and boys by their last name (scale 1-5)

	Pre-test	Post-test
Co	2.44	2.39
Sc	2.58	2.57
Int	2.56	2.59

Graph 42. P.8.7. The soccer fèlds occupy a large part of the courtyards (scale 1-5)

	Pre-test	Post-test
Co	2.44	2.39
Sc	2.58	2.57
Int	2.56	2.59
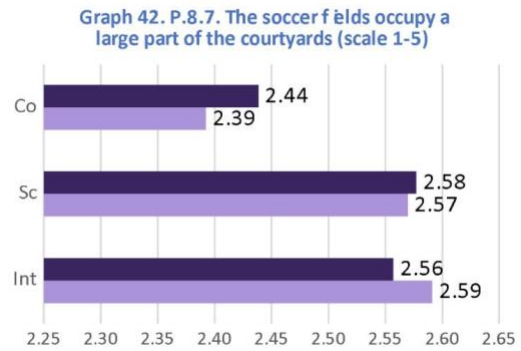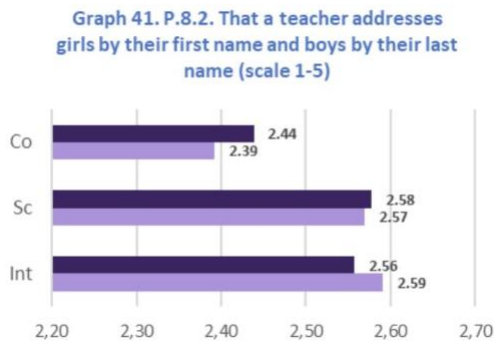
Meanwhile, recognition of these practices as coercive of liberty seems to **get worse after the intervention**:

Graph 43. P.8.1. Talking about a colleague's sexual practices when they are not around (scale 1-5)

	Pre-test	Post-test
Co	1.65	1.62
Sc	1.61	1.61
Int	1.63	1.82

Graph 44. P.8.3. Openly asking if a person prefer to be addressed as masculine, feminine or neutral (scale 1-5)

	Pre-test	Post-test
Co	3.87	3.83
Sc	3.62	3.60
Int	3.69	3.62

Graph 45. P.8.4. A girl wearing shorts without shaving her legs (scale 1-5)

	Pre-test	Post-test
Co	3.88	3.90
Sc	3.57	3.54
Int	3.61	3.46

Graph 46. P.8.5. Laughing at sexual videos or memes that have been shared on the Internet (scale 1-5)

	Pre-test	Post-test
Co	2.23	2.17
Sc	2.20	2.11
Int	2.34	2.46

■ Pre-test ■ Post-test

Graph 47. P.8.6. That a Muslim girl is allowed to wear the hijab to go to class (scale 1-5)

	Pre-test	Post-test
Co	4.49	4.42
Sc	4.21	4.23
Int	4.32	4.19
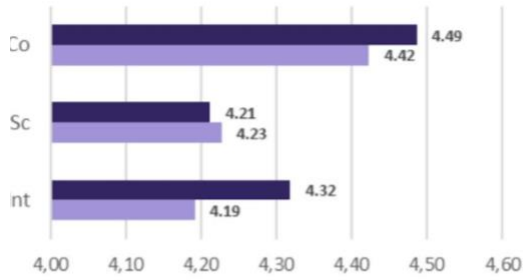
Graph. 48. P.8.8. Asking two guys who are kissing to leave (a football field, a party…) (scale 1-5)

	Pre-test	Post-test
Co	1.60	1.63
Sc	1.70	1.69
Int	1.70	1.89
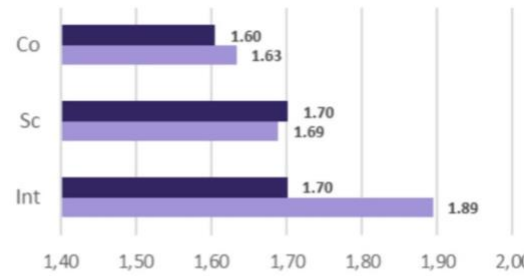
Graph 49. P.8.9. That a guy who likes girls decides to wear makeup to go to class (scale 1-5)

	Pre-test	Post-test
Co	3.99	3.92
Sc	3.60	3.52
Int	3.66	3.37
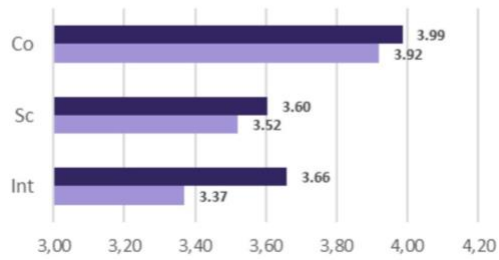
Graph 50. P.8.10. Looking at "provocative", "erotic" or explicit photos that a girl has sent to her partner (scale 1-5)

	Pre-test	Post-test
Co	1.45	1.50
Sc	1.64	1.66
Int	1.79	1.80
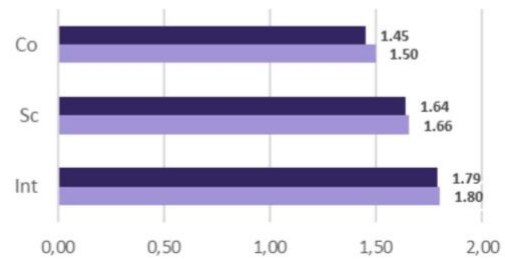
■ Pre-test ■ Post-test

Finally, we can highlight some **increased sensitivity** for detecting some kinds of violence in Int groups:

Graph 51. P.8.11. That girls who dress very provocatively and go out with a lot of guys are criticized (scale 1-5)

	Pre-test	Post-test
Co	1.69	1.58
Sc	1.82	1.77
Int	1.90	1.80
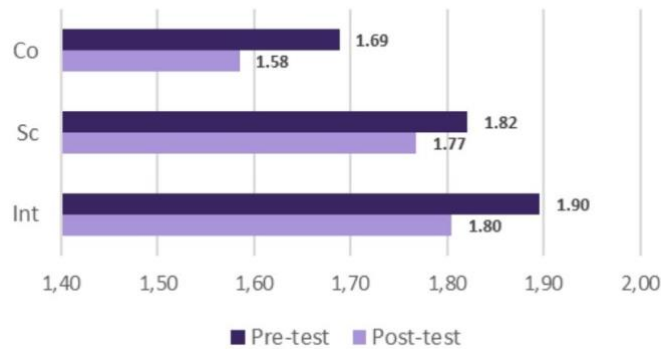
■ Pre-test ■ Post-test

Awareness of gender socialization and gender stereotypes did not increase after the training or after the gamification process.

The students say that they did **not perceive major changes in the GBV awareness of their peers** after the training and/or the gamification process. They do believe that the program **opened the participants' minds, but was unable to change their actions**.

- The training helped us to go a step further (Sc_students_Ma)
- I think it depends a lot on the person, because I, for example, have always been very feminist and I have always been able to detect sexism, but with Cut All Ties we opened our minds more, got rid of things that are taken for granted and that are not right, and you see things differently (Sc_students_Ba)
- The training helped us to expand our knowledge but did not raise our awareness of certain issues (Sc_students_Ma)

GBV IN AFECTIVE-SEXUAL RELATIONSHIPS

As shown in Table 33 below, the **training and gamification do not produce major changes in the ability to acknowledge the role of GBV in affective-sexual relationships**. In fact, the evaluation of Laura and Xavi's actions in the following narrative vignette was very similar in pre and post-test and between types of groups.

"One Friday afternoon, Laura, who is dating Xavi, tells him that she really wants to see her friends, that she will go out with them that afternoon/evening. But, while they are partying, Xavi, who knew where they were going, shows up unannounced with some friends. At the party there are a lot of people from the school and, in particular, Marcos (Laura's ex). Seeing him, Xavi gets jealous and tells Laura that she should stop seeing Marcos because he is probably still interested in her. Laura gets angry with Xavi. Xavi yells at her and she decides to break up with him."

We ask them to evaluate from **very good (5)** to **very bad (1)** the following actions:

Table 33. Ability to acknowledge the role of GBV in relationships and sexuality (scale of 1-5)

Actions:	Int		Sc		Co	
	Pre-	Post-	Pre-	Post-	Pre-	Post-
P.10.1. Laura goes out with her friends	4.47	4.52	4.62	4.60	4.71	4.59
P.10.2. Xavi appears unannounced	2.46	2.47	2.43	2.43	2.38	2.25
P.10.3. Xavi gets jealous	2.75	2.72	2.56	2.56	2.69	2.60
P.10.4. Laura is still Marcos' friend	3.61	3.46	3.72	3.74	3.66	3.53
P.10.5. Xavi asks Laura not to see Marcos	1.97	2.05	1.86	1.88	1.83	1.96
P.10.6. Laura gets angry with Xavi	3.58	3.54	3.78	3.74	3.73	3.62
P.10.7. Xavi shouts at Laura	1.68	1.71	1.64	1.62	1.39	1.51
P.10.8. Laura breaks up with Xavi	3.63	3.50	3.75	3.79	3.76	3.77

We also support the above statements after analyzing question 11. The data shows that awareness of GBV **in affective-sexual relationships** and especially with regard to the **LGTBQI*** community **does not increase consistently** after the Cut All Ties intervention.

The following practices received a **similar pre- and post-survey evaluation**:

Graph 52. P.11.7. It is abusive to ask your partner to delete an explicit photo of you from social networks (scale 1-5)

Int: 3.28 / 3.29
Sc: 3.63 / 3.39
Co: 3.31 / 3.12
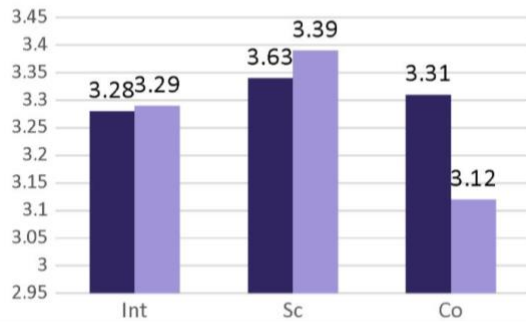
Graph 53. P.11.9. It's normal to get angry if a person doesn't tell you they're trans* before you kiss them (scale 1-5)
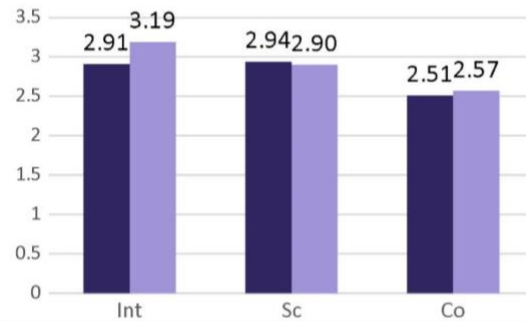
Int: 2.91 / 3.19
Sc: 2.94 / 2.90
Co: 2.51 / 2.57

Recognition of these practics as coercive of liberty **seems to get worse after the intervention**:

Graph 54. P.11.1. Girls who are st ll with a partner who treats them badly are also responsible for the problem (scale 1-5)

Int: 2.62 / 2.79
Sc: 2.58 / 2.62
Co: 2.53 / 4.57
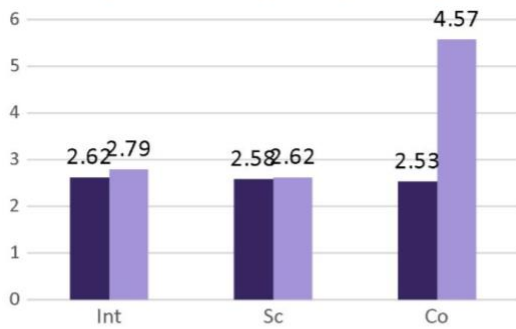
Graph 55. P.11.2. The expressions "faggot" or "butch" are an insult and not a way of speaking (scale 1-5)

Int: 3.58 / 3.51
Sc: 3.69 / 3.65
Co: 4.16 / 4.05
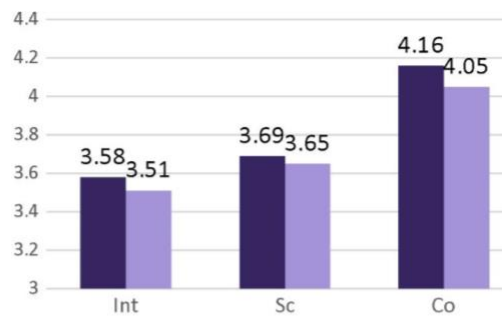
Graph 56. P.11.8. No one should feel obliged to make their relat onship visible on social media (scale 1-5)

Int: 4.32 / 4.26
Sc: 4.48 / 4.32
Co: 4.59 / 4.34
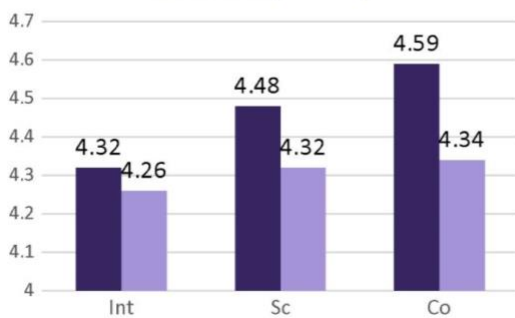
Graph 57. P.11.10. It's okay to refuse to have sex when you don't feel like it, even if the person you are dat ng with wants to (scale 1-5)

Int: 4.42 / 4.23
Sc: 4.43 / 4.29
Co: 4.60 / 4.41
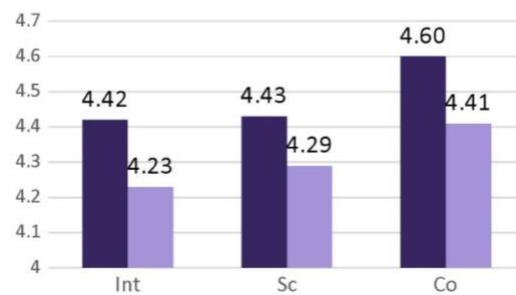
■ Pre-test ■ Post-test

Graph 58. P.11.3. Between girl-boy couples, violence occurs in a similar way on both sides (scale 1-5)
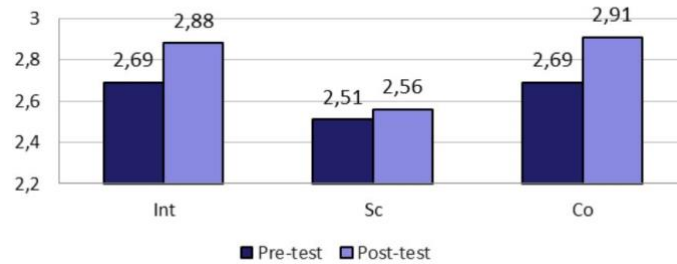
Finally, we note that some **raise sensitivity** for detecting certain kinds of violence in Int groups:

Graph 59. P.11.4. Hitting on a girl on the street is assault (scale 1-5)
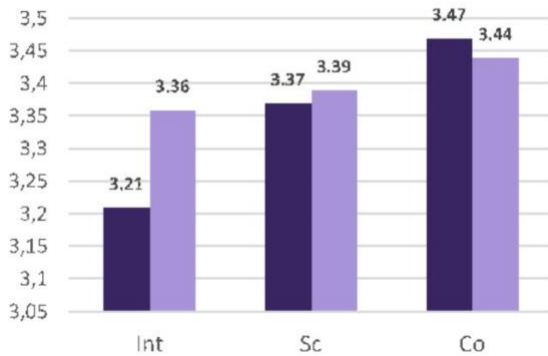
Graph 60. P.11.5. Groping or touching a girl in a crowd (on the bus, at the entrance to the high school) is fun (scale 1-5)
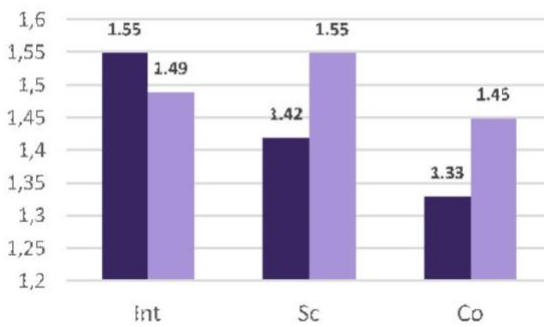
Graph 61. P.11.6. Letting your partner read your social media messages is a sign of trust (scale 1-5)
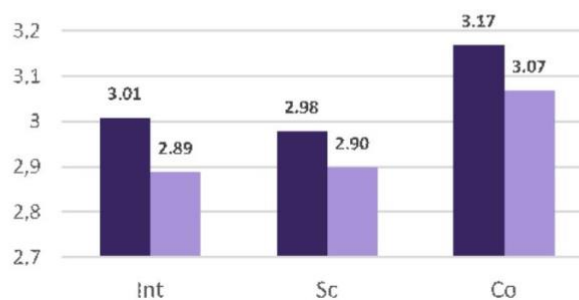
In contrast, where the Cut All Ties program **proves to be more effective is in fostering abilities to identify the existence of GBV situations at school**.

While this ability improved during the course in all groups (as shown in graph 62), the change was bigger at both Sc but especially at Int schools.

Graph 62. P.12. State how often you've heard that one of these situations has happened at your high school or among your friends.

		Pre-test	Post-test	Rate of change
P.12.1. For someone to insists until convincing someone to engage in a sexual practice that they don't want	Inc	1,59	1,86	0,27
	Sc	1,69	1,66	-0,03
	Co	1,81	1,99	0,18
P.12.2. Giving up plans or not seeing friends to please the partner	Inc	2,45	2,76	0,31
	Sc	2,41	2,49	0,08
	Co	2,53	2,67	0,14
P.12.3. Change of clothing style at the request of the partner	Inc	1,78	2,11	0,33
	Sc	1,73	1,77	0,04
	Co	2,05	2,08	0,03
P.12.4. For a group of young people to gather in support of a colleague who has suffered an assault	Inc	2,48	2,47	-0,01
	Sc	2,52	2,46	-0,06
	Co	2,61	2,51	-0,1
P.12.5. To be pushed, slapped or hit by one's current partner	Inc	1,69	1,85	0,16
	Sc	1,64	1,71	0,07
	Co	1,66	1,91	0,25
P.12.6. Feeling uncomfortable about receiving leerings	Inc	2,47	2,76	0,29
	Sc	2,69	2,71	0,02
	Co	3,16	3,22	0,06
P.12.7. Fear of being raped or assaulted in the street	Inc	2,86	2,95	0,09
	Sc	2,93	2,96	0,03
	Co	3,36	3,31	-0,05
P.12.8. Fear of being raped or assaulted by a known person	Inc	1,93	1,93	0
	Sc	1,91	1,91	0
	Co	2,21	2,14	-0,07
P.12.9. Do not show affection in public (kissing, holding hands) for fear of suffering an aggression or receiving insults	Inc	1,79	1,84	0,05
	Sc	1,69	1,78	0,09
	Co	1,95	2,01	0,06
P.12.10. Feeling bad for having to use a toilet or changing room assigned to a gender with which you do not identify	Inc	1,65	1,64	-0,01
	Sc	1,52	1,48	-0,04
	Co	1,97	1,88	-0,09
P.12.11. Receiving insults such as "slut", "lesbian", "faggot" and "butch" or similar	Inc	3,14	3,31	0,17
	Sc	3,05	3,21	0,16
	Co	3,36	3,26	-0,1

As we can see, **Int students improved their ability to detect SGBV more than other groups**, but the changes were small, especially in terms of the students' ability to identify the existence of GBV when someone:

- **Insists** to the point of convincing another person **to engage in a sexual practice** that they do not want.
- **Giving up plans** or not seeing friends to please one's partner.
- **Change one's clothing style** at the request of one's partner.

- Being **pushed, slapped, or hit** by one's current partner.
- Receiving insults such as **'slut', 'lesbian', 'fag'** or similar.

As we can appreciate in the graph below, **general awareness of the spread and importance of GBV increased during the period under consideration in a similar manner at the three kinds of center.** By conducting a second survey on this topic (on some occasions far too soon after the first), the tool itself may influence the result by encouraging the respondents to deliberately give certain answers in order to be more politically correct, thus introducing bias to the results.

Graph 63. P.19. Do you think gender-based violence is…
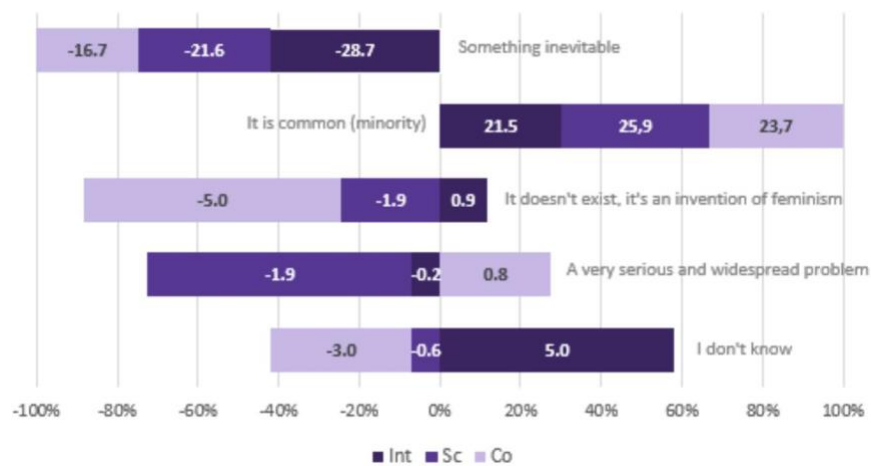
Students say in the FG that the project gave them **more information about GBV** and **was useful to learn how to listen respectfully to other people's opinions and positions:** "I learned to listen to other people's opinions. I might have made a joke before, but not now" (Sc_students_Mi) and to **create** a **sense of group:** "The training helped us to become more confident as a group" (Int_students_Ma). However, they are **not so sure this will lead to long-term change:** "I think we have more information [about GBV], but I don't think that a few workshops will get everyone to change their mind" (Int_students_Ba).

Similarly, the teachers feel that the project was successful at **raising debates about GBV**, and had some positive effects: "The [students] have improved a bit; it has helped them to have more respect" (Sc_teachers_Ba). But they **did not observe a clear change in their attitudes:** "I believe that the fact that they're questioning stuff, even though we won't see a change in attitudes, is positive "(Int_teachers_Ma); "I have not observed any drastic changes" (Int_teachers_Ma).

DIGITAL AND GENDER-BASED VIOLENCE

Overall, the students from the three centers considered **Gender-Based Digital Violence to be something that only happens very occasionally in their classrooms. However, as we can see in graph 64, after the implementation of the Cut All Ties program, we can observe a slight, but consistent for all items, increase in their ability to recognize SGBV at intervention centers, while this increase is less clear at the semi-intervention one.**

Graph 64. Digital gender-based violence

		Pre-test	Post-test	Ratio of change				Pre-test	Post-test	Ratio of change
P.13.1. Using the mobile phone to control a partner	Int	1.60	1.66	0.06	P.13.6. Requiring a partner to send geolocation	Int	1.32	1.38	0.06
	Sc	1.58	1.59	0.01		Sc	1.31	1.34	0.03
	Co	1.74	1.74	0		Co	1.34	1.42	0.08
P.13.2. Spying on a partner cell phone	Int	1.53	1.67	0.14	P.13.7. Forcing a partner to send intimate images	Int	1.27	1.33	0.06
	Sc	1.54	1.50	-0.04		Sc	1.25	1.27	0.02
	Co	1.69	1.69	0		Co	1.37	1.35	-0.02
P.13.3. Asking a partner to delete photos from their networks	Int	1.39	1.48	0.09	P.13.8. Pressuring a partner to provide their passwords	Int	1.34	1.38	0.04
	Sc	1.34	1.33	-0.01		Sc	1.26	1.33	0.07
	Co	1.46	1.46	0		Co	1.30	1.38	0.08
P.13.4. Controlling what a partner does on networks	Int	1.69	1.78	0.09	P.13.9. Forcing a partner to show the messages of a conversation with another person	Int	1.59	1.68	0.09
	Sc	1.70	1.70	0		Sc	1.57	1.57	0
	Co	1.97	1.89	-0.08		Co	1.73	1.73	0
P.13.5. Interfering in relationships that a partner couple has with other people on networks	Int	1.63	1.70	0.07	P.13.10. Getting angry about not always getting an immediate answer when online	Int	1.75	1.81	0.06
	Sc	1.60	1.70	0.10		Sc	1.78	1.76	-0.02
	Co	1.97	1.89	-0.08		Co	1.99	1.90	-0.09

SELF-AWARENESS AND GBV

In relation to the ability to recognize their **own passive or active responsibilities and implication in gender related violence processe**s, it seems that the students do not undergo major changes.

The following practices received a similar evaluation pre- and post- survey:

Graph 65. P.14.4. I often do not intervene in what happens between couples even if it seems violent to me

Category	Pre-test	Post-test
12	8.1	10.3
11	57.4	58.9
10	22.9	19.1
9	11.6	11.7
8	6.9	7.6
7	57.3	56.6
6	23.2	24.0
5	12.6	11.8
4	8.3	8.9
3	49.7	50.4
2	27.2	28.5
1	14.8	12.3

■ Pre-test ■ Post-test
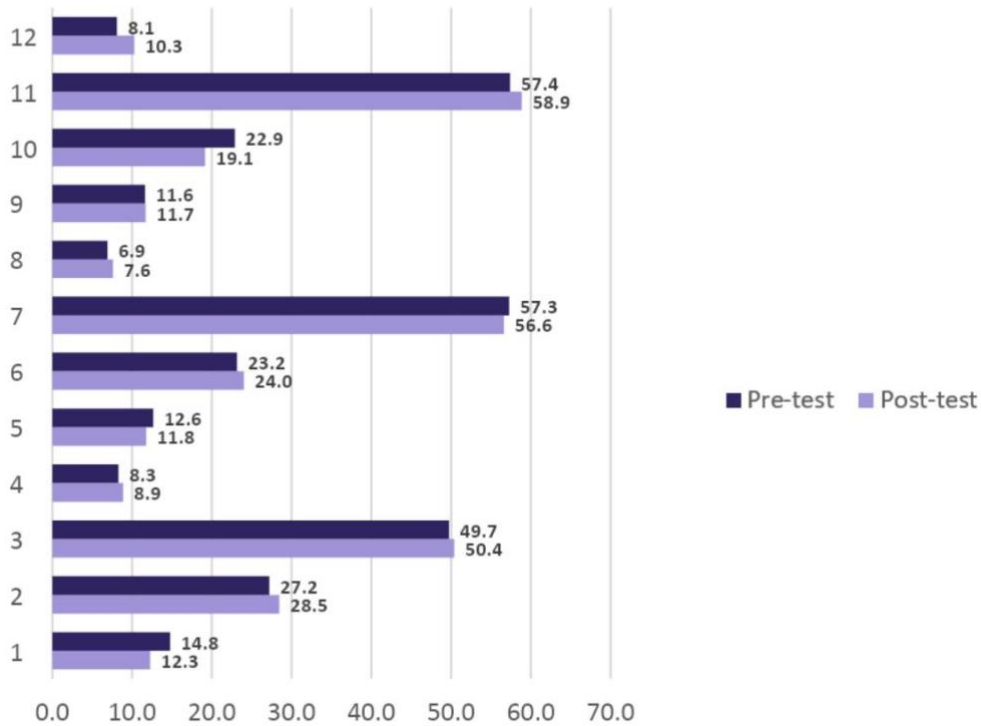
Generally, the students do not recognize their role in GBV. However, this trend seems to **get worse after the intervention**:

Graph 66. P.14.1. I think I have made someone feel bad by being negative or insulting them about their sexuality

		Pre-test	Post-test
Co	PNTA	2,8	1,0
Co	No	75,5	85,1
Co	Sometimes	15,4	10,1
Co	Yes	6,3	3,8
Sc	PNTA	3,3	4,0
Sc	No	74,2	73,1
Sc	Sometimes	16,3	18,2
Sc	Yes	6,2	4,7
Int	PNTA	4,4	3,8
Int	No	64,5	71,4
Int	Sometimes	22,6	18,9
Int	Yes	8,5	5,9
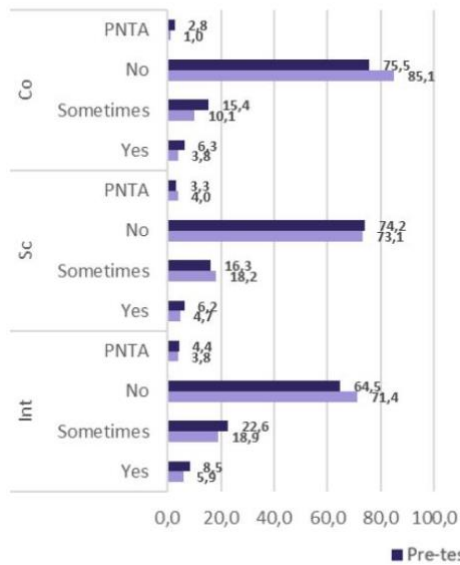
Graph 67. P.14.3. I have sometimes seen someone being sexually assaulted and did nothing to help

		Pre-test	Post-test
Co	PNTA	4,5	4,6
Co	No	69,9	74,2
Co	Sometimes	14,1	19,7
Co	Yes	5,9	7,1
Sc	PNTA	3,5	3,4
Sc	No	74,2	69,5
Sc	Sometimes	15,4	19,9
Sc	Yes	6,9	7,2
Int	PNTA	4,9	5,7
Int	No	65,3	72,4
Int	Sometimes	14,8	21,5
Int	Yes	7,9	7,5

■ Pre-test ■ Post-test

62
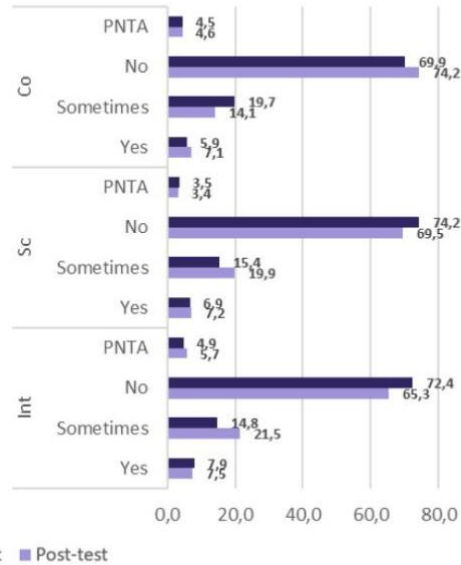
Finally, we can highlight some **increase in awareness** of performing acts of violence or not helping people when they suffer an aggression in the Int groups:

Graph 68. P.14.5. I have intervened to support girls and/or LGTBIQ+ people while they were being attacked
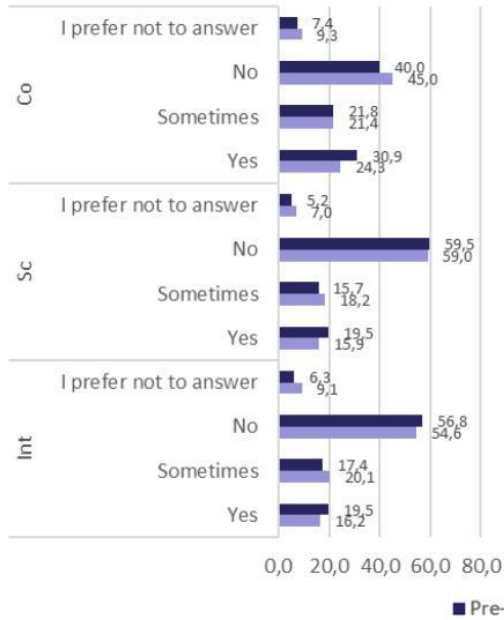
Graph 69. P.14.2. I have exercised some kind of control over my partner, either online or offline
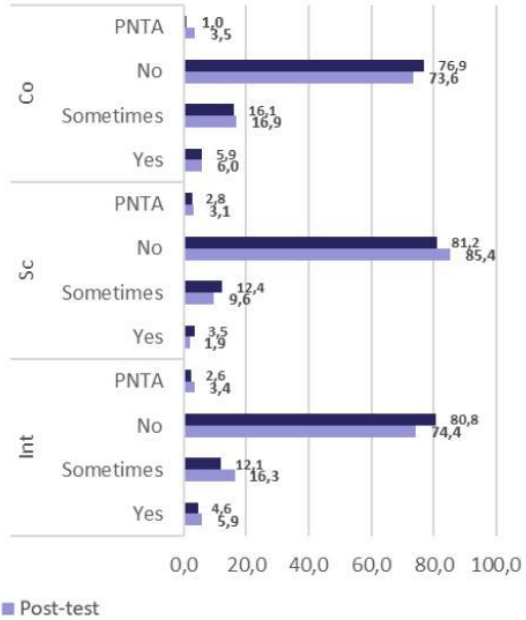
Graph 70. P.14.6. I have supported people who have not been treated well by their partner
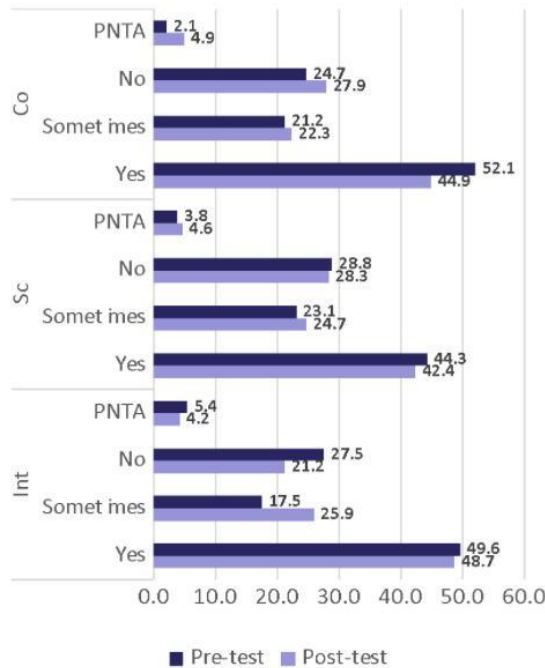
INSTITUTIONAL ATMOSPHERE

On the one hand, the **complete Cut All Ties intervention increased the feeling of being able to freely express oneself at school**. The opposite happened to students in the semi control groups, where in the post survey fewer students felt able to express themselves freely.

Graphs 71. P.15. Are you free to express yourself as you wish at your high school?

Int (Intervention centers)

Pre-test

Post-test

9.5
9.3
18.8
33.2
29.1

6.2
9.6
16.1
34.8
33.2

■ Always   ■ Almost always   ■ Sometimes   ■ No   ■ I don't know

Sc (Semi-control centers)

Pre-test

Post-test

8.3
8.5
14.9
31.7
36.6

9.6
13.5
20.7
28.4
27.7

■ Always   ■ Almost always   ■ Sometimes   ■ No   ■ I don't know

Co (Control centers)

Pre-test

Post-test

6.6
13.2
30.2
44.8

6.7 4.9
29.7
48.4

■ Always   ■ Almost always   ■ Sometimes   ■ No   ■ I don't know
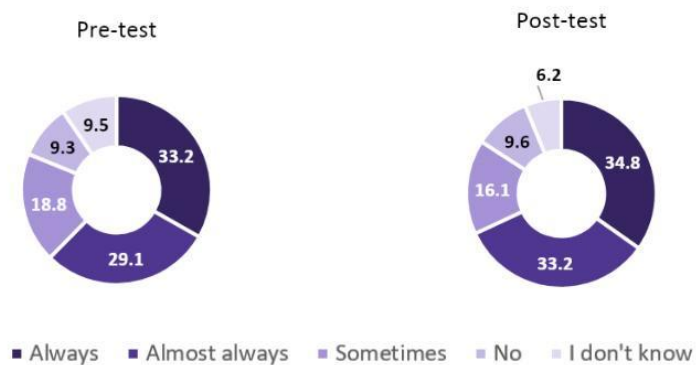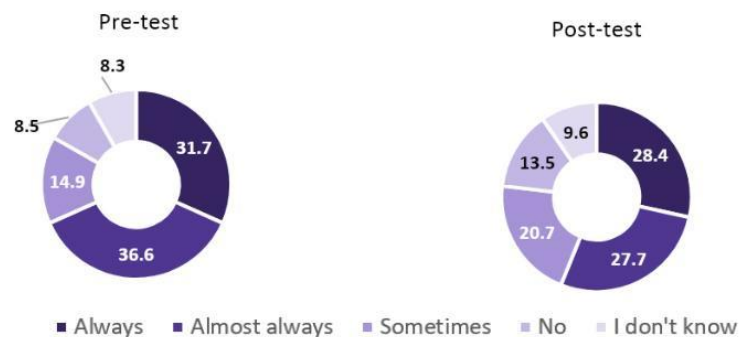
On the other hand, when students were asked about the **availability of their teachers to talk about their emotional and sexual relationships or their problems**, Co students' perceptions of teacher availability dropped considerably over the period under consideration. Also, this perception also dropped partially in the Sc groups, but much less than among Co students. In contrast, in the **Int group there was a notable improvement**. We can therefore affirm that the Cut All Ties program **was successful in making the students feel that their teachers are available to talk about issues they are facing as young people**, probably because the teachers had been trained and felt guided by the presence of the gamification trainers at the school.

The differences between the pre- and post-test % of responses per center are:

Table 34. P.16. Do you feel that your teachers are available to talk about your emotional and sexual relationships or the problems you are facing as a young person?

Scale (1–5)	Type of center		
	Int	Sc	Co
Always	4.50	0.20	–5.3
Almost always	–1.30	–2.60	–0.7
Sometimes	–4.40	0.60	–0.60
No	–3.50	–1.60	0.8
I don't know	4.80	3.50	5.7

However, the FG students claimed that they **still get the impression that if they talk about GBV in their classes their opinions aren't going to be heard**: *"Fear of talking about it because I get the impression that nobody is listening to my opinion"* (Int_students_Mi). Moreover, they do **not perceive specific changes in relationships and sexuality within the school:** *"Everything is the same as last year"* (Sc_students_BA). Overall, they believe that students "do not want to move forward [with GBV awareness], and if you don't want to, you can't, because they can give you the tools but if you don't take them, then nothing changes" (Sc_students_Ba).

LIMITS OF THE GAMIFICATION PROCESS (SOCIAL COIN) ACCORDING TO THE TRAINERS

As can be appreciated in Graph 72, in Barcelona only 25.0% of the challenges (13) were **designed without the direct intervention of the trainers**, and just 10.9% in Madrid (6).

Graph 72. Who initiates the challenge? (Av. by city)
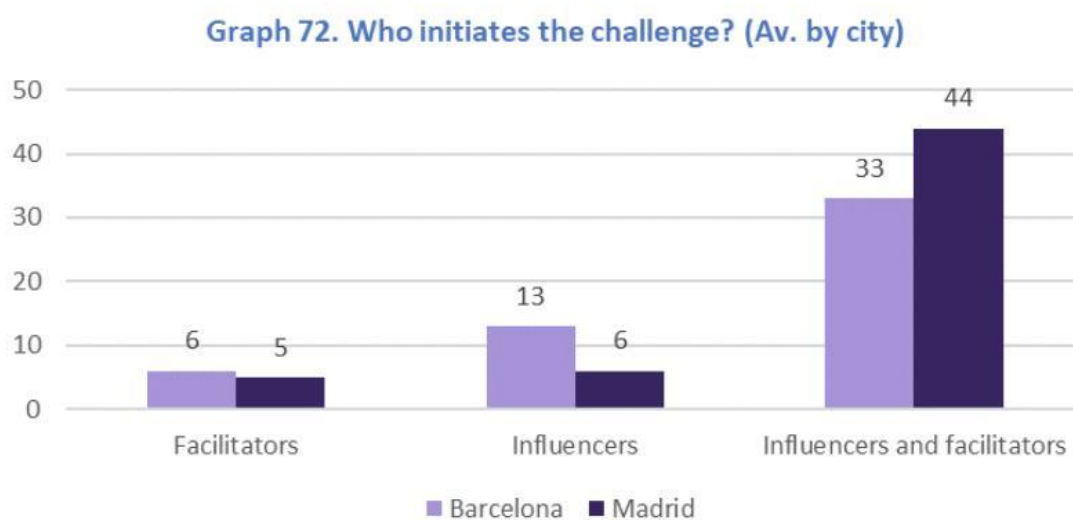
The **satisfaction was higher in Barcelona than in Madrid**. Barcelona's trainers were very satisfied with the challenges designed (average 3.9 points) and felt the influencers were mostly satisfied as much as they were (3.75 points). In contrast, the trainers in **Madrid** were **not sufficiently satisfied** (2.3 points), and they believed that the **influencers were even less satisfied with the challenges** (1.0 points).

Graph 73. Level of satisfaction by city (1-5 scale)

City	Influencers satisfaction	Facilitators satisfaction
Barcelona	3,4	3,9
Madrid	1,0	2,3

□ Influencers satisfaction   ■ Facilitators satisfaction
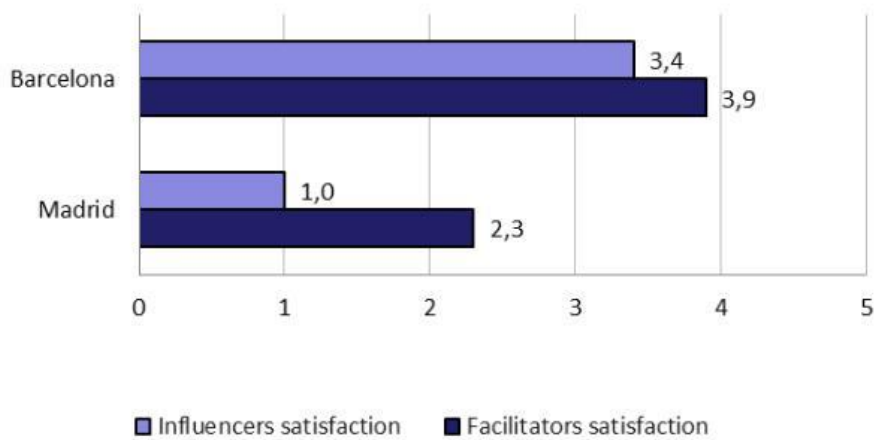
Visibility was the **main approach to most challenges in Barcelona** (65.4%, 34 challenges) and in **Madrid** (65.7%, 31 challenges). The challenges on **prevention** and **detection** were the **least popular** in both cities.

Graph 74. Approach to challenges (Av. by city)

Approach	Barcelona	Madrid
Prevention	2	4
Detection	3	0
Awareness	13	20
Visibility	34	31

■ Barcelona   ■ Madrid

In both cities the most prominent topics were those about **resources and materials related to GBV** (Barcelona, 48.7%, 16 challenges and Madrid, 39.3%, 19 challenges). The challenges on **institutional violence** were more common in **Barcelona** (22.8%, 10 challenges) than in **Madrid** (8.7%, 3 challenges).

Graph 75. Challenges topics (Av. vy city)

Topic	Barcelona	Madrid
Materials or resources GVB	16	19
Gender socialization (stereotypes,...)	11	17
Institutional Violence	10	3
GBV in afective-sexual relations in youth	4	2
Women visibility	3	4
Homophobic-transphobic violence	3	0
Others	5	7

■ Barcelona ■ Madrid
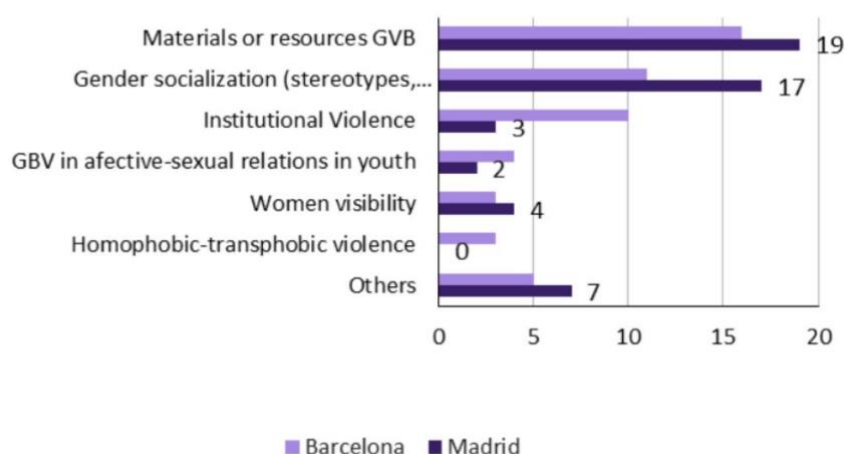
MILAN: **The trainers were excited about the opportunity to do the gamification** and believed it would be particularly interesting because it creates a protected on-line environment. In fact, the data **got shared only among school mates.** However, they feel they had a lot of **problems with the use of the program** that were not identified when an early version was presented at a **project meeting.**

The project coordinator sustained that they were **very insistent with students about the use of the gamification**, but this just generated even more **resistance**. Some students found this insistence quite **annoying,** as one of the students explained in the survey: "the project started quite well but it seemed like you had to talk about this app all the time". When the trainers detected **strong disaffection** with the program they decided to give up and **continued by promoting other forms of intervention as suggested by the students**. They therefore organized **other kinds of actions** to generate an impact on their peers. For example, with one group they launched a series of **podcasts** that worked quite well.

BARCELONA: At the beginning, the trainers and the students were **really interested in the gamification part of the project**, but in the end the **students did not engage with the challenges.**

The team feels that the app itself had **no significant effects on students' awareness of GBV**. However, the sessions where they tried to get them to create challenges were very interesting. The trainers **detected some changes in the behavior and awareness of violence** in the whole group. They even felt that some of the students who had been most reluctant to participate in the project **ended up being among the most interested ones**. They also highlight

how by working with the influencer group they **managed to break several taboos** in the classroom and **generated a dynamic whereby male participation increased** notably. In relation with the implementation process they highlight that:

- **The whole group was involved in the sessions**, but the trainers needed to constantly help and **motivate the influencer group** and got them to design at least some **challenges** about the debate before leaving the class.
- The **dissemination strategies were not successful**. Different dissemination activities were carried out by students and the team: they gave talks in class, sent lots of emails, used the school's social media, and also created large posters with QR codes and distributed them around the school. However**, not many students were ultimately engaged with the app**.

MADRID: Both trainers felt that the **gamification should have been used throughout the training process** and not just at the end. They suggested that **some tasks should be introduced at the end of each session to create a greater challenge**. However, when we asked whether they believed these practices would have helped to increase the response to the challenges, they said probably not.

Regarding **the pedagogical aspects of the app**, they assume that these were decided by the project coordinators **without input from the trainers**. They say they received training on an early version of the application at the meeting in Milan and that was all. They did not find the application **very attractive,** and **it was not fully developed at the time of use**. In relation to the implementation process they highlight that:

- All the trainees were involved in the gamification but **only one group of 3-4 was really engaged** (basically the work with the gamification was still a classroom activity).
- They organized informative stands during recess to let people know about the gamification and collect their e-mails (the institutional one was not working; they had to use personal mails, so they could only include students from 14 years of age). They also went from class to class to briefly present the program.
- In order to increase the number of challenges created by the students, the trainers incentivized the groups of students that sent interesting challenges (**all prepared in class**). The incentives were: a T-shirt, stickers and a book. That was the most effective way to motivate them to post challenges, but even so, the response rate to the challenges was low.

• They explained the program to the teachers, encouraging them to use it independently (without the intervention of the trainers). However, the teachers did not make use of this opportunity.

• At first, they underestimated the complexity of the procedures both to obtain and to grant access to the platform.

MAIN LIMITS OF THE GAMIFICATION ACCORDING TO THE TRAINERS:

a.   There was **no app version**, so users **needed to use it directly via an internet browser** and this was not so **immediate** (and not the kind of method that young people are used to).

a.   The **website was not customizable**, so it felt like an adult tool rather than one for them. **In order to promote student participation**, the trainers think they need to feel free to decide what they want to do and how, and the app did not allow this.

b.   **Any input required a lot of actions in the program** so its use was not immediate. Students had to take a long series of steps before posting. The app was not perceived as difficult for young people to use, but it was not interesting enough for them.

c.   The program **was not designed to reflect the way that young people use social networks:** (1) **showing themselves** (Tik-Tok, Instagram): the project made an ethical decision not to allow users to upload any pictures of themselves. (2) **Wide public**: the post was only visible to a small number of other students and just from their cities. (3) **Impulsive message**: they had to decide and prepare what to post as a class exercise, instead of doing something and posting it. (4) **Receiving appreciation** (through 'likes'): Challenges had to be answered with another 'worked' piece, rather than a simple like and there was no way to like responses (5) **Freedom of communication**: Every post needed to be revised and approved by the adult instructor. (6) **The interface was unattractive**: the design was 'more like a Moodle or some kind of e-learning platform' than a social network. (7) **The students did not receive notifications directly to their phones**, but via their institutional emails.

d.   **Two steps were required to register for the application**: the trainers had to enter the students' e-mails, prior to which formal agreement to participate in the program had to be granted; the students received an e-mail invitation and, after this, they had to validate it. This process often led to **technical errors or difficulties,** which discouraged some students from completing it.

KEY FINDINGS AND LEARNING

One of the key goals of the Cut All Ties program is to address GBV among adolescents from a polyhedral approach. Based on the impact evaluation and on the process evaluation, we will end with some recommendations for the future.

CAPACITY BUILDING TRAINING

The main aim of capacity-building training is to provide teachers and students with an in-depth understanding of the characteristics of GBV. The Capacity Building Training was **generally evaluated positively**, especially **by teachers and in Spain**. Here we are going to highlight the key findings from the evaluation and the remarkable differences between the evaluations of students and staff in different cities. These are the key results for objectives 1 and 1.a.

● We cannot detect **major differences** in the satisfaction with the training by country or gender between the TES. However, the Italian trainers were evaluated less highly by the trainee professionals, although their scores are still positive.

● As for the students, **the experience in Milan was more poorly evaluated than in the other regions,** especially in relation to the contents and dynamics, while in Spain (Madrid and Barcelona) they were considered **sufficient-good** (with higher satisfaction in Madrid). This difference may be related with the fact that the Italian trainer made fewer adaptations (than trainers in the other cities) to the content and time-frame of the training in order to respect the right conditions for rigorous evaluation. Also, in Milan they worked with all the class groups despite the resistance they encountered, while in the other cities they decided to split up the groups and only work with the interested students.

● **Teachers were mostly satisfied with the course, but students were less satisfied**. While the former felt the training was very good (average 3.94 on a scale of 0-5), the students only felt it was good (average 3.34 on a scale of 0-5).

● The teachers felt the **trainers were almost excellent** (4.48 points) while the students considered them **good** (3.63 points). The **dynamic** of the training was the aspect that received the **lowest score**, with 3.78 points from the teachers and 3.33 from the students.

- The teachers' **favorite block of contents** was **number one**, on the socialization of gender and stereotypes; the students preferred number three, on sexuality/ies. The **introduction to the app** and challenges **were the least interesting part of the training** according to both students and teachers. However, the students also mentioned that the block about socialization was also very uninteresting, but this was the one that teachers liked best.

- The teachers and students considered the learning about **gender and sexual violence in adolescents** and the **information on protocols and contacts to refer to in violent situations** to be **very good**. On the other hand, most of the teachers did not consider that the training helped to increase their empowerment to deal with the GBV at their centers. The students felt that **the course was a very good opportunity to increase both their knowledge about GBV and their ability to recognize it**.

- Most teachers considered that this training **should be repeated** while less than half of students shared that opinion. Likewise, **while most teachers would participate in an in-depth course on GBV**, just a **third of students would like to do so**.

- The applicability of the course was the item that was most poorly evaluated. In fact, only a **minority of teachers and students** considered that **the course offers clues for responding to everyday situations in classrooms** or promotes a comprehensive response to sexual or gender violence in their classrooms.

The **students mostly consider that the training had a low impact** on groups that **had no previous interest in the subject**, especially on boys.

- *A lot of people missed the activities and the ones that didn't, wouldn't even listen, or were laughing [...] about what was being said about gender (Int_students_Ma).*
- *For those who already knew about the subject, the course confirmed their knowledge, those who were not engaged continued to not know anything about the subject (Int_students_Ba).*
- *Girls take the information more seriously (Sc_students_Mi).*

Similarly, **teachers believe that the course helped to increase the interest** of the students who were already aware of the implications of GBV.

- *I do not believe that the most resistant students have been very influenced (Int_teachers_Ba).*
- *There are students who won't change in three months, but in their sub-consciousness, something will have moved for sure (Sc_teachers_Ba).*

MULTIPLICATIVE EFFECT OF THE PROJECT

One of the goals of the project was to produce a multiplicative effect on GBV awareness in students that did not receive the training. The very limited implementation of the gamification and the other incidents during the training meant that these effects were rather limited. In fact, we cannot detect **major differences** in the pre-test and post-test results between the three types of centers.

The process especially failed with its aim of multiplying the better theoretical understanding of what actions constitute GBV. This means that students that did not take the course have not learned anything new about GBV.

However, it seems clear that talking about GBV and making it visible had a positive effect on the capacity to identify GBV both as a structural element and as a practice that is present at schools. Our interpretation is that although the gamification did not work as expected, the presence, passion, and commitment of the trainers to work with small groups and raise awareness of GBV among the trainees' schoolmates had positive effects. At the **Intervention school, the understanding of cultural and gender related violence improved more** than at the Sc, while at the Co it was reduced during the period under consideration.

Similarly, more Int students were able to **acknowledge the existence of GBV between couples at their school** and also **to recognize the presence of violence in digital spaces**. In general, there is greater recognition at the Int school of the problem of GBV.

Another very important effect of the presence and actions of the gamifaction trainers is that **students feel freer to express themselves** at school and **have more confidence in their teachers' ability** to support them. We confirm that the training itself has already produced some change in this regard, but it is the long-term presence and actions of the trainers and specifically their work on raising awareness that makes the biggest difference.

LEARNING FOR FUTURE PROJECTS

As suggested by the teachers we **consider it necessary to open up the training to other groups,** as it is important for students to be able to talk to people trained in SGBV to bring about a change in their attitudes/awareness:

"If we had been able to do the training in the other groups, the impact would have been greater" (Int_teachers_Ba).

Another interesting suggestion is related to the **need to multiply and repeat the debates**, instead of occasional interventions *"Almost all the students felt involved in the topic, we should allow for more free debate to make sure they can go a little deeper into the issues"* (Sc_teachers_Mi). Another important finding of the project is the **need to train both students and teachers** because this can have multiplying and long-lasting effects: *"But having people who are trained in the subject, I think it has helped them"* (Sc_teachers_Ma)*.* Both the training and interventions were **successful for empowering students who are already sensitized about GBV** problems and who might be able to make a difference in the **long-term**. On the other hand, the trainers feel that the **design and time-frame of the intervention was inadequate to generate commitment** among non-sensitive students, especially at a time when **anti-feminist responses** are quite common among young boys.

Due to the high backlash against talking about GBV, it would be useful, in order to engage students, **to start by working on identity and sexuality instead of GBV**.

We also recommend:

a.   Doing the training with **relatively small groups of students,** but in a **more extensive manner** (more groups and more time).

b.   **Homogenization of the expertise of the instructors between countries** and their familiarity with the contents and dynamics, but adapting them to each context, in accordance with a preliminary assessment.

c.   A **specific diagnosis of the realities and needs of each center** in order to adapt the training and gamification and hence make them much more effective.

d.   **Including in TES training of more information about sex education, sexuality, and toxic relationships**, as well as more activities and materials that they can **directly implement in their classrooms**.

e.   Making the course **more dynamic** and including a **focus on actions beyond the gamification app**, which at the moment of design and implementation was not considered useful.

f.   **Extensive work in connection with the schools** in order to create the conditions for proper development of student training and commitment among all agents.

The specific suggestions for the gamification process are the following:

- The program should be **downloadable** (app).
- The **two-step verification** process should be **removed**.
- The **interface** should be **more attractive** and the structure/paths **easier**.
- The app must offer options that enable different uses and clear **customization**.
- The app **should be integrated within the training process** and not just be for future dissemination.
- **Adults must have a less important role** (e.g. not supervising all posts but just eliminating the ones that are not ethically acceptable).
- The posted materials **should be visible to a larger audience** (for example, all schoolmates, even if not subscribed).
- An option for **easy reaction and responses** should be included.

Generally speaking, this evaluation concludes that the **process implemented was interesting but the complexity of the different realities and the challenge of engaging the schools in the process would require a more extensive project.**

TEACHER SATISFACTION SURVEY
HELLO!

A few weeks ago, you took part in a training course for teachers as part of the CUT ALL TIES project. We are currently carrying out the evaluation, and for this reason we would like to ask you to answer this short questionnaire with your opinion about the training. Your feedback is very important and will be very useful to us!
The questionnaire is completely ANONYMOUS and no one from the high school will have access to review the answers. The analysis that will be carried out by the researchers foresees that in no case the individual answers are published.
When you have finished answering, you will have to fold it and indicate to the person in charge that you have finished.

Thank you very much for your collaboration!
¡LET'S GET STARTED!

High school:

A. Personal data

A.1. The name you were given at birth is... (*choose one option*)

I don't know ☐
Feminine
Masculine ☐
Neutral ☐

A.2. At present, you consider yourself.... (*choose one option*)

Woman ☐
Man ☐
Non-binary person ☐
I don't know ☐
I don't want to answer ☐
Other *(please specify)* ☐

▼

A.3. In sex affective terms, you have a preference for... *(choose all options you want)*

Non-binary people ☐
Women ☐
Men ☐
Anybody ☐
I don't know ☐
I don't want to answer ☐
Other *(please specify)* ☐

▼

A.4. Had you attended any training about gender for teaching staff before?

Yes ☐
No ☐
I don't remember ☐

B. Assessment of the structure and organization

B.1. Please rate from 1 to 5 the following specific aspects of the **facilitators** (1, Very poor; 5, Excellent).

	(1)	(2)	(3)	(4)	(5)
The clarity with which they explained the contents.	☐	☐	☐	☐	☐
The comfort they made you feel	☐	☐	☐	☐	☐
Their ability to answer your questions	☐	☐	☐	☐	☐
The atmosphere they have created in the classroom	☐	☐	☐	☐	☐
Involvement	☐	☐	☐	☐	☐

B.1.2. From 1 to 10, what overall rating would you give to the **facilitators** (mark with an X)?

1 2 3 4 5 6 7 8 9 10

B.2. Please rate from 1 to 5 the following specific aspects of the **training content** (1, Very Poor; 5, Excellent).

	(1)	(2)	(3)	(4)	(5)
Interest	☐	☐	☐	☐	☐
Clarity	☐	☐	☐	☐	☐
Novelty	☐	☐	☐	☐	☐
Resources provided	☐	☐	☐	☐	☐
Depth of the contents	☐	☐	☐	☐	☐

B.2.2. From 1 to 10, what overall rating would you give to the **contents** (mark with an X)?

1 2 3 4 5 6 7 8 9 10

B.3. Please rate from 1 to 5 the following specific aspects of the **training dynamics or activities** (1, Very poor; 5, Excellent).

	(1)	(2)	(3)	(4)	(5)
The relevance of the dynamics to the learning process	☐	☐	☐	☐	☐
The clarity of the dynamics	☐	☐	☐	☐	☐
The time provided for their development	☐	☐	☐	☐	☐
The interest of the dynamics	☐	☐	☐	☐	☐

B.3.2. From 1 to 10, how would you rate the **dynamics/activities** overall (mark with an X)?

| 1 2 3 4 5 6 7 8 9 10 |

B.4. Please rate from 1 to 5 the following specific aspects of the **training duration** (1, Very poor; 5, Excellent).

	(1)	(2)	(3)	(4)	(5)
The duration of the course was adequate	☐	☐	☐	☐	☐
The course was too long	☐	☐	☐	☐	☐
The course was too short	☐	☐	☐	☐	☐
The duration of the sessions was adequate	☐	☐	☐	☐	☐
The training was too short	☐	☐	☐	☐	☐
The sessions fit well into the school calendar	☐	☐	☐	☐	☐

B.4.2. From 1 to 10, how would you rate the overall **duration** of the training (mark with X)?

| 1 2 3 4 5 6 7 8 9 10 |

C. Session contents and activities

C.2. Please indicate with a 1 which of all the blocks you consider having worked <u>best</u> and with a 0 which you consider having worked <u>worst</u>:

Block 1. Introduction/socialization of gender and stereotypes ☐
Block 2. Gender-based violence's ☐
Block 3. Sexuality/es ☐

Block 4. Awareness (introduction to the APP and work on challenges) ☐

C.3. If you feel like it, you can tell us what you liked about the block you have marked with a 1.

C.4. If you feel like it, you can tell us what you liked the least about the block you have marked with a 0.

D. Knowledge acquired

D.1. Please rate your degree of learning or acquisition of the following aspects (1, None; 5, Very much)

	(1)	(2)	(3)	(4)	(5)
Knowledge about gender roles	☐	☐	☐	☐	☐
Knowledge about gender and sexual violence in adolescents	☐	☐	☐	☐	☐
Ability to recognize gender and sexual violence in the classroom	☐	☐	☐	☐	☐
Ideas and tools to react in cases of violence	☐	☐	☐	☐	☐
Information on protocols and contacts to refer to in violence situations	☐	☐	☐	☐	☐
Confidence to discuss violence with your students	☐	☐	☐	☐	☐
Safety in dealing with violence in your centre	☐	☐	☐	☐	☐

D.2. Now we are going to ask you to indicate your degree of agreement or disagreement with the following statements about training (1, I do not agree at all; 5, I strongly agree).

	(1)	(2)	(3)	(4)	(5)
It has proposed an innovative approach	☐	☐	☐	☐	☐
It has made it possible to deepen the theoretical contents	☐	☐	☐	☐	☐
It has facilitated the internalization of the problem	☐	☐	☐	☐	☐
It has offered accompaniment in the process of growth as teachers	☐	☐	☐	☐	☐
It has given rise to reflections based on experiences at the center	☐	☐	☐	☐	☐
The contents have been adapted to the needs/concerns of the teaching staff	☐	☐	☐	☐	☐
It has provided elements and tools to recognize and act in front of situations of sexual violence in the context of schools	☐	☐	☐	☐	☐
It has stimulated reflection and debate among participants	☐	☐	☐	☐	☐

E. Importance attached

E.1. Do you think this type of training should be repeated next year for other teachers?

Yes ☐

No ☐

I don't know ☐

E.2. Would you participate in an in-depth course on this topic?

Yes ☐

No ☐

I don't know ☐

E.2.2. If you answered *Yes* in the previous question (E.2), please select up to two reasons why you think this type of training may be necessary for you and your class (mark with an X).

Responds to a problem that is present in all schools ☐

There is a lack of specific training on the subject ☐

It facilitates the visibility of a hidden problem ☐

It favours a comprehensive response to sexual aggression or violence ☐

It helps to create a more respectful climate ☐

E.3. Do you think you will be able to apply what you have learned in this training in the day-to-day life of your high school?
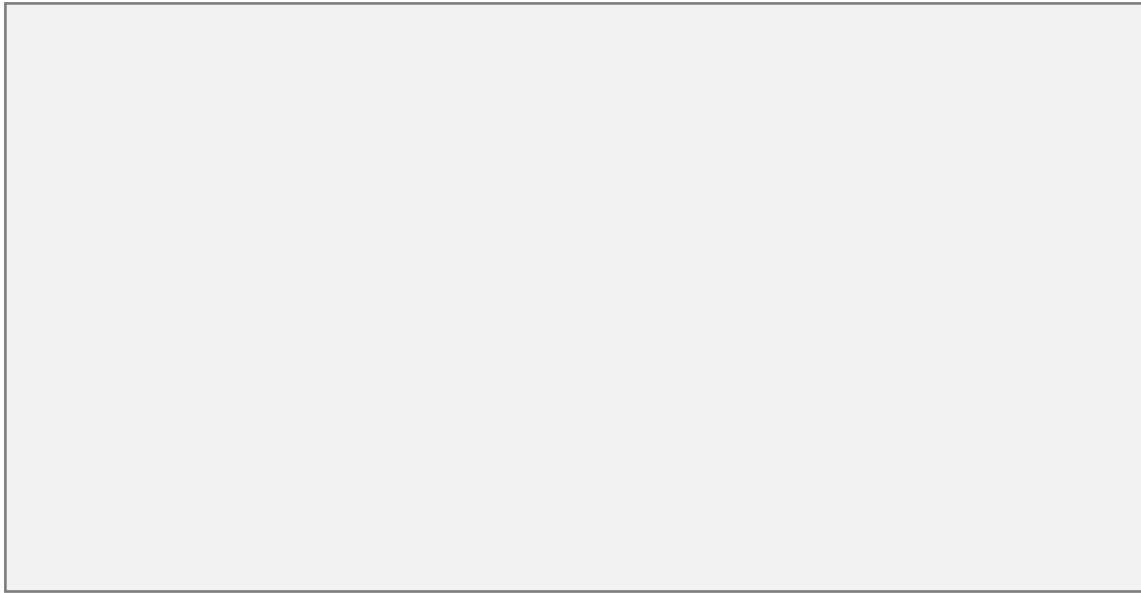
Yes ☐

No ☐

I don't know ☐

F. To finish…
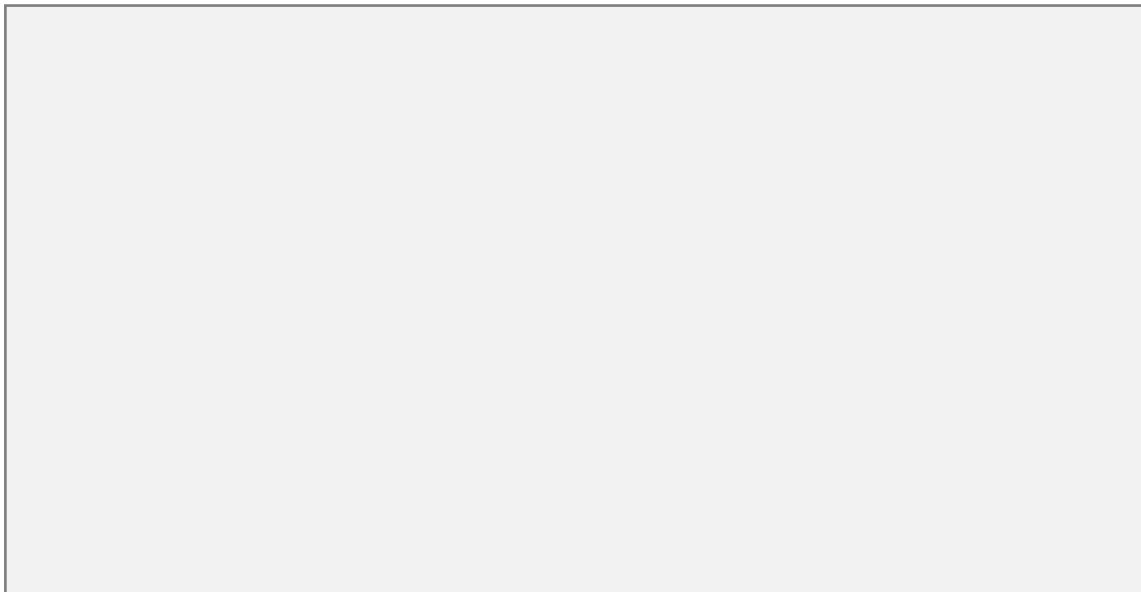
F.1. On a scale of 1 to 10, how would you rate this training overall? (1, Very poor; 10, Excellent) Indicate your answer with an X.

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

F.2. Did you miss anything in the training?

F.3. If you want to add anything else you can use this space, we read you

THANK YOU VERY MUCH!

STUDENT SATISFACTION QUESTIONNAIRE

HELLO!

A few weeks ago, you took part in a training course at your school as part of the **CUT ALL TIES** project. We are carrying out the evaluation, and for this reason we would like to ask you to answer this short questionnaire with your opinion about the training.

Your feedback is very important and will be very useful to us!

The questionnaire is completely ANONYMOUS and neither the teachers, nor your family, nor your classmates will have access to review your answers. The analysis that will be carried out by the researchers foresees that in no case the individual answers will be published.

When you have finished answering, you will have to fold it and indicate to the person in charge that you have finished.

Thank you very much for your collaboration!

¡LET'S GET STARTED!

Let's start with some information about you….

(1) The name you were given at birth is… (choose with **X** one option)

I don't know ⭘
Feminine ⭘
Masculine ⭘
Neutral ⭘

(2) At the present time you consider yourself… (choose with **X** one option)

Girl ⭘
Boy ⭘
Non-binary ⭘
I don't know ⭘
I don't want to answer ⭘
Other (please, specify) ⭘
_____

(3) In sex-affective terms you have preference towards… (choose with **X** all options you want)

Non-binary people ⭘
Boys ⭘
Girls ⭘
Nobody ⭘
I don't know ⭘
I don't want to answer ⭘
Other (please, specify) ⭘
_____

(4) First, we are going to ask you to choose from the following list a <u>maximum of three words</u> that best describe for you the training you have undergone

Boring	☐	**Funny**	☐
Necessary	☐	**Participative**	☐
Demotivating	☐	**Unnecessary**	☐
Useful	☐	**Empowering**	☐

Second, we would like to know your opinion about the facilitators, the contents, and the classroom dynamics. For each of them, first you have to indicate to what extent you consider the statements we present to you to be correct and, secondly, we ask you to give a mark.

Indicate your answer with an X where:

Not at all   Very little   More or less   Most of the time   A lot

(5) The trainers:	Not at all	Very little	More or less	Most of the time	A lot
Explained the contents in a clear way					
Made you feel comfortable					
Answered your questions well					
They generated a good atmosphere					

(5b) Between 1 and 10, what rating would you give to the trainers (mark with an X)?

1 2 3 4 5 6 7 8 9 10

(6) The contents of the training:	Not at all	Very little	More or less	Most of the time	A lot
Were interesting					
Were easy to understand					
Were innovative					

(6b) Between 1 and 10, what grade would you give to the contents (mark with an X)?

1 2 3 4 5 6 7 8 9 10

(7) **(7) The dynamics/practices/activities that you have carried out:**					
They have helped me to understand the contents					
They have been fun and interesting					
They have been easy to understand					

(7b) Between 1 and 10, how would you rate the dynamics/practices and activities (mark with an X)?

<div align="center">

1 2 3 4 5 6 7 8 9 10

</div>
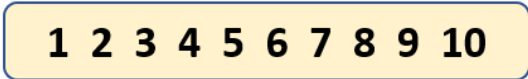
… Speaking about the different sessions...

(8) Put **X** in the left column next to the thematic blocks you found most interesting and in the **right** column put an **X** next to the ones you liked the least. In each case you can mark as many sessions as you want (**from none to all**).

Interesting	Thematic blocks	Not interesting
	1. Introduction/Gender socialization and stereotypes 2.	
	2. Gender violence	
	3. Sexuality/s	
	4. Sensitization (introduction to the app and initial work on the challenges)	

(9) Now, put a **1** next to the block you found most interesting and a **0** next to the block you found least interesting:

Thematic blocks	[1 – 0]
1. Introduction/Gender socialization and stereotypes	
2. Gender violence	
3. Sexuality/s	
4. Sensitization (introduction to the app and initial work on the challenges)	

(9a) If you like, you can tell us what you liked about the thematic block that you have marked with a 1.

<div style="border:1px solid #000; background:#fdf3cf; height:180px;"></div>

(9b) If you feel like it, you can also tell us why you did not like so much the thematic block that you have marked with a 0.

<div style="border:1px solid #000; background:#fdf3cf; height:180px;"></div>

… Do you believe that with this training you have acquired…

(10) Mark with an X your answer for each of the following knowledge or ideas:

	A lot	Quite a lot	Some	Little	None
Knowledge about gender roles					
Knowledge about gender and sexual violence					
Ability to recognize gender and sexual violence					
Ideas on how to act in cases of violence					
Information on who to contact in situations of violence					
Confidence to discuss the issue of violence with peers					

(11) Do you feel that the training has had a positive effect on the relationships among the participants? Mark with an **X in the left column** how many of the people who participated were affected and in **the right column** the gender of those people.

	Everybody	**Do you feel that the training has had a positive effect on the relationships between the people who have participated?**	Any gender	
	Many people		More in girls and NB	
	Quite a few people		More in boys	
	Few people		Only in girls and NB (almost)	
	Almost no one		Only in boys (almost)	

	Everybody	**Who do you think has learned the most during the training?**	Any gender	
	Many people		More in girls and NB	
	Quite a few people		More in boys	
	Few people		Only in girls and NB (almost)	
	Almost no one		Only in boys (almost)	

	Everybody	**Who do you think that has changed their ways of relating with respect to gender?**	Any gender	
	Many people		More in girls and NB	
	Quite a few people		More in boys	
	Few people		Only in girls and NB (almost)	
	Almost no one		Only in boys (almost)	

	Everybody	**Who do you think has benefited?**	Any gender	
	Many people		More in girls and NB	
	Quite a few people		More in boys	
	Few people		Only in girls and NB (almost)	
	Almost no one		Only in boys (almost)	

…In general…

(12) Do you think this type of training should be repeated next year for other students?

Yes ◯
No ◯
I don't know ◯

(13) Would you like to take another training to go deeper into this topic?

Yes ◯
No ◯
I don't know ◯

(13b) If you answered yes in the previous question (11), please select up to two reasons why you think this type of training may be necessary for you and your class (mark your answer(s) with an X).

They deal with a problem that we live with on a daily basis ◯

It is a topic about which we know very little ◯

It helps to reduce gender-based aggression or violence ◯

Help create a more respectful climate ◯

Other (specify) _____ ◯

…To finish …

(14) In general, you enjoyed the training... (choose only **one** answer)

Much more than expected ◯

More than expected ◯

As much as you expected ◯

Less than you expected ◯

(15) Between 1 and 10, what overall rating would you give to the training?

1 2 3 4 5 6 7 8 9 10

(16) If you want to add anything else or want to comment on any element that you have

THANK YOU VERY MUCH!

Appendix C. Pre- and Post- Awareness Questionnaire

QUESTIONNAIRE CUT ALL TIES

Hello!

First of all, we would like to thank you for your time.

From ABD Associació Benestar i Desenvolupament we are carrying out a project in collaboration with your school, and your course has been chosen to participate in its implementation. We need your help to check if the project works. This document will not be used to evaluate you or your peers, but to evaluate the project. Therefore, we need to take a few minutes to answer this questionnaire.

The questionnaire is **completely ANONYMOUS** and neither your teachers, nor your family, nor your companies and enterprises have access to review the answers. The analysis made by the researchers foresees that in no case will the individual answers be published. When you have finished answering, you should fold it and indicate to the person in charge that you have finished.

Thank you very much for your collaboration!

UNIVERSITAT ROVIRA i VIRGILI Fundació URV

To fill in by the researchers REFERENCE CODE PRE QUESTIONNAIRE

Let's start by getting to know each other a little...

		Neutral	Feminine	Masculine	I don't know
1.	The name you were given at birth is.... (mark one option)				

			Feminine	Masculine	Non-binary
2.	Do you currently consider yourself... (check one option)	I don't now	I prefer not to answer	Another (specify) _____	

			Non-binary people	Boys	Girls
3.	In sex-affective terms you have preference towards... (choose as many options as you like)	Nobody	I prefer not to answer	Another (specify)_____	

			Yes	No	I don't know
4.	Have you attended any training related to gender at your school during this academic year?		Yes	No	I don't know
5.	Have you attended any feminist or women's rights demonstrations?		Yes	No	I don't know

6. The game of associations   1: Write the first two words that come to your mind when you hear the word "gender"

Word 1 associated with gender……………...……

Word 1 associated with gender ……………...…….

7. Mark the statement that you consider correct for each of the images:

● The lyrics of the songs contribute to reproducing gender roles.
● Gender roles are no longer reproduced in the vast majority of youth music.
● Youth music groups make an important contribution to reducing sexism.
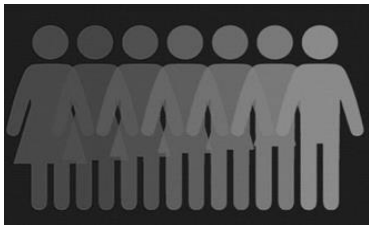
● You are either a boy or a girl.
● Each person has the right to decide how they identify themselves and to change as many times as they want.
● Trans people feel that they live in the wrong body and that they have to have surgery

● Language is sexist and it is necessary to find alternative ways to communicate.
● The generic masculine (for example: "all students") is the correct form to refer to mixed groups and is the one to use.
● The so-called "inclusive language" is not neutral.

8. Indicate, for each of the practices below, if you consider it…(mark your answer with an X)

😍 Very positive; 😄 Correct/adequate; 😐 Indifferent; 🙁 Negative; 😠 Very negative and completely unacceptable

	😍	😄	😐	🙁	😠
Talking about the sexual practices of a colleague when she is not around					
That a teacher addresses girls by their first name and boys by their last name					
Openly ask a person if they prefer to be addressed as masculine, feminine or neutral					
A girl wearing shorts without shaving her legs					
Laughing at sexual videos or memes that have been spread through the networks					
That a Muslim girl is allowed to wear the hijab (headscarf) to go to class					
That the soccer fields occupy a large part of the courtyards of the institutes					
Asking two guys who are kissing to leave (a square, a football field, a party...)					
That a guy who likes girls decides to wear makeup to go to class					
Seeing the "provocative", "erotic" or explicit photos that a girl has sent to her partner					
That girls who dress very provocatively and go out with a lot of guys are criticized					

9.The association game 2: Write the first two words that come to your mind when you hear the expression "Affective-sexual relationships"

Word 1 associated with **"Affective-sexual relationships"** ………….………..

Word 2 associated with **"Affective-sexual relationships"** ……………..…….

10. Read this story carefully and then evaluate the various options we present to you (mark the answer with an x)

One Friday afternoon, Laura, who is dating Xavi, tells him that she really wants to see her friends, that she will go out with them that afternoon/night. But, while they are partying, Xavi, who knew where they were going, shows up unannounced with some friends. At the party there are many people from the institute and, in particular, Marcos (Laura's ex). Seeing him, Xavi gets jealous and tells Laura that she must not keep in touch with Marcos because he is probably still interested in her. Laura gets angry with Xavi. Xavi yells at her and she decides to break up with him.

How do you consider that…	Very good	Good	Indifferent	Bad	Very bad
Laura goes out with her friends					
Xavi appears unannounced					
Xavi gets jealous					
Laura is still Marcos' friend					
Xavi asks Laura not to see Marcos					
Laura gets angry with Xavi					
Xavi shouts to Laura					
Laura breaks up with Xavi					

11. Please tell us your degree of agreement with the following statements (mark the answer with an X)

 Totally disagree; Disagree; Neither agree nor disagree; Okay: Totally agree:

Girls who are still with a partner who treats them badly are also responsible for the problem					
The expressions "faggot" or "butch" are an insult and not a way of speaking.					
Between girl-boy couples, violence occurs in a similar way on both sides					
Picking on a girl on the street is assault					
Groping or touching a girl in a crowd (on the subway, on the bus, at the entrance to the high school) is fun					
When you're dating, letting your partner read your social media messages and sharing your unlock pattern or code is a sign of trust.					
It is abusive to ask your partner to delete an explicit or inappropriate photo of you from social networks.					
No one should feel obliged to make their relationship visible on the networks (upload photos with their partner, indicate that they are in a relationship, etc.)					
It's normal to get angry if a person doesn't tell you they're trans* before you kiss them					
It's okay to refuse to have sex when you don't feel like it, even if the person you are dating with really wants to.					

12.Indicate with an X the frequency with which you've heard that one of these situations has happened in your high-school or among your friends...

	Very often	Often	Sometimes	In rare cases	Never
That someone insists until convincing someone to engage in a sexual practice that they don't want					
Giving up plans or not seeing friends to please the partner					
Change of clothing style at the request of the partner					
That a group of young people mobilizes to support a colleague who has suffered an assault					
Receiving a push, slap or hit from a person with whom who is the current partner					
Feeling uncomfortable about receiving leering's					
Fear of being raped or assaulted in the street					
Fear of being raped or assaulted by a known person					
Do not show affection in public (kissing, hugging, holding hands) for fear of suffering an aggression or receiving insults					
Feeling bad for having to use a toilet or changing room assigned to a gender with which you do not identify					
Receiving insults such as "slut", "lesbian", "fag" or similar					

13. For each of the actions that can happen <u>in your class or in your environment</u>, indicate whether you think that... (indicate with an X your answer)

A) It happens often   (B) It has happened occasionally   (C) I don't know any cases

A	B	C	
			Using the mobile phone to control the partner
			Spying on the couple's cell phone
			Asking the partner to delete photos from their networks
			Controlling what the partner does on the networks
			Interfering in relationships that the couple has with other people on the networks

		A	B	C
Requiring the partner to send geolocation				
Forcing the partner to send intimate images				
Pressuring the partner to provide their passwords.				
Forcing the partner to show the messages of a conversation with another person.				
Getting angry about not always having an immediate online response.				

14. Speaking about yourself, say which of these statements are correct (remember that this questionnaire is anonymous, neither your teachers nor your family will have access to this information) *(Circle your answer)*

I think I have contributed to making someone feel bad with comments, attitudes or insults in reference to their sexuality.	**Yes**	**Sometimes**	**No**	**I prefer not to answer**
I have carried out some control practice towards my partner, either online or offline	**Yes**	**Sometimes**	**No**	**I prefer not to answer**
On some occasions, I have seen someone being sexually assaulted (verbally or physically) and I have not intervened.	**Yes**	**Sometimes**	**No**	**I prefer not to answer**
I often do not intervene in what happens between couples even if it seems violent to me	**Yes**	**Sometimes**	**No**	**I prefer not to answer**
I have intervened to support girls and/or LGTBIQ+ people while they were being attacked	**Yes**	**Sometimes**	**No**	**I prefer not to answer**
I have supported people who have not been treated well by their partner	**Yes**	**Sometimes**	**No**	**I prefer not to answer**

Now we ask you some more questions related to your institute. Circle your answer:

	Always	**Almost always**	**Sometimes**	**No**	**I don't know**
15. Can you express yourself as you feel in your high school?	Always	Almost always	Sometimes	No	I don't know
16. Do you feel that your teachers are available to talk about your emotional, sexual relationships or the problems you are facing as a young person?	Always	Almost always	Sometimes	No	I don't know

17. In the case of going through an experience of violence, which of these people in your institute would you contact? (Indicate with an x all the ones you think are appropriate)

☐	Tutor or a specific teacher	☐	Psychologist or guidance counselor (if available)
☐	Director	☐	Non-teaching staff (monitoring, maintenance, cleaning, etc.)
☐	Various teachers.	☐	Feminist collective/group
☐	My friend or my group.	☐	Nobody,
☐	I do not know	☐	Other (specify).

18. The association game 3: Write the first two words that come to your mind when you hear the expression "sexual and gender violence"

Word 1 associated with "sexual and gender violence" ……………………

Word 2 associated with "sexual and gender violence" ……………………

19. Do you think that gender-based violence is ... (choose the option that seems most appropriate to you)

- Something inevitable, it has always existed
- It doesn't exist, it's an invention of feminism
- I do not know

- It is not common (minority)
- A very serious and widespread problem

20. On a scale from 1 to 5, where 1 is 'not at all' and 5 is 'a lot'... (Write the number in the box)

a. How feminist do you consider yourself?

b. How sexist do you consider yourself?

21. Do you want to comment on something else?

Appendix D. Kruskal-Wallis H (K independent groups)

Comparison between pre- tests per city:

H_0: there is no difference between the pre-test means of the three types of center (Int, Sc, Co) (p>0.05).

H_1: there are differences between the pre-test means of the types of center (Int, Sc, Co) (p<0.05).

Table A1. Kruskal-Wallis H (K independent groups), pre-test by city

City	Keep null hypothesis H_0	Reject null hypothesis H_1
MI	Q.8.1, Q.8.9, Q.8.10. Q.10.2. Q.11.3, Q.11.6. Q.12.2, Q.12.3, Q.12.4, Q.12.5. Q.13.1, Q.13.3, Q.13.4, Q.13.5, Q.13.6, Q.13.8, Q.13.9. Q.14.2, Q.14.3, Q.14.4, Q.14.6. Q.16.	Q.8.2, Q.8.3, Q.8.4, Q.8.5, Q.8.6, Q.8.7, Q.8.8, Q.8.11. Q.10.1, Q.10.3, Q.10.4, Q.10.5, Q.10.6, Q.10.7, Q.10.8. Q.11.1, Q.11.2, Q.11.4, Q.11.5, Q.11.7, Q.11.8, Q.11.9, Q.11.10. Q.12.1, Q.12.6, Q.12.5, Q.12.8, Q.12.9, Q.12.10, Q.12.11. Q.13.2, Q.13.7, Q.13.9, Q.13.10. Q.14.1, Q.14.5. Q.15, Q.19.
BCN	Q.8.1, Q.8.2, Q.8.3, Q.8.4, Q.8.5, Q.8.6, Q.8.7, Q.8.8, Q.8.9, Q.8.10, Q.10.2, Q.10.4, Q.10.5, Q.10.6, Q.10.7. Q.11.1, Q.11.2, Q.11.4, Q.11.5, Q.11.6, Q.11.7, Q.11.8, Q.11.9, Q.11.10. Q.12.1, Q.12.2, Q.12.3, Q.12.5, Q.12.6, Q.12.7, Q.12.8, Q.12.9, Q.12.10, Q.13.1, Q.13.2, Q.13.4, Q.13.5, Q.13.6, Q.13.7, Q.13.8. Q.13.9. Q.14.1, Q.14.2, Q.14.3, Q.14.4, Q.14.5, Q.14.6.	Q.8.11. Q.10.1, Q.10.3, Q.10.8. Q,11.3. Q.12.4, Q.12.11. Q.13.10. Q.15, Q.16, Q.19.
MA	Q.8.1, Q.8.2, Q.8.3, Q.8.4, Q.8.6, Q.8.8, Q.8.9, Q.8.10, Q.8.11, Q.10.2, Q.10.3, Q.10.5, Q.10.7. Q.11.1, Q.11.2, Q.11.4, Q.11.5, Q.11.6, Q.11.7, Q.11.9, Q.12.1, Q.12.2, Q.12.5, Q.12.6, Q.12.8, Q.12.9, Q.12.11, Q.13.1, Q.13.2, Q.13.4, Q.13.5, Q.13.6, Q.13.9, Q.13.10, Q.14.1, Q.14.3, Q.14.4, Q.14.5, Q.15, Q.16, Q.19.	Q.8.5, Q.8.7. Q.10.1, Q.10.4, Q.10.6, Q.10.8. Q.11.3, Q.11.8, Q.11.10, Q.12.3, Q.12.4, Q.12.7, Q.12.10, Q.13.2, Q.13.3, Q.13.7, Q.13.8. Q.14.2, Q.14.6,

Appendix E. Wilcoxon signed-rank test for non-parametric dependent samples

Comparison between pre- and post-test per center:

H_0: there is no significant difference between the pre- and post-test (p>0.05)

H_1: there are significant differences between the pre- and post-test centers (p<0.05)

Table A2. P.8. Wilcoxon signed-rank test for non-parametric dependent samples by center

Pre- post- test	Center	Sig. (p)	Wilconox Signed Ranks Test				Decision
			Negative ranks	Positive Rank	Ties	Total	
P.8.1. Talking about a colleague's sexual practices when they are not around, P.8.1-post	Int:	.003	80	106	151	337	Reject null hypothesis.
	Sc:	.452	105	87	204	396	Keep null hypothesis.
	Co:	.607	71	65	138	274	Keep null hypothesis.
P.8.2. For a teacher to address girls by their name and boys by their last name, P.8.2-post	Int:	.957	81	75	174	330	Keep null hypothesis.
	Sc:	.473	93	80	220	393	Keep null hypothesis.
	Co:	.452	65	52	154	271	Keep null hypothesis.
P.8.3. Openly asking someone about their pronouns, P.8.3-post	Int:	.873	100	109	123	332	Keep null hypothesis.
	Sc:	.536	120	104	170	394	Keep null hypothesis.
	Co:	.554	69	65	135	269	Keep null hypothesis.
P.8.4. A girl wearing shorts without shaving her legs, P.8.4-post	Int:	.092	108	97	156	331	Keep null hypothesis.
	Sc:	.536	111	92	186	395	Keep null hypothesis.
	Co:	.951	61	61	149	271	Keep null hypothesis.
P.8.5. Laughing at sexual videos that have been published online, P.8.5-post	Int:	.690	110	119	103	332	Keep null hypothesis.
	Sc:	.175	130	109	157	396	Keep null hypothesis.
	Co:	.222	88	64	108	260	Keep null hypothesis.
P.8.6. For a Muslim girl to be allowed to	Int:	.051	93	72	170	335	Keep null hypothesis.

Pre- post- test	Center	Sig. (p)	Negative ranks	Positive Ranks	Ties	Total	Decision
wear a hijab (headscarf) in class, P.8.6-post	Sc:	.965	93	88	213	394	Keep null hypothesis.
	Co:	.538	51	45	175	271	Keep null hypothesis.
P.8.7. For soccer fields to occupy a large part of the school playground, P.8.7-post	Int:	.287	104	110	118	332	Keep null hypothesis.
	Sc:	.026	115	90	188	393	Reject null hypothesis.
	Co:	.729	70	65	133	268	Keep null hypothesis.
P.8.8. Asking two guys who are kissing to leave (a square, a party...), P.8.8-post	Int:	.005	69	106	153	328	Reject null hypothesis.
	Sc:	.430	83	100	206	389	Keep null hypothesis.
	Co:	.676	51	50	165	266	Keep null hypothesis.
P.8.9. For a guy who likes girls to decide to wear makeup in class, P.8.9-post	Int:	.000	120	74	138	332	Reject null hypothesis.
	Sc:	.185	94	182	391	62	Keep null hypothesis.
	Co:	.386	62	48	159	269	Keep null hypothesis.
P.8.10. Looking at "erotic" or explicit photos that a girl has sent to her partner, P.8.10-post	Int:	.905	93	90	153	273	Keep null hypothesis.
	Sc:	.429	98	88	205	391	Keep null hypothesis.
	Co:	.293	48	40	185	273	Keep null hypothesis.
P.8.11. For girls who dress provocatively and go out with a lot of guys to be criticized, P.8.11-post	Int:	.339	95	94	145	334	Keep null hypothesis.
	Sc:	.574	97	109	190	396	Keep null hypothesis.
	Co:	.125	47	69	159	275	Keep null hypothesis.

Table A3. P.9. Wilcoxon signed-rank test for non-parametric dependent samples by center

Pre- post- test	Center	Sig. (p)	Wilconox Signed Ranks Test				Decision
			Negative ranks	Positive Ranks	Ties	Total	
P.10.1. Laura goes out with her friends, P.10.1-post	Int:	.081	62	84	191	337	Keep null hypothesis.
	Sc:	.890	71	67	258	396	Keep null hypothesis.
	Co:	.065	43	32	197	272	Keep null hypothesis.
P.10.2. Xavi appears unannounced,	Int:	.883	101	99	135	335	Keep null hypothesis.

Pre- post- test	Center	Sig.	Negative	Positive	Ties	Total	Decision
P.10.2-post	Sc:	.806	100	100	192	392	Keep null hypothesis.
	Co:	.032	77	54	139	270	Reject null hypothesis.
P.10.3. Xavi gets jealous, P.10.3-post	Int:	.682	103	107	118	328	Keep null hypothesis.
	Sc:	.768	110	106	173	389	Keep null hypothesis.
	Co:	.278	74	66	134	274	Keep null hypothesis.
P.10.4. Laura is still Marcos' friend, P.10.4-post	Int:	.203	111	87	133	331	Keep null hypothesis.
	Sc:	.604	116	11	166	393	Keep null hypothesis.
	Co:	.087	83	59	123	271	Keep null hypothesis.
P.10.5. Xavi asks Laura not to see Marcos, P.10.5-post	Int:	.730	105	110	116	331	Keep null hypothesis.
	Sc:	.537	97	109	182	388	Keep null hypothesis.
	Co:	.038	52	69	148	269	Reject null hypothesis.
P.10.6. Laura gets angry with Xavi, P.10.6-post	Int:	.698	97	99	129	325	Keep null hypothesis.
	Sc:	.989	104	107	179	390	Keep null hypothesis.
	Co:	.130	77	60	129	266	Keep null hypothesis.
P.10.7. Xavi shouts at Laura, P.10.7-post	Int:	.567	88	93	146	327	Keep null hypothesis.
	Sc:	.960	90	89	209	388	Keep null hypothesis.
	Co:	.009	32	57	182	271	Reject null hypothesis.
P.10.8. Laura breaks up with Xavi, P.10.8-post	Int:	.282	129	111	90	330	Keep null hypothesis.
	Sc:	.885	128	115	147	390	Keep null hypothesis.
	Co:	.287	62	80	129	271	Keep null hypothesis.

Table A3. P.11. Wilcoxon signed-rank test for non-parametric dependent samples by center

Pre- post- test	Center	Sig. (p)	Wilconox Signed Ranks Test				Decision
			Negative ranks	Positive Ranks	Ties	Total	
P.11.1. Girls who are still with a partner who treats them badly are also responsible for the problem, P.11.1-post	Int:	.176	106	116	111	333	Keep null hypothesis.
	Sc:	.831	128	125	131	384	Keep null hypothesis.
	Co:	.320	75	85	115	274	Keep null hypothesis.
P.11.2. The expressions "faggot" and "butch" are an insult and not	Int:	.536	125	114	91	330	Keep null hypothesis.
	Sc:	.787	123	116	150	389	Keep null hypothesis.

correct things to say, P.11.2-post	Co:	.280	68	55	148	271	Keep null hypothesis.
P.11.3. Between girl-boy couples, violence occurs in a similar way on both sides, P.11.3-post	Int:	.023	93	121	107	321	Reject null hypothesis.
	Sc:	.302	120	138	125	383	Keep null hypothesis.
	Co:	.019	69	105	84	258	Reject null hypothesis.
P.11.4. Hitting on a girl in the street is assault, P.11.4-post	Int:	.003	90	132	110	332	Reject null hypothesis.
	Sc:	.485	117	130	135	382	Keep null hypothesis.
	Co:	.891	80	90	99	269	Keep null hypothesis.
P.11.5. Groping or touching a girl in a crowd (on the subway, on the bus, at the entrance to the high school) is fun, P.11.5-post	Int:	.127	84	65	187	336	Keep null hypothesis.
	Sc:	.019	67	88	237	392	Reject null hypothesis.
	Co:	.119	29	36	204	269	Keep null hypothesis.
P.11.6. When you're dating, letting your partner read your social media messages and sharing your unlock pattern or code is a sign of trust, P.11.6-post	Int:	.234	133	118	80	331	Keep null hypothesis.
	Sc:	.235	148	121	126	395	Keep null hypothesis.
	Co:	.189	103	78	86	267	Keep null hypothesis.
P.11.7. It is abusive to ask your partner to delete an explicit or inappropriate photo of you from social networks	Int:	.731	118	119	96	333	Keep null hypothesis.
	Sc:	.741	128	135	122	385	Keep null hypothesis.
	Co:	.026	99	76	90	265	Reject null hypothesis.
P.11.8. No one should feel obliged to make their relationship visible on social networks (upload photos with their partner, indicate that they are in a relationship, etc.), P.11.8-post	Int:	.529	94	83	159	336	Keep null hypothesis.
	Sc:	.004	110	64	219	393	Reject null hypothesis.
	Co:	.002	69	40	163	272	Reject null hypothesis.
P.11.9. It's normal to get angry if a person doesn't tell you they're trans* before you kiss them, P.11.9-post	Int:	.002	94	122	115	331	Reject null hypothesis.
	Sc:	.272	118	122	148	388	Keep null hypothesis.
	Co:	.319	71	79	116	266	Keep null hypothesis.

P.11.10. It's okay to refuse to have sex when you don't feel like it, even if the person you are dating really wants to, P.11.10-post	Int:	.468	76	85	174	335	Keep null hypothesis.
	Sc:	.010	69	104	221	394	Reject null hypothesis.
	Co:	.011	37	57	179	273	Reject null hypothesis.

Table A4. P.12. Wilcoxon signed-rank test for non-parametric dependent samples by center

| Pre- post- test | Center | Sig. (p) | Wilconox Signed Ranks Test | | | | Decision |
			Negative ranks	Positive Ranks	Ties	Total	
P.12.1. For someone to insist to the point of convincing someone to engage in a sexual practice that they don't want, P.12.1-post	Int:	.006	65	111	159	335	Reject null hypothesis.
	Sc:	.300	105	90	199	394	Keep null hypothesis.
	Co:	.005	51	81	135	267	Reject null hypothesis.
P.12.2. Giving up plans or not seeing friends to please one's partner, P.12.2-post	Int:	.004	91	125	116	332	Reject null hypothesis.
	Sc:	.761	134	148	111	393	Keep null hypothesis.
	Co:	.092	73	103	97	269	Keep null hypothesis.
P.12.3. Changing one's clothing style at the request of one's partner, P.12.3-post	Int:	.000	79	127	125	1331	Reject null hypothesis.
	Sc:	.945	95	103	192	390	Keep null hypothesis.
	Co:	.704	73	75	119	266	Keep null hypothesis.
P.12.4. For a group of young people to gather in support of a colleague who has suffered an assault, P.12.4-post	Int:	.928	112	115	88	315	Keep null hypothesis.
	Sc:	.314	138	121	116	375	Keep null hypothesis.
	Co:	.476	80	75	107	262	Keep null hypothesis.
P.12.5. Getting pushed, slapped or hit by one's current partner, P.12.5-post	Int:	.057	89	101	138	328	Keep null hypothesis.
	Sc:	.539	95	108	188	391	Keep null hypothesis.
	Co:	.000	50	91	120	261	Reject null hypothesis.
P.12.6. Feeling uncomfortable about being leered at, P.12.6-post	Int:	.004	91	138	95	324	Reject null hypothesis.
	Sc:	.535	135	134	116	385	Keep null hypothesis.
	Co:	.347	84	83	100	267	Keep null hypothesis.

P.12.7. Fear of being raped or assaulted in the street, P.12.7-post	Int:	.168	105	125	100	330	Keep null hypothesis.
	Sc:	.549	128	136	119	383	Keep null hypothesis.
	Co:	.639	74	73	119	266	Keep null hypothesis.
P.12.8. Fear of being raped or assaulted by an acquaintance, P.12.8-post	Int:	.287	109	101	116	326	Keep null hypothesis.
	Sc:	.546	114	108	166	377	Keep null hypothesis.
	Co:	.359	61	69	114	264	Keep null hypothesis.
P.12.9. Not displaying affection in public (kissing, hugging, holding hands) for fear of suffering aggression or being insulted, P.12.9-post	Int:	.768	91	90	149	330	Keep null hypothesis.
	Sc:	.311	90	105	196	391	Keep null hypothesis.
	Co:	.746	78	73	111	262	Keep null hypothesis.
P.12.10. Feeling bad for having to use a toilet or changing room assigned to a gender with which you do not identify, P.12.10-post	Int:	.810	86	90	154	330	Keep null hypothesis.
	Sc:	.997	70	80	238	388	Keep null hypothesis.
	Co:	.115	52	77	138	267	Keep null hypothesis.

Table A5. P.13. Wilcoxon signed-rank test for non-parametric dependent samples by center

Pre- post- test	Center	Sig. (p)	Wilconox Signed Ranks Test				Decision
			Negative ranks	Positive ranks	Ties	Total	
P.13.1. Using a mobile phone to control a partner, P.13.1-post	Int:	.590	87	94	148	329	Keep null hypothesis.
	Sc:	.886	102	97	185	384	Keep null hypothesis.
	Co:	.875	61	60	152	275	Keep null hypothesis.
P.13.2. Spying on a partner's cell phone, P.13.2-post	Int:	.056	66	98	165	329	Keep null hypothesis.
	Sc:	.244	94	77	215	386	Keep null hypothesis.
	Co:	.715	63	68	139	270	Keep null hypothesis.
P.13.3. Asking a partner to delete photos from their social networks, P.13.3-post	Int:	.049	64	87	178	329	Reject null hypothesis.
	Sc:	.809	73	65	242	380	Keep null hypothesis.
	Co:	.740	52	54	165	271	Keep null hypothesis.

| Pre- post- test	Center	Sig.						Decision
P.13.4. Controlling what a partner does on social networks, P.13.4-post	Int:	.235	75	94	159	328		Keep null hypothesis.
	Sc:	.580	97	99	186	382		Keep null hypothesis.
	Co:	.079	44	52	132	271		Keep null hypothesis.
P.13.5. Interfering with one's partner's relationships with other people on social networks, P.13.5-post	Int:	.521	80	99	151	330		Keep null hypothesis.
	Sc:	.397	64	100	188	382		Keep null hypothesis.
	Co:	.809	71	62	135	267		Keep null hypothesis.
P.13.6. Requiring one's partner to send their geolocation, P.13.6-post	Int:	.467	55	70	198	323		Reject null hypothesis.
	Sc:	.238	57	68	255	380		Keep null hypothesis.
	Co:	.116	37	52	180	269		Keep null hypothesis.
P.13.7. Forcing one's partner to send intimate images, P.13.7-post	Int:	.129	45	67	211	323		Keep null hypothesis.
	Sc:	.649	58	62	258	378		Keep null hypothesis.
	Co:	.717	41	37	192	270		Keep null hypothesis.
P.13.8. Pressuring one's partner to provide their passwords, P.13.8-post	Int:	.355	61	61	203	325		Keep null hypothesis.
	Sc:	.026	56	80	243	379		Reject null hypothesis.
	Co:	.053	40	53	178	271		Keep null hypothesis.
P.13.9. Forcing one's partner to reveal messages from a conversation with someone else, P.13.9-post	Int:	.733	80	93	150	323		Keep null hypothesis.
	Sc:	.825	97	99	180	376		Keep null hypothesis.
	Co:	.878	60	62	149	271		Keep null hypothesis.
P.13.10. Getting angry about not always getting an immediate online response, P.13.10-post	Int:	.815	79	92	120	291		Keep null hypothesis.
	Sc:	.342	112	103	163	378		Keep null hypothesis.
	Co:	.087	79	63	128	270		Keep null hypothesis.

Table A7. P.14. Wilcoxon signed-rank test for non-parametric dependent samples by center

Pre- post- test	Center	Sig.	Wilconox Signed Ranks Test				Decision

		r	(p)	Negative ranks	Positive ranks	Ties	Total	
P.14.1. I think I have made someone feel bad with my comments, attitudes or insults in reference to their sexuality., P.14.1-post	Int:	.484		82	67	178	327	Keep null hypothesis.
	Sc:	.642		72	63	242	377	Keep null hypothesis.
	Co:	.100		45	28	195	269	Keep null hypothesis.
P.14.2. I have exerted some kind of control over my partner, either online or offline, P.14.2-post	Int:	.054		50	35	239	342	Keep null hypothesis.
	Sc:	.024		37	56	283	376	Reject null hypothesis.
	Co:	.814		35	36	194	265	Keep null hypothesis.
P.14.3. I have sometimes seen someone being sexually assaulted (verbally or physically) and I did nothing, P.14.3-post	Int:	.475		78	60	188	326	Keep null hypothesis.
	Sc:	.403		78	63	231	372	Keep null hypothesis.
	Co:	.940		45	51	170	266	Keep null hypothesis.
P.14.4. I often do not get involved in what's happening between couples even if it seems violent to me, P.14.4-post	Int:	.474		89	90	139	318	Keep null hypothesis.
	Sc:	.958		102	98	165	365	Keep null hypothesis.
	Co:	.709		54	55	143	262	Keep null hypothesis.
P.14.5. I have done something to support girls and/or LGTBIQ+ people while they were being attacked, P.14.5-post	Int:	.397		78	88	150	316	Keep null hypothesis.
	Sc:	.344		82	87	192	361	Keep null hypothesis.
	Co:	.005		81	55	124	260	Reject null hypothesis.
P.14.6. I have supported people who have not been treated well by their partner, P.14.6-post	Int:	.182		94	79	145	318	Keep null hypothesis.
	Sc:	.717		108	107	153	368	Keep null hypothesis.
	Co:	.015		74	49	142	265	Reject null hypothesis.

Table A8. P.15. P16. Wilcoxon signed-rank test for non-parametric dependent samples by center

Pre- post- test	Center	Sig. (p)	Wilconox Signed Ranks Test				Decision
			Negative ranks	Positive ranks	Ties	Total	
P.15. Can you express yourself as you feel at your high school? P.15-post	Int:	.076	111	105	106	322	Keep null hypothesis.
	Sc:	.001	105	135	133	373	Reject null hypothesis.
	Co:	.888	65	64	137	266	Keep null hypothesis.
P.16. Do you feel that your teachers are available to talk about your emotional and sexual relationships or the problems you are facing as a young person? P.16-post	Int:	.758	120	118	85	323	Keep null hypothesis.
	Sc:	.550	134	140	92	366	Keep null hypothesis.
	Co:	.085	82	72	111	265	Keep null hypothesis.
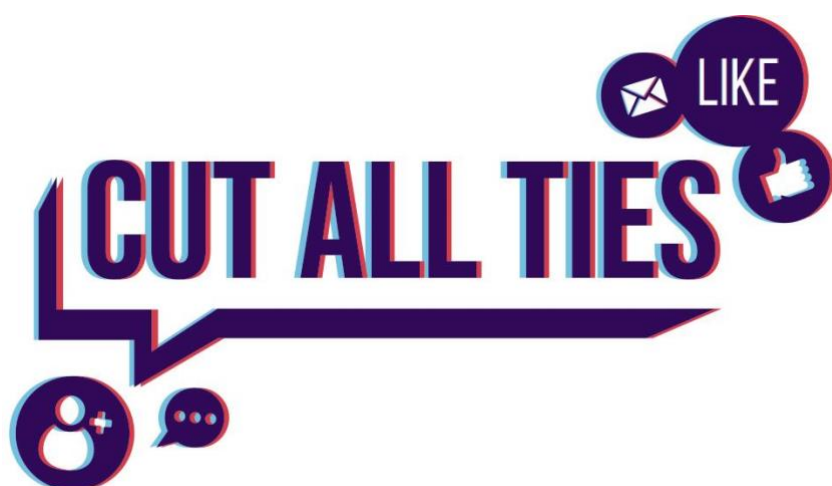
CUT ALL TIES

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