

# Youth 4 Love

## Final Evaluation Report

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March 2021



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Citizenship Programme  
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# Final Evaluation Report

## Youth For Love

REC Action Grant NUMBER - 810554 -  
Youth for Love REC-RDAP-GBV- AG-2017

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March 2021



This evaluation design was produced by the **ARCO** (Action Research for CO-Development) research centre of PIN S.c.r.l., Servizi Didattici e Scientifici per l'Università di Firenze, developed by Camilla Guasti with the support of Lisa Braitto and supervised by Linda Terenzi and Caterina Arciprete.

**Enrico Testi**

Executive Director - ARCO (Action Research for CO-development) di PIN S.c.r.l.

Email: [enrico.testi@pin.unifi.it](mailto:enrico.testi@pin.unifi.it)

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## ACRONYMS

UCLL	UC Leuven-Limburg
CPE	Center Partnership for Equality (Romania)
SFGD	Structured Focus Group Discussion
KII	Key Informant Interviews
GBV	Gender-based violence
M&E	Monitoring and Evaluation
NGO	Non-governmental organization
LGBTQIA+ / LGBT	A common abbreviation for the Lesbian, Gay, Bisexual, Transgender, Genderqueer, Queer, Intersex, Agender, Asexual and other queer-identifying community.
WP	Work Package
AVC	Anti-violence Centres

## EXECUTIVE SUMMARY

<b>Project:</b>	Youth For Love
<b>Project code:</b>	REC Action Grant NUMBER - 810554 - Youth for Love REC-RDAP-GBV- AG-2017
<b>Countries:</b>	Italy, Belgium, Greece and Romania
<b>Donor:</b>	European Commission
<b>Leader:</b>	ActionAid International Italia Onlus (hereinafter ActionAid Italy)
<b>Partners:</b>	ActionAid Hellas (Greece), Agenzia Metropolitana Per La Formazione, L'orientamento E Il Lavoro (AFOL) (hereinafter Afol Metropolitana) (Italy), Center Partnership for Equality (CPE) (Romania), UC Leuven-Limburg (UCLL) (Belgium).
<b>Evaluator:</b>	ARCO – Action Research for Co-Development

### FOCUS:

“Youth for Love” is a project co-funded by the European Union Justice Programme & Rights, Equality and Citizenship Programme and involved 5 partners in 4 European Countries (Italy, Belgium, Greece and Romania), namely ActionAid Italy in partnership with ActionAid Hellas (Greece), Afol Metropolitana (Italy), Center Partnership for Equality (CPE) (Romania) and UC Leuven-Limburg (UCLL) (Belgium). The project aims at contributing to the prevention and fight against gender-based violence among teenagers and to raise awareness among students and school professionals about the existing and unacceptable consequences of gender-based violence and the necessary procedures to be applied in such cases. The project includes multiple activities addressed to adolescent students and educational professionals, with particular attention to the school and the educating community. The aim of the project is also to bring gender-based violence especially affecting teenagers to the public attention through advocacy work, with a focus on the consequences, gender underlying factors and the rights of victims.

The final evaluation aims at evaluating the results and impact achieved by the project at the end of the 27 months of implementation. The evaluators conducted an evaluation during the months of February and March 2021 during which they met the project staff and involved a sample of beneficiaries.

### METHODOLOGY:

The general objective of the final evaluation is to understand the main results achieved by the project in the 27 implementation months. To investigate the degree of success of the project, the evaluators carried out the analysis following the OECD-DAC criteria [OECD, 1992], in the different contexts of intervention, hence assessing:

- **Relevance:** the extent to which the project activities are relevant for the context;
- **Coherence:** the extent to which the activities are compatible with other interventions in the context;
- **Effectiveness:** the extent to which the activities achieved the expected results;
- **Efficiency:** the extent to which human and economic resources were adequately managed;
- **Impact:** the significant positive or negative, intended and unintended transformative actions generated by the project affecting beneficiaries and contexts;
- **Sustainability:** the extent to which the achieved benefits are likely to continue after the conclusion of the project.

## DATA ANALYSIS:

The final evaluation is based on three methodological components:

- The analysis of the achievement of the indicators, as proposed in the project Logical Framework, combined with the desk analysis of the project documents, and the data collected during the activities;
- The use of a mixed-methods, qualitative and quantitative, enabling to take into consideration the perceptions of beneficiaries, stakeholders and project partners, as well as to include them directly and actively in the evaluation activities;
- The use of a participatory approach enabling the promotion of a proactive attitude towards the evaluation.

## EVALUATION FINDINGS:

The triangulation of the qualitative and quantitative analysis of collected data throughout the evaluation along with the desk analysis of project documentation has allowed the assessment of the project according to the OCSE DAC criteria (OECD, 1992). The table below showcases the main evaluation results, while a detailed, country-specific assessment is provided in Section 4.

OECD-DAC CRITERIA	LEVEL OF ACHIEVEMENT
<p><b>RELEVANCE</b></p> 	<p>Overall, both findings from the desk analysis (i.e., Diagnosis Report- WP2) and data collected from interviewed project staff and project beneficiaries <b>confirm the relevance of the issue of GBV in the targeted schools as well as outside the schools' premises in all project countries.</b> In particular, respondents confirmed that <b>the project well addressed the beneficiaries' real needs</b> as the educational methodologies and instruments were tailored to such needs given the school diagnosis that were carried out in all targeted schools (A 2.1, 2.2, 2.4).</p> <p>Overall, the project managed to adapt to the new global situation imposed by the burst of the <b>Covid-19 pandemic</b> which required substantial re-organisation and adjustment of activities, methods, instruments and tools. Nevertheless, respondents confirmed that <b>the project remained relevant even during the pandemic</b> and, in some, views, even more so given the circumstances.</p>
<p><b>COHERENCE</b></p> 	<p>Overall, collected data from the project staff and desk <b>analysis confirm the coherence of the project with other services already provided by the partner organizations in their country of origin and other local and national organizations working on GBV issues with whom they collaborated throughout the project implementation.</b> The project partners actively cooperated with various local and national stakeholders such as Community centres, NGOs specialized in the GBV issues, Activists and Local and National public institutions. The project is generally aligned with the project countries' national strategies and the public discourse on gender-based issues.</p>

## EFFECTIVENESS



Overall, collected data from project staff and project beneficiaries (students, teachers, school staff and local stakeholders) point out to the following main project outcomes, albeit with some slight differences in the degree of achievement among project countries and among targeted schools:

- **Availability of new educational instruments and methodologies on GBV adapted to young people needs** (in line with O1);
- **Increased awareness on the need to elaborate/update/integrate/apply school protocols/procedures in order to address GBV issues** (in line with O1);
- **Increased students' awareness and knowledge with regard to prevention** (i.e., capacity to identify and detect) **of situations of violence and GBV** (in line with O2);
- **Increased students' empowerment to speak about violence and GBV and to report episodes of violence and GBV** (in line with O3);
- **Increased awareness and information on prevention and management of GBV situations with a shared and cohesive approach among teachers/school staff** (in line with O4);
- **Creation/Strengthening of connection/networking of schools with local institutions/organizations/centres which can offer support services in regard to violence and GBV issues** (in line with O5).

## EFFICIENCY



### Human Resources:

All respondents (project staff) have more or less experienced a work overload due to different reasons such as the delays and implementation challenges imposed by the Covid-19 pandemic, an overwhelming concentration of tasks and responsibilities on few human resources within partners' staff teams, demanding supervising, coordinating and capacity building activities on the part of the project lead, or, in the Greek case, long timing required to obtain the approval to carry out the project activities from the Ministry of Education.

### Timing:

Delays were mainly due to Covid-19 (re-organization and adaptation) and some unforeseen implementation challenges.

### Financial resources:

Overall financial resources were generally efficiently used and allocated among partners, although with room for improvement.

### Internal management, coordination and governance:

Unanimous positive assessment of the project management (ActionAid Italy) was pointed out on the part of interviewed project staff. ActionAid Italy was considered responsive, encouraging, actively promoting teamwork, open dialogue and useful frequent exchanges of best practices among partners.

Beneficiary respondents all confirmed an efficient organization, planning and implementation of the project activities.

### Partners' expertise and activity implementation:

Positive assessment of partners' expertise, professionalism and enthusiasm was highlighted on the part of all respondents (project implementors and beneficiaries)

## IMPACT



Overall, collected data from project staff and project beneficiaries (students, teachers, school staff and local stakeholders) point out to the following main project impacts, albeit with some slight differences in the degree of these impacts among project countries and among targeted schools:

- ✓ **Students' increased self-esteem**
- ✓ **Students' increased relational capacity**
- ✓ **Students' increased learning capacity**
- ✓ **Students' increased critical thinking and self-awareness**
- ✓ **Increased cohesion between students and teachers**
- ✓ **Increased cohesion and collaboration among teachers**
- ✓ **Teachers' acquisition of different teaching methodologies and approaches**

## SUSTAINABILITY



- ✓ **Strengthening of the connection and networking between schools and local institutions/organizations/centres which can offer support services in regard to violence and GBV issues**

Overall, the **financial sustainability** of the project will be insured by Youth For Love II in the following two years.

The long-lasting benefits and usefulness of the developed educational instruments and methodologies highlight the potential of a **technical sustainability** of the project as they will remain at the schools' disposal and ready for future applications on the part of teachers.

As, overall, teachers and school staff have gained more awareness on the need to elaborate/update/integrate/apply school protocols/procedures in order to address GBV issues, the **institutional sustainability** of the project is likely to be pursued at school level. Moreover, the latter is also ensured by the co-planning process which the project carried out together with the project stakeholders in order to co-elaborate the Final Recommendations document on policies related to addressing GBV in EU schools.

Overall, the engagement of governmental national and local stakeholders (political advocacy) which were involved in the project activities as well as the creation/consolidation of local stakeholder network connecting targeted schools with existing support services coupled with dissemination and communication activities all positively point out to a potential **institutional sustainability** of the project.

Finally, the increased knowledge and awareness with regard to violence and GBV issues, stereotypes and behaviours on the part of beneficiary teachers and students is likely to endure in time hence pointing out to a potential **social sustainability** of the project.

# 1 INTRODUCTION

The **Youth for Love** project is funded by the Rights, Equality and Citizenship Programme of the European Commission-DG Justice and Consumers and implemented between 01/01/2019 and 31/03/2021.

The main objective of the project is “*to develop, implement and evaluate an integrated high-school educational program to prevent and combat gender-based violence among teenagers* (14-17 years old)”.

The project is implemented in four countries (**Italy, Belgium, Greece and Romania**) by a partnership lead by ActionAid Italy and composed of ActionAid Hellas (Greece), Afol Metropolitana Consortium (Italy), Center Partnership for Equality (CPE) (Romania), UC Leuven-Limburg (UCLL) (Belgium).

This report is structured as follows: **Section 2** describes the project intervention, including its Theory of Change and a brief overview of the country context, also with regard to the Covid-19 pandemic. **Section 3** introduces the evaluation framework proposed by the research centre ARCO of PIN S.c.r.l.. **Section 4** follows presenting the evaluation findings. **Section 5** showcases the 4 Case Stories highlighting the first-hand experience of selected project beneficiaries. Finally, **Section 6** closes with final recommendations on the part of the evaluators.

## 2 DESCRIPTION OF THE INTERVENTION

The project “Youth for Love” funded by the Rights, Equality and Citizenship Programme of the European Commission-DG Justice and Consumers aims at developing, implementing and evaluating an integrated educational program in 12 high-schools from 4 European countries (Romania, Italy, Belgium and Greece). The purpose of the implemented activities is to contribute to preventing and combating gender-based violence in teenagers providing support and creating awareness in both high-schools students and education professionals.

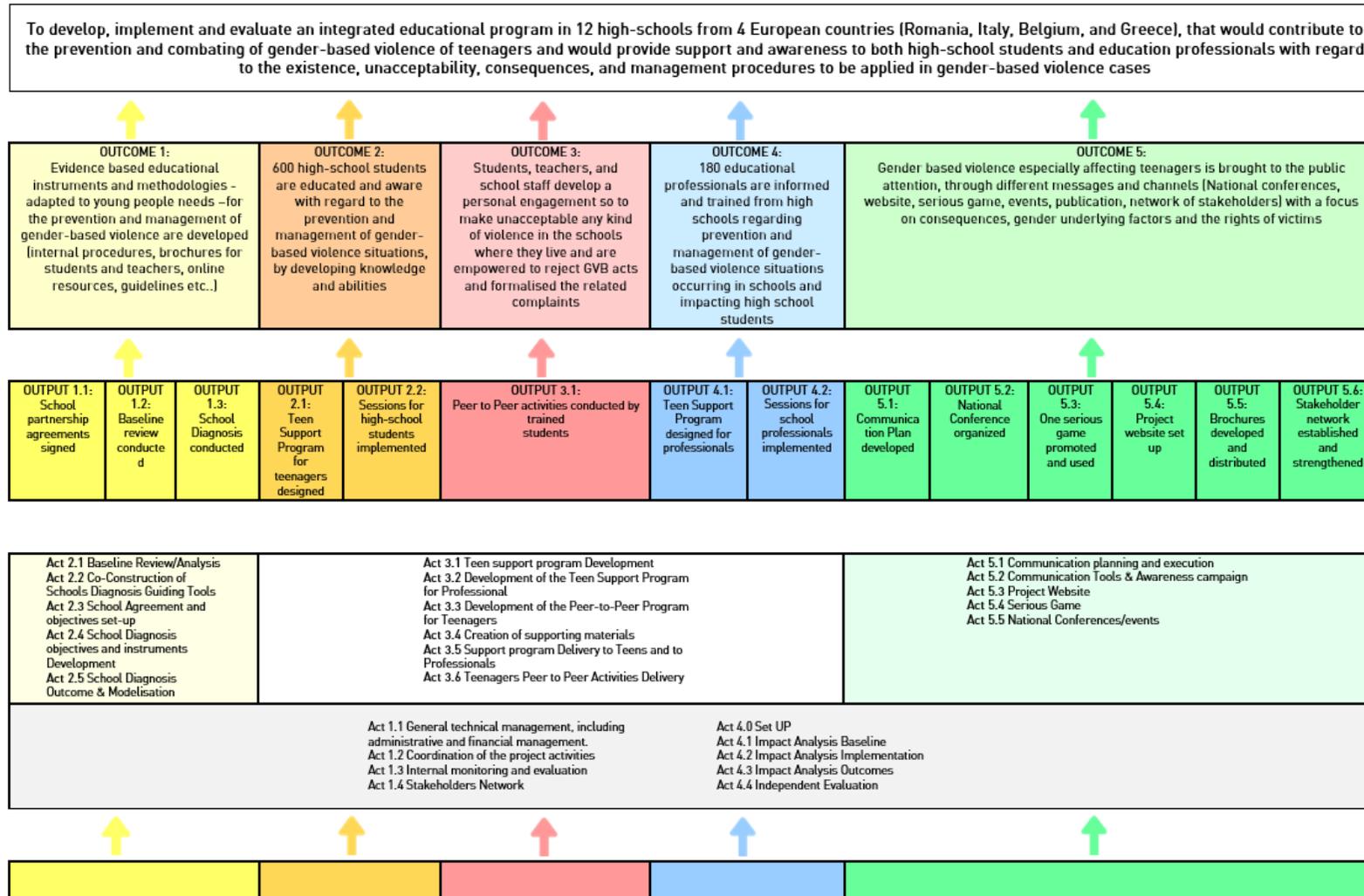
In particular the project aims at:

- 1) developing educational instruments and methodologies adapted to young people needs for the prevention and management of GBV in 12 European schools (e.g., internal procedures in schools, brochures for teachers and students, online resources, guidelines etc.), in the course of 27 months;
- 2) educating and raising awareness of 600 high-school students (12 schools x 4 countries) through 10 practical modules of 3 hours each in the course of the first 12 months and peer-to-peer activities devised around a creative project work developed by the students in order to engage other students (indirect beneficiaries) in the last 12 months of the project. The teenagers involved were assisted in the co-creation of creative messages and contents related to GVB prevention/addressing with their peers at school;
- 3) developing a personal engagement of students, teachers and school staff so to make unacceptable any kind of violence in the schools where they live and to empower these target groups with the ability to reject GBV acts and formalised the related complaints;
- 4) informing and training 180 education professionals (15 school professionals x 3 high-schools x 4 countries) from high-schools in the course of 12 months through a Teen Support Program designed for education professionals operating in the educational field (teachers, headmasters, school counsellors, school psychologists). The programme was articulated in 3 training sessions (4 hours each) for each high-school involved in the project ;
- 5) bringing GBV, especially affecting teenagers, to the public attention (schools, school professionals, teachers, partnership and stakeholders’ network members, teenagers and parents). The communication and dissemination activities occurred through different channels (social web game, the project website and social network resources, national conferences, events, publications, network of stakeholders).

## 2.1 PROJECT THEORY OF CHANGE

Figure 1 below showcases the project's Theory of Change.

Figure 1 – Youth For Love Theory of Change



Source: Authors' elaboration of project documentation provided by ActionAid Italy

## 2.2 COUNTRY CONTEXT

### ITALY

Italy ratified the Istanbul Convention against violence against women and domestic violence in 2013.

According to the Gender Equality Index EU (2005-2012), 7% of women population (18-74 age) has experienced sexual violence by a partner since the age of 15.

According to a representative study on sexual violence (2006)<sup>1</sup>, 93% women who reported that they were abused by their partner, did not to report it to the Public Authorities and 96% of those who reported that they were abused by non-partner, decided not to report it.

### BELGIUM

Belgium ratified the Istanbul Convention against violence against women and domestic violence in 2016.

According to the Gender Equality Index EU (2005-2012), 9% of women population (18-74 age) has experienced sexual violence by a partner since the age of 15.

Following the EU-wide survey on violence against women, 36% of women in Belgium have experienced physical and/or sexual violence by a partner or non-partner since the age of 15. 79% of the those who experienced violence by a non-partner reported to the authorities against 73% of the those who underwent violence by a partner.

### GREECE

Greece ratified the Istanbul Convention against violence against women and domestic violence in 2018.

According to the Gender Equality Index EU (2005-2012), 5% of women population (18-74 age) has experienced sexual violence by a partner since the age of 15.

### ROMANIA

Romania ratified the Istanbul Convention against violence against women and domestic violence in 2016.

According to the Gender Equality Index EU (2005-2012), 5% of women population (18-74 age) has experienced sexual violence by a partner since the age of 15.

Following the findings of a Study on traumatic childhood experiences among 2088 Romanian students in 2013<sup>2</sup>, 26,9% experienced a high level of physical abuse, 23,6% experienced emotional abuse and 12,7% experienced sexual abuse. In particular, girls mentioned being subjected to sexual and emotional abuse significantly more than boys.

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<sup>1</sup> Youth For Love approved proposal - Associated with document Ref. Ares(2018)6481497 - 17/12/2018

<sup>2</sup> Youth For Love approved proposal - Associated with document Ref. Ares(2018)6481497 - 17/12/2018

## 2.3 EFFECTS OF COVID-19



The 2020 COVID-19 pandemic considerably affected the overall project activities and schedule as it imposed a total or partial closure of targeted schools. Beyond the required substantial adaptation of all activities to the online mode, the pandemic also caused the following challenging difficulties for the project implementation:

- Schools' priorities changed in the sense that they primarily focused on finding ways to deal with the pandemic, more than keeping up with their engagement towards the project activities.
- Schools faced difficulties in switching to the online modality, hence requiring considerable time (even months) to allow the project to carry out the activities.
- Overall, the overload of online activities caused overwhelming, strenuous and demoralizing atmosphere for the students.

1. **GREECE:** the national lockdown started on the 23<sup>rd</sup> March 2020, with all the productive and cultural activities completely interrupted until mid-June 2020. Since school closed on the 11<sup>th</sup> of March, project activities were forced to an "online" modality. On May 11<sup>th</sup> 2020, schools re-opened only for students attending the last year of high school, while the rest of the high school students were allowed to go back to school starting from May 18<sup>th</sup> 2020, albeit under strict safety procedures defined by the Ministry of Education. Nevertheless, the project activities had to continue to be carried out online because no external people were allowed to enter the schools. The latter were not easily implemented due to objective constraints, including the technological divide of many beneficiaries, access to Internet and difficulties in re-establishing a climate of trust and confidentiality among students. Since November 2020, high schools have been closed again so the project activities had to continue online.

2. **ROMANIA:** all the activities stopped due to 2020 Covid-19 national restriction and the consequent lockdown. Schools closed on 11/03/2020 except for the 8<sup>th</sup> and 12<sup>th</sup> grades who were expected to sustain school exams under strict national safety procedures. Schools re-opened in a hybrid format starting from September 14<sup>th</sup> 2020 alternating half of the students allowed in schools, while the other half following online classes. However, all schools in Bucharest were closed again starting from October 19<sup>th</sup> 2020. Hence all project activities had to be moved online and faced significant adaptations: i.e., shortening the duration of a certain modules, adapting contents in order to make them more "active", introducing new games to keep the interactivity strong, constantly asking students for feedback.

3. **ITALY:** the first lockdown started from March 9<sup>th</sup> 2020 until mid-May 2020. During the first lockdown all schools closed and remained closed until the end of the school year. The project activities had to be carried out on online platforms and this change implied considerable programme adaptation. Even though the schools officially reopened in September 2020, most of the regions underwent continuous lockdowns already in October. From end of October, high schools were closed again. Starting from

January 2021, high-schools were partially reopened again, and classes alternated in-person to online modalities. Nevertheless, since no external staff was authorized to access the schools, project activities had to be continued to be held online. From March 2021, school of all levels had to close again in the so-called "red zones" including the area targeted by the project.

4. **BELGIUM**: after the burst of the Covid-19 pandemic, schools closed on March 16<sup>th</sup>, 2020, hence interrupting the project activities. The latter resumed when schools re-opened fulltime on 01/09/2020. However, after an increase of Covid-19 cases, schools were closed again for two weeks during November 2020. Afterwards, schools reopened at 50% capacity, meaning either students weekly alternated in-person to online classes or only half the classes alternated online to in-person lessons. The project staff was able to keep carrying out some activities in the schools, hence alternating online to in-person activities. However, in the last few months of the project, many activities were held online.

## 3 EVALUATION FRAMEWORK

### 3.1 PURPOSES AND SCOPE OF THE EVALUATION

The main purpose of the evaluation was to **assess how effectively the project reached its targets and objectives**. In particular, the external evaluation focused on:

- the **impact of the project on formal structures aimed at preventing and addressing GBV**, and in particular the changes within the school environment including new teaching methodologies (particularly the use of peer-to-peer methodologies), school activities and procedures to prevent and address GBV) and on the networking with external organizations active on the topic;
- the **effectiveness and efficiency of intervention strategies**, as well as the project ability to adjust to the changes due to the Covid-19 situation;
- the **quality of the coordination and the partnership**;
- the provision of practical **recommendations** to improve the second phase of the project (Youth For Love II).

The evaluation covered all four countries of implementation: Italy, Belgium, Greece and Romania.

Given the restrictions imposed by the Covid-19 emergency, **all data collection activities were conducted remotely**, using web-based software for online survey administration and web-conferencing (respectively [Alchemer](#) and [Zoom/Teams](#)), which ARCO has been using in most of its evaluations works, even prior to the Covid-19 emergency. Hence, ARCO's researchers have a consolidated experience in effective approaches to conduct participatory focus group discussions via web-conference which allow to maintain the perceptions of beneficiaries and stakeholders at the core of the evaluation process.

### 3.2 EVALUATION METHODOLOGY

The final evaluation methodology was designed in such a way to understand the changes triggered in the beneficiaries and main stakeholders, thus favouring the use of **mixed methods**. As a result, the evaluation triangulated the **participatory and qualitative methodology**, with the **quantitative data collection** and with **desk analysis** of the project documents.

Therefore, the final evaluation was based on three methodological components:

1. The **analysis of the achievement of the output and result indicators**, as proposed in the project document;
2. The use of **mixed methods**: qualitative and quantitative, that allowed the collection of primary data, actively involving the main stakeholders. This allowed to deepen the dynamics that led to the achievement of specific results and objectives, the role of partners and other actors;
3. Following the vocation of the project itself, the evaluation strategy favoured a **participatory approach** to the collection and analysis of data.

### 3.3 EVALUATION TOOLS

In line with the methodology, the evaluator has developed a set of data collection tools necessary to evaluate the project outcomes. These tools are presented in the following table (Table 1).

*Table 1 – Data collection tools*

METHOD	TOOL	OBJECTIVES
<b>Key Informant Interviews (KII)</b>	<p><b>n. 5 KII with project staff</b>  <i>(1 project staff per partner organisation conducted via Zoom/Teams web conference platform)</i>                      (see Annex 1)</p>	<p>Understanding the effectiveness of the partnership</p> <p>Exploring the local networks created</p> <p>Understanding the strengths, weaknesses, opportunities and threats of the project (SWOT ANALYSIS- Annex 2)</p> <p>Deepen the country perception and opinions on the project</p>
<b>Web-survey</b>	<p><b>Short questionnaire</b> targeting school headmasters, representatives of organizations and associations, social services involved in the networking and dissemination (4 per country)  <i>(self-administered via web/ minimum of 4 respondents per country required)</i>                      (see Annex 3)</p>	<p>Understanding the effectiveness of the partnership</p> <p>Deepen the knowledge of the context</p> <p>Deepen the country perception and opinions on the project</p>
<b>Case stories</b>	<p><b>n. 4 in dept interviews with students or teachers</b> (1 per country)  <i>(conducted via Zoom/Teams web conference platform)</i>                      (see Annex 4)</p>	<p>Investigate the outcomes triggered by the projects at the individuals and class level</p> <p>Deepen the main project dynamics</p> <p>Understanding the country context</p>
<b>Focus Group Discussion (SFGD)</b>	<p><b>n. 4 SFGD</b> with teachers and school staff (1 per country)  <i>(conducted via Zoom web conference platform/ a minimum of 4 participating teachers/school staff was required)</i>                      (see Annex 5)</p>	<p>Determine the project contribution to the achievement of results and outcomes</p> <p>Check the level of satisfaction of the beneficiaries, and listen to their experiences</p> <p>Determine the change in behavior determined by the projects</p> <p>Understanding the projects' strengths and weaknesses</p>

*Source: Authors' elaboration*

## 3.4 DATA ANALYSIS

All quantitative and qualitative data collected by means of the tools listed above were analysed and triangulated in order to assess the outcomes of the project and to answer to all evaluation questions.

In particular:

### 1. Analysis of Key Informant Interviews:

The Key Informant Interviews were conducted with 6 key project staff in the countries of implementation of the project. The main dimensions addressed during the KIIs followed the OECD-DAC criteria together with a SWOT analysis. Interviewees were also asked to assign a score to the extent of achievement of the project outcomes (as indicated in the project logical framework). This method was used to help the respondents' critical assessment when providing their answers and not to actually collect a numerical score on the topic.

### 2. Analysis of SFGDs:

Following the vocation of the project itself, the SFGDs were conducted with the intention to pursue a participatory approach when carrying out the evaluation. The main dimensions addressed during the SFGDs followed the OECD-DAC criteria. Participants were also asked to assign a score to certain dimensions (e.g., a 1 to 10 score assessing the importance of raising public awareness on the issue of GBV). This method was used to help the participants' critical assessment and reflection on the dimension itself, also in comparison to the other participants' evaluation and not to actually collect a numerical score on the topic.

### 3. Analysis of Case stories

The case stories focused on the first-hand and personal experience of the beneficiaries with the project activities. Respondents were asked to reflect on the main benefits they experienced as well as the change they observed in themselves generated by the project. Beneficiaries were also asked what they thought the main benefits and changes have been experiences by their classmates, their students (when interviewing school staff), teachers and overall school environment. Questions were tailored to the type of respondents, namely students or school staff. When addressing teenagers, the evaluators purposely kept an informal and friendly tone to allow respondents to feel at ease. Respondents were also free to decide whether to keep their camera on. Moreover, due to the sensitivity of the GBV issues, for certain questions the evaluators opted for indirect methods (i.e., reporting a fictional short story) when assessing, for example, how students would react to certain GBV situations.

### 4. Data analysis of the Web-survey

The Web-survey was conceived as a short questionnaire targeting school headmasters, representatives of organizations and associations, social services involved in the networking and dissemination. It was composed by 5 questions designed to understand the effectiveness of the project, the respondents' opinions on their experience with project, to deepen the knowledge of the local contexts as well as to assess the strength of the stakeholder network fostered by the project (see Annex 3).

### 5. Desk analysis of the project documents:

All project documentation provided by ActionAid Italy (i.e., Logical Framework, Progress reports, M&E Plan matrix, Risk Matrix, Toolkits developed) have been analysed and the results used to determine the progress of the project in achieving the targets, indicators and outputs.

### 3.5 RESEARCH LIMITATIONS AND MITIGATION MEASURES

The Youth For Love project evaluation faced a few challenges worth noting hence requiring certain aspects to be taken into account when generalizing the evaluation findings. The following paragraph summarises the challenges and mitigation measures adopted.

- **Sample of interviewed beneficiaries and stakeholders:** respondents were selected by the project partners. To overcome such limitation, ARCO shared the selection criteria with the partnership in advance in order to ensure a purposive<sup>3</sup> sample selection on their part. Moreover, data collected from single respondents through different tools was combined and also triangulated with the desk analysis of the documentation provided by ActionAid Italy.

However, albeit required by the selection criteria shared by ARCO, teachers participating to the SFGDs did not represent all targeted schools (this is the case of Belgium - 2 schools out of 3; Greece - 1 school out of 3). In case of Greece, in particular, the respondent for the case story also belonged to the same and only school represented in the SFGD. As a consequence, **results from some targeted schools are not represented in the evaluation findings**. In addition, teachers from Belgium participating to the SFGD had not taken part to the Teacher Program.

Nevertheless, this limitation was overcome through findings from the desk analysis (i.e., Diagnosis Report), or limiting certain findings only to represented schools.

- **Difficulties to engage the beneficiaries and stakeholders into the evaluation activities:** great effort was put by each country partner to involve the required beneficiaries. In particular, on the web-survey, reaching the minimum required 4 respondents per country needed much longer time than expected as well as repeated reminders on the part of evaluators. Still, in one case (Greece) only 3 stakeholders out of 4 completed the survey. Moreover, on the planned SFGD with teachers/school staff **the required minimum number of respondents could not be guaranteed** by the project partners, albeit their repeated attempts and efforts (this is the case of Italy, Belgium and Greece – where the fourth respondent joined the discussion only at the very end). It needs to be acknowledged, however, that the evaluation coincided with the last month of the project implementation during which many final project activities were carried out. Hence, project partners and project beneficiaries were quite overwhelmed by the number of trainings and events. These limitations were mitigated by providing flexibility of the data collection, i.e., providing large availability to schedule the interviews/SFGDs, extending the deadline for the web-survey completion or agreeing to carry out shorter interviews/SFGDs.
- **Presence of project staff during the interviews with students and SFGD with teachers:** In some cases, the project staff asked to be present during the SFGD with beneficiary teachers (Romania and Greece) and interviews with beneficiary students for the case stories (Romania and Italy) as it was explained that respondents either needed assistance when communicating in English or that the presence of the project staff was needed in order to put respondents at ease. While translation support was originally foreseen by the Evaluation Plan if needed, the presence of project staff during

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<sup>3</sup> Non-probabilistic sampling that allows to sample up to "saturation", i.e., each new story adds to the existing set of information, rather than having a large sample. Representativeness is ensured by selecting particular persons from existing monitoring data based on differences in context, geography, treatment and / or positive and negative results.

few interviews/SFGDs might have introduced slight bias in the evaluation findings. Nevertheless, to ensure that the presence of the project staff did not affect the respondents' opinions, the evaluators thoroughly explained the purpose and scope of the evaluation at the very beginning of the interview/SFGDs. Moreover, findings concerning the assessment of the project staff were not generalized in these cases and explicitly mentioned in the evaluation report.

On a final note, the data collection phase revealed to be more demanding than expected mostly because of a **suboptimal communication responsiveness** on the part of project partners. This issue caused, first of all, an **overall delay of the data collection phase**<sup>4</sup>. In fact, in some cases, it took considerable time for the project partners to organise and schedule the foreseen interviews/SFGD with project beneficiaries and stakeholders as the latter, in turn, were hard to engage in the evaluation activities.

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<sup>4</sup> See Annex 6 - Agenda of data collection and Annex 7 -List of the evaluation respondents.

## 4 EVALUATION FINDINGS

### 4.1 OUTCOMES

This section showcases the evaluation findings, in the first place, by presenting the project's achievements with respect to its target indicators as defined in the project Logical Framework (Paragraph 4.1). The analysis of each OCSA DAC criteria (OECD, 1992) in the different contexts of intervention follows in Paragraph 4.2.

*Table 2 – Youth For Love achievements against target indicators*

Output definition	Output indicator	Target	Achieved
<b>OUTPUT 1.2</b> School partnership agreements signed	12 School partnership agreements	12	108%
<b>OUTPUT 1.2</b> Baseline review conducted	1 Baseline Review Report	1	100%
<b>OUTPUT 1.3</b> School Diagnosis conducted	1 School Diagnosis Guiding tools	1	100%
	2 FGDs for teachers (in each school)	72 FGDs	91%
	4 FGDs for students (in each school)		
	4 National School Diagnosis Report	4	100%
	1 School Diagnosis Modelling Report	1	100%
<b>OUTPUT 2.1</b> Teen Support Program for teenagers designed	10 training modules developed	10	100%
<b>OUTPUT 2.2</b> Sessions for high-school students implemented	600 students' participants (150 in each country)	600	96%
<b>OUTPUT 3.1</b> Peer to Peer activities conducted by trained students	2 sessions conducted in each school	24	100%
	600 students' participants to PtP activities	600	123%
	1 report on the delivery of the PtP developed	1	100%

<b>OUTPUT 4.1</b>			
<b>Teen Support Program designed for professionals</b>	3 sessions developed	3	100%
<b>OUTPUT 4.2</b>			
<b>Sessions for school professionals implemented</b>	180 (45 in each country) school professional participants	180	77%
<b>OUTPUT 5.1</b>			
<b>Communication Plan developed</b>	1 Communication Plan Report	1	100%
<b>OUTPUT 5.2 National conferences organized</b>			
	4 (one in each country) national conference organized	4	100%
	190 (30x 3 national conferences+100 final conference) conference participants	190	306%
<b>OUTPUT 5.3</b>			
<b>One serious game promoted and used</b>	1 Serious Game	1	100%
	2 million (500k in each country) people reached by the Serious Game promotion	2 million	*149%
<b>OUTPUT 5.4</b>			
<b>Project website set up</b>	1 website	1	100%
	4000 users who visit the website	4000	*350%
<b>OUTPUT 5.5</b>			
<b>Brochures developed and distributed</b>	16000 (4000X4 types) brochures developed and distributed	16000	100%
<b>OUTPUT 5.6</b>			
<b>Stakeholder network established and strengthened</b>	1 Network Strategy plan	1	100%
	1 Network sustainability plan	1	100%
	1 Network Recommendations Document	1	100%

*Source: Authors' elaboration based on data provided by ActionAid Italy*

*\* as of 31.03.21. Not definitive data.*

# GREECE

SCHOOL DIAGNOSIS

124

N. UNIQUE BENEFICIARIES STUDENTS

TEEN SUPPORT PROGRAM

144

PEER TO PEER ACTIVITIES

308

SCHOOL DIAGNOSIS

42

N. UNIQUE BENEFICIARIES EDUCATIONAL STAFF

TEACHER SUPPORT PROGRAM

38

## SCHOOLS

SCHOOL'S NAME		TYPE OF SCHOOL		LOCATION
27th School	High	General	High	Athens (centre)
4th School	High	General	High	Athens (centre)
2nd School	High	General	High	Athens (Kaisariani - suburbs)

### TYPE OF STAKEHOLDERS INVOLVED:

- Local institutions/organization representative
- Community centre
- LGBTQY activist
- Local and National Public Institutions
- NGOs

### In addition:

- 1 Open Training for Students
- 1 Open Training for Teachers

# ROMANIA

SCHOOL DIAGNOSIS

89

N. UNIQUE  
BENEFICIARIES  
STUDENTS

TEEN SUPPORT PROGRAM

165

PEER TO PEER ACTIVITIES

181

SCHOOL DIAGNOSIS

37

N. UNIQUE  
BENEFICIARIES  
EDUCATIONAL  
STAFF

TEACHER SUPPORT  
PROGRAM

47

SCHOOLS

SCHOOL'S NAME	TYPE OF SCHOOL	LOCATION
Școala Superioară Comercială "Nicolae Kretzulescu"	High School (theoretical-oriented)	Bucharest
Colegiul Economic "Viilor"	High School (theoretical-oriented)	Bucharest
Colegiul Național Gheorghe "Șincai"	High School (vocational college)	Bucharest

TYPE OF STAKEHOLDERS INVOLVED

- NGOs (in the field of GBV)
- Researcher
- Community organizations/centre
- Local and national public institutions

# ITALY

## SCHOOL DIAGNOSIS

121

N. UNIQUE BENEFICIARIES STUDENTS

## TEEN SUPPORT PROGRAM

143

## PEER TO PEER ACTIVITIES

101\*

## SCHOOL DIAGNOSIS

41

N. UNIQUE BENEFICIARIES EDUCATIONAL STAFF

## TEACHER SUPPORT PROGRAM

39

## SCHOOLS

SCHOOL'S NAME	TYPE OF SCHOOL	LOCATION
CFP Paullo	Vet Training Centre (Professional school)	Milan (suburbs)
IT Giorgi	Technical Institute	Milan (suburbs)
Liceo Vittorini	Lyceum	Milan (suburbs)
Scuola d'Arte Muraria	Professional School	Milan (suburbs)

## TYPE OF STAKEHOLDERS

- National and Local institutions/organization
- Groups of researchers
- Organization of volunteers
- National group of Young Activists
- Students Union
- Local public institution

In addition:  
1 Teen Support Programme and  
1 Teacher Support Programme  
at the school "Scuola  
Professionale d'Arte Muraria"

\* as of 31.03.21. Not definitive data.

# BELGIUM

SCHOOL DIAGNOSIS

55

N. UNIQUE BENEFICIARIES STUDENTS

TEEN SUPPORT PROGRAM

124

PEER TO PEER ACTIVITIES

150

SCHOOL DIAGNOSIS

24

N. UNIQUE BENEFICIARIES EDUCATIONAL STAFF

TEACHER SUPPORT PROGRAM

15

## SCHOOLS

SCHOOL'S NAME	TYPE OF SCHOOLS	LOCATION
Don Bosco	Lyceum	Hechtel
Campus De Helix	Lyceum & Technical School	Maasmechelen
Mosa-RT	Lyceum & Technical School	Maaseik

## TYPE OF STAKEHOLDERS INVOLVED

- Organization of volunteers
- Youth-led organization
- Local institution and organizations
- NGOs
- Community centres

In addition:  
 1 Teen Support & Teacher Training Programme at Inspirocollege  
 + Online training for Teachers

## 4.2 OECD-DAC ANALYSIS

The evaluation followed OECD DAC (OECD, 1992) evaluation criteria in the different contexts of intervention, therefore assessing the following dimensions:

- **Relevance:** the extent to which the intervention objectives and design respond (and continue to do so if circumstances change) to beneficiaries', government (national, regional, local), civil society organisations and other relevant stakeholders' needs, policies, and priorities.
- **Coherence:** the compatibility of the intervention with other interventions in a country, sector or institution including interventions implemented by the project partners as well as other actors' interventions in the same context.
- **Effectiveness:** The extent to which the intervention achieved, or is expected to achieve its objectives, and its results taking into account different across target groups and context of intervention.
- **Efficiency:** the extent to which the intervention delivers, or is likely to deliver, results in an economic and timely way.
- **Impact:** the extent to which the intervention has generated or is expected to generate significant positive or negative, intended or unintended, higher-level effects.
- **Sustainability:** the extent to which the net benefits of the intervention continue or are likely to continue beyond the project.

## 4.2.1 RELEVANCE

### Is the intervention doing the right things?

The extent to which the intervention objectives and design respond to beneficiaries', global, country, and partner/institution needs, policies, and priorities, and continue to do so if circumstances change.

#### EVALUATION QUESTIONS

1. To what extent the programme objectives and design respond to beneficiaries' actual needs?
2. Was the programme able to adapt its design during the 2020 Covid-19 pandemic, in order to maintain its relevance?
3. Were there any other new needs that have emerged? Were they tackled?

#### INSIGHTS

#### GREECE

Both findings from the desk analysis (i.e., Diagnosis Report- WP2) and data collected from interviewed project staff and project beneficiaries **confirm the relevance** (with a different degree) **of the issue of GBV in the three targeted schools in the center and outskirts of Athen city as well as outside the schools' premises.** In fact, different *forms* of GBV (physical violence, psychological violence, sexual harassment and violence, bullying, cyberbullying) were reported in the Diagnosis Report as being experienced and/or witnessed by students. Interviewed project staff reported that the project well addressed the beneficiaries' real needs as much effort was dedicated to asking, listening and understanding such needs coming directly from them in the need assessment FGDs that were carried out in the first phase of the project. Subsequently, the project was directly tailored to these needs coming both from students and teachers/school staff themselves. In fact, interviewed project staff reported that beneficiaries provided positive feedbacks in regard to the attention the project has placed in listening carefully to their actual needs. Interviewed teachers, in fact, reported their need to discuss about violence and GBV, as well as receiving proper training and support on how to handle such issues, as they lacked the tools and knowledge to address such sensitive issues causing either an ineffective response to past GBV episodes by the school or a tendency to ignore the overall problem. In addition, the importance of GBV issues was said by interviewed project staff and project beneficiaries to be even more relevant at present, at the wider national level, as the country is now currently experiencing the Greek wave of the "#metoomovement". The latter exploded right after the project start and was said to have greatly and positively affected the overall public openness to responsibly discuss about gender, gender identity, GBV, masculinity, etc., both at the national scale and within the school environment (i.e., parents asking to include their sons/daughters in the project). Moreover, interviewed project staff reported that, as the project implementation entailed direct connections with the Greek Ministry of Education, the latter welcomed the project objectives and confirmed its relevance and usefulness in filling a missing gap in regard to missing clear policies tackling GBV in schools.

The burst of the **Covid-19 pandemic** right after the implementation of the first activities forced the project to an "online" modality which was said by interviewed project staff to have required a great effort in activities and material adaptation. Moreover, interviewed project staff highlighted that the "online" modality enhanced the distance between trainers and students, which were also reluctant to turn their cameras on. In response, the interviewed project staff reported to have adapted the trainings with more engaging and dynamic activities. Albeit encountering some technical difficulties (i.e., some students had no internet connection at home) and requiring more effort to re-establish a climate of trust and confidentiality with students, interviewed project staff reported that **the project successfully managed to adapt to the new situation and remained relevant even during the pandemic.**

Nonetheless, some new needs emerged (i.e., professional psychological support.) which couldn't directly be tackled by the project; however, project staff reported that efforts were planned in order to address also issues falling also outside the scope of the project itself. This was the case, for example, of the need emerging from a school to have a psychologist hired which was integrated in the project recommendations destined to the Ministry of Education.

## ROMANIA

Both findings from the desk analysis (i.e., Diagnosis Report- WP2) and data collected from interviewed project staff and project beneficiaries **confirm the relevance** (with a different degree) **of the issue of GBV in the three targeted schools in Bucharest city as well as, mainly, outside the schools' premises.** In fact, different forms of GBV (physical violence, verbal violence, psychological violence, domestic violence, sexual harassment and violence, bullying, cyberbullying) were reported in the Diagnosis Report as being experienced and/or witnessed by students. Interviewed project staff reported that there are not many interventions on this topic targeting the broader school environment, hence engaging both teens and teachers. This was also confirmed by interviewed students which stated that dealing with the issue at school was something totally new for them and that there is the need to integrate such topics in their standard school programme. It was also highlighted by the project staff that violence and GBV issue in Romania is generally acknowledged only superficially, mainly through a public rhetoric reproducing many gender-based stereotypes, also resulting in victim-blaming rhetoric and attitudes, which undermine a deeper understanding of the problem. Interviewed project staff also remarked that, during the need assessment, teachers voiced the need to work together in order to provide a coherent and shared response to prevent and manage violence and GBV episodes in schools, as well as the need to feel that they are together in sharing such responsibility. Moreover, they reported that the project has set the good foundations for this collaboration and teamwork to grow among teachers. In light of the **Covid-19 pandemic**, the project activities undergone **changes and additions in order to adapt to the online modality and the new situation.** For example, more attention was given to create a confident virtual space during the project implementation in order to compensate for the distance, discomfort and anonymity that the online modality entails, for example by introducing ice-breakers and energizer activities which were reported to have been very appreciated by beneficiaries. In particular, interviewed project staff reported that it was decided to dedicate specific time in the need assessment Focus Group Discussions to better understand how participants were coping with the pandemic situation, how it influenced their lives, which were their adaptive responses in order to prepare the proper grounds to deal with the project issues. Hence, **the project was confirmed to have remained relevant even, and even more so, during the pandemic.**

## ITALY

Both findings from the desk analysis (i.e., Diagnosis Report- WP2) and data collected from interviewed project staff and project beneficiaries **confirm the relevance** (with a different degree) **of the issue of GBV in the three targeted schools in the outskirts of Milan city as well as outside the schools' premises.** Albeit with slight differences in terms of the form of experienced GBV (domestic violence, physical violence, psychological violence, sexual harassment and violence, bullying, cyberbullying) by students between the three schools involved and between boys and girls (as reported in the Diagnosis Report), overall GBV resulted as an important issue which students greatly needed to discuss openly, even beyond the project staff expectations, to the point of requiring more FGDs during the need assessment in the first phase of the project. Interviewed project staff confirmed that students were generally aware of GBV issue, however, in very superficial terms, hence lacking deeper understanding of the rooted causes as well as the ability to manage situations of GBV. Moreover, when delving deeper into the issue, especially in regard to more intimate spheres (i.e., love relationships), interviewed project staff reported that some students shared and reproduced gender-based stereotypes and victim-blaming attitudes. Interviewed teachers believe that their students either lacked the awareness and/or openness and/or confidence to speak about GBV issues. They also reported a great enthusiasm on the part of students in taking part to the project and their expressed desire to integrate such activities in their standard school programme.

As for teachers and school staff, the interviewed project staff reported that gender-based violence is generally considered by teachers as a separate issue not included in the educational and didactic contents they are required to provide to the students. The project staff also reported an overall lack of deeper awareness and knowledge of GBV issue (also confirmed by the need assessment), as well as being slightly more reluctant to discuss the issue compared to students, albeit being generally aware of GBV episodes occurring in their schools. Moreover, both interviewed project staff and teachers highlighted that teachers were harder to engage as they felt already overwhelmed by their obligation to fulfil ministerial deadlines and school

## BELGIUM

programmes, even more so during the Covid-19 pandemic, leaving them little time to delve deeper into the violence and GBV issues.

In light of the **Covid-19 pandemic**, the need for students to benefit from dedicated moments and “spaces” to discuss freely and openly on violence and GBV issue was reported by interviewed project staff to have become **even more relevant**. Moreover, during the pandemic the project activities had to be carried out on online platforms. This was said to have required a good deal of **project adaptation** to more “active” and “dynamic” forms in order to make up for the anonymity and impersonality of the online mode and, hence, to respond to the even greater need for contact, relationship and dialogue coming from students.

Both findings from the desk analysis (i.e., Diagnosis Report- WP2) and data collected from interviewed project staff **confirm the relevance of the issue of GBV in the three targeted schools in the small town of Hechtel, the city of Maaseik and the large town of Maasmechelen as well as outside the schools’ premises**. It was reported in the Diagnosis Report and by project staff that students have had some experience of different forms of violence and GBV (i.e., mostly physical violence, but also domestic violence, sexual violence, verbal violence, bullying and psychological violence). Moreover, it was said by interviewed project staff that students apparently know the issue quite well and are generally able to distinguish among different types of violence, as well as to recognize gender-based stereotypes. However, interviewed project staff reported that, when delving beyond the surface and deeper into the issue, the GBV issue, gender-based stereotypes and victim blaming attitudes, were more relevant and even more present than what students expected. This was also confirmed by an interviewed student who believed that peers were generally not well informed on the issue, hence, every school should integrate such programs and delve deeper into the issue. In some cases, interviewed project staff reported that, thanks to the project, students realized they had experienced forms of violence which they didn’t consider as such before.

Interviewed project staff reported that teachers perceived the issue of violence and GBV as being less present in schools, or as not being a big problem, differently to what students reported, therefore identifying a discrepancy of awareness and views. Moreover, interviewed project staff confirmed that teachers were not fully aware of gender-based stereotypes and power imbalances, hence it was quite difficult for them to dismantle or avoid recreating such stereotypes. It was also shared that teachers were generally lacked methodologies and tools to detect violence and GBV situations and to prevent and manage such episodes, even though national educational programmes include gender topics and awareness at the wider public and political level is also considerable.

After the burst of the **Covid-19 pandemic**, schools in Belgium remained partly open, meaning students weekly alternate in-person to online classes. Hence, the project activities were carried out both in class and online. Interviewed project staff reported that the project activities were considered to be useful for students and also a sort of relief in providing the opportunity for them to talk and discuss with each other on topics other than the school programmes. Also, the online modality was a welcomed change for students as it was their first time having the opportunity for such interaction also from home. In addition, interviewed project staff reported that the pandemic situation has increased the occurrence of violence and GBV episodes, in particular domestic violence and street intimidation, an increase which was said to be confirmed by students themselves, in particular by girls. Hence, **the project was confirmed to have remained relevant even, and even more so, during the pandemic**.

## 4.2.2 COHERENCE

### How well does the intervention fit?

The compatibility of the intervention with other interventions in a country, sector or institution.

#### EVALUATION QUESTIONS

1. Is Youth For Love consistent with the other services offered by partner organizations in each country?
2. Is the project aligned with the partner countries' local government policies and vision on the issue of GBV?
3. Is the project complementary and harmonic to other interventions carried out by other organisations in the same area and sector?

#### INSIGHTS

#### GREECE

Both findings from the desk analysis and data collected from project staff **confirm the coherence of the project with other services already provided by ActionAid Hellas and other local organizations working on GBV issues with whom they collaborated throughout the project implementation.** The interviewed project staff highlighted the consistency of the project with ActionAid Hellas work: they already promote women rights and GBV issues. Moreover, they have a Community Centre where activities with adolescents and youth were already carried out. Some of the educational programmes offered by ActionAid Hellas Community Centre target adolescents' professional and social needs. Other activities, for example, aim at cultivating their interest in creative fields such as design, programming and construction, gaining useful, practical knowledge and new skills. The geographical proximity of two schools to ActionAid Hellas community centres, increased the possibility to offer diverse other services to the adolescents and the collaboration and alignment with other NGOs' work present in these centres. The involvement of a well-known LGBTQY activist in the project, in the trainings and in the design of the educational material provided an added value to the project in terms of synergies with external stakeholders.

Greece has ratified the Istanbul convention<sup>5</sup> in March 2018 (entering into force in April 2018). Greece also developed a National Action Plan for Gender Equality which also addresses issue of preventing and combating GBV. Additionally, Greece promoted a National Action Plan for the Rights of the Child also addressing the issue of violence. Nonetheless, as introduced by the interviewed project staff and confirmed by the desk analysis, compared to other European countries, Greece experiences a gap in terms of clear specific policies addressing sexual and reproductive health education and GBV issues in schools. However, the interviewed project staff reported the willingness of the institutions to fill this existing gap in terms of policies: as a matter of fact, the interviewed project staff experienced a recurrent engagement with various institutional stakeholders, and they confirmed that the project was well received at the institutional level. ActionAid Hellas actively collaborated with the Director for Education and the Directorate of Health Education of the Municipality of Athens. In fact, the latter participated in many formal and informal meetings, they used the instruments and Toolkits elaborated for

<sup>5</sup> The 2011 Human rights treaty of the Council of Europe "Convention on preventing and combating violence against women and domestic violence" (Istanbul Convention). It is not only the most binding legal instrument addressing the issue in Europe but also it recognizes the prominent role of schools in fighting GBV, namely "Article 14 – Education: 14.1 Parties shall take, where appropriate, the necessary steps to include teaching material on issues such as equality between women and men, non-stereotyped gender roles, mutual respect, non-violent conflict resolution in interpersonal relationships, gender-based violence against women and the right to personal integrity, adapted to the evolving capacity of learners, in formal curricula and at all levels of education; 14.2 Parties shall take the necessary steps to promote the principles referred to in paragraph 1 in informal educational facilities, as well as in sports, cultural and leisure facilities and the media." (Istanbul Convention, 2011).

Youth For Love, they helped to design the questionnaire for the School Diagnostic and to better reach and involve the targeted schools.

## ROMANIA

Interviewed project staff **confirmed the coherence of the project both with CPE mission and activities as well as the interventions of other organizations and programs at a local and national level.**

CPE is a gender equality organization having a long experience in the field of education. They developed many tools on GBV education both concerning teenagers' awareness and teacher trainings. Moreover, the interviewed project staff reported that CPE is part of a coalition of NGOs working both on a local and national scale focusing on monitoring and proposing laws and contemporaneously lobbying at the institutional level for aspects related to violence. They have also collaborated with national institutions for developing advocacy and with organizations which provides shelters to victims of GBV.

Romania has ratified the Istanbul convention in March 2016 (entering into force in September 2016) and has developed a National Strategy for the Promotion of Equal Opportunities and Treatment for Women and Men and Preventing and Combating Domestic Violence for the period 2018-2021. However, the project staff reported **a worsening of the public discourse surrounding gender equality in general in the country.** As an example, it was highlighted that the government proposed a draft law prohibiting the discussion on gender and sexuality in schools. Even though this draft law was not approved in the end, this episode was reported as an indicator of a certain public general resistance or fear to address such topics.

## ITALY

Both findings from the desk analysis and data collected from project staff **confirm the coherence of the project with other services already provided both by ActionAid Italy and by Afol Metropolitana with other organizations working on GBV issues at a local level.** ActionAid Italy indeed works on awareness, empowerment and advocacy focusing on human rights (particularly women's rights). The project staff confirmed the importance of the nexus schools-services-communities-parents and the role of the schools as the heart of the community, underlining the existence of **positive synergies at the local level.** Indeed, many local anti-violence centres already have connections with schools and organize events and activities with students. Although there are many important and well-known Anti-violence centres (AVC) on a national scale carrying out prevention activities in schools, the project staff reported the lack of a coherent and consistent approach and methodology on a national level, while projects such as Youth For Love can indeed fill this gap and promote the development and adoption of a common methodology of intervention. Afol Metropolitana also addresses the topic of GBV on various level, not only in schools. The project staff reported that Afol Metropolitana also works with many local AVCs and has participated to several initiatives aiming at sensitizing the staff on GBV and mobbing. Afol Metropolitana is also participating in the project "Edumana" which is a network of schools promoting the culture of non-violence. Another long-term project that Afol Metropolitana is carrying out is "Impariascuola", a project aiming at fostering students' awareness on gender equality.

As underlined by the Istanbul Convention ratified by Italy in May 2013 (converted into law in June 2013), schools play an essential role in contrasting GBV. In 2015, an "Extraordinary Plan of Action against Sexual and Gender Violence 2015-2017"<sup>6</sup> was adopted by the Italian Government in order to both foster the sharing of European best practices and to include, within school programmes, activities promoting non-discriminatory relationships, violence and GBV prevention. In October 2017, the the Ministry of Education approved the "Educare al rispetto" (Educate to respect) guidelines (foreseen by the national reform "Buona Scuola" Law n. 107 13 July 2015) to introduce in schools' actions, campaigns and programmes to update inclusive practices, prevent and contrast violence, cyberbullying and discrimination and to promote gender equality. These national guidelines are mainly focused on tolerance and respect among peers in school. Hence, interviewed project staff (both Action Aid Italy and Afol Metropolitana), consider these guidelines as not adequately addressing the GBV issue in schools, nor oblige schools to adopt procedures on GBV. Moreover, the Ministry of Education established a Permanent National Observatory to monitor and promote Education /Training initiatives on

<sup>6</sup> Extraordinary action plan against sexual and gender-based violence adopted by Decree of the President of the Council of Ministers on 7th July 2015

Gender Equality. Several organizations joined the observatory and ActionAid Italy is one of them. Nevertheless, the scope of the initiative is quite limited as highlighted by the interviewed project staff, since the observatory met just once (at the time of the interviews: February 2021).

Although UCLL does not hold previous experience on projects dealing specifically with GBV, nevertheless they have worked on programs addressing related topics such as cyberbullying and safety online.

Moreover, both findings from the desk analysis and data collected from project staff **confirm the coherence of the project with government's policies and vision concerning GBV and with the interventions of other organizations and programmes working on GBV issues at the local and national level.**

Indeed, there is an increasing national political commitment to such topic and Belgium has ratified the Istanbul Convention in 2016 both at federal level and also at Flemish and Walloon community level. Indeed, the Institute for equality of men and women was founded to support the implementation of the Convention through national legislation and policies. Furthermore, sexual education in school is not only mandatory but it is also incorporated in various school programs as well as in the school objectives (e.g., gender identity and roles, risk prevention, positive sexuality and physicality, sexual orientation, etc.). Moreover, the Flemish Ministry for Education and Equal Opportunities invited in 2012 a wide range of key actors and organizations in the field of education to sign a Common Declaration<sup>7</sup> that should serve as a guidance to fully integrate gender sensitive and LGBT friendly policy in schools. This Charter represents a commitment of Flemish schools to set up a pedagogic and policy approach to raise awareness on gender-related issues and create a tolerant and open school environment. According to the interviewed project staff, of all the activities carried out by Youth For Love, the Teacher Program is indeed considerably aligned with the recent National Action Plan against Sexual Violence, also including GBV and placing great emphasis on educating school staff.

UCLL works in close coordination with local organizations which were engaged in Youth For Love. In fact, they cooperate with the local Youth Centre for Wellbeing, the Family Justice Centre (centre/house for victims of sexual violence), the "Rainbow House" (a safe space for homosexual and bisexual oriented youth which allowed the project to broaden the conceptualization of gender). The interviewed project staff highlighted the difficulties in engaging larger organizations working on related topics on a national scale (e.g., "Censura") but it is something to further explore and develop in the future.

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<sup>7</sup> Gender Equality Commission, (2015), Compilation of good practices to promote an education free from gender stereotypes and identifying ways to implement the measures which are included in the Committee of Ministers' Recommendation on gender mainstreaming in education, Council of Europe (<https://rm.coe.int/1680590fe0>).

## 4.2.3 EFFECTIVENESS

### Is the intervention achieving its objectives?

The extent to which the intervention achieved, or is expected to achieve, its objectives, and its results, including any differential results across groups

#### EVALUATION QUESTIONS

1. To what extent were the project expected results achieved (or are likely to be achieved)?
2. What are the major factors/constraints influencing the achievement of the expected results?
3. Has the project produced any unexpected (positive or negative) effect?
4. Are there differences in the achievement of project's outcomes between countries? Are there any differences between the constraints that countries face?

### EFFECTIVENESS: GLOBAL OVERVIEW

Overall, collected data from project staff and project beneficiaries (students, teachers, school staff and local stakeholders) point out to the following main project outcomes, albeit with some slight differences in the degree of achievement among project countries and among targeted schools:



Increased awareness on the need to elaborate/update/integrate/apply school protocols/procedures in order to address GBV issues (in line with O1);



Availability of new educational instruments and methodologies on GBV adapted to young people needs (in line with O1);



Increased students' awareness and knowledge with regard to prevention (i.e., capacity to identify and detect) of situations of violence and GBV (in line with O2);



Increased students' empowerment to speak about violence and GBV and to report episodes of violence and GBV (in line with O3);



Increased awareness and information on prevention and management of GBV situations with a shared and cohesive approach among teachers/school staff (in line with O4);

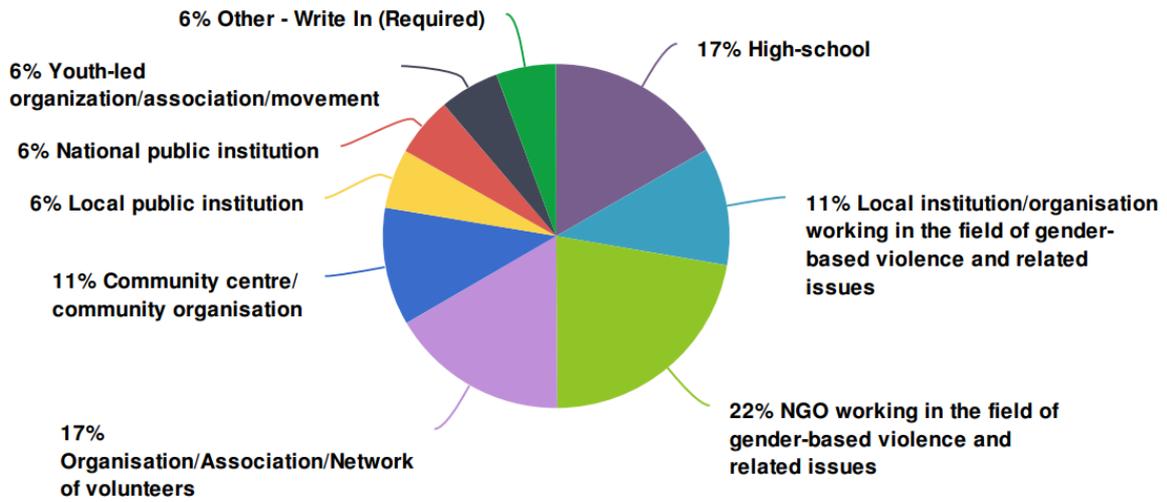


Creation/Strengthening of connection/networking of schools with local institutions/organizations/centres which can offer support services in regard to violence and GBV issues.

The last outcome was indeed confirmed by the majority of local stakeholders engaged in the Youth For Love project which responded to the Web-survey. Figure 2 below showcases the different type of organizations responding to the Web-survey.

Figure 2 – Type of respondents to the Web-survey

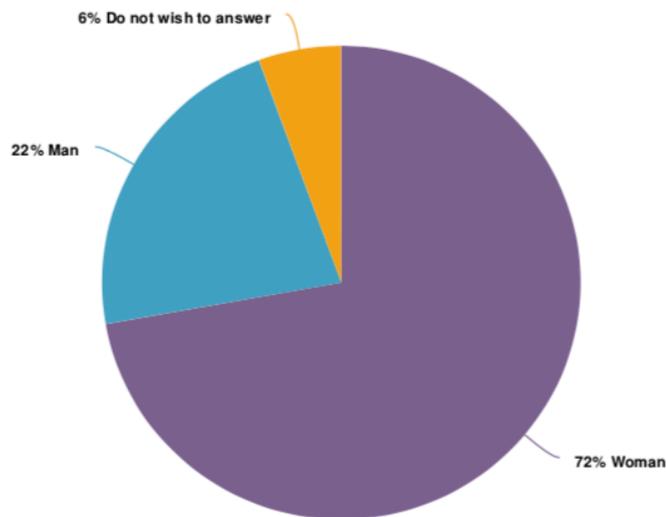
Share of respondents having completed the Web-survey indicating the type of organisation they belonged to.



Source: Web-survey (N=18)

We also report that more than 70% of overall respondents (=18) are women, as shown in Figure 3 below.

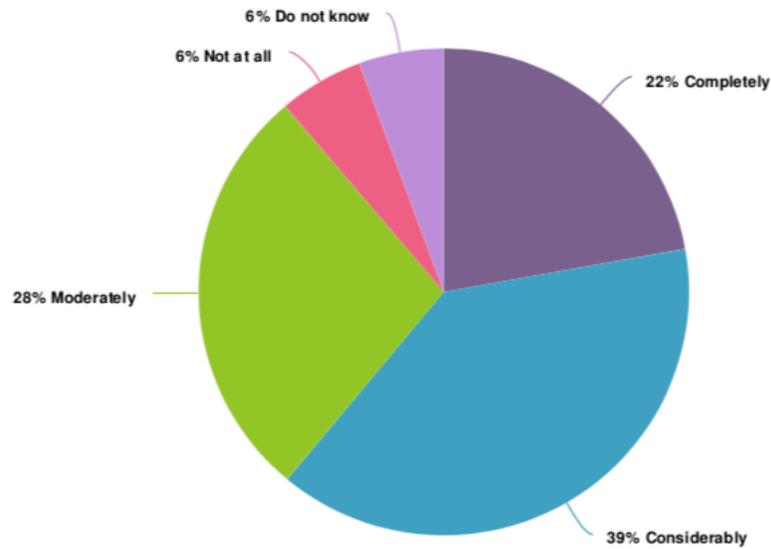
Figure 3 - Web-survey respondents' composition



Source: Web-survey (N=18)

As shown in Figure 4 below, the majority of respondents confirm that Youth For Love has helped their organization to network and connect with other local organizations, institutions (including schools) and networks either completely (more than 20%), considerably (almost 40%) or moderately (almost 30%).

*Figure 4 – Effectiveness of Youth For Love in strengthening the stakeholder networks, assessed by local stakeholders*  
 Share of respondents answering to the question “To what extent has the Youth For Love project helped your organisation to network and connect with other local organisations/institutions/networks?”



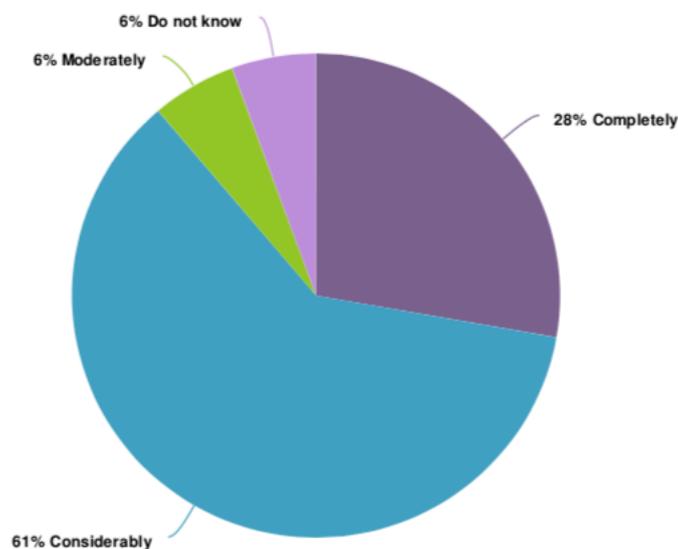
*Source: Web-survey (N=18)*

The effectiveness of the local network established (05), is also confirmed by the interest declared by all respondents (18/18) in keeping in touch with project partners in view of future collaborations.

Furthermore, the majority of respondents believed that Youth For Love effectively managed to tackle the issue of gender-based violence in targeted schools, as shown in Figure 5 below.

*Figure 5 – Effectiveness of the project assessed by local stakeholders*

*Share of respondents answering to the question “To what extent do you think the project managed to promote effective approaches to tackle the issue of GBV in schools?”*



*Source: Web-survey (N=18)*

	INSIGHTS
GREECE	 <p>Data collected from interviewed project staff, teachers and school staff confirm the following main outcomes experimented by beneficiary <b>STUDENTS</b>:</p> <ul style="list-style-type: none"> <li>• Increased knowledge and awareness on GBV and increased capacity to detect and identify different forms of violence and GBV (02);</li> <li>• Increased empowerment to speak about violence and GBV and to report episodes of violence and GBV (03).</li> </ul> <p><i>“Students who general do not speak a lot found the space to talk about these things (...) I believe that more student will come forward to talk about incidents on GBV in the long term.” (interviewed teacher)</i></p>
	 <p>Data collected from interviewed project staff, teachers and school staff confirm the following main outcomes experimented by beneficiary <b>TEACHERS and overall SCHOOL ENVIRONMENT</b>:</p> <ul style="list-style-type: none"> <li>• Increased knowledge and awareness on GBV, increased capacity and skills to detect and identify different forms of violence and GBV, hence, to prevent and manage situations of GBV occurring in schools (03, 04);</li> </ul> <p><i>“The first benefit for teachers is identifying ways of dealing with the problem. Very important thing for the school.” (interviewed teacher)</i></p> <ul style="list-style-type: none"> <li>• Increased awareness on the need to elaborate in a participatory way (with local stakeholders, parents, teachers and students) school formal procedures and regulations addressing the issue of violence and GBV (01);</li> <li>• Development and availability of ready-for-use educational instruments and methodologies which were elaborated drawing from different expertise (i.e., psychologists, educators) and that remain at teachers/school staff disposal for future use (01);</li> <li>• Increased knowledge of and connection with existing support services, organisations and institutions dealing with education, GBV and related issues in the local context and, therefore, strengthening of a local stakeholder network to address violence and GBV (05).</li> </ul>
	<p>ActionAid Hellas also organized a cycle of open training sessions in the afternoons open to all teachers of the city of Athens. The latter were said to have showcased more eagerness to learn and willingness to participate compared to teachers at the project targeted schools. In the opinion of the interviewed project staff, this was perhaps an indication that afternoon classes lead to a higher participation level for teachers compared to the morning classes.</p>  <p>Data collected confirm the following main project outcomes experimented by engaged <b>LOCAL STAKEHOLDERS</b> (i.e., local community centre, NGO, local public institution, community at large):</p> <ul style="list-style-type: none"> <li>• Increased know-how on education and GBV issues and increased knowledge on existing context-specific barriers related to tackling violence and GBV situations occurring in schools (05);</li> </ul> <p><i>“Youth For Love was an opportunity to work directly with school units on the issue of GBV and create a better understanding of an unaddressed phenomenon in the Greek landscape.” (NGO Independent Policy &amp; Educational Advisor engaged in the project)</i></p> <ul style="list-style-type: none"> <li>• Increased useful connection and networking with the local schools and local stakeholders which are likely to continue in the future (05);</li> <li>• Wide public outreach and communication which was assessed by interviewed project staff as effective and addressing a broad target (i.e., parents, youth, educators) through</li> </ul>

the Serious Game, articles, radio messages, as well as the engagement of a famous Greek influencer who agreed to promote the Serious Game and GBV topics (O5).

Moreover, data collected from local stakeholders directly involved in Youth For Love project confirmed a positive assessment of the project effectiveness.



Data collected from interviewed project staff, students, teachers and school staff confirm the following main outcomes experimented by beneficiary **STUDENTS**:

- Increased knowledge and awareness on GBV and increased capacity to detect and identify different forms of violence and GBV (O2)

*“There are gender differences and many stereotypes about girls and boys, and it was nice learning that everybody is equal” (interviewed student)*

- Increased empowerment to speak about violence and GBV and to report episodes of violence and GBV (O3).

Moreover, it was reported by interviewed project staff that the project came as a support for students facing the isolation of Covid-19 pandemic. It was highlighted how the project activities allowed students to communicate more among themselves, providing a space to express their emotions and to feel more connected one another.



Data collected from interviewed project staff, teachers and school staff confirm the following main outcomes experimented by beneficiary **TEACHERS and overall SCHOOL ENVIRONMENT**:

- Increased knowledge and awareness on GBV, increased capacity and skills to detect and identify different forms of violence and GBV, hence, to prevent and manage situations of GBV occurring in schools (O3, O4);

*“Before the project I did not realize what gender differences really meant and how big and various the topic is and that there are many students facing problems related to the wide perspective of GBV” (interviewed teacher)*

- Increased awareness on the need to improve and efficiently promote and apply existing formal school procedures addressing the issue of violence and to update them including a gender perspective (O1);

*“The project helped us to look at some procedures from a gender perspective and we realized the need to add a new “step” in terms of monitoring these issue and related problems” (interviewed teacher)*

- Development and availability of ready-for-use educational instruments and methodologies which were elaborated drawing from different expertise (i.e., psychologists, educators) and that remain at teachers/school staff disposal for future use (O1);
- Increased knowledge of and connection with existing support services, organisations and institutions dealing with education, GBV and related issues in the local context and, therefore, strengthening of a local stakeholder network to address violence and GBV (O5).

*“I realized the need to approach police or social assistance in certain cases because there are several instances which are beyond our “power” to solve them. Before I was reluctant to ask for help to institutional actors due to my previous bad experience with them. But I realized how important they are in certain occurrences” (interviewed teacher)*



Data collected confirm the following main project outcomes experimented by engaged **LOCAL STAKEHOLDERS** (i.e., NGO, national public institution, high-schools, community at large):

- Increased know-how, good practices and methodologies to work with adolescents and teachers both in general and specifically on GBV issues (O5);
- Increased knowledge of and connection with existing support services, organisations and institutions dealing with education, GBV and related issues in the local context and,

therefore, strengthening of a local stakeholder network to address violence and GBV (05);

- Increased connection and networking with other stakeholders from other EU countries (05);
- Wide public outreach and communication on GBV issues which was assessed by interviewed project staff as effective and impactful (05).

Moreover, data collected from local stakeholders directly involved in Youth For Love project confirmed a positive assessment of the project effectiveness.



Data collected from interviewed project staff, students, teachers and school staff confirm the following main outcomes experimented by beneficiary **STUDENTS**:

- Increased knowledge and awareness on GBV and increased capacity to detect and identify different forms of violence and GBV (02)

*"I discovered the existence on GBV on men, for example the psychological violence on men when they are deprived of their right to see their children. I was convinced that violence was primarily physical violence and now I know that there are different forms of violence" (interviewed student)*

- Increased empowerment to speak about violence and GBV and to report episodes of violence and GBV (03).
- Increased knowledge of and connection with existing support services, organisations and institutions dealing with education, GBV and related issues in the local context (05);



Data collected from interviewed project staff, teachers and school staff confirm the following main outcomes experimented by beneficiary **TEACHERS and overall SCHOOL ENVIRONMENT**:

- Increased knowledge and awareness on GBV, increased capacity and skills to detect and identify different forms of violence and GBV, hence, to prevent and manage situations of GBV occurring in schools (03, 04);

*"The project helped us to give more attention to prevent situation of GBV: sometimes we had ignored situations that, instead, could had been alarm bells" (interviewed teacher)*

- Increased awareness on the need to elaborate a specific protocol or to efficiently promote and strengthen existing formal school procedures addressing the issue of violence and GBV (01);

*"I would have never thought of actually proposing an anti-GBV protocol to the school board if I hadn't taken part to this project" (interviewed teacher)*

- Development and availability of ready-for-use educational instruments and methodologies which were elaborated drawing from different expertise (i.e., psychologists, educators) and that remain at teachers/school staff disposal for future use (01);
- Increased knowledge of and connection with existing support services, organisations and institutions dealing with education, GBV and related issues in the local context and, therefore, strengthening of a local stakeholder network to address violence and GBV (05).



Data collected confirm the following main project outcomes experimented by engaged **LOCAL STAKEHOLDERS** (i.e., NGO, local public institution, high-schools, Students Union, organisation of volunteers, community at large):

- Increased know-how, good practices and methodologies to work with adolescents and teachers both in general and specifically on GBV issues (05);
- Increased awareness on the importance to work with schools and adolescents in order to tackle social issues (05);
- Increased knowledge of and connection with existing support services, organisations and institutions dealing with education, GBV and related issues in the local context and,

therefore, strengthening of a local stakeholder network to address violence and GBV (05);

- Increased connection and networking with other stakeholders from other EU countries (05);
- Wide public outreach and communication on GBV issues which was assessed by interviewed project staff as effective, also thanks to the Serious Game providing a new outreach tool (05).

Moreover, data collected from local stakeholders directly involved in Youth For Love project confirmed a positive assessment of the project effectiveness.



Data collected from interviewed project staff, students, teachers, and school staff confirm the following main outcomes experimented by beneficiary **STUDENTS**:

- Increased knowledge and awareness on GBV and increased capacity to detect and identify different forms of violence and GBV as well as gender-related stereotypes albeit a pre-existing considerable level of knowledge on the issues was reported by interviewed project staff, teachers and student (02)

*“I will give more attention to fragile masculinity. Because I noticed that boys are very sensitive to the topic they would lie in order not to be made fun of. I would give that more attention, and just say that it is not really cool to make fun of this things. I really noticed that this is really a problem that I did not know about before, that is men also suffer from patriarchy. I can really see a difference now when boys talk about this stuff or girls talk about this.” (interviewed student)*

- Increased empowerment to speak about violence and GBV and to report episodes of violence and GBV (03). One interviewed student considered herself to be already empowered to properly manage such situations before the project. However, she believed that the project did help classmates to deal with GBV situations and most likely to speak up and/or report such situations to an authoritative figure.
- Increased knowledge of and connection with existing support services, organisations and institutions dealing with education, GBV and related issues in the local context (05) - as confirmed by interviewed project staff.



Data collected from interviewed project staff, teachers and school staff confirm the following main outcomes experimented by beneficiary **TEACHERS and overall SCHOOL ENVIRONMENT**:

- As for 01, interviewed project staff reported that the project is likely to leave the schools with useful and ready-for-use educational instruments and methodologies which can remain at teachers/school staff disposal for future use (01).
- Moreover, interviewed project staff believed that the project has improved the teachers' capacity to properly apply existing school formal procedures addressing the issue of violence and GBV. However, on their part, interviewed teachers reported that the school did not have formalised procedures and the latter are not likely to be developed in the future. **However, teachers participating to the evaluation data collection had not taken part to the teacher training program and were little aware of the project in general.** Hence, the degree of achievement of 03 and 04 couldn't be properly assessed by the evaluators.



Data collected confirm the following main project outcomes experimented by engaged **LOCAL STAKEHOLDERS** (i.e., NGO, local institution, high-schools, youth-led organisations, organisation of volunteers, community centres, community at large):

- Increased know-how, good practices and methodologies to work with adolescents and teachers both in general and specifically on GBV issues (05);
- Increased knowledge and awareness on GBV and increased capacity and skills to detect and identify different forms of violence and GBV;

*“[Lessons learnt] Forms of GBV, how to recognise them and how to deal with them correctly by also understanding the root causes of this kind of violence.” (Board member of a Youth-led organization engaged in the project)*

- Increased awareness on the importance to work with schools and adolescents in order to tackle social issues (O5);
- Increased knowledge of and connection with existing support services, organisations and institutions dealing with education, GBV and related issues in the local context and, therefore, strengthening of a local stakeholder network to address violence and GBV (O5);

*“The project has strengthened connection with local organisations that work on violence and gender issues, and with the local university college as well” (Policymaker engaged in the project)*

- Increased connection and networking with other stakeholders from other EU countries (O5)

*“To learn from people from other countries and listen to their stories widens our horizon. And to learn them from our way of activism gives a good feeling of knowing helping other activist in achieving their goals.” (Chairperson, organization of volunteers engaged in the project)*

- Public outreach and communication on GBV issues which was assessed by interviewed project staff as positive, however, the Covid-19 pandemic delayed scheduled press-releases (O5).

Moreover, data collected from local stakeholders directly involved in Youth For Love project confirmed a positive assessment of the project effectiveness.

## 4.2.4 EFFICIENCY

### How well are resources being used?

#### EVALUATION QUESTIONS

1. To what extent are financial and human resources allocated efficiently?
2. Were the objectives timely reached?
3. Was partners' expertise conformed to project needs and objectives?
4. Is current management and governance structure of the project fully functional to reach the project's objectives or is there a need to make operational adjustments?
5. Did internal governance guarantee inclusiveness of decision-making processes?

#### INSIGHTS

#### GREECE

##### Human resources and timing:

Interviewed project staff reported that some work overload had been experienced at the country level mainly due to the unforeseen difficulties encountered in obtaining the authorization by the Ministry of Education to implement the activities in target schools. In fact, the latter required ActionAid Hellas staff to undergo lengthy and bureaucratic procedures, meetings and exchanges with ministerial officers. In addition, the burst of the Covid-19 pandemic worsened the delays by requiring more time and more workload to adapt programs and materials to the online modality. Finally, interviewed project staff reported a strong alignment and collaboration with colleagues in carrying out the activities.

##### Financial resources

Interviewed project staff reported that **financial resources were properly used and allocated among partners**. It was also reported that, as in-person meetings and events could not take place, the allocated budget was used, instead, to better respond to the Covid-19 situation, i.e., interactive tools were created for the online implementation of the project's educational activities.

##### Internal management, coordination and governance

Interviewed project staff positively assessed the project management on the part of the project coordinators (ActionAid Italy). Their coordination plan was said to be very effective in particular because many thematic calls and exchanges were organized in order to discuss specific topics regarding the implementation of the education activities. It was reported that having the frequent opportunity to exchange experiences and best practices among project partners revealed to be very useful as the latter were operating in quite different environment and many lessons could be drawn from the others' experiences. Moreover, it was said that this brought a beneficial perception of team spirit and unitedness among partners.

##### Partners' expertise and activity implementation:

Interviewed project staff considered Youth For Love partners' expertise as being appropriate to cover the project's needs and to ensure the achievement of the project objectives.

As for consulted project beneficiaries (teachers, school staff and local stakeholders), ActionAid Hellas implementation of the project activities was assessed as "successful", efficient, or "excellent". Consulted teachers highlighted that the activities were properly planned, and the project staff was considered "exceptionally educated and devoted to their work" and able to build a positive relationship with the students. It was also appreciated how the project staff

managed to adapt to the online modality during the pandemic<sup>8</sup>. Moreover, local stakeholders reported that a smooth collaboration and communication was carried out with the project staff which was positively assessed for their professionalism and flexibility. All local stakeholder confirmed to be interested in keeping in touch with ActionAid Hellas in view of potential engagements/collaborations in future similar projects/initiatives on gender-based violence and related issues.

#### Human resources and timing:

Interviewed project staff reported that some work overload had been experienced although this was said to be not due to poor management, but rather, to the Covid-19 pandemic situation which forced the activities to condensate in a shorter period of time than foreseen. In fact, the pandemic caused a consistent delay of all workshops and project in-person activities which were interrupted in May 2020 and then resumed online only in the following October. In fact, the schools required several months in order to reconsider their internal organization and adaptation to the online modality.

#### Financial resources

Interviewed project staff reported that **financial resources were properly used and allocated among partners**. Only small modifications of the budget were required as, due to the Covid-19 pandemic, physical meetings and events allowed budget savings which were, instead, allocated to increase the HR budget line. In fact, training sessions needed to be re-organized and additional materials adapted to the online format had to be elaborated.

#### Internal management, coordination and governance

Interviewed project staff positively assessed the project management on the part of the project coordinators (ActionAid Italy). It was said that that there had never been a question that remained unanswered or a solicitation of support that remained unaddressed on their part. It was also reported that the frequency of the coordination meetings among project partners scheduled by the project coordinators was very much appreciated and useful as well as contributing to a positive feeling of being part of a united working group. It was also added that partners were keen on sharing project resources and materials, as well as discussing difficulties and solutions, resulting in a supporting working environment.

#### Partners' expertise and activity implementation:

Interviewed project staff considered partners' expertise as being at the same level and appropriate to cover the project's needs and to ensure a smooth communication among partners as well as the achievement of the project objectives.

As for consulted project beneficiaries (teachers, students, and local stakeholders), CPE's implementation of the project activities was assessed as excellent and very flexible<sup>9</sup>. It was remarked by interviewed teachers that CPE staff was highly professional, ready to listen and adapt to teachers' needs and requests, and to have a positive energy which allowed the engagement and team spirit among teachers. Interviewed students also appreciated how the activities were planned. Also, they enjoyed engaging with CPE staff as they were said to be enthusiastic, open and available to respond to any question, hence allowing students to build a positive personal relationship with the staff.

Local stakeholders positively assessed CPE's efficient management and communication. Moreover, CPE staff was reported to be dedicated and professional as well as much experienced in GBV issues. All local stakeholder respondents confirmed to be interested in keeping in touch with CPE in view of potential engagements/collaborations in future similar projects/initiatives on gender-based violence and related issues.

<sup>8</sup> As highlighted in section "Research limitation and mitigation measures", a project staff person from ActionAid Hellas was present during the SFGDs with teachers.

<sup>9</sup> As highlighted in section "Research limitation and mitigation measures", a project staff person from CPE was present during the SFGDs with teachers and the interview with students for the case story.

**Human resources:**

Interviewed project staff from ActionAid Italy reported that the work team could count on a sufficient number of people working with differentiated roles in the project, hence guaranteeing an **efficient management of human resources** with respect to the work required, albeit the coordinating role required considerable efforts. As for the fieldwork, a proper human resource management guaranteed a **balanced and satisfying work division among educators**. Moreover, ActionAid Italy interviewed project staff reported that having a **gender balance** (one man and one woman educators) proved to be useful to efficiently carry out the activities with beneficiaries.

Interviewed project staff from Afol Metropolitana reported, on their part, that human resources were positively managed albeit some workload was experienced by one staff person because of her being the only one having gender expertise in the organization.

**Timing**

Interviewed project staff from ActionAid Italy reported that activities were delayed mainly due to the burst of the Covid-19 pandemic. In Italy, it was said that there had been an immediate project response to the pandemic by requiring a 3-month project extension and by promptly adapting all the activities to the online modality. Interviewed project staff from ActionAid Italy reported that this required a consistent amount of time to re-organize and re-modulate project activities, tasks and deliverables among project partners, hence some delay in beginning the activities across all project countries. Lastly, another reason for the delays was said to be due to the partners' slow pace in carrying out the activities, in some cases caused by external impediments (i.e., Greece), in others due to small work teams overwhelmed by the workload (i.e., Romania). Interviewed project staff from Afol Metropolitana stressed that the delays caused the WP 2 ("School Diagnoses"), falling under its lead, to be carried out in less time than foreseen, hence requiring Afol staff to rush to carry out the need assessment.

**Financial resources**

Interviewed project staff from ActionAid Italy pointed out some gaps in the budget design as, for example, it did not cover communication activities carried out by the other project partners. The issue was partially offset by recovering some budget originally foreseen for travelling that eventually did not occur due to the pandemic. As for Italy, it was said that financial resources were used efficiently and, in particular, also with respect to external costs. However, ActionAid Italy had to carry out a considerable coordinating role in supporting partners' compliance with the project requirements concerning financial accountability and reporting (i.e., internal financial reporting, procurements, timesheets, proof of expense, etc.)

Interviewed project staff from Afol Metropolitana, on their part, positively assessed the allocation of financial resources between project partners.

**Internal management, coordination and governance**

Interviewed project staff from ActionAid Italy reported that, as project lead, they willingly intended to guarantee a participatory governance, hence designing and following a coordination plan which included many and frequent meetings, working groups and calls with all project partners. This approach was said to have promoted a team spirit and collaboration among partners and the co-planning of activities. Nevertheless, considerable efforts by ActionAid Italy were reported by interviewed project staff in order to make sure the partners elaborated and sent quality and timely reporting, updates on the project achievements against target indicators and timely implementation of project activities.

Interviewed project staff from Afol Metropolitana positively assessed ActionAid Italy's management and coordination and their role as project lead. Moreover, their punctuality in communication and their coordination plan envisaging frequent meetings guaranteed an efficient management. In addition, their efficient and clear internal division of tasks and roles was reported to have eased their responsiveness when support was asked from Afol Metropolitana which precisely knew whom to contact when dealing with different issues. It was also reported by interviewed project staff from Afol Metropolitana that no issues arose in regard to communication with the other project partners. Conversely, frequent formal and informal exchanges were smoothly carried out throughout the project implementation.

**Partners' expertise and activity implementation:**

Interviewed project staff from ActionAid Italy reported that all partners more or less had sufficient expertise in working in schools and this was considered quite important as they all know how to deal with school staff and school's procedures as well as with students.

Interviewed project staff from Afol Metropolitana, on their part, considered partners' expertise and competences to have been sufficient to cover the project's needs and to ensure the achievement of its objectives.

As for consulted project beneficiaries (teachers and local stakeholders), ActionAid Italy and Afol Metropolitana implementation of the project activities was assessed as excellent, very organized and efficient, and the staff as competent, available and friendly.

Respondents (local stakeholders) positively assessed ActionAid Italy and Afol Metropolitana staff efficient management, enthusiasm and professionalism. All local stakeholder respondents confirmed to be interested in keeping in touch with ActionAid Italy and Afol Metropolitana in view of potential engagements/collaborations in future similar projects/initiatives on gender-based violence and related issues.

#### **Human resources:**

As for the allocation of human resources within UCLL partner organization, interviewed project staff reported that, at the beginning, there had been major problems as the workload was negatively disproportioned and mainly rested on one implementor. The latter, in fact, was handed many responsibilities and different tasks such as planning, managing and implanting the activities, dealing with communication with the three schools and so on. It was said that this difficulty was eventually overcome towards the final phase of the project thanks to the joining of other implementors each with their more defined roles, tasks and responsibilities. Also, a fourth staff person has been recently hired with specific expertise in sexual violence and criminology, and this was reported as adding a positive knowledgeable asset to the project implementation.

#### **Timing:**

Interviewed project staff reported that some delays in the project activities were caused by the attempt on the part of one target school to withdraw from the project. Even though a formal agreement was eventually signed by the school headmaster, the relationship with the school had been troubled, as the school board was reported to be somewhat reluctant in programming the project activities because of the lack of available time on the part of teachers. However, interviewed project staff found that teachers themselves positively welcomed the project activities which were successfully carried out in the end albeit with many delays. In addition, Covid-19 worsened these delays as programs and tools had to be adapted to the online modality and the schools faced many difficulties in organizing and planning.

#### **Financial resources**

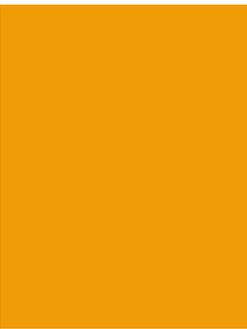
Interviewed project staff reported that no problems were encountered as for the allocation of financial resources. In fact, it was said that the project budget had been suitably distributed between partners and, as for UCLL, it was considered as appropriate to the work required and carried out. Data collected from UCLL also mentioned that a budget adjustment was necessary on their part as the submitted daily cost differed from the actual daily cost.

#### **Internal management, coordination and governance**

Interviewed project staff assessed very positively the project management to the point of assigning a score of 12, if a 1 out of 10 score were to be asked. It was reported, in fact, that in particular throughout such a difficult year, given the Covid-19 pandemic, the project coordinators (ActionAid Italy) were highly attentive in making sure enough meetings were held among project partners in order to share difficulties and brainstorm solutions to properly address any problems. It was also said that the very encouraging, instead of controlling, attitude maintained by the project coordinators (ActionAid Italy) was very much appreciated and managed to positively motivate the project staff if any discouraging moments were experienced throughout the project implementation. In addition, the communication between all partners was also assessed very positively.

#### **Partners' expertise and activity implementation:**

Interviewed project staff assessed all partners' expertise as being appropriate to cover the project's needs and ensure the achievement of its objectives.



As for consulted project beneficiaries (teachers, students and local stakeholders), UCLL implementation of the project activities was positively assessed as organized and efficient. One respondent (student) appreciated the activities highlighting, however, that more time would have been necessary to go more in-depth in the issues. The project staff was considered by respondents (teachers) as competent, well prepared, motivated and friendly with the students.

Respondents (local stakeholders) positively assessed their cooperation and communication with UCLL staff. All local stakeholder respondents confirmed to be interested in keeping in touch with UCLL in view of potential engagements/collaborations in future similar projects/initiatives on gender-based violence and related issues.

## 4.2.5 IMPACT

### What difference does the intervention make?

The extent to which the intervention has generated or is expected to generate significant positive or negative, intended or unintended, higher-level effects.

#### EVALUATION QUESTIONS

Which are the positive or negative, intended or unintended, higher-level effects?

Overall, collected data from project staff and project beneficiaries (students, teachers, school staff and local stakeholders) point out to the following main project impacts:



#### STUDENTS:

##### ✓ Increased self-esteem:

Respondents from all countries have confirmed that the project has made a difference on students as they are now more able to open up, speak up and express themselves, share their personal experiences, voice their own opinions and also showcase their emotions.

- *“The project gave them the approach to build a safety network in schools, to open up and talk about the GBV, which is an impact that will remain even if they students leave one day, a long-term effect.” (interviewed teacher from Greece)*
- *“The wellbeing of student has increased: now they are more open to express how they feel and find solution to their problems in the group.” (interviewed teacher from Romania)*
- *“Some student showcased an evident emotional impact generated by the project: they are now keener on expressing their emotions” (interviewed teacher from Italy)*
- *“The project allowed students more time to discuss this subject compare to normal class, to share their own life experiences whereas normally there is not much time to share” (interviewed teacher from Belgium)*

##### ✓ Increased relational capacity:

Respondents from all countries have confirmed that the project has made a difference on students' relationships among themselves as they have come to know each other more, to listen to each other's opinions and perspectives. This was reported as resulting in an increased cohesion, unity, solidarity and respect for one another.

- *“Students due to this programme are now more able to accept the other students and respect them independently of their characteristics: we built an environment with tolerance for all” (interviewed teacher from Greece)*
- *“Students appear to be more understanding and tolerant. They got to know each other better in the course of the project and that helped the class environment in general.” (interviewed teacher from Romania)*
- *“Students have learnt how to build relationships with others, how to dialogue, open up, speak up with other students” (interviewed teacher from Italy)*
- *“They also indicated that it really made the group stronger, because we always worked with class groups, the activities took place during school hours. Even if they were in 6th grade they would say that the activities*

*improved the group dynamics, they got to know each other better in a more informal way (interviewed project staff from Belgium)*

✓ **Increased critical thinking and self-awareness:**

Respondents from all countries have confirmed that the project has made a difference on students' way of thinking and behaving as they are now more critical and aware of discriminating prejudices and stereotypes (not only gender-related) which are reflected also in the use of language and in behavioural patterns.

- *"The project tools were useful because they help students to strengthen their ability to understand what happens around them, to identify if there are problems and to react." (interviewed school staff from Greece)*
- *"We didn't just provide tools, instruments but also provided them with a model of thinking which is something that stays." (interviewed project staff from Romania)*
- *"The project had an impact on the awareness and capacity to recognize and reflect on stereotypes, and on different forms of violence, especially on social networks" (interviewed teacher from Italy)*
- *"They learned how to look at certain structures, dynamics, mechanisms in society and to look at them critically. But through the activities, through talking to each other, through the open atmosphere they started to look at these mechanisms with a critical eye." (interviewed project staff from Belgium)*

✓ **Increased learning capacity:**

Respondents from all countries have confirmed that students well responded to the project's educational methodologies, tools and approach (laboratorial, engaging, gamified and participatory).

- *"The activities in class were really successful, they really had effects and they have really motivated students." (interviewed school staff from Greece)*
- *"The activities allowed the empowering of my colleagues which learned to use these new methodologies to provide actual results in terms of impact on the students." (interviewed teacher from Romania)*
- *"The project educational approach has improved their way of learning" (interviewed teacher from Italy)*
- *"They benefitted from another way of teaching. They did not have the feeling of being taught but they learned a lot anyway. It was a creative way to achieve didactic goals." (interviewed teacher from Belgium)*

✓ **Increased cohesion between students and teachers:**

Respondents have confirmed that the project has had a difference in the relationship between teachers and students which was said to have improved building on mutual trust, understanding and openness.

- *"The students learned to see us as partners in this, meaning not belonging to different sides of the story and closing the gap between teachers and students"- "I've learned how to avoid labelling the students and to try to judge beyond appearance (interviewed teachers from Romania)*
- *"The project had an impact in the way on us teachers in the way we take care of our students" (interviewed teacher from Italy)*
- *"The project allowed more time to discuss this subject compare to normal class – to share own life and experiences whereas normally there is not much time to share personal experiences." (interviewed teacher from Belgium)*



## TEACHERS/SCHOOL STAFF/OVERALL SCHOOL ENVIRONMENT:

### ✓ **Increased cohesion and collaboration among teachers:**

Respondents from all countries have confirmed that the project has generated a cohesive effect among teachers which experienced an increase of team spirit, unity and solidarity among themselves. It was reported that the project activities allowed teachers to open up and know each other more.

- *"It was a relief for them [teachers] to be able to share on this topic, they were alone to deal with the issue. We created a community of sharing for GBV. We gave them a stage, collaboration community to ask for help, not feeling alone to deal the issue" (interviewed project staff from Greece)*
- *"We have listened to each other and better understood each other. This helped to bring us teacher together." (interviewed teacher from Italy)*
- *"The project helped to agree that we need to apply procedure as a unit: teachers and director and school in general"- "We realized that teachers are not alone, they are confronted with same problems in different classed and with different students" - "It was useful to talk to each other and find the best solution together" - "The activities allowed teacher to know each other better: listening to personal stories on GBV brought us close together as a whole." (interviewed teachers from Romania)*

### ✓ **Acquisition of different teaching methodologies and approaches:**

Interviewees reported that, seeing how positively and enthusiastically students responded to Youth For Love educational methodologies and approach, they have started/are planning to adopt some of those methods also in their daily educational courses and in their way of approaching students.

- *"The project helped me to think about ways of dealing with problems regarding students, to clarify which methods and behaviours are best fit in each situation and the best approach to reach students" (Interviewed teacher from Greece)*
- *"I found it useful to observe a different educational methodology entailing, for example, many laboratories. Some of these methods were useful for me in my online lessons, such as making students work in small groups, which has now become essential in the online modality" (interviewed teacher from Italy)*
- *"For professors it was a good way to learn about teaching methods." (interviewed project staff from Belgium)*

### ✓ **Increased cohesion between students and teachers:**

Respondents have confirmed that the project has had a difference in the relationship between teachers and students which was said to have improved building on mutual trust, understanding and openness.

- *"What changed is that to talk with younger generation gave us a picture of the way they [students] experience the world." (interviewed teacher from Greece)*
- *"It was useful to talk about these issues in class. We have opened up and expressed our emotivity which allowed students to see us as human beings each with their own personality and experiences." (interviewed teacher from Italy)*



## STAKEHOLDER NETWORK:

- ✓ Creation/Strengthening of connection/networking of schools with local institutions/organizations/centres which can offer support services in regard to violence and GBV issues
  - *“The project contributed at the strengthening of the common efforts in order to identify adequate measures in the field of education.” (local stakeholder from Romania engaged in the project)*
  - *“I had the opportunity to discover and connect with organisations which I didn’t know about before, especially youth-led organisations”. (local stakeholder from Italy engaged in the project)*
  - *“The project has strengthened connection with local organisations that work on violence and gender issues, and with the local university college as well.” (local stakeholder from Belgium engaged in the project)*

## 4.2.6 SUSTAINABILITY

### Will the benefits last?

The extent to which the net benefits of the intervention will continue or are likely to continue.

### EVALUATION QUESTIONS

1. To what extent are the positive effects of participating in Youth For Love likely to continue after the end of the project? What are the main threats to their sustainability?
2. Which kind of measures have been put in place to ensure future sustainability of the project?

## INSIGHTS

### GREECE

Consulted project staff have positively assessed the project **financial sustainability** as the latter will continue in the following two years with **Youth For Love II**. It was reported that, albeit the Covid-19 pandemic has required much adaptability, flexibility and greater effort, it has also entailed the creation of online educational material which will require fewer financial resources for future implementation on the part of schools in the future.

Respondents have confirmed the long-lasting benefits and usefulness of the educational instruments and methodologies which were developed by the project, tailored to beneficiaries’ needs and which will remain at the schools’ disposal and ready for future applications on the part of teachers (potential **technical sustainability** of the project). Respondents, in fact, have highlighted how these tools have been handed to teachers along with guidelines on how to use them.

In particular, as in the Greek case all project educational methodologies and instruments needed a prior formal approval on the part of the Ministry of Education, teachers from all schools are now officially entitled to use them in the future as they are **formally recognized as part of the national educational programs**. This is likely to point out to a potential

**institutional sustainability** of the project. In addition, the Ministry's approval entailed that institutional stakeholders have been considerably involved in the implementation of Youth For Love in Greece even at the highest government levels, including an in-person meeting with the Deputy Minister of Education. The latter was said by interviewed project staff to have well received the project objectives. Even local city-level institutions were reported to have been significantly engaged in the project implementation (i.e., participating to the project meetings, revising project materials, facilitating communication with target schools when necessary). Hence, the political advocacy along with communication and dissemination activities carried out by the project indeed point out to the likeliness of the institutional sustainability of the project. Moreover, respondents remarked the importance and long-lasting effects of having supported the networking and connections between schools and other local stakeholders active on the issue of violence and GBV (i.e., community centres). Indeed, data collected through the Web-survey confirm that stakeholders involved in the project are interested in continuing the collaboration and engagement on GBV-related projects/initiatives even in the future. In addition, the institutional sustainability is also likely to be ensured by the co-planning process which the project carried out together with the project stakeholders and beneficiaries in order to co-elaborate the Final Recommendations document on policies related to addressing GBV in EU schools.

Finally, it was reported by all respondents that the increased knowledge and awareness with regard to violence and GBV issues, stereotypes and behaviours on the part of beneficiary teachers and students is likely to endure in time hence pointing out to a potential **social sustainability** of the project.

As the project will continue in the following two years with **Youth For Love II**, consulted project staff have positively assessed its **financial sustainability**.

Interviewed project staff and teachers have confirmed the long-lasting benefits and usefulness of the educational instruments and methodologies which were developed by the project, tailored to beneficiaries' needs and which will remain at the schools' disposal and ready for future applications on the part of teachers (potential **technical sustainability** of the project).

Respondents reported that if schools manage to effectively integrate and improve existing formal school procedures addressing the issue of violence and GBV this will, indeed, entail long-lasting effects, hence pursuing a potential **institutional sustainability** of the project. Moreover, respondents remarked that, despite the challenging national context seeing a worsening of the of the public discourse surrounding gender equality, the networking and advocacy work carried out through the project is important in view of the **institutional sustainability** of the project. In fact, stakeholders also at the higher national level were said to have been involved in the project through meetings (i.e., the National Agency on Equal Opportunities for Women and Men) by project staff. Data collected through the Web-survey confirm that stakeholders involved in the project are interested in continuing the collaboration and engagement on GBV-related projects/initiatives even in the future. Also, respondents have reported that, thanks to the project, targeted schools and students are now more aware of and connected to the available territorial services/organisations working on GBV and related issues. Additionally, the institutional sustainability is also likely to be ensured by the co-planning process which the project carried out together with the project stakeholders and beneficiaries in order to co-elaborate the Final Recommendations document on policies related to addressing GBV in EU schools.

Lastly, it was reported by respondents that the increased knowledge and awareness in regard to violence and GBV issues, stereotypes and behaviours on the part of beneficiary teachers and students is likely to endure in time along with the long-lasting impacts that the project has had on beneficiaries (i.e., emotional impact on students, increased cohesion among peers and improved trust between students and teachers). Hence, the latter points out to the likeliness also of the **social sustainability** of the project.

Respondents have positively assessed the project **financial sustainability**, Budget readjustments were necessary due to the burst of the Covid-19, however, this did not affect the financial sustainability of the intervention. In addition, Youth For Love II has been granted funding, hence ensuring two further years of financial sustainability.

## ROMANIA

## ITALY

Respondents have confirmed the long-lasting benefits and usefulness of the educational instruments and methodologies which were developed by the project, tailored to beneficiaries' needs and which will remain at the schools' disposal and ready for future applications on the part of teachers (**technical sustainability** of the project).

Respondents reported that if schools manage to effectively elaborate/integrate/apply formal school procedures addressing the issue of violence and GBV, this will, indeed, entail long-lasting effects, hence a potential **institutional sustainability** of the project. Moreover, respondents have highlighted the importance of having engaged in the project both local and national organisations and networks, an outcome which they believe will unlock future opportunities for further collaborations. Indeed, data collected through the Web-survey confirm that stakeholders involved in the project are interested in continuing the collaboration and engagement on GBV-related projects/initiatives even in the future. Also, respondents have reported that, thanks to the project, targeted schools and students are now more aware of and connected to the available territorial services/organisations working on GBV and related issues. In addition, it was reported that the involvement of a member of the national Ministry for Equal Opportunities in the project activities is likely to have positive advocacy effects also on a national political level. The latter coupled with the communication and dissemination activities carried out by the project also point out to the likeliness of the institutional sustainability of the project. Furthermore, the latter is also likely to be ensured by the co-planning process which the project carried out together with the project stakeholders and beneficiaries in order to co-elaborate the Final Recommendations document on policies related to addressing GBV in EU schools.

Finally, it was reported by respondents that the increased knowledge and awareness with regard to violence and GBV issues, stereotypes and behaviours on the part of beneficiary teachers and students is likely to endure in time hence pointing out to a potential **social sustainability** of the project.

As the project will continue in the following two years with **Youth For Love II**, respondents have positively assessed its **financial sustainability**.

Respondents have confirmed the long-lasting benefits and usefulness of the educational instruments and methodologies which were developed by the project, tailored to beneficiaries' needs and which will remain at the schools' disposal and ready for future applications on the part of teachers (**technical sustainability** of the project). Moreover, it was highlighted that the Peer-to-Peer Program will have lasting effects as it has provided the beneficiary students with skills and capacity to transfer, in turn, knowledge and information to others.

This also points out, not only to the technical sustainability but also to potential **social sustainability** of the project. The latter was believed by respondents to be also ensured thanks to the increased knowledge and awareness in regard to violence and GBV issues, stereotypes and behaviours on the part of beneficiary students which is likely to endure in time.

In terms of **institutional sustainability** of the project, respondents also pointed out to the importance of having supported the network of stakeholders, as students and schools were said to be more familiar with existing support services/organisations active on the issue of violence and GBV. Indeed, data collected through the Web-survey confirm that stakeholders involved in the project are interested in continuing the collaboration and engagement on GBV-related projects/initiatives even in the future. Additionally, the institutional sustainability is likely to be ensured by the co-planning process which the project carried out together with the project stakeholders and beneficiaries in order to co-elaborate the Final Recommendations document on policies related to addressing GBV in EU schools. It was also reported that in Belgium the topic of GBV is widely discussed in the public discourse and high in the political agenda, hence offering many opportunities to link Youth For Love also to a political level. However, respondents highlighted that, as there are many programs and initiatives presently working on GBV issues in the country, this might create some challenges as for the sustainability of the project as it risks being outshined by other similar programs.

## BELGIUM

## 5 CASE STORIES

### 5.1 A STUDENT FROM ITALY

Gender	Female
Country	Italy
School	Professional School in Milan
Role	Student
Age	17

Giulia<sup>10</sup> is a 17-year-old girl, who loves sports, nature and talking to friends and new people. She is currently attending the third and last year of a professional school in Milan.

#### PERSONAL EXPERIENCE WITH YOUTH FOR LOVE

Giulia took part to all the activities offered by Youth For Love and really enjoyed this opportunity and experience. She particularly loved the games they played, for example the one addressing gender stereotypes. She wishes they could have even more activities than the ones they participated to.

Giulia is convinced of the importance and contribution of the project in opening her minds and in helping her and her classmates to get rid of certain stereotypes and prejudices.

*"I discovered that violence is not only the one characterized by punches and fists, but it can also be psychological"*

Giulia believes this experience has changed her. She believes that before participating to the project she would have probably had an impulsive reaction if witnessing any kind of GBV behaviours or episodes. Now, however, she believes to have more instruments and knowledge to know how to properly act and address these types of situations.

The project allowed her to get to know new things, new people and a job she didn't even know it existed in the first place. Indeed, thanks to Youth For Love, she discovered the existence of hairdressers who are also "watch(wo)men" against gender-based violence. Hairdressers become "first responders", informing and directing customers to the nearest Anti-violence centres.



A GIRL EXPERIENCING GBV GOES TO THE HAIRDRESSER TO GET A HAIRDO AND ACTUALLY TALKS TO THE HAIRDRESSER AND SHE CAN SAVE HER!

I HAVE THOUGHT ABOUT THIS STORY FOR AT LEAST TWO DAYS AFTER I HAVE HEARD IT AND, IF I WILL OPEN MY OWN HAIRDRESSER SALOON IN THE FUTURE, I WOULD LIKE TO BE ABLE TO DO SOMETHING LIKE THAT TOO.



GIULIA

<sup>10</sup> In compliance with respondents' privacy, names are fictitious. Moreover, as highlighted in section "Research limitation and mitigation measures", a project staff person from ActionAid Italy was present during the interview

## IMPACTS OF YOUTH FOR LOVE OBSERVED ON OTHERS

Most importantly, during the activities, she and her classmates were able to open up and to freely share their opinions and thoughts. She thinks that her classmates enjoyed the project, since saw that they appreciated most of the activities and sometimes even nice discussions and sharing of personal experiences came up. She acknowledges to have learned new thing from her classmates such as the fact that often also men experience different forms of gender-based violence.

Only two professors took part in the activities with students. Often, they stayed “behind-the-scenes”, but she thinks that the project may have helped them to understand the students’ thoughts and experiences.

The school is mostly attended by girls: appearance is important and being slightly “different” is not always easy. She thinks that the project has helped her school to mitigate the fear to express oneself: perhaps now her schoolmates are a bit less afraid to show their personality and to share their identity also through their personal appearance.

Giulia said she would suggest the participation to Youth For Love to all teenagers, since the project allows them to grow up, to share personal experiences, to openly discuss and communicate with others, something that is particularly difficult and lacking nowadays due to the Covid-19 pandemic. Giulia often talks about the project activities with her friends and explained what she learned also to her mom and little sister.

*“At home I always talked about the project. My family is happy to know that, besides educational contents, the school offers me a way to get to know better the world we live in!”*

## 5.2 A STUDENT FROM BELGIUM

Gender	Female
Country	Belgium
School	Human Science Lyceum in Hechtel
Role	Student
Age	17

Emma<sup>11</sup> is a 17-year-old Belgian girl with Turkish roots who likes art and music. She is currently attending a human science lyceum in Hechtel.

### PERSONAL EXPERIENCE WITH YOUTH FOR LOVE

Emma participated with her class in various activities offered by the Youth For Love project where she was able to talk a lot about gender and gain more information on the issues of GBV, albeit considering herself as being already well-informed on the issue. In her opinion the project staff was very nice, respectful, and well-prepared on the topic. She enjoyed the activities even though she wished they could go even deeper into the issue allowing more time to elaborate on the learned concepts.

Even if already previously informed on GBV issues, Emma admits that, thanks to the project, she will give more attention in the future to some particular issues she did not really noticed before such as fragile masculinity and the fact that also men suffer from patriarchy.

*“The way we view things is always changing so I think I have to update myself and to keep informing myself on GBV issues”*

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<sup>11</sup> In compliance with respondents’ privacy, names are fictitious.

## IMPACTS OF YOUTH FOR LOVE OBSERVED ON OTHERS

Emma believes that the GBV issue is very important and should be taught in every class and in every type of school, not only in human sciences lycées. Noticing the lack of knowledge and awareness among her peers, she thinks that projects such as Youth For Love are very effective when pursued in classes and schools where the students are not informed on GBV issues.

*“Some of my classmates did change thanks to the project since they did not know some information before”*

Emma believes that her peers' attitude towards GBV issues have changed thanks to the project. Before the project, she said that, for some of her male classmates, it was hard to speak up about these issues, especially with other friends who are not aware of the GBV issue. Now, Emma thinks that, perhaps they are still a bit reluctant to freely share their opinion on the topic, but at least they are informed and able to change their behaviours and attitudes.



“The biggest problems related to GBV issues is that you have to understand and to understand you have to have some information. When you are not given some information, you cannot really understand. Now my classmates have more information, and they can understand”

EMMA



Emma wishes that more people could participate to the project and she would recommend Youth For Love to her friends and schoolmates. Emma believes that there are not many “safe places”, including her family, where adolescents can openly discuss about gender roles, the LGBTQIA+ community and sexual harassment and the project facilitated her class to become one.

*“I did not talk about the project with my parents because they are pretty conservative, and I cannot talk about these stuffs with them. Maybe I will explain them the project and stuff maybe it will help them understand”*

### 5.3 A HEADMASTER FROM GREECE

Gender	Female
Country	Greece
School	High School in Athens
Role	Headmaster

Alexa<sup>12</sup> is the Headmaster of a high-school in Athens. She has been a school director for 8 years and holds more than 27 years long experience as a French teacher.

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<sup>12</sup> In compliance with respondents' privacy, names are fictitious.

## PERSONAL EXPERIENCE WITH YOUTH FOR LOVE

Alexa has actively participated to the Youth For Love Teacher trainings and has enthusiastically welcomed the project implementation in her school. She chose to participate to Youth For Love project to give the whole school community (teachers, students, parents and educational staff) the possibility to build a positive culture of awareness and sensitivity in regard to GBV issues. Alexa is committed to prevent GBV in her school and thinks that GBV lies at the heart of other violence-related problems experienced in the school.

*"For me this is the objective: being able to protect the students against GBV and inspire the teachers towards this topic."*

## IMPACTS OF YOUTH FOR LOVE OBSERVED ON OTHERS

According to Alexa, the project activities have inspired teachers in their work, they have helped to start a conversation about the topic in classes with the students, but also have suggested new teaching methods allowing the students to share their opinions and experiences.

*"The project has given me a lot, and also to my colleagues: they actively participated and shared their opinions."*

She believes that students were really sensitized to the topic thanks to the project which helped them to be more able to identify forms of GBV and to adequately react.

*"The sessions were successful, and all the offered activities have had truly some effects."*

Alexa acknowledges that the project was implemented during a difficult time not only due to the pandemic and the consequent lockdowns, but also due to some discussions and reforms which are currently occurring between Greek schools and the Ministry of Education. On the other hand, the implementation of the project was timely aligned with the burst of the #metoo movement in Greece, which brought GBV issues to the public attention. If before the emergence of this movement some parents were somewhat uninterested to the project, afterwards they started sending her emails asking to let their kids participate to the project. In her opinion, this situation has encouraged parents to address the issue and to understand the importance of these activities at school.

Alexa is glad of this opportunity for her students and educational staff. She would have enjoyed having more time for the project. Indeed, she believes that, in order to build a culture embracing and positively addressing GBV issues, teacher and students need more time to develop their sensitivity and awareness especially in a place, such as her school, with no or little previous knowledge on the topic.

“

“I WOULD RECOMMEND THE PARTICIPATION TO THE PROJECT TO MY COLLEAGUES ALSO IN OTHER SCHOOLS. I BELIEVE THAT THIS SHOULD BE THE GOAL OF ALL SCHOOLS”

ALEXA

”

## 5.4 STUDENTS FROM ROMANIA

Gender	Male Female
Country	Romania
School	High school in Bucharest
Role	Student
Age	17

Cristina and Andrei<sup>13</sup> are two 17-years-old students from Bucharest.

### PERSONAL EXPERIENCE WITH YOUTH FOR LOVE

Cristina and Andrei participated in the activities offered by Youth For Love to their high school and remember them with enthusiasm.

They learned a lot from the project and were able to address topics they normally do not talk about in school. They were generally skeptical towards school projects because they were said to be usually not exciting. Instead, they thought Youth For Love was fun and interesting:

*“We kind of fell in love with the project. There was so much going on and the project staff brought up a subject we did not normally talk about in school and that was kind of exciting”*

Cristina and Andrei appreciated the fact that the “informal teaching methods” adopted by the project did not make it feel like an obligation to participate and to engage in the activities.

According to Cristina, the activities not only increased her knowledge of GBV but also allowed her to know herself better, to accept her limits, and to feel more comfortable with sharing her experiences. She feels that she also learned to be more aware of others and be more careful when judging others.

*“Now I pay more attention to how I talk to people. It is really important to know how you talk to people. One cannot know what hides behind a smile. I pay more attention to what people say to me”*

The project did trigger Cristina and Andrei’s attention: they have continued to investigate deeper on GBV issues by themselves even after the project activities. They believe that being more informed is essential to be able to counteract certain behaviours and situations. Cristina is convinced that self-informing is, indeed, a way to increase her knowledge and to enable her to “spread the word” and share her it with more and more people.

### IMPACTS OF YOUTH FOR LOVE OBSERVED ON OTHERS

The project allowed Cristina and Andrei to open and share their opinions with others and that was something difficult to do before. Before the project the relationships among the classmates were not perfect and at times difficult. Instead, hearing their peers’ opinions and collectively debating on such issues during the project enabled them to learn from each

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<sup>13</sup> In compliance with respondents’ privacy, names are fictitious. Also, although only one project beneficiary (student or school staff) per country was foreseen by the Evaluation Plan, project staff from Romania required the evaluators to engage two students during the interview. Moreover, as highlighted in section “Research limitation and mitigation measures”, a project staff person from CPE was present during the interview.

other and, consequently, to create more connection and unity between them. Moreover, it helped to feel a safer class environment.



“I SAW A CHANGE IN MYSELF BUT LOOKING AROUND I SAW THAT MY CLASSMATES CHANGED TOO. THE PROJECT DID REALLY UNITE US. OUR CLASS FEELS MORE LIKE A FAMILY NOW.”

ANDREI



Another benefit from the project pointed out by Cristina and Andrei concern their relationship with their teachers:

*“Teachers did not pay us that much attention before. The project staff helped us to bring our voices to them and this made them treat us differently. Now I feel like we are listened to”*

Thanks to the project, teachers were able to better understand the students and to see from different perspectives how their students live certain experiences.

Cristina and Andrei believe that GBV should be a day-to-day school subject, not just something addressed by a single project. They thought that more students in the country should have the same possibility to participate to Youth For Love and to become more informed and aware on the issue. For this reason, both the students would recommend the project to their peers and wish their friends outside of their school could participate in this experience.

## 6 RECOMMENDATIONS

### 1. STRENGTHENING THE TEACHER PROGRAM OF YOUTH FOR LOVE AND PROMOTING TEACHERS' INVOLVEMENT IN THE ACTIVITIES

#### RECOMMENDATION

**Strengthening the Teacher Program: broadening the target (i.e., more teachers involved), intensifying the training and tailoring the organisation of the Programme allowing suitability and adaptability to teachers' schedules (already foreseen in Youth For Love II).**

#### RATIONALE

Project staff reported that, in general, some teachers are not sufficiently aware of the issue of violence and GBV, including the different *forms* of GBV and gender-discriminating stereotypes and behavioural patterns, therefore, they are likely to be less capable of identifying and detecting GBV problems occurring in schools. By consequence, this might explain a general discrepancy in the perception of the *relevance* of the issue of violence and GBV (and consequent need to address the issue) between teachers and students (the latter showcasing a greater perceived relevance compared to the former) which was reported by some interviewed project staff.

Despite the difficulties to involve teachers in the activities, because of their workload and pressure to meet school program deadlines, their active engagement was pointed out by some interviewed project staff to be fundamental in terms of the sustainability of the intervention (students leave the school after the school programme completion while teachers remain), as well as in terms of reaching a greater impact.

#### POSSIBLE COURSES OF ACTION

- Organise workshops targeting both teachers and students together during school hours;
- As already done in Youth For Love I, continue to co-design the Teacher programme organisation with teachers and the school board in order to better suit their schedules and duties;
- Considering elaborating further incentives to foster teachers' engagement. For example, in Youth For Love I, the trainings in Greece and Italy had been certified by the respective Ministries of Education. Perhaps a similar path, i.e., the issuance of a training certificate for teachers successfully completing the Teacher Programme, could be also pursued for the other partner countries;
- As in Youth For Love I, continue to foster the opening of the Teacher Programme to the other teachers from surrounding localities besides the targeted school: this allows the broadening of teachers' perspectives and perception on GBV issues by learning from experiences of other schools/teachers. This strategy, for example, proved to be effective in the Greek where teachers voluntarily registered to a cycle of open training sessions in the afternoons open to all teachers of the city of Athens and showcased even greater engagement than teachers from targeted schools (section Effectiveness). This wider engagement also proved effective in Italy and Belgium.
- As in Youth For Love I, continue to provide regular feedback to teachers/school board on what emerges, in general and anonymous terms, from the Teen Support Programme with students' (within the limits of students' privacy).

## 2. INCLUDING ANOTHER CATEGORY OF DIRECT BENEFICIARIES: PARENTS

### RECOMMENDATION

**Addressing adolescents' parents in order to strengthen their awareness and knowledge on GBV as well as their capacity to prevent and manage situations of GBV of adolescents (already foreseen in Youth For Love II)**

### RATIONALE

Directly targeting also parents is of great importance mainly because parents are (or could be) supportive figures to which adolescents (can) turn to when seeking support/intervention to manage/solve violence and GBV situations. In this respect, the project School Diagnosis indeed showcased that some students do report to parents when needing support, while others are more reluctant or scared to do so.

Thus, adding this target of beneficiaries would allow to increase the effectiveness as well as the impact of the intervention.

### POSSIBLE COURSES OF ACTION

- Include an initial need assessment targeting also parents to investigate, among others, their perception of the issue of violence and GBV and the way they deal/would deal with episodes of GBV;
- Design a Parent Programme tailored to the needs arising from such family diagnosis which best suits parents' schedules (i.e., consider evening short workshops, prefer an online and flexible modality, etc.)
- Organising workshops targeting both parents and students together: this could have the benefit, among others, to facilitate and enable dialogue (especially where absent) between students and their parents on GBV issues;
- Organising workshops targeting both parents and teachers together: this would allow to work towards building a united and collaborative response when dealing with violence and GBV on the part of teachers and parents;
- Providing feedback to parents on what emerges from the Teen Support Programme with students': this would allow a greater involvement of parents in the programme as they are updated on their progress, challenges and outcomes.

### 3. BENEFITTING FROM TRANSVERSAL AND CONNECTED ACTIONS PROMOTING THE EXCHANGE BETWEEN TARGETED SCHOOLS

<b>RECOMMENDATION</b>	<b>Fostering exchanges to connect project beneficiaries and stakeholders across targeted schools and across project countries would allow for multiplying positive effects and cross-fertilization of impacts.</b>
<b>RATIONALE</b>	Connecting project beneficiaries (students and teachers/school staff) and stakeholders allows a fruitful exchange of experiences, knowledge, lessons learnt, best practices and an overall broadening of perspectives and awareness and achieving greater overall impact. In fact, it was reported how students appreciated the opportunity of Youth For Love final events to connect with students from the other targeted schools. This is also partly foreseen in the forthcoming Youth For Love II.
<b>POSSIBLE COURSES OF ACTION</b>	<ul style="list-style-type: none"> <li>• Connecting beneficiary students and teachers from different targeted schools in the same region throughout the project implementation (i.e., workshops/events). This had been successfully done in Youth For Love I during the final project events. We suggest improving the frequency of these exchanges throughout the project life-course in Youth For Love II.</li> <li>• Connecting beneficiary students and teachers from different project countries (i.e., online workshops/events).</li> <li>• Continue to increase the connection between engaged stakeholders and key actors across project countries. This had started to be fostered during the project as engaged local and international stakeholders were invited to the project Coordination meetings throughout the project implementation as well as to discuss final recommendations.</li> </ul>

### 4. IMPROVING THE MANAGEMENT OF HUMAN RESOURCES WITHIN THE PARTNERSHIP AND PARTNER ORGANISATIONS

<b>RECOMMENDATION</b>	Planning and following a more effective and clearer division of tasks and responsibilities among project partners as well as among partners' internal staff
<b>RATIONALE</b>	A clearer and more balanced division of project tasks and responsibilities allows for a more efficient use of human resources, hence allowing for significant benefits such as, among others: timely achievements of the project deadlines, less workload on the project staff and on the project lead, higher quality of the delivered activities. Respondents (project staff) from all partner countries reported to have experienced an overwhelming workload during the implementation of Youth For Love and, by consequence, significant partners' delays in carrying out the activities and meeting deadlines were remarked by the project lead. These issues indeed confirm that there is room for improvement as for a more efficient management of human resources.
<b>POSSIBLE COURSES OF ACTION</b>	<ul style="list-style-type: none"> <li>• Clearing roles and responsibility among project partners at the very beginning and regularly following up on task division throughout the project implementation.</li> <li>• Dividing specific tasks and responsibilities among and within partners' project teams, avoiding centralizing all activities on a small number of people. In this respect, we advise project partners to carry out an efficient planning of the activities in relation to the project timeline and intended results as well as to evaluate the balancing of the workload among internal and external human resources.</li> </ul>

## ANNEX 1 - KEY INFORMANT INTERVIEW

- N° of Key Informant Interview: **5** (1 per partner organisation)
- Tools: **in-depth interviews**
- Online Platform: **Zoom/Teams/Skype**
- Time: maximum **1.30 hour** interview
- Interviewee: **Key Project Staff**
- Language of the interview: **English**

Main aspects covered during the in-depth interviews with the project staff:

1. **Background/general information**
2. General perception of the **relevance of GBV issue and of the project and the COVID-19 impact on the project's relevance**
3. General perception of the **coherence of the project** with reference to their **organization**, other **national or local organizations/programmes** and the country's **government policies and vision**
4. **Main outcomes and achievements** of the project
5. General perception of the **efficiency of the financial and human resources** management of the project and among the partners
6. Main **long-term impacts** of the project
7. General perception of the **long-term sustainability** of the project (social, institutional, impact-related, and financial)
8. Main possible adjustments and revisions of the project strategies
9. **SWOT analysis**

## ANNEX 2 - SWOT ANALYSIS

The following table showcases the combined results of the SWOT analysis carried out with the five interviewed project staff of Youth For Love. Findings are hereby presented as indicated by respondents and have also been taken into account in the project evaluation.

	<i>positive</i>	<i>negative</i>
<i>internal</i>	<p><b>STRENGTHS</b></p> <ul style="list-style-type: none"> <li>○ Partnership, coordination and exchange of best practices among project countries (addressed complexity of the phenomenon)</li> <li>○ Innovative methodology:               <ul style="list-style-type: none"> <li>- allowed to adapt the project to the different contexts and schools (transferrable results)</li> <li>- innovative and inclusive toolkit/material (teachers and students)</li> <li>- active bottom-up participation of the students (peer-to-peer activities)</li> </ul> </li> </ul>	<p><b>WEAKNESSES</b></p> <ul style="list-style-type: none"> <li>○ Too many and too ambitious project targets</li> <li>○ Teachers and parents should have been targeted more by the project activities</li> <li>○ Different speed of implementation by project partners</li> <li>○ Physical presence is important, and it was lost due to Covid-19</li> </ul>
<i>external</i>	<p><b>OPPORTUNITIES</b></p> <ul style="list-style-type: none"> <li>○ Opportunity to advocate GBV issues at the national political level</li> <li>○ Possibility to disseminate the methodology to other schools</li> <li>○ Opportunity to develop a stakeholder network both on a national and local level</li> <li>○ Opportunity to engage a variety/heterogeneity of stakeholders: activists, student associations, local and national organizations, institutions, NGOs etc.</li> <li>○ Opportunity for the schools to be aware of/connected to the network of services related to GBV issues</li> </ul>	<p><b>THREATS</b></p> <ul style="list-style-type: none"> <li>○ Covid-19: closure of schools, hard to access the students, complete re-organization of methodology due to the switch to online activities, discouragement of the teachers to continue the project activities after the outbreak of the Covid-19 pandemic</li> <li>○ As there are already many programs on this topic, Youth For Love risks being overshadowed by other similar projects (Belgium)</li> <li>○ Public opinion perpetuating gender stereotypes</li> </ul>

## ANNEX 3 – WEB-SURVEY

- N° of Web-survey Respondent: **4 respondents per country** selected by each partner
- Tools: **Short questionnaires**
- Online Platform: **Alchemer**
- Time: **5 minutes**
- Interviewee: school headmasters, representatives of organizations and associations, social services involved in the networking and dissemination
- Language of the interview: **English** (partner translated the questionnaire in the countries' languages)

Main aspects covered during the web-survey:

1. **Background/general information**
2. The **contribution** of the interviewee's organization to the project
3. **The general perception of the main benefits** of the project (also in creating a local and national stakeholders' network)
4. General perception of the **experience** of the interviewees with the project
5. General perception of the **sustainability** of the project

## ANNEX 4 - CASE STORIES

- N° of Case Stories: **4** (1 per country)
- Tools: **in-depth interviews**
- Online Platform: **Zoom/Teams/Skype**
- Time: maximum **1 hour** interview
- Interviewee: **Students or teachers** with a particularly interesting experience (very positive or negative)
- Language of the interview: **English/French**

Main aspects covered during the in-depth interviews with students:

1. **Background/general information**
2. General perception of the **relevance of GBV issue**
3. **Project experience**
4. **Main personal benefits** received from the project
5. **Main benefits classmates/relationship with students-teachers/school environment** received from the project
6. Main **long-term personal changes** from participating to the project and interest in learning more and investigating deeper on GBV issues
7. **Main long-term classmates' changes** from participating to the project

Main aspects covered during the in-depth interviews with teachers:

1. **Background/general information**
2. General perception of the **relevance of GBV issue**
3. **Project experience**
4. **Main personal benefits** received from the project
5. **Main benefits students** received from the project
6. **Main benefits colleagues** received from the project
7. Main **long-term personal changes** due to the project
8. Main **long-term students' changes** due to the project
9. Main **long-term colleagues'/school environment changes** due to the project

## ANNEX 5 - STRUCTURED FOCUS GROUP DISCUSSION

- N° of SFGDs: **4** (1 per country)
- Online Platform: **Zoom/Teams**
- Time: Maximum **1.30 hour** length
- N. total participants: **min 4 – max. 8**,
- Participants: **teachers** and **school staff** from different classes and schools which participated in several project meetings and activities
- Language of the SFGD facilitation: **English** (if not speaking English, the partners ensured the presence of a project staff supporting with simultaneous translation)
- Tools: PowerPoint presentation

Structure and main aspects covered during the SFGD:

1. **ARCO** presentation;
2. General **discussion rules**;
3. Brief round of participants' **presentation**;
4. Brief presentation of the **SFGD's scope and objectives**;
5. Discussion on **main benefits participants** received from the project;
6. Discussion on **main benefits students** received from the project;
7. Discussion on **main benefits the school/school colleagues** received from the project;
8. Discussion on **participants'** long-term personal changes (**impact**) due to the project;
9. Discussion on **students/class/overall school environment** long-term changes (**impact**) due to the project (with a focus on understanding the willingness to adopt/change procedures and to strengthen connection with existing services/organizations);
10. Discussion on the **project's efficiency** (i.e., project staff, organization and activities).

## ANNEX 6 – AGENDA OF COUNTRY DATA COLLECTION

COUNTRY	DATES	EVALUATION TOOL
ITALY (ActionAid Italy)	○ 3 February 2021	○ 1 KII with project staff
	○ 24 February 2021	○ 1 Case story
	○ 22 February – 8 March 2021	○ Administration of web-survey to selected respondents
	○ 8 March 2021	○ SFGD with teachers and school staff
ITALY (Afol Metropolitana)	○ 4 February 2021	○ 1 KII with project staff
BELGIUM (UCLL)	○ 5 February 2021	○ 1 KII with project staff
	○ 3 March 2021	○ 1 Case story
	○ 22 February – 8 March 2021	○ Administration of web-survey to selected respondents
	○ 3 March 2021	○ SFGD with teachers and school staff
GREECE (ActionAid Hellas)	○ 9 February 2021	○ 1 KII with project staff
	○ 2 March 2021	○ 1 Case story
	○ 22 February – 8 March 2021:	○ Administration of web-survey to selected respondents
	○ 9 March 2021	○ SFGD with teachers and school staff
Romania (CPE)	○ 15 February 2021	○ 1 KII with project staff
	○ 5 March 2021	○ 1 Case story
	○ 22 February – 8 March 2021	○ Administration of web-survey to selected respondents
	○ 8 March 2021	○ SFGD with teachers and school staff

## ANNEX 7 – LIST OF RESPONDENTS

1. Alessio Miceli - Organisation/Association/Network of volunteers (Websurvey Italy)
2. AnnaGiulia Ferrario- ActionAid Italy
3. Cirstea Monalisa – Director of a National public institution (Websurvey Romania)
4. Daniela Draghici - Advocacy specialist of NGO working in the field of GBV issues (Websurvey Romania)
5. Diana De marchi – Teacher and Councilor at the Municipality of Milan (Websurvey Italy)
6. Dirk Nelissen – Teacher at Don Bosco College in Hechtel (SFGD Belgium)
7. Els Lipkens – Teacher at Campus Mosa-RT in Maaseik (SFGD Belgium)
8. Emma Vandyck – Policy Maker of Local institution/organisation working in the field of GBV issues (Websurvey Belgium)
9. Eva Laszlo – Lecturer of High-school (Websurvey Romania)
10. Francesca Paniccia – Activist of Organisation/Association/Network of volunteers (Websurvey Italy)
11. Fulvio Baldin – Teacher at the Liceo Vittorini (SFGD Italy)
12. Gianmarco Silvano – National Executive of Student's Union (Websurvey Italy)
13. Giorgos Karanassios - Teacher at 2nd High School of Kaisariani (SFGD Greece)
14. Giouli Megagianni- ActionAid Hellas
15. Headmaster – Greece (Case stories)
16. Ioniță Loana Lavinia – Teache and School counsellor at Colegiul Național Gheorghe Șincai (SFGD Romania)
17. Janne Celis – Teacher of an High-school (Websurvey Belgium)
18. Kostas Gudromichos - Teacher at 2nd High School of Kaisariani (SFGD Greece)
19. Kostas Korres – Teacher at the 2nd Lyceum of Kaisariani (SFGD Greece)
20. Leopold Lindelauff – Chairperson of Organisation/Association/Network of volunteers (Websurvey Belgium)
21. Livia Aninosanu-CPE
22. Lore Ceysens – Social worker of Community centre/ community organisation (Websurvey Belgium)
23. Mara Ghidorzi – Afol Metropolitana
24. Marc Van Dyck - Teacher at Don Bosco College in Hechtel (SFGD Belgium)
25. MariaSole Piccioli - ActionAid Italy
26. Mihaela Sasarman – President of an NGO working in the field of GBV issues (Websurvey Romania)
27. Mirela Nicoleta Dinescu – Principal of the Scoala Superioara Comerciala Kretzulescu (SFGD Romania)
28. Monica Pasquino – President of an NGO working in the field of GBV issues (Websurvey Italy)
29. Nele Kelchtermans- UC Limburg
30. Niki Panagiotopoulou - Teacher at 2nd High School of Kaisariani (SFGD Greece)
31. Olivia Trioschi – Teacher at the IS Giorgi (SFGD Italy)
32. Petcu Monica – Teacher at Colegiul Economic „Viilor” (SFGD Romania)
33. Rafail Bilidas - Independent Policy & Educational Advisor for an NGO working in the field of GBV issues (Websurvey Greece)
34. Riccardo Rutigliano – Teacher at the CFP Paullo (SFGD Italy)
35. Rita Barbieri - Councilor for social and gender policies (Milan Municipality) (Websurvey Italy)
36. Rodica Nicoleta Popa – Teacher at Scoala Superioara Comerciala Kretzulescu (SFGD Romania)
37. Student – Belgium (Case stories)
38. Student – Italy (Case stories)
39. Student – Romania (Case stories)
40. Student – Romania (Case stories)
41. Teodora Valentina Chiac- Teacher and Porject Coordinator Școala Superioară Comercială Kretzulescu (SFGD Romania)
42. Tim Vandereyd - Board member of Youth-led organization/association/movement (Websurvey Belgium)
43. Ιωάννα Παπαδοπούλου – Adolescent Psychologist in a Community Centre/Organization (Websurvey Greece)
44. Μαργη Χιονν – Responsible for Health Education in a Local public institution (Websurvey Greece)



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