BREAKING THE

CYCLE

OF VIOLENCE

against women

MESSAGE

The project Breaking the Cycle of Violence is co-financed by the Rights, Equality and Citizenship (REC) Programme of the European Union and builds on a previous project Full Cooperation: Zero Violence with the same theme. The project is aimed to complement Malta's plan of action to implement the Istanbul Convention, with the objective to raise awareness among victims of domestic violence as well as potential victims, with a particular focus on women with disabilities, LBTI women and migrant women.

The identified objectives of this project were: 1) to carry out research in order to identify behaviours of target groups which need to be changed in order to break the cycle of violence; 2) to develop and implement an educational programme for children and young adults; 3) to raise awareness among the different target groups on violence prevention, victims' rights and support services available to them; and 4) to develop and implement mentoring workshops for victims of violence in a second stage shelter and female survivors who receive support services from the national agency.

The research study aimed to measure the impact of training intervention on knowledge and attitudes towards Violence Against Women (VAW) through an impact assessment of tailor- made information sessions with the target groups which were identified as members of the Commission for the Rights of Persons with Disability (CRPD), the Malta LGBTIQ Rights Movement (MGRM), the Migrant Women Association Malta (MWAM), the Malta Girl Guides and the Scouts Association of Malta.

This study not only will it improve data availability on Violence Against Women but will also shape future studies and campaigns. It will serve as a tool to overcome perceptions on gender- based violence and instil change.

Commissioner on Gender-based Violence and Domestic Violence

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DISCLAIMER

The opinions expressed in this report are the responsibility of the authors and do not necessarily reflect the official policy of the Ministry for Justice, Equality and Governance or the views of the University of Malta.

EXECUTIVE SUMMARY

This impact evaluation, carried out by a multidisciplinary research team at the University of Malta, is part of a project entitled 'Breaking the Cycle of Violence' and is co-funded by the Directorate for General Justice and Consumers of the European Commission delivered under the auspices of the Commission on Gender-based Violence and Domestic Violence within the Ministry for Justice, Equality and Governance.

The aim of the research study was to identify the impact of a training intervention on the knowledge, attitudes and behavioural intent towards Violence Against Women (VAW) and gender equality among women with disabilities, migrant women, and Lesbian Bi-Sexual and Trans women, children and youths.

The intervention being studied was that of a series of Information Sessions on the topic of VAW. These sessions were tailored to a number of groups of participants and were conducted by diverse members of the Commission for the Rights of Persons with Disability, the Malta LGBTIQ Rights Movement, the Migrant Women Association Malta, the Malta Girl Guides and the Scouts Association Malta, all of whom were partners in the project. Indicators of change were to be observed in the extent of Knowledge about types of violence; about services; in Attitudes towards violence against women; gender stereotyping of self/others; gender-based teasing or harassment of peers; intent to seek help, intervene or report following exposure to violence.

A mixed methods design was adopted for this impact evaluation combining both quantitative (survey- based research) and qualitative research (based on focus groups). The survey was designed with reference to existing surveys and various scales extrapolated from academic literature, indented to capture the indicators of change assigned to each group. The data collection returned a mix of pre- training; post-training and control-group questionnaires totalling a dataset of 735 observations. Five focus groups were carried out with adult participants, young people and youth ambassadors, and trainers for adults, youth and children respectively. Focus groups were audio recorded and transcribed verbatim and analysed through general inductive analysis.

The quantitative results showed that in general respondents became better informed of what VAW is and of services available. There were also some changes in attitudes and beliefs, particularly where these were ambivalent to start with. However, the propensity to intervene became more nuanced post- training. In many instances it actually fell - possibly as participants became more aware of the complexity of the issue. These findings are limited by the nature of the quantitative method, including the fact that the pre and post sample sizes were small for adults, and the changes in the composition of pre-post samples; the diversity of treatments of training and data collection periods, and the limited nature of the yardstick by which we measured change (the questionnaire), particularly among children. The qualitative analysis gave more nuance to the quantitative findings, including potential explanations for some of the results. They further highlighted issues related to process including lessons learnt from the implementation of the information sessions, and additional benefits of the training that were not captured by the survey.

The main recommendations include i. to standardise training (at least within the groups) & its assessment with a view to better testing its impact; ii. to focus training on the more ambivalent/problematic issues; iii. to utilise simpler instruments for the assessment of impact and iv. to give importance to follow-up programming to support the durability of impact.

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ABBREVIATIONS

AMIRS: Adolescent Masculinity in Relationships Scale

CCF: Corradino Correctional Facilities

CDV: Commission for Gender Based Violence and Domestic Violence CRPD: Commission for the Rights of Persons with Disability

FRA: European Union Fundamental Rights Agency

GBV: Gender based violence

IRMAS: Illinois Rape Myth Assessment Scale

LBT: Lesbian, Bi and Transgender women

MGG: Malta Girl Guide Association

MGRM: Malta LGBTIQ Rights Movement

SAM: Scouts Association Malta

UM: University of Malta

VAW: Violence Against Women

WAGGGS: World Association of Girl Guides and Girl Scouts

WRVH: World Report on Violence and Health

1. INTRODUCTION

1.1   Background

The aim of this study is to measure the impact of Information Sessions that were held with different target groups as part of the project "Breaking the Cycle of Violence". This project was co-financed by the Directorate for General Justice and Consumers of the European Commission delivered under the auspices of the Commission on Gender based Violence and Domestic Violence (CDV) within the Ministry for Justice, Equality and Governance. The other partners in the project included the Malta Girl Guides Association (MGG), Commission for the Rights of Persons with Disability (CRPD), Migrant Women Association Malta (MWAM) and Malta LGBTIQ Rights Movement (MGRM).

The role of the CRPD, MWAM and MGRM was to design, develop and deliver the Information Sessions to the target groups, which included adult women consisting of lesbian, bisexual and transgender women (LBT), migrant and disabled women in collaboration with a gender equality expert. The role of the MGG was to utilise the *Voices against Violence Badge Curriculum,* an international non-formal educational programme developed by the World Association of Girl Guides and Girl Scouts (WAGGGS) to deliver training to Girl Guide and Scout Leaders in a *Train the Trainer* workshop and mentor them as they delivered the sessions within their own respective units.

The Istanbul Convention prioritises prevention as one of the pillars in combating violence against women (VAW). The Information Sessions and training that formed part of this project can be considered as examples of both primary and secondary prevention efforts. Primary prevention is meant to avert the onset of a problem, aiming to reduce the actual incidence of violence and is thus most suitable for children and young people. Secondary prevention strives to decrease the prevalence and minimise the impact of a potentially already existing problem for groups that are considered more at risk of experiencing violence (McMahon, Postmus & Koenick, 2011; Council of Europe, 2011). The groups of adult women targeted in this project are more at risk of experiencing violence (United Nations, 2017; Fundamental Rights Agency, 2014).

The project included other activities apart from these Information Sessions comprising of mentoring workshops for victims experiencing violence against women (VAW), a public awareness raising campaign encouraging the reporting of VAW, a general population telephone survey (pre- and post- awareness raising campaign), seminars for NGOs and professionals and a festival developed and run by youth ambassadors aimed at raising awareness and advocacy on VAW organized by the MGG in collaboration with the Scouts Association of Malta (SAM).

1.2   Scope

The role of the University of Malta (UM) was to design and coordinate an impact evaluation study of the afore mentioned information sessions. The information sessions provided targeted information and education activities aiming towards preventing violence and empowering participants as well as addressing inequitable gender norms that might lead to violence against women.

The aim of the impact evaluation was to identify the knowledge, attitudes and behaviours towards VAW and gender equality of women with disabilities, migrant women, and LBT women, children and youths pre- and post- training in order to assess the impact of the intervention.

Indicators of change were to be observed in **Knowledge** about types of violence; about services; **Attitudes** towards violence against women; gender stereotyping of self/others; gender-based teasing or harassment of peers; **Exposure** to and disclosure of violence; **Intent** to seek help, intervene or report.

Impact evaluation is defined as an assessment of how an intervention affects outcomes. IFAD (2015) defines impact as the "attainment of development goals of the project or programme, or rather the contributions to their attainment." The aim of this evaluation is to answer questions about what has worked and what has not, and potentially provide relevant information for the design of future programmes.

1.3   Report Outline

Following this chapter, Chapter 2 presents a brief review of the literature that includes the definition and prevalence of violence, the negative consequences and challenges survivors of violence encounter and programmes that aim to tackle the prevention of violence. It further outlines the local context in terms of the legal framework and crime trends related to domestic violence and gender-based violence against women particularly.

Chapter 3 describes the methodology adopted for this impact evaluation. It provides detailed information about the intervention, outlines the design for both the quantitative and qualitative aspects of the research, and procedures related to sampling, data collection and analysis. Ethical issues and shortcomings of the study are further discussed.

Chapter 4 presents the findings from the quantitative analysis starting with an overview of the data set, moving on to descriptive data related to knowledge, attitudes and behaviour of the various groups and ending with an analysis of differences achieved through the intervention.

Chapter 5 analyses the information gathered in the focus groups pertaining to both the trainers' and participants' experiences of the various training programmes. It outlines themes that emerged related to the perceived benefits of the information sessions and lessons gained for future engagement in prevention programmes.

Chapter 6 concludes the report with a discussion synthesising the various aspects of the evaluation and further presenting recommendations.

The report is supported by 3 appendices that reproduce the research tools that were used in this study.

2. LITERATURE REVIEW

2.1   Overview

This chapter presents a brief review of the literature on the definition and prevalence of violence. The discussion that sits in this chapter adopts the risk factor approach to delve into scenarios that serve as potential catalysts to crime and violence. It also highlights the negative consequences and challenges survivors of violence encounter whilst pointing out programmes that aim to tackle the prevention of violence. It further offers an overview of previous studies that use tools which allow for exploring knowledge, attitudes and intent vis-à-vis scenarios that are characterised by violence. Towards the end of this chapter it further outlines the local context in terms of the legal framework and crime trends related to domestic violence and gender-based violence against women particularly.

2.2   Defining Violence

The World Health Organisation defines violence as "the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has high likelihood of resulting in injury, death, psychological harm, mal-development, or deprivation" (World Report on Violence and Health (WRVH), 2002, p.5).

A significant body of literature in criminology distinguishes between i. aggression: the intention to hurt or gain advantage over others without necessarily inflicting physical injury, ii. violence: the use of strong physical force fuelled by aggressive motivation and iii. criminal violence: injurious behaviour forbidden by law such as grievous bodily harm, wounding, assault, robbery, murder and rape.

In view of this, the WRVH distinguishes between self-directed violence (such as self-harm and suicide); interpersonal violence which incorporates family/partner violence (such as child maltreatment, intimate partner violence and elderly abuse); community violence wherein the perpetrator could be an acquaintance or a stranger (such as assault by strangers, or violence at work); and collective violence (violence committed by relatively large groups). This typology further outlines four ways through which violence is inflicted. These include physical violence, sexual violence, psychological violence and deprivation or neglect (WRVH, 2002). For the purpose of this research study the focus is on interpersonal violence and community violence, particularly violence against women (VAW) and gender-based violence against women (GBV), wherein the victims are primarily women or girls. The Istanbul Convention defines violence against women as:

> a violation of human rights and a form of discrimination against women and shall mean all acts of gender-based violence that result in, or are likely to result in, physical, sexual, psychological or economic harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life (Article 3a).

Gender based violence against women is defined as:

> violence that is directed against women because she is a woman or that affects women disproportionately (Article 3d).

VAW is perpetuated through stalking, sexual harassment, sexual violence (such as dating violence and rape), forced marriages, forced abortions as well as forced sterilisation (such as female genital mutilation). In this context, the Council of Europe (2018) links phenomena related to domestic violence to violence against women, highlighting that most perpetrators are men and likewise most victims are women. In other words, this depicts a scenario characterised by violence used by men to be in control and exercise power over women, thus paving way to structural violence. A significant number of women across the globe suffer from trauma and are often subject to cruel and degrading behaviour which are also potential acts of criminal violence.

2.3   The incidence of Violence

Violence against women has been studied for decades and the nature as well as the intensity of incidents has changed over time and space.

> The problem of violence against women manifests itself in a terrifying array of forms throughout the world. The experience of violent intrusion – or the threat of such intrusion- is a common thread in the fabric of women's everyday lives in societies around the world (Renzetti, 2018, p.1).

Interestingly, Haylock, Cornelius, Malunga and Mbandazayo (2016, p.232) highlight that figures might "dehumanise or cloud the faces of survivors of violence". At the same time, official statistics may not portray the real prevalence of violence that men perpetuate on women over the course of their lives. This could be explained in the context of the dark figure of crime wherein in Malta, for instance, 85% of all sex offences go unreported (Formosa Pace, 2016).

The FRA Survey (2014) points out that 1 in 3 women in the EU have been a victim of physical or sexual violence since the age of 15; 1 in 20 women have been raped; over half of women have experienced sexual harassment and one in three women have experienced psychological abusive behaviour by a partner. This scenario relates to the prevalence of gender-based violence in the lives of women.

The EU adopts a 3-fold approach to collect data on gender based-violence of its member states; data collected from official records and authorities (police, justice, health and support services), data emerging from surveys on women's experience of violence in their life course as well as research related to attitudes towards gender-based-violence. In view of this the Eurobarometer report (European Commission, 2016) was also reviewed; which report maps "surveys on attitudes towards violence against women across the EU" (p.3). This survey explored a number of phenomena related to i. perception of prevalence of domestic violence, ii. people's knowledge on domestic violence and how to access services and reasons for concealing domestic violence, iii. opinions on where are women likely to experience violence, iv. opinions about attitudes towards GBV, v. opinion about the prevalence of sexual harassment and vi. whether a series of acts representing GBV are wrong and/or should be defined illegal.

The Eurobarometer Report (2016) revealed that 83% of respondents in Malta agreed that domestic violence against women is unacceptable and that 96% were aware of the multiple support services for women who are victims of domestic violence, yet 57% are not likely to speak about it if they know someone who has been a victim. The study also examines attitudes towards violence against women. Malta had the highest percentage of respondents in all the EU (47%) who believed that women often make up or exaggerate claims of abuse and rape and also the highest percentage (20%) who agreed that sexual intercourse without consent is justified if the person is wearing provocative or sexy clothing. Furthermore,

40% of Maltese respondents agreed that violence against women is often provoked by the victim. Such attitudes could be explained in view of phenomena directly linked to victim-blaming featuring in a number of crimes including sex offences and domestic violence. Interestingly, socio-demographic analysis shows that men as compared to women are more likely to agree that women often make up or exaggerate on claiming abuse or rape (25% vs. 20%). Also, one's level of education did affect whether respondents agreed with any of the three statements. Findings suggest clearly that the longer respondents remain in education the less likely they are to agree with the three statements. Respondents who agreed that domestic violence against women or men is acceptable were more likely to agree with the three statements outlined above (European Commission, 2016).

2.3.1 Risk and Mediating Factors

Using Ekblom's (2010) model of crime preventers and crime promoters one could identify a series of risk and mediating factors to violence against women. These include a sense of entitlement and a sense of superiority potentially rooted in historical unequal power relations between men and women (UN Declaration on the Elimination of Violence Against Women 1993) as well as societies wherein the legal, social and economic status of women is subordinate. Also, the propagation of crime and violence can run across generations of families (Formosa Pace, 2015) as the family can serve as a wellspring of crime (Derzon, 2005) through exposure to violence and crime role models. In other words, violence and crime run in families (Formosa Pace, 2015) wherein risk and mediating factors serve as crime promoters (Ekblom, 2010) to the continuity of violence across generations.

In addition, other phenomena relate to misogyny fuelled by feelings of hate and the harmful use of substances such as alcohol. It is argued that harmful alcohol use and dependence on alcohol could directly or indirectly serve as promoters to crime and violence (Ekblom, 2010). This harmful use and/or dependency yields a series of undesirable scenarios which in turn serve as potential catalysts to violence. These include poor physical and cognitive functions; reduced self-control; inability to process incoming information; exposure to a harmful user (parent/spouse/partner/sibling) which could lead one to use of alcohol as a coping strategy; and situations wherein the dependent is not self-sufficient and could resort to coercing relatives to economically finance their addiction (WHO Policy Briefing, 2006).

2.3.2 Consequences of violence

Crime yields several victims daily; this includes direct and/or in-direct victims, such as in the case of children, the family lives through indirect victimisation. In view of this, several groups of victims are particularly vulnerable when compared to other victims and/or survivors of crime. These include women, children, people who are targeted because of racially motivated or homophobic crimes, disabled people, elderly, and those who are socially marginalised. It might seem perplexing to identify half of the world's population as vulnerable. However, crimes against women are often characterised by regular domination on women and systematic violation of the woman even more so if such constitutes male violence against women (Lindgren & Nikolic-Ristanovic, 2011). Such is not exclusive to heterosexual relationships but extends to homosexual partners (Tiby, 2000).

Hate crime is a large umbrella that embraces racially or homophobic motivated crimes. Garofalo (1997) explains that these crimes represent "double violation"; as the victim is a victim of crime as well as a victim of hatred. This affects negatively the victims' self-esteem and self-confidence which scenarios are marred

by the avoidance of social contact wherein isolation is characteristic of the society they are living in (Rantakeisu, Almgren & Starrin, 1997).

Homophobic crimes endorse strong antagonism towards homosexuality and homosexuals. Also, crimes fuelled by sexual preference, attack the individual and their entire lifestyle (Garofalo, 1997). On the other hand, crimes against the elderly are often hidden and not known to authorities since they may occur at home and/or in any nursing home/institution (Steinmetz, 1988). Nonetheless, elderly victims succumb to severe social and psychological difficulties irrespective of the nature of the relationship between perpetrator-victim and where the crime takes place.

Like crimes against the elderly, there is little public dialogue on crimes against disabled people, wherein the most frequent perpetrators are close family members rather than strangers (Finndahl, 2001). Also, these victims have difficulties in reporting and discussing their experiences of physical and/or sexual exploitation. They do run the risk of being doubted even more so if the perpetrator is in a position of trust. Moreover, those who are socially marginalised tend to be in subordinate positions and powerless. This includes women and children who are at risk of being controlled by traffickers, sexually exploited and exploited at work such as maids and/or nannies who suffer from what is defined as modern slavery (Lindgren & Nikolic-Ristanovic, 2011).

Intimate partner violence is recognised to constitute a social and a public health problem and studies show that intimate partner violence features also in adolescents' and youths' dating relationships (Kury, Obergfell-Fuchs & Woessner, 2004; Lewis & Fremouv, 2001). Dating aggression yields short to long term consequences. The latter include negative effects on the victims' health, dropping out of school, low self-esteem and poor physical and emotional well-being (Ackard & Neumark-Sztainer, 2002; Collin-Vézina, Hébert, Manseau, Blais & Fernet, 2006; Harned, 2001; Muñoz-Rivas, Graña, O' Leary & González, 2007), wherein such consequences feature mostly and more severely among women (Harned, 2001; Hird, 2000).

Miller (2011) argued that around 25% of college students in the US experienced abusive dating relationships characterised by acts of physical violence. Also, when examining the prevalence of physical dating violence considering all dating relationships, physical dating violence scored at 43% whilst 91% was measured for any form of psychological abuse (Neufeld, McNamara & Ertl, 1999). Research studies (examples: Coker et al., 2002; Glass et al., 2003) highlight that intimate partner violence and dating violence bear a series of negative effects such as poor physical and mental health, chronic diseases and injury, depression as well as substance abuse. Black et al. (2010) pointed out other negative impacts including post-traumatic stress disorder (PTSD), being fearful to report a violent partner, concern about one's safety, missing on school days or not reporting to work.

2.4   Evaluation of prevention programmes

Primary crime prevention designs focus on targeting social and situational factors, that is the conditions in the natural environment that act as potential crime promoters (Ekblom, 2010). Likewise, secondary crime prevention programmes seek to prevent crime by targeting at risk offenders and potential opportunities that could interchangeably act as risk and mediating to crime (Formosa Pace, 2016).

Evaluated programmes can be defined as those that include a post-test or a pre-/ post- test and/or a qualitative assessment of knowledge and skill development and attitudinal or behavioural changes among

participants (Storer, Casey & Herrenkohl, 2016). Morrison, Ellsberg and Bott (2007, p.43) have highlighted the dearth of "high-quality evaluations" of programme effectiveness, wherein their study puts forward two important implications. The first being that policies targeting the reduction of gender-based violence should be designed based on emerging evidence; which evidence should include evaluation of process, qualitative evaluations as well as impact evaluations. The second recommendation highlights that "no single intervention will address all risk factors for gender-based violence and reduce gender-based violence in the short run". In other words, they propose that a series of interventions running simultaneously constitute the way forward.

Literature on violence prevention programmes, especially those with an evaluation component has recently mainly focused on bystander programmes to prevent rape and sexual assault among young people, particularly high school and college students in the US, due to the proliferation of sexual assault on college campuses (McMahan et al, 2014). The 2013 Campus Sexual Violence Elimination Act requires US colleges to provide such bystander training (Coker et al, 2016). Bystander approaches are borrowed from the field of social psychology and frame sexual violence as a community issue in which everyone can intervene before, during or after a sexual assault takes place. Rather than framing individuals into potential victims or perpetrators, it engages them as potential witnesses to violence, with the aim of decreasing defensiveness and enable them to envision their active engagement to contributing to the elimination of violence (Coker et al, 2016).

While, as mentioned, most programmes focus on sexual assault prevention, there have been some programmes, for example the one evaluated by Edwards et al (2019), that focused more widely on interpersonal violence including stalking, sexual harassment and dating violence apart from sexual assault. The evidence base of such interventions has just started to emerge. A meta-analysis by Katz and Moore (2013) found moderate effects of such programmes both on bystander efficacy and intention to intervene and very modest effects in terms of self-reported bystander behaviour and attitudes about rape. It is clear from this meta-analysis that it is much more challenging to change attitudes and behaviour than it is to build efficacy and intent.

A more recent systematic review carried out by Storer et al (2016), including 15 empirical studies of 9 distinct programmes showed similar results. Three of these programmes catered exclusively for men, two catered for women, while the rest were mixed genders. While in the past, research seemed to suggest that single-sex groups were recommended for prevention programmes (Breitenbecher, 2000), there seemed to be no effect in this study between mixed-gender and single-gender groups on programme outcomes since both produced favourable short-term results in some outcomes but not others. In terms of willingness to intervene and self-efficacy in utilising bystander intervention, all studies produced short-term positive results, however when it comes to rape myth acceptance, the results were mixed with only four studies reporting statistically significant change in attitudes. The authors concluded that while these prevention programmes show promise for increasing confidence in acting as positive bystanders, additional longitudinal research is needed to measure the translation of cognitive changes into intervening behaviours. They asserted that the current research base is mixed and "unable to conclusively articulate which programme design and components may impact desired outcomes" (Storer et al, 2016, p. 266).

A recent study by Edwards et al (2019) included younger students aged 14 to 18 (average age 15.8), who were engaged in a school-based programme in 25 schools in the US. The intervention consisted of the Bringing in the Bystander—High School Curriculum [BITB-HSC], including seven 45-minute sessions delivered to a mixed gender audience in the context of a classroom. This programme focused on educating students about the different forms of violence and their negative impact on communities through a media literacy lens. It further introduced the bystander framework, emphasising the participants' role and taught them to recognise interpersonal violence and how to intervene safely and effectively. Teachers were also trained in a 60-minute workshop and were expected to reinforce the information and skills conveyed throughout the school year. The evaluation consisted of pre-, short term and long-term post-test, two months and one year following the intervention as well as control groups who completed tests at similar points. Participants included over two thousand high school students from New England. The researchers used a number of existing measures including sub-scales from the Illinois Rape Myth Assessment Scale (IRMAS), the Violence Victimisation and Perpetration scale, the Bystander Behaviour Scale, the Readiness to Help Scale, the Pros and Cons of Bystander Action Scale, the Victim Empathy Scale, the Relationship Media Literacy scale and a series of knowledge questions developed by themselves. In terms of results, the programme had mixed outcomes. It resulted in significant short-term changes in victim empathy and long-term changes in rape myths, media literacy, bystander readiness and knowledge. At the same time, it had little impact on actual bystander behaviour or reduction in dating violence or sexual assault, although there was significant reduction in stalking and sexual harassment.

2.5   The Maltese Context

In 1947 women won the right to vote and in the early 1980s the public sector abolished the ban of employing married women. The 1991 Constitution amendments clearly attest that Malta seeks to eradicate discrimination based on gender at all levels. In 1993, amendments to the Family Law were also affected thanks to which men and women acquired equal rights and responsibilities in marriage. The Equality for Men and Women Act (2003) saw the set-up of the National Commission for the Promotion of Equality for Men and Women (NCPE) aimed to serve as a watchdog of discrimination vis-à-vis gender equality aiming at preventing as well as combatting any forms of gender related discrimination.

As Naudi (2005) highlights, the Employment and Industrial Relations Act (Chapter 452, Laws of Malta, 2002) promotes gender equality as well as "family friendly measures". The first legislation on domestic violence was the Domestic Violence Act (Chapter 481, Laws of Malta, 2006) which gave birth to the Commission on Domestic Violence. In 2014, Malta signed and ratified the Istanbul Convention and in 2017, the Gender-based Violence and Domestic Violence Strategy and action plan was launched, providing the first national framework seeking to ensure that legislation, policies and services address victims' needs holistically. The Gender based Violence and Domestic Violence Act (Chapter 548) replaced the 2006 Domestic Violence Act (Chapter 481) in 2018 and consequently the Commission for Domestic Violence's remit was expanded to include all forms of gender- based violence. Although for over 70 years a number of gender-related legal changes have been affected, sexist attitudes still prevail within the Maltese context (Baldacchino, Cutajar, Murphy & Naudi, 2016). Thus, gender inequality in Maltese society is very much alive in "gender roles, social attitudes" as well as "dominant discourse" (Naudi, Clark & Saliba, 2018).

In view of crimes, the total number of crimes reported to the Malta Police have decreased in 2018 when compared to the previous year. This being the largest decrease in crimes since 2009, at a rate of 101 crimes per month. When compared to other EU countries, Malta is a very safe place being "well below the EU28's average in all serious crimes covering Assaults, Burglary, Drugs, Homicide, Rape, Robberies, Sexual Assault

and Sexual Offences as published by the UNODC" (Formosa, 2019). However, reports for domestic violence (DV) show clearly that like the past years, domestic violence has continued to experience an increase. Reports for DV include stalking, slight bodily harm, grievous bodily harm as well as psychological harm. In 2018 a total of 1341 cases of domestic violence were reported to the police. Furthermore, psychological harm and slight bodily harm with physical force also showed an increase in reported crimes. With regards to age and gender, most victims of domestic violence are women belonging to the 40-59 age cohort followed by the 30-39-year cohort. The Formosa's (2019) Crime Malta Observatory Annual Crime Review for 2018, points out that most victims of crime in Malta are men (57.6%) who are likely to be "victimised for arson, violence against public officer, forgery, damage, bodily harm and fraud". On the other hand, the 42.2% female victims "were mainly victims of prostitution, trafficking in persons, crimes against public peace, sexual offences, pornography and domestic violence". Nonetheless, the crime victimisation survey indicates that 85% of sex offences go unreported (Formosa Pace et al., 2015) accounting for a large share of the dark figure of crime.

Thus, such represents a scenario wherein a significant number of victims are unknown to authorities and service providers; potentially not receiving legal and/or psycho-social support. Victims might be unaware of their rights and the type of support services they could avail from; they might also fear lengthy court procedures. Furthermore, sanctions are not deemed punitive enough to merit going through all the legal hurdles (Formosa Pace, 2016).

The Naudi et al. (2018) study mentioned earlier, identified and explored the barriers faced by survivors of GBV against women when seeking help in the Maltese islands, whilst examining the professionals' perspective when delivering services to these survivors. The study identified 8 categories of barriers including "1) cultural barriers[1], 2) socio-economic barriers[2], 3) survivor-related barriers[3], 4) perpetrator-related barrier[4]s, 5) off-spring related barriers[5], 6) informal networks (family and friends), 7) psychological/healthcare/education provision barriers[6] and 8) justice system barriers (including police and courts)" (Naudi et al., 2018, p. 13). More importantly, this study highlights that the patriarchal Maltese context constitutes a barrier. Survivors also experience shame as they are expected to act as "good women", remain with their partner no matter what so as to keep the family "intact". Furthermore, justice system barriers as outlined earlier, pave way to a scenario which constitutes re-victimisation.

2.6 Conclusion

This chapter presented a discussion on the incidence of violence wherein it outlined the potential risk and mediating factors to crime and violence using Ekblom's (2010) taxonomy. A discussion on consequences survivors encounter followed, highlighting a series of populations which according to the literature are more vulnerable than other groups of people. These include women, children, disabled people, migrant women and LBT people. An overview of prevention programmes was also presented. The discussion on the Maltese context highlighted the incidence of domestic violence and sex offences over the years whilst outlining phenomena related to barriers survivors of gender-based violence meet when seeking help.

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[1] patriarchal society; gender inequality
[2] unaffordable rent; problems related to sustaining a join and other financial constraints
[3] negative emotions; self-blame; internalised barriers
[4] manipulative; perpetrators presenting themselves as charming with friends and professionals
[5] children acting as push or pull factors
[6] Lack of information on services, resources and rights; poor inter-agency collaboration

3. METHODS

3.1 Mixed Methods Design

A mixed methods design (Bryman, 2012; Collins et al., 2007) was adopted for this impact evaluation combining both quantitative (survey-based research) and qualitative research (based on focus groups). In line with Greene (2008), the overall research design was based on considerations of the most suitable level of interaction between the quantitative and qualitative elements, to consider the dominance of one method over the other and the timing of implementation.

Since the main rationale was to *measure* the impact of the interventions on the outcomes identified, the quantitative element dominated much of the design, but the qualitative element allowed for deeper understanding of the processes of the interventions, including the participants' perceptions and the lessons learnt and served to provide further insight on the information sessions. The different methods were implemented in parallel to suit the timeframes of the project and to reduce problems of recall.

3.2 Defining the Intervention

The intervention being studied was that of a series of information sessions and training on VAW. These sessions were tailored to a number of groups of participants and were conducted by diverse members of the Commission for the Rights of Persons with Disability (CRPD), the Malta LGBTIQ Rights Movement (MGRM), the Migrant Women Association Malta (MWAM), the Malta Girl Guides (MGG) and the Scouts Association Malta (SAM).

3.2.1 Adults

The first cohort consisted of just under 40 adults including 14 LBT women, 4 of whom were in prison, 18 Women with Disability and 10 immigrant women. These received 2 to 4 information sessions each to a total of 12 hours of training. Training took place in May-June 2018 in various locations. The CRPD and MGRM training took place in the organisation's premises in Birkirkara and Mosta respectively while the MWAM information sessions took place at the Voluntary Organisations' Centre in Valletta. The information sessions with LBT women in prison took place in Corradino Correctional Facilities (CCF).

The trainers (6 females, 1 male) were qualified social workers or community workers with ample experience in their respective fields. All the trainers were further mentored by a gender equality expert who collaborated with each of the organisations in designing a tailor-made information sessions pack for each group and who further met with the trainers following each session to process, reflect and modify conseqeunt sessions.

In the case of these adult women, the information sessions syllabus consisted of definitions and terminology related to VAW, violence prevention, recognising the signs of violence, and knowing support services available. Within these parameters, the content and format varied among the group. The CRPD information sessions included a practical self-defence session, and an intervention by a service provider from SOAR. The MWAM information sessions included an intervention by two human right lawyers and a social worker. The LBT information sessions were mostly based on case-studies and did not include any outside interventions. Following the information sessions, all participants were invited to attend a one-to-one 2 hour mentoring session with the trainer with the aim of voicing any concerns and/or feelings which might have arisen from the information sessions.

3.2.2 Youth Ambassadors and Young People

The second cohort consisted of 60 youth ambassadors and 150 young people aged 12 – 18. The former (male and female) were trained in November 2018 through a weekend live-in facilitated by Malta Girl Guides trainers who have for the past three years been active in training and implementation of the Voices against Violence Badge Curriculum designed by the World Association of Girl Guides and Girl Scouts (WAGGGS) and United Nations Women. The 150 young people included guides and scouts from Mellieha, Rabat, Attard, Cospicua and San Gwann, North and St Monica Secondary school.

The trainers for the older children consisted of Girl Guide and Scouts Leaders who had themselves received the training in a 'Train the Trainer' workshop. They were further mentored by the more experienced MGG trainers who met with them prior to delivering the training and further attended and co-facilitated some of the sessions.

In the case of these Youth Ambassdors and young people (YAY), the training syllabus consisted of material adapted from the WAGGGS Voices against Violence Badge Curriculum. This curriculum consists of six modules including: 1. Start session; 2. Thinking about gender inequality; 3. Identify violence against girls and young women; 4. Support respectful relationships; 5. Speak out on girls' rights; 6. Take action to stop the violence.

3.2.3 Younger Children

The third cohort consisted of 71 children aged 11 years or under[7]. These were guides and scouts from Luqa, Dingli, Marsaskala, Zabbar and Marfa. They received a total of around 8 hours of training in 1 session and 3 sessions of 6 hours each in one case. The children were trained by Girl Guides and Scouts Leaders who had themselves received the training in a 'Train the Trainer' workshop. These trainers were further mentored by the more experienced MGG trainers who met with them prior to delivering the training and further attended and co-facilitated some of the sessions.

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[7] Children who participated in the programme were aged 5 to 11, but only children over 8 were included in the research.

In the case of these children (KIDS), the training syllabus consisted of the early and younger children's version of the WAGGGS Voices against violence badge curriculum.

3.2.4 Other

In addition to these, a total of 40 Girl Guides and Scout Group leaders received 16 hours of training in a single session, which saw 20 leaders spend a weekend together in June 2018 and June 2019. The leaders were trained by Malta Girl Guides leaders who have for the past three years been active in training and implementation of the Voices against Violence Badge Curriculum.

In the case of these leaders, the training syllabus consisted of WAGGGS Training Curriculum which includes the following modules: 1. Introduction to WAGGGS and Voices Against Violence Curriculum; 2. Introduction to violence against children; 3. Creating a safe space; 4. How to deliver the curriculum; 5. What to do if... .

As can be seen, there was considerable diversity in the content, duration, location, delivery methods and group size (Table 3.1). This diversity poses a considerable challenge in assessment of impact, given that the weaker dosage could be responsible for weakening the effects of the intervention. Furthermore, a number of limitations were outlined by the trainers themselves.

For instance, in the case of migrant women, language barrier was an issue since two of the trainers were English-speaking while the participants were mostly Arabic speaking. This led to the only trainer who spoke Arabic acting as an interpreter. In the case of some LBT women, the training location was not conducive to creating a safe space given frequent interruptions to the sessions. With regards to the MGG and SAM leaders, there was variety in the experience of trainers who delivered the training.

Group	Nr.	Dates	Hours	Sessions	Gender	Trainer
38 ADULTS						
V_LBT Lesbian, Bisexual and Trans	6	Jun 2018	12	2	MXD	MALE (M)
V_LBTP Lesbian, Bisexual and Trans in Prison	4	Jun 2018	12	4	FEM	FEM
V_DISA Women with Disability	18	May 2018	12	4	FEM	FEM
V_MWAM Immigrant Women	10	Jun 2018	12	4	FEM	FEM
60 YOUTH AMBASSADORS						
Y_G1	60	Nov 2018	16	1	MXD	FEM
150 YOUTH						
C18_G1 Mellieha Scouts	12	Nov 2018	N/A	N/A	MXD	N/A
C18_G2 Rabat Guides	23	N/A	N/A	N/A	FEM	FEM
C18_G3 Attard Guides	5	N/A	N/A	N/A	FEM	FEM
C18_G4 St.Monica Secondary School Form 4	33	N/A	N/A	N/A	FEM	FEM
C18_G5 Cospicua Guides	11	N/A	N/A	N/A	FEM	FEM
C18_G6 San Gwann Scouts	25	N/A	N/A	N/A	MXD	N/A
C18_G7 North Guides	23	N/A	N/A	N/A	FEM	FEM
71 CHILDREN						
C11_G1 Luqa Guides	15	Jun 2019	8	1	FEM	FEM
C11_G2 Dingli Guides	9	Jun 2019	6	1	FEM	FEM
C11_G3 Marsaskala Guides	19	Jul 2019	6	3	FEM	FEM
C11_G4 Zabbar Scouts	19	Jul 2019	8	1	MXD	MXD
C11_G5 Mtarfa Scouts	9	Jul 2019	8	1	MXD	MXD
4O GROUP LEADERS*						
L_G1 Girl Guides and Scout Group Leaders	20	Jun 2018	16	1	MXD	FEM (J)
L_G2 Girl Guides and Scout Group Leaders	20	Jun 2019	16	1	MXD	FEM (J)

Information marked N/A was not made available to the researchers
*These leaders were subsequently charged with training Children and Youth Ambassadors.

For the purposes of analysis of Impact, we consider that information sessions were provided to three main and distinct groups, namely:

1.   Adults, totalling 38

2.   Youth Ambassadors & Young people totalling 195

3.   Younger children aged 8 to 11 years old totalling 138

3.3 Quantitative Analysis

3.3.1 Survey Design and Instrumentation

Prior to designing the survey, separate consultation meetings with the training coordinator who is a gender equality expert and each of the trainers were carried out to ensure that the survey was inclusive of all the groups and responsive to the content of the information sessions.   The WAGGGS material was also reviewed in detail. Several constructs within the survey were designed with reference to existing surveys including the Eurobarometer, material from WAGGGS provided by the MGG and various scales extrapolated from academic literature, indented to capture the indicators of change assigned to each group. The main sources include questions from the Eurobarometer (2016) and a wide range of scales. Such scales included:

- Attitudes about relationship violence questionnaire
- The Multicultural Masculinity Ideology Scale.
- The Gender-Equitable Men (GEM) Scale;
- The Adolescent Masculinity Ideology in Relationship Scale (AMIRS);
- The Illinois Rape Myth Acceptance Scale (IRMAS)
- The Bystander Attitude Scale – Revised

Details of the various sources are provided in Table 3.2, below.

Q14 For each of the following sentences answer True or False (or Don't Know)	
a. Out of every 10 girls and young women under the age of 15 around the world, 2 will be abused sexually	WAGGGS (n.d)
b. If a boyfriend / girlfriend is abusive, the abuse will usually stop when they get married	MacGowan, M.J. (1997)
c. Alcohol (example wine) causes family violence	MacGowan, M.J. (1997).
d. Nearly all reported family violence is aimed directed at women and children	Jaffe, P.G., Suderman, M., Reitzel, D. & Killip, S.M. (1992).
e. At least one in four Maltese women are attacked by the man they live with	FRA (2014)
f. Girls and young women who go through sexual violence have more chance of getting HIV/AIDS and sexually transmitted infections, and to have unwanted pregnancies	Burt, M. (1980).
g. Girls and young women who go through sexual violence may leave school or work and become isolated from their communities	WAGGGS (n.d)
h. Parents who were abused as children are more likely to abuse their own children	MacGowan, M.J. (1997).
i. Poor people are more abusive in relationships than other groups	MacGowan, M.J. (1997).

Q18 How far do you agree or disagree with these statements.	Source
a. A man never needs to hit another man to get respect	Doss, B., Hopkins, J.R. (1998)
b. A woman should tolerate violence to keep her family together	Doss, B., Hopkins, J.R. (1998)
c. Girls should think about becoming good wives and mothers rather than think about a career	Dahlberg, L., Toal, S.B., Swahn, M.H. & Behrens, C.B. (2005)
d. I think it is important for a man to pretend he is having sex even if he is not	Chu, J.Y., Porsche, V. & Tolman, D.L. (2005).
e. I think it's important for a man to go after what he wants, even if it means hurting other people	Chu, J.Y., Porsche, V. & Tolman, D.L. (2005).
f. I think it's important for a man to talk about his feelings, even if people might laugh at him	Chu, J.Y., Porsche, V. & Tolman, D.L. (2005).
g. I think that a girl has to be thin to feel beautiful	Doss, B., Hopkins, J.R. (1998)
h. If a man sees another man beating a woman, he should stop it	Doss, B., Hopkins, J.R. (1998)
i. If she wants, a woman can have sex with more than one person	Doss, B., Hopkins, J.R. (1998)
j. The father should have more power than the mother in family decisions	Dahlberg, L., Toal, S.B., Swahn, M.H. & Behrens, C.B. (2005)
k. It is all right for a woman to ask a man out on a date	Dahlberg, L., Toal, S.B., Swahn, M.H. & Behrens, C.B. (2005)
l. Men need sex more than women do	Doss, B., Hopkins, J.R. (1998)
m. On a date, the man should pay	Dahlberg, L., Toal, S.B., Swahn, M.H. & Behrens, C.B. (2005).
n. Swearing is worse for a girl than for a man	Dahlberg, L., Toal, S.B., Swahn, M.H. & Behrens, C.B. (2005).
o. Women try to gain power by controlling men	Davis, W.L., Yarber, R., Bauserman, G. Scheer & Davis, (Year)

p. Women should be loved and protected by men	Davis, W.L., Yarber, R., Bauserman, G. Scheer & Davis, (Year)
r. If a woman is raped while she is drunk, she is a little responsible for letting things get out of control	Payne, D.L., Lonsway, K.A., & Fitzgerald, L.F. (1999).
s. Most rapists are not caught by the police	Payne, D.L., Lonsway, K.A., & Fitzgerald, L.F. (1999).
t. If a woman doesn't fight back, you can't really say that it was rape	Payne, D.L., Lonsway, K.A., & Fitzgerald, L.F. (1999).
u. It is usually only women who wear short or sexy clothes that are raped	Payne, D.L., Lonsway, K.A., & Fitzgerald, L.F. (1999).
v. It is better if a female police officer deals with a woman who reports a rape	Payne, D.L., Lonsway, K.A., & Fitzgerald, L.F. (1999).
w. Men don't usually plan to rape a woman, but sometimes they get carried away sexually	Payne, D.L., Lonsway, K.A., & Fitzgerald, L.F. (1999).

Q19 Please read the following list of actions and check how likely you are to do them	
a. Check that my friend who looks drunk is OK when s/he goes home with someone else at a party|	Banyard, V.L., Moynihan, M.M. & Plante, E.G. (2007).
b. Say something if a family member or a friend makes a sexist joke about women	Banyard, V.L., Moynihan, M.M. & Plante, E.G. (2007).
c. Use the word "whore," "bitch," or "slut" to describe girls when I am with my friend	Banyard, V.L., Moynihan, M.M. & Plante, E.G. (2007).
d. Say something to a friend who plans to give someone alcohol to get sex	Banyard, V.L., Moynihan, M.M. & Plante, E.G. (2007).
e. Listen to music that has words like "ho," "bitch," or "slut"	Banyard, V.L., Moynihan, M.M. & Plante, E.G. (2007).
f. Say something to a friend if I hear that s/he forced sex on someone	Banyard, V.L., Moynihan, M.M. & Plante, E.G. (2007).
g. Report a friend who raped someone	Banyard, V.L., Moynihan, M.M. & Plante, E.G. (2007).
h. Encourage a friend who may be in abusive relationships (physical, emotional, or sexual abuse) to talk with someone about it and get help	Banyard, V.L., Moynihan, M.M. & Plante, E.G. (2007).
i. Tell friends that they deserve to be treated well by their partner	Banyard, V.L., Moynihan, M.M. & Plante, E.G. (2007).

Q15 Is violence against women more likely to take place (ANSWER TWO ONLY)	Source: Eurobarometer

Q16 Do you know about any services for victims of violence in Malta? Write them below.	Source: Eurobarometer

Q17 For each of the following situations, please tick whether you think it is wrong, Against the law, neither, both	Source: Eurobarometer

Q20 Do you know of any men or women who have been a victim of domestic violence, sexual assault or sexual harrassment?	Source: Eurobarometer
Q21 If yes, how do you know this person / these persons?	
Q22 If Yes, did you speak to anyone about this?	

Q24 You are at a wedding or party. You see a couple you know arguing, then you see the man grabbing her by the shoulders, shaking her and then pushing her	Jaffe, P.G., Suderman, M., Reitzel, D., & Killip, S.M. (1992).

The final survey content (Reproduced in full in Appendix) included:

1. Information and Consent

2. Demographics about the respondent

3. Knowledge about types of violence, impact of violence, and services;

4. Attitudes towards gender-based violence, attitudes towards seeking help or reporting, towards gender stereotyping of self and others, towards gender-based harassment

5. Exposure to situations of Domestic Violence

6. Intent to respond to other women experiencing violence, to disclose violence, to confront sexist behaviour and to engage in gender non-conforming behaviour.

Once the survey was designed, it was necessary to translate it into the Maltese language. In some cases the source of the questions also contained a Maltese translation (e.g. Eurobarometer). In other cases, the researchers translated the questions themselves.

Following consultation and piloting, it was noted that the survey language needed to be simplified. This was duly done, and a version using pictures and larger fonts was also designed for use with persons with learning or literacy difficulties. This version was used in all the cohorts as needed[8]. There were also minor modifications in the version used for youth (e..g. using terms girl/boyfriend instead of partner and 'party' instead of wedding) and removal of some of the demographic variables. The survey was further considerably abridged for younger children (included in Appendix).

Besides modifications in content, there were also some variations in the medium used for the survey. Most respondents self-completed a pen and paper questionnaire. Exceptions included those who were assisted to complete the survey due to impairment and those who self-completed an online questionnaire. Online respondents included some of the adults post-training, the adults' control group and young people post-training. This diversity in the survey medium also creates difficulty in quantitative comparison of outcomes.

3.3.2 Sampling and Data collection

Interviews were undertaken among the whole population of treated participants namely Adults including migrant, LBT and disabled women, youth ambassadors and young people (12-18 years old) and young children (8-11 years old). These groups were all tested before (PRE-TRAINING) and after training (POST-TRAINING).

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[8] Due to space limitations, these modified questionnaires are not included in the report but can be made available upon request.

For each of these groups, a control group was identified whose characteristics were matched as far as possible (CONTROL). Finding the matching control group involved recruiting from the same organisations. In the case of CRPD, 20 women were randomly selected from their database and were sent the survey by post complete with a prepaid envelope addressed to the researchers. This yielded only 1 response, following which it was agreed that an email shot would be sent to all women in the CRPD database with the link to the online survey. For MGRM, an e-mail shot was also sent to all the women in their database by the organisation with a link to the online survey. For MWAM, the pen and paper survey was given to the coordinator who distributed and collected the surveys among members and volunteers during their events and activities. For the children (both younger and older cohorts), the area manager contacted a number of Scout Groups who had not participated in the training. Scout leaders from various groups in Malta collected the pen and paper surveys from Scouts Head Quarters and distributed them during their meetings and later delivered the completed survey to Head Quarters.

3.3.3 Data Preparation for analysis

Data collection continued until the last month of 2019. Once it was gathered, a process of data cleaning kicked off. Firstly, new variables were created as sample identifiers, namely pre-training, post-training and control. Secondly, the answers to each variable were recoded, with 0 referring to the most negative answer like "No", "Neither" or "Strongly Disagree", and 1 or higher referring to the most positive answer like "Yes", "Both" or "Strongly Agree". In this way, higher numbers represented a higher impact. Also, during the recoding, missing answers were identified and coded with a '.' for accuracy. Thirdly, for certain questions, new binary variables were created. In fact, when it came to "choose any" questions, qualitative questions, or questions whereby the respondents could choose more than one answer, binary variables were created. Here each possible answer was identified as a separate binary variable (in the adult survey, this was the case for questions 2, 3, 15, 16, 20 to 24, and 67). For nested questions (20 to 24) new variables were created. Similar preparation work was done in the children's survey. A master spreadsheet including all the data for the 12+ respondents and the other master spreadsheet including all the data for the young children was split into sub-samples depending on the different sample identifiers.

Following the data preparation process, data analysis could take place. For each sub-group and for each variable, histogrammes were inspected with a view to examining the integrity of the data. Correlation analysis was also undertaken to inspect the relationships between variables. Subsequently, the mean, variance, count, T-test and Mann Whitney test (95% confidence interval) were calculated on Stata 12. The comparison of means between the pre-trained and the post-trained samples, and the examination of the statistical significance of their difference was the main way that the impact analysis was conducted in this study. The hypotheses being tested was that the difference in the responses given pre-training and post-training was not significantly different from zero. The alternative hypotheses were that training caused a change in the mean in a. knowledge b. attitudes and beliefs and c. a greater propensity to behave suitably if exposed to GBV. Results are reported in Chapter 4.

3.4 Qualitative Analysis

3.4.1 Focus Group Design

The aim of the focus groups was to gain further insights on the information sessions and training through qualitative data. The questions were related to expectations of the information sessions and training, reflecting on the experience of participants in terms of both content and process, and the perceived impact on their knowledge, attitudes and behaviour. The questions for the focus group with the trainers were related to perceived impact of the sessions, examples of good practice, lessons learnt, unexpected benefits as well as plans related to embedding and mainstreaming. The questions were open ended and served as a guide and participants were encouraged to elaborate on discussions as they wished. Focus group questions can be found in Appendix.

3.4.2 Focus Group Recruitment

A total of five focus groups were held whose basic demographics are outlined in Table 3.4. Although the 40 Group Leaders (who had received training from the Malta Girl Guides and who had later themselves trained children) were not included in the survey data, it was considered useful to conduct a focus group with them to assess benefits gained and lessons learnt. Similarly, a focus group was carried out with the trainers of the adult women. All focus groups were facilitated by one of the researchers with the research assistant acting as rapporteur. They were all audio recorded and transcribed.

The focus groups were held in different locations. The ones with the youth ambassadors and scout leaders were held at the University of Malta (UM), while the ones with the adult women and adult trainers were carried out at the CRPD premises. In terms of limitations, the most salient difficulty was related to organising people to get together at the same time in an appropriate space.   Despite trying to accommodate everyone's schedule, the MGG and SAM leaders focus groups were attended by fewer participants than envisaged which might have limited the perspectives gained.

Table 3.3: Focus Group Details

Participants	Date	Duration	Composition
Adult Women: LBT, Migrant, Disabled	14/11/18	2 hours	2 women from MGRM, 2 women from MWAM and 2 women from CRPD
Youth Ambassadors	12/03/19	1 hour	5 females and 1 male aged 15 to 20 (3 from MGG and 3 from Scouts)
Leaders of older children	12/06/19	1 hour	2 female MGG and 1 male Scout Leader
Trainers of vulnerable women	18/1/19	2 hours	1 CRPD trainer, 1 MWAM trainer, 2 MGRM trainers and 1 training coordinator (gender equality expert)
Leaders of Younger children	25/10/19	1 hour	2 female Scout Leaders

3.4.3 Focus Group Analysis

The analysis process undertaken for this study is a general inductive approach for qualitative evaluation data in which "the research findings emerge from the frequent, dominant or significant themes inherent in raw data" (Thomas, 2006, p.239). The process of transcribing focus groups, while time-intensive and laborious, gave the researchers the opportunity to become familiar with the data.

The first step to get a general overview of the data (Saldana, 2013), what is termed as the first "rough cut", was "lumping" the data into broad categories (LeCompte and Schensul, 2010).   After this initial categorisation, each of the categories were further sub-divided through a mixture of descriptive, process and versus coding (Saldana, 2013). At first, the focus groups for the trainers and the focus groups for participants were coded separately but at a later stage the different codes were merged to create the broader conceptual themes. Since the relationship among themes is purely conceptual, the process was not static and hence categories were re-shifted in order to find the best fit between them.

3.5 Ethical considerations

Ethics clearance for the study was obtained by the University of Malta's Research Ethics Committee in three phases. Phase 1 covered survey research with adults, Phase 2 covered survey research with children, and Phase 3 covered the focus groups.

A key consideration that was kept in mind was that of obtaining the participants' informed consent and that participation in both the questionnaire and focus group was voluntary. Various measures were taken in this regard. For those participants under 18, an information sheet and consent form was distributed to all parents/guardians by MGG and SAM. Verbal assent/consent from children, youths and adults was ensured by having one of the researchers verbally explain the process at the start of the training prior to distributing the questionnaire and giving children and youths the opportunity to discuss queries. For those who completed the questionnaire online, the front page of the survey ensured that participants were fully informed of all the implications. Survey data was completely anonymous thus did not pose any data protection issues.

Given the sensitive nature of the topic, in designing the questionnaire, researchers chose to only include questions that had been previously used in similar studies. Participants were further informed that they could leave out any questions and stop filling in the survey at any time. Since the research took place in the context of an ongoing training, with the involvement of organisations who were prepared in safeguarding the wellbeing of participants, any potential harm to participants could be addressed by the trainers in the subsequent sessions. In order to ensure inclusivity and accessibility, a consultation session

was further held with a person with intellectual disability to ensure appropriate language and format which led to further changes in the survey.

In terms of the qualitative data, a key ethical issue was that of safeguarding confidentiality in reporting the results. Participants were informed that anonymity could not be guaranteed especially in relation to the trainers' focus group since the identity of the trainers is known by the project leaders and the size of some of the organisations meant that they could easily be identified. Nevertheless, certain details were omitted, and trainers are only referred to as "Adult trainer" or "Youth trainer" in order to diminish the possibility of tracing the information to a particular person.

To further ensure ethical conduct, when there were identifiable elements, the qualitative findings were sent back to trainers to ensure that they were happy with the reporting of the data findings. The content of the focus group was related to the participants' experience of the information sessions / training and no questions were asked about personal experiences. When some of the participants started disclosing experiences of violence, the researcher tried to veer the discussion back to general observations and did not include data related to such experiences.

3.6 Shortcomings

A number of shortcomings need to be kept in mind in the analysis of this data. The difficulties include those pertaining to the training design, the survey completion and the sampling.

In relation to the training design, there was considerable diversity in the content of the training, which poses a challenge in assessment of impact, given that the weaker dosage could be responsible for weakening the effects of the intervention. Diversity in the survey medium also creates difficulty in quantitative comparison of outcomes.

In relation to the sampling, there was considerable difficulty in identifying control group participants and to retain participants for the post-training analysis. Initially, it was hoped that participants would be re-interviewed after a longer period had passed (POST-POST-TRAINING). There was considerable attrition between pre and post training, and even more so in the longer term second wave sampling and the few questionnaires collected were not utilised in the analysis.

There were also difficulties in completing the survey itself. In the disability group (part of the Adult cohort), the need for sign language interpreters or other assistance considerably lengthened the process of completion. In the case of the youth cohorts, there were moments when participants started a discussion during the data collection process. It appeared as though the participants wanted to discuss the matter with the data enumerator. Some participants found it quite difficult to answer the survey in instances when they did not understand the definition of the terms being used (e.g. abuse, sex, rapists, bitch). Some participants seemed irritated that the survey was directed at violence against women and argued that men could go through similar experiences as well.

In the case of migrant women, while the pilot took place with 4 migrants from Romania, Serbia, Eritrea and Lebanon, the actual survey took place with women from Syria, Libya, Tunisia, Morocco and Egypt. Around half of these had problems with the questions (in terms of cultural acceptance). There was also the issue of translation here as the trainer had to interpret the questions in real time for those who did not understand English or Maltese.

In the case of children, despite a significant effort to modify the survey to make it age-appropriate, some of the children still found some of the questions difficult to understand. It took the children around 45 minutes to answer the survey - more than double the estimated time. This caused issues with the schedule that the trainers had allocated to the training.

4. FINDINGS FROM THE QUANTITATIVE ANALYSIS

4.1 Overview of the data-set

4.1.1 Data-set, treatments and sub-sets

The dataset consisted of 3 sub data sets: 1 drawn from adults, 1 from young people, and 1 from children. In turn, for each of these, it was necessary to interview participants pre-training and post-training. For the total number of trained adults which amounted to 38, 31 valid responses were collected pre-training, which fell to 19 responses post-training. For the total number of trained young people, aged 12 upwards (195), the researchers collected 160 responses pre-training and 177 post-training. In the case of the children, the total number of trained children aged 5 to 11 was 138 for which a pre-training sample of 67 children aged 8 to 11 was generated, which fell slightly in post-training sample to 63.

In view of the small numbers involved in training for the adults, a control group of untrained respondents was also sampled, generating 99 observations. The same was done for children 8 to 11, generating 65 additional observations. Efforts to generate a control group for young people proved difficult, yielding only 8 by the time of completion of the report.

Chart 4.1 illustrates the composition of the data set. In total, considering the control and treated samples, the main body of this dataset consisted of 735 observations.

An examination of the data set reveals that adults were over 18 years of age and trained by CRPD, MGRM, or MWAM. The young people included both youth ambassadors and youths aged anywhere between 12 and 18 years. These were trained by MGG, or SAM. The children were aged between 8 and 11 years and trained by MGG, or SAM.
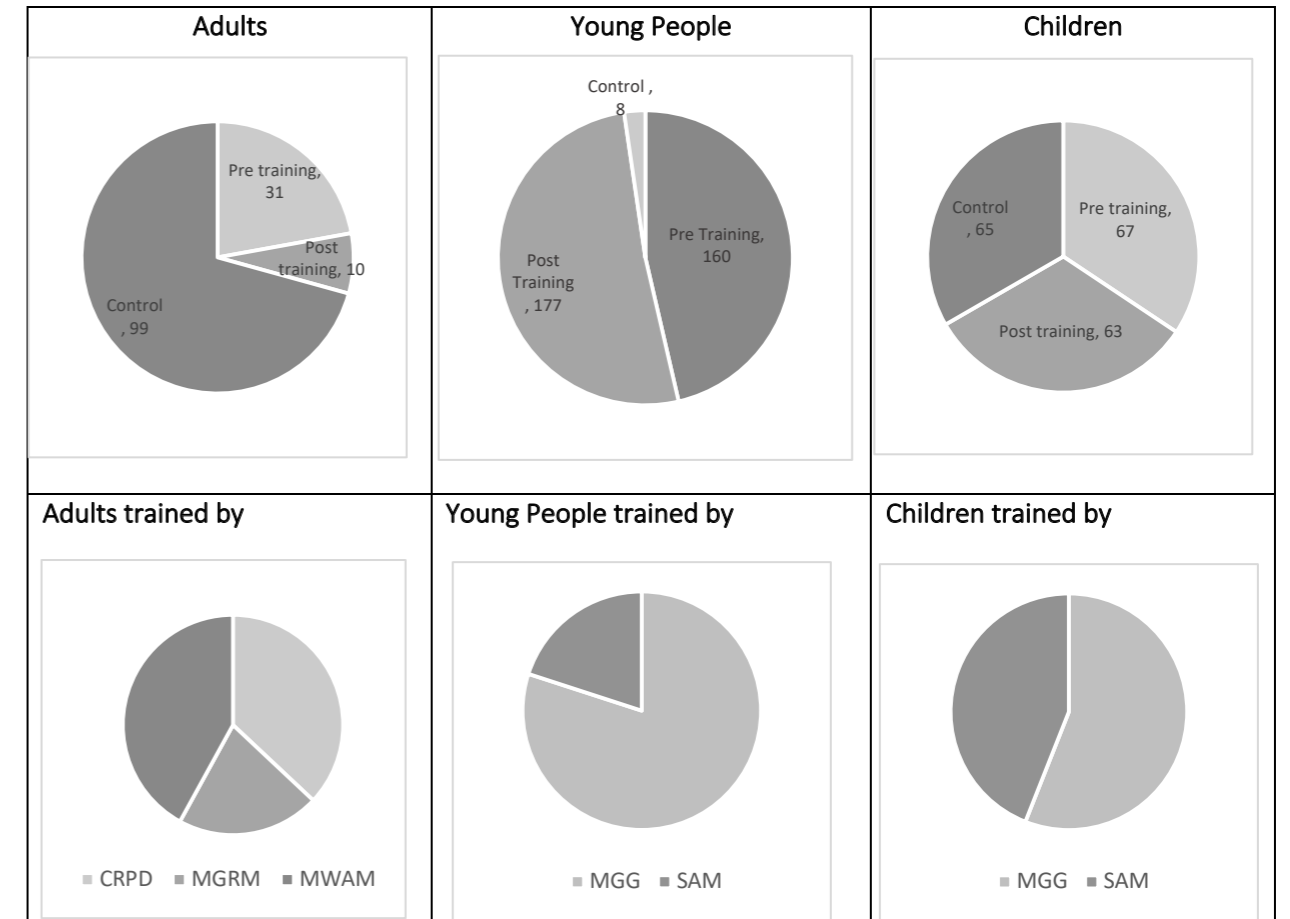
4.1.2 Data quality

The questions generated a rich data set which necessitated recoding with a view to analysing distributions, correlations and differences in means.

Demographic variables were duly coded as indicated in Table 4.1. There were fewer questions for young people and for children (excluding marital status, education level, employment status, and parental status), thereby generating fewer variables.

Table 4.1: Demographic Variables

Age (continuous)
Gender (0 = Male; 1 = Female; 2 = Other; 3 = Prefer not to say)
Marital Status (0 = Single; 1 = Married; 2 = In a Civil Union; 3 = Living with partner; 4 = Widowed; 5 = Divorced; 6Separated; 7 = Annulled)

Education (0 = Up to Primary level; 1 = Up to Secondary level; 2 = Up to post-secondary; 3 = Up to Tertiary or higher level)
Employment (0 = Unemployed; 1 = Employed; 2 = Retired; 3 = House-Carer; 4 = Student; 5 = Other)
Parent (0 = No; 1 = Yes; 2 = Prefer not to say)
Kids <16 (continuous)
Adults in Household (continuous)
Island (0 = Malta;   1 = Gozo)
Language (0 = Maltese; 1 = English; 2 = Other)
Happiness (From 0 to 10 where 0 is VERY unhappy and 10 is VERY happy, how happy do you feel these days?)

The questions also generated the following knowledge variables re-coded for ease of analysis as indicated in Table 4.2, placing emphasis on the rate of "Don't Know" answers, suitable indications of where violence takes place and unprompted mention of relevant agencies.

Table 4.2: Knowledge Variables

KNOWLEDGE Set 1 For each of the following sentences answer True or False (or Don't Know). Recoded: (0=Yes or No, 1 or missing =Don't Know)
a. Out of every 10 girls and young women under the age of 15 around the world, 2 will be abused sexually
b. Around the world, out of every ten members of parliament, four are women
c. If a boyfriend / girlfriend is abusive, the abuse will usually stop when they get married
d. Alcohol (example wine) causes family violence
e. Nearly all reported family violence is aimed directed at women and children
f. At least one in four Maltese women are attacked by the man they live with
g. Girls and young women who go through sexual violence have more chance of getting HIV/AIDS and sexually transmitted infections, and to have unwanted pregnancies
h. Girls and young women who go through sexual violence may leave school or work and become isolated from their communities
i. It is illegal if an employer tells a woman she will be paid less than a man because she is pregnant
j. Less than 1 million girls (aged 5-15) worldwide are forced to become sex workers each year
k. Parents who were abused as children are more likely to abuse their own children
l. Poor people are more abusive in relationships than other groups
KNOWLEDGE SET 2 Place where violence takes place (0=No, 1=Yes)
Home
Work
Schools
Public
Bus
On the internet
Somewhere else

Don't Know
KNOWLEDGE SET 3 Mentions Services (0=No, 1=Yes)
Agenzija Appogg
Rainbow Support Services
Convent
Agenzija Sedqa
Dar Merhba Bik
Caritas
Victim Support Malta
Police
Online (e.g. kellimni.com)
Helplines (e.g. 179 / 112 / 117)
Domestic Violence Unit
Shelters
SOAR
Social Work Unit Gozo
Human Rights
Aditus Foundation
Women Rights Foundation
Agenzija Zghazagh
Social Workers / Psychologist
Guidance / Counsellors
Cyber Crime Unit
Family and relatives
Richmond Foundation
Girl Guides
Youth with a Mission (YMAM)
Agenzija Support

For children only a small subset of these questions were used as indicated in Table 4.3 below.

Table 4.3: Knowledge Variables (Children)

KNOWLEDGE Set 1 For each of the following sentences answer True or False (or Don't Know). Recoded: (0=Yes or No, 1 or missing =Don't Know)
a. Around the world, out of every ten members of parliament, four are women
b. Alcohol (example wine) causes family violence
c. Nearly all reported family violence is aimed directed at women and children
d. At least one in four Maltese women are attacked by the man they live with
e. Poor people are more abusive in relationships than other groups
KNOWLEDGE SET 2 Place where violence takes place (0=No, 1=Yes)

	Home
	Work
	Schools
	Public
	Bus
	On the internet
	Somewhere else
	Don't Know
KNOWLEDGE SET 3	
Mentions Services (0=No, 1=Yes)	
	Agenzija Appogg
	Rainbow Support Services
	Convent
	Agenzija Sedqa
	Dar Merhba Bik
	Caritas
	Victim Support Malta
	Police
	Online (Kellimni.com)
	Helplines (179/112/117)
	Domestic Violence Unit
	Shelters
	SOAR
	Social Work Unit Gozo
	Human Rights
	Aditus Foundation
	Women Rights Foundation
	Agenzija Zghazagh
	Social Workers/Psychologist
	Guidance Counsellors
	Cyber Crime Unit
	Family & Relatives
	Richmond Foundation
	Girl Guides
	Youth with a Mission (YMAM)
	Agenzija Support
	Hospital / Mental Hospital

Detailed attitude and belief questions were provided with a matrix of options as answers. These too were re-coded for ease of analysis as indicated in Table 4.4 so as to make analysis easier. In the case of attitudes, the higher the score the worse the action is considered to be. In the case of Beliefs, the higher the score the higher the agreement level.

Table 4.4: Attitude/Belief Variables

ATTITUDES For each of the following situations, please tick whether you think it is Wrong, Against the law, Neither, Both Recoded as: (0 = Neither; 1 = Wrong; 2 = Against the Law; 3 = Both, . = Missing)
a. Repeatedly putting down a partner to make them feel less
b. Trying to control a partner by not letting them see or call family and friends, not giving them money or taking away mobile phones or documents (driver's licence, ID etc.)
c. Forcing a partner to have sex
d. Sending unwanted sexual emails or messages
e. Making sexual comments or jokes to a woman in the street
f. Touching a person that works with you in an unwanted way
g. Driving dangerously in a car to scare someone
BELIEFS How far do you agree or disagree with these statements? (0 = Strongly Disagree; 1 = Disagree; 2 = Agree; 3 = Strongly Agree; . = Missing)
a. A man never needs to hit another man to get respect
b. A woman should tolerate violence to keep her family together
c. Girls should think about becoming good wives and mothers rather than think about a career
d. I think it is important for a man to pretend he is having sex even if he is not
e. I think it's important for a man to go after what he wants, even if it means hurting other people
f. I think it's important for a man to talk about his feelings, even if people might laugh at him
g. I think that a girl has to be thin to feel beautiful
h. If a man sees another man beating a woman, he should stp it
i. If she wants, a woman can have sex with more than one person
j. The father should have more power than the mother in family decisions
k. It is all right for a woman to ask a man out on a date
l. It is silly for boys to play with dolls
m. Men need sex more than women do
n. On a date, the man should pay
o. Swearing is worse for a girl than for a man
p. Women try to gain power by controlling men
q. Women should be loved and protected by men
r. If a woman is raped while she is drunk, she is a little responsible for letting things get out of control
s. Most rapists are not caught by the police
t. If a woman doesn't fight back, you can't really say that it was rape
u. It is usually only women who wear short or sexy clothes that are raped
v. It is better if a female police officer deals with a woman who reports a rape
w. Men don't usually plan to rape a woman, but sometimes they get carried away sexually

The corresponding questions for young children were much fewer, as follows:

Table 4.5: Attitude/Belief Variables (Children)

ATTITUDES For each of the following situations, please tick whether you think it is Wrong, Against the law, Neither, Both Recoded as: (0 = Neither; 1 = Wrong; 2 = Against the Law; 3 = Both, . = Missing)
a. Repeatedly putting down a partner to make them feel less
b. Making comments or jokes to a woman in the street
c. Driving dangerously in a car to scare someone
BELIEFS How far do you agree or disagree with these statements? (0 = Strongly Disagree; 1 = Disagree; 2 = Agree; 3 = Strongly Agree; . = Missing)
a. A man never needs to hit another man to get respect
b. A woman should tolerate violence to keep her family together
c. Girls should think about becoming good wives and mothers rather than think about a career
d. If a guy or a boy sees another guy or a boy beating a woman or a girl, he should stop it
e. I think it's important for a man to talk about his feelings, even if people might laugh at him
f. The father should have more power than the mother in family decisions
g. It is silly for boys to play with dolls

Exposure to gender based violence was captured by a set of nested questions, firstly asking about exposure, then relationship with the victim, then propensity to act and reasons for this. These answers were recoded for simplicity as a binary variable for each question.

Table 4.6 Exposure Variables

Do you know of any men or women who have been a victim of domestic violence, sexual assault or sexual harassment? (where men, women, both are coded as 1, none or missing as .)
Do you know men (Where both or Men are coded as 1, Women or Neither as 0 and missing as .)
Do you know2 women (where both or Women are coded as 1, Women or Neither as 0 and missing as .)
If yes, how do you know this person / these persons? (0=No, 1=Yes)
Friends
Neighbours
Work
If yes, did you speak to anyone about this? (0=No, 1=Yes)
To People Involved
To Police
To Support
To Medic
To Friend or family member
To Another person or service
Not
If No, Why Not? (0=No, 1=Yes)
It is or was none of my business
You did not know who to speak to
You were worried about what they might do to you
You didn't want to create trouble

It was not serious enough
It was too much effort
Things were not clear enough for you
You had no proof
No reason
Don't know

The corresponding questions for young children were almost identical:

Table 4.7 Exposure Variables (Children)

Do you know any men/boys or women/girls who have been a victim of some form of violence? (where men, women, both are coded as 1, none or missing as .)
Do you know men (Where both or Men are coded as 1, Women or Neither as 0 and missing as .)
Do you know2 women (where both or Women are coded as 1, Women or Neither as 0 and missing as .)
If yes, how do you know this person / these persons? (0=No, 1=Yes)
Friends
Neighbours
Work
If yes, did you speak to anyone about this? (0=No, 1=Yes)
To People Involved
To Support
To Friend or family member
To Another person or service
Not
If No, Why Not? (0=No, 1=Yes)
It is or was none of my business
You did not know who to speak to
You were worried about what they might do to you
No reason
Don't know

Intent was captured by a suite of questions reproduced in Table 4.8 and duly coded so that likelihood of intent scores higher the more likely the respondent is to say yes. There was no corresponding question for children.

Table 4.8 Intent Variables

INTENT How likely are you to do (0 = Very Unlikely; 1 = Unlikely; 2 = Likely; 3 = Very Likely, . = Missing)
a. Check that my friend who looks drunk is OK when s/he goes home with someone else at a party
b. Say something if a family member or a friend makes a sexist joke about women
c. Use the word "whore", "bitch" or "slut" to describe girls when I am with my friend
d. Say something to a friend who plans to give someone alcohol to get sex
e. Listen to music that has words like "hoe", "bitch" or "slut"

f. Say something to a friend if I hear that s / he forced sex on someone
g. Report a friend who raped someone
h. Encourage a friend who may be in abusive relationships (physical, emotional, or sexual abuse) to talk with someone about it and get help
i. Tell friends that they deserve to be treated well by their partner

Finally respondents were randomly assigned to one of two scenarios and asked to respond accordingly. The scenarios and answer options were duly coded as per table 4.9, where differences for the Children's questionnaire were the mentioning of a 'girl' and 'boy' instead of 'woman' and 'man'. The young children were also given an additional option to chose, which was: 'Find an adult to help them out'.

Table 4.9 Behavioural Scenario variables

Maltese Scenario for Adults:	Romanian Scenario for Adults:
You are at a wedding or party. You see a couple you know arguing, then you see the man grabbing her by the shoulders, shaking her and then pushing her. The woman is not a friend of yours and neither is the man, but you do hang around with the same group of people. Other people who are seeing this are not doing anything. What would you do?	You are at a wedding or party. You see a couple you know arguing, then you see the man grabbing her by the shoulders, shaking her and then pushing her. The woman is not a friend of yours and neither is the man, but you do hang around with the same group of people. The man is Maltese and the woman is a migrant from Romania who moved to Malta a few years ago. Other people who are seeing this are not doing anything. What would you do?
Maltese Scenario for Young People:	Romanian Scenario for Young People:
You are at a party. You see a boy and girl you know arguing, then you see the guy grabbing her by the shoulders, shaking her and then pushing her. The girl is not a friend of yours and neither is the guy, but you do hang around with the same group of people. Other people who are seeing this are not doing anything. What would you do?	You are at a party. You see a boy and girl you know arguing, then you see the guy grabbing her by the shoulders, shaking her and then pushing her. The girl is not a friend of yours and neither is the guy, but you do hang around with the same group of people. The boy is Maltese and the girl is from Romania and came to live in Malta a few years ago. Other people who are seeing this are not doing anything. What would you do?
Maltese Scenario for Young Children:	Romanian Scenario for Young Children:
You are at a party. You see a boy and girl you know arguing, then you see the boy grabbing her by the shoulders, shaking her and then pushing her. The girl is not a friend of yours and neither is the boy, but you do hang around with the same group of people. Other people who are seeing this are not doing anything. What would you do?	You are at a party. You see a boy and girl you know arguing, then you see the boy grabbing her by the shoulders, shaking her and then pushing her. The girl is not a friend of yours and neither is the boy, but you do hang around with the same group of people. The boy is Maltese and the girl is from Romania and came to live in Malta a few years ago. Other people who are seeing this are not doing anything. What would you do?

BEHAVIOUR Scenario for Adults & Young People (0=No, 1=Yes)
Nothing. It's none of my business
Shout out something so that everyone hears like, "Hey, what are you doing? Leave her alone."
Talk to the girl / woman at some point and let her know I saw what was going on and are willing to help her
Talk to the man and tell him that what I saw was not Ok, and he needs to get some help
Other
BEHAVIOUR Scenario for Young Children (0=No, 1=Yes)
Nothing. It's none of my business
Shout out something so that everyone hears like, "Hey, what are you doing? Leave her alone."

Talk to the girl / woman at some point and let her know I saw what was going on and are willing to help her
Talk to the man and tell him that what I saw was not Ok, and he needs to get some help
Find an adult to help them out
Other

An examination of the rate of completion of the questionnaires reveals that some questions were left unanswered by the respondents resulting in missing information which could have altered the study's outcome.

Youths tended to omit question 16 which demanded whether the participants know of any services for victims of domestic violence in Malta and Questions 21 to 23 (three nested questions) which asked the respondents that were exposed to victims of domestic violence about how they know the victim, about whether they spoke to anyone regarding the incident, and if not, the reason as to why they decided to remain silent respectively.

In view of the diverse duration of the study period, there were also differences in the dates when the surveys were administered. In the case of adults, the pre and post questionnaire took place within 2 to 4 weeks of each other in the period May to July 2018. For young people the pre and post questionnaire took place within a month of each other (in October to November 2019). In some instances the pre and post questionnaire took place within a few days of each other (November 2018 and March 2019). For two groups the pre and post questionnaire took place within 6 months of each other (November 2018 to May 2019). For children, several of the pre and post questionnaires were conducted on the same day (June 2019, July 2019) with the exception of 1 unit whose training occured on diverse dates with the result that the final questionnaire was filled up several weeks later (in November 2019).

## 4.2 Adults

4.2.1. Descriptive data

The mean age for the entire adult sample was 42 years, with a slightly higher age for the control group and a lower age for the sample of respondents obtained pre-training. Respondents were female, typically single, with an average education of around post-secondary level. They exhibited a range in employment status. Under half the respondents were parents, with a mean of 1 to 2 children, living in households with some 3 adults. Respondents lived in Malta. There was some diversity in the language preference. By comparison to national means, respondents declared a relative high average level of happiness, with a lower level stated by the control group.

Chart 4.2: Demographic Histogrammes
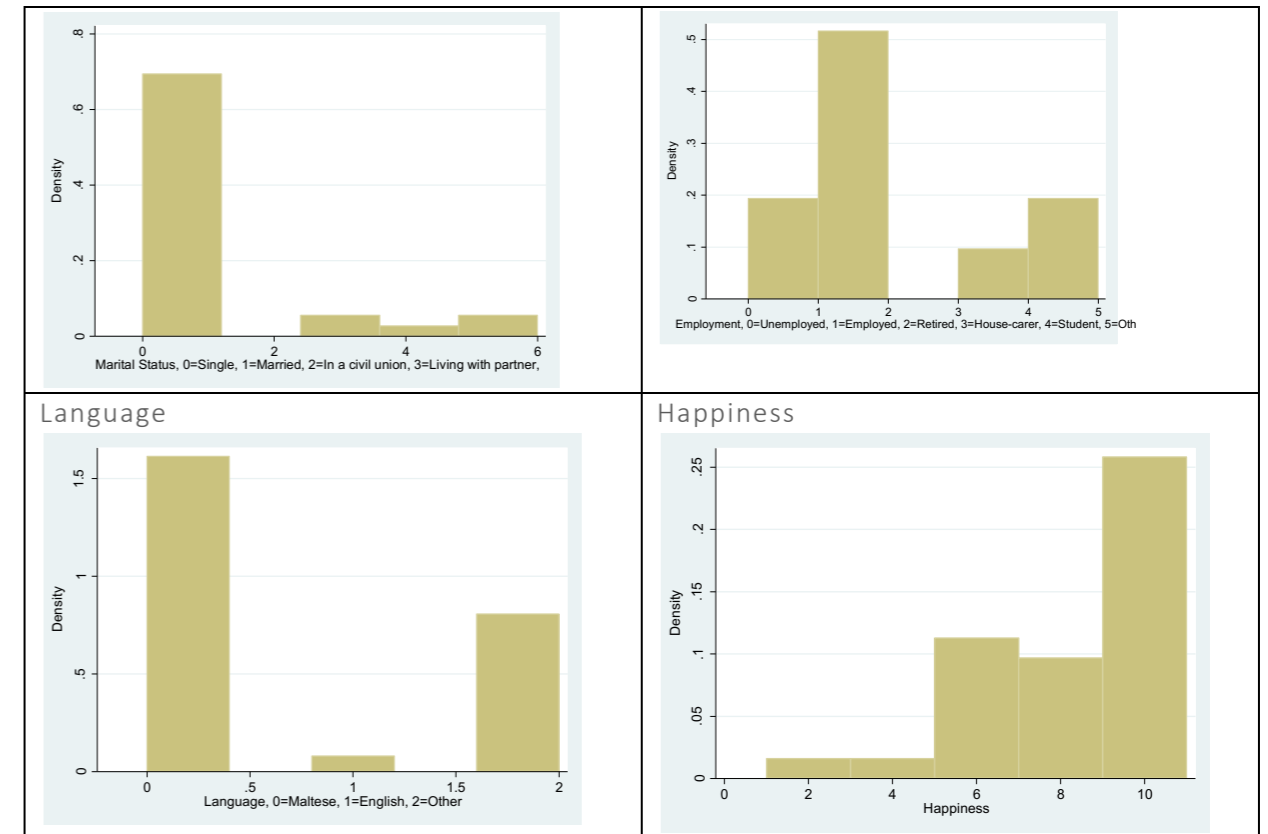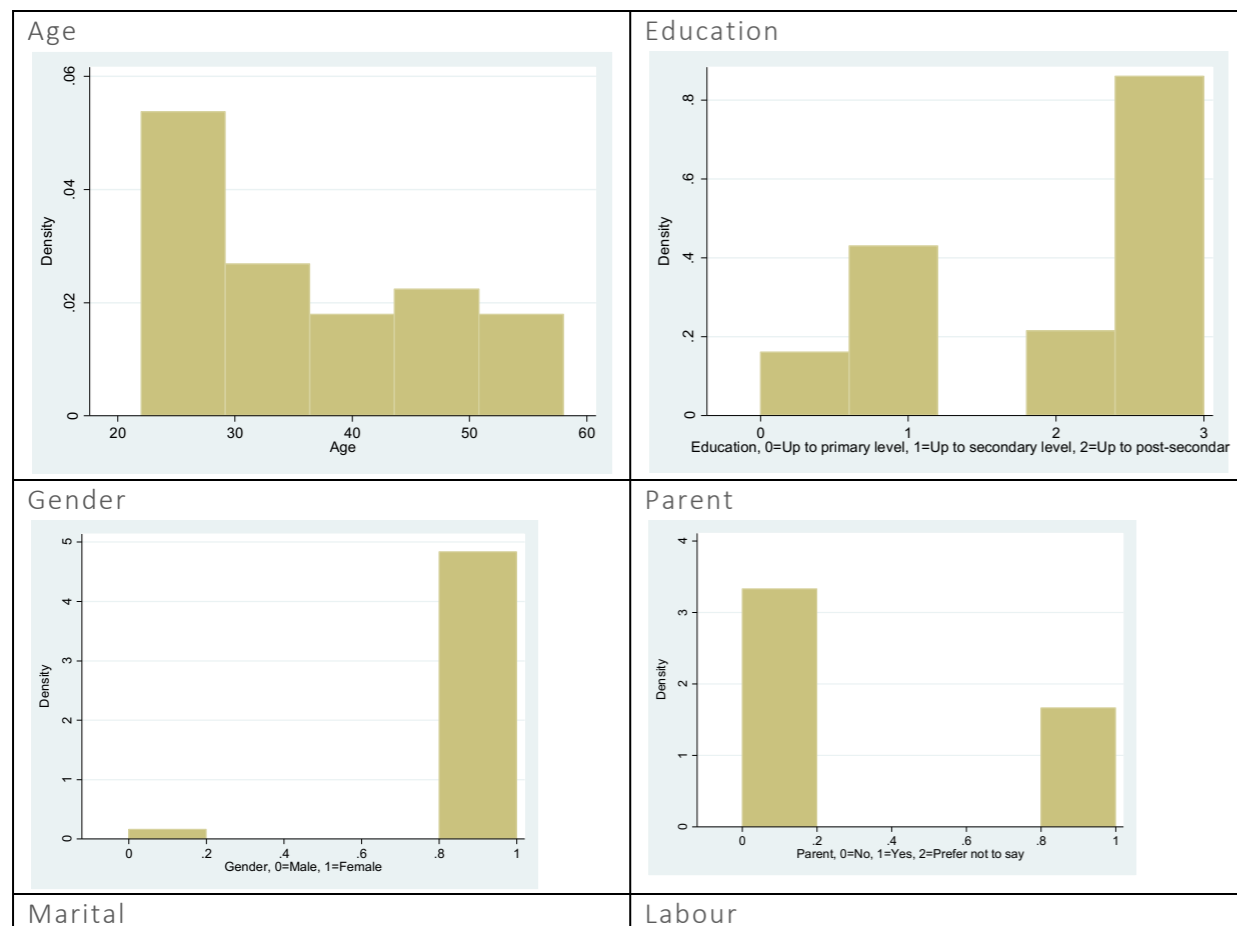
4.2.2 Knowledge
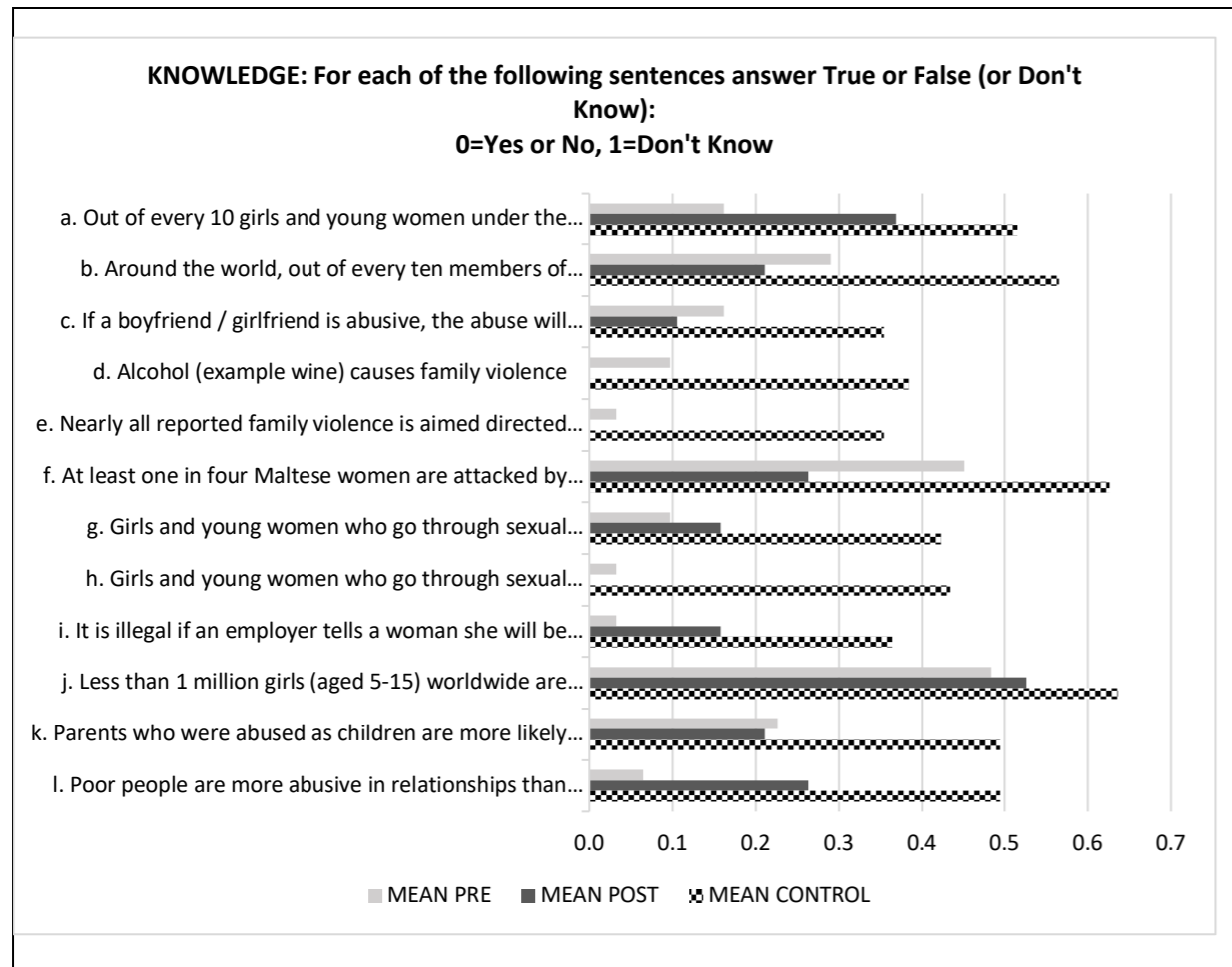
As can be seen, in contrast with the Trained group, the Control group had a higher tendency to respond "Don't Know" to several of the questions in comparison with the test groups. Respondents returned higher "Don't Know" answers for some of the questions post-training [a, g, k and l], namely: [a. Out of every 10 girls and young women under 15 around the world, 2 will be abused sexually; g. Girls and young women who go through sexual violence have more chance of getting HIV/AIDS and sexually transmitted infections, and to have unwanted pregnancies k. Parents who are abused as children are more likely to abuse their own children and l. Poor people are more abusive in relationships than other groups] but in the majority of cases, the frequency of "Don't know" answers fell between the pre-training and post-training situations. The most perplexing question for respondents are those with numeric values [a, f, j], namely: [a. Out of every 10 girls and young women under the age of 15 around the world, 2 will be abused sexually; f. At least one in four Maltese women are attacked by the man they live with and j. Less than 1 million girls (aged 5-15) worldwide are forced to become sex workers each year].
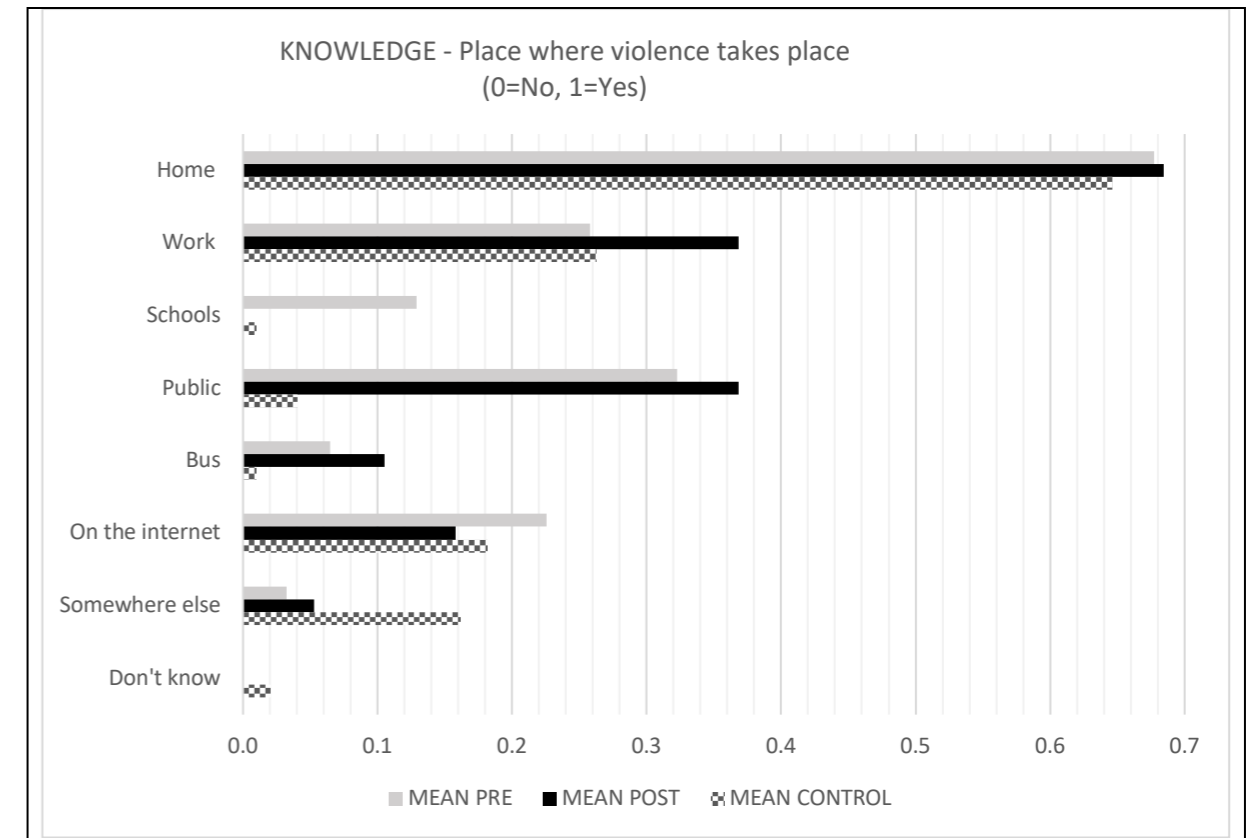
The vast majority of responses mentioned home as the main place of violence against women, with 'work' and 'public places' coming in second (and receiving higher mentions among the trained group). There was also concern with violence on the internet.
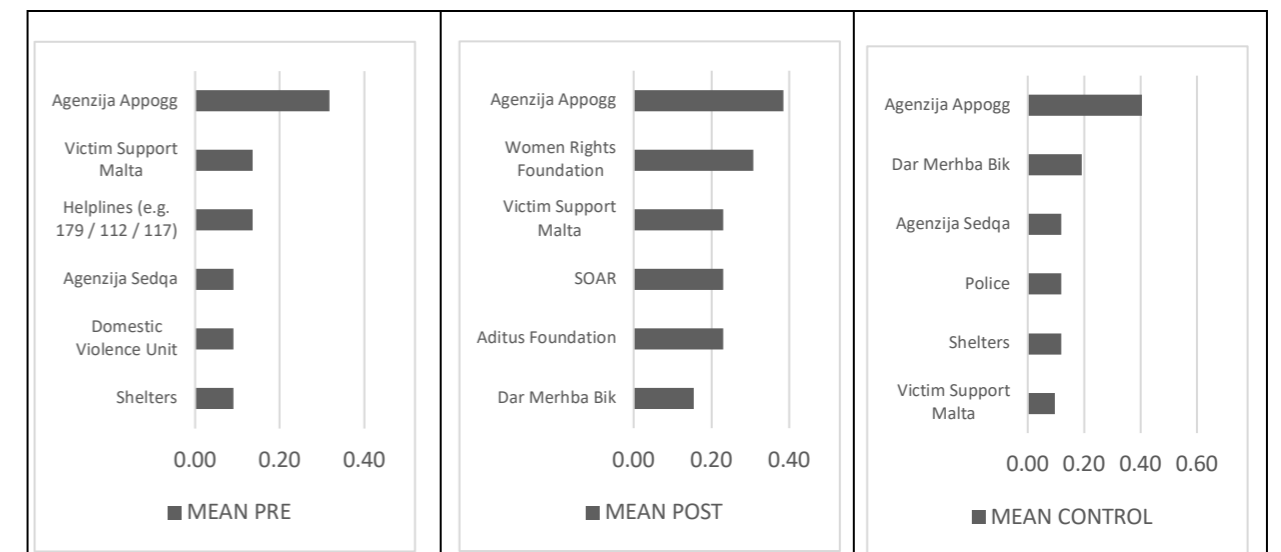
Agenzija Appogg received the most frequent mentions among all groups. As for other agencies, there were changes in the mentions of agencies for support post-training, suggesting that this information was well absorbed by the participants. Notably the Police received very infrequent mentions among the participants and even among the control group.

4.2.3 Attitudes and Beliefs

Chart 4.6: Attitudes - Comparison among Adults (Pre, Post, Control)
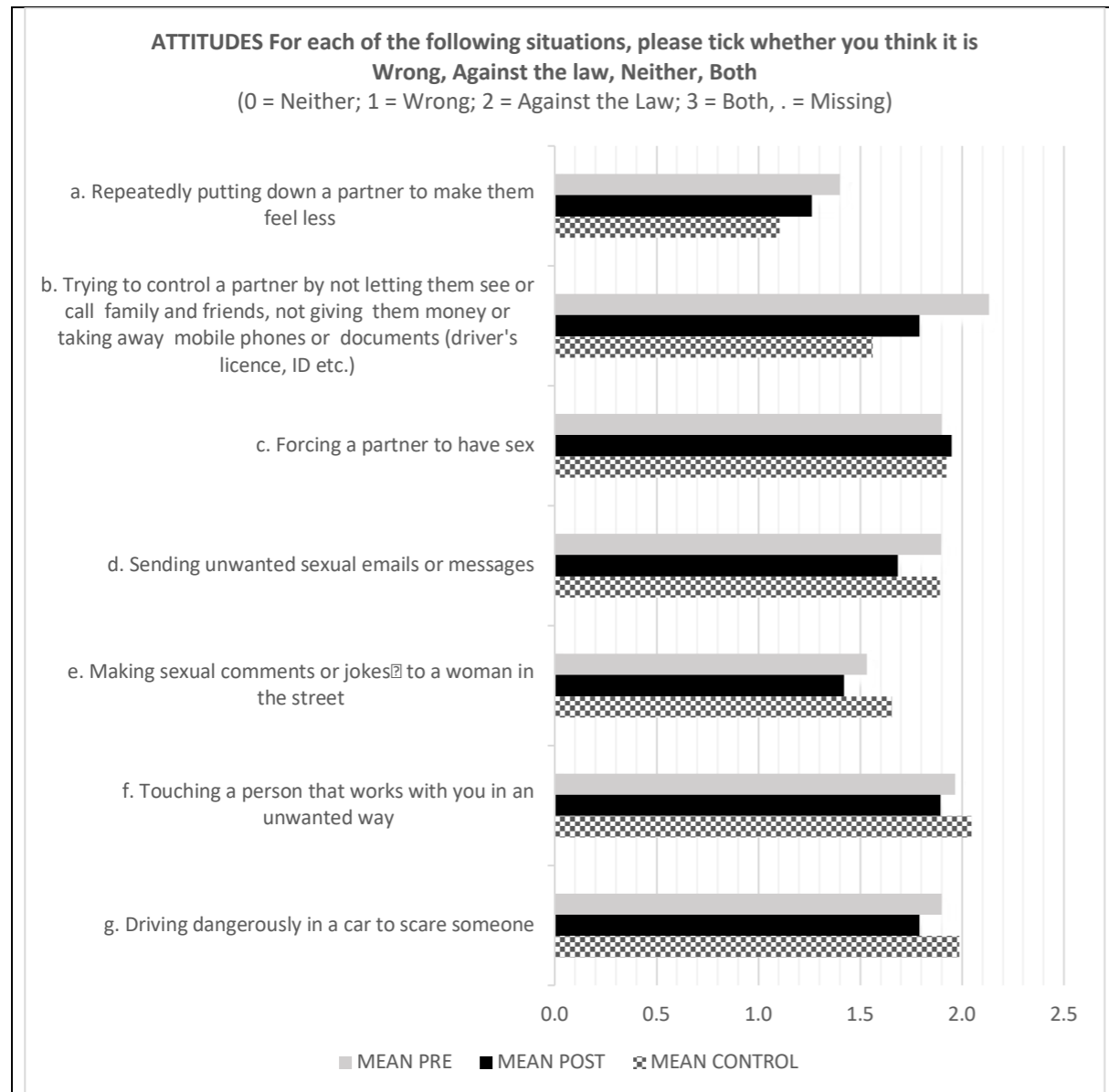
At first glance it is amply clear that the differences between the control and trained (pre or post) are not large. All statements scored a mean that suggested that several thought the action was wrong or against the law (between 1 and 2) , with the lowest scoring statement being statement a (Repeatedly putting down a partner to make them feel less).

Chart 4.7: Beliefs - Comparison among Adults (Pre, Post, Control)
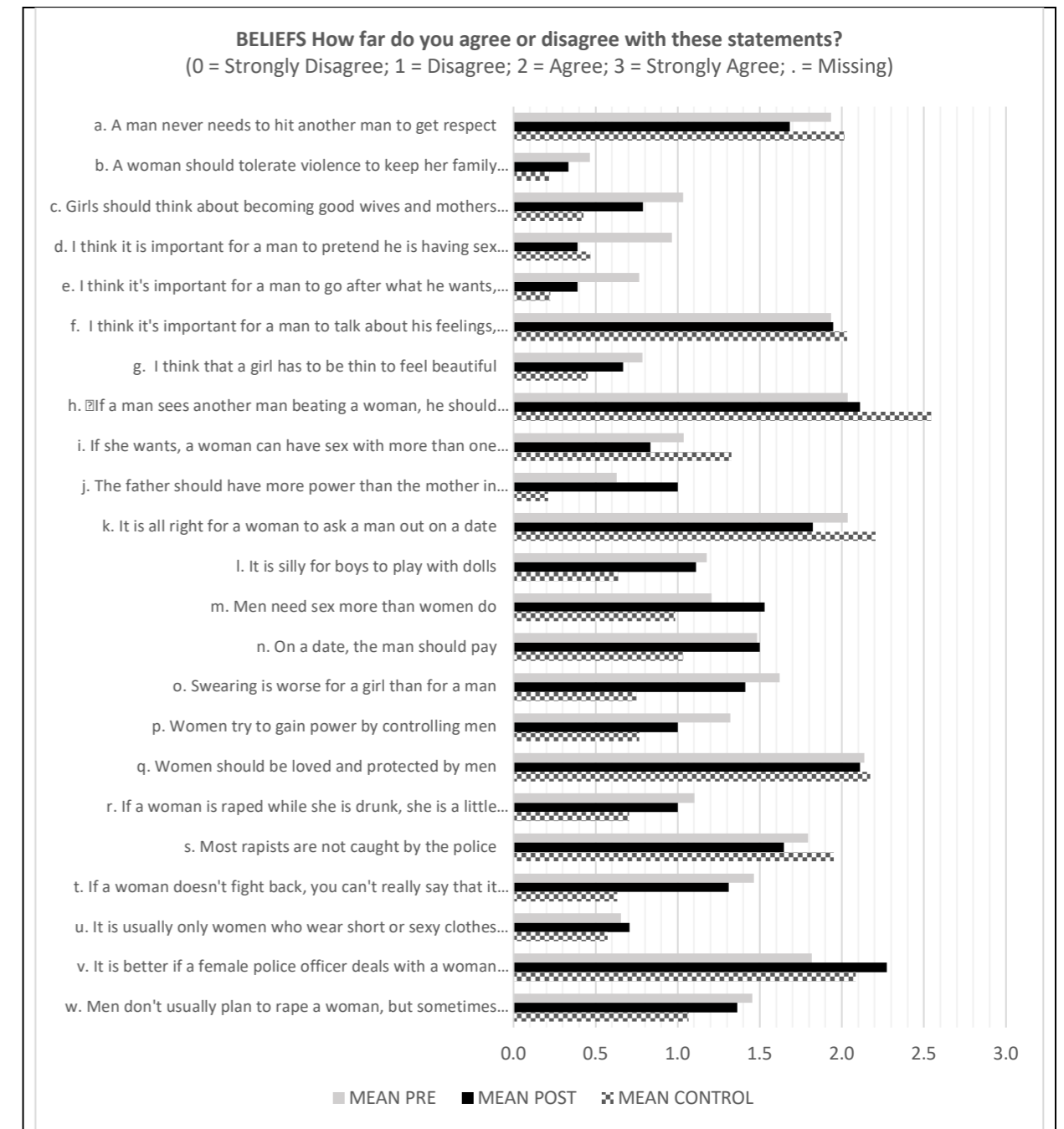
High and low levels of agreements with these statements broadly corresponded to expectations, that is with low agreement being registered for problematic statements in the context of sexism and gender-based

violence. The 3 sub-sets of adults broadly respondend in the same way with notable differences being in the aptitude for bystander intervention among the control group. Overall the control group seemed to have *fewer* sexist or problematic beliefs. In most instances, the changes post-training occurred in the expected direction with higher disagreement to statements that tolerate violence or sexism. This however was not the case for statements i, j, k, m, n and u.

4.2.4 Exposure, Intent and Behaviour

Among the adults 48% had been exposed to some domestic violence pre-training and in the control group (53%), with this percentage rising to 68% for the post trained sub-sample.   In the pre-training group, excluding those who did not know how to answer the question, around 72% who were exposed mentioned women while 28% mentioned men. In the control group, excluding those who did not know how to answer the question, around 74% who were exposed mentioned women while 21% mentioned men. For the absolute majority, the exposure occured among family and friends. In all cases, the highest likelihood was to speak to people *("Yes, to the people involved")*. As expected, there were very few changes between pre, post and control in this category of statements.

Chart 4.8 Intent - Comparison among Adults (Pre, Post, Control)
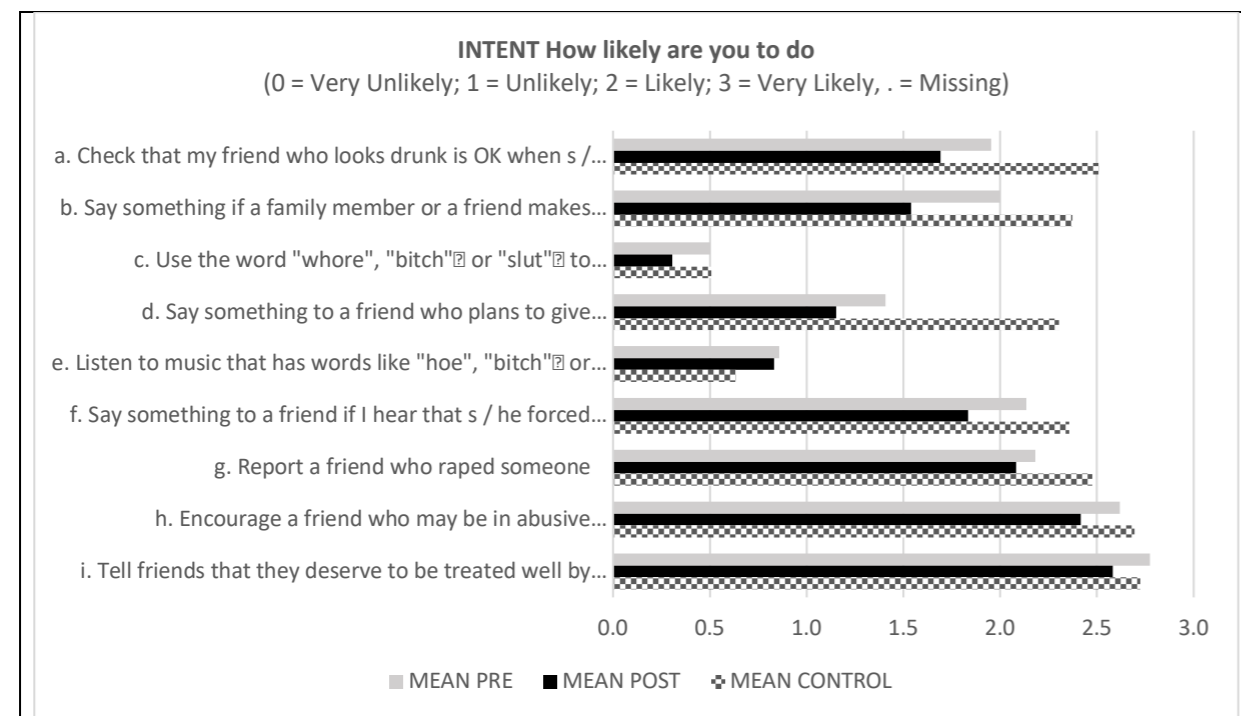
It seems clear from the data above, that Intent to intervene was already higher in control groups than in trained groups. Moreover, this fell further in almost all areas post-training. One reason for this could that respondents were more cautious of intervention post training.

Charts 4.9: Behaviour - Comparison among Adults (Pre, Post, Control)
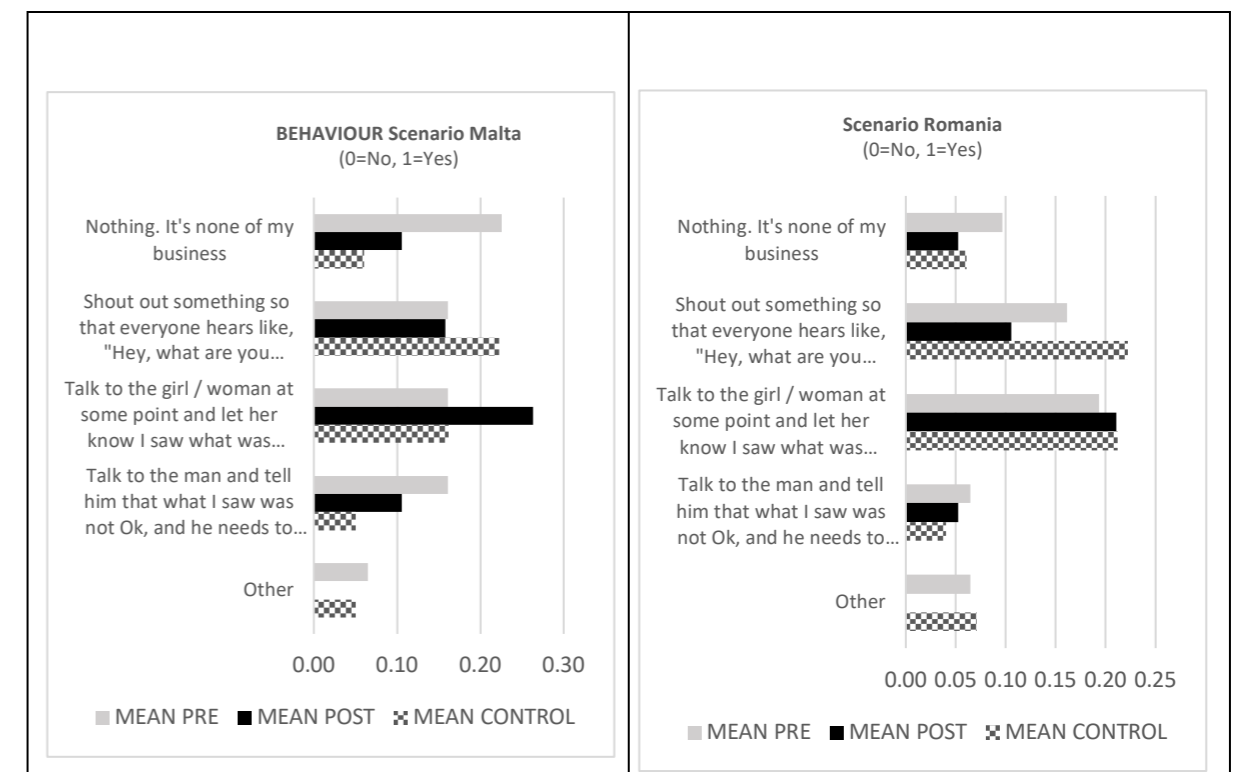
Faced with a scenario of gender-based violence respondents were more likely to intervene post-training than they were *pre*-training and less likely to "do nothing". The control group were even less likely to "do nothing" than the trained groups. The likelihood of doing *nothing* was particularly low among those faced with a scenario involving a Romanian woman. Interestingly the chances of talking to the woman increased considerably post-training among those told that the woman is Maltese.

4.3 Young People (Youths)

4.3.1 Descriptive data

The mean age for the entire sample of youth ambassadors and young people was 14 years, with a slightly higher age for the control group and a lower age for the sample of respondents obtained pre-training. Respondents were mainly female, living in households with some 3 adults and a mean of 1 to 2 children. Though most respondents lived in Malta there was diversity in the language preference. By comparison to national means, all respondents declared a relative high average level of happiness. The small number of respondents in the control group were equally distributed between boys and girls.
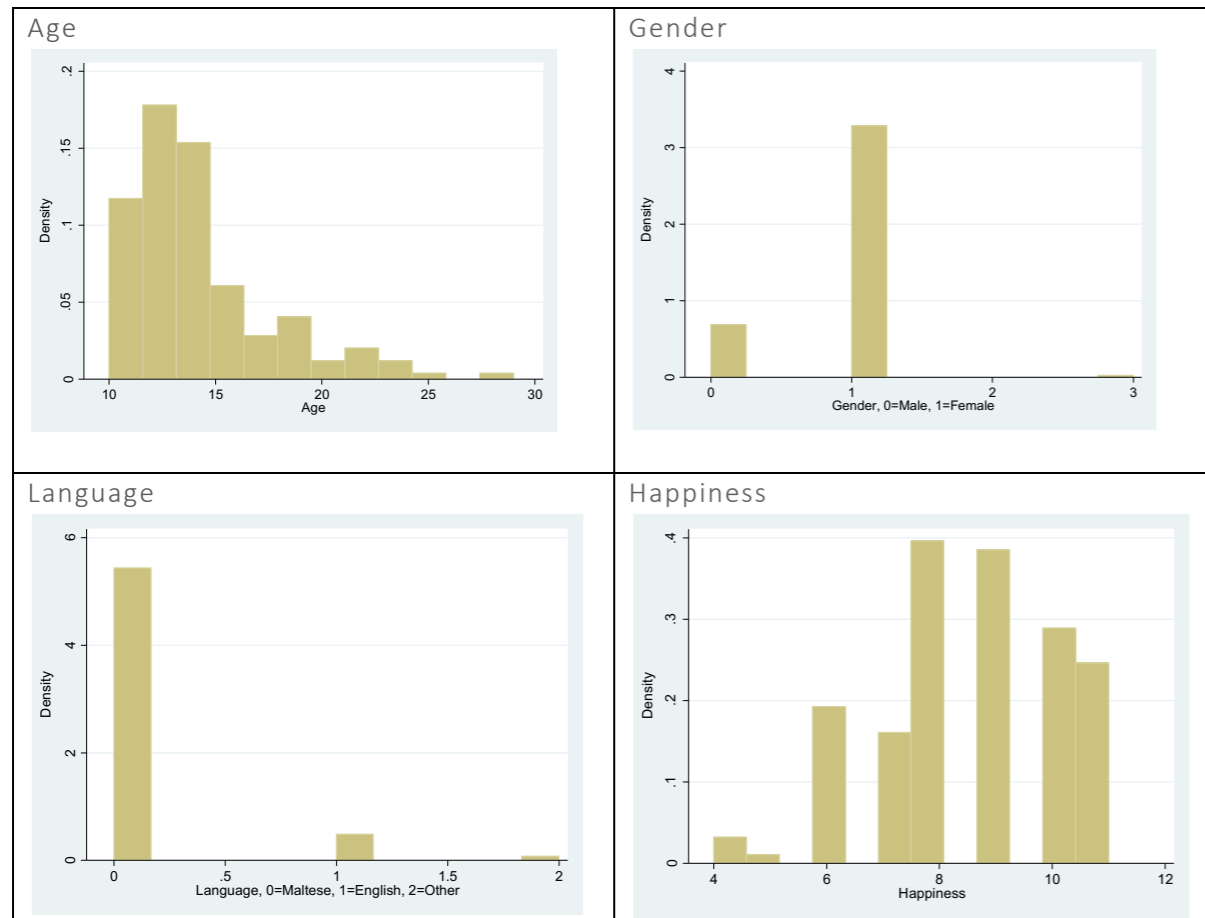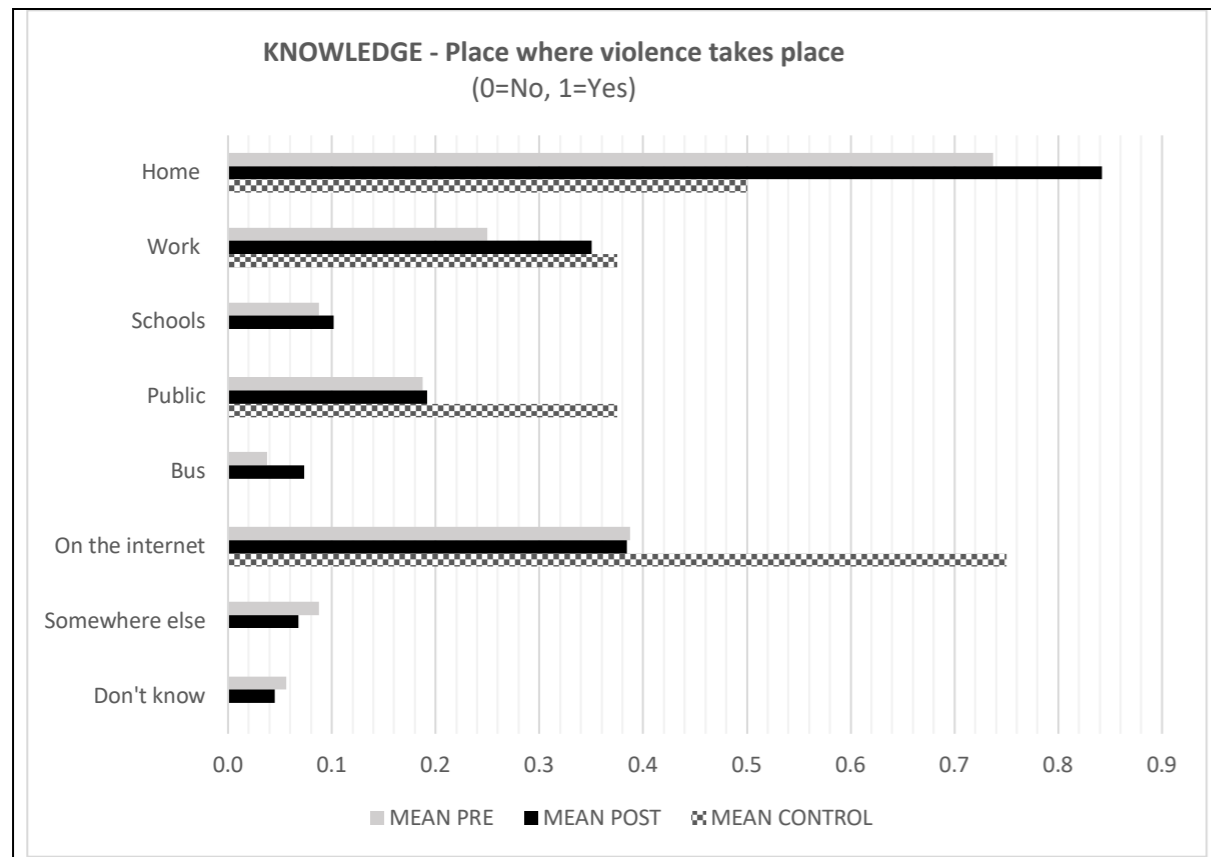
4.3.2 Knowledge

Chart 4.11: Knowledge (Don't Know) - Comparison among Youths (Pre, Post, Control)
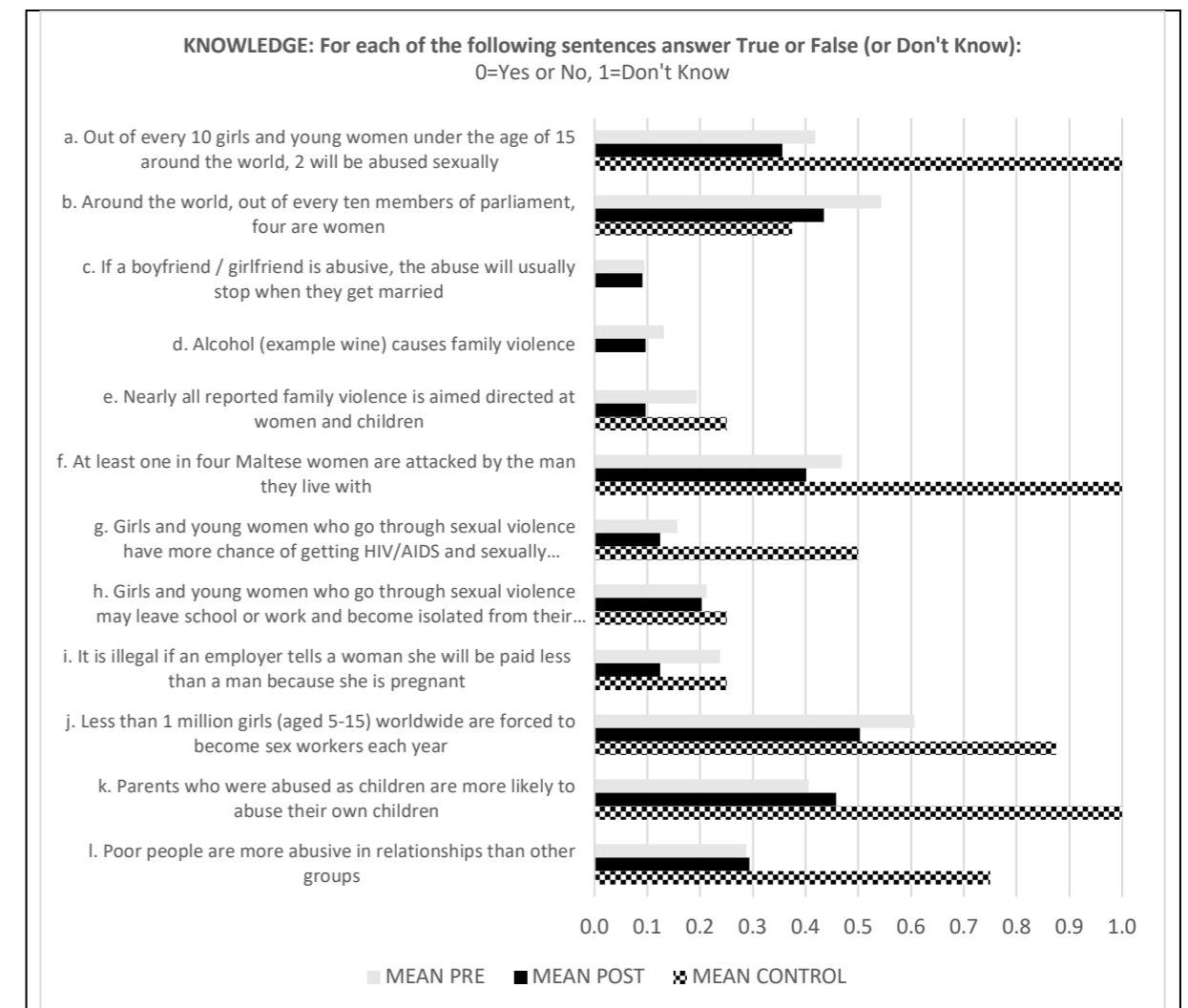
As can be seen above, respondents were less likely to respond "Don't Know" following training, in almost all questions with the exception of questions k (*Parents who were abused as children are more likely to abuse their own children*) and l (*Poor people are more abusive in relationships than other groups*) where the frequency increased marginally. Apart from the numerical questions, this last question was the most

perplexing for young people with almost half returning a "Don't Know" answer. The small numbers in the Control group had a higher tendency to respond "Don't Know" to several of the questions in comparison with the test groups.

Chart 4.12: Knowledge (Place) - Comparison among Youths (Pre, Post, Control)

When asked where violence takes place, the vast majority of young people, mentioned "home" as the main place of violence against women (receiving higher mentions among the treated groups), with "the internet" coming in second.

Charts 4.13: Knowledge (Services) - Comparison among Youths (Pre, Post, Control)
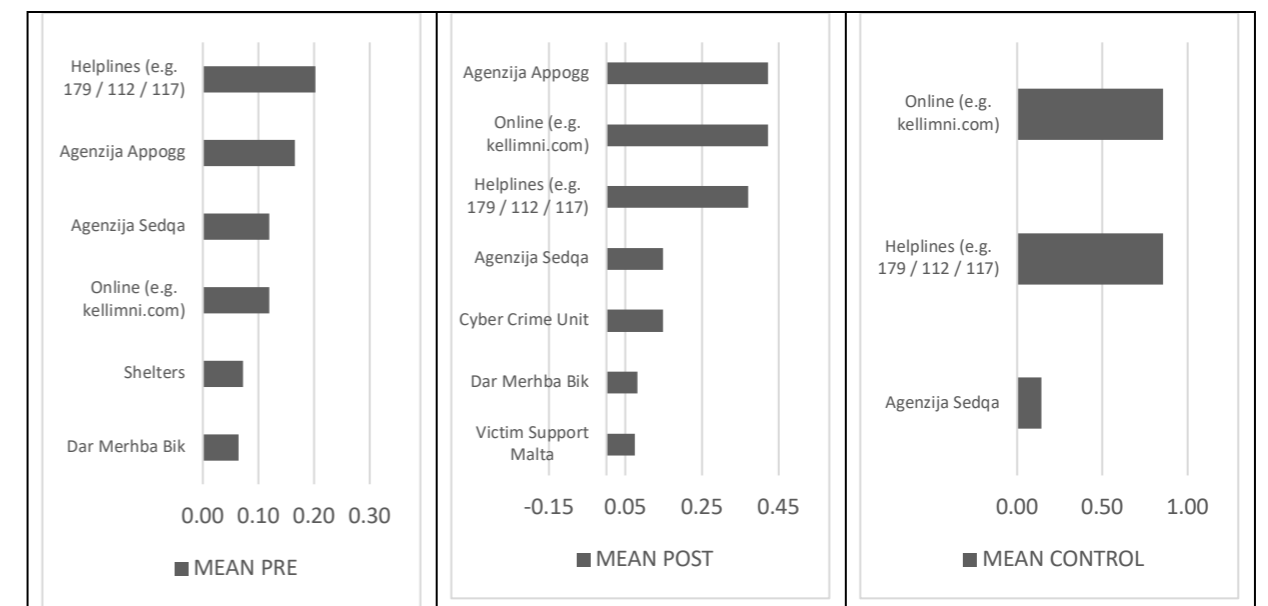
As can be seen, "Agenzija Appogg" and "Helplines" were most popular within the treated groups, whilst the control group respondents tended to mention "Online" means for support. There were changes in the mentions of agencies for support post-training, suggesting that this information was well absorbed by the participants. Notably the Police received very infrequent mentions.

4.3.3 Attitudes and Beliefs

Chart 4.14: Attitudes - Comparison among Youths (Pre, Post, Control)

ATTITUDES For each of the following situations, please tick whether you think it is Wrong, Against the law, Neither, Both
(0 = Neither; 1 = Wrong; 2 = Against the Law; 3 = Both, . = Missing)
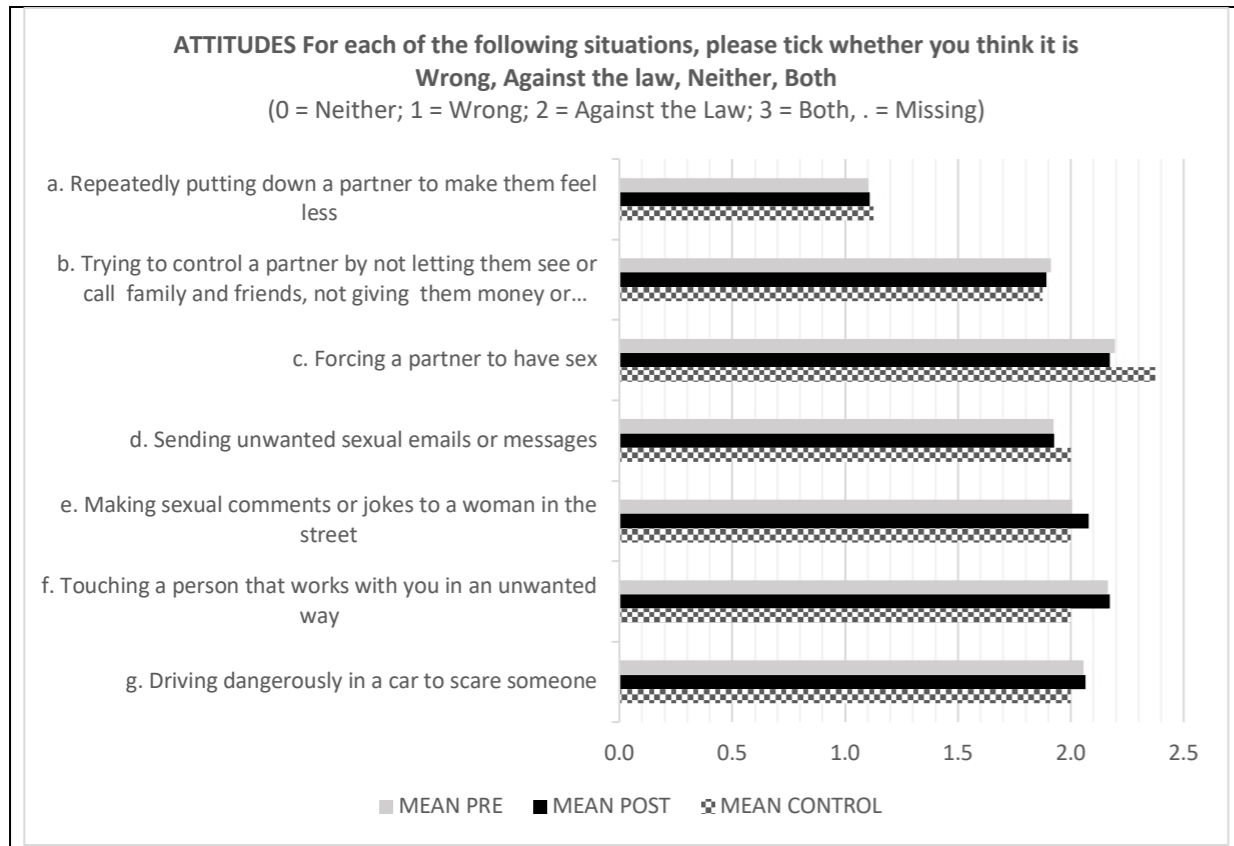
The differences in attitudes between the control and trained (pre or post) are not large. All statements scored a mean that suggested that several thought the action was wrong or against the law (between 1 and 2), with the lowest scoring statement being statement a. *Repeatedly putting down a partner to make them feel less.*

BELIEFS How far do you agree or disagree with these statements?
(0 = Strongly Disagree; 1 = Disagree; 2 = Agree; 3 = Strongly Agree; . = Missing)
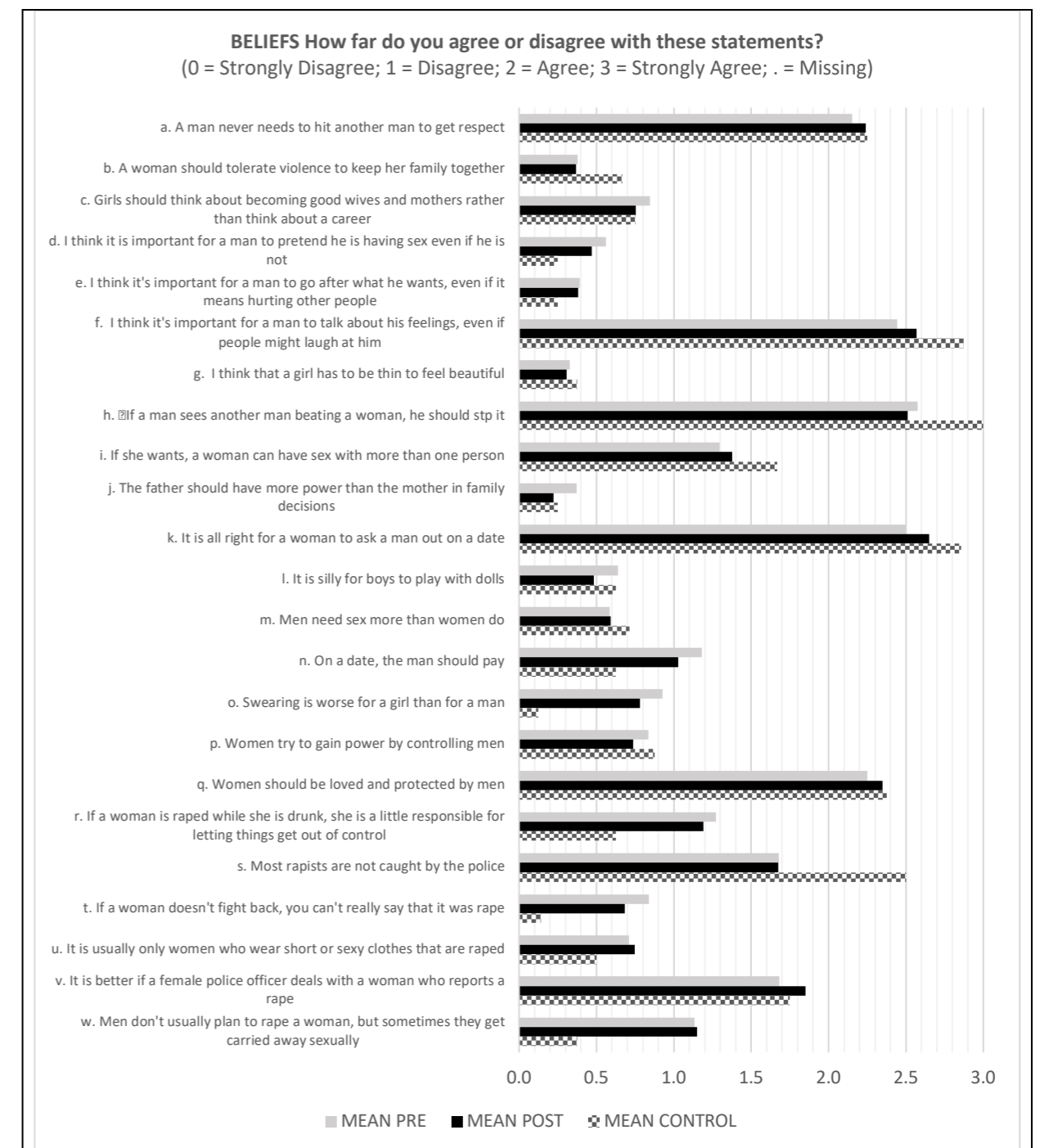
High and low levels of agreements with these statements broadly corresponded with expectations, with low levels of agreement being registered for statements that can be considered sexist or problematic for gender based violence and high levels of agreement with positive statements. In general, young people tended to have higher levels of agreement with positive statements than the adults.

High levels of disagreement were recorded to statements like "*A woman should tolerate violence to keep her family together*", "*I think it is important for a man to pretend he is having sex even if he is not*", "*I think it's important for a man to go after what he wants, even if it means hurting other people*" ,"*I think that a girl has to be thin to feel beautiful*", "*The father should have more power than the mother in family decisions*".

On the contrary, high levels of agreement were recorded for statements like "*I think it's important for a man to talk about his feelings, even if people might laugh at him*", "*If a man sees another man beating a woman, he should stop it*", "*It is all right for a woman to ask a man out on a date*", "*Women should be loved and protected by men*".

Beliefs were more luke warm about the statements "*Girls should think about becoming good wives and mothers rather than think about a career*", "*If she wants, a woman can have sex with more than one person*", "*It is silly for boys to play with dolls*", "*Men need sex more than women do*", "*On a date, the man should pay*", "*Swearing is worse for a girl than for a man*", "*Women try to gain power by controlling men*","*If a woman is raped while she is drunk, she is a little responsible for letting things get out of control*","*Most rapists are not caught by the police*","*If a woman doesn't fight back, you can't really say that it was rape*","*It is usually only women who wear short or sexy clothes that are raped*", " *It is better if a female police officer deals with a woman who reports a rape*"and "*Men don't usually plan to rape a woman, but sometimes they get carried away sexually*".

These findings indicated that while most of the young people's beliefs about masculinity and femininity and about gender roles are positive, there are clearly still problematic areas mostly related to gender roles in romantic relationships, male and female sexuality and adherence to rape myths.

In most instances, the changes post-training occurred in the expected direction with higher disagreement to statements that tolerate violence or sexism. However, In the case of the statement "*If a man sees another man beating a woman, he should stop it*", a slightly lower average agreement was recorded among respondents post training. A counter-intuitive finding was that a slightly higher average was recorded for the statements "*Men need sex more than women do'', "It is usually only women who wear short or sexy clothes that are raped*" and "*Men don't usually plan to rape a woman, but sometimes they get carried away sexually*".
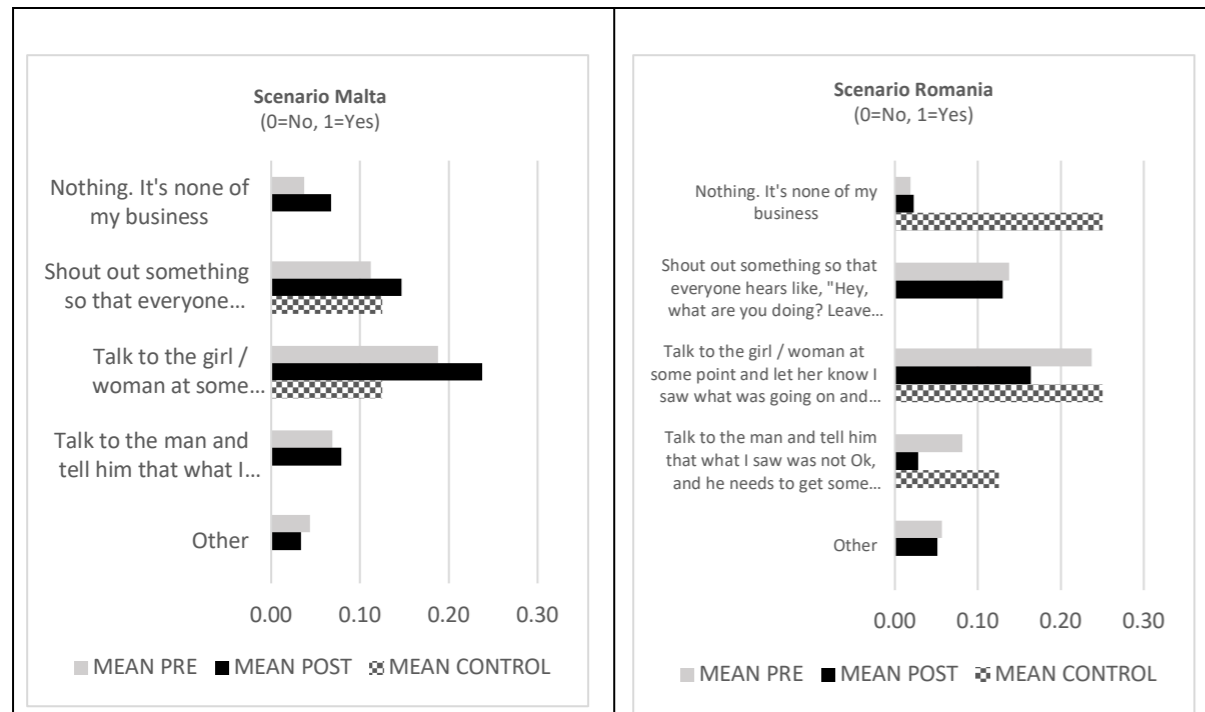
4.3.4 Exposure, Intent and Behaviour

In the case of young people, 28% of the sample responded that they had been exposed to some violence (lower than the adults, as can be expected). The mean rose slightly post-training (to 30%) and was slightly lower among the control group (25%). Excluding the nil responses, 28% of respondents mentioned they know women while 8% mentioned men. Once again, these were predominantly friends and family. A small percentage (fewer than 10% of those exposed) spoke to no one about this. Very few, again, spoke to the police.

Chart 4.16 Intent - Comparison among Youths (Pre, Post, Control)

INTENT How likely are you to do
(0 = Very Unlikely; 1 = Unlikely; 2 = Likely; 3 = Very Likely, . = Missing)

MEAN PRE   MEAN POST   MEAN CONTROL
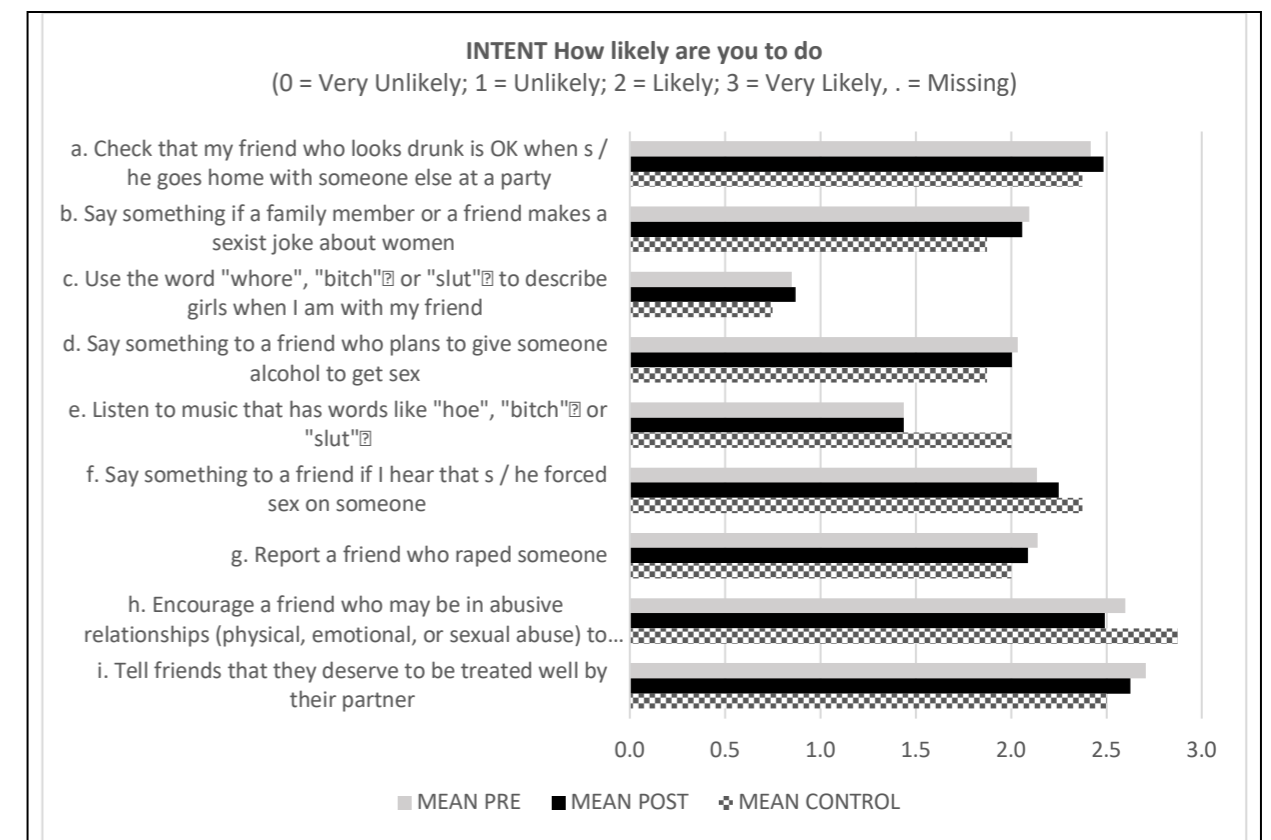
The 3 sub sets broadly respondend in the same way with notable differences being observed in the aptitude for bystander intervention among the control group.   Intent data reveals very few changes from pre to post training. Lowest levels of intent to intervene were registered in relation to stopping someone from saying sexist jokes, and stopping someone from giving alcohol to get sex.

Scenario Malta
(0=No, 1=Yes)

Nothing. It's none of my business
Shout out something so that everyone...
Talk to the girl / woman at some...
Talk to the man and tell him that what I...
Other

0.00   0.10   0.20   0.30

■ MEAN PRE ■ MEAN POST ⊗ MEAN CONTROL

Scenario Romania
(0=No, 1=Yes)

Nothing. It's none of my business
Shout out something so that everyone hears like, "Hey, what are you doing? Leave...
Talk to the girl / woman at some point and let her know I saw what was going on and...
Talk to the man and tell him that what I saw was not Ok, and he needs to get some...
Other

0.00   0.10   0.20   0.30

■ MEAN PRE ■ MEAN POST ⊗ MEAN CONTROL

When presented with the scenario involving gender based violence, surprisingly, the intention to "do nothing" was slightly higher among trained groups than untrained groups in both the Maltese and Romanian scnearios. In both instances the intent was much lower than it was among the control respondents. The intention to intervene was higher among those presented with a Romanian victim. The most likely intended response was to talk to the woman in both the Maltese and Romanian cases. The mean intent to do so fell after training in the Romanian treatment and rose after training in the Maltese treatment.

4.4 Young Children

4.4.1 Descriptive data

The mean age for the entire sample of young children was 9 years, with a slightly lower age for the control group and a higher age for the sample of respondents obtained pre-training. Respondents were more likely to be female, living in households with some 2 adults and a mean of 1 to 2 children. Respondents lived in Malta opting to speak Maltese. By comparison to national means, all respondents declared a relative high average level of happiness. The respondents in the control group were equally distributed between boys and girls.

4.4.2 Knowledge

Chart 4.18: Knowledge (Don't Know) - Comparison among Kids (Pre, Post, Control)

KNOWLEDGE: For each of the following sentences answer True or False (or Don't Know):
0=Yes or No, 1=Don't Know

a. Around the world, out of every ten members of parliament, four are women
b. Alcohol (example wine) causes family violence
c. Nearly all reported family violence is aimed directed at women and children
d. At least one in four Maltese women are attacked by the man they live with
e. Poor people are more abusive in relationships than other groups

0.0 0.1 0.2 0.3 0.4 0.5 0.6 0.7 0.8 0.9

■ MEAN PRE ■ MEAN POST ⊗ MEAN CONTROL

As can be seen, once trained, younger children returned lower 'Don't Know' answers for almost all questions with the exception of questions a ("*Around the world, out of every ten members of parliament, four are women*") where the frequency increased. This question was also the most perplexing for children, most likely because of the precise numerical figure required to answer it. The small numbers in the Control group had a higher tendency to respond 'Don't Know' to several of the questions in comparison with the test groups, with question e ("*Poor people are more abusive in relationships than other groups*") being an exception.

Chart 4.19: Knowledge (Place) - Comparison among Kids (Pre, Post, Control)
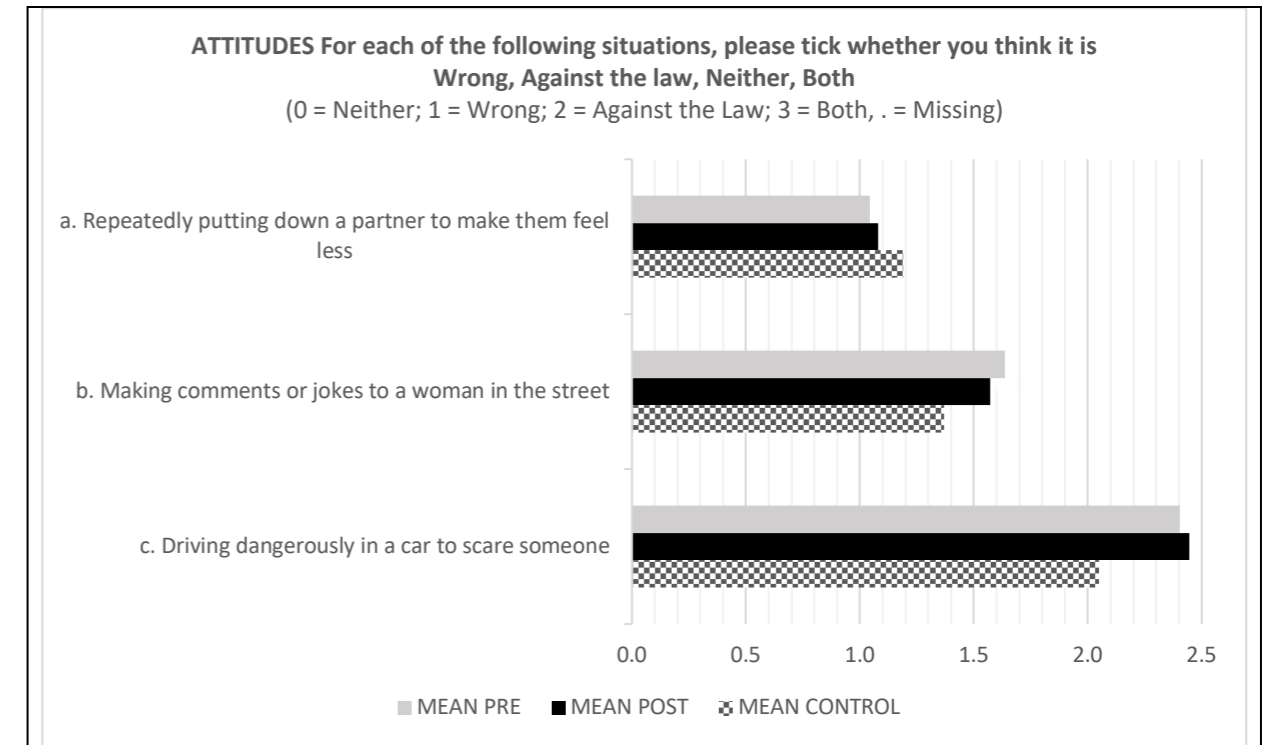
KNOWLEDGE - Place where violence takes place
(0=No, 1=Yes)

■ MEAN PRE   ■ MEAN POST   ◇ MEAN CONTROL
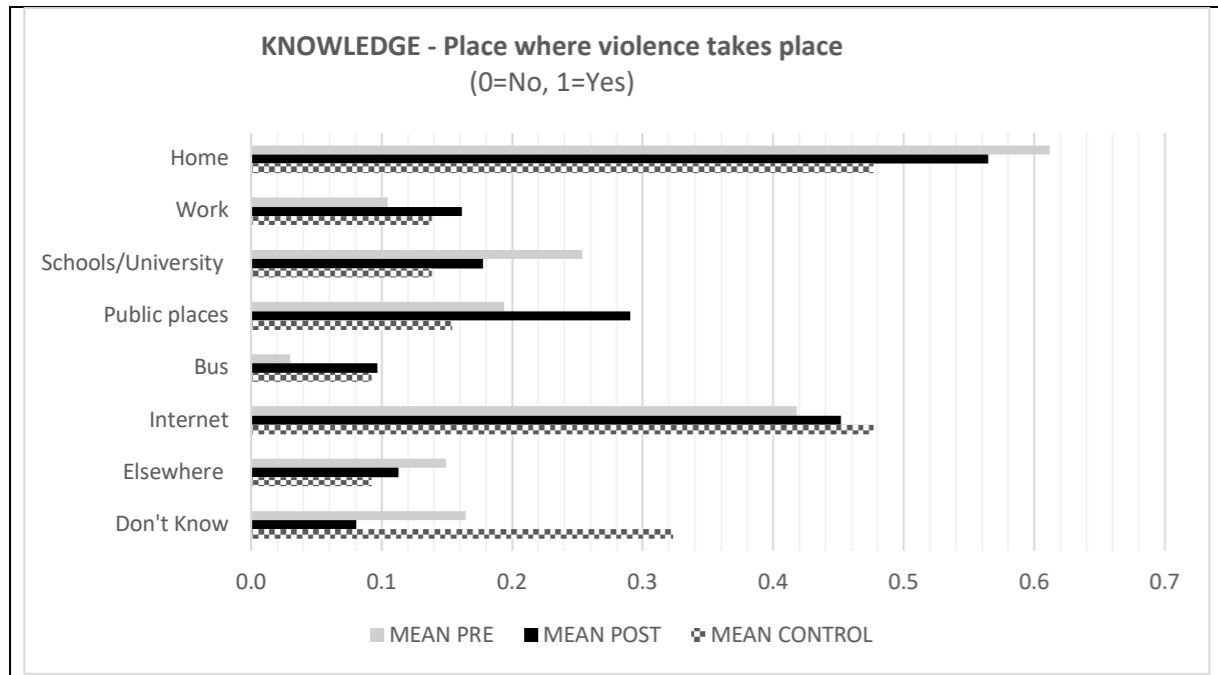
Charts 4.20: Knowledge (Services) - Comparison among Kids (Pre, Post, Control)

■ MEAN PRE   ■ MEAN POST   ■ MEAN CONTROL
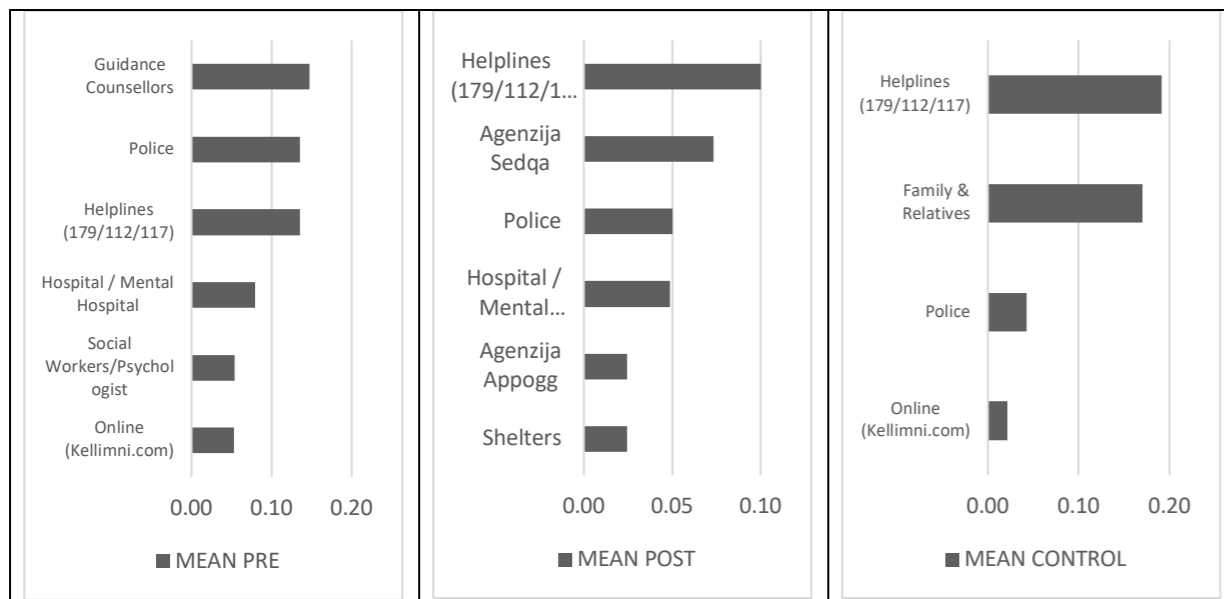
As can be seen, the vast majority of children mentioned "home" as the main place of violence against women (receiving higher mentions among the treated groups), with "the internet" coming in second. Most children mentioned "Helplines", the Police and "Guidance counsellors" before any training was conducted. There were changes in the mentions of agencies for support post-training, suggesting that this information was well absorbed by the participants. Once trained, Children were more likely to mention Sedqa, Hospital and Appogg, as well as shelters.

4.4.3 Attitudes and Beliefs

Chart 4.21: Attitudes - Comparison among Kids (Pre, Post, Control)

ATTITUDES For each of the following situations, please tick whether you think it is Wrong, Against the law, Neither, Both
(0 = Neither; 1 = Wrong; 2 = Against the Law; 3 = Both, . = Missing)

■ MEAN PRE   ■ MEAN POST   ◇ MEAN CONTROL

Similar to the findings for Young people and for Adults, the differences between the control and trained (pre or post) are not large for attitudes. All statements scored a mean that suggested that several thought the action was wrong or against the law (between 1 and 2), with the lowest scoring statement being statement a. and the highest being c., as expected.

BELIEFS How far do you agree or disagree with these statements?
(0 = Strongly Disagree; 1 = Disagree; 2 = Agree; 3 = Strongly Agree; . = Missing)

a. A man never needs to hit another man to get respect

b. A woman should tolerate violence to keep her family together

c. Girls should think about becoming good wives and mothers rather than think about a career

d. If a guy or a boy sees another guy or a boy beating a woman or a girl, he should stop it

e. I think it's important for a man to talk about his feelings, even if people might laugh at him

f. The father should have more power than the mother in family decisions

g. It is silly for boys to play with dolls

■ MEAN PRE   ■ MEAN POST   ✕ MEAN CONTROL

High and low levels of agreements with these statements broadly corresponded to expectations, with low levels of agreement registered for statements that can be considered sexist or problematic for gender based violence and high levels of agreement with positive stateements. The 3 sub-sets broadly respondend in the same way. Mean agreement levels were notably luke warm about the statements "*A man never needs to hit another man to get respect*" (for which agreement rose post training), "*Girls should think about becoming good wives and mothers rather than think about a career*" (for which agreement fell post training) and "*It is silly for boys to play with dolls*" for which agreement fell post training. In comparison with control group there was a considerable difference in the latter two statements post training.

4.4.4 Exposure, Intent and Behaviour

The vast majority of children in the control group (80%) had not been exposed to gender based violence, while 40%-50% of the treatment groups mentioned some exposure. Here twice as many respondents mentioned women over men. Likely contexts included family and friends and (particularly among the treated groups), at school. The likelihood of not speaking to anyone was higher among the control group and most children spoke to their family about the incident.

Scenario Malta
(0=No, 1=Yes)

Nothing, not my business

Shout something

Talk to Girl

Talk to Boy

Find Adult

Other

0.00   0.20   0.40   0.60   0.80

■ MEAN PRE   ■ MEAN POST   ✕ MEAN CONTROL

Scenario Romania
(0=No, 1=Yes)

Nothing, not my business

Shout something

Talk to Girl

Talk to Boy

Find Adult

Other

0.00   0.20   0.40   0.60

■ MEAN PRE   ■ MEAN POST   ✕ MEAN CONTROL
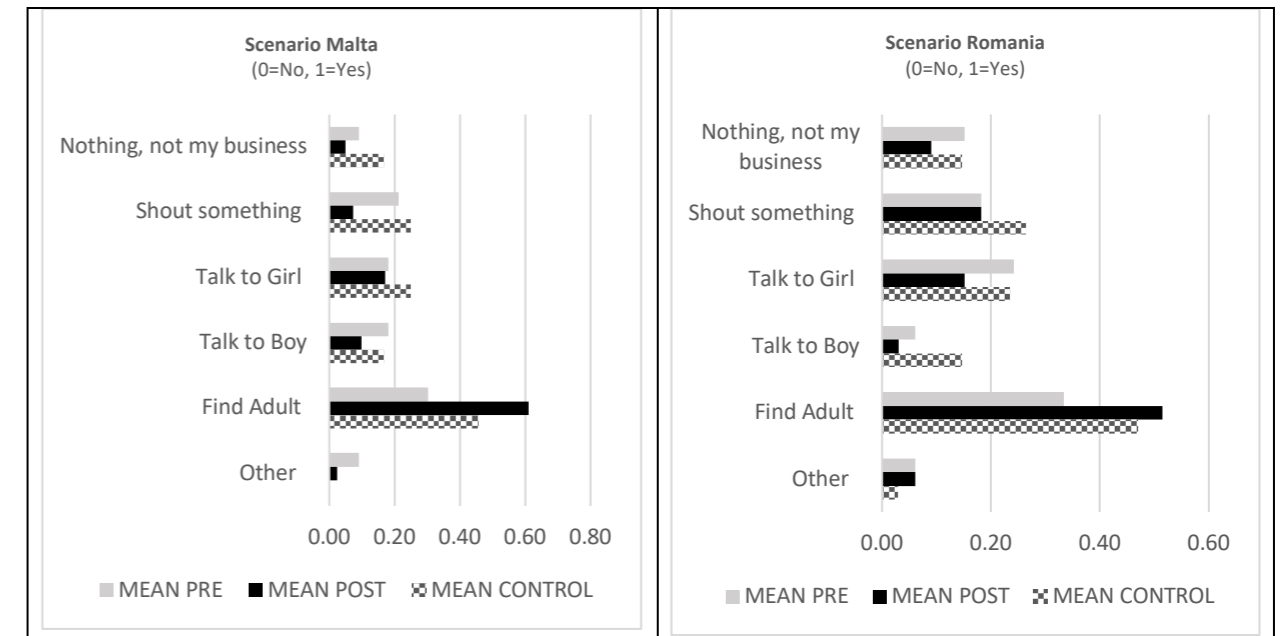
When children were presented with the scenario of violence, the chances of "doing nothing" were higher when the scneario presented to them involved a Romanian girl. There was however, also a greater chance of speaking to the girl if she were Romanian, relative to her being Maltese. Post training, the chances of the children speaking to the victim fell considerably, as did the chances of their speaking to the perpetrator, while the chances of their finding an adult increased considerably.

4.5 Analysis of Differences

We now examine the differences in means obtained from questionnaires collected pre-training and those collected post-training for each of the 3 sub-groups. To do this we conduct a t-test at the 95% confidence level, assuming unequal variances. In view of the plausibility that our variables fail to conform to the assumptions of the t-test, we also conduct a non-parametric test (Mann-Whitney) of differences in means. Essentially these tests help to determine whether the null hypothesis that the two sample means are the same can be rejected.

We focus on 3 types of changes that could have occurred, namely changes in knowledge, changes in attitudes and beliefs and changes in exposure and behavioural intent. Our null hypotheses is that, regardless of the training session, mean responses are not significantly different from zero. Our alternative hypothesis is simply that training caused a change in the mean. More specifically, we test whether:

HA1: Post-training, there is an overall increase in knowledge around issues of gender based violence

HA2: Post-training, there is an overall change in attitudes and beliefs towards higher equality and lower tolerance of gender-based violence

HA3: Post-training, there is a greater awareness of the presence of gender based violence and a greater propensity to behave suitably.

4.5.1 Changes in Knowledge

We interpret the null hypothesis vis a vis changes in knowledge as fewer instances of "Don't Know" answers (post-training) in the knowledge-based questions.

We do observe, in fact, that among the **adult** participants there was a general reduction in the frequency of "Don't Know" answers post training in several of the questions intended to guage knowledge. Question d (on impact of alcohol) returned fewer "Don't Know" answers - to the extent of being significantly different result at the 5% level. Our Mann-Whitney test also revealed that responses to question a and k were significantly different among adults post-training. There were a greater chance of Don't Know answers to the question: "Out of every 10 girls and young women under the age of 15 around the world, 2 will be abused sexually" and "Parents who were abused as children are more likely to abuse their own children."

Results were clearer among **young people**, arguably also because of the larger and more homogenous samples. In the knowledge-based questions (b. "Around the world, out of every ten members of parliament, four are women", e. "*Nearly all reported family violence is aimed directed at women and children*", i. "*It is illegal if an employer tells a woman she will be paid less than a man because she is pregnant*", j. "*Less than 1 million girls (aged 5-15) worldwide are forced to become sex workers each year*") there were sufficiently fewer "Don't Know" answers for the difference to be significant at the 5% level in the T-test and the Mann-Whitney test. Among young people there was also a significant increase of the responses acknowledging that violence takes place at home, as well as increase in responses that violence takes place at work.

While there was an observed change in the mean knowledge among **the younger children**, none of these changes were large enough to yield a statistically significant signal.

With regard to mention of services, the expectation was for the less obvious services to receive stronger mention post-training. In fact, among the **adults** there were changes in the mentions of services, with some services receiving more mention post-training, while others received lower mentions. None of the changes were significant except those pertaining to the "Women's Rights Foundation" and "Aditus Foundation". Here the increase in mentions post-training was high enough to be statistically significant at the 5% level.

Among **young people,** mentions of "Agenzia Appogg", "Girl Guides", as well as of "helplines (179, 112 and 117)" and the "Cyber Crime Unit" increased significantly post-training. There was also a statistically significant increase in mention of   on-line help and SOAR at the 5% level, but the findings do not survive the Mann-Whitney test.

Among **children**, mention of "Guidance Councillors" was significantly less post-training, reflecting a larger variety of service providers mentioned instead.

In the light of these findings, we argue that there is some support for H1: Post-training, there was an overall increase in knowledge around issues of gender based violence.

4.5.2   Changes in Attitudes and Beliefs

Post-training, the expectation was for an overall change in attitudes and beliefs towards higher equality and lower tolerance of gender-based violence. Given the time-frames involved, where the questionnaires were sometimes administered within days of each other, attitudinal changes were unlikely.

Indeed, among the **adults** none of the questions focused on attitudes returned changes that were significantly different from no change. Among **young people** there was also no statistically significant change in attitudes. The strongest effect here was observed in lower support for the statement "*making sexual comments or jokes to a woman in the street*" though still not significant at the 5% level. Among children, none of the changes in attitudes were significant.

A few belief statements registered an average change post-training that withstood the t-test and the Mann-Whitney test. In particular, among the **adults** there was a decline in support for the statement "*I think it is important for a man to pretend he is having sex even if he is not*".

Among **young people**, there was a strong decline in support for the statement **A woman should tolerate violence to keep her family together** and with the statement that "*father should have more power than the mother in family decisions*" (significant at the 5% level). An increase in support was observed for the statement "*it is all right for a woman to ask a man out on a date*". Post training more young people thought that *"It is better if a female police officer deals with a woman who reports a rape".* Among both young people and **children**, here was an observed decline in the belief that it is "*silly for boys to play with dolls*".

In the light of this we argue that we do find some support for the proposition that post-training, there was a slight change in attitudes and beliefs towards higher equality and lower tolerance of gender-based violence.

4.5.3   Differences in Intent Exposure and Behaviour

Given the proximity of pre and post survey timing, it was hardly expected that any changes would occur in exposure. There was, in fact, no difference reported in exposure among either the adults or the children that was different from zero. Youths experienced longer time-laps pre and post-training and the post-training sub-sample in fact recorded slightly higher exposure rates, as well as a statistically significant difference in the propensity (increase) to speak to a doctor or nurse about what they witnessed, post-training.

While there were changes in intent, not all of which were in the expected direction, none of these were significantly different from zero among the adults, the young people, or the children.

When faced with the hypothetical scenario no statistically significant changes were observed in intended behaviour among the adults after training relative to responses before training. Among the **young** people there was a *lower* propensity to talk to the perpetrator or to talk to the Victim after training, echoing the result of the greater concern of consequences. This change was only observed in the Romania scenario, at the 5% level. Among **children** there was a similar decline in the likelihood that children would shout

something out loud (at the 10% level, Maltese victim scenario). We therefore find a lower propensity to *act*, but this can be interpreted as a higher propensity *to behave suitably.*

In the light of this we argue that we find some support, albeit weak, that post-training, there is a greater awareness of the presence of gender based violence and a greater propensity to behave suitably.

4.5.4   Discussion

Overall, it is plausible to reject the null hypotheses: the changes which occurred after training were not zero. We find the greatest level of support the proposition that there was an overall increase in knowledge around issues of gender based violence. We also find some support for the proposition that post-training, there was a slight change in attitudes and beliefs towards higher equality and lower tolerance of gender-based violence. We also find weak support that post-training, there is a greater awareness of the presence of gender based violence and a higher propensity to act suitably. Examining our results among the three groups, we find the strongest results among the young people, followed by the adults. The weakest results – tantamount to no significant change at all - are observed among the children.

These results should be interpreted with caution and merit further work.

Firstly, differences between results could also have been due to the different composition of the sample that completed the questionnaire pre-training and post-training. To this end we examined the sample composition and noted any significant differences in the demographics. Among the adults, the respondents that completed the surveys *after* training were on average 3 years older (due to attrition) and came from slightly larger households but these differences were not different from zero. Among young people, the pre-training sample and the post-training sample also saw an increase in the mean age of young people (here questionnaires were collected with 1 to 6 month differences in timing). The post-training group expressed a stronger preference of answering in Maltese. Among children there were no change in demographics that were significant.

Secondly, the questionnaire content does not necessarily reflect the extent of knowledge, change in attitudes or intent that the participants truly experienced. Such a change may have been greater but simply not captured by the questions included in the instrument. On the other hand, the effect may also have been smaller as the effect of training erodes over time. The fact that the same instrument was administered pre and post training to the same respondents also suggests that some learning would have taken place in the process of completing the questionnaire itself. This too suggests an over-statement of the results of training.

Thirdly, part of the reason for observing change or lack of it could have been due to sample size and the time-lag in duration between the pre and post surveys. For adults, the two waves sometimes occurred within a week of each other, the sample size was small, and almost half of it was lost to attrition. For young children, the sample was larger and lost very few observations, but again, the questionnaires (pre versus post training) were issued within a month of each other, at most. The significance in differences observed among the youths, on the other hand may have been attributable to the larger time-lag of anything from 1 to 6 months as well as the larger, more homogenous sample size.

Finally, our analysis has focused on differences in means. There may also be differences in the distributions, differences in the quality of the answers provided, differences in the total scores for particular scales whose significance levels may vary.

5. FINDINGS FROM QUALITATIVE ANALYSIS

5.1 Introduction

This analysis documents the information gathered in the focus groups pertaining to both the trainers' and participants' experiences of the various information sessions and training programmes. It outlines a number of themes that emerged related to the perceived benefits of the training, both in terms of impact related to participants' knowledge, attitudes and behaviour as well as the way the training affected the trainers' professional practice and prompted further ideas within their organisation. Looking back on both content and process, trainers reflected on the lessons gained for future engagement in prevention programmes. Other themes pertain to disclosures of experiences of violence in the training and general discussions related to gender-based violence and violence against women.

5.2. Knowledge about Violence

Participants had different levels of exposure to the topic of gender-based violence and violence against women prior to attending the training or information sessions. For instance, through the focus group with the adult women it transpired that three out of the six participants had attended previous courses or training related to violence against women or were studying in the social sector, through which they had encountered the topic. Some of the participants who had attended the youth ambassador training had done the 'Badge' or had participated in the "One Billion Rising' campaign". Other participants said that they had encountered the topic in the past but had never had such an intensive focus. For others, including some of the trainers, the topic was completely new and they had never had a chance to discuss or receive training on violence against women at all.

One of the most obvious benefits of the training was related to the knowledge and information that participants felt they gained. For instance, in the case of migrant women, both the trainer and trainees expressed that the information sessions given by lawyers were crucial especially since migrant women are often not cognisant of their rights, the legal system or the support services that are provided locally:

> I enjoyed the session with the lawyers most as we didn't know about certain legislation. I asked them a lot of questions that I always had in my mind (Adult woman 1)

> *L-iktar li għoġbuni kienu l-avukati għax certu liġijiet ma konniex nafuhom. Saqsejtu ħafna mistoqsijiet li kienu dejjem f'moħħi.*

> This course made a huge difference in my life. I learnt a lot of things that I did not know about before (Adult Woman 2)

> *Dal-kors għamel ħafna differenza f'ħajti, ta' tagħlim eżempju għax ħafna affarijiet ma kontx nafhom.*

The above extract demonstrates the degree of engagement that participants experienced. Some of the trainers articulated how trainees had various misconceptions about the topic and through the training had

the opportunity to clarify and enhance their understanding about the various facets of violence against women. For instance, one of the youth trainers elaborated:

> They previously thought that domestic violence is just about hitting but when we went into issues of equality and sexual consent they realised 'Ah, this as well…' (Youth Trainer)

> *Huma kellhom f'moħħhom li domestic violence is just hitting imma meta dħalna f'issues of equality u sexual consent u hekk, speċi irrealizzaw 'dan ukoll jiġifieri' …*

The above extract was corroborated by the youth participants who talked about the different aspects that were covered in the training:

> Youth 1: I think that they touched upon everything because it was not just about domestic violence. In fact, we did an activity with a chart on a young man and young woman, with all the possibilities of violence that could take place. Even emotional and psychological…

> Youth 2: The subject is very vast… I didn't know that it was so vast…

> Youth 3: And even the different forms of violence. Maybe for a child violence means that a dad grabs a belt and hits you. But in reality if parents are constantly calling you names 'you are not good for anything' 'it's better if you didn't come into this world' that is violence as well. Maybe for children violence is more physical, so they would be going through this type of emotional violence and they wouldn't know that they need help.

> *Youth 1: Jien naħseb laqtu kollox ta' għax mhux fuq vjolenza domestika biss tkellimna. Filfatt għamilna attivita' fejn kellna nagħmlu chart fuq tfajla u ġuvni, bil-possibiltajiet kif jista' jkun hemm violence. Anka emotionally u psychologically.*

> *Youth 2: Is-suġġett huwa vast ħafna …ma kontx naf li huwa daqshekk vast.*

> *Youth 3: U anka id-different forms ta' violence. Forsi għat-tfal violence hija li l-papa' qabad iċ-ċinturin u tak xebgħa. Fil-verita' anka jekk il-ġenituri joqogħdu constantly jgħajruk "m'int kapaċi tagħmel xejn", "aħjar ma ġejt xejn fid-dinja" u dawn l-affarijiet dik ukoll hija violence. Forsi għat-tfal violence iktar hija physical, u forsi jkunu qed jgħaddu min dat-tip ta emotional violence u ma jkunux jafu li they need help.*

The trainers of the LBT groups explained how participants in their training perceived violence against women as being perpetuated exclusively by males and further elaborated on the possible reasons why trainees held such beliefs:

> Trainer 1: They were using hetero normative examples – situations where the perpetrator was male. The training was also a learning curve then for our participants to change their perception of what gender-based violence is. The idea that most perpetrators are males minimise possible acts of violence being perpetuated by women as well, on women.

> Trainer 2: I think the discourse out there, is so much about women being victims and perpetrators being men, that any other form of relationship, other than the heterosexual,

being the one out there that is always being presented in the media, that if you're in it, you won't look at that situation as being domestic violence, or violence.
Researcher: How would they perceive it? As a conflict?

Trainer 1: It's like conflict between the couple, and that we're fighting.

Trainer 2: Society hasn't taught that that is also a possibility. This is the effect of the heteronormative agenda.

In the above extract, one can note how LBT participants had internalised the dominant heteronormative discourses related to violence to such an extent that even within the context of a group made exclusively of LBT trainees, they failed to perceive same sex intimate partner violence as part of the repertoire of "violence against women". The trainers further discussed that potentially since the partners would both be women, they would think of themselves as equal in the relationship and any form of violence would be perceived as "conflict", even when it would be clear that one of the partners is exerting power and dominance over the other. One of the trainers spoke specifically about the experience of transwomen in prison:

Trainer: In prison, some of the violence that they experienced, was from women – other inmates who were women, when they moved for example from the male section to the female section.

Researcher: But was it because of their identity as transgender women or was it just because they are inmates?

Trainer: No, because of their identity as transgender women

Researcher: Ok so definitely gender-based violence.

Trainer: Yes, but it's coming from women – which you know, for them they didn't see it in the way they perceived violence from male perpetrators.

The above discussion elucidates how the participants did not associate violent acts perpetuated by other women against them as GBV whereas when the perpetrators were male, it was natural for them to perceive it as violence.

5.3 Changes in attitudes and behaviour

Both the participants and the trainers spoke about the changes in attitudes and behaviour that they felt were achieved through the training. One MGG trainer who delivered the training with 14 / 15-year-old girls elaborated:

We saw that certain perspectives that the girls had regarding violence before and after the project changed and they started realising certain things. For example, a boyfriend who constantly sends messages, before they saw it as something nice. But after the

training some came to speak to me and told me that it's not always nice. They started realising from certain things they experience or that their friends tell them...

U rajna li ċertu perspettiva ta' girls kif kienu jħarsu lejn il-vjolenza qabel dan il-proġett u wara, inbidlet u bdew jirrealizzaw ċertu affarijiet. Eżempju boyfriend il-ħin kolllu jibgħat, għalihom kienet xi ħaġa sabiħa. Imma mbagħad eżempju wara training qaluli mhux dejjem sabiħa. Bdew jirrealizzaw ċertu affarijiet li sħabhom jgħidu jew li jesperjenzaw.

The above trainer felt that the biggest change that the participants in her training experienced was related to the adolescents' awareness regarding certain 'warning signs' that they should be aware of within dating relationships. She discussed how nowadays, since most adolescents are constantly communicating via their phones it is not easy for them to realise that certain patterns of communication could be a symptom of a controlling partner. This trainer felt that the biggest impact of the training took place through the disclosure of a guest speaker who was invited to talk about her own experience of violence in a dating relationship:

When they hear her story, that is the seal, she stuns them...as she was young because they think that this is something about adults and married couples but they realise then that it could happen now, with their boyfriends.

Meta jisimgħu l-istorja, hemmhekk is-siġill that she stuns them...u li kienet zgħira għax huma jaħsbu li tal-kbar u tal-miżżewgin allura li jindunaw li tista' tiġri issa, mal-boyfriend.

Similarly, another trainer who facilitated the training with older adolescent girls (17 / 18-year olds) explained:

It showed that they had a strong base of gender equality ingrained in them, they are very empowered, but still when we started the session on sexual consent, they needed the session. Now these are exposed and engaged in advocacy in human rights and attend conferences, but it showed that they were confused ... it was mostly not realising that they can say no at any point. It was like a relief for them to realise that. That is something that I realised that definitely impacted them.

Kien jidher li kien hemm basis qawwija ta' gender equality ingrained fihom, they are very empowered, imma still meta kien hemm, meta dħalna fis-session ta' sexual consent kellhom bżonnha s-session. Issa dawn huma exposed u engaged f'advocacy fi human rights u jattendu konferenzi... pero kienu daqsxejn mifxulin...l-iktar li kienu jaħsbu li mhux at any point you have a right to say no. Qisha it was a relief għalihom li rrealizzawha. Dik xi ħaġa li ndunajt li xi ħaġa li zgur li ħadu.

The above extract demonstrates how even among adolescent girls who had long term engagement within the MGG, there was still a level of doubt about what their rights are when discussing sexual consent. Another trainer who facilitated the training with a co-ed group of adolescents also noted the misconceptions with regards to sexual consent:

Ours as well with the boys for example...that even if she says yes once, that is not a yes that counts forever. That you need to ask and check each time constantly...

*Tagħna wkoll mal-boys pereżempju… li jekk tgħid iva darba ma jfissirx li iva dejjem. Trid
terġa tistaqsi u terġa tiċċekja..*

The same trainer could also note a difference following the training related to a decrease in sexist jokes
among his group:

We saw changes in their behaviour in the interaction between them especially when it
comes to genders. Even a girl who is not comfortable with certain jokes…for example
when she's in a bad mood… 'are you on your period?'. Now they don't joke like that
anymore.

*Rajna changes in behaviour fl-interaction ta' bejniethom speċjalment fejn jidħlu genders.
Anka tfajla ma tkunx komda b'ċertu ċajt…pereżempju meta l-mood ma tkunx tajba…mela
qegħda bih illum? Illum il-ġurnata m'għadhomx jgħiduha.*

The above observation was corroborated by one of the female youths who divulged:

I think it helped me see things more in a better understanding – like certain jokes that
our friends do. Before we didn't seem to realise that it's wrong – and that it's not right
for us to not do anything about it. We talked about what's good and what isn't, so that
if it isn't – we act on it. (Female youth)

One of the trainers of the younger children (5 to 7) also received feedback from the parents of one of the
children:

One thing that the parents noted, about a month later, one of the mothers came and
told me she was washing the dishes and her children wanted their dad to wash the
dishes. She came to tell me…they remembered…

*Xi ħaġa li nnutaw il-parents, xi xahar wara ġiet omm qaltli kont qed naħsel l-platti, ġew
it-tfal u riedu lill-missierom jaħsel il-platti. U qaltli li baqgħu jiftakru..*

Some of the trainees further talked about being empowered to act when they witness instances of violence
but also when they experience certain attitudes and acts of violence themselves:

Adult woman: I would be more comfortable taking action..

Youth 1: I think even when you know someone who doesn't speak up, now I feel more
confident to help them to speak up..

Youth 2: For example now I don't feel embarrassed or shy and if there is something I want
to tell him, I just tell him, I'm not going to beat around the bush..

Youth 3: I think I learnt more about respect and trust. So before I used to tolerated certain
things but now I know I should not tolerate them and I started speaking up more.

*Youth 1: Naħseb anka jekk tkun taf lil xi ħadd li ma tantx jitkellem, forsi ssir taf iktar kif
għandek tħeġġu biex jitkellem*

*Youth 2: jien pereżempju m'għadnix nistħi u jekk għandi xi ħaġa xi ngħid, ngħidilu, mhux ħa
noqgħod indur mal-lewża.*

*Youth 3: Jiena naħseb iktar tgħallimt x'inhu rispett u trust. Eżempju qabel ċertu affarijiet
kont nittolerahom imma issa sirt naf li m'għandix nittollerahom u sirt nitkellem iktar.*

All the above snippets are clear examples of how participants feel that their behaviour has been changed
by the training, especially with regards to being further empowered.

5.4 Discussions on violence

One thing that emerged across all the groups is that the sessions provided a safe space to discuss topics
that they would not discuss otherwise. When asked what they think are the biggest issues in society, they
youths felt that it was the stereotypes related to men and women and relationships and they feel there
needs to be a big change in mentality. Both adult and youth participants emphasised how violence can be
normalised in certain households leading to a situation where neither victims nor perpetrators are aware
that their behaviour is harming others:

Adult woman: Disrespect for example, because truly that is from where violence starts,
and sometimes you wouldn't even know that you are being violent because you would
have grown up like that, so for you that is natural and that's the lifestyle and you won't
even realise that you are doing violence.

*Adult woman: Diżrispetti eżempju, għax fil-verita' min hemm tibda l-vjolenza – ġieli
lanqas tkun taf li inti qed tagħmel vjolenza għax int just kbirt hekk, allura għalik dik hi in-
natura u lifestyle u lanqas biss tinduna li qed tagħmel vjolenza.*

Youth: Also like, kids learn to behave out of home, from home. So if their parents are
being abused at home, they must think it's ok. Cause if it happens at home, then it must
happen everywhere. And so they'll think it's ok to do it to someone else. Or that if it
happens to someone else it's ok to not say anything.

All the groups further emphasised the importance of starting training at younger ages at school and then
solidify such training through the formative years:

Adult woman: I think we have to start from school coz you'd have to listen whether you
like it or not. At least the new generations that are growing up would be aware, and we
don't need to wait to see a message on the internet or facebook.

*Adult woman: Jien għalija mill-iskola irridu nibdew għax trid jew ma tridx qed tisma'.
Għallinqas il-ġenerazzjonijiet li qegħdin jikbru ikunu aware, u mhux noqogħdu nistennew
li naraw xi message fuq l-internet jew facebook .*

Youth 1: it's better to start early stages from when they are at school. Because when you are kids things that are said it sticks to you more and whilst you are growing up – it sticks to you rather than when you're an adult.

Youth 2: They don't really speak about it at school. All they really say is look there's the poster, if you require anything there's the phone number at the bottom and you can just call them whenever. They don't go into detail or what you actually have to do in such situations.

The above conversation between young participants highlighted the gaps they observed in their own educational experience and hence their recommendation of implementing prevention programmes in schools. One thing that was repeatedly mentioned was the lack of awareness of violence against men and the additional difficulty men face in speaking up due to the notion of hegemonic masculinity. The following are examples of such conversations:

Youth (male): I used to think that boys are always the tough ones. But they aren't always the tough ones as they have feelings too, and they should be allowed to let their guard down.

Adult woman: Those victims who don't speak up are the real victims – imagine a man who meets up with his friends for example – is he going to say that he's being hit by his wife? Obviously he won't.

Adult woman: Dawk il- vittmi li lanqas jitkellmu dawk huma il-veri vittmi – immaġina raġel jekk jiltaqa' mal-ħbieb tiegħu eżempju – ħa jgħid li jissawwat millmara? Obviously he won't.

Another issue that emerged in the adult women's group was the reluctance in trusting the authorities and reporting even though they know it is the right thing to do. The majority expressed that they did not trust that victims can receive justice through the current systems. Discussing her own experience of harassment, one participant expressed:

Adult woman: Should I report him? Shall I stay silent? Cause sometimes silence is better. Because you create chaos and then you get disrespect again from the law. Cause it's not just about the law being there. So what do I do, I open a case in court? I have to pay money, go to a lawyer, waste time…

Adult woman: Should I report him? Shall I stay silent? Għax xi kultant is-skiet aħjar. Għax toħloq rebus biex terġa' jkollok diżrispett mil-liġi. Għax mhux imbili i- liġi qegħda hemm. Allura x'nagħmel dan niftaħlu kawża? Irrid inħallas il-flus, immur għand avukat, nitlef il-ħin.

Echoing the above experience, another woman divulged:

Adult woman: I don't trust the system – because I believe that when you use the system, you'll get more in trouble. When I am reporting someone, if there isn't the action as it should be, it's going to become even more dangerous.

Adult woman: I don't trust the system – għax nemmen li when you use the system, you'll get more in trouble. Meta qed tirraporta lil xi ħadd jekk ma jkunx hemm azzjoni kif suppost, ħa tiġi l-azzjoni iktar perikoluża.

It was not only the adults who mistrusted the authorities and were reluctant to report. Young people had similar reservations as they reflected in the quotation below:

Youth 1: I think kids nowadays they're more scared of themselves getting into trouble. Also like they're going to be scared to talk about it.

Youth 2: All the unwanted attention..

The above extracts bring forth the reluctance of reporting and the mistrust in authority by both youths and adults.

5.5 Disclosure of Violence

One element that both trainers and trainees talked about in the focus group was the disclosure of violence by participants during the training. In the majority of the groups, disclosure was considered positive as it allowed for further intervention by the organisation or a change in the dynamics of the group as portrayed by the following trainers:

Youth trainer 1: Yes for sure, there were those who went out crying. There was one who showed that there was something going on at home…so there were, and we were totally surprised. Many stories were disclosed that we did not know about.

Youth trainer 1: Iva mela mela, kien hem min ħareġ jibki. Kien hemm waħda dehret li kien hemm xi ħaġa għaddejja fid-dar..kien hemm, jiġifieri konna totally surprised. Ħarġu ħafna stejjer li ma konniex nafu.

Youth trainer 2: We had a case of a child who had been through some experiences at home that used to be on his own all the time and there he disclosed everything and now thanks to that he's much more integrated in the group as the others got to know why he was always excluding himself and staying alone.

Youth trainer 2: Kellna każ li kien hemm tifel għadda minn xi esperjenzi d-dar li kien ikun dejjem waħdu u hemmhekk ħareġ kollox u llum bis-saħħa t'hekk huwa ħafna iktar integrat fil-grupp għax saru jafu għalfejn kien dejjem eskluż għalih waħdu.

Adult Trainer: It gave us an opportunity to identify cases that we could then refer to counselling sessions that we provide as an organisation.

While the above occasions seemed to have led to a positive outcome for participants, the trainers further discussed risk and safety and the importance of dealing with such disclosures constructively:

Adult trainer 1: As a trainer I was very aware of the fact that you'd be explaining what violence is and you would get people who understand and realise that they are experiencing violence, and how are you going to manage the risk, cause you're telling them that they're being abused and then it's 1 o clock and they're going home and you keep wondering what's going to happen to them.

Researcher: Do you think there was enough thought about that, managing risk and safety, giving them insight about their situation and then they go home and have to face that situation?

Adult trainer 1: We tried to manage the risk by finishing 10 minutes earlier so that anyone who wanted to speak to us at the end of the session, they could do that. In this particular case, the person also had a social worker so we made sure that if she wanted to or needed to she could call her social worker.

Adult trainer 2: My impression was that the one to one sessions were exactly for this reason.

Adult trainer 3: Yes but there was a huge assumption being made there. That they would be comfortable sharing that information with us especially when we are community leaders.

The above conversation highlights the complexity involved in managing risk and ensuring the safety of the participants. The above trainer confirmed that while the women were supportive of each other when there was disclosure, she could note an element of victim-blaming in their general discussions. In the context of this conversation, another trainer pointed out that another risk related to disclosure was that the other participants might not be supportive. In fact, she talked about one such occasion which highlighted the entrenched attitudes of victim-blaming and the extent to which speaking out about domestic violence can be taboo:

Adult trainer: One of the women started crying and started sharing her feelings and instead of supporting the woman, the other participants started defending their community and she felt even more alone. They feel the need to give a good image of their community. They started attacking her 'Why do you say that?' It is not our culture.' And she started feeling guilty and it became very emotional but fortunately we managed the situation.

The above situation accentuates both the extent to which speaking up about domestic violence in circles outside one's inner circle is still frowned upon as well as the need for migrants to present their community in a positive light in a host society that already holds various prejudices against them. A parallel situation could be observed in the LBT community, as elucidated on by the trainers:

Adult trainer 1: It is already difficult having society acknowledge your same-sex relationship, so it is even harder and shameful to admit that in that kind of relationship you can also experience violence.

Adult trainer 2: There's this sense that you need to all the time prove yourself and your relationship with your family for example.

Researcher: It's like you're a champion for LGBT.

Adult trainer 2: You have to be...so you can't talk about the pitfalls because talking about that continues to prove that same sex relationship does not work.

The above conversation was discussed in the context of the difficulty in disclosing violence in certain groups, accentuating the invisibility of certain victims who face additional barriers in society. In fact, this element could explain a sense of defensiveness that some of the participants conveyed that was also felt by the researcher in the focus group with adult participants. Acknowledging such barriers led to the trainers of the adult women's groups to discuss how their organisations can better support the women they work with. In relation to women with disability, the trainer explained:

Adult trainer: This was an opportunity for us to acknowledge the barriers that disabled people face in accessing services and questioning how disabled-friendly are services for victims of violence.. for example how would a deaf person report to the police...in terms of communication. Are police stations accessible for wheelchair users? These are all things that we are going to look into and work on further.

5.6 Segregation versus integration of groups

One of the salient discussions with the trainers focused on the composition of the various training groups and the extent to which one should strive for separation versus integration. With regards to the training with adult women, the rationale for separating the training and providing it to three separate groups (migrant women, LBT women and disabled women) was to create a safe space where women pertaining to each identity group would feel comfortable to discuss their perspectives and experiences. However, within the focus group, which was the only instance where members of the three training groups met together, all the participants agreed that such segregation was not helpful and contributed to further divisions rather than inclusion. In the words of two participants:

Adult woman 1: Within the minority groups that are here today, there was a segregation between minorities. For example, I am interested in learning about the gaps for LBT women or for migrant women for example.

Adult woman 2: I think the fact that we were 3 different groups, I would have preferred if we were mixed together. Why did we have disabled women on their own, migrant women on their own and lesbian women on their own?

Adult woman 1: Fil-minoranza tal-gruppi li qegħdin hawn illum, kien hemm segregazzjoni bejn il-minoranza jerga'. Jien eżempju jinteressani x'inhuma n-nuqqasijiet ta' persuni gays pereżempju, jew persuni immigrant pereżempju.

Adult woman 2: Naħseb xi ħaġa oħra, il-fatt li konna 3 gruppi differenti li qegħdin hawnhekk, kont nippreferi li kieku konna kollha f'daqqa. Ghax għalfejn disabled għalihom, mgrm għalihom u migrants għalihom?

This aspect was discussed at length in the focus group with the trainers of the adult women. In relation to migrant women, the trainer emphasised that because the migrant community is so vast, they had focused their recruitment on Muslim women from Arab countries but that even within this group, there were significant variation when it came to perspectives on violence that might have led to feelings of discomfort among certain participants. In fact, the trainer suggested that in the future, training should be given to migrant community leaders who would then facilitate the training with women in their various communities in order to ensure that training would be culturally sensitive. Upon learning about the feedback from trainees as was disclosed in the focus group, she was pleasantly surprised that participants wanted to be grouped together especially since she knew that some of the migrant participants were very conservative when it comes to LGBT issues.

The discussion brought forth the issue of intersectionality especially since potentially there could have been participants who were recruited within a particular group when they belonged to more than one of the targeted communities (e.g a disabled migrant woman, or a disabled woman who identifies as lesbian). While the trainers acknowledged that the specialised training had its benefits since it was designed with the specialised needs of the particular target groups in mind, it was also acknowledged that the needs of participants with multiple minority identities might not be met in such segregated training. The intersectionality of their identities could potentially exacerbate their vulnerability as members of different minority groups and hence the importance of bringing different groups together.

Apart from the potential threat of the specific expertise being diluted through bringing the groups together, another difficulty laid in ensuring a safe space when it was possible that some participants from the different groups could have racist/ Islamophobic, ableist or homophobic beliefs that might hinder the safety of the group. Eventually the trainers agreed that there is potential scope for combining the formats:

> Trainer 1: I think It makes sense to have some parts of the training which would be provided separately. However, it would also make sense, when it is possible, for the participants to meet up and discuss together to share their ideas, and their perception about violence.'

> Trainer 2: I see this happening for migrant women but gradually, but we don't avoid it. As migrant women this is one of our visions to bring people together. I know this is very tough and risky for us because of different beliefs and attitudes and cultural taboos, but it needs to happen because of course we have migrant women who are LBT and who need this integration.

> Trainer 3: I think even in our training, this was an issue that was raised – if you are identified as lesbian/bi/trans and you're a foreigner, you would be more vulnerable.

The issue of segregation versus integration was also discussed in relation to gender. One of the training groups were very strict in making sure that no men were allowed in the training room at any point. On the other hand, for another training group, the sessions were conducted by a male trainer. While he personally felt that his gender did not pose a threat to participants, one of the trainees in the focus group in fact voiced:

> Adult woman: One other thing that I wanted to say…our training was facilitated by a man. Without realising you might think: 'Should I discuss certain things with a man?'

> *Adult woman: Ħaġa oħra li ridt ngħid.. it-training kienet immexxija minn raġel… Bla ma tkun taf tgħid 'jien ħa niddiskuti ma' raġel ċertu affarijiet?'*

While the above participant seemed to have experienced discomfort due to the gender of the trainer, another participant felt that there was an absence of male voices and that men should have been included in the training:

> Adult woman: Cause they are brought up that the woman needs to submit, sometimes you get a man thinking and saying no, you should not treat women like that and they can discuss amongst themselves…so that is good that they get to hear the men and the women speaking.

> *Adult woman: Għax huma imtellgħin li inti il-mara trid tissottometti, xi kultant xi bniedem jaħseb u jgħid le il-mara ma tistax titrattaha hekk u jitkellmu bejniethom…allura dik tajjeb li jisimgħu lit-trainers u lin-nisa jitkellmu.*

The above participant expressed that through attending such training, certain misogynist beliefs held by men could be challenged through being exposed to women's perspectives and experiences. This is in fact what seemed to have happened in the Leaders' training carried out by Malta Girl Guides. The training given to MGG and Scouts Leaders was given by female trainers but included male trainees. One of the trainers divulged that the mixed gender dimension was something new that they had to take in consideration when planning the training but eventually she felt that the inclusion of male participants was beneficial as it led to certain disclosures and further served to challenge certain perspectives:

> Trainer (MGG): One thing that I observed is that the same experiences that are shared when we do it with women only, are similar to the experiences that the men who were present shared. And that they triggered personal experiences. For example, we had someone who had experienced severe bullying for many years. Or there were others who realised certain behaviour that he did not acknowledge as violence prior to the training, for him they were normalised behaviours.

> *Trainer (MGG): Xi ħaġa li osservajt hi li l-istess esperjenzi li jaqsmu meta nagħmluh ma nisa biss, l-istess qasmuhom l-irġiel ukoll li kien hemm preżenti. U li jiġifieri they triggerred personal experiences. U bdew jirealizzaw ċertu sitwazzjonijiet. Nagħmlu mod kellna xi ħadd b'severe bullying għall-snin twal. Jew inkella kien hemm min irealizza ċertu behaviours li ma kienx jaf li huma violence, kienu qishom Normalised behaviours.*

The above participant highlighted how violence is sometimes so normalised that one would not even acknowledge it as such. It is interesting to point out that the observation by this trainer was confirmed by one of the scout leaders who received the training:

> Scout Leader: When I attended the sessions I started reflecting: 'Have I myself done this thing with my partner?' I have changed in the sense that certain things that I used to take for granted now I don't take them for granted, but I ask myself. Even when it comes to household chores… if I were at work, she was at work as well, not I find dinner, eat, leave the plate on the table and go watch TV. I became much more aware. So mentally the training has really affected me.

Scout Leader: Jien meta għamilt is-sessions bdejt nirrifletti 'Jien din ġieli għamiltha mal-partner tiegħi stess?' Jiena nbdilt li ċertu affarijiet li qabel kont noħodhom for granted issa ma noħodhomx for granted, imma nsaqsi, anka fuq l-affarijiet tad-dar..isma' jekk jien kont ix-xogħol hi kienet ix-xogħol ukoll, mhux sibt il-platt, kilt, ħallejt il-platt fuq il-mejda u mort nara t-TV. Ġejt ħafna iktar aware. Jiġifieri jiena mentalment it-training li għamilna affettwani ħafna.

In the above quote, the participant acknowledged how he became aware that his behaviour, normalised by traditional gender roles within the family sphere led to unfair distribution of household chores and how his participation in the training led to a change in his own attitudes and behaviour.

In the focus group with the Youth Ambassadors, the participants also talked about the benefit of participating in gender mixed training. While one of the participants expressed that at first she felt shy to speak up in front of boys, the majority of the participants considered the male youths' participation as very beneficial:

> Youth 1: So even the fact that you hear the opinions of both boys and girls
>
> Youth 2: We get to know what boys think ey..
>
> Youth 3: For me, it's something beautiful that not every activity where the topic is women or the topic is men, only one gender attends.
>
> Youth 2: The first thing, that they care…
>
> Youth 1: Even because the topic of violence happens more from men towards women, I thought that men wouldn't come.
>
> *Youth 1. Jiġifieri anka l-fatt li tisma' opinjonijiet ta bniet u subien*
>
> *Youth 2: Naraw x'jaħsbu is-subien hux*
>
> *Youth 3: Għalija xi ħaġa sabiħa fejn mhux kull attivita' li it-topic huwa il-mara jew it-topic huwa l-irġiel, tattendi gender waħda.*
>
> *Youth 2: L-ewwel ħaġa li ġew u li jagħtu każ.*
>
> *Youth 1: U anka għax it-topic tal-vjolenza forsi iktar iseħħ mill-irġiel għan-nisa għidt forsi l-irġiel ma tantx ħa jiġu.*

As seen from the above conversation, the female participants did not expect young men to attend the training since the topic of gender-based violence and violence against women is considered a ''female'' topic in our society. They further felt that it was important for them to listen to both perspectives and to learn what young men think in relation to gender based violence. The inclusion of males in the conversation was also considered crucial for one of the adult participants since she believes that gender segregation is one of the causes of gender-based violence. In her words:

> Adult woman: If boys grow together, they are going to have a particular attitude towards women when they grow up. How can they understand women, for example on issues such

as periods. Our hormones are different from theirs and they need to grow up with us to understand us. Now there are those who are lucky enough to have a sister so they can understand better, but there are those who are only boys and grow up with a certain mentality – so without knowing you are already building a type of disrespect and violence. There are many who won't even look at a woman, not even a good morning – this is the system we have created.

Adult woman: Jekk is subien jikbru flimkien, ħa jkollhom ċertu mentalita' lejn in-nisa la jikbru. Kif jistgħu jifhmu lin-nisa meta eżempju jkun hemm il-period fin-nofs. Aħna il-hormones tagħna differenti minn tagħhom u iridu jikbru magħna biex jifhmuna sew. Issa hawn min hu iffurtunat li għandu oħtu tifla u forsi jista' jifhem ahjar, pero hawn min hu boy waħdu u qed jikber b'ċertu mentalita' – allura bla ma trid diġa qed tibni ċertu diżrispett u vjolenza. Ħafna qas biss iħarsu lejn xulxin, qas bonġu – din hija is-sistema li ħloqna.

5.7 Start where the participants are

The importance of flexibility was highlighted by all trainers who emphasised the importance of having a clear plan, but to also follow the journey of participants and allow ample space for processing and reflection. The MGG and Scouts leaders who received the training talked about the importance of understanding and processing the material themselves before thinking about how to deliver the sessions to the youths and children. The mentoring sessions that followed up the leadership training proved crucial consolidating their knowledge. An important lesson shared by all trainers was 'Start where the participants are.'

The adult women's trainers discussed the variation in the different groups. While the LBT community group was made up mostly of persons who were either studying or working in the social field, who regarded the training as a way to enhance their professional development, the LBT prison group was completely different:

> Trainer adult women: The level of education is different, the opportunities to learn were different, some had left school very early, were in prostitution so we had to start from the basic definitions and terminology.

Besides the variation in the socio-economic background, unlike the other adult women's groups, the training with the LBT women in prison took place in the context of an ongoing support group where the participants had been meeting with the facilitator for over two years. The trainer discussed how usually the group is unstructured, focusing more on participants talking about what is happening in prison. When the trainer had tried to structure it before, there was resistance, however it seemed that at the time of the training it was the right time to reintroduce the idea:

> Trainer adult women: It opened up the possibility of having the support group in a different structure as well.. It was a bit of fresh air… And the fact that they used it so well and they spoke about violent relationships they've had. In general it was a beautiful experience for all of us. It was a journey for me as well with them. After, I started putting in more topic-based discussions.

An added benefit of the training for the above group was that it gave the trainer an opportunity to reevaluate the focus of the support group. Most of the training with children and youths also took place in the context of an existing group with the facilitators being their leaders. This situation had the obvious advantage of knowing the participants well as well as giving the leaders the opportunity to observe changes and to continue building on what was achieved during the training. The importance of continuity and having such training embedded in existing structures was highlighted by the adult women who participated in the focus group. Their feedback was that the course was too short and that they did not have time to delve deeper into certain issues with the need of having an ongoing safe space and follow up highlighted by various participants:

> Adult woman 1: What is the aim of these courses in reality? In the sense that are you going to keep doing them because we need them, and cause the more we meet the more we increase our knowledge and we increase our support as everyone needs that.

> *Adult woman 1: L-aim ta' dawn il-courses, fil-verita x'inhu? Fis-sens ħa tibqgħu tagħmluhom għax għandna bżonn, u għax dejjem niltaqgħu u dejjem inkabbru n-knowledge u inkabbru is-support ukoll għax kulħadd għandu bżonn.*

> Adult woman 2: The only thing I can say is, don't stop now that you've started – as sometimes that can cause more harm than good. Once you start a cycle and then you stop it, you would be giving hope and then you cut off. And in some way keep getting people's opinions and keep evolving.

> *Adult woman 2: L-unika ħaġa li nista' ngħid jiena hija, tiqfux f'dak li bdejtu – għax kultant isir iktar ħsara milli ġid. Once li tibda cycle u twaqqafha, tkun qed tagħti t-tama u mbagħad you cut off. U b'xi mod tibqgħu tieħdu l-opinjonijiet tan-nies u tibqgħu tevolvu.*

The importance of ongoing support, especially in relation to women who could potentially be vulnerable as well as the importance of being in touch with participants' needs was highlighted in the following extract by one of the migrant women trainers who echoed what some of the women they work with have told her:

> Trainer Adult women: 'You speak about violence but I don't have rights, I don't have documents. Violence is by the authorities. If you don't let me know my rights, this is violence'. This is what the women tell me. They approach us to understand their rights and the basic information about migration status and legal identity and if these needs are not met, how can we start training them about gender and gender based violence?

In a way, the above extract mirrors the experience of the trainer of the LBT women in prison group who had two years of dealing with the women's imminent needs before being able to engage them in the training. On a positive note, some of the migrant women who participated in the training engaged further with MWAM following the end of the programme:

> Trainer adult women: One of the biggest benefit from this is that it was a way to build relationship with the communities because these women became very active and we managed to build trust between the different nationalities.

5.8 Conclusion

From the above chapter it can be concluded that the information sessions improved the knowledge, attitudes and behaviour of participants both in terms of disclosure of violence as well as the propensity to intervene as a bystander. At the same time, there seemed to have been obvious reluctance in reporting due to mistrust of authorities and a feeling of futility in doing so, especially among the adult group. The adults seemed to have appreciated the information on their legal rights provided by the lawyers while the young people clearly widened their perspective on what constitutes gender-based violence. The young people reported feeling more empowered to intervene with their female friends who might be experiencing violence and to challenge sexist jokes and attitudes.   Among the adults, as expected, their vulnerability as minority groups was highlighted and the complexity of addressing the issue of violence within contexts where the topic is still considered taboo. Additional findings were related to how the training benefited the organisations and discussions about the process of implementation and the variety in the compositions of the sessions.

6. CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

The purpose of this final chapter is to synthesise the main findings emanating from the quantitative and qualitative components of the study in relation to the aim of this evaluation. The limitations of the training intervention and the research process itself are also addressed with a view to identifying implications for programme development, policy and directions for future research. Despite its limitations, the current study represents one of the first evaluation studies of local violence prevention programmes and provides important information to those working in violence prevention.

6.2. Synthesis

This impact evaluation exercise aimed to identify changes in knowledge, attitudes and behaviours towards VAW and gender equality among adults (specifically women with disabilities, migrant women, and LBT women), young people and children following a training intervention.

The study was carried out through a mixed methods approach including the administration of a pre- and post- training questionnaire among the different target groups as well as focus groups with adult and youth participants and trainers of all the three target groups (adults, youth and children). In view of the small sample sizes of adults and children, surveys were also undertaken among control (untrained) groups.

From the quantitative analysis, it is reasonable to conclude that changes did occur as a result of the training. The greatest level of change was related to increase in knowledge around issues of gender-based violence. There were also changes, albeit lower, in attitudes and beliefs towards higher gender equality and lower tolerance of rape myths and traditional gender stereotypes. Although changes to intent and behaviour were weak, it seems that post-training, there was a greater awareness of the presence of gender-based violence and a higher propensity to act suitably. When it comes to the three different groups, the strongest results seem to have taken place among the young people, followed by the adults. The weakest results were observed among the children.

The qualitative analysis gave more nuance to the quantitative findings, including potential explanations for some of the results. Furthermore, the analysis highlighted issues related to the process of the training - including lessons learnt from the implementation of the information sessions, additional benefits of the training that were not captured by the survey as well as possible shortcomings of both the training intervention and the research process itself. Participants gave examples of the type of knowledge they gained as well as the changes they experienced in terms of beliefs and propensity to intervene as a bystander. Among the adults, as expected, it was their vulnerability as minority groups which took centre stage. The complexity of addressing the issue of violence within contexts where the topic is still considered taboo was emphasised by the trainers. The qualitative analysis provided additional findings related to training benefits that were not captured by the questionnaire – such as discussions about disclosure of

violence and how to manage risk and safety. Insights on the issues surrounding the various formats and composition of the different training sessions were also obtained through this analysis.

The following section will summarise the impact of the training on the three separate groups.

6.3 Impact of the Training

6.3.1 Adults

The findings show that, in general, adults became better informed of the various facets of VAW and of what services are available. This was confirmed by the quantitative analysis and further supported through the qualitative findings. In terms of services, there was a wider variety of services mentioned post-training with 'Women's Rights Foundation' and 'Aditus' being high enough to be statistically significant. This conforms to expectations given that interventions during the training for migrant women were given by these organisations. The same organisations were mentioned by participants in the focus group as being highly beneficial. There was a general reduction in 'Don't know' answers post-training. Participants' reported exposure to violence rose by 20% post training and this could be attributed to a more nuanced knowledge of the topic where participants acknowledged forms of violence that they had not previously classified as such. This was confirmed by the trainers in the focus group especially in relation to LBT participants.

In terms of attitudes and beliefs, while there was a slight positive change in means in 15 out of the 23 belief statements, only a minority of these were statistically significant. Indeed, even throughout the focus group, participants did not speak much about change in attitudes and mostly focused on the knowledge and skills they gained. Changes in the propensity to intervene could be observed however were not statistically significant and at times the change went in the opposite direction, i.e. post-training, respondents were less likely to intervene. A possible explanation for this is that as their understanding of the complexity of VAW was enhanced - exposed to disclosures by their peers, they became more cautious in intervening. This reading was supported in participants' discussion within the focus groups. There was a reluctance to report and general mistrust in authorities and in 'the system' within the focus group. Another reason for negative responses in the post-test could have been a degree of reactance and defensiveness among the participants. This was reported by the trainers and documented in the relevant focus groups.

6.3.2 Youth Ambassadors and youths

The quantitative analysis shows that the training seems to have left some impact with young people both in terms of knowledge gained and changes in beliefs, though less so when it comes to changes in behavioural intent. The trainers in the focus groups confirmed that the perceptions of several participants on gender-based violence at the beginning of the training was limited to physical violence in intimate adult relationships. Through the training, there seems to have been a realisation that violence can occur in teen dating relationships and that it could take many forms including emotional and sexual violence. This realisation was confirmed by the participants in the focus group. The leaders also noted increased

awareness and changes in certain beliefs related to sexual consent, control in teen dating relationships and gender roles which were also confirmed by youth participants in the focus groups. While the quantitative analysis did not measure any statistically significant changes in behavioural intent, the leaders that participated in the focus group noted a number of changes in the behaviour of their groups following the training, specifically related to reduction in gender-based teasing. The youth participants themselves disclosed that following the training they are now more likely to challenge sexist remarks and to take action when they witness problematic behaviours among their peers.

6.2.3 Children

Among the younger children, while there were observed changes in the means very few of these changes were large enough to be statistically significant. Younger children did, however, mention a wider variety of services post-training than they did pre-training and there was a statistically significant decline in the belief that it is "silly for boys to play with dolls". This is reflective of the nature of the content of the training within this group which focused more on gender roles rather than violence as confirmed by the trainers. In terms of behavioural intent, post-training children were more likely to speak to an adult, rather than 'shouting out' if they witnessed mild violence in the hypothetical scenario, showing a propensity to behave more suitably.

6.3 Other salient findings

While the focus of the study was to evaluate the impact of training, there were other findings that are worthy of reporting. One of the more salient findings in this regard was that while most of the young people's beliefs about masculinity, femininity and gender roles were generally positive (even pre-training), there are clearly still some problematic areas. These are mostly related to gender roles in romantic relationships, male and female sexuality and adherence to rape myths. For instance, a significant number of those interviewed believed that if a girl is raped while she is intoxicated, she is partly responsible. Similarly, quite a large percentage believed that men sometimes do not intentionally rape, but get carried away sexually. Such belief in rape myths are clearly reflected in other beliefs related to sexuality that could be observed in other related questions, such as that men need more sex and that women should not have sex with more than one person.

From the focus groups, it was possible to gather an understanding of the additional benefits that may have been derived from the training. In terms of the adult training, there seems to have been more engagement and active involvement by some participants in the respective organisation following the training. The representatives of the organisations themselves became further aware about the wider barriers and increased vulnerability that their particular target groups experienced - especially in relation to accessing services and breaking cultural taboos on violence. They showed readiness to embark on initiatives to ameliorate the situation vis a vis the respective target groups.

6.4 Limitations

All research endeavours carry with them limitations, some of which are inherent to the method and others which arise in the process of the research. The latter are often difficult to anticipate at the outset. This section focuses on some of the limitations of this study shedding light on the potential for further research.

The quantitative findings are limited by a combination of factors including sample size and attrition, the nature of the intervention, and the measurement instrument itself *inter alia*. In all cases, the results reported are based on a conservative interpretation of the extent of the change. Sample sizes for adults were small – being drawn from a small population of treated subjects. The sample lost observations between at the post-treatment survey stage (itself an indication of some of the reactance documented during the training). This meant that a low significance of the changes could have been due to small sample size and different sample composition. The young people's sampling group was large enough but there were also some changes in its composition between the pre-training and the post-training samples. It is also worth noting that these young people are arguably more sensitive to the issues than those in the population at large, and that differences at high knowledge, awareness and belief levels are harder to observe.

Secondly, the nature of the training, designed to cater to the subjects' availabilities and situations, meant that the different groups were treated with a different intervention. While this was positive for the aims of the project, and while it might have been a necessary and even a desirable aspect of the training as emphasised by the trainers when they talked about the importance of flexibility, at the same time, the diversity made it difficult to test the impact of the training through a standardised method. The qualitative findings were useful in this regard as they captured certain elements related to these differences. Diversity could be observed in terms of content of the information sessions, delivery methods, duration of training, relationship between trainers and trainees, composition of the groups in terms of numbers and demographics of participants and time that elapsed between the data collection periods.

Thirdly, the questionnaire content, constrained by the need to restrict length, does not necessarily reflect the extent of knowledge, change in attitudes and intent that participants truly experienced. Indeed it is plausible that participants learnt a lot more than that which was tested in the questionnaire. For example, during the focus group, one of the participants in the disability group expressed that the best training session was the self-defence class (which was given solely to that group). This was not captured in the questionnaire. Neither, for that matter, was the long-term impact of the training. Another limitation of the questionnaire was that due to the multivariate topics addressed in the information sessions, the measures had to be varied and actual scales could not be included in their entirety, limiting their efficacy. Furthermore, several of these measures were developed in a different cultural context and this might also have affected their validity. Finally, as is the case in several such instruments, the measurement of beliefs, attitudes and intent may have been influenced by social desirability bias due to the sensitive nature of certain topics.

In turn, while the focus group provided insights that complemented those of the quantitative analysis, participants were not generally representative of the population. Focus group analysis itself carries the shortcoming on not being generalisable.

It was for this reason that the study combined methods, together with a detailed literature review, in order to triangulate findings as best possible.

6.5 Recommendations

This section addresses some implications for programme development and further research that emanated from the study.

In terms of training, the suggestion for future such studies would be to standardise training at least within the groups with a view to better the testing its impact.

A second suggestion is to focus training on the more ambivalent and problematic issues, for example: teen dating violence and sexual assault for young people rather than include a wide range of topics that make it more difficult to achieve and to assess impact. This would also allow for the utilisation of simpler instruments for the assessment of impact. The findings on attitudes towards rape suggest that prevention programmes, especially with young people, should have a clear focus on sexual violence, specifically in challenging rape myths and gender beliefs related to male and female sexuality, explaining the way these beliefs are linked and contribute to a culture that supports sexual violence.   Research shows that acceptance of such myths not only lead to blaming the victim but can also increase the proclivity to perpetuate sexual violence (Mc Mahon and Farmer, 2011) thus addressing them with the aim of reducing their prevalence should be of primary importance.

A third suggestion, following the analysis of results drawn from the adults' groups and from children is that training in such groups should be better targeted. The reactance observed among the adults, the emphasis on their vulnerabilities, suggests that training should be better couched within their realities. In the case of the children, it seems clear that effects were more likely to be noted in the more age-appropriate issues. This too sheds some light on the nature of the training, and its assessment in future.

These information sessions were clearly only the beginning in changing attitudes and behaviours regarding such a deeply entrenched social issue as is violence against women. The prevention literature is rife with examples that show the importance of follow-up programming "to support durability of impact" (Banyard, 2007; Jaffe, 1997). This was reiterated by participants themselves who augured that efforts be ongoing. On the basis of this impact assessment, the authors concur with this perspective.

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APPENDICES

Appendix 1: Main Adult Survey

INFORMATION AND CONSENT - TAGĦRIF U KUNSES

Q1 On behalf of the University of Malta, we would like to invite you to take part in a survey on violence against women as part of a project called "Breaking the Cycle of Violence", funding by the European Union. What we find out in this study will be given to the Project Leader at the Human Rights and Integration Directorate within the Government of Malta and may also be published in academic journals or at conferences.   The questionnaire will take about 20 minutes to finish. It is up to you to decide whether or not you want to take part in this study. If you decide to take part, you will not be writing your name at any time, and the answers you give cannot show who you are. You may decide not to answer any question and stop at any time without any problem. If you have any questions, or want to speak about this study please contact the research team leader

Aħna ġejjin mill-Universita' ta' Malta u qed nistednuk biex tieħu sehem fi kwestjonarju fuq il-vjolenza kontra n-nisa bħala parti mill-proġett 'Inkissru ċ-ċiklu tal-vjolenza', imħallas mill-Unjoni Ewropea. Dak li ħa nsibu minn dan l-istudju ħa ngħadduh lil persuni li qed imexxu l-proġett fid-Direttorat għad-drittijiet Umani u Integrazzjoni fil-gvern ta' Malta u jista' wkoll jinkiteb f'ġurnali u jiġi ppreżentat f'konferenza. Il-kwestjonarju jieħu 20 minuta biex tlestih. Inti trid tiddeċiedi jekk tridx tieħu sehem jew le. Jekk tieħu sehem, mhux ħa tikteb ismek imkien u ħadd ma jista' jagħrfek minn dak li tikteb. Jekk ma tridx tirrispondi xi mistoqsija, tista' u jekk trid tieqaf qabel ma tlesti tista' wkoll. Jekk trid tistaqsi xi ħaġa, tista tibgħat e-mejl jew iċċempel lil waħda mir-riċerkaturi.

O Yes, I agree to take part | Iva, naqbel li nieħu sehem
O No, I do not agree to take part Le, ma naqbilx li nieħu sehem

Q2 Are you taking part or have you taken part in the training as part of the project 'Breaking the Cycle of Violence'? Qed tieħu sehem jew ħadt sehem fit-training tal-proġett 'Inkissru ċ-ċiklu tal-vjolenza?
| O Yes Iva | O No Le |

Q3 Which of the following did your training? | Min ħa ħsieb it-training?
O Commission for the Rights of Persons with Disability |Kummissjoni Nazzjonali għad-Drittijiet ta' Persuni b' Diżabilita'
O Malta Gay Rights Movement | Malta Gay Rights Movement
O Migrant Women Association | Malta Migrant Women Association Malta
O Malta Girl Guides | Malta Girl Guides
O Malta Scouts | Malta Scouts
O Not Applicable | Ma japplikax

ABOUT YOU - DWAREK

Q4 How old are you? Kemm għandek żmien?

Q5 Are you? Inti? |O Male Raġel |O Female Mara |O Other Ebda |O Prefer not to say Ma nixtieqx ngħid

Q6 Are you?|Inti?[9]
O Single | Xebba/Guvni   O Widowed | Armel/armla
O Married | Miżżewġa   O Divorced |Divorzjat/a
O In a Civil Union | F'Unjoni Ċivili   O Separated |Separat/a
O Living with partner | Tgħix ma' partner   O Annulled |Annullat/a

Q7 Until when did you go to school? | Sakemm mort skola?
O Up to primary level | Sal-primarja
O Up to secondary level | Sas-sekondarja
O Up to post-Secondary level | Sas-sixth form
O Up to tertiary or higher level |Sa l-Universita' jew iktar

Q8 Are you? | Inti?
O Employed | Taħdem   O Student | Student/a
O Unemployed | Ma taħdimx   O Other | Status ieħor
O Retired | Irtirat/a
O House-Carer | Tagħmel xogħol fid-dar

Q9 Are you a parent? Inti ġenitur? | O Yes Iva | O No Le | O Prefer not to say Ma nixtieqx ngħid

Q10 In your house | Id-Dar:
a. How many children under 16 are there? | Kemm hemm tfal taħt is-16?   0 1 2 3 4 5 6 7+
b. How many adults are there? | Kemm hemm kbar?   0 1 2 3 4 5 6 7+

Q11 Where do you live? | Fejn toqgħod? | O Malta Malta | O Gozo Għawdex |

Q12 What is your language? | X'inhi l-lingwa tiegħek? |O Maltese Malti | O English Ingliż | Other Oħra |

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[9] Q6 – Q9 were omitted for the survey that was distributed with the Youth Ambassadors and Youth.

Q13 From 0 to 10 where 0 is VERY unhappy and 10 is VERY happy, how happy do you feel these days? Minn 0 sa 10, fejn 0 ifisser mhux kuntenta u 10 jfisser vera kuntenta, kemm tħossok kuntenta daż-żmien?

| 0   1   2   3   4   5   6   7   8   9   10 |

KNOWLEDGE ATTITUDES & BEHAVIOUR TAGĦRIF FEHMIET U AĠIR

Q14 For each of the following sentences answer True or False (or Don't Know) Għal kull waħda minn dawn is-sentenzi, għid jekk hux veru, falz jew ma nafx	Yes Veru	No Falz	Don't Know Ma Na fx
a. Out of every 10 girls and young women under the age of 15 around the world, 2 will be abused sexually | Minn kull 10 bniet u tfajliet taħt l-eta' ta' 15-il sena madwar id-dinja, 2 jiġu abbużati sesswalment.			
b. Around the world, out of every ten members of parliament, four are women | Minn kull għaxar membri tal-parlament fid-dinja, erbgħa huma nisa			
c. If a boyfriend / girlfriend is abusive, the abuse will usually stop when they get married | Abbuż bejn koppja romantika jieqaf meta jiżżewġu			
d. Alcohol (example wine) causes family violence | L-alkoħol (xorb bħal inbid) iġib il-vjolenza fil-familja			
e. Nearly all reported family violence is aimed directed at women and children | Il-vjolenza fil-familja li tigi rrappurtata tiġri kważi kollha fuq nisa u tfal			
f. At least one in four Maltese women are attacked by the man they live with | Minn ta' l-inqas, waħda minn kull erbgħa nisa Maltin tkun imsawta mir-raġel li tgħix miegħu			
g. Girls and young women who go through sexual violence have more chance of getting HIV/AIDS and sexually transmitted infections, and to have unwanted pregnancies | Il-bniet u n-nisa li jgħaddu minn vjolenza sesswali għandhom iktar ċans li jieħdu mard miss-sess bħalHIV/Aids, u li joħorġu tqal mingħajr ma jixtiequ			
h. Girls and young women who go through sexual violence may leave school or work and become isolated from their communities | Il-bniet u n-nisa li jgħaddu minn vjolenza sesswali għandhom iktar ċans li ma jibqgħux l-iskola jew li ma jibqgħux jaħdmu u jispiċċaw waħidhom			
i. It is illegal if an employer tells a woman she will be paid less than a man because she is pregnant | Huwa kontra l-liġi li l-imgħallem jgħid lil mara li ser titħallas inqas minn raġel peress li hi tqila			
j. Less than 1 million girls (aged 5-15) worldwide are forced to become sex workers each year | Inqas minn miljun tifla (5 sa 15 –il sena) iġegħluhom jaħdmu bħala prostituti			

k.	Parents who were abused as children are more likely to abuse their own children| Hemm iktar ċans li ġenituri li kienu abbużati meta kienu żgħar, jabbużaw lit-tfal tagħhom			
l.	Poor people are more abusive in relationships than other groups| In-nies foqra hemm iktar ċans li jkunu vjolenti f'relazzjonijiet minn gruppi oħra			

Q15 Is violence against women more likely to take place (ANSWER TWO ONLY) \|Il-vjolenza kontra n-nisa issir l-iktar: (Agħżel tnejn)

O At home | Id-dar

O At work | Fuq ix-xoghol

O In schools, university\|Fl-iskejjel, l-universita'

O In public places | F'postijiet pubbliċi

O On the bus \|Fuq tal-linja

O On the internet \|Fuq l-internet

O Somewhere else | X'imkien ieħor

O Don't know | Ma na

Q16 Do you know about any services for victims of violence in Malta? Write them below: | Taf b'xi servizzi għal vittmi ta' vjolenza hawn Malta? Iktibhom hawn taħt:

_____

_____

_____

_____

_____

_____

Q17 For each of the following situations, please tick whether you think it is wrong, Against the law, neither, both |Għal kull sitwazzjoni f'din il-mistoqsija, agħżel (Ħażin, Kontra l-liġi, l-ebda jew it-tnejn)	Wrong Ħażin	Against the Law Kontra l-liġi	Neither l-ebda	Both it-tnejn
a. Repeatedly putting down a partner to make them feel less	Li xi ħadd il-ħin kollu jmaqdar il-partner (mara jew raġel)				
b. Trying to control a partner by not letting them see or call family and friends, not giving them money or taking away mobile phones or documents (driver's licence, ID etc. |Li xi ħadd ma jħallix lil l-partner jaraw lil tal-familja u ħbieb, ma jtihomx flus, joħdilhom il-mobile jew liċenzja tas-sewqan jew karta ta' l-identita' eċċ)				
c. Forcing a partner to have sex |Li xi ħadd iġiegħel lil partner li jagħmlu sess				

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d.	Sending unwanted sexual emails or messages	Li tibgħat Emails jew messaġġi sesswali mhux mixtieqa			
e.	Making sexual comments or "jokes" to a woman in the street	Li xi ħadd jgħaddi kummenti jew ċajt sesswali lil mara fit-triq			
f.	Touching a person that works with you in an unwanted way	Li xi ħadd imiss lil xi ħadd jaħdem miegħu b'mod mhux xieraq			
g.	Driving dangerously in a car to scare someone	Li xi ħadd isuq b'mod perikoluż biex ibeżża' lil min ikun miegħu fil-karozza			

Q18 How far do you agree or disagree with these statements. Kemm taqbel jew ma taqbilx ma' dawn is-sentenzi?	Strongly Disagree Ma naqbel xejn	Disagree Ma Naqbilx	Agree Naqbel	Strongly Agree Naqbel ħafna
a. A man never needs to hit another man to get respect	Raġel qatt m'għandu bżonn jiġġieled bl-idejn ma' raġel ieħor għar-rispett.				
b. A woman should tolerate violence to keep her family together |Mara għandha tissaporti jekk ir-raġel isawwatha biex iżżomm familja flimkien.				
c. Girls should think about becoming good wives and mothers rather than think about a career	Il-bniet għandhom jaħsbu iktar fuq kif tista' tkun mart u omm tajba milli joqogħdu jaħsbu fil-karriera				
d. I think it is important for a man to pretend he is having sex even if he is not	Naħseb li huwa importanti li raġel jġib ruħu taparsi jagħmel is-sess anka jekk mhux vera.				
e. I think it's important for a man to go after what he wants, even if it means hurting other people	Naħseb li huwa importanti li raġel jipprova jieħu dak li jrid anke jekk iweġġa s-sentimenti ta' ħaddieħor.				

	Strongly Disagree Ma naqbel xejn	Disagree Ma Naqbilx	Agree Naqbel	Strongly Agree Naqbel ħafna
f. I think it's important for a man to talk about his feelings, even if people might laugh at him | Naħseb li huwa importanti li raġel jitkellem fuq dak li jħoss avolja jista jkun hemm xi ħadd li jidħaq bih.				
g. I think that a girl has to be thin to feel beautiful | Naħseb li tfajla trid tkun irqieqa biex tħossha sabiħa.				
h. If a man sees another man beating a woman, he should stop it | Jekk raġel jara lil raġel ieħor isawwat mara, għandu jmur iwaqqfu.				
i. If she wants, a woman can have sex with more than one person | Jekk trid, mara jista' jkollha sess ma' iktar minn partner wieħed.				
j. The father should have more power than the mother in family decisions| Il-missier għandu jikkmanda iktar mill-omm f'deċiżjonijiet tal-familja.				
k. It is all right for a woman to ask a man out on a date | Ma jimpurtax billi mara tistaqsi hi lil raġel biex joħroġ magħħha fuq date.				
l. It is silly for boys to play with dolls | Li s-subien jilagħbu bil-pupi hi xi ħaġa taċ-ċajt.				
m. Men need sex more than women do |L-irġiel għandhom bżonn is-sess iktar min-nisa.				
n. On a date, the man should pay | Fuq 'date', ir-raġel għandu jħallas.				
o. Swearing is worse for a girl than for a man | Hi iktar kerha meta mara tidgħi minn meta raġel jidgħi.				
p. Women try to gain power by controlling men | In-nisa jippruvaw jikkmandaw billi jikkontrollaw lil irġiel.				
q. Women should be loved and protected by men |L-irġiel ghandhom iħobbu u jipproteġu lin-nisa.				

	Strongly Disagree	Disagree	Agree	Strongly Agree
r. If a woman is raped while she is drunk, she is a little responsible for letting things get out of control|Jekk mara tiġi stuprata (raped) meta tkun fis-sakra, hi xi ftit responsabbli talli ħalliet l-affarijiet jaslu s'hemm				
s. Most rapists are not caught by the police| Nies li jagħmlu stupru (rape) ma tantx jinqabdu mill-pulizija.				
t. If a woman doesn't fight back, you can't really say that it was rape | Jekk mara ma tiġġilidx lura b'idejha, ma tistax tgħid li kien stupru (rape)				
u. It is usually only women who wear short or sexy clothes that are raped|Huma dawk in-nisa li jilbsu qasir u sexy li jiġu rrejpjati.				
v. It is better if a female police officer deals with a woman who reports a rape| Meta mara tirraporta rape, aħjar tkellimha pulizija mara				
w. Men don't usually plan to rape a woman, but sometimes they get carried away sexually | L-irġiel ħafna drabi ma jkollhomx f'moħħhom li jirrejpjaw mara imma mbagħad jitilfu l-kontroll sesswali.				

Q19 Please read the following list of actions and check how likely you are to do them Jekk jogħġbok aqra l-lista ta' u mmarka kemm ċans li tagħmilhom.	Very unlikely Ftit li Xejn	Unlikely Ftit	Likely Forsi	Very likely ħafna
a. Check that my friend who looks drunk is OK when s/he goes home with someone else at a party| Niċċekkja li ħabib/a li tidher fis-sakra tkun ok meta tmur lura d-dar ta' xi ħadd wara party				
b. Say something if a family member or a friend makes a sexist joke about women| Nuri li ma naqbilx meta xi ħadd mill-familja tiegħi jew ħbieb jgħidu ċajta sessista (kontra n-nisa)				
c. Use the word "whore," "bitch," or "slut" to describe girls when I am with my friend | Nuża l-kelma "qaħba" jew "bitch" biex nitkellem fuq xi mara jew tfalja meta nkun ma' sħabi				
d. Say something to a friend who plans to give someone alcohol to get sex | Inkellem ħabib/a li qed j/tippjana li jagħtu l-alkoħol lil xi ħadd biex ikollhom is-sess				
e. Listen to music that has words like "ho," "bitch," or "slut" | Nisma' mużika li tinkludi kliem li jfissru "qaħba" bħal "slut", "bitch", "whore"|				

f. Say something to a friend if I hear that s/he forced sex on someone | Inkellem ħabib/a jekk nisma' li sfurzaw lil xi ħadd jagħmel is-sess magħhom			
g. Report a friend who raped someone|Nirrapporta ħabib/a li rrejpjaw lil xi ħadd			
h. Encourage a friend who may be in abusive relationships (physical, emotional, or sexual abuse) to talk with someone about it and get help| Ngħin lil ħabib/a biex tkellem lil xi ħadd għal għajnuna jekk qed tiġi abbużata f'relazzjoni (b'mod fiżiku, emozzjonali jew sesswali)|			
i. Tell friends that they deserve to be treated well by their partner| Ngħid lil ħbieb li jixraqilhom li l-partners tagħhom jittrattawhom tajjeb			

Q20 Do you know of any men or women who have been a victim of domestic violence, sexual assault or sexual harassment? \| Taf lil xi ħadd (mara jew raġel) li xi darba kien vittma ta' vjolenza domestika, abbuż jew fastidju sesswali?

O Yes, Men \| Iva, Rġiel
O Yes, Women \| Iva, Nisa
O Yes, Both men and women \| Iva, nisa u rġiel
O Don´t know \| Ma Nafx.
O No Neither \| Le L-ebda >>>>>>> GO TO Q24 MUR Q24

IF YES/DON'T KNOW. JEKK IVA/MA NAFX
Q21 If yes, how do you know this person / these persons? \| Jekk iva, kif taf lil din il-persuna?
O friends and family \| ħbieb jew fil-familja
O in your neighbourhood \| toqgħod/ joqgħod ħdejja
O where you work or study\| naħdem jew immur skola miegħu/magħha

Q22 If Yes, did you speak to anyone about this? \| Jekk iva, tkellimt ma' xi ħadd?
O Yes, to the people involved \| Iva magħha/hom stess
O Yes, to the police\| Iva mal-pulizija;
O Yes, to a support service \| Iva ma' servizz ta' support
O Yes, to a doctor / nurse \| Iva ma' tabib/nurse
O Yes, to a friend or a family member \| Iva ma' ħabib jew xi ħadd tal-familja;
O Yes, to another person or service \| Iva ma' xi ħadd ieħor/servizz;
O No, I did not speak to anyone. Le ma kellimt lil ħadd

Q23 IF YOU DID NOT SPEAK TO ANYONE \| JEKK MA KELLIMT LIL HADD
Did you not speak to anyone for any of these reasons? \| Għaliex ma tkellimtx?

O It is or was none of your business \| Mhux affari tiegħi;
O You did not know who to speak to \| Ma kontx naf ma min stajt nitkellem;
O You were worried about what they might do to you\| Kont qed nibża li jpattuhieli
O You didn't want to create trouble \| Ma ridtx naqla' inkwiet;
O It was not serious enough \| Ma kinitx xi ħaġa serja biżżejjed;
O It was too much effort \| Kien inkwiet żejjed;
O Things were not clear enough for you \| L-affarijiet ma kinux daqshekk ċari;
O You had no proof \| Ma kellekx provi;
O No reason \| Għall-ebda raġuni;
O Don't know \| Ma nafx

Q24 You are at a wedding or party. You see a couple you know arguing, then you see the man grabbing her by the shoulders, shaking her and then pushing her. The woman is not a friend of yours and neither is the man, but you do hang around with the same group of people. Other people who are seeing this are not doing anything. What would you do?
Tkun ġo tieġ / party u tara koppja li taf jargumentaw, imbagħad tara lir-raġel jaqbadha minn spallejha u jimbuttaha. Il-mara mhux ħabiba tiegħek u lanqas ir-raġel imma t-tnejn tafhom għax tkunu ma' l-istess grupp ta' nies. Ħadd min-nies l-oħra li qed jaraw mhu qed jagħmlu xejn. X'tagħmel?

O   Nothing. It's none of my business | Xejn. Mhux affari tiegħi.

O   Shout out something so that everyone hears like, 'Hey, what are you doing? Leave her alone.' | Ngħajjat xi ħaġa biex kulħadd jisma' bħal 'Oj, x'qed tagħmel? Ħallieha.'

O   Talk to the girl / woman at some point and let her know I saw what was going on and are willing to help her| Xi ħin immur inkellem lil mara u ngħidilha li rajt x'ġara u jekk tixtieq lesta li tgħinha.

O   Talk to the man and tell him that what I saw was not Ok, and he needs to get some help | Xi ħin immur inkellem lir-raġel u ngħidlu li dak li rajt mhux OK u għandu bżonn ifittex l-għajnuna.

O   Other: | Xi ħaġa oħra: _____

Q25 Would you like add anything? **Tixtieq iżżid xi ħaga?**
_____
_____
_____
_____
_____
_____
_____

<div align="center">THANK YOU | GRAZZI</div>

Romanian variant to the main survey

Q24 You are at a wedding or party. You see a couple you know arguing, then you see the man grabbing her by the shoulders, shaking her and then pushing her. The woman is not a friend of yours and neither is the man, but you do hang around with the same group of people. The man is Maltese and the woman is a migrant from Romania who moved to Malta a few years ago. Other people who are seeing this are not doing anything. What would you do?
Tkun ġo tieġ / party u tara koppja li taf jargumentaw, imbagħad tara lir-raġel jaqbadha minn spallejha u jimbuttaha. Il-mara mhux ħabiba tiegħek u lanqas ir-raġel imma t-tnejn tafhom għax tkunu ma' l-istess grupp ta' nies. Ir-raġel huwa Malti u l-mara hija mir-Rumanija u ġiet tgħix Malta ftit snin ilu. Ħadd min-nies l-oħra li qed jaraw mhu qed jagħmlu xejn. X'tagħmel?

O   Nothing. It's none of my business | Xejn. Mhux affari tiegħi.

O   Shout out something so that everyone hears like, 'Hey, what are you doing? Leave her alone.' | Ngħajjat xi ħaġa biex kulħadd jisma' bħal 'Oj, x'qed tagħmel? Ħallieha.'

O   Talk to the girl / woman at some point and let her know I saw what was going on and are willing to help her| Xi ħin immur inkellem lil mara u ngħidilha li rajt x'ġara u jekk tixtieq lesta li tgħinha.

O   Talk to the man and tell him that what I saw was not Ok, and he needs to get some help | Xi ħin immur inkellem lir-raġel u ngħidlu li dak li rajt mhux OK u għandu bżonn ifittex l-għajnuna.

O   Other: | Xi ħaġa oħra: _____

Q25 Would you like add anything? **Tixtieq iżżid xi ħaga?**
_____
_____
_____
_____
_____
_____
_____

<div align="center">THANK YOU | GRAZZI</div>

BREAKING THE CYCLE OF VIOLENCE

INFORMATION AND CONSENT

Q1 On behalf of the University of Malta, we would like to invite you to take part in a survey

on violence against women as part of a project called "Breaking the Cycle of Violence",

funding by the European Union   . What we find out in this study will be given to the Project Leader at the Human Rights and Integration Directorate within the Government of Malta

and may also be published in academic journals or at conferences. The questionnaire will take about 10 minutes to finish. It is up to you to decide whether or not you want to take part in this study. If you decide to take part, you will not be writing your name at any time, and the answers you give cannot show who you are. You may decide not to answer any question and stop

at any time without any problem. If you have any questions   , or want to speak about this study please contact the research team leader, Dr Andreana Dibben, Lecturer Room 123, FEMA Building Msida MSD 2080, Malta Andreana.dibben@um.edu.mt

O Yes, I agree to take part

O No, I do not agree to take part

Q2 Are you taking part or have you taken part in the training as part of the project 'Breaking the Cycle of Violence'?

|O Yes | O No

Q3 Which of the following did your training?

O Malta Girl Guides

O Malta Scouts

O Not Applicable

_____

ABOUT YOU

Q4 How old are you? _____

Q5 Are you? |O Male |O Female |O Other |O Prefer not to say _____

Q6 In your house

a. How many children under 16 are there? | 0   1   2   3   4   5   6   7+

b. How many adults are there? |0   1   2   3   4   5   6   7+

Q7 Where do you live? | O Malta | O Gozo _____

Q8 What is your language? |O Maltese | O English | Other _____

Q9 From 0 to 10 where 0 is VERY unhappy and 10 is VERY happy, how happy do you feel these days?

| 0   1   2   3   4   5   6   7   8   9   10 |
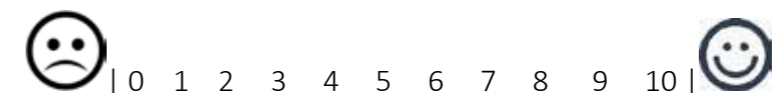
KNOWLEDGE ATTITUDES & BEHAVIOUR

Q10 For each of the following sentences answer True or False (or Don't Know)	Yes	No	Don't Know
	✔	✘	?
a. Around the world , out of every ten members of parliament , four are women	Yes ✔	No ✘	Don't Know ?
b. Alcohol (example wine) causes family arguments	Yes ✔	No ✘	Don't Know ?

c. Nearly all reported family arguments./fights are aimed at women and children	Yes ✔	No ✖	Don't Know ?
d. At least one in four Maltese women are attacked by the man they live with	Yes ✔	No ✖	Don't Know ?
e. Poor people are more abusive in relationships than other groups	Yes ✔	No ✖	Don't Know ?

Q11 Is violence against women and girls more likely to take place (ANSWER 2 ONLY)

O At home   O On the bus

O At work   O On the internet

O In schools, university   O Somewhere else

O In public places   O Don't know

Q12 Do you know about any services for victims of violence in Malta? Write them below:

_____
_____
_____
_____
_____
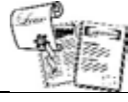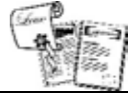
Q13 For each of the following situations, please tick whether you think it is Wrong, Against the law, Neither or Both ☹	Wrong	Against the law	Neither	Both
a. Repeatedly putting down a partner to make them feel less ☹	Wrong	Against the law	Neither	Both
b. Making comments or "jokes" to a woman in the street ☹	Wrong	Against the law	Neither	Both
c. Driving dangerously in a car to scare someone ☹	Wrong	Against the law	Neither	Both

Q14 How far do you agree or disagree with these statements?	Strongly Disagree	Disagree	Agree	Strongly Agree
a. A man or a boy never needs to hit another man or a boy to get respect	Strongly Disagree	Disagree	Agree	Strongly Agree
b. A woman should tolerate violence to keep her family together	Strongly Disagree	Disagree	Agree	Strongly Agree

c. Girls should think about becoming good wives and mothers rather than think about a career	Strongly Disagree	Disagree	Agree	Strongly Agree
d. If a guy or boy sees another guy or boy beating a women or a girl, he should stop it	Strongly Disagree	Disagree	Agree	Strongly Agree
e. I think it's important for a guy or boy to talk about his feelings, even if people might laugh at him	Strongly Disagree	Disagree	Agree	Strongly Agree
f. The father should have more power than the mother in family decisions	Strongly Disagree	Disagree	Agree	Strongly Agree
g. It is silly for boys to play with dolls	Strongly Disagree	Disagree	Agree	Strongly Agree

Q15 Do you know any men/boys or women/girls who have been a victim of some form of violence?

O Yes, Men

O Yes, Women

O Yes, Both men and women

O Don´t know

O No Neither >>>>>>> GO TO Q19

IF YES/DON'T KNOW

Q16 If yes, how do you know this person / these persons?

O friends and family

O in your neighbourhood

O where you study

Q17 If Yes, did you speak to anyone about this?

O Yes, to the people involved

O Yes, to a support service

O Yes, to a friend or a family member

O Yes, to another person or service

O No, I did not speak to anyone

Q18 IF YOU DID NOT SPEAK TO ANYONE

Did you not speak to anyone for any of these reasons?

O It is or was none of your business

O You did not know who to speak to;

O You were worried about what they might do to you
O No reason
O Don't know

Q19 You are at a party . You see a boy and girl you know arguing , then you see the boy grabbing her by the shoulders, shaking her and then pushing her. The girl is not a friend of yours and neither is the boy, but you do hang around with the same group of people . Other people who are seeing this are not doing anything. What would you do?

O Nothing. It's none of my business.

O Shout out something so that everyone hears like, 'Hey, what are you doing? Leave her alone.'

O Talk to the girl at some point and let her know I saw what was going on and are willing to help her

O Talk to the boy and tell him that what I saw was not ok, and he needs to get some help

O Find an adult to help them out

- Other: _____

What did you expect from the training before it started?

X'kont qed tistenna mit-training qabel ma beda?

What did you like most of all in the training?

X'għoġbok l-iktar mit-training?

What were those aspect that you did not like?

Kien hemm xi aspetti li m'għoġbukx?

Were there topics that you would have liked to have been discussed but were not?

Kien hemm xi suġġetti li xtaqt jiġu diskussi iżda ma kinux?

What were those things you would have preferred to be done differently?

X'inhuma l-affarijiet li kieku kont tippreferi li saru b'mod differenti?

How useful do you think that this training was to your everyday life and experience?

Kemm taħseb li kien utli dan it-training għal ħajja u l-esperjenzi tiegħek ta' kuljum?

What did you learn that you did not already know from your participation in the training?

X'tgħallimt ġdid mill-parteċipazzjoni tiegħek f'dan it-training?

Looking back, how do you think the training has changed your attitude or behaviour?

Meta tħares lura, kif taħseb li t-training bidel il-ħsibijiet tiegħek jew il-mod kif iġġib ruħek?

Would you recommend to a friend of yours to participate in a workshop like this? Why / why not?

Tirrikomanda lil xi ħabiba tiegħek biex tieħu sehem fi training bħal dan? Għaliex / Għaliex le?