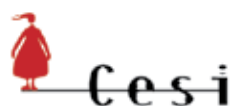




RAISING AWARENESS AND EMPOWERMENT
OF GIRLS AND BOYS FOR THE PREVENTION OF
GENDER BASED VIOLENCE THROUGH AUDIO-
VISUAL MEDIA AND MUSIC

Collection of Evidence and Needs Assessment report -Croatia

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June 2018, Zagreb






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1. The project

Play it for Change is a European project that aims to educate youth through audio-visual media and music by encouraging their critical thinking skills and fostering their empowerment to prevent and combat gender-based violence (GBV). In order to reach this aim, the first project activity was development of a collection of evidence on the impact of gender stereotypes in audio-visual media and music on youth attitudes and behaviours towards GBV, and the assessment of the needs of teachers to prevent GBV. This report contains results of this action.

The project is being delivered by a partnership of organisations across six European countries: Fundació Surt (Catalonia, Spain), KMOP (Greece), The Peace Institute (Slovenia), CESI (Croatia), Mediterranean Institute of Gender Studies (Cyprus) and Feminoteka (Poland). The lead partner is Fundació Surt (Catalonia, Spain).

2. Introduction

In Croatia, violence in teen relationships is a problem that is poorly researched and completely “invisible” in the areas of public policy, legislation and education system. Official data on violence in adolescent relationships or relationships in young people is not available; the competent authorities maintain statistics on domestic violence, sexual violence and crimes committed by minors or committed against minors. The few social studies provide insight into the scale of the problem and point to the non-recognition of different forms of violence in relationships as well as the reluctance of adolescents to report violence.

Also, there is no set procedure identifying adolescents in violent relationships or sexually abused adolescents and there is no unique system for recording data on cases of abuse and neglect of children/young people¹, including violence in partner relationships of young people. Professionals who work with adolescents, or come into contact with them and who have knowledge that a young person is a victim of violence are obliged to report it. There are only treatment protocols related to violence among children and youth that focus on peer violence² and the protocol for dealing with cases of sexual violence³. Violence in intimate relationships, including adolescent relationships, is a legally completely unregulated area.

Furthermore, there is no systematic approach to the prevention of violence in intimate partner relationships but rather prevention is related to sporadic implementation of programs in schools designed mostly by civil society organizations. School prevention programs designed by educational institutions are mostly focused on non-violent conflict resolution and prevention of peer violence. The organizations and institutions that young people turn for help in cases of violence in adolescent relationships report only a small number of such cases on an annual basis or do not have any cases, pointing out that they do not keep specific records on this form of violence (Bijelić, 2015). In the reports of several help lines and counselling services for youth⁴ there is no specific data on adolescent relationship violence but rather peer violence or general abuse and violence.

The latest report of Ombudsperson for Gender Equality points to the problem of partnership violence. According to official statistics in 2017 nine women were murdered by their partners and Ombudsperson repeatedly forewarns that victims of partner violence do not have adequate legal protection (Pravobraniteljica za ravnopravnost spolova, 2018).

Although the latest report of Ombudsperson for Children mentions only peer violence without referring to teen-

1 Results of Balkan Epidemiological Study on Child Abuse and Neglect/BECAN/ .Rimac,I., Ajduković, M. i J. Ogresta (2012).

2 Protokol o postupanju u slučajevima nasilja među djecom i mladima , 2004.

3 Protokol o postupanju u slučaju seksualnog nasilja, 2014.

4 Brave Phone for Children (Hrabri telefon); Blue Phone (Plavi telefon)

dating violence, there was an initiative by both Ombudsperson for Children⁵ and for Gender Equality⁶ that violence in intimate relationships, including adolescent ones, should have been included in the Law on Protection from Domestic Violence, but the proposal was not accepted.

Policy framework refers only to domestic violence and specifies prevention and working with young people only in this context⁷. Very recently Croatia ratified Council of Europe Convention on preventing and combating violence against women and domestic violence, better known as Istanbul Convention, and the Convention will enter into force in October 2018. Along with ratifying the Istanbul Convention, the parliament also adopted an interpretative statement which states that the purpose of the convention is protection of women against any form of violence, that its provisions do not contain any obligation to introduce “gender ideology” in Croatia’s legal and education system⁸.

Research on violence in relationships

FRA survey’s results for Croatia show that 21% of women reported experiencing physical and/or sexual violence by a partner or a non-partner since the age of 15 while 5% of women experienced it in the last 12 months. Emotional response to the most serious incident of physical and/or sexual violence by a partner since the age of 15 was fear (54%) and anger (53%) and the long term psychological consequences were feelings of vulnerability (49%) and anxiety (40%)⁹.

Although FRA’s results place Croatia within countries with the lowest percentages for experiencing these forms of violence in all 28 EU Member states, the results of national studies on adolescents provide a different picture of the situation with regard to the extent of IPV in adolescents’ relationships.

A few Croatian studies show a high prevalence of teen-dating violence. CESI research from 2007 found that more than two-thirds of young people (70%) aged 16-19 had experienced violence in a relationship, with around half saying they had engaged in at least one form of violent behaviour towards a partner. The observed patterns indicate that the most common forms of dating violence are those by which young people try to dominate and control their partners - excessive jealousy, possessive and controlling behavior, accusations and emotional blackmails. Sexual violence and physical aggression are present to a lesser extent. Partner’s excessive jealous behavior is the experience which characterized the relationships of more than half of respondents. In addition, a quarter of adolescents have experienced violent behaviors motivated by jealousy which are instrumental for establishing and maintaining control and dominance in a relationship. It is indicative that considerable proportion of adolescents do not recognize these behaviors as violent, while for some this is also true for sexual and physical forms of dating violence. Lack of awareness and ignorance of

5 Izvješće o radu pravobraniteljice za djecu za 2013. godinu, RH Pravobranitelj za djecu, Zagreb, ožujak 2014: 44.

6 Pravobraniteljica za ravnopravnost spolova, Izvješće o radu za 2017. godinu, Zagreb, ožujak 2018:121

7 Nacionalna strategija zaštite od nasilja u obitelji za razdoblje od 2017. do 2022., rujan 2017.

8 Some CSO’s strongly condemned the introduction of interpretative statement claiming that it introduces the non-existent term of „gender ideology”, prevents the implementation of the Convention in practice and symbolically affirms the transphobic goals of the clerical right and anti-human rights actors in Croatia (Zagreb Pride, 2018).

9 FRA gender-based violence against women survey dataset, 2012.

violent behaviors, as well as the belief that some forms of violence are a 'normal' part of every relationship, could lead to adolescents' tolerance of risky and violent relationships. While jealousy was recognized by most adolescents as the main reason for the perpetration of dating violence, at the same time, large number of respondents consider jealousy to be a way of showing love, and not the form of dominance and control in a relationship.

Identified risk factors related to victimization, but also to perpetration of emotional/psychological forms of teen dating violence include: lower self-respect, frequent alcohol consumption, witnessing/experiencing family violence, acceptance of traditional gender stereotypes, permissive attitudes towards the use of violence, communication problems in relationship, and influence of peers and media. It is also worth mentioning that about the half of adolescents reported being both the victim and the perpetrator of dating violence. In relation to sex/gender dimension of the problem, girls tend to be both the victims and perpetrators of emotional/psychological forms of dating violence in the significantly larger proportion, while boys tend to be exclusively perpetrators of sexual violence towards their partner in the significantly larger proportion. In addition, boys tend to approve of traditional and sexist attitudes about gender roles in the significantly larger proportion, as well as the attitudes which justify the use of violence in particular situations, and tend to be more ignorant about recognizing certain behaviors as the violent ones.

While both boys and girls experience dating violence, feelings and reactions stated by respondents as the consequences of partner's violent behavior clearly show that teen dating violence is not a gender neutral problem. For girls, the consequences are considerably more negative and more serious, and, for them, experienced violence results more in the feelings of hurt, sadness, insecurity, fear, shame, guilt, and uneasiness. Boys, on the other hand, reported that after the violent episode in a relationship they were more indifferent and unconcerned, and that they found the violent situation 'to be funny'.

Fear, shame, lack of awareness, distrust, and the lack of relevant information and resources, are the main reasons why adolescents mainly try to solve the problem of dating violence by themselves, and rely on their own capacities and skills to eventually end the violent relationship, and most often do not decide to report violence to adults, nor seek help and advice outside a peer group (Hodžić, 2007).

Another Croatian study showed that over 80% of high-school students reported experiencing or perpetrating some form of violent behaviour in a relationship. The most prevalent form of violence perpetrated was psychological (93,2%), then physical (51,3%) and sexual (25%). Also similar results regarding the experienced forms of violent behaviours were found. Girls in comparison to boys have more correct beliefs about quality relationships, are better in setting the boundaries in a relationship and are more likely to seek help when experiencing violence in a relationship (Ajduković et al.,2011).

In 2016, CESI conducted a small-scale research as a part of teen-dating violence prevention programme evaluation. Adolescents reported, 1/5 or 1/3 respectively, that they know at least one couple in which one partner abuses the other psychologically, physically or sexually. Additionally, around 1/5 of teenagers reported experiencing some form of abuse in a relationship (Bijelić, 2016).

Prevention programs

All schools are required to implement prevention programs and report their activities to the Ministry of Science, Education and Sport, and send their curricula to their units of regional self-government. Although the Ministry in charge collects data, they are not adequately documented or available to the public. The information on prevention programs implemented in secondary schools, which comprise as component or module violence in adolescent relationships/ youth relationships, gender-based violence, violence in partner relationships are mostly available on the website of the school. In reality, prevention of gender-based violence in school environment is based on a sporadic implementation of programs in (some) schools.

Schools that implement programs for the prevention of violence in relationships usually carry out a program that was designed by civil society organizations and a small part of educational programs have been developed within the schools themselves. Some schools deal with issues of violence in adolescent relationships as part of other programs conducted in schools. Most schools implement violence prevention programs, the most common programs are aimed at peaceful conflict resolution and prevention of peer violence. Workshops and lectures are taught by school pedagogues/psychologists, trained teachers, students or civil society organizations' staff and are usually carried out in the third grade of secondary school.

Since 2012, the *Health Education* has been introduced in the curricula of primary and secondary schools. The implementation of the class is planned as part of the home room hours, and the number of classes per school year has been prescribed separately for each year of primary and secondary school up to 12 classes. The curriculum of health education consists of 4 modules of which one module relates to the prevention of violence, where content is mainly related to peer violence. Monitoring and external evaluation of health education in the past two years indicates the shortcomings of the content and implementation of the Health Education classes and the need for continuous professional empowerment of teachers (Muraja et al.2014; Pravobraniteljica za ravnopravnost spolova, 2016: 181).

Civil society organizations are particularly active in the teen dating violence prevention. CESI was the first organization that systematically started to address the prevention of violence in adolescent relationships in 2004 through research, awareness-raising and educational programs aimed at working with adolescents and their educators. A good example of the potentially sustainable project represents the project on prevention of violence in adolescent relationships of the *Society for Psychological Assistance*, which among other things includes this topic through an elective course on seven university studies and allows students additional training and conducting workshops in high schools.

SOS phone-City of Rijeka, the Association for assistance to victims of violence has been dealing with the prevention of violence in adolescent relationships through sensitization and information for young people and the general public since 2008.

The *Association ZORA* (Čakovec) has specialized in prevention of gender-based violence and prevention of violence

in adolescent relationships, primarily in the Međimurje County.

The Blue Phone (Zagreb) implements prevention program where young people acquire the knowledge and skills needed to develop and maintain quality relationships.

Women's Room (Zagreb) focuses on prevention of gender-based violence, and more specifically, of sexual violence among youth.

Status M (Zagreb) primarily works with young men and implements the educational program "Young Men Initiative: promotion of gender equality norms, healthy lifestyles and non-violent behavior of young people" where gender-based violence is one of the key components of the program.

Domine (Split) primarily works on the issue of GBV and violence against women through their counselling service but also implement workshops on teen-dating violence.

Additionally, *Brave Phone* and *Child and Youth Protection Center of Zagreb* through various activities deal with the problem of child abuse, peer violence and teen-dating violence and also provide assistance and support.

Other organizations, through various programs and activities have continuously worked on the prevention of peer violence, neglect and child abuse, domestic violence and prevention of risky behavior or provided direct assistance and support to children and young victims of various forms of violence. Some organizations implement, at national level, preventive programs aimed at preventing violence and abuse in primary schools. Here we emphasize the UNICEF program "For a safe and encouraging environment in schools" which is implemented to prevent teen violence and CAP program for the prevention of child abuse from preschool to adolescence conducted by the Association of Parents "Step by Step".

Additionally, various institutions in their work directly or indirectly touch upon the topics of teen dating violence. Usually, these are counseling centers, centers for social welfare, public health institutes, etc.

Evidently, there is no comprehensive of systematic approach to the prevention of violence in intimate partner relationships of adolescents but rather what exist are some sporadic efforts by different stakeholders.

3. Methodology and the research

Since CESI was the first association in Croatia and in the region which systematically dealt with prevention of intimate partner violence in adolescent relationships, throughout the years we have established a network of around 80 educators in institutions of formal education, mostly high-schools, all over Croatia. Our network of educators was used for the identification and selection of schools for the project in accordance with the project's criteria. Invitation for the participation in the project was sent to thirteen high-schools in Croatia at the end of February 2018 and four of them expressed interest and confirmed participation during March 2018. The selected high schools were:

- Grammar school Bjelovar
- Commercial and Trade School Bjelovar
- Secondary School Čazma
- Secondary school Ivan Švear Ivanić Grad

The goal of the research was to examine the impact of gender stereotypes in audio-visual media and music on adolescent girls' and boys' attitudes and behaviours towards gender-based violence (GBV) and on the perpetuation of the phenomenon among youth.

The methodology used combined qualitative and quantitative methods in the collection of evidences in the four selected schools. A method of **focused group discussion** was used in the qualitative phase of the research. Focused group discussion as a research method consists of discussion among group of people with similar characteristics and provides a wealth of information, while at the same time, allows participants to identify important terms and relations within discussed topics.

Focus groups with adolescents enabled us to identify a range of different perceptions, opinions and attitudes related to music and audio-visual media, gender stereotypes and GBV. On the other hand, *focus group discussions with teachers/education professionals* provided us with perceptions and opinions on the influence of music and audio-visual media on adolescents and assessed their needs and experiences in the GBV prevention work with youth.

Four focus groups with high-school students and four focus groups with teachers/education professionals were held in May 2018 in three cities (Bjelovar, Čazma and Ivanić Grad). Participants came mostly from four selected secondary schools but some of the teacher participants were from different schools and they were randomly chosen volunteers. A total of 37 students participated in focused group discussions, respectively 26 girls and 11 boys, between 15 and

17 years of age. Furthermore, a total of 29 high-school teachers/educational professionals, respectively 27 female and 2 male, participated in focus groups discussions. Teachers were of different backgrounds - teaching music, languages, sociology, ethics, logic, Catholic instruction, philosophy, chemistry, economics and school pedagogues. Discussions were organised in gender-mixed groups. Every discussion lasted on average 1 – 1.5 hours, was led by two facilitators and the number of participants within each group ranged from six to eleven. All discussions were taped and transcribed. Before participating in the focused group discussion, young people signed consent forms for their participation and also a signed consent forms from parents were obtained.

Quantitative part of the research consisted of administering the **questionnaire** to a group of young people that will not be involved in the project activities in the Commercial and Trade School Bjelovar. The aim of the questionnaire is to complement the qualitative data gathered through focus group discussions with youth. The questionnaire included the following issues: music preferences, gender stereotypes in music and audio-visual media, gender equality and experiencing and witnessing GBV within peer groups. A questionnaire contained a combination of open and closed questions. Closed type questions were in the form of nominal and ordinal scales. The questionnaire was distributed to 58 high-school students, 40 girls and 18 boys respectively, aged 15-17. The filling out of the questionnaire lasted 15 minutes on average.

The interpretative framework of this analysis emphasizes the active role of traditional gender relations, embodied in gender inequality that is supporting gender-based violence. The basic analysis strategy for the data collected through focus group discussions was to establish the most common topics and issues appearing in respondents' answers and use these categories for analysis of the text material. Quantitative data were analysed using SPSS software package. After variables were prepared for statistical processing univariate analysis determining frequencies and percentages of answers were conducted¹⁰.

During the whole course of the research, no one refused to sign the consent form and to participate in the research. Additionally, we did not encounter any difficulties in recruitment process nor in the implementation of the research. This is probably due to the fact that high-school teachers that served as contact persons in selected schools were CESI's associates and educators who provided an immense help by engaging in identifying the participants, arranging and organizing focus groups in schools with both students and teachers/educational professionals.

10 Due to a very small sample size (N=58) the results of the bivariate analysis that included use of Chi-square test were not included in the report. The results of the test were invalid due to the small number of expected counts i.e. expected frequencies for the cells.

4. The analysis of the focus groups with adolescents

Focus groups with adolescents examined the issues of their music preferences, representations of men and women in music and audio-visual media, and views/opinions on gender equality and GBV. During the discussion two video clips were used (one foreign and one domestic song):

- **Eminem: Love The Way You Lie ft. Rihanna (2010)**
https://www.youtube.com/watch?v=uelHwf8o7_U
- **Severina feat Leon: Hazarder (2017)**
<https://www.youtube.com/watch?v=ZjYU1e-5e5A>

Showing video-clips was a good stimulus for the discussion where the content of the songs, representation of masculinity and femininity, behaviours and messages related to relationships, equality and GBV were talked about.

Music and adolescents

Adolescents' preferences regarding music included: pop, rock, rap, folk, turbo-folk, indie rock, R&B, hip-hop, and techno music. The most popular music genre seems to be turbo folk a specific contemporary mixture of folk Serbian music with modern pop music elements.

As favourite domestic or "Balkan music" singers/bands mentioned were¹¹: Svetlana Ražnatović-Ceca, Sandra Afrika, Mile Kitić, Šaban Šaulić, Milica Todorović, Ivan Zak, Thompson, Mitar Mirić, Oliver Dragojević, Petar Grašo, Severina, Crvena jabuka, Prljavo kazalište, Plavi orkestar, Lapsus band, Pravila igre, Opća opasnost, SARS, Kawsaki 3P, Magazin, Krešo Bengalka, Seka Aleksić, Jelena Rozga, Željko Joksimović, Toni Cetinski, Zlatko Pejaković, Parni valjak, Divlje Jagode, Edo Maajka, Toše Proeski, Bijelo dugme, Dubioza kolektiv, Fil Tilen.

And favourite foreign singers/bands were: Sia, Adele, Eminem, Iron Maiden, Metallica, ZZ top, Led Zeppelin, DJ Avicii, Drake, Aretha Franklin, Miley Cyrus, Selena Gomez, Taylor Swift, Camila Cabello, Harry Stiles, Ariana Grande, Imagine Dragons, Coldplay, Chainsmokers, Justin Bieber, Rita Ora, Beyonce, Nirvana, Arctic Monkeys, Skillet.

Adolescents reported of the importance of music in their daily lives i.e. they listen to music all the time- when they are in good or a bad mood. The qualities that they are attracted to differ from song to song but usually are: rhythm, melody, lyrics (especially in rap music) and emotions that the singer conveys.

"Turbo-folk music does not have any sensible message but they do have rhythm that easily gets into your head".
(Male, Secondary school)

11 Balkan music refers to music coming from the former Yugoslav republics (i.e. Serbia, Montenegro, Macedonia, etc.).

Majority do not watch the video-clips, some report that they do. TV-clips are watched on youtube and never on TV.

I never watch video-clips. Some songs are undervalued because of video-clips - if the clip is no good then there is no views although the song is excellent.(Female, Secondary school)

Adolescents noticed different representation of men and women in songs. Women are portrayed as *young, beautiful, sexy, naked, sexual objects, heartbreakers, whore (if she dumped him), stupid, guilty for everything, her looks is important while men are rich, powerful, superior, drive good cars, they can have any woman they want, always saving women, they can do everything, sad (when dumped by a girlfriend), more clothes on (although lately they often take the shirt off).*

Additionally, they made a distinction between domestic and foreign music often considered the latter as a music of better quality and with a broader focus (e.g. *life, childhood, personal experiences and emotions, life's impermanence*).

Gender differences noticed in performers point to a certain recognition of gender-stereotypical portrayal of women and men in so called "Balkan songs":

Women who want to be in music business are forced to be naked and sexy. The looks are more important then the vocal. Men are ripped with naked torsos and tatoos.(Male, Secondary school)

Nowdays the female singers compete who is going to have less clothes on. They think they worth less and that's why they have to expose their bodies and be noticed. Song would have 80% less views if women are not naked. (Male, Secondary school)

Adolescents have different perspectives on the influence of audiovisual media on youth. Opinions were divided between those who perceive the influence and others who think there is no influence.

TV-clips can influence young people. Young girls that watch turbo-folk singers can think that they can look like that. They dress like these singers to be noticed because men like such women.(Female, Secondary school)

If you are in a sensitive state then songs who depict bad relationships can influence your behaviour. (Female, Secondary school)

Music is for enjoyment while listening and you're not going to behave like that.

I think music is for fun and it doesn't seem normal if it influences someone's opinion.(Female, Secondary school)

Distinction in dressing and behaviour of people who listen to different music does not exist. Music should not define us or influence our behaviour. (Female, Secondary school)

Video-clips: gender stereotypes and gender-based violence

Majority of adolescents liked **the first video-clip by Eminem and Rihanna**. They liked the music, lyrics, rhythm, singing and the clip. Content of the song was described as: love and hate relationships; row between a love couple, toxic relationship and interpretations include the following:

*They are aware that they are bad for each other but they love each other and want to stay together.
(Female, Secondary school)*

*She cannot leave because she's too attached and it suits her in a way because she knows no better.
(Female, Secondary school)*

She loves him although he treats her bad. (Female, Secondary school)

They hate each other and love each other at the same time. (Female, Secondary school)

He wants her back and he'll do anything to get her to stay. (Female, Secondary school)

He does not know how to show love properly and then he shows it in that way. (Female, Secondary school)

He knows he's wrong but he's too proud because he's a man. (Female, Secondary school)

*She's afraid to leave and thinks she won't find someone else. She is used to him and thinks he's the only one in the world.
(Female, Secondary school)*

The main messages of the song are: no love is happy, there are always some disputes; everybody needs to forgive; if you love someone fight for them; abuse of women is OK and it's love.

In their opinion Eminem and Rihanna sing about love – mutual, furious and untold love. One view romanticized the narrative - *he got mad and did something he regrets later on; he does everything to keep love alive; they loved each other but faced some obstacles and now trying to fix this; he loves her because he's jealous. Another view was that it depicts a violent relationship - it's a toxic relationship; if you row so much then you shouldn't be together; if someone really loves you he won't hit you; violence is not a sign of love; he sings that he'll tie her to a bed and burn down the house if she tries to leave him; this is not a real life situation when he hits her and she hits him – usually in most cases man beats woman.*

Also, similar views prevail when the role of men and women were discussed. One was stereotypical: *she's emotional, feminine, not happy but loves him and he's dominant and does not know how to show emotions and has a problem with jealousy.* The opposite view was that it's unhealthy relationship because of him being violent and manipulative.

Regarding the **second video-clip by Severina and Leon** adolescents were very critical of it: *good rhythm but the lyrics are meaningless, empty and repetitive.* Focus is on lead singer (female) Severina that is *sexy and half-naked* and sings *"I drink, smoke, eat junk food and do not sleep"*. It's a party song with *naked women and fast cars*. Severina is portrayed as *domineering*, in control and *using her looks to manipulate men*. The message is: lead the profligate life, party hard and do not mess with such a woman. Some perceive it as positive example of woman taking control, being at the centre of attention and thus giving women some sense of equality.

Adolescents believe that good and quality relationships are those where there is equality between women and men, trust, honesty, communication and compromise and they do not see these qualities in the video-clips shown.

5. The analysis of the focus groups with teachers and education professionals

Focus groups with teachers and educational professionals tackled the following issues: music and youth, gender stereotypes in music and audio-visual media, gender-based violence among young people and their experiences of dealing with problems related to gender-based violence among youth.

As an introduction to the discussion, the issue of gender stereotypes in the society in general and more specifically in the school context was raised. Most of the teachers and educational professionals are aware and recognize gender stereotypes and stereotypical roles, power relations, gender differences and gendered expectations, especially in schools and among students.

The prevailing view is that young people are brought up in a traditional and patriarchal way. Therefore, their views and opinions are reflecting stereotypical gender roles, expectations and identities. Teachers observed different gendered expectations from girls and boys in schools and society in general.

Girls are expected to be quiet and pay attention in school and if they have an opinion, not to speak up. They speak less than boys, they prefer written assignments and are very careful what they'll say, while boys say everything that pops into their mouth. (Female, Secondary school)

Girls' focus is how to be liked. During the class they take out the lipstick and nail polish to fix the make up because she needs to be beautiful. And if she's smart then it's something that she is not going to show too much because if she's too smart then it's harder to find a boyfriend and eventually she is not going to marry and then the meaning of life is lost. And boys benefit from this thinking. (Female, Secondary school)

Young people think that a boy has to approach the girl and that he has to be strong and self-confident and that it is expected of him. Girls view themselves as emancipated but they still think that the boy should make the first move. (Female, Secondary school)

When the boy is drunk then he's cool while the girl is considered as slut. It's more acceptable for a boy to be drunk than for a girl. (Female, Secondary school)

Young people's opinion is that some professions and activities are for girls while the others are for boys.

When they need to tidy up the classroom, they think that sweeping up the floor is girls' task. For them it's pretty normal and it has to be that way. (Female, Secondary school)

One student in the 2nd grade told me that a women's place is in the kitchen. Then we talked about this in the classroom and I asked them to define women's and men's jobs and you can clearly see the traditional division of labour. (Female, Secondary school)

Part of the observed male sex role is homophobic attitudes and inclination towards policing of masculinity where effeminate characteristics are the object of scorn.

A boy who likes to dress up - he's labelled as gay and they make fun of him. (Female, Secondary school)

When we had lecture on family and marriage they displayed very backwards and homophobic thinking. (Female, Secondary school)

Teachers noticed, in some cases, the normalization of violence where the acts of violence are being considered as part of family interactions, masculine identity or society's culture.

I work in a craft school attended by mostly boys and the other day I heard that it's OK to hit a girl if she hits you. When I asked them where it came from the answer was: That's what my parents do. If mum hits dad then he gives her back. (Female, Secondary school)

Boys often tend to humiliate girls. When they are in a relationship then she's great but when they broke up then she's a whore. Girls tend to send their naked photos to the boys just to get a little attention. (Female, Secondary school)

In the classroom I heard the proverb: Woman is not beaten by a man but by her tongue. (Female, Secondary school)

Some of the teachers conduct workshops with adolescents on gender equality, gender-based violence, eating disorders and body image or implement the cross-curricular subject of Health education that incorporates the issues of responsible sexual behaviour, gender equality and intimate partner violence.

For the teachers who work in different types of schools, noticeable is the difference between grammar and craft schools. Grammar schools students are considered to be more open, tolerant and progressive regarding certain issues like abortion or homosexuality compared to craft school students.

While some teachers did not notice the different or stereotypical treatment or expectations of boys and girls by their colleagues others, more sensitized, noticed reproduction of stereotypes in the form of gender-based abuse towards students:

You run like a girl, don't be such a pussy, what kind of sneakers are you wearing...you're not a fag! (Female, Secondary school)

Music and gender

All teachers agree that music is very important to adolescents and that they spend a lot of their free time listening to music.

Regarding the music preferences, teachers noticed that teenagers listen to all sorts of music and don't have specific taste in music or favourite musical genre. The most popular music genre seems to be turbo folk. It is a specific contemporary mixture of folk Serbian music with modern pop music elements, a music that is characterised by teachers as music of low quality and trashy lyrics (e.g. Make me a son under the Casino lights). Teachers opinion is that teenagers do not listen to lyrics and do not think or analyse the messages of the songs.

When we analysed the lyrics of the songs at the workshop in each song woman was portrayed as either pretty or stupid but students did not see that as problematic or disturbing. For them, it's normal. They do not think about or question these messages. (Female, Secondary school)

Teachers' views differ around the issue of young people identifying with the music that they listen to. Some teachers think that young people's identity is not related to music like it used to be in the past when there were different youth subcultures: rockers, rappers, punk rockers, heavy-metal fans, etc.

Nowadays the boy is wearing AC/DC T-shirt and listens to turbo folk music. (Female, Secondary school)

But there are some teachers noticing that young people identify with the music, especially turbo folk music, through make-up, dressing or behaviour and this is associated with young people attending craft and technical schools. In these high-schools young women often wear clothes and make-up similar to those of turbo-folk singers.

Teachers agree that music and audio-visual media reproduce gender stereotypes. Sexualised and stereotypical images prevail (*naked women and muscular men; women cheat and men drive expensive cars or motorcycles*). Regarding the impact of music and audio-visual media on adolescents the opinions are divided. Some think that it influences behaviour (*boys behaving like macho men wanting to enjoy alcohol and women; and girls behaving as sugar babies*); or looks (*it has more influence on their visual appearance but not on the attitudes and behaviours; everyone is half-naked so our girls also dress like that*). One of the opinions heard was that music has no influence on teenagers (*songs do not influence them because they do not listen to the lyrics, do not analyse them or think about them*).

And the explanations for media illiteracy of adolescents' teachers see in the lack of media education in schools.

Young people are not systematically taught on media literacy and to analyse the media messages. Our schooling system encourages obedience and passivity. We do not teach them to think critically so it's not their fault. (Female, Secondary school)

Gender-based violence

Teachers assessed that gender-based violence among teenagers is present and they encounter it in their every-day work.

When I conduct workshops on teen-dating violence in each class there is someone who is in a relationship that is not OK. Through workshops they start thinking about subtle forms of violent behaviours such as blackmail and control. (Female, Secondary school)

Teachers' opinion is that adolescents do not recognize certain behaviors as violent and are not able to critically assess the situation. Furthermore, physical violence is rare but there are many different forms of violence that teenagers don't recognize as violence such as controlling behaviours, emotional violence, jealous behaviour, blackmails, sexual violence (pressure to have sex because he threatens to find another girlfriend). Teachers often hear girls report the following:

I did not keep my mouth shut so I got it.

I took his mobile phone and looked at his messages.

He got mad because I did not hear phone ringing so he does not know where I am.

I gave him my FB password so he can see what I'm doing.

No, I'm not jealous but it's important for me to know where he is.

Noticed behaviour in boys include: offensive comments related to girls' looks, sexist comments, double standards (e.g. single girls can dress "provocatively" but not the ones in a relationships) and controlling behaviour. Yet, boys are not aware that this represents a violent behaviour.

I've noticed that boys in a relationships decide how the girl is supposed to dress. Short skirt or cleavage is not acceptable because then they are labeled as sluts. But if the two are not in a relationship then this kind of dressing is desirable in girls. (Female, Secondary school)

Although majority of cases discussed were violence perpetrated by the boys, there were one teacher working in the craft school, predominantly male school that mentioned the violent behaviours perpetrated by girls:

My students are often beaten by girls. They come to school with scratched faces. I often hear: She slapped me in the face...Threw a mobile phone into my face...Threw a hot coffee on me. (Female, Secondary school)

Teachers' stance is that there is a link between music and GBV. Music and audio-visual media can depict and encourage violence but also affirm and reflect gender stereotypes. However, on the other hand it can have influence on the violence prevention, especially music that critically examines GBV.

Teachers opinion is that **music can be an effective tool** for the prevention of GBV, especially certain songs with the anti-violence lyrics and messages. These songs can be useful material for initiating discussion around GBV (such

examples were songs by Pink or domestic bands like Hladno Pivo or Dubioza kolektiv). However, some teachers caution that selection of music for educational purposes has to be done very carefully because young people are not inclined to being exposed to music that is not according to their preference.

Someone who listens to turbo folk won't be interested in listening to some alternative music. (Female, Secondary school)

It depends on the class. In one class I used the song by Bruno Mars to exercise English grammar and it worked, but in other class it wasn't working because they liked turbo-folk music. (Female, Secondary school)

Teachers' strategies for preventing and responding to GBV among youth include conducting workshops in schools on GBV and discussing the issue of GBV, gender stereotypes and the position of women through different school subjects (e.g. Ethics, Music).

In music class we often analyze the libretto of the opera, e.g. Carmen where a jealous boyfriend stabs her. Students are given an assignment to discuss how the story could have ended without violence. (Female, Secondary school)

Other strategies include implementing various projects related to GBV, peer educations in school, creating posters and marking important dates (National/International Day for the Elimination of Violence against Women, Human rights day, etc.) or lectures by the police forces in schools. Teachers' assessment is that peer education and contents created by young people (e.g. short films) has a better effect in the prevention work.

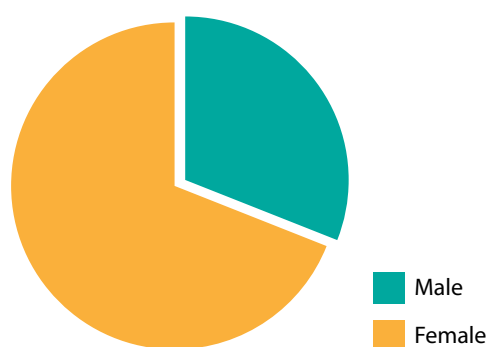
In the prevention work teachers identified the following as **useful**:

- Database of resources and activities that each teacher can implement in their school subject
- Sensitization and education of their colleagues on GBV
- Additional education and training
- Support of the colleagues at school
- Video materials and short educational films on GBV (especially depicting emotional violence and verbal abuse)
- Support of local community (School cannot be the only one working on the prevention, the whole society has to take part)
- Include civil society organizations in the prevention work and build alliances with different stakeholders

6. The analysis of the questionnaires

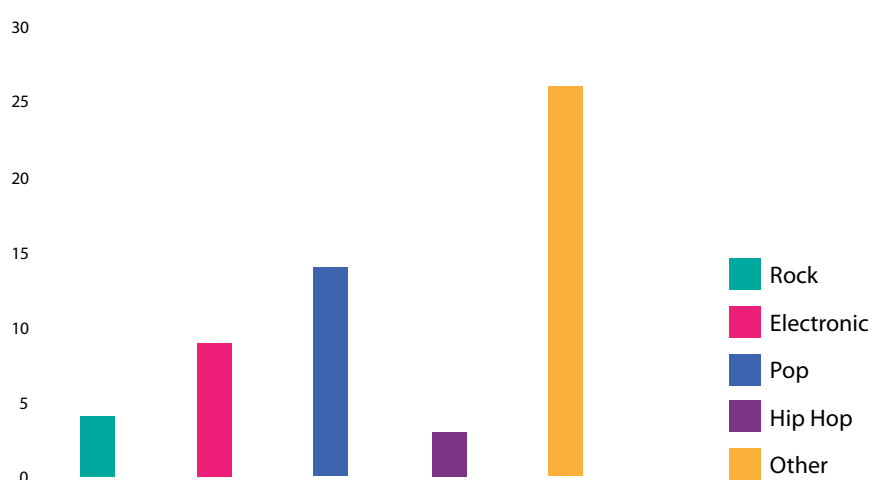
The sample structure across gender and age (N=58) was as follows: 69% of girls and 31% of boys and the average age was 15. Most of them live in the town of Bjelovar (40%) while the others come from smaller places/villages nearby.

Table 1. Sex distribution



Students were asked to select the preferred type of music that they listen to from the list that included genres such as rock, electronic music, pop, hip hop, R&B, etno and other type of music. The most frequent answer was „other“ type of music (44,8%), then pop (24.1%), electronic (15.5%), rock (6.9%) and hip hop (5.2%). This „other“ type was turbo-folk music.

Table 2. Young people's music preferences



The most attractive aspect of music for them is rhythm (86.2%) and lyrics (50%) while for majority of adolescents the other aspects such as singer, appearance of the singer and videos were not so attractive. Only 22.4% of them replied that they consider singer attractive, 20.7% find videos attractive and 10.3% find appearance of the singer attractive in music that they listen to. One view was that attractive are the feelings, passion and the ability of performers to convey emotions to the audience.

Adolescents' opinions on representations of men and women in songs are presented in *Table 3*. Majority of young people think that men and women are equally represented in songs and music videos. Regarding the presentation of women and men in songs they noticed differences indicating gender-stereotypical representation. Most teenagers think that women are presented as sexy and pleasing men while men are presented as being powerful and protectors of women. Majority opinion is that the idea of love and presentation of men and women in songs do not match the reality.

Table 3.

| Statements | Not true at all (%) | Rather not true (%) | Rather true (%) | Completely true (%) |
|---|----------------------------|----------------------------|------------------------|----------------------------|
| I think women and men appear equally in songs and music videos. | 13.8 | 19 | 51.7 | 13.8 |
| I think women are mostly presented in songs and videos as sexy and pleasing men. | 10.3 | 6.9 | 37.9 | 44.8 |
| I think men are mostly presented in songs and videos as powerful and protecting women. | 17.2 | 13.8 | 43.1 | 25.9 |
| I think the idea of love in the songs does not correspond to reality. | 15.5 | 27.6 | 46.6 | 6.9 |
| In the music I listen to, men and women are mostly presented like in the everyday life. | 27.6 | 24.1 | 32.8 | 12.1 |

According to young people's view **men are presented** in songs and videos as:

- 'Loaded' with money/cars (74.1%)
- Beautiful (69%)
- Attractive (65.5%)
- Conquerors of women's hearts (62.1%)
- Brave (51.7%);
- Sexy (43.1%)
- Vulnerable (22.4%)
- Disappointed (19%)
- Furious (17.2%)
- Waiting for love (17.2%)
- Rebellious (17.2%)
- Angry (15.5%)
- Clumsy (12.1%)

The most frequent answers were the representations of men associated with wealth, beauty, attractiveness, agency and bravery which are stereotypically considered as masculine features.

On the other hand, **women are presented** in songs and videos as:

- beautiful (79.3%)
- attractive (75.9%)
- sexy (65.5%)
- conquerors of men's hearts (37.9%)
- 'loaded' with money/cars (32.8%)
- vulnerable (32.8%)
- waiting for love (31%)
- disappointed (27.6%)
- brave (22.4%)
- angry (15.5%)
- furious (10.3%)
- rebellious (10%)
- clumsy (8.6%)

Most often representations of women included physical beauty, attractiveness and sex appeal which are stereotypically feminine traits.

When asked about situation regarding the gender inequality in Croatia and the prevalence of violence against women adolescents ranked both problems as moderate. The results were the following: 55.2% estimated inequality as moderate, 19% as low, 17.2% as high while 5.2% considers it as non-existent. Incidence of violence against women 39.7% of adolescents ranked as moderate, 37.9% as high, 17.2% as low and the 3.4% think it's non-existent.

The distribution of answers related to the personal experience of abuse is presented in *Table 4*. Although majority of teenagers reported never experiencing abuse, some of them have experienced abuse occasionally. *Often* experienced forms of abuse include spreading rumours in school. Additionally, almost all forms of abuse are experienced *seldom* or *sometimes*: electronic peer violence (i.e. exclusion from social media and spreading rumours in social media) and peer violence (i.e. spreading rumours in school) as most frequent. And the following was physical and sexual violence perpetrated by peers.

Table 4. Boys' and girls' personal experience of abuse (N=58)

| Situations | | Never happened % | Seldom % | Sometimes % | Often% |
|--|-------|-------------------------|-----------------|--------------------|---------------|
| I was excluded in social media (FB, Instagram, Twitter, etc.) | Boys | 70 | 11.8 | 11.8 | 5.9 |
| | Girls | 76.9 | 15.4 | 7.7 | 0 |
| Someone spread rumours about me in social media (FB, Instagram, Twitter, etc.) | Boys | 82.4 | 11.8 | 5.9 | 0 |
| | Girls | 57.5 | 22.5 | 20 | 0 |
| Someone posted a nude picture of me on social media (FB, Instagram, Twitter, etc.) | Boys | 94.1 | 0 | 0 | 5.9 |
| | Girls | 95 | 0 | 5 | 0 |
| Someone spread rumours about me (in school). | Boys | 64.7 | 17.6 | 5.9 | 11.8 |
| | Girls | 52.6 | 18.4 | 15.8 | 13.2 |

| | | | | | |
|---|-------|------|------|------|-----|
| Someone from my peers beat me up/ punched me. | Boys | 88.2 | 11.8 | 0 | 0 |
| | Girls | 85 | 12.5 | 0 | 2.5 |
| Someone from peers was touching me in a sexual way that I did not want to. | Boys | 76.5 | 5.9 | 11.8 | 5.9 |
| | Girls | 85 | 5 | 5 | 5 |

More common situation is adolescents' witnessing abuse and violence (Table 5.). Often witnessed forms of abuse/violence include peer violence (i.e. spreading rumours in school), electronic peer violence (i.e. spreading rumours in social media), relationship control (i.e. controlling behaviors of a partner) and sexual violence (i.e. posting nude picture of ex-girlfriend/boyfriend on social media). The types of violence that are frequently witnessed *sometimes* include electronic peer violence (i.e. exclusion from social media), peer violence (i.e. spreading rumours in school) and relationship control.

Table 5. Young people's witnessing of abuse/violence (N=58)

| Situations | Never happened % | Seldom % | Sometimes % | Often % |
|---|------------------|----------|-------------|---------|
| Someone from the peers was excluded in social media (FB, Instagram, Twitter, etc.) | 31 | 31 | 27.6 | 3.4 |
| Someone spread rumours about a girl/a boy in social media (FB, Instagram, Twitter, etc.) | 31 | 22.4 | 15.5 | 22.4 |
| Someone posted a nude picture of ex girlfriend/boyfriend on social media (FB, Instagram, Twitter, etc.) | 50 | 8.6 | 19 | 15.5 |

| | | | | |
|---|------|------|------|------|
| Someone spread rumours about a boy/a girl (in school). | 19 | 20.7 | 24.1 | 27.6 |
| Someone from my peers beat a girl/a boy up/punched him/her. | 31 | 32.8 | 15.5 | 13.8 |
| Someone from peers was touching a girl/a boy in a sexual way that s/he did not want to. | 58.6 | 12.1 | 15.5 | 6.9 |
| Someone from peers (a boy/a girl) always has to tell girlfriend/boyfriend what s/he is doing and with whom s/he has been. | 29.3 | 17.2 | 24.1 | 22.4 |
| Boyfriend/girlfriend always tells him/her what to wear. | 48.3 | 25.9 | 8.6 | 10.3 |
| Boyfriend/girlfriend is always checking on him/her and is very jealous. | 29.3 | 17.2 | 24.1 | 20.7 |

7. Main results

Adolescents' preferences regarding music encompass various music genres but the most popular among the respondents seems to be *turbo-folk music*. Compared to their parents' generations, this generation of 15 -17 year olds have different stance towards music experience and consumption. Adolescents' identity is not closely related to music like it used to be in the past when different youth subcultures existed. Nowadays teenagers' *music affiliation* is not visible in dressing and looks so one can *wear AC/DC T-shirt and listen to turbo folk music*. Music consumption now happens digitally but watching the video clips is not so common experience among youth compared to their parent's generations that grew up with MTV¹².

Music is evaluated as being important in their everyday lives and teenagers are especially attracted to the rhythm and lyrics while other aspects of music such as appearance of the singer or videos remain less important.

Regarding the presentation of women and men in songs adolescents noticed differences indicating gender-stereotypical representation. Most of them think that women are presented as sexy and pleasing men while men are presented as being powerful and protectors of women. Women are often portrayed as young, beautiful, sexy, naked, stupid while men are rich, powerful, superior and saviours of women. Representations of men were associated with wealth, beauty, attractiveness, agency and bravery which are stereotypically considered as masculine features. Consequently, women's representations included the physical beauty, attractiveness and sex appeal which are stereotypically feminine traits. Also, common view is that the idea of love and presentation of men and women in songs do not match the reality. Teenagers have different perspectives on the influence of audiovisual media on their peers. Opinions were divided between those who perceive the influence of music in someones' looks and dressing (i.e. dressing like a turbo-folk singers) while others think that there is no influence because music is for fun and enjoyment.

When asked about situation regarding the gender inequality in Croatia and the prevalence of violence against women adolescents ranked both problems as moderate. Data on personal experience of abuse show that although majority of teenagers reported never experiencing abuse, some of them have experienced abuse. *Often* experienced forms of abuse include spreading rumours in school. Additionally, almost all forms of abuse are experienced *seldom* or *sometimes*: electronic peer violence (i.e. exclusion from social media and spreading rumours in social media) and peer violence (i.e. spreading rumours in school) as most frequent. And the following was physical and sexual violence perpetrated by peers.

Results on adolescents' witnessing abuse and violence show that *often* witnessed forms of abuse/violence include peer violence (i.e. spreading rumours in school), electronic peer violence (i.e. spreading rumours in social media), relationship control (i.e. controlling behaviors of a partner) and sexual violence (i.e. posting nude picture of ex-girlfriend/boyfriend on social media). The types of violence that are frequently witnessed *sometimes* include electronic peer violence (i.e.

12 Music television channel

exclusion from social media), peer violence (i.e. spreading rumours in school) and relationship control.

Teachers and educational professionals find that most teenagers are socialized in a traditional and patriarchal manner and consequently their views and opinions reflect stereotypical gender order including beliefs about male and female activities/jobs, double standards in sexuality, policing of masculinities and femininities and, in some cases, normalization of violence.

Regarding the music preferences, teachers noticed that adolescents listen to all sorts of music and at the same time having no specific music preferences or favourite musical genre. However, it is perceived that especially popular among youth is the turbo folk music. *It is* a specific contemporary mixture of folk Serbian music with modern pop music elements, a music that is characterised by teachers as music of low quality and trashy lyrics. Nevertheless, teacher's opinion is that teenagers do not pay attention to the lyrics or analyse the messages of the songs.

Gender-based violence is the problem that teachers and educational professionals encounter on every-day basis while working with adolescents. Teachers' opinion is that adolescents do not recognize certain behaviors as violent and are not able to critically assess the situation. Furthermore, physical violence is rare but there are many different forms of violence that teenagers don't recognize as violence such as controlling behaviours, emotional violence, jealous behaviour, blackmails, sexual violence (pressure to have sex because he threatens to find another girlfriend).

Teachers' stance is that there is a link between music and GBV. Music and audio-visual media can depict and encourage violence but also affirm and reflect gender stereotypes. However, on the other hand it can have influence on the violence prevention, especially music that critically examines GBV. Their view is that music can be an effective tool for the prevention of GBV, especially music with anti-violence lyrics and messages.

Teachers' strategies for preventing and responding to GBV among teenagers include conducting workshops in schools on GBV and discussing the issue of GBV, gender stereotypes and the position of women through different school subjects (e.g. Ethics, Music). Other strategies include implementing various projects related to GBV, peer educations in school, creating posters and marking important dates (National/International Day for the Elimination of Violence against Women, Human rights day, etc.) or lectures by the police forces in schools. Teachers' assessment is that peer education and contents created by teenagers (e.g. short films) has a better effect in the prevention work. In the prevention work teachers stressed the following as *useful*: additional education/trainings; various resources; and support of the colleagues at school and the wider community; including civil society organizations in the prevention work and building alliances with different stakeholders.

8. Recommendations

The following recommendations take into account the overall situation regarding the violence prevention in a national context, together with the findings of this research.

1. The problem of violence in relationships of adolescents requires a **systematic approach to prevention in the Republic of Croatia**. Prevention of violence in intimate partner relationships must begin as early as possible, and it is clear that the school system is the one in which these topics can be worked on progressively, starting from kindergarten, all the way to university, or even further, in the system of lifelong learning. It is necessary to confront the attitudes, behaviors, assumptions and language that contribute to a culture of violence against women and to help teenagers begin to develop thoughtful and strategic ways of opposing it. Peer education can be an effective tool but also it is important to encourage young people themselves to create and implement activities and for school to cooperate with the local community. It is necessary to develop a long term strategy for the violence prevention, which will include the systematic gathering of information on the implementation of prevention programs and those programs by civil society organizations in order to evaluate the effects of the programs on the users. Also needed is a continuous funding of programs that have proven effective and encouragement of cross-sectoral cooperation. A better coordination of institutions and civil society organizations working on prevention and a catalog list of recommended programs that would be available to all stakeholders is also needed.

2. In **education and prevention work** on the problem of teen-dating violence, it is necessary to focus on:

- Recognition and awareness of psychological/emotional forms of violence;
- Changing attitudes about violence and gender stereotypes;
- Raising awareness of the myths about violence;
- Understanding the power dynamics and control in relationships;
- Recognition and raising awareness of positive aspects and characteristics of quality and non-violent relationships
- Develop and strengthen self-esteem and self-confidence, communication skills, negotiation skills and conflict resolution skills as aspects of quality and non-violent relationships;
- Enticing and raising awareness of issues of sex/gender equality and the right to a life free of violence as basic human rights;
- Raising awareness about the influence of peer groups and the media;
- Additional training of all those involved;

- Using various creative methods and art forms in the prevention work: music, films, comics, theater, art work, etc.
- Anonymity, confidentiality and expertise; encouragement, advice and support and protection for victims;
- Information on existing mechanisms and resources for reporting violence;
- Psychological and social work with abusers

3. For prevention to be effective, it is necessary that it is accompanied by **adequate legislation and public policies**. The inclusion of gender based violence in the strategy aimed towards adolescents, the provision of funds, the identification and dissemination of good practice can have long-term positive results.

4. Civil society organizations stand out in the process of preventing violence. They have been recognized as partners/ collaborators to other institutions and facilities, such as schools which largely rely on CSOs and implement their programs, use manuals, participate in trainings and projects of CSOs. In order to ensure continuous work in the prevention of GBV, it is necessary to ensure the cooperation of local authorities and relevant institutions with CSOs, the communication and mechanisms of involvement and consultation.

5. The improvement of the national **tracking system** of youth abuse through the creation of a standardized database on cases of violence, including teen-dating violence.

6. The need for **sanctioning violence in partner relationships of young people** similar to domestic violence. Therefore, it is necessary to include the violence in intimate partner relationships, including the adolescent relationships, in the legislation on violence against women.

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