

CyberSafe Final Report on Behavioural Impact Assessment:

Changing Attitudes among teenagers on Cyber Violence against Women and Girls



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List of acronyms/abbreviations

VAWG - Violence Against Women and Girls Cyber VAWG - Cyber Violence Against Women and Girls CyberSafe - Changing Attitudes among teenagers on Cyber Violence against Women and Girls OGPPD - one-group pre-test-post-test design BIAF – Behavioural Impact Assessment Framework JRC - Joint Research Center EU

Overview of the Cybersafe Final Report on Behavioural Impact Assessment

The CyberSafe Final Report on Behavioural Impact Assessment has been created under the CyberSafe project – Changing Attitudes among teenagers on Cyber Violence against Women and Girls. The project is funded by the European Union, aiming to support organisations or professionals in EU countries working to combat gender-based violence on how to address the emerging phenomenon of cyber violence in school settings and use the results of CyberSafe in their social environment as a comprehensive and effective intervention towards raising awareness, and on combating incidents of Cyber Violence against Women and Girls (Cyber VAWG).

This report aims to describe the results of the behavioural impact assessment of the implemented workshops on Cyber VAWG in Estonia, Greece, Italy, and the UK using the CyberSafe Toolkit.

The report consists of five sections. These are preceded by an introduction to the CyberSafe project, which provides a short description of the CyberSafe Toolkit. The first section presents the rationale and background of the CyberSafe Project. The second section defines the conceptual framework of Cyber VAWG and behaviour change model adopted in CyberSafe. The third section addresses the methodology of behavioural impact assessment, and the fourth section outlines the key findings. The last part focuses on reflections and conclusions on using the CyberSafe Toolkit.

The report could be used by professionals working on gender-based violence and researchers interested in understanding the efficacy of existing Cyber VAWG prevention tools in the EU.

Throughout the document, we present the information boxes that provide additional details on the CyberSafe project. We also present some stories of CyberSafe workshop participants and demonstrate how their perceptions were changed as a result of using Cybersafe online tool/attending Cybersafe workshop. The information described in the stories are accurate and based on the data analysis, but all the names in this report are the product of the author's imagination and used in a fictitious manner. Any resemblance to actual persons is purely coincidental.

About the CyberSafe Project

Changing Attitudes among teenagers on Cyber Violence against Women and Girls

<u>CyberSafe</u> is a 36-month project funded by the European Union, implemented from 2018 to 2021. Organisations from various European countries have designed and promoted an innovative experiential educational prevention programme – <u>CyberSafe Toolkit</u>. The toolkit includes the online tool addressing Cyber Violence against Women and Girls (Cyber VAWG) targeted at young people (13–16 years old) in a classroom setting and guidelines for facilitators on how to use the online tool (See Box 1 about the CyberSafe Toolkit).

The main objectives of the CyberSafe were to:

- Create an evidence-based educational intervention programme that changes teenagers' attitudes and behaviours towards Cyber VAWG that can be applied to all EU countries;
- Address cyber violence as a form of violence against women and girls and develop a gender-sensitive approach to prevent it and promote healthy relationships and gender equality online;
- Facilitate professionals working with teenagers to deliver educational prevention programmes on Cyber VAWG.

The project team consisted of 9 partners in 8 European countries - Austria, Denmark, Estonia, Greece, Italy, Netherlands, Slovenia, and United Kingdom - representing different cultures and social and economic environments.

Organisations involved in CyberSafe were:

- Azienda Speciale Retesalute (Italy)
- International Child Development Initiatives (Netherlands)
- Northern Ireland Rape Crisis Association, Nexus (United Kingdom)
- Serious Games Interactive APS (Denmark)
- Union of Women Associations of Heraklion Prefecture (Greece)
- <u>University of Tartu (Estonia)</u>
- University of Ljubljana (Slovenia)
- Women Against Violence Europe (Austria)
- Women's Support and Information Centre (Estonia)

The CyberSafe Project was developed upon the following key components:

- 1. Cross-border collaboration cyber violence against women and girls is a challenge affecting all European societies equally, and thus, cooperation across the EU is necessary to tackle this issue.
- 2. Gender-sensitive approach cyber violence affects women and girls primarily. Therefore, the CyberSafe project treats the phenomenon as a continuation or trigger of offline gender-based violence rather than a separate gender-blind issue.
- 3. Child participation young people were involved at multiple points in the development, testing, implementation and assessment during the creation of the CyberSafe Toolkit.

The project followed three key steps to create the CyberSafe Toolkit:

1) Develop the CyberSafe Framework and Targeted Behaviours

- Identifying the Target Groups of the project;
- Identifying the Target Behaviours through focus groups with young people in 4 countries and overview of existing research and survey results;
- Identifying the Behavioural elements/causes that the initiative would aim to tackle.

2) Develop the **CyberSafe Toolkit**

- Creating the Guide for Facilitators;
- Creating the Online Tool and translation in partner country languages;
- Pre-testing the online tool prototype through the second round of focus groups with young people in 4 countries;
- Applying corrections and finalising the prototype.

3) Assess the impact of the CyberSafe Toolkit

- Piloting the CyberSafe Toolkit in school settings in 4 countries;
- Evaluating the impact of online education by measuring the change in young people participating in the pilots;
- Analysing the results and providing findings of the positive behavioural influence of workshops on teenagers.

This report is part of the last phase of CyberSafe - Assessing the impact of the Toolkit. It presents the main findings of the impact assessment of the toolkit. It provides data-backed insights into how the toolkit helps to combat Cyber VAWG and prevents harmful online behaviours.

The CyberSafe Toolkit

CyberSafe Toolkit is an educational prevention programme designed to change the trigger behaviours of Cyber VAWG among teenagers.

The CyberSafe Toolkit consists of two elements:

- Guide for Workshop Facilitators intended for **teachers or other professionals working with young people** to address cyber violence in the classroom or another setting. It provides background information on online violence against girls, instructions on how to use the Online Tool and practical guidelines on facilitating a workshop. It includes a workshop structure, important messages to guide discussions and is used with CyberSafe Online Tool.
- CyberSafe Online Tool is a game-based learning tool. The tool includes four workshops, and each of them focuses on one of the four main types of online violence against girls addressed under the CyberSafe. It contains two scenarios per workshop that facilitate discussions through activities, such as **dilemmas for participants to vote on and role-plays**.

The partnership implemented interactive workshops using online Tool with teenagers in Estonia, Greece, Italy and the UK to change teenagers' behaviours towards Cyber VAWG. CyberSafe workshops aimed to encourage and support young people in **safe and responsible online behaviour** and teach how to recognize, prevent and respond to cyber violence.

CYBERSAFE workshops targeted **girls and boys 13 to 16 years of age**. The online tool was used with both girls and boys and allowed them to experience different roles in cyber violence against girls as a (potential) survivor, perpetrator or bystander.

The online tool is a practical, interactive, game-based educational programme for students. An essential aspect of these workshops using the online tool is that they must effectively engage teenagers and simulate online interactions among teenagers. This is why the online tool was based on using the techniques like role-playing and interactive methods.

Serious games are a useful tool when raising awareness. It provides learners with a learning experience that integrates entertainment and learning (Gee, 2003, 2005; Prensky, 2001). They typically incorporate game elements that motivate and engage users to facilitate learning (Aldrich, 2005; Gredler, 2003) with simulations in which participants experience the specific roles. This allows students to experiment with different strategies or confront misconceptions to explain and teach complex thinking skills (Charsky, 2010).

Workshops conducted in 4 EU countries, based on the CyberSafe Toolkit, were the main subject of evaluation in the CyberSafe Behavioural Impact Assessment.

1. Context of Cyber Violence Against Women and Girls.

1.1 Introduction

In May 2019, halfway through the CyberSafe project implementation, partner organisations conducted focus groups with teenagers to learn more about their perceptions of Cyber VAWG. When asked about the lived experiences of cyber violence, focus group participants in Italy recalled one particular story that stuck in their memory. The story was about a girl who had sent her intimate photos to a boyfriend. The boyfriend shared the intimate images throughout the school, and the girl was left alone and judged by her friends and the whole school. Focus group participants remembered that although everyone knew that she was hurt, she would still appear smiling and seemingly kept going out without worrying about what was being said about her. Participants were discussing why this happened and what could have been done differently. But they believed the girl had no interest in being respected since she did not seem to care what others were thinking. They believed that she was even willing to spread those photos.

This incident is an example similar to that experienced by 1 in 10 women who **reported having suffered cyber-harassment in the European Union since the age of 15** (European Union Agency for Fundamental Rights, 2014). The prevalence is even higher for young women, with 20% of the 18-29-year-old women having experienced such behaviour. The focus groups participants' inaction and victim-blaming attitude are some of the adverse and inevitable elements of Cyber VAWG. This short story reminds us that gender stereotypes and perceptions strongly influence adolescents' behaviour online and their response towards Cyber Violence Against Women and Girls.

Over the years, the increasing reach and use of the internet, information and communication technologies, and social media has led to the emergence of Cyber Violence Against Women and Girls as a growing global problem. It results in significant economic and societal consequences and can be viewed as a continuum of offline gender-based violence (EIGE, 2017).

The magnitude of violence online has changed over the last several years (FRA, 2014). A survey from Plan International among 14.000 girls (15-25) across 22 countries revealed that 58% of the girls had experienced online sexual harassment, mainly on Facebook and Instagram. For 19% of them, this led to stopping or significantly reducing their platform use (PA, 2020).

Since 2020, we have witnessed how the COVID-19 pandemic amplified gender-based violence both offline and online to a previously unknown degree. Under the COVID-19 pandemic, the UN reported that more women and girls are using the internet with greater

frequency with a **projected increase of 50%-70%** (UN, 2020), and this increased not only the vulnerability of women and girls online (Ibid) but also created new forms of online violence (e.g. zoombombing (Ling, C., Balcı, U., Blackburn, J., & Stringhini, G., 2021)).

The increasing negative impact of Cyber VAWG on women' and girls' livelihood, health, and safety signifies the need to address the structural causes of Cyber VAWG both on cross-national and local levels. Despite the growing attention to Cyber VAWG and the community responses, much still needs to be learned about proven interventions to prevent cyber violence, including assessing existing prevention, education programs or finding replicable solutions for all cultures and socioeconomic groups on how to change the harmful online behaviours and attitudes.

There is an increasing need to think about how to educate new generations about Cyber VAWG. We need to think about how to prevent Cyber VAWG in school settings; How to educate teenagers so they can be protected from Cyber VAWG; And how to integrate this education on Cyber VAWG into the existing educational structures.

1.2 Preventing, raising awareness and breaking gender stereotypes leading to Cyber VAWG

In response to these needs, the CyberSafe partnership worked together to develop the CyberSafe Toolkit and educated 1004 teenagers and 113 teachers in 13 school settings via 48 workshops during 2020-2021 in Estonia, Greece, Italy and the UK.

When educating teenagers on Cyber VAWG, we observed to what extent we mitigated the harmful stereotypes, perceptions, abusive behaviours that can trigger Cyber VAWG. We observed the extent to which the CyberSafe Toolkit could prevent some of the behaviours that make the Cyber VAWG a significant threat to girls in schools. To explore the effectiveness of the developed Toolkit, the CyberSafe team conducted an impact assessment of the online tool. Impact assessment activities gathered information about the changed behavioural elements from teenagers involved in the CyberSafe workshops.

One of the major findings was that the CyberSafe workshops induced a significant impact on the participating teenagers and positively changed their opinion on several triggering behaviours leading to Cyber VAWG.

We observed that the behavioural change among the participants was moderately positive. The most positively affected elements of the teenagers' behaviours fell under saliency, attitudes and intentions towards Cyber VAWG. We saw that CyberSafe workshops increased participants' knowledge of protecting themselves and others around them on social media from Cyber VAWG.

2. The Concept of Cyber Violence Against Women and Girls.

2.1 What Do We Mean by Cyber Violence Against Women and Girls?

The CyberSafe study revealed a lack of consistent, standard definitions or methodologies to conceptualise and measure Cyber VAWG. Cyber violence against women and Girls is gender-based violence that affects women and girls primarily. For the scope of this study, we defined Cyber VAWG primarily through the lenses of gender-based violence.

In the context of school settings and adolescents, Cyber VAWG can be defined as one of the forms of peer violence, including psychological violence, intimidation, threats, insults to other people using information and communication technology. Although Cyber VAWG is closely linked to ICT use in existing studies, it should not be defined only through the lenses of digital determinism. Cyber VAWG does not happen because the digital sphere exists. Various authors note that the phenomenon is related to traditional forms of violence (Agatston et al. 2012; Cassidy, Jackson and Brown 2009; Hindu and Patchin 2012a; Kowalski et al. 2012; Tokunaga 2010). Cyber VAWG often overlaps with offline forms of violence and should be viewed as a continuum and an expression of the same phenomenon. For example, online sexual harassment or stalking could be part of a process of (sexual) violence in real life, and online bullying is usually related to incidents that originate in the school setting. The online aspect can reflect offline victimisation, amplified through digital means, or might be a precursor for abuse pursued in real life (CyberSafe Report on Cyber VAWG, 2019).

To define cyberviolence, CyberSafe followed Attrill et al. (2015), describing cyber violence "as accessing and distributing injurious, hurtful, or dangerous materials online causing emotional, psychological or physical harm. The most common form of cyber violence is bullying and harassment". By adopting this definition, the concept of Cyber VAWG is used as an umbrella term.

We define Cyber Violence against Women and Girls as gender-based violence perpetrated through electronic communication and the internet.

Although Cyber VAWG can be used as an umbrella term, it still has a vital element of online sexual harassment conceptualised, for example, in the deSHAME project. According to the deSHAME framework (DeShame, 2017), online sexual harassment is unwanted sexual conduct on any digital platform and is recognised as sexual violence. Online sexual harassment can include various behaviours that use digital content (images, videos, posts, messages, pages) on different online platforms (private or public). Victims and perpetrators can be numerous. It can make a person(s) feel threatened, exploited, coerced, humiliated, upset, sexualised or discriminated against. Online sexual harassment is often focused

around schools and local communities and can often play out online in front of an active, engaged audience which can add to the distress caused. Bystanders can also be affected by witnessing online sexual harassment regardless of whether they engage with it or not. Young people may or may not know the peer(s) who is committing the harassment. Both girls and boys can be victims of these types of online violence. Still, girls are more likely to be targeted, and incidents often result in more negative consequences (NCGM survey, 2014; O'Neill, Dinh, 2015; Lindfors, Kaltiala-Heino and Rimpelä, 2012)

CyberSafe adopted the deSHAME framework to define Cyber VAWG further. Here, Cyber VAWG includes the non-consensual sharing of intimate images or/and videos; Unwanted sexualisation; Exploitation, coercion and threats; and sexualised bullying (Figure 1) and its' associated characteristics of these four forms of Cyber VAWG (Figure 2).

CYBERSAFE Online educational tool was built around these four Cyber VAWG categories.



Figure 1 Four main types of Cyber VAWG addressed in CyberSafe (Adopted from DeSHAME)

Figure 2 Characteristics of 4 forms of Cyber VAWG used in CyberSafe (Adopted from DeSHAME)

Non-consensual sharing of intimate images or/and videos	 Sexual images/videos taken without consent ('creep shots') Sexual photos/videos taken with consent but shared without consent Non-consensual sexual acts (e.g., rape) recorded digitally and potentially shared
Unwanted sexualisation	 Sexualised comments (e.g., on photos) Sexualised viral campaigns that pressure people to participate in sexualised bullying Sending someone sexual content without them consenting Unwelcome sexual advances or requests for sexual favours Jokes of a sexual nature Rating peers on attractiveness/sexual activity Altering images of a person to make them sexual
Exploitation, coercion and threats	 Harassing or pressuring someone online to share sexual images of themselves or engage in sexual behaviour online (or offline) Threatening to publish sexual content (image, video, rumours) to threaten, blackmail or coerce someone (sextortion) Online threats of sexual nature (e.g., rape) Inciting others online to commit sexual violence Inciting someone to participate in sexual behaviour and then sharing the evidence of it Cyberdating abuse (CDA) using technology to monitor and control the behaviours of a partner; using a partner's password without permission to access his or her mail or social media accounts; installing tracking devices or apps to monitor a partner's location; or perpetrating emotional aggression and verbal threats through digital means during or after a relationship has ended
Sexualised bullying	 Gossip, rumours or lies about sexual behaviour posted online Offensive/discriminatory sexual language or name-calling online Impersonating someone and damaging their reputation by sharing sexual content or sexually harassing others Personal information shared non-consensually online to encourage sexual harassment (doxing) Being bullied because of actual or perceived gender and sexual orientation Body shaming Outing someone's sexuality or publicly announcing their gender identity without their consent.

2.2 Manifestation of Cyber VAWG Among Teenagers

In CyberSafe, developing the comprehensive prevention model targeting the four different forms of Cyber VAWG required the in-depth study of its manifestation in targeted school settings among adolescents. The desk research and focus groups with teenagers aimed to identify the experiences, behavioural patterns and causes triggering Cyber VAWG. This helped to design CyberSafe Toolkit based on the teenagers' needs.

In May 2019, CyberSafe partner organisations – Azienda Speciale Retesalute (Retesalute, IT), Women's Support and Information Centre (WSIC, EE), Northern Ireland Rape Crisis Association (NEXUS, UK), and the Union of Women Associations of Heraklion Prefecture (UWAH, GR) - **conducted 11 focus groups with 80 teenagers in four partner countries -Italy, Estonia, UK Northern Ireland, and Greece.** The gender representation in the focus group was balanced (51% female and 49% male participants) and was used to observe the differences or similarities between gender-informed behavioural patterns between female and male participants. Box 2 summarises the key findings of the focus group.

Box 2 Key Findings from the CyberSafe focus groups

- Teenagers trust people they meet online;
- They are aware they should be careful when meeting new people online;
- They agree it is important to talk to someone if cyberviolence happens (friends, family);
- They are aware of cyberviolence, although not all forms of cyberviolence are recognised as violent;
- Perpetrators are seen as weak, hiding behind the computer, because it gives them anonymity;
- Girls are more often victims of cyberviolence than boys;
- Girls are often victimised because of their looks;
- A frequent case of cyberviolence against girls is sharing intimate photos without consent;
- Partner violence online is often mentioned among teenagers (male controlling female);
- Teenagers often see perpetrators as victims (they are weak and alone, they are victims of violent behaviour);
- Teenagers agree cyberviolence happens more often to girls;
- There is a well-established pattern of victim-blaming behaviour;
- There are many gender stereotypes among teenagers which seem to be deeply rooted (girls are weak, boys are strong).

The focus groups gave valuable insight into the different underlying attitudes between male and female teenagers towards Cyber VAWG, behavioural causes, and violence triggers.

Focus groups revealed that most teenagers have already heard of or faced cyber violence directed towards them or their peers. However, their understanding of cyber violence lacked the gender-based aspect pertaining to Cyber VAWG.

In all groups, teenagers defined cyber-violence as sharing photos or sensitive material without the other person's consent. They linked cyber-violence to instances of using false profiles, mainly used to insult people.

We observed that **teenagers generally trust information disseminated online and people they meet online**. However, the common social norm among the participants was that it is important not to trust everyone and reflect a little before sharing intimate or any personal content. They agreed that knowing online acquaintances very well before trusting them is important.

Participants discussed that the **digital sphere changes behaviours**. They observed that their peers behave differently online than in real life, as it is easier to *"hide behind a screen"*.

Participants mentioned that sharing sexual or suggestive images were common among teenagers, but they did not always see this as Cyber VAWG. The male participants associated Cyber VAWG with **repeated actions against someone** who experiences harmful consequences, to the extent of suicide. They knew that they could report the offender and communicate with the Police. Although female teenagers were aware of the social media protection tools or whom they may talk to; still their response was more about disengaging themselves online. They mentioned having public or private profiles on social media. They prefer to set the social media profiles to private to protect themselves from *"false profiles"*. They often have to select their target audience when they publish stories. Male participants claimed that if something similar happened to them, they would block the person who disturbs them online; delete the conversation; ignore the person; report him/her; talk to their parents, friends, or police.

Some male participants believed that it is difficult to be offended/insulted online as a male. If it happens, they *"can handle it quickly because they are boys. However, they think anyone who offends other people is weak and trying to appear stronger to others"*. They believed that girls are more emotionally fragile, and they may resort to this type of behaviour if they do not feel loved enough. Additionally, girls tend to show off more, and girls are more sensitive than boys, so they take abuse more seriously.

"...the girls are weaker and more sentimental; this is why they are under the risk more."

As part of the focus group, we also asked about their personal or heard experiences of Cyber VAWG. Sharing the stories of personal experience was rather a difficult task to manage

during the CyberSafe focus groups. Participants mentioned the phrase "what happens in school, stays in school", – meaning that the violence in school among teenagers usually stays in the school, and students typically find it difficult to talk about it outside of this environment.

Although most of the stories shared were not about Cyber VAWG per se but more about online bullying instances, **we observed a strong sense of victim-blaming attitudes among teenagers.** Again, there was a general tendency, even shared by girls, to blame the female teenagers for experiencing cyber violence, as they are considered the "*weaker sex.*"

Most participants mentioned they heard many stories of cyber violence at their school, and they believed cyber violence happens equally to girls and boys. Still, the stories they hear are mainly about girls. Girl participants recalled cases of coercive control online – where individuals controlled what their intimate partner shared on social media. They were also familiar with and have experienced different forms of violence, such as sexual phone calls from persons they did not know or sexual messages on social media.

Focus groups with teenagers confirmed that gender stereotypes represent generalised and simplistic characteristics, abilities, and interests based solely on gender. They create an unjust idea of men and women. Stereotypes are the forerunner of prejudice and lead to cyber violence against women and girls. We noticed Cyber VAWG is often tolerated, especially by boys, who may see cyber violence as fun and not harmful (CyberSafe Report on Initial Consultations with Teenagers, 2019).

2.3 CyberSafe Behavioural Change Model

The CyberSafe desk research and focus groups identified the behaviours to be addressed in the online educational tool and later monitored them during the assessment process. The targeted behaviours included:

- Recognition of Cyber VAWG;
- Decreasing the victim-blamed attitude towards Cyber VAWG;
- Holding the perpetrators responsible for cyber violence;
- Recognition of importance to talking with someone when Cyber VAWG occurs;
- Encouraging bystanders to support those affected by not keeping quiet about Cyber VAWG instances and act;
- Dismantling the conventional gender stereotypes that can lead to Cyber VAWG.

We investigated these behaviours across all four categories of Cyber VAWG throughout the assessment process.

Behaviour is a complex process influenced by many factors. Several pre-conditions or environmental factors are needed for behaviours to change. For example, the person needs to be motivated and have the condition to be able to change. The essential element of change is maintaining the new behaviour, which is more likely to happen when there is support from the environment. Keeping this critical aspect of the behavioural change model and the limitation of the scope of our assessment, we only studied immediate changes in teenagers' behaviours.

Several models of behavioural change were considered when defining the behaviour and behaviour change in CyberSafe, such as the theory of planned behaviour (Ayzen, 1991), the integrative model of behavioural prediction (Fishbein and Yzer, 2003), Balm's Behavioural Change Model (2002), and UNWOMEN End Violence against Women Campaign's Behaviour Change (Raabe, Rocha, 2011).

Balm's model was used as a foundation for CyberSafe Behavioural Impact Assessment Framework (BIAF) when defining the layers of behaviours.

According to Balm's Behavioural Change Model (2002), six stages need to be fulfilled for behavioural change. Among those are receptiveness (being open) to change, understanding the new behaviour, wanting and being able to change, doing and maintaining the behaviour (Figure 3).





Since we focused this study on the immediate changes, our assessment concentrated mainly on "receptiveness", "understanding", "wanting to", and "being able" elements of the behaviour change.

The theory of planned behaviour (Ayzen, 1991) and integrative model of behavioural prediction (Fishbein and Yzer, 2003) describes the factors that might explain behaviour (Almeida et al., 2016). The theory of planned behaviour shows that there are some immediate conditions for change to happen. The prerequisite for performing a given behaviour is that this person has an intention in line with this behaviour (Ayzen, 1991). Almeida et al. pointed out the connection of key immediate conditions with preventing and combatting violence against women. There are three immediate conditions for an intention to take shape: one has to (1) hold a positive opinion toward the behaviour (i.e., attitude); (2) consider that this behaviour is socially acceptable (i.e., norms), and finally (3) believe that one is actually able to perform that behaviour (i.e., self-efficacy). Together with intentions, these three factors represent the first layer of behavioural causes (Almeida et al., 2016). Adopting these assumptions in CyberSafe, meant that we needed to focus on attitudes, intentions, and norms associated with the targeted behaviours.

In CyberSafe Behavioural Impact Assessment Framework (BIAF), we also incorporated the UNWOMEN End Violence against Women Campaign's Behaviour Change model (Raabe, Rocha, 2011). The UNWOMEN End Violence against Women Campaign's Behaviour Change Model follows Reasoned Action and Theory of Planned Behaviour theory. It informed the indicators selected to measure the CyberSafe impact assessment process.

The models considered in our assessment was used to identify five layers of behaviour change. The core indicators the evaluation focused on were knowledge, saliency, attitudes, behavioural intentions and social norms associated with the Cyber VAWG. As the model suggests, attitudes here are treated as an integral part of the behaviours and stands among

the other factors that might influence the behavioural domains. Although the subject was of this behavioural impact assessment was attitudes, they cannot be treated in isolation from different layers of behaviours. Figure 4 shows selected behavioural change elements of Cyber VAWG in CyberSafe.

Knowledge/ Awareness	Saliency	Attitudes	Behavioural intentions	Social norms
Associated with the understanding of the concept and its manifestation of Cyber VAWG	Measures how important an issue is and focus on the empathy towards the survivors of Cyber VAWG	Person's approach to the manifestations of Cyber VAWG	The likelihood that a person will engage in specific negative or positive behaviours related to Cyber VAWG	The perceived standards of acceptable attitudes towards Cyber VAWG of a person, among a person's peer group or other people.

Figure 4 behavioural change layers observed in CyberSafe Behaviour Change Model

The methodology chapter (See chapter 3) further defines how the impact assessment was implemented and how the questions and statements were asked to evaluate the change in the above-listed layers of behavioural change.

3. Methodology

3.1 Behavioural Impact Assessment Framework

In light of the lack of studies evaluating prevention programmes in school settings on Cyber VAWG and the need for evidence-based strategies, the CyberSafe assessment aimed to explore the behavioural impact of the CyberSafe Toolkit.

The main question was whether the workshops based on the CyberSafe Toolkit affected different aspects of students' behaviours regarding Cyber VAWG.

The main assumption of this study was the CyberSafe workshops will result in:

- (1) Increased recognition of Cyber VAWG and the importance of talking with someone when Cyber VAWG occurs (teenagers don't recognise all violent actions as cyberviolence);
- (2) Decrease victim-blaming in Cyber VAWG;
- (3) Holding the perpetrators responsible for violence;
- (4) Encouraging bystanders to support those affected by not keeping quiet about Cyber VAWG instances and act;
- (5) Dismantling the conventional gender stereotypes that can lead to Cyber VAWG.

The assessment looked into the extent and which of the behaviours and their layers – knowledge/awareness, saliency, attitudes, intentions and social norms - changed the most among teenagers enrolled in the CyberSafe workshops.

The workshops using the Toolkit were viewed as an 'intervention'. The behavioural impact assessment was based on a quasi-experimental evaluation framework to observe the results. This required identifying a control group (students not enrolled in workshops), similar to the intervention group (students enrolled in workshops)) in terms of baseline (pre-workshop) characteristics. The purpose of the control group was to validate the analysis and establish what would have been the state of play regarding targeted Cyber VAWG behaviours if the workshops had not been implemented.

Following the quasi-experimental design, the study applied matching and the one-group pre-test-post-test design (OGPPD). The OGPPD was used to measure the same dependent variable (behaviours) in one group of participants before (pre-test) and after (post-test) the workshops were implemented. The survey questionnaire (baseline questionnaire) was administered with the participants after three weeks of conducting the workshops as a follow-up questionnaire. The OGPPD was combined with a matching design. The matching design was used to compare the group that received the programme to those who did not receive the programme but have been "matched" against the first group on several crucial attributes, such as age, school, city, region. We compared the changes in outcomes over time between students enrolled in workshops and students that were not.

In summary, CyberSafe Behavioural Impact Assessment had three main stages:

- Before the CyberSafe Workshops, participating students received the BIA baseline questionnaires right before the intervention. After the workshops, the responses to the same questionnaire were gathered from participating students. Baseline and end line BIA questionnaires were used to measure the immediate change of the participants' opinions.
- 2. Besides collecting the baseline and end line data from the enrolled students, the BIA baseline questionnaire was also gathered from the control group.
- 3. The follow-up BIAF questionnaire was administered among enrolled students after three weeks of implementing the CyberSafe workshops.

The study was conducted from October 2020 to June 2021.

There were several limitations for the study. One limitation of the study is that the measurement with control groups was undertaken only once and was not followed up after some time. This was connected to the second limitation - the time. To assess the workshops' long-term effects on the intervention participants, the follow-up questionnaire should have been administered after 6 months at a minimum. This is why we were able to study only the short-term affects.

3.4 Sample

Data was collected from 48 workshops in Estonia, Greece, Italy and UK. Most enrolled or non-enrolled students directly completed all the survey questionnaires on the 1Click survey platform. Still, some of the responses were gathered on paper from the teenagers.

As demonstrated in the figure, a total of N = 959 students answered survey questionnaires before workshops (BIAF baseline questionnaire, 54% of females and 45% of males), while 93% of them (n = 897) answered the questionnaires again (BIA end line questionnaire), right after the workshops. 21% (follow-up BIA questionnaire with workshop participants, n = 205, 52% female and 47% male) of the same enrolled students completed the BIA follow-up questionnaire 3 weeks after implementing the workshops. The control group responses were gathered from N = 170 students from the same schools (62% female and 37% male). Students were sampled from 13 schools, with an age range between 12-17 years of age. N =381 The most prevalent age group to complete the BIA baseline questionnaires were 14 years old (40%), and it remained the majority of respondents age in the following questionnaire. The second most prevalent age was 15 (N = 381, 25% in the baseline questionnaire, 16% in the end line questionnaire). But the frequent age among the followup respondents (both in treatment and control groups) were 13 years old (n = 205, 65% of participants and 38% of controls group members).

		Intervention Respondents				
	Baseline Questionnaire	End line Questionnaire	Follow up Questionnaire	Control Group		
Estonia	64	63	33	76		
	6.67 %	7.02 %	16.1 %	44.7 %		
Italy	211	183	117	16		
	22 %	20.4 %	57.1 %	9.4 %		
UK	179	150	30	31		
	18.6 %	16.7 %	14.6 %	18.2 %		
Greece	505	501	25	47		
	52.6 %	55.8 %	12.2 %	27.6		
Total	959 100%	897 100%	205 100%	170 100%		

Table 1 Number of Responses to CyberSafe Survey Questionnaires.

Although 897 people filled out the end line BIAF questionnaire, only a segment of this number matched the baseline questionnaires (n = 333). The analysis and results demonstrated in the following chapter describe only the same respondents' matched baseline and end line responses. As described in the result chapter of this document, the sample for each question changes depending on the number of students answering the questions, and not every question was answered by all the matched responses.

3.3 Data Analysis

We conducted exploratory data analyses, including univariate analyses like non-parametric paired samples t-test and Welch t-test. Sample sizes were taken into account, and statistical analyses were chosen correspondingly. The descriptive part consisted of frequency tables, where samples were grouped according to different categories; arithmetic means and percentages were calculated to show the values and changes of interval variables. Ordinal variables were treated as interval variables. We compared the responses of different gender, age, responders from several countries, enrolled and non-enrolled and pre and post workshops (See all questionnaires used in annex 1).

Data analyses aimed to detect any differences in opinions about targeted Cyber VAWG behaviours.

We used the self-generated identification code (SGIC) as an anonymous identifier for a repeated measure of enrolled students' responses before and after the workshops.

Box 3 Data analysis in CyberSafe

In summary, the data analysis looked into:

- The descriptive information about the respondents, such as gender, age, grade, country;
- The degree of the change in opinions of enrolled participants after attending the workshops addressed whether the workshop reached the goal of changing the behaviours of teenagers;
- The difference in responses between the enrolled and non-enrolled students;
- The effects of gender, age, the workshop's format (online/offline), and country on enrolled students' behaviours.

Participants composed their identification code based on a set of coding questions provided to them in the questionnaires. Matching the participants helped us to observe the immediate change.

3.5 Questionnaires and Statements

In the questionnaire, we asked teenagers to express their opinion on 16 statements associated with the different layers of behaviours and types of the Cyber VAWG targeted in the workshops. Since all four topics covered all targeted behaviours from different angles, all the statements were formulated to apply to any 4 topics discussed during the workshops. Besides the statements, we also asked questions about the frequency of Cyber VAWG occurrence observed by teenagers in their school settings, the scale of the harmfulness of Cyber VAWG and the results of the Cyber VAWG incidents. In total, there were 31 items included in the questionnaires.

With the statements, we used a 4 level Likert scale: "I completely disagree", "I disagree", "I agree", "I completely agree". During the data analysis, we could not treat these categories as a numerical scale, but for better understanding of the substance of data and change, we re-levelled them accordingly: "I completely disagree => 1", "I disagree => 2", "I agree => 3", "I completely agree => 4". As an example, the baseline BIAF questionnaire dataset contains information about a student codename AnFu10, who answered questions PRE workshop accordingly: Q5aPRE – "I completely agree", Q5bPRE – "NA Not Available (didn't answer)", Q5cPRE – "I agree", Q5dPRE – "I completely agree", Q5ePRE – "I disagree", or after relevelling (See Figure 5). Correspondingly, the answers to the end line questionnaire were

re-levelled the same way. Sample sizes were also taken into account, and statistical analyses were chosen correspondingly.

To interpret the results and better understand the change, we used the following scheme to calculate the change (differences) in answers between baseline and end line: negative values represent changing the opinion towards disagreeing, positive values represent changing the opinion towards agreeing (Figure 5).

Besides the statements, the survey questionnaires asked teenagers about their perception of harmfulness and the frequency of the Cyber VAWG in their schools.

	l completely disagree "1"	I disagree "2"	l agree "3"	I completely agree "4"
PRE-course	X 1 leve	l change		
POST-course		×		
	1 -	1=2 lovel		
PRE-course	х	- iever change		
POST-course			→ x	
		1		
PRE-course	х —	+1+1=3	level change	
POST-course				×
PRE-course			-1 leve	I change X
POST-course			X	
			, honge	
PRE-course			-2 level change	X
POST-course		х 🔶		
			1	
PRE-course		-3 level	change	X
POST-course	Х 🔶			

Figure 5 Changes in the Opinions

As figure 6 shows, 12 possible shifts in opinion were linked to 4 types of change the highest positive, moderately positive, moderately negative and highest negative change. To calculate how many students had changed their opinion and especially to what extent, we grouped changes as following (figure 6):

from 'completely disagree' to 'somewhat disagree'1moderately positivefrom 'completely disagree' to 'somewhat agree'2highest positivefrom 'completely disagree'3highest positivefrom 'somewhat disagree' to 'completely disagree'-1moderately negativefrom 'somewhat disagree' to 'somewhat agree'1moderately positivefrom 'somewhat disagree' to 'completely agree'2highest positivefrom 'somewhat disagree' to 'completely agree'2highest positivefrom 'somewhat disagree' to 'completely disagree'-2highest negativefrom 'somewhat agree' to 'completely disagree'-2highest negativefrom 'somewhat agree' to 'somewhat disagree'-1moderately negativefrom 'somewhat agree' to 'somewhat disagree'-1moderately positivefrom 'somewhat agree' to 'somewhat disagree'-3highest negativefrom 'completely agree' to 'somewhat disagree'-3highest negativefrom 'completely agree' to 'somewhat disagree'-2highest negativefrom 'completely agree' to 'somewhat disagree'-2highest negativefrom 'completely agree' to 'somewhat disagree'-2highest negativefrom 'completely agree' to 'somewhat agree'-2highest negative	12 categories	Level of change	4 categories		
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from 'completely agree' to 'somewhat agree' -1 moderately negative	from 'completely agree' to 'somewhat disagree'	-2	highest negative		
	from 'completely agree' to 'somewhat agree'	-1	moderately negative		

Figure 6 Categories of change in data analysis

The statements that we looked at in the questionnaires were associated with the four topics of the workshops and, at the same time, followed the indicators of Behaviour Impact Assessment described in section 2.5. The table below shows the statements the respondents were asked to give their opinions.

	Non-consensual sharing of sexual images	Exploitation, coercion and threats	Sexualised bullying	Unwanted sexualisation
Knowledge/ Awareness	1. Sharing a sexual image without consent is illegal.	5. Offering presents and other goods, in exchange for sexual information, pictures, or videos is an early sign of exploitation.		13. Receiving unwanted sexual images and comments is cyber violence
Saliency	2. Sharing a nude image without the permission of the person has very negative consequences	6. It is difficult for victims to leave their exploiter because they love them or are frightened of them	10. Online jokes can seriously affect someone mental health and wellbeing.	14. I know that sexual or humiliating comments online can hurt someone.
Attitudes		7. It is not a victim's fault when they are bullied and pressured to do sexual things in return for the favour.	11. Girls are more often the victims of sexualised bullying than boys.	
Behavioural intentions	3. If someone's personal image was shared without their permission, it is good idea to report this to the police or helpline	8. If my friend is pressured by a partner to do things they do not want, I should seek support from an adult I trust.	12. Using privacy settings on social media can protect a person from sexual bullying.	
Social norms	4. The image is something private between the sender and the recipient, and no other person can share it without permission	9. Building a relationship with a young person (online or offline) and pressuring them into doing something sexual is a form of exploitation.		 15. Girls are often judged harsher than boys online 16. Girls are guilty of being a cause of cyber violence

Table 2 Statements used in CyberSafe to document teenagers' opinions

4. Results

4.1 What was the overall change?

As a result, we found that all aspects of the behavioural change measurement framework were affected by the workshops conducted with the teenagers using the CyberSafe Toolkit. Table 3 demonstrates the change observed with the statements.

Table 3 Change Detected with Statements¹

Behaviour Elements	Workshop Topics	Degree of Statement Change Statements	Highest positive		Highest positive Moderately positive		Moderately negative		Highest negative		overall, N of people who changed opinion for that	
			N of students		N of students	%	N of Students	%	N of Students	%	statement	
	1	Sharing a sexual image without a consent is illegal.	11	16.7%	36	54.5%	13	19.7%	6	9.1%	66	
Knowledge/ Awareness	2	Offering presents and other goods, in exchange for sexual information, pictures, or videos is an early sign of exploitation.	10	8.5%	50	42.4%	54	45.8%	4	3.4%	118	
	4	Receiving unwanted sexual images and comments is cyber violence	15	12.9%	56	48.3%	38	32.8%	7	6.0%	116	

Attitudes	2	It is not a victims fault when they are bullied and pressured to do sexual things in return for the favour.	21	14.2%	83	56.1%	35	23.6%	9	6.1%	148
	3	Girls are more often the victims of sexualised bullying than boys.	5	4.4%	52	46%	46	40.4%	11	9.6%	114

¹ N indicated in the table are only those students who were matched in basedline and endline with the self-generated identifier. Number in the column of workshops topics mean following: 1=Non-consensual sharing of sexual images; 2=Exploitation, coercion and threats; 3=Sexualised bullying; 4=Unwanted sexualisation.

Behaviour Elements	Workshop Topics	Statement Change Statements	Higł posi	Highest Moderately positive positive		Moderately negative		Highest negative		overall N of people who changed opinion for that statement	
	1	Sharing a nude image without the permission of the person has very negative consequences	11	15.3%	31	43.1%	26	36.1%	4	5.6%	72
Saliency	2	It is difficult for victims to leave their exploiter because they love them or are frightened of them	16	9.8%	102	62.2%	37	22.6%	9	5.5%	164
	4	I know that sexual or humiliating comments online can hurt someone.	4	6.2%	19	29.2%	39	60.0%	3	4.6%	65
	3	Online jokes can seriously affect someone mental health and wellbeing.	8	7.1%	65	58.0%	30	26.8%	9	8.0%	112

	3	Using privacy settings on social media can protect a person from sexual bullying.	16	10.3%	92	59.4%	37	23.9%	10	6.5%	155
Behavioural intentions	1	If someone's personal image was shared without their permission, It is a good idea to report this to the police or helpline	14	12.0%	73	62.4%	25	21.4%	5	4.3%	117
	2	If my friend is pressured by a partner to do things they do not want, I should seek support from an adult I trust	11	10.7%	46	44.7%	40	38.8%	6	5.8%	103

Behaviour Elements	Workshop Topics	Statement Change Statements	Highest positive pos		Moder posi	Moderately I positive		Moderately negative		Highest negative	
	1	The image is something private between the sender and the recipient, and no other person can share it without permission	1	1.2%	50	58.8%	28	32.9%	6	7.1%	85
Social norms	2	Building a relationship with a young person (online or offline) and pressuring them into doing something sexual is a form of exploitation.	10	8.9%	59	52.7%	36	32.1%	7	6.3%	112
	4	Girls are often judged harsher than boys online	11	8.3%	72	54.5%	40	30.3%	9	6.8%	132
	4	Girls are guilty of being a cause of cyberviolence	27	21.6%	44	35.2%	42	33.6%	12	9.6%	125
The total degree of change			191	10.6%	930	51.6%	566	31.5%	117	6.5%	

The overall shift in opinions. The majority of change detected is moderately positive. Students **930 times**² shifted their opinion to moderately agreeing to the statements compared to moderately disagreeing (N=566 clicks) and strongly agreeing (N=191). The most negligible shift was detected with the strongest disagreeing (N=117).

Students' agreement with the statements ranged from 58 % to 74% for 11 of 16 statements. Two out of 16 statements ("If my friend is pressured by a partner to do things they do not want, I should seek support with an adult I trust"; "Girls are guilty of being a cause of cyber violence") were also a subject of positive change (\approx 55%).

As we can see, the most significant change (both negative and positive) was detected with three statements (N=164 students changed opinion on *"It is difficult for victims to leave their exploiter because they love them or are frightened of them"*; N=148 students changed

² The number here refers to the total times when students shifted their opinion following the steps described in figure 5

opinion on "It is not a victim's fault when they are bullied and pressured to do sexual things in return of the favour", and N=155 on "Using privacy settings on social media can protect a person from sexual bullying"). Therefore, the positive change related to these statements is relatively high compared to the positive change seen with other statements. For example, 72% of students (N=118 of 164, both highest positive and moderately positive) agreed more with the statement, "It is difficult for victims to leave their exploiter because they love them or are frightened of them."

Students' opinions were split in half for the statements that "Offering presents and other goods, in exchange for sexual information, pictures, or videos is an early sign of exploitation"; and "Girls are more often the victims of sexualised bullying than boys" (for both, 50% agreed more and 50% disagreed more after attending the workshops).

The only negative shift was detected with the statement, *"I know that sexual or humiliating comments online can hurt"* (34% agreed with the statement, while 64% disagreed more after the workshops).

Levels of change observed against the five stated behavioural change elements. Out of 5 behavioural change elements, we observed a positive change in all of them. Still, the most positively affected statements fell under the saliency, attitudes and intention category of behavioural change.

Regarding behavioural Intentions, the opinion on the statement "If someone's personal image was shared without their permission, it is a good idea to report this to the police or helpline" changed the most positively (n=87 of 103, 74% students). Also, positive responses to the statement "Using privacy settings on social media can protect a person from sexual bullying" was significantly high (n=108 of 155, 70% of students).

The statement on attitudes toward Cyber VAWG was among the statements that changed positively most. For example, 70.3 % (n=104 of 148) agreed more with the statement, "*It is not a victim's fault when they are bullied and pressured to do sexual things in return for a favour*", after attending the CyberSafe workshops. There were only two statements included under the attitude element of behavioural change. With the second statement, "*Girls are often judged harsher than boys online,*" we see a split of opinions - 50% of students agreeing (n=57 of 114) and 50% disagreeing (n 57 of 114) with the statement.

Students' opinions on all statements related to saliency (except one) were also changed positively. 72 % (n=118 off 164) agreed more to the statement "*It is difficult for victims to leave their exploiter because they love them or are frightened of them*" after attending the workshop. 2 more statements on saliency were moderately changed. For example, 58% (n=65 of 112) students agreed more with the statement "*online jokes can seriously affect someone's mental health and wellbeing*". The only negative shift in the statement was detected under the saliency element of behaviours as 64% of students (n=42 of 65)

disagreed with the statement, "I know that sexual or humiliating comments online can hurt someone".

One of the most controversial results were identified with a social norm related statement. All the statements on social norms associated with gender stereotypes leading towards Cyber VAWG were positively changed, except one of them that changed both positively and negatively - namely *"Girls are guilty of being a cause of cyber violence"* – 21% (n=27 of 125) students completely agreed with this statement in comparison to completely disagree with it before the workshops. At the same time, if we look at the numbers comparing total negative and positive shifts, we see that opinions are again split almost in half. Nearly 56% (n=71 of 125) agreed, and 44% of students disagreed after attending the workshop.

Box 4 Alex Changing his Behaviours

About Alex, 14 years old

Alex is an upper secondary school student. He is 14 years old and lives with his parents not far from the school. Alex was one of those who joined CyberSafe workshops and learned something new about Cyber VAWG. He was one of those workshop participants who changed his opinion on Cyber VAWG. At the workshop, he realised that doing certain things, such as sharing photos, exchanging sexual information or videos, without consent can hurt someone. Before the workshops, Alex was absolutely sure that sharing a sexual image without consent was legal. But after the event, he changed his opinion and said that sharing a sexual picture without consent can be illegal. Before he participated in the CyberSafe workshops, Alex absolutely disagreed that If someone's image was shared without permission, it could be a good idea to report this to the police or helpline. But after the workshops, he realised that seeking support can be helpful. Alex was one of those boys who attended the CyberSafe workshops and positively changed their behaviour.

Changed targeted behaviours. Another way of looking at table 3 is from the perspective of the targeted behaviour or the topics covered in CyberSafe workshops. Looking at the most positively changed statements across all 4 topics of the workshops, we can see the strongest positive changes were detected with statements related to exploitation, coercion and threats (40% of statements had strong positive change and 60% of statements had moderately positive change). The moderately positive change was also detected with statements related to non-consensual sharing of sexual images (100% of statements).

This change is not connected to the most covered subject in each country. Workshops in all countries covered the topics somewhat equally, which means there was a possibility to address all targeted behaviours.

4.2 Teenagers' Perspectives on the Magnitude of Cyber VAWG

Harmfulness of Cyber VAWG. Students were asked to scale from 1 to 10³ how harmful they think Cyber VAWG can be. The majority of the students rated the issue as very harmful at the beginning of the workshop. However, we still detected a significant change with the students who scaled harmfulness as 9 and 10 – towards being extremely harmful. Overall, the perception of the harmfulness of Cyber VAWG increased after attending the workshops by up to 22%. Among the Estonian participants, before the workshops, only 29% of them scaled the issue as 10. After the participation, the number of students increased to 44.3% (14.8% more). A higher positive increase was detected among participants in other countries scaling the Cyber VAWG as 10 (45, 9% more in Italy; 45, 22% in Greece; and 44, 16% in the UK).

Besides the scaling, the most common answer to the follow-up question of what students thought the harm Cyber VAWG could result in was "*it can seriously damage someone's mental health*," both in baseline and end line questionnaires among enrolled students.

Box 5 Anna Changing her Behaviours

About Anna , 13 years old

Anna is an upper secondary school student. She is 13 years old and lives with her parents and two brothers outside the city. Anna was one of those who positively changed her perceptions on Cyber VAWG after attending the CyberSafe workshops. Like Alex, the main thing she learned about Cyber VAWG was related to the non-consensual sharing of pictures, information or videos. Before attending the workshops, she disagreed that sharing a sexual image without consent is illegal and might have negative consequences. Once participating in the workshop, she realised that sharing without permission is one of the forms of cyber violence against women and girls. Before the workshops, Anna had a very strong opinion that girls are guilty of being a cause of cyber violence. Like many others participating in the workshops, she thought girls could provoke cyber violence against them. But after the workshops, she was absolutely convinced that girls are not guilty of being a cause of cyber violence.

³ 1 being the not harmfull at all and 10 being extremly harmful.

Frequency of Cyber VAWG incidents. Some students in the baseline questionnaire said they think Cyber VAWG incidents in their schools happen at least once a month (n=20, 31% of students in Estonia; n=25, 11% of students in Italy, n=93, 18% of students in Greece; n=16, 10% of students in the UK) or a few times a year (n=9, 14% of students in Estonia; n=27, 12% of students in Italy, n=110, 21% of students in Greece; n=16, 10% of students in the UK).

What we discovered was the majority of students did not know the answer to this question both before and after the workshops (Before the workshop - n=28, 43% of students in Estonia; n=105, 50% of students in Italy, n=186, 37 % of students in Greece; n=64, 40% of students in the UK). Responses in the baseline questionnaire were slightly changed after the workshops only in Greece and the UK, where more people answered differently other than "I do not know" (After the workshops - n=67, 13 % of students in Greece; n=47, 33% of students in the UK). After the workshops, students' responses in Greece and the UK showed that they think Cyber VAWG occurs "at least once in a month", "Few times in a year", and "Less than once in a year."

The comparison of these responses between countries and enrolled and non-enrolled students is further described in section 4.3.

4.3 Persistence of the Positive Change

Data analysis also looked at the persistence of change described above. This included comparing the enrolled student's responses to baseline and end line survey questionnaires with the follow-up questionnaire responses. We also compared average responses between the participants and the control group.

Comparison of the end line and follow-up response among the workshop participants.

The analysis of 137 matched responses from the end line and follow-up surveys reveals no significant differences (Welch t-test, p<0.05) between the responses for any of the 31 questionnaire items. This indicates that the changes that occurred between the baseline and end line responses did not change between the end line and follow-up questionnaire responses.

Comparison between treatment (enrolled) and control group (non-enrolled). Analysis showed significant positive differences (Welch t-test, p<0.05) with 10 of 31 items of the questionnaire. This means that the participants of the workshops demonstrated that they positively changed their opinion towards targeted Cyber VAWG behaviours compared to the control group. Table 4 shows the differences detected between the enrolled and not enrolled participants.

Questionnaire Items	Contro Respo	ol Group nse	Particip Respons	ants se	N	Р
If someone's personal image was shared without their permission, It is a good idea to report this to the police or helpline		3.53		3.69	357	0.02
Offering presents and other goods in exchange for sexual information, pictures, or videos is an early sign of exploitation.		3.5		3.68	357	<0.001
It is difficult for victims to leave their exploiter because they love them or are frightened of them		3.23		3.4	358	0.043
Online jokes can seriously affect someone mental health and wellbeing.		3.52		3.66	358	0.029
Girls are more often the victims of sexualised bullying than boys.		3.24		3.47	358	<0.001
Receiving unwanted sexual images and comments is cyber violence		3.23		3.67	359	<0.001
I know that sexual or humiliating comments online can hurt someone.		3.57		3.82	358	<0.001
Girls are often judged harsher than boys online		3.09		3.34	359	<0.001
Cyber VAWG is harmful on a scale of 1 to 10 (from not harmful at all to extremely harmful)		8.14		8.96	328	<0.001
Cyber VAWG can seriously damage someone's mental health		7.37		8.79	357	<0.001

Table 4 Differences between participants and control group responses.

As demonstrated in section 4.1 (Table 3), 4 statements happen to have split the students' opinions in half (half of them agreeing and half of them disagreeing with statements). We detected a higher positive opinion among the enrolled teenagers on 2 of 4 statements compared to less positive responses of the control group.

For example, students negatively changed their view on *"I know that sexual or humiliating comments online can hurt"* (34% agreed with the statement, while 64% disagreed more after the workshops). But we see in the comparison between the enrolled and control group responses that control group participants agreed less with this statement than the workshop participants.

In other words, we can observe that enrolled participants still had a higher positive response to this statement than the students that have not been exposed to the CyberSafe Toolkit.

4.4 Effects of Gender and Age of Participants on Behavioural Change

Analysis showed that participants' gender and age affected the positive or negative change in behaviours.

Effect of Gender on change. We found more significant differences (Welch t-test, p<0.05) with female participant responses than male participant responses. Female participants positively changed their opinion with 9 out of 31 questionnaire items. Male participants positively changed their opinion only with 6 out of 31 questionnaire items. Table 5⁴ shows the difference between responses of female and male participants.

⁴ The average scores are taken from possible replies where 1= completely disagree; 2=disagree; 3=agree, and 4=Completely agree (P<5)

Questionnaire Items			Female	e				Male	9	
	Preeve	erage	Post everage		Pvalue	Pre ev	erage	Post ev	erage	Pvalue
If someone's personal image was shared without their permission, It is a good idea to report this to the police or helpline.		3.57		3.69	0.006		3.32		3.6	0,000
It is difficult for victims to leave their exploiter because they love them or are frightened of them.		3.14		3.37	0,000		3.02		3.23	0.005
It is not a victim's fault when they are bullied and pressured to do sexual things in return for their favour.		3.33		3.53	0.001		3.09		3.32	0,000
Online jokes can seriously affect someone mental health and wellbeing.		3.59		3.71	0.027		3.36		3.44	0.222
Using privacy settings on social media can protect a person from sexual bullying.		3.09		3.36	0,000		3.09		3.23	0.129
Receiving unwanted sexual images and comments is cyber violence.		3.57		3.69	0.005		3.38		3.45	0.386
Girls are guilty of being a cause of cyber violence.		1.83		1.98	0.018		1.99		2.04	0.568
Cyber VAWG is harmful on a scale of 1 to 10 (from not harmful at all to extremely harmful)		8.87		8.86	0.921		8.24		8.54	0.014
Cyber VAWG can cause serious damage to someone's reputation.		0.69		0.79	0.004		0.54		0.73	0,000
Not knowing how harmful cyber VAWGis for girls.		0.02		0.04	0.006		0.1		0.05	0.05

Table 5 Overall Significant Change Observed with Female and Male Participants

As we see in the table, female participants significantly changed their opinion that online jokes can seriously affect someone mental health and wellbeing and that using the privacy settings on social media can protect a person from sexual bullying.

After attending the workshops, male participants demonstrated a greater shift in opinion of how harmful Cyber VAWG can be (Before the workshops avg. = 8.24 and after the workshop, avg. = 8.54, p = 0.014). We do not see a statistically significant change in this particular opinion among the female participants. But only because those female participants had already scaled the harmfulness of Cyber VAWG very high before the workshops (Before the workshops avg. = 8.87 and after the workshop avg. = 8.86, p = 0.921). This means that, although male participants positively changed their opinion, female participants were already very well aware of how harmful Cyber VAWG is. Another interesting observation is again with the statement – "Girls are guilty of being a cause of cyber violence". As the data shows, the agreement with this statement was significantly low compared to other questionnaire items, but it still slightly increased. After attending the workshops, female participants agreed that girls are guilty of being a cause of cyber violence (p = 0.018). When comparing the female and male responses among the countries, we observed that significant positive change was detected in Italy with 11 questionnaire items. The majority of changed opinions were among the female participants (9 of 11 items with female and 2 of 11 with male). The changes were detected in Greece with the male participants (4 of 7 questionnaires with males, and 3 of 7 with female participants).

For example, male participants in Greece agreed more with the statement *that "Sharing a sexual image without consent is illegal"* (p = 0.048). Among participants in the UK, only one statically significant change was discovered. Female participants agreed more with the same statement that *"Sharing a sexual image without consent is illegal"* (p = 0.021). In Estonia, change was observed with 11 questionnaire items. The majority of these changed only with the female participants (8 of 11 items). The female participants, when compared to the male participants, agreed more to statements, such as *"Building a relationship with a young person (online or offline) and pressuring them into doing something sexual is a form of exploitation"* (female participants, p = 0.032), and *"Girls are often judged harsher than boys online"* (p = 0.021).

Age of Participants. We observed that the sample size was not sufficiently large to establish the statistical difference and to measure the effects of participants' age on responses.

4.5 Effects of Country and Format of Workshops on Behavioural Change

Analysis showed that participants' country of origin and format of workshops affected the positive or negative change in behaviours.

Format of the workshops. Due to the Covid-19 pandemic, workshops were implemented either online or offline. In Greece and Estonia, the workshops were conducted offline (in person). Only in Italy and UK, were some workshops in person and others online. We compared results between countries. Table 6 shows that the only statistical difference was detected with two questionnaire items.

Table 6 Differences in Responses between Participants of Offline and Online Workshops (*P*<5)

QuestionnaireItems	Offline	Online	P Value	W
If someone's personal image was shared without their permission, It is good idea to report this to the police or helpline	0.39	9 0.08	6 0.027	2640.5
Cyber VAWG can cause serious damage to someone's reputation	0.3	-0.06	s <0.001	2772.5

The positive change in responses was much higher with these questionnaire items when participants attended the event in person.

Country of residence. When comparing the changes between the countries, we detected the difference with 5 survey questions. Table 7 demonstrates all the significant changes.

Code	Questionnaire Items	Estonia	Greece	Italy	UK	P Value	Chi square
5c	If someone's personal image was shared without their permission, It is a good idea to report this to the police or helpline	0.35	0.43	0.09	0.08	0.001	16.15
6b	Online jokes can seriously affect someone's mental health and wellbeing.	0.25	-0.17	0.18	0	0.003	13.79
7	Cyber VAWG is harmful on a scale of 1 to 10 (from not harmful at all to extremely harmful)	0.52	0.35	-0.01	-0.22	0.03	8.77
8b	Cyber VAWG can cause serious damage to someone's reputation	-0.04	-0.09	-0.01	-0.06	0.04	8.24
8d	Not knowing how harmful cyber VAWG is for girls.	0.07	0.5	0.07	-0.06	<0.001	47.13

Table 7 Comparing the Change in Behaviours between CyberSafe Countries (P<5)

The table above shows the average (mean) opinion changes for each statement across all the countries. For example, the chi-square test revealed a significant difference (p = 0.001) between the means of the 4 countries for the statement *"If someone's personal image was shared without permission, It is good idea to report this to the police or helpline"*, indicating that the respondent's country of origin can affect the answers given. In this case, we can see in the chart below that Italy, and the UK had a much lower average change than Estonia or Greece. Italy, in particular, has a 95% confidence interval that does not overlap at all with the confidence intervals of Estonia or Greece (Chart 1 on Statement *"If someone's personal*

image was shared without their permission, It is a good idea to report this to the police or *helpline*).

Overall, we found that average negative change was more often detected among participants from UK and Italy, while the positive change in Estonia and Greece was relatively higher.

The detailed charts demonstrating the change with the 5 questionnaire items in table 7 are included in annex 2.





4. Reflections and Conclusion

The central question of the CyberSafe behavioural impact assessment was whether the workshops based on the CyberSafe Toolkit affected different aspects of students' behaviours regarding Cyber VAWG. The assessment looked into the extent and which of the behaviours and their layers – knowledge/awareness, saliency, attitudes, intentions and social norms - changed the most among teenagers enrolled in the CyberSafe workshops.

- We found that the majority of change detected was moderately positive. This means that the CyberSafe tool was successful, with 62.1 % of changed opinions being positive while 37.9 % of changed opinions were negative. Students 930 times⁵ shifted their opinion to moderately agreeing to the statements compared to moderately disagreeing (N=566 clicks) and strongly agreeing (N=191 clicks). The most negligible shift was detected with the strongest disagreeing (N=117 clicks).
- We observed that both positive and negative change was maintained over three weeks. The analysis of 137 matched responses of workshop participants from the end line and follow-up surveys revealed no significant differences (Welch t-test, p<0.05) between the responses for any of the 31 questionnaire items.
- Participants of the workshops demonstrated a positive change in their opinions towards targeted Cyber VAWG behaviours compared to the control group. We can observe that enrolled participants still had a higher positive response to several statements than the students that have not been exposed to the CyberSafe. Analysis showed significant positive differences (Welch t-test, p<0.05) with 10 of 31 items of the questionnaire when participants of workshops were expressing stronger agreement towards the statements.
- Out of the 5 behavioural change elements, we observed a positive change in all of them. Still, the most positively affected statements fell under the saliency, attitudes, and intention category of behavioural change. This means that the CyberSafe Toolkit is more effective when it comes to saliency, attitudes and intentions related to Cyber VAWG.
- We found that the strongest positive changes were detected with statements related to exploitation, coercion, and threats (40% of statements had a strong positive change and 60% of statements had a moderately positive change). Moderately positive change was also detected with statements related to nonconsensual sharing of sexual images (100% of statements).

⁵ The number here refers to the total times when students shifted their opinion following the steps described in figure 5

- The perception of the harmfulness of Cyber VAWG increased after attending the workshops by up to 22%. The majority of the students rated the issue as very harmful at the beginning of the workshop. However, we still detected a significant change with the students who scaled harmfulness as 9 and 10 towards being extremely harmful.
- Analysis showed participants' gender, and age affected the positive or negative change in behaviours. CyberSafe Toolkit was more effective with female participants. We found a more statistically significant difference (Welch t-test, p<0.05) with female participant responses than male participant responses. Female participants positively changed their opinion with 9 out of 31 questionnaire items. Male participants positively changed their opinion only with 6 out of 31 questionnaire items.

CyberSafe affecting triggering behaviours regarding Cyber VAWG

The reflections on the main assumptions of this study show how CyberSafe workshops changed different elements of triggering harmful behaviour.

• Increased recognition of Cyber VAWG and the importance of talking with someone when Cyber VAWG occurs.

We discovered that most students did not know the answer to this question both before and after the workshops. After the workshops, students' responses specifically in Greece and the UK showed that they think Cyber VAWG occurs "at least once in a month", "Few times in a year", and "Less than once in a year." We found the 74.4% change detected with this statement, "*If someone's personal image was shared without their permission, it is a good idea to report this to the police or helpline*," was a positive change. Disaggregating the data showed that the workshop participants compared to the control group had a higher agreement with the statement after the workshops.

• Decreasing victim-blaming in Cyber VAWG.

One of the strongest positive changes was detected among the female participants. 70.3 % (n=104 of 148) of female participants agreed more with the statement, "*It is not a victim's fault when they are bullied and pressured to do sexual things in return for the favour*", after attending the CyberSafe workshops.

• Holding the perpetrators responsible for the violence.

We found a 61.6% positive change was detected with the following statements "Building a relationship with a young person (online or offline) and pressuring them into doing something sexual is a form of exploitation". 60% of participants agreed

more to the statement, "The image is something private between the sender and the recipient, and no other person can share it without permission".

• Encouraging bystanders to support those affected by not keeping quiet about Cyber VAWG instances and act.

The results showed there were both negative and positive changes related to one of the statements about bystanders 55% of participants agreed, and 45% of participants disagreed with the statement, "*If my friend is pressured by a partner to do things they do not want, I should seek support with the adult I trust.*" But at the same time, we saw above that the statement *"If someone's personal image was shared without their permission, it is a good idea to report this to the police or helpline"* had stronger positive change indicating the readiness of participants to act.

• **Dismantling the conventional gender stereotypes that can lead to Cyber VAWG.** Most of the statements related to dismantling the conventional gender stereotypes leading to Cyber VAWG demonstrated positive change. Still, we detected challenges associated with this element of the tool. We found that that statement - "*Girls are often judged online in a harsher way than boys*" was positively changed among 62.8 participants. One of the critical findings was related to the statement - "*Girls are guilty of being a cause of cyber violence*". Nearly 56 % (n=71 of 125) agreed, and 44 % of students disagreed after attending the workshop. Opinions were also split in half regarding the statement that "*Girls are more often the victims of sexualised bullying than boys*" (50% agreed more, and 50% of participants disagreed).

In summary, we confirmed that CyberSafe workshops induced a significant impact on the participating teenagers and positively changed their opinion on several triggering behaviours leading to Cyber VAWG.

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Annex 1 CyberSafe Behavioural Impact Assessment Questionnaires

Annex 1.1 CyberSafe Behavioural Impact Assessment Baseline Questionnaire

CyberSafe Pre-Workshop Questionnaire

Please take a few moments and complete this survey by clicking on the Next page.

Q1 - Date

Q2 - Country

Estonia Greece Italy Northern Ireland

Q3 - Gender

 \bigcirc Male

 \bigcirc Female

Q4 - How old are you?

years old

Q5 - To what extent do you agree with the following statements?

	Completely Disagree	Somewhat Disagree	Somewhat Agree	Completely Agree
Sharing a sexual image without	0	0	0	0
consent is illegal.				
Sharing a nude image without	0	0	0	0
the permission of the person has				
very negative consequences				
If someone's personal image was	0	0	0	0
shared without their permission,				
It is good idea to report this to				
the police or helpline				
The image is something private	0	0	0	0
between the sender and the	-	-	-	-
recipient, and no other person				
can share it without permission				

Offering presents and other goods, in exchange for sexual information, pictures, or videos is an early sign of exploitation	0	0	0	0
It is difficult for victims to leave their exploiter because they love them or are frightened of them	0	0	0	0
It is not a victim's fault when they are bullied and pressured to do sexual things in return for the favour.	0	0	0	0
If my friend is pressured by a partner to do things they do not want, I should seek support from an adult I trust.	0	0	0	0

Q6 - To what extent do you agree with the following statements?

	Completely Disagree	Somewhat Disagree	Somewhat Agree	Completely Agree
Building a relationship with a young person (online or offline) and pressuring them into doing something sexual is a form of exploitation.	0	0	0	0
Online jokes can seriously affect someone mental health and wellbeing.	0	0	0	0
Girls are more often the victims of sexualised bullying than boys.	0	0	0	0
Using privacy settings on social media can protect a person from sexual bullying.	0	0	0	0
Receiving unwanted sexual images and comments is cyber violence.	0	0	0	0
I know that sexual or humiliating comments online can hurt someone.	0	0	0	0
Girls are often judged online in a harsher way than boys.	0	0	0	0
Girls are guilty of being a cause of cyber violence.	0	0	0	0

Q7 - On a scale 1 to 10 (with 1 being not harmful to 10 being extremely harmful), how harmful is cyberviolence against girls?

Q8 - How harmful do you think cyber violence against girls is?

- Iultiple answers are possible
- It cannot be very harmful because it is usually a joke.
- It cannot be very harmful because it is usually temporary.
- It can seriously damage someone's mental health
- ☐ It can cause serious damage to someone's reputation
- It can not be very harmful because:
 - I do not know.

Q9 - How often do you think girls face cyber violence in your school?

ODaily

- \bigcirc At least once a week
- ⊖ At least once in a month
- \bigcirc Few times in a year
- \bigcirc Less than once in a year
- \bigcirc Never
- \bigcirc I do not know

Q10- Please fill in the following:

1st and 2nd	1st and	Date of your	The number of	The number of
letter of your	2ndletter of	birth (01-31)	sisters (00)	brothers (00-
name	your surname)

Annex 1.2 CyberSafe Behavioural Impact Assessment Endline Questionnaire

Please take a few moments and complete this survey by clicking on Next page.

Q1 - Which topic was discussed during the training?

Multiple answers are possible

□ Non-consensual sharing of intimate images or/and videos (Topic 1)

Unwanted sexualisation (Topic 2)

- Exploitation, coercion and threats (Topic 3)
- Sexualized bullying (Topic 4)

IF (1) Q1 = [Q1a]

Q2 - Which topic discussed was the most interesting for you?

	Not Interesting	Somewhat	Interesting	Very Interestin
	at all	Interesting		g
Sexual images/videos taken without	0	0	0	\bigcirc
consent ('creep shots')				
Sexual images/videos taken with	0	0	0	\bigcirc
consent but shared without consent				
Non-consensual sexual acts (e.g.	0	0	0	0
rape) recorded digitally and				
potentially shared				

IF (2) Q1 = [Q1b]

Q3 - Which topic discussed was the most interesting for you?

	Not Interesting at all	Somewhat Interesting	Interesting	Very Interesting
Sexualised comments (e.g. on	0	0	0	0
photos)				
Sexualised viral campaigns that	0	0	0	0
pressure people to participate				
Sending someone sexual content	0	0	0	0
without them consenting				
Unwelcome sexual advances or	0	0	0	0
requests for sexual favours				
Jokes of a sexual nature	0	0	0	0

Rating peers on attractiveness/sexual activity	0	0	0	0
Altering images of a person to make them sexual	0	0	0	0

IF (3) Q1 = [Q1c]

Q4 - Which topic discussed was the most interesting for you?

	Not Interesting at all	Somewhat Interesting	Interesting	Very Interesting
Harassing or pressuring someone online to share sexual images of themselves or engage in sexual behaviour online (or offline)	0	0	0	0
Threatening to publish sexual content	0	0	0	0
Online threats of sexual nature (e.g. rape)	0	0	0	0
Pushing others online to commit sexual violence	0	0	0	0
Pushing someone to participate in sexual behaviour and then sharing the evidence of it	0	0	0	0

IF (4) Q1 = [Q1d]

Q5 - Click and write question text

	Not Interesting at all	Somewhat Interesting	Interesting	Very Interesting
Gossip, rumours or lies about sexual behaviour posted online	0	0	0	0
Offensive/discriminatory sexual language or name-calling online	0	0	0	0
Impersonating someone and damaging their reputation by sharing sexual content or sexually harassing others	0	0	0	0
Personal information shared non- consensually online to encourage sexual harassment (doxing)	0	0	0	0
Being bullied because of actual or perceived gender and/or sexual or orientation	0	0	0	0
Body shaming	0	0	0	0

Outing someone where the	0	0	0	0
individual's sexuality or gender				
identity is publicly announced online				
without their consent.				

Q6 - To what extent do you agree with the following statements?

	Completely Disagree	Somewhat Disagree	Somewhat Agree	Completely Agree
Sharing a sexual image without consent is illegal.	0	0	0	0
Sharing a nude image without the permission of the person has very negative consequences	0	0	0	0
If someone's personal image was shared without their permission, It is good idea to report this to the police or helpline	0	0	0	0
The image is something private between the sender and the recipient, and no other person can share it without permission	0	0	0	0
Offering presents and other goods, in exchange for sexual information, pictures, or videos is an early sign of exploitation	0	0	0	0
It is difficult for victims to leave their exploiter because they love them or are frightened of them	0	0	0	0
It is not a victim's fault when they are bullied and pressured to do sexual things in return for the favour.	0	0	0	0
If my friend is pressured by a partner to do things they do not want, I should seek support from an adult I trust.	0	0	0	0

Q7 - To what extent do you agree with the following statements?

	Completely	Somewhat	Somewhat	Completely Agree
	Disagree	Disagree	Agree	
Building a relationship with a young	0	0	0	0
person (online or offline) and				
pressuring them into doing				
something sexual is a form of				
exploitation.				

Online jokes can seriously affect	0	0	0	0
someone mental health and				
wellbeing.				
Girls are more often the victims of	0	0	0	0
sexualised bullying than boys.				
Using privacy settings on social	0	0	0	0
media can protect a person from				
sexual bullying.				
Receiving unwanted sexual images	0	0	\bigcirc	0
and comments is cyber violence				
I know that sexual or humiliating	0	0	\bigcirc	0
comments online can hurt someone.				
Girls are often judged online in a	0	0	0	0
harsher way than boys				
Girls are guilty of being a cause of	0	0	0	0
cyber violence				

Q8 - On a scale 1 to 10 (with 1 being not harmful to 10 being extremely harmful), how harmful is cyberviolence against girls? _____

Q9 - How harmful do you think cyber violence against girls is?

Multiple answers are possible

- It cannot be very harmful because it is usually a joke.
- □ It cannot be very harmful because it is usually temporary.
- It can seriously damage someone's mental health
- It can cause serious damage to someone's reputation
- It can not be very harmful because:
- I do not know.

Q10 - How often do you think girls face cyber violence in your school?

- \bigcirc Daily
- \bigcirc At least once a week
- \bigcirc At least once in a month
- \bigcirc Few times in a year
- \bigcirc Less than once in a year
- \bigcirc Never
- \bigcirc I do not know

Q11 - Please fill in the following:

1st and 2nd letter of your	1st and 2nd letter of your	Date of your birth (01-31)	The number of sisters (00)	The number of brothers (00-
name	surname)

Annex 1.3 CyberSafe Behavioural Impact Assessment Followup Questionnaire for Workshops Participants and Control Group

Please take a few moments and complete this survey by clicking on Next page.

Q1 - Date

Q2 - Country

Estonia Greece Italy Northern Ireland

Q3 - Gender

 \bigcirc Male

 \bigcirc Female

Q4 - How old are you?

_

years old

Q5 - Have you participated in online training about cyber violence?

 \bigcirc Yes

 $\bigcirc \mathsf{No}$

Q6 - To what extent do you agree with the following statements?

	Completely	Somewhat	Somewhat	Completely
	Disagree	Disagree	Agree	Agree
Sharing a sexual image without	0	0	0	0
consent is illegal.				
Sharing a nude image without the	0	0	0	0
permission of the person has very				
negative consequences				
If someone's personal image was	0	\bigcirc	0	0
shared without permission, It is good				
idea to report this to the police or				
helpline				
The image is something private	0	0	0	0
between the sender and the				

recipient, and no other person can				
share it without permission				
Offering presents and other goods, in	0	0	0	0
exchange for sexual information,				
pictures, or videos is an early sign of				
exploitation				
It is difficult for victims to leave their	0	0	0	0
exploiter because they love them or				
are frightened of them				
It is not a victim's fault when they are	0	0	0	0
bullied and pressured to do sexual				
things in return for the favour.				
If my friend is pressured by a partner	0	0	0	0
to do things they do not want, I				
should seek support from an adult I				
trust.				

Q7 - To what extent do you agree with the following statements?

	Completely	Somewhat	Somewhat	Completely
	Disagree	Disagree	Agree	Agree
Building a relationship with a young	0	0	0	0
person (online or offline) and				
pressuring them into doing				
something sexual is a form of				
exploitation.				
Online jokes can seriously affect	0	0	0	0
someone mental health and				
wellbeing.				
Girls are more often the victims of	0	0	0	0
sexualised bullying than boys.				
Using privacy settings on social	0	0	0	0
media can protect a person from				
sexual bullying.				
Receiving unwanted sexual images	0	0	0	0
and comments is cyber violence				
I know that sexual or humiliating	0	0	0	0
comments online can hurt someone.				
Girls are often judged online in a	0	0	0	0
harsher way than boys				
Girls are guilty of being a cause of	0	0	0	0
cyber violence				

Q8 - On a scale 1 to 10 (with 1 being not harmful to 10 being extremely harmful), how harmful is cyberviolence against girls? _____

Q9 - How harmful do you think cyber violence against girls is?

Multiple answers are possible

It cannot be very harmful because it is usually a joke.

□ It cannot be very harmful because it is usually temporary.

It can seriously damage someone's mental health

It can cause serious damage to someone's reputation

It can not be very harmful because:

I do not know.

Q10 - How often do you think girls face cyber violence in your school?

○ Daily

 \bigcirc At least once a week

 \bigcirc At least once in a month

○ Few times in a year

 \bigcirc Less than once in a year

 \bigcirc Never

 \bigcirc I do not know

Q11 - Please fill in the following:

1st and 2nd	1st and 2 nd	Date of your	The number of	The number of
letter of your	letter of your	birth (01-31)	sisters (00)	brothers (00-
name	surname)

Annex 2 Comparing the Change in Behaviours between CyberSafe Countries

Significant differences (p<0.05) were detected in following questionnaire itemems

Code	Questionnaire Items	Estonia	Greece	Italy	UK	P Value	Chi square
5c	If someone's personal image was shared without their permission, It is a good idea to report this to the police or helpline	0.35	0.43	0.09	0.08	0.001	16.15
6b	Online jokes can seriously affect someone's mental health and wellbeing.	0.25	-0.17	0.18	0	0.003	13.79
7	Cyber VAWG is harmful on a scale of 1 to 10 (from not harmful at all to extremely harmful)	0.52	0.35	-0.01	-0.22	0.03	8.77
8b	Cyber VAWG can cause serious damage to someone's reputation	-0.04	-0.09	-0.01	-0.06	0.04	8.24
8d	Not knowing how harmful cyber VAWG is for girls.	0.07	0.5	0.07	-0.06	<0.001	47.13











