

Developing Bystander Responses to Sexual Harassment Among Young People – Country Report Slovenia

Vlasta Jalušič¹

Peace Institute, 2018

This publication has been produced with the financial support of the Rights, Equality and Citizenship (REC) Programme of the European Union. The contents of this publication are the sole responsibility of Peace Institute and Association for Nonviolent Communication and can in no way be taken to reflect the views of the European Commission

¹ With inputs by Anita Jerina, Katja Zabukovec Kerin, Tjaša Horvat and Lana Zdravković.



Supported by the Rights,
Equality and Citizenship
(REC) programme of the
European Union



INTRODUCTION

This country report provides an overview, analysis, and reflection of the implementation of the project programme Developing Bystander Responses to Sexual Harassment among Young People in Slovenia (Bystanders). The Bystanders' Project was supported by the Rights, Equality and Citizenship (REC) Programme of the European Union and was promoted and coordinated by the Faculty of Psychology and Education Sciences of Porto University. In Slovenia, the Peace Institute and Association for Non-violent Communication (*Društvo za nenasilno komunikacijo*) coordinated and implemented the activities.²

The Bystanders Project (<http://www.bystanders.eu/>) aimed to increase knowledge and awareness of sexual harassment in schools; to develop and implement a training programme with students and with school staff to enable them to intervene in situations of sexual harassment; to increase the motivation of bystanders to stop sexual harassment in schools; and to develop school and local policies and protocols against sexual harassment. According to Potter et al. (2009), a bystander programme can be defined as:

A peer-facilitated education programme that trains participants to identify situations that could lead to sexual violence and to intervene in safe, non-violent and pro-social ways before, during, and after an incident with friends, acquaintances, or strangers (Potter et al., 2009: 108).³

The Project included general activities (knowledge production activities) and the implementation of a training programme with students and school staff—named by all the international team, following the UK team's suggestion, as Programme “Speak out, Speak up”, referred to hereafter as “Programme”. For the sake of confidentiality and anonymity, schools will be referred to as School 1, 2, and 3. In this report, we use the abbreviation SH to refer to sexual harassment.

In the first part of this report, the **country context** is presented: the general features of the education system at the secondary level, description of types of schools that exist, organisation and governance in schools, and existing policies on sexual harassment and how these affected the implementation of the project.

The chapters that follow present first the **project method and implementation** with the learning points in working with schools. Then **results are presented and discussed** by gender, school, and educational context, followed by a reflection on the results, and what the results and implementation tell us about the Slovenian circumstances and prospects to adopt the active bystander/whole school approach to sexual harassment.

² Other partners were Metropolitan University London, University of Malta, and UMAR – Alternative and Response Women Association from Porto.

³ See also Bystanders Literature Review.



Supported by the Rights, Equality and Citizenship (REC) programme of the European Union



COUNTRY CONTEXT

Types of school and distribution of students by gender

Upper-secondary education in Slovenia, which is almost entirely public (146 schools out of 151), takes two to five years and encompasses three types of secondary schools: **a) vocational education programmes** (two-and-a-half or three years, with the possible transition to two-year upgrade programmes; **b) technical education programmes** (four years); and **c) general education programmes** (classical, technical, economic or art *gymnasium* or programmes that offer the International Baccalaureate) for 15-year-olds. The age of students in secondary education is therefore mainly from 15–18 years. In the school year 2016/17, 95.2% of young people between the ages of 15 and 18 were included in secondary education (if taking into account the enrolment in secondary education for adults). 35.6% of students (of which 60% were girls) were enrolled in schools with general secondary education programmes, and 46.4% of students were involved in secondary technical and professional education, of which 46% were girls. In lower and secondary vocational education there were 18% of pupils, and 30% were girls. There are more boys included in vocational and professional education than girls. Almost three quarters (73%) of all students (boys) choose these programmes, the most attractive of which were fields of technique (33% of all students) and computer science (8%). Girls are less likely to decide on vocational and professional programmes (55% of students), and they most commonly choose programmes in the field of health (12% of all students), personal services (11%), and business (10%).

Both the organisation of secondary education (type of school) and the distribution of students by gender in various types of schools represented relevant context for the implementation of the Bystander Project.

Organisation and governance in secondary schools and policies on sexual harassment⁴

The governance bodies in schools are school councils, and the management body is led by the head teacher. School councils are “tri-partite”, composed of the founder (municipality or the state), the personnel-employees, and the parents and students. The council, among others, appoints the head teacher and adopts the annual plan, the implementation report, and other main school policies. All schools offer counselling services, which can consist of one or more persons. In the project, we usually communicated with the school counsellors (or sometimes with the vice head teacher) who also participated in the organisation of the workshops, in the workshops themselves, and other activities.

In Slovenia, none of the high schools has an independent policy on sexual harassment. The issue of “sexual violence”, however, is included within the more general policy on bullying, in particular the National Education Institute’s “Protocol on Detecting and Dealing with Bullying in Educational Institutions”, which also includes instructions and a manual. The Protocol points out that every educational institution (school) has to address various forms of violence, and is obliged

⁴ For more details see Context study (2017).



Supported by the Rights, Equality and Citizenship (REC) programme of the European Union



BYSTANDERS

to respond to them. However, it also underlines that staff often lacks professional training (at a very practical level) on how to deal effectively with violence in educational institutions (Zavod RS za šolstvo 2016). While the Protocol does not define “sexual harassment” specifically, it describes it as a form of sexual violence (*spolno nasilje*): sexual innuendo and jokes with sexual content, obscene gesturing and speech, harassment based on gender, sexual solicitation, displaying pornographic material, groping, stalking, sexual assault, etc.

The Protocol defines bullying, victims of bullying, and “bystanders”. Bystanders are considered peers who detect violence among their peers by directly observing or even encouraging further violence but do not actively interfere or carry out the violence, yet do not protect the victims either. Reasons for this kind of behaviour are different: fearing the perpetrator, not wanting to draw attention to oneself, not trusting that adults would stop the violence, bad experiences in the past with reporting, belief that this is not their problem, silent identification with the perpetrator, etc. The Protocol is accompanied by instructions setting out how employees of public and private educational institutions that implement publicly valid (official) programmes on detecting and dealing with bullying should respond (Zavod RS za šolstvo, 2016a). They are divided into rapid interventions and process interventions. Key actors are teachers, school counselling services, and management of educational institutions: the head teacher or his/her assistant. Cooperation with other bodies such as police, centres for social work, and non-governmental organisations is encouraged.

While schools usually have their rules that set out rights, obligations, and prohibitions for students during school time, which are in accordance with the annual work plan of the school, there are to our knowledge no systematic programmes addressing sexual harassment or sexual violence in schools specifically in terms of prevention, informing, consciousness raising, or eliminating harassment. Some elements of possible intervention schemes are, as demonstrated above, incorporated into policies about bullying but do not represent a comprehensive approach. Schools are using the general school rules that are adopted every year by the Ministry of Education, Science, and Sport. They state that the school has an educational mission and that its work should raise the consciousness of students about several topics, including “various forms of violence”, but they do not mention either sexual violence or sexual harassment (The Rules about the School Order 2018).

METHOD

The method of the Bystanders Project was threefold: i) activities to deeper understand the national contexts and social representations of students and school staff; ii) a training programme based on a whole-school approach and an emancipatory pedagogy working with students, teachers, school staff, and school management; iii) activities aimed at policymakers to advance school policies preventing SH.

After the literature review and the country context paper on SH, the international team developed the background research to deeper understand students’ and school staff’s perceptions of the problem. Hence, the empirical part of the Project, the focus group research, were carried out with



Supported by the Rights, Equality and Citizenship (REC) programme of the European Union



BYSTANDERS

students, teachers, other school staff, and parents. In these focus groups, some of the questions addressed were related to what is sexual harassment, to whom does it happen, who are the harassers, is there sexual harassment in schools, what do people who see sexual harassment do, and what could they do. These conversations were recorded and analysed, and they were fundamental for the research team to understand what is considered sexual harassment by these different groups and their perception of possible bystander interventions. With these insights, a pilot programme was drafted. The pilot activities, ideas, and examples of sexual harassment were drawn from the focus groups. The pilot programme was tested in one class, and some adjustments were made for the final programme “Speak up, Speak out”.

After the pilot in autumn 2016 (see pilot report 2016), the implementation of the programme (see Table 2 and the programme materials in attachments) was carried out in all three schools at the same time (between January and September 2017). In each school, three workshops were implemented with students and two with the staff, after which the follow-up activities started; these included several activities and one follow-up session with students in one of the schools. The sessions (with both students and staff) lasted in general for approximately 90 minutes. In the following table, the content of the sessions with students will be described.

Table 1: Activities in student sessions

Session	Activity	Activity description
Session 1 (single-sex)	Sexual Harassment Vignettes (Where is the limit activity)	Real situations of sexual harassment that occurred in the countries participating in the project were described on cards (vignettes) numbered from 1 to 8. These vignettes were distributed to the students, and each should deem the situation as “acceptable” or “unacceptable”, moving around the room and position (“where does the sexual harassment occur?”).
	Combined Concept Map Who harasses, where, whom, why no reaction, who should react, how does the victim feel, etc.	Students organised in groups have constructed maps with their concepts regarding sexual harassment. A joint “concept map” was created covering concepts proposed by boys and girls at the end of the previous session. In this second session, boys and girls (in single-sex groups) discussed this combined map highlighting similarities and differences.
Session 2 (single sex)	Most likely activity (stereotypes)	Some statements were elaborated (such as “who is most likely to get in a fight?”, “Who is most likely to cry?”, “who is most likely to cook at home?”) and the students were asked to identify who is “more likely” to be associated with each situation, girls or boys? This activity was done in circle, and students had two coloured cards with “boys” and “girls” written on them to raise according to their answer.
	Bystanders Video	A short video with some examples of bystanders was created for this project. Based on that video, the facilitators took feedback from them about what they think of as barriers to action when sexual harassment happens and on what they could do to intervene.



Supported by the Rights, Equality and Citizenship (REC) programme of the European Union



BYSTANDERS

	Bystanders Role-Play	Two volunteers (students) played the roles of harassed and harasser and acted out a typical scene of sexual harassment inspired by one of the vignettes used in Session 1. While role-playing, the audience was called to intervene and to give their opinions of the situation.
Session 3 (mixed)	Agenda for change	An agenda for action was developed with the groups based on their views of what measures could be taken to prevent the sexual harassment in their schools and to commit to certain activities after the project implementation.
	“Speak Up, Speak Out” Logos	Organised by groups, the students develop their own words/slogans written inside an empty logo that covered what they learned over the three sessions of the project.
Follow-up session	How feelings have changed (single-sex part)	The students had to complete three sentences related to their feelings on the sexual harassment, the victim, and the harasser before and after the project.
	How thoughts changed (single-sex part of the session)	The students described how their thoughts on sexual harassment, victims, harassers, and bystanders have changed.

The three selected schools and their characteristics

For the implementation of the project, we selected all three different types of schools from both the capital and one of the regions of Slovenia. We did not include any private schools, as almost all schools in Slovenia are public and financed by the state, and there are only negligible varieties among the school organisations or rules in public schools. The main differences concern the educational aim of the school, which depends on the above-described categories (vocational, technical, general). These schools vary regarding the degree of general knowledge and particularly social science knowledge of students, depending on the curriculum, which offers them more or fewer subjects dealing with broader educational aims. They also vary regarding the gender composition, or the number of boys or girls in classes.

Description of the schools

School 1 is among the schools with professional programmes in the field of health (nursing school). Most students are female, and within our context, it is necessary to mention that the school (among others) has a recommended dress code (rules about appropriate dress of students, which is formally gender-neutral but has implications, particularly for the girls). The project partner responsible for the direct implementation of the workshops, DNK (Association for Non-violent Communication), has been engaged in the school for several years, partly with workshops and also with individual counselling. There was interest in cooperation on the part of the school, and the school counselling service was very active and committed, expressing great interest in the topic of violence prevention and in cooperation.



Supported by the Rights, Equality and Citizenship (REC) programme of the European Union



BYSTANDERS

School 2 is among the schools with general educational programmes, namely *gymnasia*. The gender structure of the pupils is balanced, although the classes we worked with were not. DNK has been involved with this school for several years as well and has conducted many workshops there. The school leadership, the school counselling service, and staff showed great interest in working on the project.

School 3 is a secondary school that educates for upper secondary and vocational programmes such as pre-school education, gastronomy and tourism, health care, and cosmetics. Although there was interest in cooperation on the side of the school leadership and administration, we needed a lot of coordination to organise the workshops. The gender structure of classes at this school varies according to the profession for which they are educating students. In the pre-school education programme, which was one of our classes, there are mainly girls, while some other programmes (tourism or gastronomy), include more boys (one of our two classes in this school).

In all schools, there was generally a lack of time for both among the personnel and in classes; staff was very busy with other projects, direct teaching and educational obligations, so it was difficult to coordinate the terms of sessions. While we attempted to organise workshops within the timeframe students have for classes, and had an agreement with the school staff helping us that this would work out, we did not always succeed fitting into this timeframe; therefore, some sessions took place after classes. This too affected the implementation in cases of two workshops with students, and especially the follow-up sessions, which were implemented completely outside of the school timetable.

The programme/template that was developed for each of the sessions was translated into the Slovenian language and slightly adapted in some cases, but there were no substantial alterations, just modifications. The changes were either prepared in advance or made ad hoc, while these changes usually depended on the number of students. This means that if there were a high or low number of students, the programme was adapted in the sense of having more/or less time for discussion or that certain activities were carried out at a more or less rapid pace or, if necessary, omitted. There were rare cases when activities were difficult to carry out due to having many participants, too much material and time constraints, and/or other specific circumstances; for example, the inability of students to carry out the activity themselves (in one case they needed help with concept maps), or if there was a specific situation that had to be discussed (examples were when students talked about the sexual harassment from teachers).



Supported by the Rights, Equality and Citizenship (REC) programme of the European Union



Table 2: Number of students in each group/class

School	Number of students per group	Male	Female	Total
School 1	Class A	8	23	31
	Class B	21	8	29
School 2	Class A	23	10	33
	Class B	9	20	29
School 3	Class A	13	3	16
	Class B	4	19	23
Total	All	77	76	162

Practical learning points about working with schools and implementing the programme

Lessons about implementation are not unified in all three schools. They have some common points, but they also vary. We would like to point out four variable elements:

1. **The influence of school timetable and workload of students and teachers on the workshop implementation:** School timetable and workload of students and teachers were all part of the important framework and limitation for the implementation. The timetable affected the organisation of sessions, the possible dates of workshops, and follow-up activities. We had to adapt to the school timetable, and if we wanted to include the whole classes of students in the workshops, we needed cooperative staff at the school so that the workshops could be included in the school timetable. Otherwise, we could face lower attendance, which happened in one case when the workshop was organised outside of the school timetable, and the number of students/girls was very low (only two).

Workshop adaptation: In some cases, the workshop facilitators decided to adapt the framework of the activities to the given situation/school, class, number of students, or to give more space to discussion.

Their suggestion was that the workshop layout could provide more space for discussion and allow for the adaptation of activities to specific situations and the workshops to a particular class. For example, in the case of a high number of participants (boys or girls), a smaller number of vignettes in the first activity in the first workshop can have a more relaxed atmosphere and time for questions and motivation for thinking. We made such an adaptation in the case of the B class in School 1 in the second series of workshops, and it turned out to be very effective. In this way, we



Supported by the Rights, Equality and Citizenship (REC) programme of the European Union



DRUŠTVO ZA NENASILNO KOMUNIKACIJO
ASSOCIATION FOR NON-VIOLENCE COMMUNICATION



L-Università ta' Malta
Ready for Social Wellbeing, Department of Gender Studies



LONDON METROPOLITAN UNIVERSITY



BYSTANDERS

also met the challenges of a specific situation (a concrete example of harassment that we had to discuss at that particular school). Still, the establishment of a genuinely confidential relationship did not go smoothly, and we did not have enough time to focus on the problem.

Experience with reporting about a concrete case of sexual harassment in one of the schools has shown that a protocol within the project implementation would be needed on how to respond when young people talk about their own experiences of sexual harassment (perhaps also sexual abuse). Maybe an advanced procedure with employees in contact with the class should also be proposed in case young people talk about SH from the school staff.

Importance of the timeframe: It turned out that the timeframe (the duration of workshops) was a very important factor in the quality of implementation. Time was needed to discuss and rethink stereotypes and to understand what sexual harassment is: otherwise, it was difficult to move on to questions about what an appropriate action in cases of SH might be. Enough time and space was necessary to discuss worrying comments and opinions, which sometimes popped up (as the workshop at School 3 has proven). Moreover, sufficient time was needed to focus on specific cases of SH, particularly if young people talked about their own experiences of sexual harassment (perhaps also sexual abuse), and especially if there was staff involved (Schools 1 and 2). In some of the sessions it seemed that the session outline could have less extensive content (a smaller number of vignettes would eventually give more time for questions and motivation for thinking), but with a smaller number of participants, that was not a problem. In some sessions, everyone expressed the opinion that they would like to have more time for the debate. The timeframe was also decisive in cases when the students needed more time to understand the aim of particular exercises, which was the consequence of their different knowledge levels as well as age.

The number of participants: The number of participants in each of the workshops was also an important factor. The number depended on the size of the class, whether all students attended, and the gender makeup of the particular class. The number of participants in sessions thus varied from more than 30 (maximum) to only 2 (minimum). It would therefore be very useful if the programme defined the most appropriate number of participants (10–15) and also determine the minimum number of participants in the workshops, because it is was difficult or even impossible to perform the activities with only two participants.



Supported by the Rights, Equality and Citizenship (REC) programme of the European Union



Dynamics of the activities and participation of students and staff

Workshops in all schools generally took place without problems and went very smoothly. The atmosphere was lively, and students and staff who participated with great interest. In students' workshops, except for one session when the girls of one class in School 3 did not show up (the workshop was organised outside of the school timetable, and there were only two girls in the class who could have felt too exposed), participation was almost full in all the workshops. Students were active, yet the extent also depended on the type of school and class. Staff too (mainly teachers) participated actively. There were, however, differences among schools regarding the number of participating staff. At School 1, it was difficult to gather a considerable number of staff. The formal reason for this might be their busy school schedules and obligations outside of school (medical professions), but also the general attitude that these problems are in the scope of the work of the counselling staff; therefore we remained with only 4 participants at staff workshops, all of them women. Meanwhile at Schools 2 and 3, we had from 10 to 16 participants, including 1–4 men. While the staffs of School 2 was very eager to participate, the staff at School 3 (14 women, 1 man) seemed wary and doubtful at the beginning, while later they cooperated with interest. At this school, the participation of staff was made obligatory by the school leadership.

At all schools, situations emerged when due to a large number of students-participants in the workshops (male or female), time was running out. This was particularly the case with the first workshop (and in Schools 1 and 3), which included many activities the students were supposed to engage with. For example, in the case of the first activity of the first workshop (“where is the limit” – which involved reading of vignettes, physical engagement and movement in space to show agreement or disagreement, and the final discussion) time was running out in the workshop in School 1/class A-girls, but the main reason was the high number of participants and the time-consuming nature of the exercise. With fewer participants, the workshops could be more in-depth, as some of the workshops have shown (for example in School 1/class A with boys) where there was more time to reflect on what is sexual harassment in concrete cases.

Sometimes, the programme was too extensive for some participants, and in one or two cases for the whole group/s, so that the workshop facilitators faced challenges when trying to respond to all the comments and encourage everyone to share their opinions. Activities concerning the filling in of the conceptual maps, working with stereotypes, and the activity called “video observer” were conducted efficiently and smoothly, while some groups of students needed help in concept-mapping.

The students' workshops first took place in groups divided by sex (each group of boys and girls had two consecutive workshops). After that, the mixed workshops with boys and girls together followed, and they generally also took place smoothly, yet both boys and girls expressed fewer opinions when they were together than in the separate workshops, and in general, the boys were quieter. At two of the schools, the cases of concrete harassment were discussed, which involved additional engagement with students and staff.



Supported by the Rights, Equality and Citizenship (REC) programme of the European Union



Dynamic of implementation and the gender perspective

As mentioned, the students' workshops first took place in groups divided by sex. The first set of activities were intended to bring about greater awareness and understanding of the sexual harassment, and the ability to set the limits of acceptable behaviour, and also to discuss gender stereotypes, while addressing the main dimensions of SH. Although there were differences in assessing what is appropriate or inappropriate behaviour (where is the limit activity), not only the boys and the girls differed from each other regarding the assessment of acceptable behaviour, but the boys' and girls' opinions differed among themselves. While we saw blaming of the victim expressed among both boys and the girls, that was not a dominant attitude among either girls or boys (except in one specific group of the boys in School 3). Most of the girls have set stricter limits for acceptable behaviour than the boys, and many girls showed good knowledge of SH, even in the first workshop. Only for some of them was the information new. The least acceptable among the behaviours described in the first activity where a series of vignettes were used and their acceptability ranked from 0 to 10 was the situation when the boy is staring at the girl on the bus and the behaviour of the girls harassing the boy. While in one group, the girls were ready to tolerate harassment of a boy by other boys with pornography slightly more than other groups, all other practices in the vignettes were considered unacceptable to them. The least acceptable on the scale were the vignettes with video recording of intimate parts and sharing the pictures online or exposing the intimate parts. In one of the classes, the difference between girls and boys was mainly in girls' zero tolerance of forcing someone to watch pornography. Some girls, however, were inclined to victim-blaming if she allegedly wore "provocative" clothes (especially in School 1), while others strictly rejected the possibility that "provocative clothing" would be an excuse for harassment. In two classes girls stressed the importance of consent in certain behaviours, and pointed out that there exists a connection between SH and the problem of uneven distribution of power (also in the relationships between teachers and students).

For the boys, the most unacceptable behaviours in vignettes were similar as girls' workshops, and for them too, the least unacceptable behaviour was the situation when the boy was staring at the girl on the bus and later asking her why she ignored him. The boys have shown understanding of the topic, while they maintained a belief that sexual harassment is to be understood primarily contextually, and that the vignettes lacked the context to be able to judge them properly. The boys were generally not so critical of the harassment of a boy with pornography by other boys. The results, however, show that they were much less tolerant of the harassment of a boy by the girls than the girls. This might indicate that girls too have double standards as to what the boys would experience as harassment. In one of the boys' groups (in School 3) the tolerance of SH was very high with almost all vignettes, except those with explicit sexual content, such as distributing photographs of genitals and video recording, not seeming to be a problem for them. Some participants in this group explicitly and hostilely blamed the victim; they had explicit double standards for genders regarding appropriate behaviour, especially with regard to "provoking" outfits. SH was deemed an expression of affection and love. This, however, was less expressed in the second workshop with the same group, which might indicate that the project already had effects at that stage.



Supported by the Rights, Equality and Citizenship (REC) programme of the European Union



BYSTANDERS

Stereotypes and homophobia

While we were discussing double standards for boys and girls and gender stereotypes in the workshops (the most likely activity), the answers regarding stereotypes were sometimes quite divided, except for one school (School 2). This school stood out because the male students said that they know that they “act on stereotypes” and that they understand sexual roles and patriarchy, which are primarily connected with power relations. At the same time, some of them believed that women were weaker, less capable, and that due to their biology, they have to devote themselves to children.

There was no explicit homophobia expressed in any of the classes or groups. Some girls too were inclined to blame the victim stereotypically for dressing “provocatively”. Among two groups of boys and in some single cases elsewhere, there was a strong belief that “some girls” were “guilty themselves” of being harassed, that they were harassed because they were provocatively dressed and/or behaved to attract boys – thus they get a “counter-offensive” in the form of harassment. There were also quite some stereotypical attitudes regarding the behaviour of men or women (who are responsible for which tasks in society and how they express their feelings or react in typical situations), yet boys have also remarked that they are being raised in order to become “masculine” so that they, for example, don’t cry.

While some boys defined SH and sexual violence as something taking place somewhere out there, and not in their surroundings, it was interesting that it was the boys who told us about the cases of SH at school. Meanwhile the girls who were told by the boys to be affected by this later denied that the reported case of SH took place, and this caused the girl’s reluctance in participation in the second workshop.

The found gender stereotypes were on the one hand connected with blaming the victim, namely that the girl who is dressed provocatively (“shows half-ass”) or acts in certain ways provokes harassment. Additionally, the girls assumed that boys have difficulties in self-control “because of hormones.” If “challenged” by the girl, they cannot control themselves and are so to speak helpless concerning their sexuality. The boys also thought that the different perceptions of harassment were conditioned by the different functioning of the sexual organs (in most classes, this was also articulated in terms of “hormones”), different views on sexuality, and various sexual roles.

Thus, while girls were addressing gender stereotypes as well as double standards for girls and boys, the vast majority of them were nevertheless, like the boys, not aware of double standards. In School 1, the girls drew attention to the fact that they have a dress code that mainly affects the girls and not the boys, and they deemed this as unfair. Among all groups, two classes of girls strictly opposed the thesis that girls with their dresses “provoke” harassment (in Schools 2 and 3).

Interestingly, staff workshops have shown similar picture as the students’. In one of the schools, a stereotype was present among staff that SH happens in parks, in large cities, elsewhere. Also, staff generally maintained that they did not have any experience with SH. There was an opinion expressed in one of the workshops with staff (one explicit case) that girls should be told where not to go and how not to dress. This statement followed an opinion that girls are becoming more



Supported by the Rights, Equality and Citizenship (REC) programme of the European Union



BYSTANDERS

and more violent and vulgar (the workshop facilitator pointed to the possibility that this is a response to a situation in which, “if it is not safe for me, I behave so that I will feel safer”). In one of the schools, we noticed a general conservative attitude towards dress, and we thought that the reason might be the type of school, as in the medical professions there exists a typical hierarchy. We observed that in some cases, the schools practiced double standards for boys and girls (not explicit and by the book but in practice), while the staff have made clear that all the school rules are gender-neutral (in Slovenian language it is possible to write the rule in a gender-neutral form, while in practice this is interpreted in a way that only girls have to regulate the way they dress).

In general, the staff (mainly teachers and some support staff, or school counsellors) were very self-reflective. Among some men of the staff, stereotypes emerged about the victims as to who would protect the perpetrator if one intervened. A few (younger) teachers discussed their own experiences and feelings in cases of sexual harassment and how important it would have been if someone had intervened (a woman’s story). Some debates about the vignettes (harassment of boys) have shown that men downplay their experiences of being sexually harassed (the vignette describing the case of pornographic material shown to the boy), while saying that it is true that they were harassed too (especially those who considered themselves as “untypical boys”), but that SH did not have any substantial consequences for them.

Staff was mostly motivated to do more on the issue of SH, or they said that they wanted to try to work on it from then on to prevent disrespectful and violent behaviour in general. However, they felt quite unsure and that they did not have the competence to intervene. They needed more information about the general legal framework and about the existing school protocols. Most of the bystander workshops for staff were attended by a small/er number of similarly thinking colleagues, who were particularly motivated to work. They were ready to think about their experiences and the cases that they had observed over the years. They shared the experience of how embarrassed they felt in some cases and how afraid they were to intervene, especially because they did not know how the victims would respond; they were not sure whether they knew what the victims wanted. In one school, however, the staff was not especially interested, and it seemed as if they came to the workshops out of obligation.

Concept map results

The determining of who harasses, how, where, and whom has brought deeper insights into how SH is understood by students. The results of concept-mapping activity offered additional material for reflection and discussion, and they rendered a clearer picture of why students and teachers do not intervene and what could be done. In what follows, we present the summary of the concept-mapping in Slovenia, while both the general concept map and results of the particular groups are attached in a separate document.

In the concept maps, the students named the whole spectrum of possible harassers, from “immature” and “mature” persons to professors, priests, family members, and schoolmates. While girls in some of the classes clearly connected the issue of SH to power and power relations, and conclusively said that “anybody” could be a harasser, the boys sometimes tended to see harassers as strangers and those “out there”, while they simultaneously paradoxically maintained that the boyfriend too could be a harasser. The medical school students have pointed out patients and



Supported by the Rights, Equality and Citizenship (REC) programme of the European Union



BYSTANDERS

doctors as possible harassers, showing their awareness of the specificity of the medical profession (greater physical closeness) and of gender relations in caring situations.

SH can happen at many places: the Internet, social media, and picture-sharing were mentioned very often; the new technologies that enable unwanted public exposure of intimacy are seen as the most likely and dangerous situations. Besides physical and non-physical, students also mentioned verbal and non-verbal SH. Schools, parties, lonely places, parks, street, buses, toilets, etc. were mentioned while boys and girls mainly mentioned the same places, while the hospital was mentioned in the medical school. SH can happen to anyone who is weak or perceived as weaker and vulnerable, including family members, the mentally handicapped, elderly people, girlfriends, nurses, women “who have beautiful posture”, etc. This does not exclude men and boys, although women are seen as the most frequent victims.

The harasser exerts and feels domination, pleasure (said girls) or satisfaction (said boys) and perceives himself⁵ as strong, all-powerful or rightful while having control over someone else. He might also feel “cool” and “good” (said boys), and like a “dude” (said girls). The victim is humiliated and hurt (said both boys and girls), disgraced, ashamed, traumatised, shocked, feeling bad, abused, and does not know what to do (said both boys and girls), but as a minority maintained, “in some cases” she “feels nice” (said one group of boys).

The students rarely react and usually do not do anything because they do not take these acts as harassment because they fear revenge, or do not know where to turn to or how to help. Also, it might seem useless to react because others do not listen or take them seriously, and they cannot trust them. They might rely on the opinions of others and think “it is not that bad” or think it is okay and even like it. While being ashamed, they do not know where to turn to (said girls), do not want to interfere, or, in addition, the harasser is their friend (said boys). Yet the students could do many things (the boys’ list is longer than the girls’): go to the social worker, call the police or the teacher, tell others, clearly take the victim’s side, discuss the event with the victim/harasser, or even directly interfere while taking the victim’s side and resist. Boys would face the harasser, report to the police, tell the parents, while girls would confide in their friends, seek help, tell the professor/adult/parent, inform social services, help the victim, talk to the victim, etc. (said girls).

The students think that teachers do not do anything because they mainly do not take SH seriously, and do not believe or notice that it is happening. They do not have enough knowledge about how to react or do not want to deal with it and might be afraid of consequences. Possibly, they can be harassers themselves or might not care. Teachers, in their opinion, are not trained in these matters; they neither understand what is going on, nor they do want to bear responsibility. Finally, they might not even have time to deal with this (said boys). The girls thought that teachers do not intervene because they are not sure whom to believe, and while they think that it is hard to prove SH if not knowing the whole story, they do not want to interfere or believe it. They might look at it as if it is not their problem or might not take SH seriously while suffering from a lack of time and stress. They might be ashamed and not dare to react while assuming that the victim would not want them to react, or they might fear to eventually cause more damage (said girls).

⁵ The students mostly addressed the harassers as “he”, thus using the male gender.



Supported by the Rights, Equality and Citizenship (REC) programme of the European Union



BYSTANDERS

Teachers, in the opinions of students, could do many things: warn the harasser, inform his parents, talk about SH, take penal action, report to social service, inform advisory service or police, get involved, give advice (said boys). They could talk to the perpetrator, dedicate their time to the victim, listen to her, involve parents, the police, intervene in the situation, offer help, advise, talk, penalise (said girls).

The students listed the following feelings of a victim: they were sorry for her, wanting to help, sympathised with her: poor she, she was exploited, abused, she did not deserve it; yet in some cases they said they were not feeling sorry for her, and once there was an opinion that “she deserved it” (among boys). The girls saw the victim as helpless, ashamed, scared, poor, exposed, needing understanding and help, as sad, exploited, and as someone who will have long-term consequences (trauma). The students were worried for the victim and wanting to help. Boys have shown less empathy, although in general, the students have often listed their own feelings and not the victim’s eventual emotional situation.

In further discussions of the concept maps in the workshops with students and staff, the following reflections emerged:

Among students, the comments on concept maps were that girls (and women) were sometimes also harassers, and that people pretended that harassment was a joke. A debate was held about “jokes” that “cover” harassment. While looking at the boys’ concept map, the girls in one class thought that they were thinking of SH in much less detail than boys (as opposed to the other class in the same school). Girls maintained that women were not weaker in general, but become weak as those who are unable to set boundaries, and that the perpetrators are often convinced that their act is just a “joke”. The girls also said that the first thought of rape they have is that a woman (victim) is resisting, screaming, kicking; but the debate led to the conclusion that it is often not so. Ambivalent feelings that the victims have were discussed in several groups. Boys often identified harassers as psychiatric patients, and they also realised that girls were more critical of milder forms of sexual violence (probably having more experience in real life, they remarked). Apparently, the students also discussed the issue of SH outside the workshops and the boys commented that they did not know that whistling could be harassment. It was stressed that professors also harass, and that many things are happening on the web. One of the conclusions was that anyone could become victim, and that those who experienced SH can better understand what is happening.

Obstacles to action were fear of sanctions and indifference, especially when it comes to victims who are strangers. Other obstacles are unpredictability, peer group pressure, the problem of exposure, teacher’s sanctions, double standards for girls and boys, the problem of proof, those who tell things to parents are marked by the teachers as overprotected or “spoiled children”. Other obstacles are the indifference of teachers, the norm of non-interference in the affairs of others, fear of responsibility, inexperience and not knowing how to help, helplessness, and ignorance. The biggest obstacles are shame of exposure, fear of not being taken seriously, or that those told or informed will overreact and do more harm.

The reaction to SH should be quick, and students suggested as a reaction also telling to a teacher who is sexually harassing someone that his deeds are wrong. They proposed involving parents,



Supported by the Rights, Equality and Citizenship (REC) programme of the European Union



BYSTANDERS

talking to a classmate, increasing attention, seeking support and help, informing others, talking about SH, notifying teachers, police, or parents, and contacting other institutions. They remarked that one can much more easily take action if the victim responds positively, if more people are responding, and if one knows the victim. What is needed is helping and talking to the victim and initiating a group action, especially if the perpetrator is someone with power. This makes a response easier as in a group one feels supported and trusts others.

Among staff, the reasons for non-reaction were mostly similar to those that the students already identified. When reviewing conceptual maps made by students, the staff was obviously provoked by what they saw, and there was lively discussion in all of the groups. For one of the groups, it was interesting to the participants that girls and boys indicated the hospital as a place where harassment was happening, and that especially girls noticed that nurses may be harassed.

When discussing how SH victims feel, a stereotype about the screaming victim arose among the staff too. One of the teachers described an example when an adult woman did not recognise violence. When discussing what they can do, the teachers maintained that one should report to the police if there was suspicion of a criminal offence. Yet the problem is not knowing when an act is a criminal offence, so the question was what can they do in such cases. It turned out that teachers still tend to respond to SH by exposing the victim and asking her many questions, that they were not sure how to react if they were faced with online harassment, some of them would confiscate phones, etc. In many cases, they would refer the victim to someone else, a counselling service, teacher, or an outside organisation. Most of the teachers would like concrete guidance about what to do and how to react; thus in all of the workshops, the need for protocols and guidance was expressed. Yet they pointed out that it is important to protect the victim first and then take further action.

Obstacles to intervention are above all, fear of lawsuits and the media, fear of accusing people too quickly, not knowing really if the girl likes the boy's behaviour or she sees it as harassment and is just trying to act cool, not showing fear or anger. They think SH usually occurs when they are not there, so they cannot intervene. Another problem is also a lack of time.

There is a big difference in their opinion if the harasser is a classmate or a teacher-colleague from the school council. The case of a teacher is much more severe and should be handled without compromise. Yet in order to respond properly, teachers need a supportive environment for work so that they feel secure, in the sense that they can consult with someone and that they also have support outside of the school of those who know how to handle cases of SH and sexual violence and who know the laws well.

The review of conceptual maps has clearly shown how the attitude to SH functions in relationships among students and between teachers and students: students do not take action because they do not know what to do or because they agree with harassment. In the discussion about the “active bystander” after watching the video, one of the main points was: “If you get involved, you can get hurt.” Teachers do not react because they do not want to deal with these issues, do not know what to do, or they harass themselves.



Supported by the Rights, Equality and Citizenship (REC) programme of the European Union



BYSTANDERS

Follow-up activities

Several follow-up activities were carried out after the workshops, mostly within two months after the last workshop. The students planned these activities at the last (mixed) workshop, while the facilitators helped them think about what could be done in order to increase awareness of sexual harassment and activate the bystanders. The staff too was motivated to plan activities, especially to set up a protocol on how to proceed in cases of SH together with the students.

At School 1, a small group of pupils and one teacher was established. They started the activities with the support of the DNK (Association for Non-violent Communication). They planned to design a leaflet with basic information, to write a text, and to make drawings so that the leaflet could be shown on the main LCD monitors at school. Two meetings took place, and at those meetings, a protocol was discussed as well. At the final event, the students and the school counsellor told us that not much has been done (due to school holidays), but that they would continue to work on the issue of SH in the next school year.

At School 2, one round table and two additional meetings were organised where the problems of SH were discussed, and teachers and pupils started to discuss the protocol. It was agreed that DNK would provide the school with general guidelines for the protocol. At the end of August, a lecture for the whole school staff was held about the results of the project and a common reflection on the treatment of violence at school followed – not just sexual, but in all forms. The staff planned to introduce new rules on SH when the school documents would be revised. The lecture reminded them of principles that are important in dealing with victims. After the lecture, they worked on the protocol.

At School 3, the students decided that the activities would be carried out in such a way that they would do the presentation of the theme “sexual violence” to the whole student community. Also, the class presidents would present the topic in the form of one-hour lectures in all classes, which will still be at school in June with a PowerPoint presentation. The DNK was supposed to review the content of their presentations, but the presentations were either not yet prepared or did not arrive at DNK.

One follow-up workshop session was organised with a much smaller group at School 2. At the end of the session, the participants evaluated the workshops (among others) with the following words:

- I know a little more about this topic now.
- I formed my own opinion.
- We've learned more about what sexual harassment is.
- These workshops have further helped you to do more.
- Sexual violence is so specific that it is necessary to treat each case in its own right.
- You need a lot of talk about a particular situation before you react; then you can see it immediately.



Supported by the Rights, Equality and Citizenship (REC) programme of the European Union



BYSTANDERS

Analysis of evaluation questionnaires:⁶

Students: 162 students filled in the pre, post and follow-up questionnaires. We did not get all the questionnaires back, and not all classes/groups answered all (the pre, post and follow-up) questionnaires. In some cases, the workshop moderators did not mark the questionnaires by sex, so their data could not be used for the analysis. The results are therefore not entirely comparable. Nevertheless, if read carefully, the data generally show improved knowledge about SH, greater confidence in identifying SH, and also increased confidence to intervene/act in situations where SH takes place. A more detailed look shows that while the majority of students in the post or follow-up questionnaires confirms a better understanding of SH with “agree” or “strongly agree”, there are differences among schools, classes, and genders about how the SH is understood and recognised and whether the students now know better how to act in cases of SH. There are also several important commonalities that we will discuss below.

In the first class at School 1, for example, we did not have the post-questionnaire filled in, and we only had a few (3) boys who answered the follow-up questionnaire, so their case is not really representative. The results show that the students are still unsure regarding their knowledge of SH, especially concerning the gender dimension (which was also the case before the workshop). Nevertheless, they all think that schools should do more regarding SH. Meanwhile, among the girls, the result is the opposite. In general, they show a considerable increase in knowledge: the great majority of them now understand better what SH is. Interestingly, after the implementation, they much more than before think that girls and boys perceive SH differently. Yet it seems that their knowledge regarding the influence of gender on SH remained at the same level. They also know much better how to stop SH at school (before, only 4 of them answered positively to this question, while now there were 12 positive answers). Meanwhile, they do not know much better where they can get support for themselves or others.

In the second class (group B) at School 1 (where we also did not have the post-questionnaires marked by sex but only follow-up questionnaires), the boys show a slightly better understanding of SH than the previous group of boys. They say they are not so sure if SH takes place among them. The biggest change in their answers is that after the programme they see SH much more as depending on context. They too are unsure if they now know better what they could do to stop SH. The girls’ answers show big difference in pre and follow-up answers, especially regarding general knowledge of SH and the realization that boys and girls see SH differently. Yet their knowledge of the influence of the gender dimension on SH did not improve substantially. The same applies to their knowing how to intervene.

The most complete data in terms of questionnaires we obtained in School 2. The first group of the boys has shown great improvement in understanding of SH in general (immediately after the workshops), and they also had much better understanding of the gender dimension of SH than other groups (both boys and girls), while they also saw that boys and girls understand SH differently. Yet, similar to others, they do not know substantially better than before what they could do to stop SH. There is a slight decrease in knowledge in the follow-up questionnaires, and the students in general show more knowledge in the post questionnaires than in the follow-up.

⁶ See Appendices for full data.



Supported by the Rights, Equality and Citizenship (REC) programme of the European Union



FACULDADE DE PSICOLOGIA E CIÊNCIAS DA EDUCAÇÃO UNIVERSIDADE DO PORTO



DRUŠTVO ZA NENASILNO KOMUNIKACIJO ASSOCIATION FOR NON-VIOLENT COMMUNICATION



L-Università ta' Malta



Mirovni Institut Institute for Contemporary Social and Political Studies



The Peace Institute Institute for Contemporary Social and Political Studies



LONDON METROPOLITAN UNIVERSITY



BYSTANDERS

The girls in the same class also show much better understanding of SH immediately after the workshops than in the follow-up questionnaires (filled in a couple of months later). The boys in the same school and from the second group also show a slight improvement of knowledge of SH, yet not in terms of better understanding the gender dimension, and they too do not see clearly how they could stop SH at school. In the group of girls, there was an important improvement in knowledge regarding all statements, except for knowing how to intervene.

For School 3, we obtained the least complete data due to the fact that there was sometimes a very low number of students in the workshops, that they did not attend (one group), or that they have left the school before the follow-up programme could be carried out. Therefore, only the data of the first class/group A is suitable to be analysed, and here we had only 2 pre- and 4 post-questionnaires from the boys due to the small number of boys in the class. In spite of that, one can see from the distribution of answers that the boys profited from the workshops, and that they understand SH better than before. The differences between boys and girls are visible as well. The boys do not understand the influence of gender dimension on SH. Similar to other groups, they still lack knowledge of how to act in cases of SH. The girls from the same group have shown good understanding of SH already, while the follow-up questionnaire proves that they understand SH in general better than before, and that half of them understand better its gender dimension. They also know better what to do in cases of SH, which might be the result of their proactive attitude when doing the role-playing exercise in one of the workshops. For the group B from the same school, we only have the pre-workshop questionnaires filled in and sorted by gender, so we cannot discuss them in comparative perspective.

For staff we only had pre and post questionnaires, and 28 persons filled in the questionnaires. The results show the following: While there was no male school staff at the workshops at School 1, the female staff improved their general knowledge of SH, yet concerning their answers, they were more unsure regarding the gender dimension of SH after the workshops than before. They say they now discuss the issue of SH more within their classes while they, like students, do not think they know better what they could do to stop SH at school. Yet all of them are surer about where to seek support regarding SH.

The male staff at School 2 has improved knowledge of SH and about its gender dimension, while they too are not sure how they would act to stop SH at school. The female school staff understands the gender dimension much better than the male teachers do and better than before, while they also know better what to do to stop SH. They are also including the topic of SH in their subjects.

There was only one male teacher who attended the workshops at School 3, and while showing improvement in general regarding knowledge of SH, he too had not much better knowledge about what to do to stop SH. The female staff at this school understood the general features of SH better, and also the gender dimension, while they also spoke more about SH in their subjects and also know better what to do to stop SH.

In sum, we could say that while both students and staff have an enhanced capacity to identify the diverse forms of SH and have improved confidence and commitment to preventing SH, they still lack enough practical knowledge about new intervention skills to act in SH situations. We could see that there was growing support for victims and holding harassers responsible in all the



Supported by the Rights, Equality and Citizenship (REC) programme of the European Union



DRUŠTVO ZA NEVARNIŠKO KOMUNIKACIJO
ASSOCIATION FOR NON-VIOLENT COMMUNICATION



L-Università ta' Malta
Ready for Social Wellbeing, Department of Gender Studies



Mirovni Institut
Institut za sodobne študije in politične študije
The Peace Institute
Institute for Contemporary Social and Political Studies



BYSTANDERS

workshops, yet both students and teachers still lack knowledge about the role that gender plays in sexual harassment and how this affects their views about intervention and its success. The students' interest in the topic of SH and their engagement increased, and also teacher's willingness and commitment to work with students in preventing SH grew higher, and some of them already started talking about the topic of SH within the curriculum.

Staff: Altogether, 28 persons filled in the questionnaires (4/4 in School 1, 11/10 in School 2, and 14/10 in School 3)

Students: Altogether 162 persons filled in the questionnaires (at various stages).

DISCUSSION OF RESULTS

BY GENDER

In general, girls recognised physical and verbal harassment very well. However, non-verbal harassment was not regarded as problematic, not even among the girls. They too sometimes transferred the responsibility for harassment to the victim (if she dresses inappropriately, allows herself to be touched, or if she laughs) and they sometimes thought that the victim must take care of her own protection (for example, by blocking the boy who has sent her the penis image). Hence, some girls were inclined to blame stereotypically the victim and use double standards, especially if she dressed "improperly" or "provocatively". Here the sociobiological argument came in: namely that the boys, if provoked by the girls, allegedly cannot control themselves "because of hormones." Different perceptions/experiencing of harassment between the boys and the girls were also explained by biological causes, different views on sexuality, and various sexual roles. While the main differences in assessment of what is appropriate or inappropriate behaviour and therefore SH occurred between the girls and the boys, their opinions also differed among themselves.

Most of the female students were acquainted with both the concept and phenomenon of SH, and it was clear that they notice sexual harassment around them, in school, and elsewhere. They were aware of the differences in the positions of girls and boys, the following double standards, and the fact that women are more often victims of violence. Yet this was not the case with the majority of male students. They often saw SH as something that does not take place around them and in their peer groups but "out there", and the perpetrators are "crazy strangers" or "sick persons". While some of the male students were well aware of the stereotypes, there were huge differences among them too. The differences were particularly visible among schools and along educational contexts. One difference that has to be mentioned is that the boys were clearly less tolerant of the harassment of a boy by the girls than the girls. This might indicate that girls too might have stereotypical idea about what the boys experience as harassment. Another important difference was that in the concept maps, girls clearly indicated more empathy with the victim (the lists on how the victim feels were much longer, and the wording was different), and a readiness to concentrate on helping the victim rather than punish the harasser (which was often case with the boys).



Supported by the Rights, Equality and Citizenship (REC) programme of the European Union



BYSTANDERS

Staff's workshops too revealed differences influenced by gender. Women teachers had deeper insight and wider understanding of sexual harassment than men. Most, but not all have also shown greater interest in working on prevention and intervention. We noted that men/teachers minimise their possible experiences with being sexually harassed (the case of pornographic material shown to the boy), while maintaining that SH did not have any substantial consequences for them.

The survey (pre, post and follow-up questionnaires) has shown that, among the addressed topics in the questionnaires, the relationship between genders and SH is the least understood, and that boys in general express less understanding of this connection than the girls. The same was true for the staff. Women teachers expressed more understanding of the influence of gender on SH, and they also said that they after the workshops knew much better what they can do to stop SH at school. This was not the case with male teachers.

BY SCHOOL

Type of school, intersected with gender dimension and educational context, determined to great extent how particular classes, groups, and individuals were ready to participate, how they understood sexual harassment, and how much were they ready to act and intervene.

The interest of students and staff who attended the workshops varied by the school. In School 1 which educates for the professions of nurse or health technician, it was difficult to gather a larger number of staff to participate in the staff workshops (yet those who participated had a lot of interest in the topic), while the students and staff who participated in workshops at School 3 (professional and vocational school) have shown (at least at the beginning) less interest in the topic than the others (except one group of girls from the pre-school education programme).

The students from School 2 (gymnasium) have generally demonstrated the best knowledge of SH both before and after the workshops, and they were the least inclined to think in stereotypes and victim-blaming. This school also differed from others regarding the awareness of gender stereotypes, sex roles, and their connection with power relations among all students, particularly among the boys. While in the School 1 (nursing school), some of the girls were inclined to victim-blaming if she wore “provocative clothes”, most of the girls in other schools rejected the possibility that “provocative clothing” could be an excuse for harassment. In two classes (in Schools 2 and 3) girls stressed the importance of consent in certain behaviours, and pointed out the connection between SH and the problem of uneven distribution of power (and particularly in the relationship between teacher and student).

Among all groups two classes of girls (in Schools 2 and 3) strictly opposed the thesis that girls with their dresses “provoke” harassment, while in School 1, there were some strong different opinions.

While all school staff wanted to work on school protocols, and students planned different activities, the staff and students in School 2 did the most to move towards a whole-school approach: teachers and pupils started to discuss the protocol and they organised additional activities and education to arrive at this goal, which shows how important it is to have a group of the people among the staff who want a change and are ready to work on it.



Supported by the Rights, Equality and Citizenship (REC) programme of the European Union



EDUCATIONAL CONTEXT

Educational context is related to the school curriculum, school policies, the attitudes of teachers, quality of teaching and learning, teacher's ability to include and transfer the extracurricular knowledge, and engagement of teachers – whether they are trusted by the students, their perceptions of SH and gender relations, and how the school as an institution works in general (hierarchy, discipline, and human relations). Educational context also means the broader environment, including parents, media, and the social and cultural surroundings.

The knowledge of SH and the interest of the students in the topic clearly varied in accordance with the curricula of the respective schools. It influences the degree of general knowledge the students get/have and consequently also their gender awareness: students had better knowledge of SH and were also more eager to participate and learn in those surroundings where the curriculum offers them more subjects dealing with broader educational aims, including gender relations.

By contrast, there were more problems with implementation in schools that have a narrower curriculum (i.e., vocational school) with less social science knowledge, where students get mainly professional or technical education. Such was the case in one class/group of the boys in School 3. Problems in implementation occurred, and there was much less understanding of the programme and aims of the workshops than elsewhere. In one case, we were faced with open blaming of the victims of SH, and even hostile remarks. The workshop facilitators remarked that the whole programme and activities were too demanding for the involved population and therefore needed adaptation. On this basis they also concluded that the programme is suitable primarily for gymnasiums or four-year programmes and that it should be adapted for vocational schools, especially those with a majority of male students.

There is one additional feature that might also be of importance. A quite conservative attitude towards girls' dress in one of the schools (1) might come from educational context as well; the traditional hierarchy, which is typical of the medical professions, the fact that the school has a dress code and (in spite of gender-neutral rules) in reality practices double standards for boys and girls, which are then reflected in the girls' way of thinking. The more conservative position of the girls at this school might indicate what they are told through the hidden curriculum on harassment, which is present at school and in practice in healthcare institutions. It is possible that the mentioning of hospitals as places where sexual harassment is happening indicates that the stories about past bad experiences of other students are circulating at school. The easiest way to reconcile with that is to think that for the potential victims of harassment, it is important not to contribute to the harassment by their provocative dress and behaviour. Girls and women must not challenge, and they will be safe from sexual harassment. This is how they re-describe the power to themselves.

Some differences in attitudes towards SH among students might reflect both education and other factors, also the political and cultural attitudes of parents, as was evident from the discussions. The social climate, the attitudes in the media, and peer relations also influence the understanding and reactions to SH, and here several points became visible in the debates around concept maps and why bystanders don't do anything in cases of SH (from peer pressure to fearing being exposed



Supported by the Rights, Equality and Citizenship (REC) programme of the European Union



BYSTANDERS

on social media). It is obvious that students in general (in school, at home, and elsewhere) do not get enough information about gender relations and the connected power structures. Besides the influence of parents (when talking about examples of SH), peer groups and the general social climate also matter.

CONCLUSIONS

Key findings:

- Students, both girls and boys, notice, experience, perceive and are critical to sexual harassment at school and outside of it.
- The lives and expectations of young people are strongly related to gender, of which they are largely aware and critical, while there are differences between the positions of boys and girls. At the same time, there is very little debate in the schools about gender relations and power. Both students and staff do not sufficiently understand the mechanisms of influence of gender on sexual harassment and violence.
- Students agree that gender and other stereotypes influence our actions – for example, our idea of when it is “appropriate” to interfere and when not. Fear and/or discomfort are among the most common causes of inaction when faced with sexual harassment.
- There still exist stereotypes that blame the victim for sexual harassment and violence (for example, related to dress, behaviour, etc.), yet the participants show increased support to the victims and demand responsibility from perpetrators and wider society.
- Social networks and the online environment are perceived as the most common places where sexual harassment occurs and through which the victim is further stigmatised. Yet this might be relative, a subjective perception, especially due to the fact that virtual environments to a large extent “express” the actual relationships in class, on the street, in public transport, and wider, while they in turn have additional influence on these relationships.
- Students want change with regard to sexual harassment, yet they do not know how to initiate it. They are very critical towards the inaction of teachers and adults in general; they are faced with cases of teachers’ SH, which does not become an issue at schools.
- Young people want more debate on these topics, and they were ready to engage in activities that support bystander approach. They say that if more people would react, it would be much easier to deal with sexual harassment.
- Everywhere there was a need expressed for schools to develop guidelines or protocols for dealing with sexual harassment, which includes the role of active bystanders.
- Employees/teachers also want change, yet they lack knowledge regarding how to act and regarding the legal framework and institutional support they can get.
- Teachers agreed that sexual harassment should be treated in an inter-curricular manner; they believe that schools should develop guidelines and that they need more training/education on these topics.



Supported by the Rights, Equality and Citizenship (REC) programme of the European Union



BYSTANDERS

- The schools vary regarding the degree of general knowledge of students, as the curriculum offers them more or fewer subjects dealing with broader educational aims, and this influences the way SH is perceived.
- Gender relations as structures of power represent a critical gap in both staff and student's knowledge. Neither sexual harassment nor sexual violence is included in existing school rules and protocols.

Limitations:

- While the key findings might apply to the most of the high schools' reality in Slovenia, some particular issues most likely cannot be generalised to the entire population of students (all schools in all surroundings).
- The programme (as it is developed now) might be more appropriate for four-year high-school programmes and not so much for vocational schools.
- The majority of students participated in the programme/workshops as a part of the regular lessons they have within their obligatory time schedule. We noticed that as soon as there was more inner motivation needed in follow-up activities and outside of the school schedule, their interest decreased and action slowed down.
- Teachers who participated in the bystanders programme were those who are most motivated and are engaged in several other extracurricular school activities. The challenge that the programme did not tackle was how to reach the less motivated, missing staff.
- The development of protocols at each of the schools also depends on the activities and plans of the Ministry for Education. We could not stir serious interest on their side to participate in the project or to attend the final event (they said they do more at the level of primary schools but not in high schools; the attitude is that high schools are more focused on transfer knowledge and do not deal that much with issues of "pure" education).⁷

Recommendations:

- The programme should be flexible enough that it can be adapted for less demanding school contexts, i.e., vocational schools.
- The protocols (also if included in the more general set of school rules) need to be developed through the common efforts of students and staff.
- All schools need to improve their curricula systematically by including the critical issues of gender relations and gender equality. Teachers would need useful teaching materials, more knowledge, willpower, time and gender sensitivity training to be able to do this.

⁷ It is true that at the time of the last part of the project (the follow-up activities and the final seminar), Slovenia had elections, which means that it took several months to get the new Minister of Education.



Supported by the Rights, Equality and Citizenship (REC) programme of the European Union



BYSTANDERS

- Teachers need to get more knowledge/training about legal and institutional frameworks for action in cases of SH and sexual violence, and also training that would enhance their self-confidence regarding action (like the bystander programme)
- More staff should be included in future implementations of the bystander programme.
- The Ministry of Education, Science and Sport should be the driving force of such a programme.
- The bystander approach should become a part of the whole school citizenship education contents and (at least in Slovenia, with almost 100% public schools) promoted at the state level.

REFLECTIONS

General reflections⁸

“It would be a good idea to talk about sexual harassment during the lessons and gain more knowledge. By this, more students would be aware that this was happening and then they could help.” (student, School 2)

“Others should be more engaged as well, for example, professors. We could then turn to some teachers for help and take action.” (student, School 2)

The researchers and the workshop facilitators of this project had a great opportunity to cooperate with three of the handful of high schools in Slovenia that recognise sexual violence and sexual harassment as a problem that needs more attention in schools from staff, students and other institutions. However, while we were initiating the project, the Ministry for Education, Science and Sports has not shown any particular interest in the topic, and we could not find responsible persons who would talk to us when we were searching for data for the initial country context study. They did not know the data and had no information about the existing research on sexual harassment in schools, about neither projects, measures, rules, nor good practices. They mentioned that the elementary schools are more engaged in the programmes, where they do more work concerning education of pupils as a part of the general school curricula, and where the teaching is not dedicated above all to acquiring knowledge. Meanwhile, in the high schools every teacher is responsible above all to teach his/her subject; only the class teacher’s responsibilities amount to education, behaviour, human relations, discipline, and ethics as an issue. Additionally, the general high school rules that were in force in Slovenia from 24 July 2010 until 1 September 2018, explicitly prohibited physical and psychological violence at school, yet did not even mention sexual violence. Neither do the new school rules (valid from September 2018 onwards, see Protocol 2018) explicitly mention sexual violence; they only state that the school has a duty to instruct students about different types of violence, while the explicit ban does not include sexual violence (Pravilnik o šolskem redu 2018). That leads us to conclude that the responsible officials

⁸ Two paragraphs of this reflection are based on the notes for the project final conference in Ljubljana, prepared by Katja Zabukovec Kerin.



Supported by the Rights, Equality and Citizenship (REC) programme of the European Union



BYSTANDERS

at the Ministry of Education do not recognise the problem of sexual violence or sexual harassment in high school. They do not assign it any important place, and they therefore also do not foresee any measures to manage and prevent the problem and consequently cannot deal with it, at least not systemically.

Such an attitude is of course not solely the problem of the Ministry of Education, but is symptomatic of society as a whole, which of course in turn influences efforts in the field of prevention and also the successful implementation of projects and programmes such as the bystanders approach.

With this in mind, we start the final reflection with some observations that follow from our analysis of workshop activities, in particular the analysis of the concept maps and the pre, post and follow-up surveys. The results show that the most students and staff have gained greater knowledge about sexual harassment during the implementation of the project about who harasses, where does sexual harassment happen, and about the damages and consequences of harassment for the victims. Also, they understand much better the barriers to reaction and intervention and why bystanders remain mostly inactive.

It was clear from our workshops that teachers in high schools often feel helpless when facing sexual violence and harassment. They do not know what to do or what kind of role should they play in school; should they merely provide knowledge or also educate? Consequently, their reactions are often based on their personal experience (with violence, with students, with leadership, with social services – centers for social work, with police, with courts, with perpetrators) and on their individual knowledge and feelings. The teachers' collectives do not have a united point of view regarding the duty of the school, no prescribed behaviour, often with different groups having opposing views and nothing happening after a lot of noise. Teachers are afraid that they will make a mistake, that whatever they do would be wrong, and they usually first act as “saviours” and then as “persecutors”. The leadership of the school or the principal often fears lawsuits by parents, inspections, and media.⁹ The attention is given to the problems of adults, and not to victims. Finally, the harassed student does not get proper help, which means that she/he has another bad experience with adults and above all, remains unprotected. The message is again that nothing can be done, and that the teachers do not know how to help. This means that wrong messages about violence, possible help, institutions, and adults in general are spread and start to dominate. Non-action against violence is strengthening the belief of young people that one does not care, does not know, and does not want to act, and violence and harassment remain non-debated and hidden issues. Consequently, there is a general feeling in the public that violence and harassment do not take place, and that people exaggerate when talking about violence.

⁹ While we were just finalizing this report, an already retired school director of a primary school was brought to court in Slovenia because he has protected two girls who were victims of violence and sexual assault by their peers (he excluded the two harassers from school so they did not attend he final excursion and the prom event). The case was being intensely discussed in the media and used for political purposes. Finally, the case has been dropped by the prosecutor. See article in daily *Dnevnik* with the title *Dušan Merc prosecuted because he protected victims of sexual assault?* <https://www.dnevnik.si/1042848426/kronika/dusan-merc-na-zatozni-klopi-ker-je-branil-zrtvi-spolnega-napada>, 30 November 2018.



Supported by the Rights, Equality and Citizenship (REC) programme of the European Union



BYSTANDERS

The results of implementation of the bystander programme are important to the system of prevention and behaviour of adults; students are very critical of teachers' and adults' conduct and management of SH at school, in public places, and at home. They know that gender and unequal power relations are the key issues behind SH, yet they still do not have a deeper understanding of the connections. They are also afraid to talk about SH while thinking that they would not be believed and would get too exposed. Staff is frustrated due to their lack of feeling competent and critical of their own knowledge about SH and sexual violence in general. They are aware that they need help and support both at school, among themselves, and from outside school.

As we saw above, a strong need was expressed in schools to develop guidelines or protocols for dealing with sexual violence and sexual harassment, which includes defining the role of active bystanders. The schools, however, need help and long-term support in order to proceed with this task. They also need a clear message/s and support from the responsible institutions, especially from the Ministry of Education, which is currently not the case, that self-initiative and common efforts of both teachers and students are welcome and would be supported.

Bystanders approach attempts to help students to recognise SH and see it as unacceptable, and this has proven to be successfully achieved in our workshops, although there were different degrees of (un)acceptability defined. The young people were able to learn from each others' experiences in the carefully planned and guided sessions, and were stimulated to recognise the traps hidden in the treatment of SH as a being just a joke or a minor issue unworthy of attention.

The evaluation survey has clearly shown that, in spite of better knowledge of SH by both students and staff, neither of them understands substantially better how gender affects sexual harassment in school and in wider surroundings. Moreover, they (in spite of the careful implementation of the programme and follow-up activities they initiated themselves) still think they lack specific knowledge and support in regard to what to do in concrete cases of SH. While they were empowered by greater knowledge about sexual harassment, they obviously did not gain enough confidence regarding how to react, even though they identified many simple ways of possible interventions—for example, talking to the victim or the perpetrator with just a few words, involving teachers, parents, or others, or telling a friend that filming and distributing videos of girls' intimate parts is not a joke. This is understandable, especially if we consider the abovementioned wider school context.

Bystanders approach is already widely known as a practice of intervention in cases of sexual or other forms of harassment (for example, based on race, disability, etc.) that focuses on those who observe violence and usually do not react. The approach therefore attempts to increase individual responsibility for human actions and to improve people's readiness to interfere in violent situations and the relationships of others. This is not easy, as people need additional empowerment and encouragement in order to become more engaged (Bowes-Sperry & O'Leary, 2005, Carmody, 2006). The implementation of the programme has, in addition to other results, shown that it is difficult to act in a self-confident manner if the main causes of sexual harassment, namely gender inequality, stereotypes, and heterosexual gender roles are not addressed throughout the whole of the educational system either by curricula and other (additional) programmes, or by individual teachers.



Supported by the Rights, Equality and Citizenship (REC) programme of the European Union



BYSTANDERS

The school as a whole and the wider context are therefore in all regards an important element of the (non) prevention of sexual harassment and sexual violence in general. The results of the programme point out that wider considerations are needed regarding the relationship between individual responsibility of students to act and the structures surrounding the single cases of harassment, in addition to the question of the overall responsibility of wider society and especially adults for non-violent surroundings in schools and other public places. This means that the development of the “whole school approach” (International Bureau of Education) is a crucial task for those responsible for young people in schools in order to prevent sexual harassment and violence, as acts of harassment are not single and separate events, but a systematic part of general gender inequality attitudes and structures. In a society where there is a considerable gender division in schools/education programmes and where gender inequality is considered to be “almost solved” (only some particular and minor issues need to be solved as separated from the whole), these are crucial issues to be addressed.

At the level of the school, the whole school bystander approach would help to formalise procedures, and this means that the crucial issues would be discussed in advance, situations carefully weighed, and major steps planned. This would also mean that in crisis, individuals would not act by their momentary impulse; more people would react each with one’s own task, and the roles would be clearly defined and distributed. No one would remain alone, as the system would be coordinated. The main focus would remain on protecting the victim and stopping violence, and the main problem would become the hardships that the staff has/have while not knowing how to react. Those who otherwise do nothing would also have to operate within a coordinated system. Those who usually get involved in solving problems would do this within a limited framework and would therefore be protected in the long-term, while the most important tasks would be finalised before the onset of the crisis/cases of sexual harassment and sexual violence. With this, one would efficiently protect students, staff, and school, the activities would be more smooth and time-bound, the roles would be distributed, and different persons would cooperate among themselves.

Sexual violence and sexual harassment are largely results of gender inequalities and the connected power relations, and they at the same time help to maintain the status quo and leave it unchanged. By ignoring this reality, we cannot solve the problem substantially and systematically, but can only tackle it fragmentally. If the whole system and its actors say that gender inequality is not a problem anymore, and they maintain that they can solve the problem of sexual violence and harassment somewhere “outside” of the whole social context with few partial measures, or if it allows mobilising the cases of SH for other causes, then it does not pursue real protection of victims and ending the roots of violence.



Supported by the Rights, Equality and Citizenship (REC) programme of the European Union



Literature and sources:

Bowes-Sperry, Lynn & O'Leary, Anne (2005) "To act or not to act: the dilemma faced by sexual harassment observers" *Academy of Management Review*, 30(2), 288-306.

Carmody, Moira (2006) "Preventing adult sexual violence through education?" *Current Issues in Criminal Justice*, 18(2), 342-356.

Context study Developing bystander responses to sexual harassment among young people Background research: Slovenia (2017) <http://www.bystanders.eu/wp-content/uploads/2017/09/bystanders-background-research-slovenia.pdf>

Implementation diaries and transcripts of Bystanders Sessions on Three schools (Project documentation).

International Bureau of Education (s/d). Whole School Approach. Internet. (available online: <http://www.ibe.unesco.org/en/glossary-curriculum-terminology/w/whole-school-approach>)

Lešnik Mugnaioni D., Koren A, Logaj V, Brejc M. 2009. *Nasilje v šoli. Opredelitev, prepoznavanje, preprečevanje in obravnava*. Kranj: Šola za ravnatelje. Available at: <http://www.solazaravnatelje.si/ISBN/978-961-6637-24-4.pdf>

Literature Review 2017. <http://www.bystanders.eu/wp-content/uploads/2017/09/bystanders-literature-review.pdf>

Zavod RS za šolstvo/The National Education Institute (2016). Protokol ob zaznavi in za obravnavo medvrstniškega nasilja v šolah. (Protocol on detection and dealing with bullying in educational institutions.) Available at: https://safe.si/sites/default/files/protokol_ob_zaznavi_in_za_obravnavo_medvrstniškega_nasilja_v_viz.pdf

Zavod RS za šolstvo/The National Education Institute (2016a). Navodila s priročnikom za obravnavo medvrstniškega nasilja v vzgojno-izobraževalnih institucijah (Instructions with manual for dealing with bullying in educational institutions). Available at: <http://www.zrss.si/digitalnahnajznicna/navodila-medvrstnisko-nasilje-viz-2016/#2>

Potter, Sharyn; Moynihan, Mary; Stapleton, Jane & Banyard, Victoria (2009). "Empowering Bystanders to Prevent Campus Violence Against Women", *Violence Against Women*, 15(1), 106-121

Pravilnik o šolskem redu v srednjih šolah 2018 (The Rules About the School Order in High Schools 2018) <http://pisrs.si/Pis.web/pregledPredpisa?id=PRAV13431> (30 November 2018)



Supported by the Rights, Equality and Citizenship (REC) programme of the European Union





Supported by the Rights, Equality and Citizenship (REC) programme of the European Union



Društvo za Nenasilno Komunikacijo
Association for non-violent communication



L-Università ta' Malta
Faculty for Social Work, Department of Gender Studies



BYSTANDERS

CONCEPT MAPS

School 1 / Group A

Who is harassing?	
Male:	Girls:
<ul style="list-style-type: none"> - Older people - Stronger people - Mostly men - People with disabilities - The girls - Guys 	<ul style="list-style-type: none"> - A stranger - Acquaintance - Boyfriend - Girlfriend - Parents - Older people - Pedofiles - Teachers - Man

In what way does he/she harass?	
Boys:	Girls:
<ul style="list-style-type: none"> - Physically - Verbally - Non-verbally - Live (by touching) - On web 	<ul style="list-style-type: none"> - Photographs - Videos - Body touch - Words - Through social networks - Physically - Psychically - With exclamations, whistles - Tackling - With pictures



Supported by the Rights, Equality and Citizenship (REC) Programme of the European Union



FACULDADE DE PSICOLOGIA E DE CIÊNCIAS DA EDUCAÇÃO UNIVERSIDADE DO PORTO



DRUŠTVO ZA NEVASKLADNO KOMUNIKACIJO (Association for nonviolent communication)



L-Università ta' Malta Faculty for Social Wellbeing, Department of Gender Studies



The Peace Institute Institute for Contemporary Social and Political Studies



LONDON METROPOLITAN UNIVERSITY



BYSTANDERS

	<ul style="list-style-type: none"> - By exposure - With inappropriate comments - With inappropriate images - Jokes
--	--

Where is he/she harassing?	
Boys:	Girls:
<ul style="list-style-type: none"> - Outdoor - On a lonely place - Among the supporters - In school - On the street - Toilette 	<ul style="list-style-type: none"> - School - Public places - At home - In the clubs - Toilette - Hidden places - At work - Parks - Outside

Who is harassed?	
Boys:	Girls:
<ul style="list-style-type: none"> - People with a lower position - Mostly women - Good looking people - Smart - Silly - The girls - The boys 	<ul style="list-style-type: none"> - The girls - The boys - Young people - Homosexual people - Family members - Persons who are inappropriately dressed - Women - Children - The roosters - Individuals who expose themselves - Beautiful women



Supported by the Rights, Equality and Citizenship (REC) Programme of the European Union



FACULDADE DE PSICOLOGIA E DE CIÊNCIAS DA EDUCAÇÃO UNIVERSIDADE DO PORTO



DRUŠTVO ZA NEVNASILNO KOMUNIKACIJO Association for nonviolent communication



L-Università ta' Malta Faculty for Social Wellbeing, Department of Gender Studies



The Peace Institute Institute za savetovanje iz oblasti političke studije



LONDON METROPOLITAN UNIVERSITY



BYSTANDERS

How does one who harasses feel by doing that?

Boys:	Girls:
<ul style="list-style-type: none"> - Proudly - Strong - Recognized - Cool - Good 	<ul style="list-style-type: none"> - Dependency - Horny - Pleasure - Pleasant - Satisfying - Fear to be caught - Is not aware - Feel the pleasure - Self-esteem - He grows self-confident - Good - Mighty - Building ego

How does the victim feel in that situation?

Boys:	Girls:
<ul style="list-style-type: none"> - Shocked - Unpleasant - Guilty - Helpless - Weak 	<ul style="list-style-type: none"> - Poor - Helpless - Forced - Frightened - Humiliated - Uncomfortable - Does not know how to take action - Fear - Pleasant / embarrassing - Threatened - Traumatized



Supported by the Rights, Equality and Citizenship (REC) Programme of the European Union



FACULDADE DE PSICOLOGIA E DE CIÊNCIAS DA EDUCAÇÃO UNIVERSIDADE DO PORTO



DRUŠTVO ZA NEVASKLADNO KOMUNIKACIJO Association for nonviolent communication



L-Università ta' Malta Faculty for Social Wellbeing, Department of Gender Studies



The Peace Institute Institute za sodobne družbene in politične študije



LONDON METROPOLITAN UNIVERSITY



BYSTANDERS

Why do students and schoolmates do not say or do anything?

Boys:	Girls:
<ul style="list-style-type: none"> - Shame - Fear - They are afraid of the opinions of others - They do not want to have a problem for this - It's their friend 	<ul style="list-style-type: none"> - Reputation - Ignorance - Fear - They are ashamed - Are scared (of the harasser) - They do not know - They do not dare to say - They do not know how to act - They don't feel comfortable

What could students and schoolmates do?

Boys:	Girls:
<ul style="list-style-type: none"> - Stop the act - Talk about it - Face the harasser - Find help (report) 	<ul style="list-style-type: none"> - Tell the parents - Tell the police - Tell the Advisory Service - Tell to the elderly - Help - Tell - Call for help - Tell the elderly - Talk to the victim - Get help - Talk - Anonymous intervention to a person who can help

Why do not professors take action?

Boys:	Girls:



Supported by the Rights, Equality and Citizenship (REC) Programme of the European Union



DRUŠTVO ZA NEVNASLJIVO KOMUNIKACIJO Association for nonviolent communication



L-Università ta' Malta Faculty for Social Wellbeing, Department of Gender Studies



LONDON METROPOLITAN UNIVERSITY



The Peace Institute Institute for Contemporary Social and Political Studies



BYSTANDERS

<ul style="list-style-type: none"> - They do not believe it - They do not have time to do this - They have no ear for such things - They do not know - They do not understand 	<ul style="list-style-type: none"> - Because that's what the victim wants - They do not want to interfere - Because they do not know - They do not think they need to do anything - It's not in their power - Because they don't know how to act - Because they don't want to - Because they are the same as harasser - Because that's not their problem - They do not dare - Stress - Because they do not know how to approach
--	---

What could professors do?	
Boys:	Girls:
<ul style="list-style-type: none"> - Take action - Punish - Talk about it - Talk to the victim - Report - Report to the social service - Get informed about sexual harassment - Contact school psychologist 	<ul style="list-style-type: none"> - Advise - Report - Talk - Punished - Getting to the situation - Stop it - Inform the parents - Recommend advisory service - Police - Advisory service - Media - TOM phone - Director - Talk to the victim - Punishment - Exclusion from the school



Supported by the Rights, Equality and Citizenship (REC) Programme of the European Union



FACULDADE DE PSICOLOGIA E DE CIÊNCIAS DA EDUCAÇÃO UNIVERSIDADE DO PORTO



DRUŠTVO ZA NEVNASLJIVO KOMUNIKACIJO Association for nonviolent communication



L-Università ta' Malta Faculty for Social Wellbeing, Department of Gender Studies



The Peace Institute Institute za savetovanje i razumevanje u političkim situacijama Institute for Contemporary Social and Political Studies



LONDON METROPOLITAN UNIVERSITY



BYSTANDERS

	<ul style="list-style-type: none"> - Access to the harasser - Social service
--	--

If you notice sexual harassment, what do you think about the victim?	
Boys:	Girls:
<ul style="list-style-type: none"> - Compassion - She's scared - She's ashamed - It's her own fault - Mercy 	<ul style="list-style-type: none"> - Long-term consequences (trauma) - You want to help - I'm sorry - No self-confidence - That she's scared - She could be exposing herself too much - Compassion - Poor - Humiliated - You try to understand - Try to help

What do you think about harasser?	
Boys:	Girls:
<ul style="list-style-type: none"> - Immature - Backward - Does not understand - Inappropriate behavior - For him it is interesting - He is not interested in the feelings of the victim 	<ul style="list-style-type: none"> - A jerk - Psycho - The need for torture - Ignorance - Without shame - Needed attention - Pedophile - Crazy - Everything worst - You do not understand that - You do not respect him



Supported by the Rights, Equality and Citizenship (REC) Programme of the European Union



FACULDADE DE PSICOLOGIA E DE CIÊNCIAS DA EDUCAÇÃO UNIVERSIDADE DO PORTO



DRUŠTVO ZA NEVASKLNO KOMUNIKACIJO Association for nonviolent communication



L-Università ta' Malta Faculty for Social Wellbeing, Department of Gender Studies



The Peace Institute Institute for Contemporary Social and Political Studies



LONDON METROPOLITAN UNIVERSITY



BYSTANDERS

How do you feel about it?	
Boys:	Girls:
<ul style="list-style-type: none"> - Unpleasant - Threatened - I would not want that to happen to me 	<ul style="list-style-type: none"> - Fear - Unpleasant - You can not interfere - Guilty - Confused - Lost - Uncomfortable - Frightened - Compassion - You want to help

School 1 / Group B

Who is harassing?	
Boys:	Girls:
<ul style="list-style-type: none"> - Stronger - Lonely - Sick - Older - Men / Women - Professors - Family member - Taxi driver / Gynecologist / Doctor 	<ul style="list-style-type: none"> - Immature boys - Mature boys - Older women too - People who want to show their strength - Guys - Professors - Priests - Step fathers - Patients - Pedophiles - Employers - Companions



Supported by the Rights, Equality and Citizenship (REC) Programme of the European Union



DRUŠTVO ZA NEVASKALNO KOMUNIKACIJO Association for nonviolent communication



L-Università ta' Malta Faculty for Social Wellbeing, Department of Gender Studies



LONDON METROPOLITAN UNIVERSITY



The Peace Institute Institute for Contemporary Social and Political Studies



BYSTANDERS

	<ul style="list-style-type: none"> - Men and women - Older
--	--

In what way does he/she harass?	
Boys:	Girls:
<ul style="list-style-type: none"> - Take advantage of the situation - Make victim unconscious - Touching - They send pictures - Correspondence - Making compliments 	<ul style="list-style-type: none"> - Verbally - Physically - Non-verbally - Touching of intimate parts, inappropriate actions - Speaking of perverse things, inappropriate words - With his mouth (licking) - With a look - By touching - Rape - Whistling

Where is he/she harassing?	
Boys:	Girls:
<ul style="list-style-type: none"> - Parties - Forest - They kidnap the victim - School toilet - The bushes in the park - In store - Anywhere 	<ul style="list-style-type: none"> - The school - The place where the harasser is sure to be safe - Internet - Club - Street - Bus - Hospital - In the public - At home - In a lonely place

Who is harassed?



Supported by the Rights, Equality and Citizenship (REC) Programme of the European Union



DRUŠTVO ZA NEVASKALNO KOMUNIKACIJO Association for nonviolent communication



L-Università ta' Malta Faculty for Social Wellbeing, Department of Gender Studies



MIROVNI INŠTITUT Institut za savremene društvene i političke studije The Peace Institute Institute for Contemporary Social and Political Studies



LONDON METROPOLITAN UNIVERSITY



BYSTANDERS

Boys:	Girls:
<ul style="list-style-type: none"> - People in need - Younger - Inaccessible - Weaker - Women - Children - Subordinates - Young girls - Physically weaker - Men 	<ul style="list-style-type: none"> - Young girls - Young boys - Children - Weak people - Persons with psychological disabilities - Relatives - Prostitutes - Younger than themselves - The opposite sex - Women - Men - Nurses - Schoolgirls - Minors
How does one who harasses feel by doing that?	
Boys:	Girls:
<ul style="list-style-type: none"> - Bad conscience - Satisfied - Sublime - Strong - Almighty - Courageously 	<ul style="list-style-type: none"> - Excited - Satisfied - Strong - Without bad conscience - Fine - Completed - Confidently - Proudly - Winningly - Like he's right
How does the victim feel in that situation?	
Boys:	Girls:



Supported by the Rights, Equality and Citizenship (REC) Programme of the European Union



BYSTANDERS

<ul style="list-style-type: none"> - Humiliated - Exploited - Lonely - Unpleasant - Poor - Frightened 	<ul style="list-style-type: none"> - Helpless - Wounded - Annoying - Humiliated - Disgraced - Dirty - Exploited - Frightened - Fear
---	--

Why do students and schoolmates do not say or do anything?	
Boys:	Girls:
<ul style="list-style-type: none"> - They do not want to interfere - Inexperience / ignorance - Fear - They do not want to have problems with the rapist - They're afraid - They don't want to deal with that 	<ul style="list-style-type: none"> - Shame - Fear - Ignorance of what to do - Others do not listen - They do not dare - They do not want to talk about that - They don't want to take too much action - They do not know who they can trust - They do not know where to turn - Fear that they will not take them seriously

What could students and schoolmates do?	
Boys:	Girls:
<ul style="list-style-type: none"> - They stand for the victim - Tell the teachers - Tell the trusted person 	<ul style="list-style-type: none"> - Tell the parents - Tell the advisors (also anonymously) - Trust to the friends - Talk about it



Supported by the Rights, Equality and Citizenship (REC) Programme of the European Union



FACULDADE DE PSICOLOGIA E DE CIÊNCIAS DA EDUCAÇÃO UNIVERSIDADE DO PORTO



DRUŠTVO ZA NEVASKALNO KOMUNIKACIJO Association for nonviolent communication



L-Università ta' Malta Faculty for Social Wellbeing, Department of Gender Studies



The Peace Institute Institute for Contemporary Social and Political Studies



LONDON METROPOLITAN UNIVERSITY



BYSTANDERS

<ul style="list-style-type: none"> - Tell the parents - They rebel 	<ul style="list-style-type: none"> - Find help - Tell the professor / adult - Inform themselves - Mutual help
--	---

Why do not professors take action?	
Boys:	Girls:
<ul style="list-style-type: none"> - Because they do not know - Because they're scared - They do not have the courage - Because they do not want to bear responsibility 	<ul style="list-style-type: none"> - Fear - Shame - Don't want to deal with that - They think it is inappropriate to act - They do not want to interfere - They do not believe - They do not know how - They don't want - They do not notice - They do not dare - It's hard to prove it - They do not want to do even more damage

What could professors do?	
Boys:	Girls:
<ul style="list-style-type: none"> - Educational action - Talk - Inform the parents - Call the police - Talk to the victim - Talk to the harasser - Tell the authorities 	<ul style="list-style-type: none"> - Talk to the harasser, dedicate to the harasser - Listen to the victim - Conversation with parents - Talk to the victim, dedicate to the victim - Interrogate the police, report it - Solve the problem - Getting into the situation - Tell the superiors



Supported by the Rights, Equality and Citizenship (REC) Programme of the European Union



Društvo za nenasilno komuniciranje (Association for nonviolent communication)



Faculty for Social Wellbeing, Department of Gender Studies



The Peace Institute Institute for Contemporary Social and Political Studies



BYSTANDERS

<ul style="list-style-type: none"> - Advise - Tell the careers 	<ul style="list-style-type: none"> - Find help - Act correctly - Ask the harasser why they are doing that - Offer help - Speak up
--	--

If you notice sexual harassment, what do you think about the victim?	
Boys:	Girls:
<ul style="list-style-type: none"> - Helpless - Weak - Poor - Used / abused - Feels bad - Compassion - They're afraid 	<ul style="list-style-type: none"> - Shame - Sorry - Fear - Helpless - That she's scared - Poor - I'm sympathetic - She's shaken - She's sad - She's been used

What do you think about harasser?	
Boys:	Girls:
<ul style="list-style-type: none"> - Sick - Problems - Lonely - Psychopath - Coward - Mentally unstable 	<ul style="list-style-type: none"> - He has trouble with himself - Bad manners - Affected - He's a victim himself - Difficulties in childhood - Not confident - Psycho - Ill - Inhuman



Supported by the Rights, Equality and Citizenship (REC) Programme of the European Union



Društvo za nenasilno komuniciranje Association for nonviolent communication



L-Università ta' Malta Faculty for Social Wellbeing, Department of Gender Studies



LONDON METROPOLITAN UNIVERSITY



Mirovni inštitut Institut za sodobne družbene in politične študije The Peace Institute Institute for Contemporary Social and Political Studies



BYSTANDERS

	<ul style="list-style-type: none"> - A jerk - He has mental disorders - It's unacceptable - Negative person - He has no manners
--	--

How do you feel about it?	
Boys:	Girls:
<ul style="list-style-type: none"> - Helpless - Compassion - Inform others - Poor - I want to help, but I do not know how 	<ul style="list-style-type: none"> - Unpleasant - Powerless - I want to help - Frightened - That's wrong - I do not understand why this was necessary - Incorrectly to the victim

School 2 / Group A

Who is harassing?	
Boys:	Girls:
Strangers Schoolgirls / schoolboys Boyfriend Professor Other sex Elderly Collaborator Superior	It does not depend on education Women Men Guys Everybody

In what way does he/she harass?



Supported by the Rights, Equality and Citizenship (REC) Programme of the European Union



DRUŠTVO ZA NEKONVENCIONALNO KOMUNIKACIJSKO POUČEVANJE
 Association for nonviolent communication



L-Università ta' Malta
 Faculty for Social Wellbeing, Department of Gender Studies



MIROVNI INŠTITUT
 The Peace Institute
 Institute for Contemporary Social and Political Studies



LONDON METROPOLITAN UNIVERSITY



BYSTANDERS

Boys:	Girls:
Conquest Blackmail Touching Humiliation Threats Verbal and non-verbal Flirting Photographing, recording Physical contact	Through the Internet Physically Psychologically

Where is he/she harassing?	
Boys:	Girls:
School Park Social networks In lonely place Classroom Job In public On the street	School In public Over internet In lonely places Bus

Who is harassed?	
Boys:	Girls:
Schoolgirl / classmate Another stranger Co-worker / colleague Secretary Girlfriend Young girls	Woman (weaker) Girls Children Boys Older ones



Supported by the Rights, Equality and Citizenship (REC) Programme of the European Union



DRUŠTVO ZA NEKORISNO KOMUNIKACIJO
 Association for nonviolent communication



L-Università ta' Malta
 Faculty for Social Wellbeing, Department of Gender Studies



LONDON METROPOLITAN UNIVERSITY



The Peace Institute
 Institute for Contemporary Social and Political Studies



BYSTANDERS

Other sex Students Children Peers Subordinates Family member	
---	--

How does one who harasses feel by doing that?	
Boys:	Girls:
Excited Sublime Satisfied Selfish Horny It's like having control over a person Okay, pleasure Superior	Power Pleasure They may have a bad feeling Because they were themselves victims of violence Cynically Desirable

How does the victim feel in that situation?	
Boys:	Girls:
Humiliated Helpless Scared Unpleasant Scared Uneasy In some cases, nice Shameful	Affected Humiliated Threatened Sometimes guilty Disgraced

Why do students and schoolmates do not say or do anything?



Supported by the Rights, Equality and Citizenship (REC) Programme of the European Union



FACULDADE DE PSICOLOGIA E DE CIÊNCIAS DA EDUCAÇÃO UNIVERSIDADE DO PORTO



DRUŠTVO ZA NEVASKALNO KOMUNIKACIJO Association for nonviolent communication



L-Università ta' Malta Faculty for Social Wellbeing, Department of Gender Studies



The Peace Institute Institute for Contemporary Social and Political Studies



LONDON METROPOLITAN UNIVERSITY



BYSTANDERS

Boys:	Girls:
<p>They are afraid of consequences</p> <p>They don't know how to react</p> <p>They think that situation is okay</p> <p>Fear</p> <p>They do not dare, they think it's not that bad, they do not want to interfere</p> <p>They like it</p> <p>They are not aware</p> <p>They're helpless</p>	<p>Fear of revenge</p> <p>They do not know where to turn for help</p> <p>They do not know how to help</p> <p>Opinion of the others</p> <p>Fear</p> <p>They are not taken as harassment</p>

What could students and schoolmates do?	
Boys:	Girls:
<p>You go to the social worker</p> <p>You call the police</p> <p>You tell the teacher</p> <p>Tell the others, the adults, the leadership of the school</p> <p>Tell the elderly</p> <p>Put it on the victim's side</p> <p>Discussion with the victim / harasser</p> <p>Directly interfering</p>	<p>Help</p> <p>Report</p> <p>Tell someone</p> <p>Talk</p> <p>Find help</p> <p>Encourage the victim to stand up for themselves</p>

Why do not professors take action?	
Boys:	Girls:
<p>They do not believe it</p> <p>They don't know how to react</p> <p>They are afraid of consequences</p> <p>They do not know that this is happening</p> <p>Because they are harassers themselves, they</p>	<p>They do not know who to believe</p> <p>They do not take it seriously</p> <p>They do not know the whole story</p> <p>They do not get information</p>



Supported by the Rights, Equality and Citizenship (REC) Programme of the European Union



FACULDADE DE PSICOLOGIA E DE CIÊNCIAS DA EDUCAÇÃO UNIVERSIDADE DO PORTO



DRUŠTVO ZA NEVASKLNO KOMUNIKACIJO ASSOCIATION for nonviolent communication



L-Università ta' Malta Faculty for Social Wellbeing, Department of Gender Studies



The Peace Institute Institute for Contemporary Social and Political Studies



LONDON METROPOLITAN UNIVERSITY



BYSTANDERS

do not want to deal with it They do not notice Because they are afraid, they do not dare Because they don't care They're not trained	
--	--

What could professors do?	
Boys:	Girls:
Warn harasser, supervise, inform his parents More attention Talk Penal action Advisory service Get involved Call 113	Report to the social service Talk to both Talk Find help Tell the parents

If you notice sexual harassment, what do you think about the victim?	
Boys:	Girls:
Compassion You want to help You do not care Mercy Helpless Eligible (rarely) Sometimes compassion, in some situations not	She is not guilty She does not deserve that Affected She needs help

What do you think about harasser?	
Boys:	Girls:
Hate He is weird	Searching for attention Poor person



Supported by the Rights, Equality and Citizenship (REC) Programme of the European Union



DRUŠTVO ZA NEVASKOŽNO KOMUNIKACIJO
Association for nonviolent communication



L-Università ta' Malta
Faculty for Social Wellbeing, Department of Gender Studies



The Peace Institute
Institute for Contemporary Social and Political Studies



BYSTANDERS

Idiot Rude Eligible (rarely) He's a bad person Personal problems What he does is wrong Evil Going on your nerve Rude, unbridled	Mentally ill Problem from the past - no excuse! Manipulator
---	---

How do you feel about it?	
Boys:	Girls:
Unpleasant Helpless Scared I do not know if I would interfere I'm thinking how to help Victory (rarely) Mild and neglected	Unpleasant How can I help Shocking Fear / anxiety Threatened

School 2 / Group B

Who is harassing?	
Boys:	Girls:
Potentially everyone All men Women Other	Chief Pedophile Mentally ill Addicts Teachers



Supported by the Rights, Equality and Citizenship (REC) Programme of the European Union



FACULDADE DE PSICOLOGIA E DE CIÊNCIAS DA EDUCAÇÃO UNIVERSIDADE DO PORTO



DRUŠTVO ZA NEVASKALNO KOMUNIKACIJO Association for nonviolent communication



L-Università ta' Malta Faculty for Social Wellbeing, Department of Gender Studies



Mirovni inštitut Institut za evropske študije in politične študije The Peace Institute Institute for Contemporary Social and Political Studies



BYSTANDERS

	Parents Custodians Peers Strangers Mostly men Women Everyone who is able to
In what way does he/she harass?	
Boys:	Girls:
Psychologically Physically Sexually	Psychologically Emotionally Physically Psychological and physical violence Gaze Touching Inappropriate words Whistle Observation With words

Where is he/she harassing?	
Boys:	Girls:
Potentially everywhere Work Public Home School	At night, outside Everywhere Bus, school, streets Work

Who is harassed?	
Boys:	Girls:



Supported by the Rights, Equality and Citizenship (REC) Programme of the European Union



FACULDADE DE PSICOLOGIA E DE CIÊNCIAS DA EDUCAÇÃO UNIVERSIDADE DO PORTO



DRUŠTVO ZA NEVASKALNO KOMUNIKACIJO Association for nonviolent communication



L-Università ta' Malta Faculty for Social Wellbeing, Department of Gender Studies



The Peace Institute Institute for Contemporary Social and Political Studies



LONDON METROPOLITAN UNIVERSITY



BYSTANDERS

Men	Weak members of society (women and children)
Women	Everyone
Other	Poor
Everyone	Girls
	Attractive
	Subordinates
	Children
	Women
	Minors
	Weak personality
	Random people

How does one who harasses feel by doing that?	
Boys:	Girls:
Strong	Strong
Superior	Fulfilled
Exited	Having control
"Cool"	Good
Sublime	Influencer
Under control	It's his pleasure
	Satisfaction
	Power over others

How does the victim feel in that situation?	
Boys:	Girls:
Bad	Uneasy
Helpless	Humiliated
No influence over the situation	Poor
Abused	Unpleasant
Attacked	Lonely



Supported by the Rights, Equality and Citizenship (REC) Programme of the European Union



FACULDADE DE PSICOLOGIA E DE CIÊNCIAS DA EDUCAÇÃO UNIVERSIDADE DO PORTO



DRUŠTVO ZA NEVASKLNO KOMUNIKACIJO Association for nonviolent communication



L-Università ta' Malta Faculty for Social Wellbeing, Department of Gender Studies



Mirovni inštitut Institut za sodobne družbene in politične študije The Peace Institute Institute for Contemporary Social and Political Studies



LONDON METROPOLITAN UNIVERSITY



BYSTANDERS

	Alone Abused Shameful Unpleasant
--	---

Why do students and schoolmates do not say or do anything?	
Boys:	Girls:
They are afraid of the harasser They do not want to get involved Fear of others "Peer pressure"	Because this will worsen peer relationships They think they will not be supported Because they do not take the situation seriously Fear They do not recognize violence They do not know where to seek for help Unpleasant They do not know what to do Fear for ratings They do not want attention

What could students and schoolmates do?	
Boys:	Girls:
Talk to the victim Stop the action Seek help by the authority Tell the person they trust	Find help Rebel Advisory service, parents Trust and talk with the victim Listening Provide help with comfort

Why do not professors take action?	
Boys:	Girls:



Supported by the Rights, Equality and Citizenship (REC) Programme of the European Union



FACULDADE DE PSICOLOGIA E DE CIÊNCIAS DA EDUCAÇÃO UNIVERSIDADE DO PORTO



DRUŠTVO ZA NEVASKALNO KOMUNIKACIJO (Association for nonviolent communication)



L-Università ta' Malta Faculty for Social Wellbeing, Department of Gender Studies



The Peace Institute Institute for Contemporary Social and Political Studies



BYSTANDERS

<p>They do not care They do not notice that They do not know how to help Because they do not know that this is happening (at school) He / she is the harasser</p>	<p>Because they do not know what's going on Some are not interested They do not know the circumstances and therefore do not act because they are not sure They do not want to interfere They don't know how to help They have no knowledge of what to do They do not seem to matter to them They do not see that as part of their work - they do not have time</p>
---	---

What could professors do?	
Boys:	Girls:
<p>Talk to the victim Report to the police Conversation with other professors Talk about it Investigation Look for professional help</p>	<p>They provide help, call a competent person Tell the parents of the harasser Talk to the harasser Talk to the victim Talk to the parents Advisory service Call the police Awareness raising to protect others They talked Contact associations</p>

If you notice sexual harassment, what do you think about the victim?	
Boys:	Girls:
<p>Compassion You may not be interested You can sympathize Poor her/him/it</p>	<p>That he/she is in trouble That she/he need help He/she is not guilty Help!</p>



Supported by the Rights, Equality and Citizenship (REC) Programme of the European Union



FACULDADE DE PSICOLOGIA E DE CIÊNCIAS DA EDUCAÇÃO UNIVERSIDADE DO PORTO



DRUŠTVO ZA NEVASKALNO KOMUNIKACIJO Association for nonviolent communication



L-Università ta' Malta Faculty for Social Wellbeing, Department of Gender Studies



The Peace Institute Institute for Contemporary Social and Political Studies



LONDON METROPOLITAN UNIVERSITY



BYSTANDERS

	<p>"I feel compassion, I feel guilty if I do not help"</p> <p>Compassion</p> <p>Naive</p> <p>She needs help</p>
--	---

What do you think about harasser?	
Boys:	Girls:
<p>Probably not</p> <p>Psychopath</p> <p>Wtf model</p> <p>It's not a bad person, just a bad act</p>	<p>It's a dangerous individual</p> <p>Idiot, pig</p> <p>Maybe he was the victim of violence himself</p> <p>The reason for this is the person's problems</p> <p>Pedophile</p> <p>Dangerous</p> <p>Psychological problems</p>

How do you feel about it?	
Boys:	Girls:
<p>Helpless</p> <p>Terrible</p> <p>You want to stop it</p> <p>Confused</p> <p>Shocked</p>	<p>Helpless</p> <p>Guilty</p> <p>Helpless (you try to help)</p> <p>Unpleasant</p> <p>Responsible</p> <p>Horror</p> <p>Fear</p> <p>Discomfort</p>



Supported by the Rights, Equality and Citizenship (REC) Programme of the European Union



FACULDADE DE PSICOLOGIA E DE CIÊNCIAS DA EDUCAÇÃO UNIVERSIDADE DO PORTO



DRUŠTVO ZA NEVASKALNO KOMUNIKACIJO Association for nonviolent communication



L-Università ta' Malta Faculty for Social Wellbeing, Department of Gender Studies



Mirovni inštitut Institut za sodobne družbene in politične študije The Peace Institute Institute for Contemporary Social and Political Studies



LONDON METROPOLITAN UNIVERSITY



BYSTANDERS

School 3 / Group A and B¹⁰

Who is harassing?	
Boys:	Girls:
Teachers / professors Companions Parents	Boyfriend Teachers Parents Girlfriend

In what way does he/she harass?	
Boys:	Girls:
Verbally Physically Mocking Intimidation	Psychologically Words Touching

Where is he/she harassing?	
Boys:	Girls:
School At home Wherever	School At work Home

Who is harassed?	
Boys:	Girls:
Mostly women Children (son, daughter) Peers	Boyfriend Teens Children Girls

¹⁰ Concept maps have not been made with girls of group A and with boys of group B, therefore we put both available maps in one table



Supported by the Rights, Equality and Citizenship (REC) Programme of the European Union



BYSTANDERS

	Students
--	----------

How does one who harasses feel by doing that?	
Boys:	Girls:
Satisfaction Strong Confidently	Brave Happy Proud

How does the victim feel in that situation?	
Boys:	Girls:
Scared Unpleasant Confused	Disgraced Fear Sadness

Why do students and schoolmates do not say or do anything?	
Boys:	Girls:
Fear For some action it is not inappropriate You do not know what to do	They are ashamed They do not dare They feel helpless

What could students and schoolmates do?	
Boys:	Girls:
Move the victim away Call for help Warn harassers	We tell teachers / parents We call the help desk We tell someone adult

Why do not professors take action?	
Boys:	Girls:



Supported by the Rights, Equality and Citizenship (REC) Programme of the European Union



BYSTANDERS

They don't think it is harassment Everyone would act	They don't believe They are afraid of losing their job Harasser threatens them
---	--

What could professors do?	
Boys:	Girls:
Conversation with the harasser Talk to the victim To call a meeting Transmit information to parents / psychologists	Conversation with the harasser Talk to the victim Call the police

If you notice sexual harassment, what do you think about the victim?	
Boys:	Girls:
Compassion What did he/she do to deserve it How will he/she act/ what will be the consequence	Bad for her

What do you think about harasser?	
Boys:	Girls:
Why? He does not have a healthy mind Why this was necessary?	Dude Bad person

How do you feel about it?	
Boys:	Girls:
Helpless Compassion Confused	Bad Anxiety I can't do much



Supported by the Rights,
Equality and Citizenship
(REC) Programme of the
European Union



FACULDADE DE PSICOLOGIA
E DE CIÊNCIAS DA EDUCAÇÃO
UNIVERSIDADE DO PORTO



DRUŠTVO ZA
NEVASKLNO
KOMUNIKACIJO
Association
for nonviolent
communication



L-Università
ta' Malta
Faculty for Social Wellbeing, Department of Gender Studies



Mirovni inštitut
Inštitut za sodobne družbene in politične študije
The Peace Institute
Institute for Contemporary Social and Political Studies



LONDON
METROPOLITAN
UNIVERSITY



BYSTANDERS

8	3		2	1		1	1									
---	---	--	---	---	--	---	---	--	--	--	--	--	--	--	--	--

School: 1 Group: A Sex: Girls

Question s	Strongly agree			Agree			Not sure			Disagree			Strongly disagree			Notes/comments
	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	
1	5		7	12		13	3		2						1	
2	2		2	5		15	11		3			2	2		1	
3	6		8	10		10	4		4						1	
4	2		10	15		11	2		1	1					1	
5	5		5	11		12	3		4				1		1	1 – not understand the question
6			2	4		10	12		10	3			1		1	
7	2		8	6		7	11		6	1		1			1	



Supported by the Rights, Equality and Citizenship (REC) Programme of the European Union



FACULDADE DE PSICOLOGIA E DE CIÊNCIAS DA EDUCAÇÃO UNIVERSIDADE DO PORTO



DRUŠTVO ZA NEVNASILNO KOMUNIKACIJO



Associação for nonviolent communication



Faculty for Social Wellbeing, Department of Gender Studies



Instytut za współczesne badania w polityce i badanie



Institute for Contemporary Social and Political Studies



LONDON METROPOLITAN UNIVERSITY



BYSTANDERS

8	5		5	10		9	3		8	1			1		1	
---	---	--	---	----	--	---	---	--	---	---	--	--	---	--	---	--

School: 1 Group: B Sex: Boys

Question s	Strongly agree			Agree			Not sure			Disagree			Strongly disagree			Notes/comments	
	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU		
1	3		7	15		9	2		2								Total: 20 pre / no post / 18 fu
2				6		14	11		2	2		2	1				
3	9		7	9		5	2		4			2					
4	4		9	15		7	1		2								
5	3		5	11		7	5		6								
6			2	5		6	12		7	2		3	1				



Supported by the Rights, Equality and Citizenship (REC) Programme of the European Union



DRUŠTVO ZA NEVNASILNO KOMUNIKACIJO
Associação para não violenta comunicação



L-Università ta' Malta
Faculty for Social Wellbeing, Department of Gender Studies



LONDON METROPOLITAN UNIVERSITY



The Peace Institute
Institute for Contemporary Social and Political Studies



BYSTANDERS

7	2		6	9		6	8		5	1		1				
8	2		4	12		7	5		7	1						

School: 1 Group: B Sex: Girls

Question s	Strongly agree			Agree			Not sure			Disagree			Strongly disagree			Notes/comments
	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	
1	4		3	4		4										
2	1		1	3		6	3						1			
3	2		1	6		3			3							
4	3		3	3		3	2		1							
5	1		2	7		5										
6	1		2	1		3	5		1			1	1			



Supported by the Rights, Equality and Citizenship (REC) Programme of the European Union



FACULDADE DE PSICOLOGIA E DE CIÊNCIAS DA EDUCAÇÃO UNIVERSIDADE DO PORTO



DRUŠTVO ZA NEKORISNO KOMUNIKACIJSKO VEŠTAČENJE for nonviolent communication



L-Università ta' Malta Faculty for Social Wellbeing, Department of Gender Studies



The Peace Institute Institute for Contemporary Social and Political Studies



BYSTANDERS

7				3		2	1		3	4		2				
8	1		2	4		3			1	3		1				

School: 2 Group: A Sex: Boys

Question s	Strongly agree			Agree			Not sure			Disagree			Strongly disagree			Notes/comments
	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	
																Total: 21 pre / 20 post / 19 fu
1	10	8	8	8	11	11	2	1		1						
2	1	6	5	15	10	12	3	2	2	2	2					
3	6	9	5	14	10	11		1	3	1						
4	5	6	5	10	13	11	4	1	2	2		1				
5	3	5	4	11	14	9	5	1	4	1		1	1		1	



Supported by the Rights, Equality and Citizenship (REC) Programme of the European Union



FACULDADE DE PSICOLOGIA E DE CIÊNCIAS DA EDUCAÇÃO UNIVERSIDADE DO PORTO



DRUŠTVO ZA NEKREŠNO KOMUNIKACIJO ASSOCIATION for nonviolent communication



L-Università ta' Malta Faculty for Social Wellbeing, Department of Gender Studies



The Peace Institute Institute for Contemporary Social and Political Studies



BYSTANDERS

6	1	3	3	7	12	12	9	5	3	3		1	1			
7		1	3	7	4	2	10	7	6	3	6	6	1	2	2	
8	4	4	3	7	14	13	5	2	3	4			1			

School: 2 Group: A Sex: Girls

Question s	Strongly agree			Agree			Not sure			Disagree			Strongly disagree			Notes/comments	
	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU		
1	1	5	5	9	5	5											Total: 10 pre / 10 post / 10 fu
2	1	2	3	7	8	7				2							
3	2	3	3	8	2	3		3	4		2						
4	1	3	2	5	4	5	2	3	3	2							



Supported by the Rights, Equality and Citizenship (REC) Programme of the European Union



FACULDADE DE PSICOLOGIA E DE CIÊNCIAS DA EDUCAÇÃO UNIVERSIDADE DO PORTO



DRUŠTVO ZA NEVARNIŠKO KOMUNIKACIJO (Association for nonviolent communication)



L-Università ta' Malta Faculty for Social Wellbeing, Department of Gender Studies



The Peace Institute Institute for Contemporary Social and Political Studies



BYSTANDERS

5		5	3	8	17	6	2	4	1		1					
6		3	2	1	18	3	7	6	5	2	1					
7		2		4	5	6	6	1	2		1	1		1	1	
8		3	3	2	5	6	7	2	1	1	1					

School: 2 Group: B Sex: Boys

Question s	Strongly agree			Agree			Not sure			Disagree			Strongly disagree			Notes/comments	
	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU		
1		1	2	9	3	5			2								
2	2	3	6	4	1	3	3										
3	1			6	1	6	2	2	3		1						
4	1		1	6	1	3	2	2	4		1	1					



Supported by the Rights, Equality and Citizenship (REC) Programme of the European Union



FACULDADE DE PSICOLOGIA E DE CIÊNCIAS DA EDUCAÇÃO UNIVERSIDADE DO PORTO



DRUŠTVO ZA NEVASKALNO KOMUNIKACIJO (Association for nonviolent communication)



L-Università ta' Malta Faculty for Social Wellbeing, Department of Gender Studies



The Peace Institute Institute for Contemporary Social and Political Studies



LONDON METROPOLITAN UNIVERSITY



BYSTANDERS

BYSTANDERS

5				3	2	5	5	2	3	1		1				
6	1				3	5	6	1	3	2					1	
7				1		2	6	2	2	2	2	5				
8		2	4	7	2	5	2									

School: 2 Group: B Sex: Girls

Question s	Strongly agree			Agree			Not sure			Disagree			Strongly disagree			Notes/comments
	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	
1	4	10	11	8	8	7	3	2							1	
2	1	7	6	9	11	10	4	1	1	1	1	1			1	
3	2	5	9	12	10	8	1	4			1	1				
Total: 15 pre / 20 post / 19 fu																



Supported by the Rights, Equality and Citizenship (REC) Programme of the European Union



FACULDADE DE PSICOLOGIA E DE CIÊNCIAS DA EDUCAÇÃO UNIVERSIDADE DO PORTO



DRUŠTVO ZA NEVNASILNO KOMUNIKACIJO Association for nonviolent communication



L-Università ta' Malta Faculty for Social Wellbeing, Department of Gender Studies



The Peace Institute Institute for Contemporary Social and Political Studies



LONDON METROPOLITAN UNIVERSITY



BYSTANDERS

4	3	5	7	10	11	9	2	3	2		1	1				
5	2	4	8	7	11	9	6	4	2		1					
6	1	4	8	1	12	5	10	4	5	2					1	
7		1		3	7	3	9	9	5	3	5	6			5	
8	2	3	7	8	15	10	4	1	2	1	1					

School: 3 Group: A Sex: Boys

Question s	Strongly agree			Agree			Not sure			Disagree			Strongly disagree			Notes/comments	
	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU		
1	5			6			2										Total: 13 pre / no post / no fu
2	3			3			6			1							



Supported by the Rights, Equality and Citizenship (REC) Programme of the European Union



FACULDADE DE PSICOLOGIA E DE CIÊNCIAS DA EDUCAÇÃO UNIVERSIDADE DO PORTO



DRUŠTVO ZA NEKVALIFIKOVANO KOMUNIKACIJSKO SPOVEDANJE for nonviolent communication



L-Università ta' Malta Faculty for Social Wellbeing, Department of Gender Studies



The Peace Institute Institute for Contemporary Social and Political Studies



LONDON METROPOLITAN UNIVERSITY



BYSTANDERS

3	6			4			2			1						
4	3			4			4			1			1			
5	4			4			3			1			1			
6	2			5			4			2						
7	2			4			6			1						
8	4			3			4			2						

School: 3 Group: A Sex: Girls

Question s	Strongly agree			Agree			Not sure			Disagree			Strongly disagree			Notes/comments
	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	
1				3												Total: 3 pre / no post / no fu



Supported by the Rights, Equality and Citizenship (REC) Programme of the European Union



FACULDADE DE PSICOLOGIA E DE CIÊNCIAS DA EDUCAÇÃO UNIVERSIDADE DO PORTO



DRUŠTVO ZA NEKVALIFIKOVANO KOMUNIKACIJSKO SPOVEDANJE for nonviolent communication



L-Università ta' Malta Faculty for Social Wellbeing, Department of Gender Studies



The Peace Institute Institute for Contemporary Social and Political Studies



LONDON METROPOLITAN UNIVERSITY



BYSTANDERS

2				3												
3	2			1												
4	2			1												
5	1			1			1									
6	1			1			1									
7				1			1			1						
8	2			1												

School: 3 Group: B Sex: Boys

Question s	Strongly agree			Agree			Not sure			Disagree			Strongly disagree			Notes/comments
	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	
1			1	2		3										2 pre / no post / 4 fu



Supported by the Rights, Equality and Citizenship (REC) Programme of the European Union



FACULDADE DE PSICOLOGIA E DE CIÊNCIAS DA EDUCAÇÃO UNIVERSIDADE DO PORTO



DRUŠTVO ZA NEVASKALNO KOMUNIKACIJO (Association for nonviolent communication)



L-Università ta' Malta Faculty for Social Wellbeing, Department of Gender Studies



The Peace Institute Institute for Contemporary Social and Political Studies



LONDON METROPOLITAN UNIVERSITY



BYSTANDERS

2				1		4	1									
3			2	2		1			1							
4			4	2												
5						2	2		2							
6							1		3	1					1	
7			1				1		2	1		1				
8				1		4	1									

School: 3 Group: B Sex: Girls

Question s	Strongly agree			Agree			Not sure			Disagree			Strongly disagree			Notes/comments
	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	
1	2		7	13		5	4									Total: 19 pre / no post / 12 fu



Supported by the Rights, Equality and Citizenship (REC) Programme of the European Union



FACULDADE DE PSICOLOGIA E DE CIÊNCIAS DA EDUCAÇÃO UNIVERSIDADE DO PORTO



DRUŠTVO ZA NEKORISNO KOMUNIKACIJO



L-Università ta' Malta



The Peace Institute



LONDON METROPOLITAN UNIVERSITY



BYSTANDERS

2			4	8		6	8		2				3			
3	11		7	7		5	1									
4	11		10	6		1	2		1							
5	1		5	9		3	7		3	2		1				
6	1		2	5		5	10		5	3						
7	3		3	6		4	7		3	2		2	1			
8	5		7	3		3	8		1	3		1				

SCHOOL STAFF'S RESULTS

School: 1 Male School Staff

Questions	Strongly agree			Agree			Not sure			Disagree			Strongly disagree			Notes/comments
	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	No male school staff
1																



Supported by the Rights, Equality and Citizenship (REC) Programme of the European Union



FACULDADE DE PSICOLOGIA E DE CIÊNCIAS DA EDUCAÇÃO UNIVERSIDADE DO PORTO



DRUŠTVO ZA NEKORISNO KOMUNIKACIJO Association for nonviolent communication



L-Università ta' Malta Faculty for Social Wellbeing, Department of Gender Studies



The Peace Institute Institute for Contemporary Social and Political Studies



LONDON METROPOLITAN UNIVERSITY



BYSTANDERS

2																
3																
4																
5																
6																
7																
8																
9																

School: 1 Female School Staff

Question s	Strongly agree			Agree			Not sure			Disagree			Strongly disagree			Notes/comments
	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	
																4 pre, 4 post, no FU



Supported by the Rights, Equality and Citizenship (REC) Programme of the European Union



FACULDADE DE PSICOLOGIA E DE CIÊNCIAS DA EDUCAÇÃO UNIVERSIDADE DO PORTO



DRUŠTVO ZA NEVARNIŠKO KOMUNIKACIJO Association for nonviolent communication



L-Università ta' Malta Faculty for Social Wellbeing, Department of Gender Studies



The Peace Institute Institute for Contemporary Social and Political Studies



LONDON METROPOLITAN UNIVERSITY



BYSTANDERS

																questionnaire
1	1	3		1	1		2									
2				1						1	2		2	2		
3	3	3		1	1											
4	3	1		1	3											
5	3	1		1	2			1								
6		1		2	2		3	1								
7	2	3		2	1											
8					1		1			2	2		1	1		
9	2	4					2									

School: 2 Male School Staff



Supported by the Rights, Equality and Citizenship (REC) Programme of the European Union



BYSTANDERS

Question s	Strongly agree			Agree			Not sure			Disagree			Strongly disagree			Notes/comments	
	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU		
1		1		4	2												4 pre, 3 post, no FU questionarie
2				2	1		2	1						1			
3		2		4	1												
4	2			2	3												
5					3		4										
6		1			2		4										
7				2	2		1	1		1							
8				1	1			1		1	1		2				
9		1		1	2		1			2							



Supported by the Rights, Equality and Citizenship (REC) Programme of the European Union



FACULDADE DE PSICOLOGIA E DE CIÊNCIAS DA EDUCAÇÃO UNIVERSIDADE DO PORTO



DRUŠTVO ZA NEVNASILNO KOMUNIKACIJO



Associação for nonviolent communication



L-Università ta' Malta Faculty for Social Wellbeing, Department of Gender Studies



Mirovni inštitut Institut za sodobne družbene in politične študije



The Peace Institute Institute for Contemporary Social and Political Studies



LONDON METROPOLITAN UNIVERSITY



BYSTANDERS

School: 2 Female School Staff

Question s	Strongly agree			Agree			Not sure			Disagree			Strongly disagree			Notes/comments
	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	
1		2		4	4		2	1								6 pre, 7 post, no FU questionarie
2		2		6	1		3	1		1	3					
3	2	4		4	3		1									
4	2	3		4	4											
5				1	5		6	1			1					
6				2	5		5	2								
7		1		4	5		3	1								
8		2		3	3		1	1		3	1					



Supported by the Rights, Equality and Citizenship (REC) Programme of the European Union



FACULDADE DE PSICOLOGIA E DE CIÊNCIAS DA EDUCAÇÃO UNIVERSIDADE DO PORTO



DRUŠTVO ZA NEVNASILNO KOMUNIKACIJO (Association for nonviolent communication)



L-Università ta' Malta Faculty for Social Wellbeing, Department of Gender Studies



The Peace Institute Institute for Contemporary Social and Political Studies



LONDON METROPOLITAN UNIVERSITY



BYSTANDERS

9		2		3	2		4	3								
---	--	---	--	---	---	--	---	---	--	--	--	--	--	--	--	--

School: 3 Male School Staff

Question	Strongly agree			Agree			Not sure			Disagree			Strongly disagree			Notes/comments
	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	
1	1				1											1 pre, 1 post, no FU questionnaires
2				1	1											
3		1		1												
4	1	1														
5	1							1								
6							1	1								



Supported by the Rights, Equality and Citizenship (REC) Programme of the European Union



FACULDADE DE PSICOLOGIA E DE CIÊNCIAS DA EDUCAÇÃO UNIVERSIDADE DO PORTO



DRUŠTVO ZA NEVNASILNO KOMUNIKACIJO - Association for nonviolent communication



L-Università ta' Malta Faculty for Social Wellbeing, Department of Gender Studies



The Peace Institute Institute for Contemporary Social and Political Studies



LONDON METROPOLITAN UNIVERSITY



BYSTANDERS

7					1		1									
8								1					1			
9							1	1								

School: 3 Female School Staff

Question s	Strongly agree			Agree			Not sure			Disagree			Strongly disagree			Notes/comments
	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	Pre	Post	FU	
																14 pre, 11 post, no FU questionnaires
1	3	2		8	8		3	1								
2	1	2		8	6		4	3		1						
3	5	4		8	7		1									
4	3	3		9	8		1			1						



Supported by the Rights, Equality and Citizenship (REC) Programme of the European Union



FACULDADE DE PSICOLOGIA E DE CIÊNCIAS DA EDUCAÇÃO UNIVERSIDADE DO PORTO



DRUŠTVO ZA NEVARNIŠKO KOMUNIKACIJO (Association for nonviolent communication)



UMAR

L-Università ta' Malta Faculty for Social Wellbeing, Department of Gender Studies



Mirovni Institut Institut za evropske študije in politične študije The Peace Institute Institute for Contemporary Social and Political Studies



BYSTANDERS

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



Supported by the Rights, Equality and Citizenship (REC) Programme of the European Union



DRUŠTVO ZA NEVASKOBU KOMUNIKACIJO
Association for nonviolent communication



L-Università ta' Malta
Faculty for Social Wellbeing, Department of Gender Studies



LONDON METROPOLITAN UNIVERSITY



The Peace Institute
Inštitut za sodobne družbene in politične študije
Institute for Contemporary Social and Political Studies

