NATIONAL REPORT CROATIA

SECONDARY SCHOOL TEACHERS' AWARENESS OF CYBER SEXUAL AND GENDER BASED VIOLENCE IN YOUTH PARTNER RELATIONSHIPS

Prepared by: Nataša Bijelić

Zagreb, April 2020

TABLE OF CONTENTS

„I can choose to say no. Empowering youth, especially girls, to stand up against cyber sexual and gender-based violence in intimate partner relationships" is a project that contributes to ending cyber sexual and gender-based violence (SGBV) in adolescents' intimate partner relationships, by especially empowering girls and supporting them to stand up to violence. In order to reach this goal, the first project activity was to collect evidence on awareness of secondary school teachers and their attitudes/strategies to address cyber SGBV in youth partner relationships. The project is being deliverd by a partnership of the following organizations: The Autonomous Women's Centre (Serbia), Fundacion Privada Indera (Catalonia, Spain), Nők a Nőkért Együtt az Erőszak Ellen (Hungary) and CESI (Croatia). The lead partner is The Autonomous Women's Centre.

1. 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 occasionaly present in education system. Official data on violence in adolescent relationships 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 people[1], 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 protocols related to violence among children and youth that focus on peer violence[2] and the protocol for dealing with cases of sexual violence[3]. 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 teen-dating 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

---

[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.

reports of several help lines and counselling services for youth[4] there is no specific data on adolescent relationship violence but rather peer violence or general abuse and violence.

Ombudsperson for Gender Equality points to the problem of partnership violence and repeatedly in the yearly reports forewarns that victims of partner violence do not have adequate legal protection (Pravobraniteljica za ravnopravnost spolova, 2020). The latest report of Ombudsperson for Children also referres to teen-dating violence as being serious problem that lacks appropriate interventions both in the form of prevention/educational activites and institutional response (Pravobraniteljica za djecu, 2020).

Years ago there was an initiative by both Ombudspersons for Children[5] and for Gender Equality[6] 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 mainly refers only to domestic violence and specifies prevention and working with young people only in this context[7]. Croatia ratified Council of Europe Convention on preventing and combating violence against women and domestic violence, better known as Istanbul Convention, and the Convention entered into force in October 2018 but the implementation lags behind. 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 system[8]. Very recently, government adopted an *„Action plan for the prevention of violence in schools 2020-2024".* This action plan stated that prevention programmes should include prevention of gender-based violence and homophobic and transphobic violence and that it's essential to ensure that schools implement programmes aimed at prevention of gender-based violence, i.e. teen-dating violence. Additionally, reccomendation is to ensure education for the teachers on gender-based violence and homophobic and transphobic violence[9].

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

---

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

[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] Suggested programmes related to the prevention of gender based violence and homophobic and transphobic violence are the programmes of feminist and LGBT civil society organizations such as CESI, Women's Room and LORI.

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%)[10].

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 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'.

---

[10] FRA gender-based violence against women survey dataset, 2012.

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).

In 2018, within „Love and Respect" project a research on violence in intimate partner relationships was conducted by an agency on a representative sample of young people aged 16-26. 70% of young people reported experiencing violent behaviours through longer time periods. The most common, is psychological violence that include controlling and possesive behaviours, jealousy and blackmails. Every 5th young person is being checked and controlled by a partner, insisting on knowing where is she/he and what she/he is doing. 17% of young people experienced repeatedly checking their mobile phone by a partner. 12% of youth experienced spreading lies about them by a partner. 6% reported experiencing unwanted touch and kisses from a partner and 3% were coerced into sex or other sexual activities. Moreover, 5% reported that they were, in spite of refusing, forced to send a partner nude photos of themselves or were photographed against their will (CESI, 2018).

Research on cyber sexual gender-based violence

Cyber gender-based violence is not a separate phenomenon to „real world" violence but rather a continuum of offline violence. This type of violence can be viewed as a violence facilitated by technology. There are some research in Croatian context that provide information on adolescents, cyber violence and sexual violence.

In 2019, Zagreb Child and Youth Protection Center has conducted a national research project *"Online Social Experiences and Mental Health of Youth"* on first and third grades high school students (1772 in total). Of all social networks, young people mostly use YouTube – 97.7%, followed by Instagram - 92.6%, WhatsApp – 88.7%, Snapchat – 63.2% and Facebook Messenger – 50.6%. **Instagram** is the social network where half of young people spend most of their time – about 50% of them, followed by YouTube – 20%, WhatsApp – 13.7%, Snapchat – 11.3%, Facebook messenger – 2.3%, and Facebook only 0.6% of adolescents. At least once:

- 58.6% of adolescents received messages of sexually explicit content,

- 52.4% of adolescents received sexually explicit photos or videos,
- 10.8% of adolescents received sexually explicit photos or videos of themselves,
- 19.7% of adolescents received sexually explicit photos or video of a partner,
- 50.5% of adolescents received sexually explicit photos or video of acquaintances

Every fourth adolescent received sexually explicit material most frequently via Snapchat or Instagram. Almost every tenth adolescent exchanged sexually explicit material under the influence of alcohol. After receiving sexually explicit material, the largest number of participants, almost 40% responded at least once. Almost half of adolescents (43.7%) never told the sender to stop regardless of how they felt. When adolescents are asked about sending, only 5.8% of them, more boys than girls, have at least once sent a sexually explicit message. Young people distinguish between sending and forwarding, so 17% of adolescents say they have forwarded a sexually explicit video or photo of an acquaintance without their consent.

Of all young people who said they sexted, 16.7% did it with only one person, 17% with three or more people, and 3.3% with someone completely anonymous**.** More than girls, **boys send sexually explicit content of others, themselves, partners and acquaintances, with or without consent of that person.** Nearly one in five adolescents sexted under persuasion or coercion. Persuasion is most often made by a partner, then by a friend, someone they like and know in person, someone they like and don't know in person. As the most common **reason for sexting,** participants suggest flirting with another person, feeling sexual arousal, increasing intimacy with another person, dating another person, feeling desirable, checking whether they look attractive, in exchange for a favor, hurting someone and in exchange for money or gifts. Most adolescents state that they feel comfortable while sexting – sexually aroused, happy, curious, attractive, satisfied, and from unpleasant emotions they state that they feel unsafe, shy, worried, confused, uneasy, tired, guilty and angry. **Boys often feel** euphoric, courageous, relaxed, attractive, playful, excited, calm, happy, satisfied, but also frustrated, exhausted, jealous, angry, sad, tired and lonely during sexting. **Girls** are more likely to **feel disgust.**

More than half of young people do not talk to anyone about sexting, about a third of young people talk to friends, 2.8% to parents, 2.2% to someone over the internet, and 0.3% to experts in school.

40.7% of experts in schools are not familiar with the concept of sexting, and the same percentage of experts think that they are not familiar with it enough. 85% say that they have not encountered with sexting in their school. Four-fifths of experts say their 1st and 2nd grade students never confided in them with problem of sexting, and 88.9% of experts say their 3rd and 4th grade students never confided in them with the same problem.

Regarding extortion of sexually provocative material **(sextortion),** 1st and 2nd grade students didn't confide in 92.6% of experts, and 3rd and 4th grade students didn't confide in 96.3% of experts. Workshops and lectures on this topic were held in 44.4% of schools, a third of them in 3rd or 4th grade. **Almost all experts (92.3%) stated that they would like and need additional education for their daily work.**

PROBIOPS study (2018) conducted on 2235 high school students shows that young women spend more time on social media compared to young men and that young men are more prone to sexting then young women. Average age of first encounter with sexually explicit content for boys is at 11.5 years of age and for girls is 12.5 years of age.

EU kids on–line, a research conducted in Croatia on 1017 children aged 9-17 showed that ¾ of young people aged 15-17 have easy access to Internet (Ciboci et al. 2020). Among this age group most used social media were Facebook (65,7%), Youtube (44,1%) and Instagram (42,4%). There is a gender difference observed: boys of that age group more often use Facebook while girls use Instagram. Every tenth young person aged 15-17 accepts all invites for friendships on social media. Every second young person of that age group communicated on the Internet with someone they haven't met in person. Every fourth young person in the previous year met in person with someone they met on-line. Two-thirds of youth aged 15-17 have seen sexual photos or films with nudity on the internet in the past year, despite having no intention of seeing such content.

In the European Union, 5 % of women have experienced one or more forms of cyber stalking since the age of 15 (FRA, 2014:87). Cyber stalking in this case included stalking by means of email, text messages or over the internet. In addition, data from the 2014 FRA survey shows that 77 % of women who have experienced cyber harassment have also experienced at least one form of sexual or/and physical violence from an intimate partner; and 7 in 10 women (70 %) who have experienced cyber stalking, have also experienced at least one form of physical or/and sexual violence from an intimate partner.

Prevention programs

All schools are required to implement prevention programs and report their activities to the Ministry of Science and Education, 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 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).

Newly introduced national curriculum of **Health education** (starting from school year 2019/2020) does not mention gender based violence (nor any other issue that is related to gender, i.e. gender roles, gender stereotypes, gender equality, etc.). This curriculum addresses violence in general, mainly referring to peer violence (i.e. recognition of violence in real life and in virtual reality, helping the victim, conflict resolution). In the 1st and 2nd grade of elementary school the curriculum refers to the issue of sexual violence through acceptable and unacceptable touch, however stating that this issue should be taught if the teacher considers it relevant for the class.

2. RESEARCH METHODOLOGY

The methodology used consisted of quantitative methods in the collection of evidences. Questionnaire was developed with the goal of collecting evidence on awareness of secondary school teachers on their attitudes and strategies to address cyber SGBV in youth partner relationships. Besides demographic information, the questionnaire covered the following topics:

- Recognition and awareness of gender stereotypes and roles in school setting (different expectations from boys and girls in schools, different assignements/tasks, etc.)
- Attitudes to GBV and cyber SGBV (and specifically in youth partner relationships)
- Recognition of GBV and cyber SGBV (in youth partner relationships)
- Awareness of the scope of problem of cyber SGBV among their students/in their school
- Teachers' experiences (i.e. encountering the problem of cyber SGBV in youth partner relationships)
- Addressing GBV and cyber SGBV in youth partner relationships
- Teachers' perception of their role in addressing cyber SGBV in youth partner relationships

A questionnaire contained a combination of open and closed questions. Closed type questions were in the form of nominal and ordinal scales. The filling out of the questionnaire lasted approximately 15 minutes.

Questionnaire was developed and administered on-line using Survey Monkey. Data were collected from 23rd of January until 24th of February 2020. Throughout the years CESI has established a network of around 80 educators in institutions of formal education, mostly high-schools, all over Croatia. Our network was used in the recruitment process where invitation to participate in the research was sent to our contacts with the instruction to forward the invitation to interested colleagues. Instead of envisaged sample of 200 teachers, we collected information from 384 teachers and educational professionals and this signals a huge interest for the topic.

The interpretative framework of this analysis emphasizes the active role of traditional gender relations, embodied in gender inequality that is supporting gender-based violence. Quantitative data were analysed using SPSS software package. Univariate analysis determining frequencies and
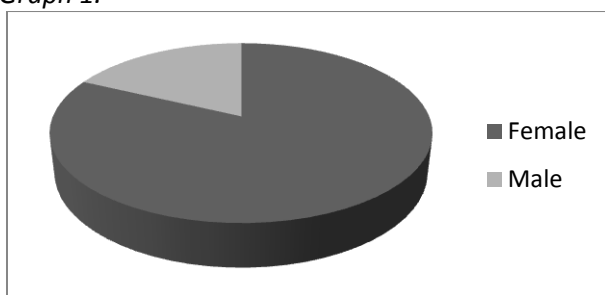
percentages of answers were conducted[11]. We did not encounter any difficulties in recruitment process nor in the implementation of the research.

3. RESULTS

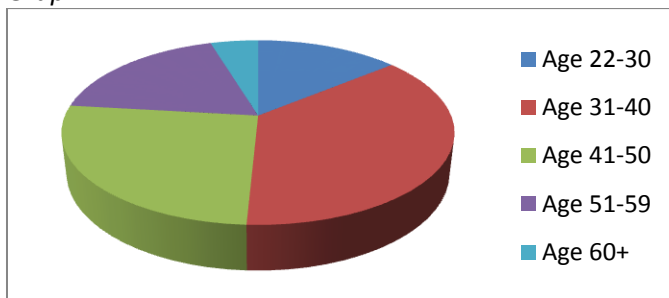### 3.1. Demographic characteristics of the sample

The sample structure (N=384) across gender and age was as follows: 82.03% females and 17.97% males *(Graph 1).*

Graph 1.

Majority of respondents were in the age group 31-40 years (36.72%), then 41-50 years (26.04%) while 18.49% were in the age group 51-59 and 14.06% in the age group 22-30 years of age *(Graph 2).*

Graph 2.

According to the position in school and the and type of school that they work in: 83.07% were subject teachers, 11.98% were school pedagogues/psychologists and 4.95% were other types of professionals working in schools (i.e. teaching assistant, librarian, headmaster), *(Graph 3)*.

Graph 3.

---

[11]Due to a very small sample size (N=384) 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.
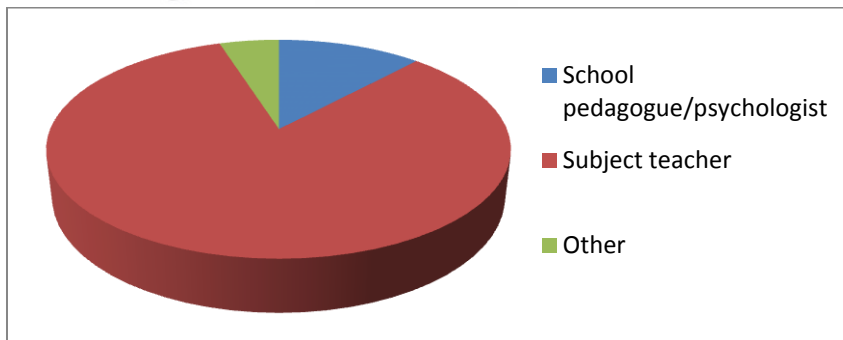
Majority work in vocational/technical schools (76.56%), then in grammar schools (20.57%) while 2.86% work in art schools from all over Croatia.[12]

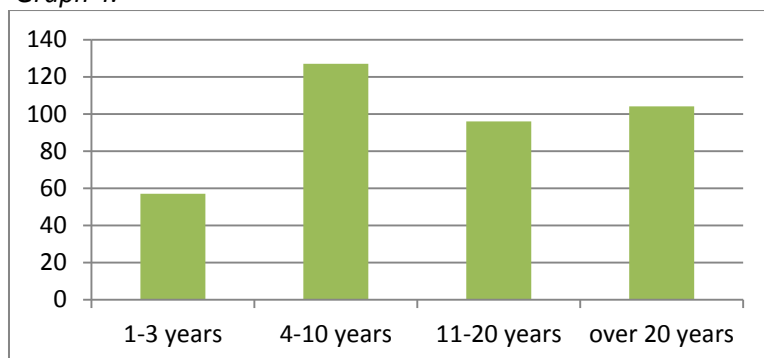Most teachers have years of teaching experience in schools: 33.07% of teachers have from 4-10 years of teaching experience; 27.08% have over 20 years of experience; 25% have 11-20 years of experience and 14.84% have under 3 years of teaching experience *(Graph 4.)*.

Graph 4.

3.2. Gender stereotypes and roles in school

Aiming to measure teachers' gender discriminative behaviour at school towards students, they were asked to indicate for a series of statements, whether what each statement describes happens equally to male and female students (see Table 1.).

---

[12] Teachers work in the following cities: Osijek, Zagreb, Vinkovci, Čakovec, Kutina, Varaždin, Vinkovci, Glina, Zabok, Bjelovar, Daruvar, Požega, Zadar, Sisak, Bedekovčina, Krapina, Ivanec, Konjščina, Čazma, Novi Marof, Krk, Rijeka, Grubišno Polje, Čakovec, Marčan, Pakrac, Split, Križevci, Sv. Ivan Zelina, Topusko, Petrinja, Pula, Čaglin, Vukovar, Novska, Ivanić Grad, Vis.

Table 1.

Boys or girls	Boys (%)	Girls (%)	Neither Boys = Girls (%)
are expected to have better grades	0.8	12.2	87
are expected to be better in languages	1	13	86
are expected to be better in maths	16.7	1	82.3
are expected to be quieter in the classroom	3.9	34.3	61.8
are suspected more if something has been broken	53.5	1.3	45.2
are assigned the task to clean something, if needed	6	10.4	83.6
are assigned the task to help with the computer equipment or computer programmes	53.9	0.3	45.8
are assigned the task to carry something, if needed	77.6	0.5	21.9

According to the teachers' answers, it seems that the teachers at school expect **mostly the girls** to be quieter in the classroom. Contrary to the girls, it seems that teachers assign **mostly only to the boys** the task of carrying something or helping with the computer programmes/equipment and suspect mostly only the boys if something has been broken.

3.3. Gender based violence and cyber sexual gender based violence

Teachers' opinions and attitudes towards GBV and cyber SGBV reflect a certain level of awareness on the topic (see Table 2.).

Table 2.

Statements	Strongly Agree (%)	Agree (%)	Undecided (%)	Disagree (%)	Strongly Disagree (%)
Girls are equally violent as boys.	19.8	40.1	26.3	12.5	1.3
A girl who wears short skirts and tight tops has herself to blame if someone attacks her.	0.3	1.3	8.1	28.8	61.5
Sometimes it's justified for a boy to slap his girlfriend.	0.3	0	0.8	5.4	93.5
When a person is being abused in his/her intimate relationship, it is easy just to leave.	7.5	7.8	20.6	41.7	22.4
If she sent him a naked pictures of herself, it's her own fault if they end up on the Internet.	5.5	18	17.1	31.8	27.6
Sex without consent is rape even when the person did not resist.	59.4	23.2	7	3.1	7.3

autonomni
ženski
centar
beograd

Cesi

FUNDACIÓNINDERA

NANE
NŐK A NŐKÉRT EGYÜTT
AZ ERŐSZAK ELLEN EGYESÜLET

Young people learn about sexuality through pornography.	4.4	21.9	48.2	18.2	7.3
Girls are dressing provocatively to attract boys' attention.	5.5	26.6	37	22.9	8
Students trust teachers and other school professionals and ask for help in cases of teen-dating violence.	3.7	29.7	40.1	24.7	1.8

In that regard, majority of teachers disagree that it's justified for a boy to slap his girlfriend (98.9%), that girl wearing short skirts and tight tops is to be blamed if someone attacks her (90.3%). They are familiar with the definition of rape because 82.6% agree that sex without consent is rape even when the person did not resist.

In addition, 64.1% agree that it's not easy to leave an abusive relationship while 21% is undecided. 59.4% of teachers think that it's not a girl's fault if her naked pictures sent to a boy end up on the Internet while 23.5% believes that it is her fault. Most teachers view both girls and boys as perpetrators of violence because 59.9% of teachers indicated that girls are equally violent as boys.

Majority of teachers remained undecided on several issues. 48.2% cannot assess whether young people learn about sexuality through pornography while 26.3% agree and 25.5% disagree. 37% of teachers are undecided whether girls are dressing provocatively to attract boys' attention while 32.1% agree and 30.9% disagree.

Also, it proved difficult to assess whether students trust teachers/school professionals enough to ask for help in cases of teen-dating violence. 40.1% were undecided while 33.4% agree and 26.5% disagree with the statement.

3.4. Awareness of the scope of the problem and teacher's experiences of cyber SGBV among their students

Teachers were asked about their knowledge; perception and awareness of the problem of teen-dating violence (see Table 3.).

Table 3.

	Yes (%)	No (%)	I do not know (%)
Teen-dating violence as a serious problem among your students	25.8	27.1	47.1
Teen-dating violence as a topic of conversations with students (either as a class topic or informally)	62	21.3	16.7
Heard or informed about a case of teen-dating violence in your school	39.6	54.4	6
Teen-dating violence as a topic that is talked about professionally among teachers in your school	35.9	42.2	21.9
Teen-dating violence as a topic of informal conversations among teachers in your school	42.7	31.5	25.8
Teen-dating violence as a topic of conversations with parents	31.6	34.7	33.7

Only 26% of teachers think that teen-dating violence is a serious problem among students but almost half of them don't know (47.1%). Teachers report that teen-dating violence is a topic of conversations, both fomal (i.e. class topic) and informal, with students (62%). For 36% of them it is a topic of professional conversations and also a topic of informal conversations (43%) among teachers in their school. Majority of teachers (54%) did not encounter or heard about cases of teen-dating violence in their school while 40% were informed about such cases. 1/3 of teachers report that teen-dating violence is a topic of conversations with parents.

Teachers were also asked whether they **were informed *directly or indirectly* that their female or male students were victims of violence (i.e. physically, psychologically or sexually abused in their intimate relationships)**. 18% of teachers reported that they were informed that their **female student** has a romatic/intimate relationship in which she is physically abused, 33% were informed about psychological abuse and 9.5 % of sexual abuse of the female student.

3% of teachers reported that they were informed that their **male student** has a romatic/intimate relationship in which he is physically abused, 11.7% were informed about psychological abuse and 2.4 % of sexual abuse of the male student.

Table 4. shows teachers' responses on being informed (directly or indirectly) about a female student in intimate relationship experiencing technology facilitated violent behaviours from a boyfriend.

Table 4.

Have you been informed that your **FEMALE** student in romatic/intimate relationship <u>experienced from a boyfriend</u>?	YES (%)	NO (%)
1. Pressured her to send sexual or naked photos of herself	6.3	93.7
2. Sent her texts/e-mails/etc.to engage in sexual acts she did not want	3.1	96.9
3. Used her social networking account without her permission	11.7	88.3
4. Sent her threatening text mesages	20.8	79.2
5. Posted embarassing photos of her online	14.3	85.7
6. Made her afraid when she did not respond to his cell phone/text messages	17.5	82.5
7. Used information from her social networking site to harass her or put her down	8.9	91.1
8. Created a profile page about her knowing it would upset her	4.4	95.6
9. Wrote nasty things about her on his profile page	15.1	84.9
10. Spread rumors about her using a cell phone/e-mail/social networks	9.9	90.1
11. Took a video of her and sent it to his friends without her permission	9.4	90.6
12. Sent her so many messages that it made her feel unsafe or scared	22.4	77.6
13. Sent sexual or naked photos she did not want	3.1	96.9
14. Threatened her if she did not send a sexual or naked photo of herself	3.4	96.6

14

15. Blackmailed her into acts of sexual nature and threatening that he will distribute her photos	2.9	97.1
16. Uses her photos for creating pornographic content which he published	3.7	96.3

More prevalent were *controlling behaviours and threats*, i.e forms of psychological violence. Cyber sexual violence is also present but to a lesser extent compared to a psychological violence. Around 20% of teachers reported that female students received boyfriend's many messages, including threatening ones, that made her feel unsafe/scared. Teachers were also informed about intimidations when she did not respond to boyfriends's messages (17.5%); about boyfriend's writing nasty things on her profile page (15.1%); or posting embarassing photos of her online (14.3%) and using her social networking account without her permission (11.7%). Around 9% of teachers reported being informed about boyfriend's spreading rumours about her using cell phone/e-mail/ social networks; taking video of her and distributing to friends without her permission and using information from her social networking site to harass her.

The most commonly observed form of cyber sexual violence is boyfriend's pressure to send sexual or naked photos of her, as being reported by 6.3% of teachers. In addition, around 3%-4% of teachers were informed about boyfriend's use of her photos for creating and publishing pornographic content; boyfriend's threats to her if she did not send her sexual/naked photo; sending her texts/e-mails to engage in sexual acts she did not want, sending unwanted sexual/naked photos and blackmailing her into sexual acts with the threat of distributing her photos.

31% of teachers reported that experienced violent behaviors (presented in Table 4) negatively affected the **female student** *(i.e. it was serious and disturbing for her)*. 0.8% teachers noticed or were informed that violent behaviors were perceived as funny and harmless by the girl while majority of teachers (68.2%) reported that they haven't noticed how violent behaviours affected the girl.

Table 5. shows teachers' responses on being informed (directly or indirectly) about a **male student** in intimate relationship experiencing a various types of technology facilitated violent behaviours from a girlfriend.

Table 5.

Have you been informed that your **MALE** student in romatic/intimate relationship experienced from a girlfriend?	YES (%)	NO (%)
1. Pressured him to send sexual or naked photos of himself	1	99
2. Sent him texts/e-mails/etc.to engage in sexual acts he did not want	1.3	98.7
3. Used his social networking account without his permission	7.3	92.7
4. Sent him threatening text mesages	9.1	90.9
5. Posted embarassing photos of him online	2.3	97.7
6. Made him afraid when he did not respond to her cell phone/text	4.7	95.3

messages		
7. Used information from his social networking site to harass him or put him down	4.7	95.3
8. Created a profile page about him knowing it would upset him	2.1	97.9
9. Wrote nasty things about him on her profile page	9.1	90.9
10. Spread rumors about him using a cell phone/e-mail/social networks	6	94
11. Took a video of him and sent it to her friends without her permission	2.1	97.9
12. Sent him so many messages that it made him feel unsafe or scared	7.5	92.5
13. Sent sexual or naked photos he did not want	1.3	98.7
14. Threatened him if he did not send a sexual or naked photo of himself	1.3	98.7
15. Blackmailed him into acts of sexual nature and threatening that she will distribute his photos	0.3	99.7
16. Uses his photos for creating pornographic content which she published	0.3	99.7

Compared to Table 4. that shows girls' experiencing various types of violence from boyfriends, it's evident that the prevalence of all violent behaviors towards boys is lower. The most prevalent, as observed by the teachers, is *cyber violence and threats*: writing nasty things about him on her profile page (9.1%), sending threatening messages (9.1%) or lots of messages that made him feel unsafe/scared (7.5%), and using his social networking account without his permission (7.3%).

Then, follows the other forms of cyber violence: harassment by using information from his social networking site (4.7%), intimidations when he did not respond to her messages (4.7%), posting embarrassing photos of him on-line (2.3%), taking video of him without a permission and sending it to her friends (2.1%) and creating a profile page about him (2.1%). Around 1% or less then 1% of teachers reported cyber sexual violence experienced by boys from a girlfriend such as: pressures to send sexual/ naked photos of him; sending texts/e-mails/etc.to engage in sexual acts he did not want; sending sexual/ naked photos he did not want or threatening him if he did not send these photos of himself; blackmailing him into sexual acts and threatening with distributing his photos; and using his photos for creating pornographic content which she published.

8.3% of teachers reported that experienced violent behaviors (presented in Table 5.) negatively affected the **male student** *(i.e. it was serious and disturbing for him)*. 4.2% teachers noticed or were informed that violent behaviors were perceived as funny and harmless by the the boy while majority of teachers (87.5%) reported that they haven't noticed how violent behaviours affected the male student.

3.5. Teachers' ability to provide help to students experiencing (cyber) teen-dating violence

Teachers and professionals working in schools were asked to asses their current skills and knowledge needed in providing help to students experiencing various types of teen-dating violence (see Table 6.) and their experiences in dealing with such cases.

Table 6.

Teachers'opinion based on current knowledge/skills whether they can help student who discloses the following:	Yes (%)	No (%)	Partiallly (%)
her/his partner is physically abusing him/her	28.4	8.6	63
her/his partner is psychologically abusing him/her	25.3	8.8	65.9
her/his partner is sexually abusing him/her	24.2	13.8	62
her/his partner is digitally abusing him/her (cyber violence)	26.8	12	61.2

Table 6. shows that around 1/3 of teachers, taken into account their current knowledge and skills, think that they can provide help to students experiencing physical violence (28.4%) and 27% think they can provide help to students experiencing cyber violence in a relationship. ¼ of teachers believe that they are able to help students experiencing psychological abuse (25%) and sexual abuse in a relationship (24%).

Teachers were asked to report if they have ever been approached and asked for help by the students because of teen-dating violence and cyber teen-dating violence (see Table 7.).

Table 7.

Teachers's experiences about students asking help	Because of teen-dating violence (%)	Because of the cyber teen-dating violence (%)
No	78.7	80.5
No, but her/his friends did	5.7	4.4
No, but her/his parents did	1.3	1.3
Yes, female student	10.4	9.9
Yes, male student	0.5	1
Yes, both (male and female students)	3.4	2.9

Although majority of teachers were not asked for help, some of them reported that they have been asked for help by the the students or someone close to students (*friends or parents*). Around 10% of teachers reported that a female student asked for help in cases of teen dating and cyber teen-dating violence while around 1% of teachers reported being asked for help by a male student. 4-5% of teachers reported being asked for help by friends of the victim and 1% were contacted for help by the parents.

In addition, teachers were asked if they **were able to help** and 35% reported that they were able to provide help compared to the 31% that said they were not able to help. Around 1/3 of teachers reported that they were not in such a situation (i.e. students were not asking for their help) or explained that they were able to help but with the aid of other professionals in schools/community.

The teachers who were able to help state that they[13]:

- Referred student to school psychologist/pedagogue in 51.8% of cases

-Followed the school policy/protocol in cases of violence (26.6%)

-Initiated prevention activities (16.2%)

 -Reffered student to support service in the community (14.8%)

-Followed the National protocol in cases of violence (10.9%)

Also, teachers reported that they talked and offered support to the students (i.e. female students); talked to parents; or helped her to talk to the parents and not to feel guilty or responsible for the relationship abuse.

33.8% teachers believe that their **role** should be to address the problem of cyber sexual teen-dating violence in their work with students; 29.7% also replied positively but only if they have support of the school psychologist/pedagogue while 4.9% think that their obligation is to address the problem only if it happened in school. 12.5% responded negatively, meaning that they don't perceive as their job to address the problem of cyber sexual teen-dating violence and 19% are undecided (i.e.did not think about it/don't know).

In regards to the **knowledge on cyber sexual teen-dating violence** majority of teachers (61%) would rate their knowledge as average; 17% would rate it as fairly good; 16% as poor and only 6% would rate it as very good.

Most teachers (73.2%) are not involved in the **prevention work** but 26.8% reported that they are engaged in the prevention by implementing various prevention programmes/workshops with students designed by CSO's (e.g. CESI, Women's Room, Society for Psychological Help, Status M); or

---

[13] This question allowed multiple answers.

various activities as a part of school prevention programmes, Health education, Civic education, during home room classes, or Ethics classes.

To **better address the problem** of teen-dating violence that occurs on-line and in reality, teachers assesed the following[14] as important:

- Education and training (59.6%)
- Contact points/services where we can send our students (50.5%)
- Educational materials (47.7%)
- Experts working with us as menthors (41.7%)
- School policy on teen-dating violence (29.9%)
- Better multisector cooperation (22.9%)
- Other (3.1%). This category included explanations such as: sufficient number of schools experts employed (i.e. psychologists, pedagogues, etc.) that can provide help to students and teachers; teachers cannot deal with this problem seriously and systematically; experts outside of school that can promptly provide help to students; financial incentives to teachers; introduction of mandatory Civic education.

Majority of teachers (79.7%) believe that both schools and teachers have to be involved in the protection and safety of students from cyber sexual teen-dating violence.

When asked what is **needed for young people** in terms of knowledge, skills and activities related to the problem of teen-dating violence/cyber sexual teen-dating violence, teachers' responses included the following:

- **Prevention and education** – raising awareness, providing information, developing skills, implementing workshops, lectures, discussions and other school activities. Education can be implemented through various subjects, Health education, Civic education, and homeroom classes and have to start early, at the beginning of elementary school. Also, education of teachers is important as well as parents about social media and their involvement in the process of monitoring children's activities and posts on social media; preventive campaigns on social media.

- **Providing counselling, support and help** - building and developing trust between teachers and students; students' empowerment and building their self-respect and self-confidence; providing youth with information whom to turn for help in schools (i.e. school psychologists, pedagogues and other experts) and available services in the community offering counselling,

---

[14] This question allowed multiple answers.

support and help; support of parents and other teachers in schools; improve cooperation between parents and teachers, and between schools and other institutions.

4. Conclusions and recommendations

Teachers' sample (N=384) included more females then males and most of them were subject teachers with years of teaching experience. Majority work in vocational/technical schools.

Teachers' **gender discriminative behaviour** at school towards students is still prevalent to a certain degree. Gender stereotypical expectations, roles and behaviours are observed among teachers e.g. girls are expected to be quiter in the classroom and boys are expected to execute tasks that require physical strength.

Teachers' **opinions and attitudes towards GBV and cyber SGBV** reflect a certain level of awareness on the topic. In that regard, majority of teachers disagree with normalisation of violence (e.g. it's justified for a boy to slap his girlfriend) and common myths about violence (e.g. girl wearing short skirts and tight tops is to be blamed if someone attacks her; sex without consent is rape even when the person did not resist). Most of them are familiar with the dynamics of violent relationships (e.g. agree that it's not easy to leave an abusive relationship) and not-inclined to victim–blaiming attitude (e.g. it's not a girl's fault if her naked pictures sent to a boy end up on the Internet). Interestingly, perception of the majority of teachers is that girls are equally violent as boys. On certain issues, it proved difficult for teachers to assess whether students trust teachers/school professionals enough to ask for help in cases of teen-dating violence; whether young people learn about sexuality through pornography; or whether girls are dressing provocatively to attract boys' attention, so majority of them remained undecided.

Insight into teachers' knowledge; perception and awareness of the problem of teen-dating violence showed that only ¼ of teachers think that teen-dating violence is a serious problem among students. However, they report that teen-dating violence is a topic of conversations, both fomal and informal with students and to a lesser extent a topic of professional conversations (and informal conversations) among teachers. In regards to encountering or hearing about the cases of teen-dating violence in their school, around half of the teachers had not encountered or heard about cases while a little less than a half (40%) were informed about such cases.

A higher number of teachers report that they were informed *directly or indirectly* that their female students were more often victims of violence (i.e. physically, psychologically or sexually abused in their intimate relationships) compared to their male students.

Teachers' reported being informed (directly or indirectly) about a **female student in intimate relationship experiencing technology facilitated violent behaviours from a boyfriend**. More prevalent were *controlling behaviours and threats*, i.e forms of psychological violence (e.g. excessive messaging, including threatening ones that made her feel scared). Cyber sexual violence is also present but to a lesser extent compared to a psychological violence. Teachers also reported that

experienced violent behaviors negatively affected the female student *(i.e it was serious and disturbing for her)*.

When asked about being informed about a **male student in intimate relationship experiencing technology facilitated violent behaviours from a girlfriend**, teachers reported lower prevalence of violent behaviours. The most prevalent, but to a lesser degree in comparison to girls, is *cyber violence and threats* (e.g. writing nasty things about him on her profile page; sending threatening messages). Teachers reported that experienced violent behaviors negatively affected the male student while some noticed (or were informed) that violent behaviors were perceived as funny and harmless by the the student.

Around 1/3 of teachers assesed being able, having in mind current knowledge and skills, to provide help to students experiencing physical violence, cyber violence in a relationship and to a lesser extent provide help in cases of psychological and sexual abuse in a relationship.

Although majority of teachers reported never been approached and asked for help by the students because of teen-dating violence and cyber teen-dating violence, some of them reported that they have been asked for help by the the students or someone close to students (friends or parents). More teachers reported being asked for help by a female student then by a male student. In addition, around third of teachers reported that they were able to help compared to the third that said they were not able to help. The teachers' helping strategies included: referring student to school psychologist/pedagogue; following the school policy/protocol in cases of violence; initiation of prevention activities; reffering student to support service in the community; and following the National protocol in cases of violence. Also, teachers reported that they talked and offered support to the students (i.e. female students); talked to parents; or helped her to talk to the parents and not to feel guilty or responsible for the relationship abuse.

Around 2/3 of teachers believe that their role should be to address the problem of cyber sexual teen-dating violence in their work with students but also having a support of the school psychologist/pedagogue. Majority of teachers rated their knowledge on cyber sexual teen-dating violence as average.

¼ of teachers are involved in the prevention work by implementing various prevention programmes/workshops designed by CSO's; or school prevention programmes, or as a part of Health education, Civic education, or Ethics classes.

To be able to better address the problem of teen-dating violence that occurs on-line and in reality teachers assesed the following as important: education and training; contact points/services where we can send our students; educational materials; experts working with us as menthors; school policy on teen-dating violence; and better multisectoral cooperation.

When asked what is needed for young people in terms of knowledge, skills and activities related to the problem of teen-dating violence/cyber sexual teen-dating violence, teachers' responses included prevention and education; and providing counselling, support and help.

Recommendations

Specific recommendations related to the findings of research on secondary school teachers include focusing on several issues:

- It is necessary to work with teachers on deconstructing their gender stereotypes and gender discriminative behaviour towards students
- Inform, educate and support teachers to provide help to students experiencing cyber teen-dating violence or to reffer them to services in the community
- Help and support teachers who wish to be involved in the prevention work and implement various programmes and activites with students
- To be able to better address the problem of cyber sexual teen-dating violence teachers need education/training and educational materials; help from experts; and established refferal system (e.g. contact points or services where they can send their students)

The following, **more general, recommendations** take into account the overall situation regarding the teen-dating violence prevention in a national context.

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 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 a thoughtful and strategic ways of opposing it. Peer education can be 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 comprehensive 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 perpetrators

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 violence prevention. 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. It is necessary to include the violence in intimate partner relationships, including the adolescent relationships, in the **legislation** on violence against women.

References:

Ajduković, Dean, Low Ajana, i Nika Sušac (2011). Rodne razlike i prediktori partnerskog nasilja u mladenačkim vezama. Ljetopis socijalnog rada, 18(3): 527-533.

Bijelić, Nataša (2015). GEAR against IPV II Country report: Dating violence, intimate partner violence and sexual violence in adolescents: preventive and supportive initiatives. Zagreb: CESI./*unpublished/*

Bijelić, Nataša (2016). *GEAR against IPV II Awareness Raising Workshops with Adolescents in Croatia: Implementation and Evaluation Report*. Zagreb: CESI. Accessible at: http://www.gear-ipv.eu/images/news/Workshops/Workshops_Report_Croatia_EN.pdf (10.03.2020.)

Child and Youth Protection Center (2019). *Online Social Experiences and Mental Health of Youth.* Accesible at: https://www.poliklinika-djeca.hr/english/featured/news/results-of-the-national-research-project-online-social-experiences-and-mental-health-of-youth/ (5.02.2020.)

Ciboci et al. (2020).Nacionalno istraživanje o sigurnosti djece na internetu.HR kids on line. Acessible at: http://hrkids.online/prez/EUKidsOnlineHRfinal.pdf (10.03.2020.)

Croatian findings from EU Kids Online 2020. Acessible at:http://www.lse.ac.uk/media-and-communications/research/research-projects/eu-kids-online/participating-countries/croatia (10.03.2020.)

FRA gender-based violence against women survey dataset, 2012. Accessible at: http://fra.europa.eu/en/publications-and-resources/data-and-maps/survey-data-explorer-violence-against-women-survey (10.03.2020.)

FRA (2014.). *Violence against women: an EU-wide survey.* Main results report.

Hodžić, Amir (2007): Nasilje ne prolazi samo od sebe: Izvještaj o istraživanju rodno uvjetovanog nasilja u adolescentskim vezama u Republici Hrvatskoj. Zagreb: CESI. Accessible at: http://www.cesi.hr/attach/_n/nasilje.pdf (10.03.2020)

Hrabri telefon, Godišnji izvještaj za 2017. godinu. Accesible at: https://udruga.hrabritelefon.hr/wp-content/uploads/2018/06/Godi%C5%A1nji-izvje%C5%A1taj-2017.pdf (2.03.2020.)

Izvješće o radu pravobraniteljice za djecu za 2013. godinu, RH Pravobranitelj za djecu, Zagreb, ožujak 2014. Accessible at: http://www.dijete.hr/hr/izvjemainmenu-93/izvjeo-radu-pravobranitelja-za-djecu-mainmenu-94.html (2.03.2020)

Izvješće o radu pravobraniteljice za djecu za 2019. godinu, RH Pravobranitelj za djecu, Zagreb, ožujak 2020. Accessible at:

file:///C:/Users/Korisnik/Downloads/IZVJESCE_2019_O%20RADU%20PRAVOBRANITELJICE%20ZA%20DJECU.pdf (10.04.2020)

Mediji+ja. Longitudinalno istraživanje seksualizirane uporabe interneta u adolescenciji. Preliminarni izvještaj. PROBIOPS istraživački tim i Agencija za elektroničke medije. Zagreb, lipanj 2018. Acessible at: http://probiops.ffzg.hr/wp-content/uploads/2018/06/probiops_web_version.pdf (5.02.2020.)

Muraja Jasminka, Šabić, Josip, Elezović, Ines, Andročec, Iva, Gašpar, Marija, i Ana Petrić (2014). Izvještaj o vanjskom vrednovanju provedbe zdravstvenog odgoja šk.god.2012/2013 i 2013/2014. Nacionalni centar za vanjsko vrednovanje obrazovanja, Zagreb. Accessible at: http://dokumenti.ncvvo.hr/Dokumenti_centra/ZOO/Izvjestaj_zoo2.pdf (2.03.2020.)

Nacionalna strategija zaštite od nasilja u obitelji za razdoblje od 2017. do 2022., rujan 2017. Ministarstvo za demografiju, obitelj, mlade i socijalnu politiku. Accessible at: https://ravnopravnost.gov.hr/UserDocsImages/arhiva/preuzimanje/dokumenti/Nacionalna%20strategija%20zastite%20od%20nasilja%20u%20obitelji%20za%20razdoblje%20do%202017.%20do%202022.%20godine.pdf (2.03. 2020.)

Pravobraniteljica za ravnopravnost spolova, Izvješće o radu za 2019.godinu, ožujak 2020., Zagreb. Accessible at: https://www.prs.hr/attachments/article/2894/IZVJESCE_O_RADU_ZA_2019_Pravobraniteljice_za_ravnopravnost_spolova.pdf(10.04.2020.)

Pravobraniteljica za ravopravnost spolova, Izvješće o radu za 2015. godinu, ožujak 2016., Zagreb. Accessible at: http://www.prs.hr/attachments/article/1923/Izvje%C5%A1%C4%87e%20o%20radu%20Pravobraniteljice%20za%20ravnopravnost%20spolova%20za%202015.pdf (27.06.2018.)

Protokol o postupanju u slučajevima nasilja među djecom i mladima (2004.). Accesible at: http://www.iusinfo.hr/UsefulDocs/Content.aspx?SOPI=DDHR20140128N88&Doc=DDOKU_HR (21.06.2018.)

Protokol o postupanju u slučaju seksualnog nasilja, Ured za ravnopravnost spolova Vlade RH, 2014. Accesible at: http://www.ured-ravnopravnost.hr/site/images/pdf/protokol%20o%20postupanju%20u%20sluaju%20seksualnog%20nasilja_final_4_9.pdf: (21.06.2018)

Plavi telefon, Izvještaj predsjednika udruge za razdoblje 23.02.2017.-22.02.2018. Accesible at: http://www.plavi-telefon.hr/uploads/izvjestaj-predsjednika-2017.pdf (21.06.2018.)

Rimac,I., Ajduković, M. i J. Ogresta (2012). Analiza prijavljenih događaja nasilja nad djecom u obitelji: Izvještaj za Hrvatsku. Sveučilište u Zagrebu, Pravni fakultet, Studijski centar socijalnog rada. Accessible at: http://becan.eu

Zagreb Pride (2018). With the Istanbul Convention we have been served transphobia and homophobia: Remove the interpretative statement and adopt the text of the Convention as it has been signed! Accessible at: http://www.zagreb-pride.net/en/istanbul-convention-served-transphobia-homophobia-remove-interpretative-statement-adopt-text-convention-signed/ (27.06.2018.)

Akcijski plan za prevenciju nasilja u školama za razdoblje od 2020. do 2024. godine, Zagreb, siječanj 2020. Accessible at: https://mzo.gov.hr/UserDocsImages/dokumenti/StrucnaTijela/Akcijski%20plan%20za%20prevenciju%20nasilja%20u%20skolama%20za%20razdoblje%20od%202020.%20do%202024.%20godine.pdf (10.03.2020.)

Prikaz preventivnih projekata/programa vezanih uz prevenciju nasilja. Accesible at: https://mzo.gov.hr/UserDocsImages/dokumenti/StrucnaTijela/Prikaz%20preventivnih%20projekata%20programa%20vezanih%20uz%20prevenciju%20nasilja.pdf (10.03.2020.)