

Stop Gender Based Violence Now!

What Youth
Workers Can Do



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March 2015



Chapter 1: Introduction

This publication aims to support youth workers/organizations to combat Gender Based Violence (GBV). It is based on a training course for youth workers that took place in Kaunas, Lithuania, from 9th to 16th February, 2015. The training course was organized by “Jaunimo mainai ir bendradarbiavimas” (JMB - YEU Lithuania). During the week, the participants gained competences to work with the topic of Gender Based Violence in their local environment. With this publication we want to share our methods and workshops, in order to help other organizations which want to work with the topic as well.

Here, you will find different types of information that are closely connected to the topic of GBV and that you are welcome to use in your personal/organizational activities in local or wider community.

In Chapter 1 you will receive basic information about organizations that have initiated and created project “Stop gender based violence now!” as well as about trainers that have implemented the programme of the training course.

In Chapter 2 you can find out what was the main aim of the training course, what methods were used and how the program was designed.

Chapter 3 is providing theoretical input about topic of GBV with main terms and phrases elaborated. This chapter will help you set the common ground with the idea of the training course in order to follow the further practical information easier.

Chapter 4 is the product of participants’ work during the training course, where they had task to write an article about GBV situation in their country. Therefore, information that you can find in this chapter are not necessarily official, but they represent personal points of view on the topic.

Chapter 6 is product of trainers’ work and it’s consisted of session outlines for sessions that were implemented during the training course.

About the organizers

Jaunimo mainai ir bendradarbiavimas (JMB – YEU Lithuania) is one of the national branches of international youth organization 'Youth for Exchange and Understanding'. The Lithuanian branch started its activities in June, 1996. The objective of the organization is to promote Peace, Understanding and Cooperation among youth in the whole world. JMB organizes cultural, social, civic projects for young people in Lithuania. Also works in close cooperation with international organizations and participating in their events and develop common projects. JMB stimulates mutual aid in the developed and developing countries for cultural, educational and social purposes, it encourages the exchange of ideas and opinions, and it also aims to improve the relationships among young people from countries with different political systems and religious beliefs.

Visit our website for more details about JMB: www.yeulietuva.org/

Youth for Exchange and Understanding (YEU) is an International Non-Governmental Youth Organization established in 1986 and member of the European Youth Forum in Brussels as an INGYO. YEU looks forward to increase tolerance and awareness between different countries, cultures and traditions, and to promote a greater level of comprehension through the development of various youth activities. The main aim of YEU is to promote peace, understanding and co-operation between the young people of the world, in a spirit of respect for human rights. YEU is a non-profit making, interdenominational youth organization independent of all political affiliation, run by young people for young people by means of a democratic structure. Visit our website for more details about YEU:

www.yeu-international.org.

Trainers

Sonja Budiša Milenković (Serbia)

Sonja is a civil society activist and trainer in non-formal education. She is a member of pool of trainers YEU PET (YEU People for Education and Training) with status of senior trainer. Topics that she is working on are mostly connected to gender mainstreaming, conflict management, social inclusion, project management and European citizenship. Currently Sonja is active in Centre for social innovations – Centrifuge and in Serbian national youth council – KOMS.

Martijn Bergsma (Netherlands)

Martijn is involved in the youth field for four years now. Starting as a participant, he founded a youth organization in the Netherlands, with the goal to bring youngsters from different backgrounds together to learn from each other. Currently he is a senior member of the YEU PET. Amongst intercultural learning and conflict management, gender issues have been a central part of his work.

Chapter 2:

Background, aim, objectives, working methods and week program

In this Chapter you can find information regarding main idea of the training course “Stop gender based violence now!” its aim, objectives, working methods and programme.

Background

Gender Based Violence (GBV) still exists in all countries of the world and has nothing to do with age, culture, socio-economic status, education level and nationality. No matter the efforts done, it remains a very serious obstacle towards gender equity and is recognized as human rights' violation. GBV is a term which includes all kinds of discrimination or behaviour against a person because of its gender or its sexual orientation. (<http://reliefweb.int>) That means that when referring to GBV today, it is not about discrimination between different sexes, but discrimination and violence between different genders: men, women and LGBTIQ people. GBV inevitably leads to discrimination, inequity, social exclusion and fewer job opportunities. Still a lot of work needs to be done in the area. In this context, we envision a world in which men, women and LGBTIQ people face no discrimination, are socially included, enjoy their rights together with the right to work. This project (which is consisted of a training course “TC” and follow-up activities) aims at developing the competences of the youth workers to work with the topic of GBV and stimulate the active participation of young people to respect, prevent and stop GBV.

Aim

- To develop the competences of the youth workers to work with the topic of GBV and stimulate the active participation of young people to respect, prevent and stop GBV.

Objectives

- To share different experiences and cases of GBV between partners;
- To conceptualize the difference between sex and gender and understand the causes and effects of GBV;
- To work with tools that prevent and stop GBV;
- To develop personal action plans that deals with GBV on local/national level;
- To create a publication about activities that are related with dealing with the topic of GBV and disseminate it through the partner's networks.

Working methods

The methods used were based on non-formal education principles: brainstorming, discussions, debates, expert input, role plays, simulations and others. Methods needs to be creative, to suit different people's learning styles. It is advisable to be ready for adapting working methods to the sensibility of the group in order to get best possible outcomes.

Training course programme

	Arrival day Mon 9 Feb	Day1 Tue 10 Feb	Day 2 Wed 11 Feb	Day 3 Thu 12 Feb	Day 4 Fri 13 Feb	Day 5 Sat 14 Feb	Day 6 Sun 15 Feb	Day 7 Mon 16 Feb
1	Arrival of the participants	Official opening Name games	Introduction brain-storm	GBV in Europe	Theatre of oppressed: show + discussion	Youth Work	Personal Action Plan: Practicing	Closing ceremony
2	Arrival of the participants	Getting to know each other	Key-concepts	Gender based violence chain	Media & Gender	Clicktivism and Online Actions: discussions	Online Publication	Departure of the participants
3	Welcome afternoon	Team building	Stereotypes and why we have them	Theatre of Oppressed introduction + exercises	Visits to the NGOs	Facilitation in Youth Work	Erasmus Plus Info	Departure of the participants
4	Ice-breaking activities	Aims, objectives, fears, expectations and contributions	Concepts and reality	Theatre of Oppressed Designing and rehearsing	Visits to the NGOs	Personal Action plan: design	Evaluation	Departure of the participants
5	Reflection Groups	Reflection Groups	Reflection Groups	Reflection Groups	Reflection Groups	Reflection Groups		
6		Evening program by participants	Inter-cultural evening	Inter-cultural evening	Evening program by participants	JMB Evening	See you soon party	

Chapter 3: Key-concepts

Elaborated key-concepts that you can read in this chapter are mostly product of discussions and brainstorming during the training course, daily reports that participants were submitting and trainers' interpretations of basic terms related to the topic of GBV. Main sources of theory that can be found in this publication are: Council of Europe manual "Gender matters", 2013, <http://eycb.coe.int/gendermatters/>; Amnesty International publication "It's in our hands Stop the Violence against Women", 2004 and USAID Training manual for healthcare providers in Afghanistan "Gender-based violence", 2011.

Biological sex - male, female, intersex

Refers to what we get when we are born, including:

-reproductive system:

female-ovaries, vagina, menstruation, pregnancy, lactation etc.

male- testicles, penis, spermatogenesis, fertilization

intersex- different kinds of combination of female and male reproductive systems

-chromosomes combination: female- XX

male- XY

-dominant hormones: female- oestrogens and progesterone

male- testosterone

Gender:

Socially constructed range of characteristics and expectations based on our biological sex. It's how we've been raised since we were born and what we've been taught what are our "roles" in society, so called, gender roles. Gender roles are closely related to the culture we belong and live in. They can vary a lot from culture to culture, but there are certain commonalities which are present in entire civilization (patriarchal societies with negligible number of exceptions). There is a term gender box being used quite often to emphasise the rigidness of perception of gender (roles) in societies.

Gender Identity - man, woman, genderqueer

Term "gender identity" refers to a person's perception of who he/she is and how he/she identifies him/herself. Our personal gender identity can go in line with our biological sex; female – woman, male – man, or it can be opposite of our biological sex; female –man, male - woman. We can also question our gender identity and perceive it differently than what society imposes us to. Common term for non-traditional gender identities is genderqueer, which refers to many different types of gender identity (agender, nongender, pangender, bigender etc.)

Gender expression – femininity, masculinity, androgynous etc.

Gender expression stands as an extension of gender identity. It's the manner in which one person is expressing personal gender identity, by appearance, behaviour, body language, voice etc. Femininity and masculinity as such are supporting traditional gender identities of women and men. There are also other ways of expressing our gender identity, such as androgynous-combination of women and men expression; butch- masculine behaviour of a woman; femme- feminine behaviour of a man etc.

Sexual orientation – heterosexual, homosexual, bisexual, asexual, pansexual etc.

Sexual orientation is romantic, emotional and/or sexual attraction towards

persons of same or different sex or gender. It's also what we get when we are born, meaning that we don't choose our sexual orientation (who do we love). What we choose is sexual behaviour (with whom we are sharing our body). Sexual orientation is inherent part of person's identity, it comes naturally. Heterosexual persons are attracted to opposite sex or gender; Homosexual persons are attracted to same sex or gender; Bisexual persons are attracted to both male and female. Bisexualism can include sexual preference, which means that bisexual person can be attracted to one sex/gender more than to other. Pansexual persons are attracted to any sex or gender.

Stereotype

There is no person in our civilization that doesn't create or have stereotypes towards members of certain groups. Stereotypes make our mind work simplified and in that sense, there's effort needed in order to reduce stereotypes that we have. Stereotype is association between a member of a group, and knowledge that we have about that group. It's how we depict each member of certain group.

Prejudice

Prejudgment of a person or situation even before knowing facts or information about. It is link between a group label and a certain feeling, positive or negative. Usually prejudices are based on race, gender, sex, sexual orientation etc. of the person that we prejudice about.

Gender Based Violence (GBV)

Violence directed against a person on the basis of gender. In some cases it is used as a synonym to VAW (Violence Against Women). Statistic says that one out of three women in the world experience some form of gender based violence in their life (sexual abuse, rape, physical, mental violence and other forms of violence). There are no statistics of how many men were victims of GBV, but there is a belief that boys are experiencing GBV in huge percentage, since there is high level of peer-violence, bullying and

other forms of violence. In many cultures, boys are allowed or expected to be strong, which in every-day life can easily turn into violence. Therefore, boys are also sensitive group when comes to GBV, which is neglected in most of the cultures.

Not only women and men are victims of GBV, but persons belonging to all other gender identities. Genderqueer and persons with non-traditional sexual orientation are experiencing gender based violence worldwide.

GBV is taking place in each of the corners in the Earth, in all environments, despite social class and level of education.

Forms of GBV

Not all the types of violence against women, men or genderqueer are gender based. With this classification it might be easier to recognize what forms of violence is gender based, but this list is not final, since there are many perfidy forms of violence.

Sexual violence

- Rape – any kind of sexual intercourse without will of other person. In most of cases, rapists are persons that victim have already known. Rape can occur also in partner relationship or in marriage.
- Sexual harassment – unwanted verbal or physical acts with sexual connotation, demand of sexual intercourse in exchange to certain favour, displaying sexual/porn material etc.
- Forced pregnancy/forced abortion – Ejaculation/abortion without woman's will, or while woman is unconscious. Perfidy for of this type of sexual violence can happen during the war, where women are being raped imprisoned and forced on pregnancy/abortion.
- Gender selective abortion – it is type of misuse of early detection of fetus biological sex. Naturally the maximum difference in proportion is 100:106 (100 one sex children born, compering to 106 children born of other sex). In some of the countries proportion comes up to 100 (girls) : 110 (boys), due to gender selective abortion

where parents choose to abort the female fetus. This practice takes to demographic misbalance and variety of social problems in perspective.

- Child sexual abuse – any kind of content where children are shown or used as sexual actors or objects.
- Sexual exploitation, forced prostitution – often goes in line with human trafficking. It's any kind of abuse of someone's vulnerability or powerless position in order to take sexual advantage or force to prostitution.

Physical violence

- Physical assault – beating, physically torturing, kicking, slapping, attempting or killing.
- Forced slavery – selling or trading for sexual abuse or labour force.

Emotional and Psychological violence

- Humiliation and oppression – Insulting, degrading, compelling to engage in humiliating acts in public or in private; denial of access to family's expenses, spouse confinement, smashing furniture
- Confinement – isolating person from social/family activities, restricting freedom of movement, controlling social life of victim

Socio-economic violence

- Denial of opportunities/services – denial of access to education/health services/property ownership/driving/employment
- Social exclusion based on sexual orientation – denial of access to social services and civil/political/economic rights, incrimination of non-traditional sexual orientation
- Obstructive legislative practices – restriction of political, social, economic rights of women

Harmful traditional practices

- Female genital mutilation - cutting the parts of female reproductive organs from non-medical reasons and usually in non-medical conditions. It's usually done in early age, mostly in some of African cultures. It aims to "save" woman's virginity until the marriage, but actually it prevents woman to feel sexual pleasure.
- Sworn virgins – Female living as a men in order to be a protector of a family and/or wider community (village). This phenomena is nowadays rare, but still can be found in some European cultures. In most of cases families that didn't have sons chose that one of the daughters will start living as a man in order to get respect and honor for the family.
- Early marriage – Arranged marriages between two families. In most cases it is child-bride marrying adult man. By law, sexual intercourse in this type of marriage should be considered as a crime, since children are not legally competent to agree upon participating in sexual act. As a consequences, early pregnancy are happening, which makes damage to child's body.
- Widow ceremonies – In some cultures there is tradition that wife is burned alive together with her husband's dead body, since there is belief that woman is not capable and shouldn't live without a husband.
- Dowry – Price in kind or amount of money that bride's family is paying to groom's family for accepting bride in their house.
- Honour killing – Murdering woman or girl for inappropriate acts breaking her gender role, which is considered as brining shame to a family. In some cultures there are honour killing of girls taking place in case when the girl has been raped. Saving the family's honour can lead to circle of murders in some cultures, where men from two families are being killed reciprocally and it can last for several generations.

Domestic violence – probably the most complex form of GBV which can have integrated all previously mentioned forms of violence. It can be also

known by the terms: partner violence, spouse abuse, domestic abuse. In its complexity is not only about forms of violence, but also about number of victims and effect of GBV chain. When domestic violence is taking place there is all family suffering, anyone can become victim and in perspective some of the victims can become the oppressors (eg. children who are observing or experiencing domestic violence in early age are likely to become oppressors in later stage of their life, making the GBV chain). In recent years there have been improvements made to encourage victims of domestic violence to speak out loud and break the violence chain. But still, it's only improvement; we are still far away of eliminating domestic violence.

Many of these types of GBV don't come alone, but in combination with some other forms. Sometimes it is even hard to recognize or to admit that GBV is taking place and that we are the victim, or oppressor. It's important to be aware, to analyse our status in family/society, to reflect on it, but also to give support to other people in our surrounding in order to be able to recognize and react in early stage of GBV.

GBV can take place in all life stages:

- Prenatal (eg. gender selective abortion)
- Infancy (eg. sexual abuse, rape, physical violence etc.)
- Childhood (eg. sexual exploitation, rape, denial of services, early marriage, female genital mutilation etc.)
- Adolescence (eg. sexual slavery/harassment, rape, forced prostitution, denial of services etc.)
- Reproductive age (eg. forced pregnancy/abortion, rape, dowry, honour killing, confinement etc.)
- Elderly (eg. psychological violence, sexual abuse, rape, denial of services, widow ceremonies etc.)

Chapter 4:

Gender Based Violence in Europe and neighbouring countries

On the next pages you can find articles that participants of the training course wrote about the situation regarding Gender Based Violence in their countries: Armenia, Azerbaijan, Belgium, Bosnia and Herzegovina, Cyprus, Egypt, FYROM/Macedonia, Italy, Malta, Moldova, Netherlands, Poland, Portugal, Serbia, Tunisia, Turkey and Ukraine. The articles are personal reflections of participants and they do not represent official data.

Armenia

Cultures are different and even if we try hard we can't find two cultures which are exactly the same. Like the snowflakes cultural characteristics are various. But there is one negative thing that nearly all cultures have, it is gender based violence. Talking about negative things makes most people unhappy, but sometimes we should do it, in order to find solutions to get rid of the problems. Armenia is unfortunately not an exception. It, of course, depends on person's temper, who is violating someone's rights, but mostly these things happen in rural areas. For some families this understanding: "Man should have the last say" is still form of lifestyle. Talking about the domestic gender based violence I want to mention the place of children in family, for example a boy has more freedom, more options to choose, but a girl should sometimes obey her family's unwritten rules, ignore her feelings, needs, because it may be shame for her family. The same sometimes happens in selecting an employer. Some employers just prefer men. The worst thing that human being can commit is killing someone who isn't even born. Sex based abortion became kind of popular in Armenia. The Ministry of Healthcare of the Republic of Armenia and the United Nations Population Fund jointly develop an action plan for prevention of abortions based on gender in Armenia. In January 2010, USAID initiated a one-year maternal and child health (MCH) improvement project in Armenia known as NOVA 2. The result was a noticeable decrease in abortions. There are lots of organizations in Armenia which took this as a very important issue and have started to work on it by organizing

seminars, trainings, flash mobs. Especially youngsters are enthusiastic about preventing this violence. Since 1991, more than 3,700 organizations in 164 countries have participated in the 16 Days Campaign. The campaign has been held in Armenia since 2001. Most Armenians do believe that one day this problem will be a part of past.

Azerbaijan

Azerbaijan, as mainly Muslim country, doesn't recognize rights of LGBTQI community. Because of lack of institutional and social recognition and support, LGBTQI people hesitate to show off in the public. They can't take an active role in society, and therefore can't support their own rights.

Practically, if some LGBTQI person is walking on the street, the people will look at them from head to foot with incriminating views and they would feel uncomfortable. Also, they are facing difficulties to find a job and as a consequence, they have less social activities. They don't have right to marry each-other, to give a birth or to go to military. Even more, in most cases their families don't support them.

After all this, it's hard to imagine how they feel in every-day life, having to fight against all society for basic human rights.

In Azerbaijan there is only one Governmental Organization and two non-Governmental Organizations that support and help LGBTQI persons.

Belgium

Gender based violence is called the violence against a person being considered that departs from the socially acceptable roles for both sexes that deviate from these attitudes and beliefs that society has defined as acceptable and suitable for women and men. The gendered violence stems from gender inequality and the unbalanced power relations between women and men. The gender-based violence can be psychological, physical, verbal, social-economic, or a combination. The victims are both women and men who are considered to deviate from the socially accepted roles. This violence particularly affects girls and women at high rates.

Gender based violence exists in almost all countries worldwide and in

all social classes. In the case of Belgium we should give emphasis to the law about rape as Belgium is regarded to be one of the countries with the highest rate of rape. In 2004 for instance, the incidence of rapes recorded by the police was 28.4 per 100,000 people while in 2008 it was 29.5 per 100,000 people. Rape in Belgium is defined by Article 375 of the Penal Code as “any act of sexual penetration, of whatever sort and by whatever means, committed on a non-consenting person”. Under this law, marital rape is also illegal.

Intimate partner violence in Belgium is any physical, sexual, psychological economic violence between spouses or persons who live together or have lived together and between a stable emotional and sexual relationship exists or existed.

Sexual harassment at work, according to the Belgian law, is defined as any unwanted conduct related to the sex of a person of any form of unwanted verbal, non-verbal or physical conduct with a sexual connotation with a purpose of effect that the dignity of a person is being violated, especially when a threatening, hostile, insulting, humiliating or offensive situation is being created.

Bosnia and Herzegovina

The Constitution of Bosnia and Herzegovina prohibits discrimination on “any ground” including on the basis of sex. After years of policy advocacy by women’s NGOs, Bosnia and Herzegovina adopted the Law on Gender Equality in 2003. The law was amended and updated in 2010.

The national government of Bosnia and Herzegovina, through the Gender Equality Agency of Bosnia, also developed a State Strategy for preventing and combating domestic violence in 2009-2011.

Of course it is never the same in the praxis. Even after some laws were changed the mentality of our society and the way of thinking is unfortunately still on the same level.

People talk very little on LGBTIQ issues let alone intimate partner violence amongst LGBTIQ in Bosnia. Currently we are still working on the sole visibility of LGBT persons, and laws, so it is a very long and slow process.

It is important to us to show facts regarding the society when it goes to GBV

in Bosnia, because the general public does not see this as a problem.

Good example to show how these laws are used in the praxis is that currently, the Government of Federation of Bosnia and Herzegovina is consisted of 16 men and only 1 woman. Also, when it goes to sector of education, the very majority of professors in primaries and high schools are woman. The council of ministers of Bosnia and Herzegovina which is constructed in 2012 currently has no woman on the minister positions.

All these examples are just showing how much we still need to work in the field of improvement of our laws.

Cyprus

As a religious and traditional country, Cyprus, the South-Eastern border of EU, still faces a lot of problems in the field of gender. The perception of equality, gender and all the other aspects of it are still in the process of integration when it comes to the local society. By observing facts and practice, we see how strong is the gender gap, phobias based on sexual orientation, occasions of hate-crimes or hate speech which cannot be taken to the court as the legal system is weak. Therefore, we see that GBV is still deeply rooted within the local and regional community. An example of GBV, is the open claim of the head of church, the Archbishop, that homosexuality is illness and these people should be healed. However, as a church "we still accept and love them, no matter their anomaly". An additional reason for this gap and everyday occasions of GBV is the occupation of the island, which splits the local community in two and has different laws and practices when it comes to the "two parts" of the island and their communities (Greek Cypriots/Turkish Cypriots).

Egypt

In Egyptian public transport, there are existing two types of coupes; ones for women only and others for both women and men. Usually it happens that if woman is travelling alone or with female friends, they will enter coupe exclusively for women. If woman has a company of a husband, brother or male friend, she will likely enter in shared coupes. Recently I have witnessed situation where I was in metro with my female friend and while entering in shared coupe, some man has touched her inappropriately.

At first she didn't react, because she didn't know it was intentional. When he touched her again she realized that he is a harasser and she started to scream out loud, that there is a harasser. Reaction of the people watching the situation was disappointing, they all told her it's her fault because she didn't enter the women's coupe. In this way, society stood in defense of the harasser and putting blame on victim. With this example, we can see how victims are discouraged to report the violence and harassers released from any responsibility.

FYROM/Macedonia

The GBV is one of the biggest social issues in the lives of the young people in FYROM/Macedonia. And when said gender based violence, it is not only domestic violence between the husband and wife, although that's the most common example in our country. Mostly women, but also men are victims of violence from people of the other gender on daily bases. The media are full with stories of this kind and the victims are not only the people who have been directly attacked. Usually this is a problem which concerns their families, friends and the whole society as well. The violence is not only based on the gender difference but also sexual orientation and gender behaviour of people. For instance gender based discrimination and sexual orientation prejudices are the reasons the pride of LGBTQI people (commonly known as gay pride) has never happened in FYROM/Macedonia, although there have been couple of attempts to organize it.

Italy

Every year in Italy, about 130 women are killed by their boyfriends or husbands, or by someone from the inside of their family. It means that every 3 days one woman is killed in Italy and at least 1 out of 5 women has suffered violence in her life. Violence against women has only recently become the topic of public debates and there are still some contradictory laws related the violence against women. In the last years some laws have introduced the term "femminicidio" (femicide) and classified it as a serious crime increasing the penalties for those who commit it. Violence against women does not depend on the social class because it can be committed by anyone, from rich to poor.

Malta

The small island called Malta sitting in the middle of the Mediterranean Sea has its scattered cases of Gender Based Violence. Being Roman Catholic the norms and values of the Maltese population may help in promoting this type of violence; history and older generations can prove this to be true. However there is progress, gender diversity is being promoted and new rights are given, whether encouraging women to be employed or passing the bill for same sex marriage - change is definitely happening.

Moldova

Gender equality has become a major concern of the Government of Moldova. The Government has tried to promote equal opportunities for all the people through different actions, the achievement of this goal was facilitated by the implementation of strategies such as: same-sex sexual activity has been made legal since 1995, right to change legal gender, equal age of consent, the implementation of international conventions regarding international human rights, the anti-discrimination laws that took effect on January 1, 2013. This comprehensive non-discrimination law states that its purpose is to prevent and fight against discrimination and ensure equal rights in political, economic, social, cultural, and other aspects of life for persons residing in Moldova, regardless of their race, skin colour, nationality, ethnicity, language, religion, sex, age, limited abilities, political views, or any other factors. Also, there are many actions that should improve the gender equality and basic human rights, such as construction and maintenance of nurseries and kindergartens, in particular in rural areas, supporting awareness raising campaigns on domestic violence, organizing/funding trainings for economic empowerment of women, organizing public lessons, lobby activities on human rights, and particularly on gender equality.

Netherlands

In the Netherlands one of the clearest examples of gender based violence is the prostitution in the Red Light District. The Netherlands is known for its legal, government controlled prostitution in which the prostitutes are standing behind windows in specially assigned streets. De Wallen, the

largest and best-known red-light district in Amsterdam, is a destination for international sex tourism. When the Dutch government legalized prostitution in 2000, it was to protect the women by giving them work permits, but authorities now fear that this business is out of control. It became clear that big crime organizations are involved in trafficking women and force foreign girls to work as a prostitute once they brought them to the Netherlands. The Netherlands is listed by the UNODC as a top destination for victims of human trafficking. Countries that are major sources of trafficked persons include Thailand, China, Nigeria, Albania, Bulgaria, Belarus, Moldova, Ukraine, Sierra Leone and Romania. According to figures obtained from the National Centre against Human Trafficking, there were 1711 registered presumed victims of human trafficking in 2012, of whom 1177 were women forced to work in the sex industry. Many victims of human trafficking are led to believe by organized criminals that they are being offered work in hotels or restaurants or in child care and are forced into prostitution with the threat or actual use of violence. Estimates of the number of victims vary from 1000 to 7000 on a yearly basis. Within the Netherlands, victims are often recruited by so-called "loverboys" – men who seduce young Dutch women and girls and later coerce them into prostitution. Because of these shocking facts, a national debate has been started in which the question is if the government should still legalize these, often criminal, activities. Till now, the government still controls the prostitution in order to be able to influence it since the idea is that prostitution will be there anyway, even if it is illegal. Because it is still legal, different NGOs are involved in taking care of the prostitutes by, for example, checking up on them on a daily basis and provide them with the basic needs. It is hard to find a solution for this problem since prostitution will not suddenly fade away when the government makes it illegal but it is clear that something has to be done to stop this gender based violence.

Poland

One of the most significant cases of gender-based violence in Poland is the complete ignorance of the gay rights. Although Poland has joined the European Union on 2004, it has not yet recognized the rights of the LGBTIQI community totally. The Catholic Church is very strong and influential on Polish mentality and it does not consider the homosexuality as an acceptable behaviour, therefore as the LGBTIQI community tries to raise their voice in any circumstance, the Catholic Church opposes to it immediately. In addition the number of politicians who would like to

stress this issue is very little that it does not give sufficient confidence to the LGBTQI community to get the support from the people. Despite the difficulties, on 2011 Anna Grodzka, the first open transgender politician in the world, entered in to the Polish Parliament or Robert Biedron was elected as the first gay mayor of Poland in 2014. Ban of abortion is another case of Gender-based violence which has a considerable effect on women. Abortion has been recognized as one of the main basic rights of women all around the Europe, but women in Poland still have to struggle with this problem, as the government does not accept it as a right, since abortion is not approved in Catholic Church. In conclusion, Poland still suffers from different types of gender-based violence, though it has obligations to EU to respect women and minority groups.

Serbia

The total prevalence rate in Central Serbia in domestic violence is 54.2%. The most common form of violence is violence against women (VAW) in family. In 75% of cases the perpetrator is current or former intimate partner. However, only slightly more than 10% of women exposed to violence reported it to state institutions (e.g. police or centres for social work).

"My husband used to batter me regularly, now it is rarer, because now he's old and sick. A year ago my younger daughter got married. She didn't even finish the high school, she was in fourth grade. That night he came back from the town and he started yelling "Your daughter married..." he battered me with the stick on my ill leg and crashed my head to the floor. It was horrifying. I was full of bruises... I was silent all the time, didn't have courage to speak a word, because he would have killed me" (anonymous testimony).

This is only one among many confessions of this kind that UNDP collected. In partnership with Gender Equality Directorate of the Ministry of Labour, Employment and Social Policy UNDP started supporting the systematic approach for preventing and combating sexual and gender based violence. It did so by establishing prevention, protection and support measures for the victims of violence.

Tunisia

No one can disagree on the fact that Tunisian women are the luckiest

among its peers in other Arab countries. A status that came after years of struggle against a society filled with prejudices confining women to stay at home, obeying unconditionally the father, taking care of the house and then serving husband and children. Nowadays, Tunisian women enjoy a certain degree of freedom since they are now able to dress freely, study and work. As elementary as these things seem to be, these are a fruit of years of work on changing the law, integrating girls in schools and convincing a patriarchal society to accept the change. But don't we want more? Don't we want to see women leading the country instead of being always the victim we should fight for? Don't we want to stop talking about women empowerment because finally we don't need to anymore, because we don't see the difference between men and women? Reaching that ultimate goal isn't impossible if we believe in it and we start working on it. Empowering women requires strategic interventions at all levels. Economy, politics, healthcare, education, entrepreneurship... in all these fields, women should be present not as a number in statistics but as an effective element and a member with great impact. In order to achieve this, we have to work on three major levels: Educational system, law and political field. Elementary schools, secondary schools and universities this is where we build our future and our personality. If we want to have a good generation that appreciates women's role in society, we have to be active part in young people's development and plant women empowerment seeds in them. That's why the reform of education should be a priority so that the educational system follows the society's evolution. Interventions should reach law too. The code of personal status is a revolutionary law that gave Tunisian women a lot of advantages but it's old enough to be renewed and modernized. Since women in our society are now facing new problems that the code doesn't cover or miss cover. As shocking as it is, the law nowadays doesn't consider rape applied by husband on their wives as a crime and still looks at it as a legitimate claim of their matrimonial right.

For this and for more, Tunisian women should have a law that rises to their ambitions. The most important intervention is in the political field where Tunisian women are present but they are not as effective as they should be. The parity system that was adopted during the last two legislative elections made that women had a respectful representativeness in both national constitutional assembly and people's congress but during their sessions we have seen female deputies being manipulated by higher authorities in their parties and they were even pushed to vote against laws that were meant to empower women. Such disgrace to women should be put to an end. Women shouldn't be granted political positions out of charity or just to embellish political images but they should earn it out of high

capacities. So, we should work on empowering women within their parties so they can take the lead and make an actual impact. The code of personal statement, Ministries of women's, parity system, these are tools that have proven to be effective in a period of time but not anymore. We should now adopt new strategies that involve women more in the process of their own empowerment.

Turkey

Murders of women are the biggest gender based problem in Turkey. Thousands of women are killed by their husbands, boyfriends and families each year. Most of those women wanted to leave, didn't want to stay in that relationship or marriage. These murders are considered as honour killing. Effective penalties aren't applied against murders of women. The state protects the murderers and the reasons like honour are considered as a justification. Many women can't go to the police under violence threat because they think they would be found unjust and not to be defended by the state. Women victims of violence are left alone and become helpless. There are more and more murders of women day by day.

Ukraine

We face GBV every day all over the world and Ukraine is no exception. Over 100, 000 cases of violence are registered in Ukraine each year, with 90 percent of them being cases of violence against women. Disadvantaged women and girls (especially those who are HIV-positive or live on the streets) are especially vulnerable to violence.


In Ukraine, 27% of women have experienced violence in childhood and 33% of women since adulthood according to a survey published in 2010. In 2011, there were 98,100 fines issued in cases of domestic violence. Unfortunately data on medical interventions related to domestic violence or intimate partner violence is not collected in the Ukrainian healthcare system.

Many victims are not even aware of the fact that they can have safety and protection of their rights. It is essential to establish an ongoing system of education, supervision and support of all participants of reciprocal actions in each region of Ukraine. Also there is a great problem with helping victims of rape. Victims of rape in Ukraine almost never ask for help as they do not

believe that anyone wants to help them.

The pay gap between women and men in Ukraine is 30 %. Besides, women are working 4-6 hours more than men.

Gender misbalance also can be found in obtaining job positions in Ukraine especially in the Government. Only 11,1% of deputies in the Ukrainian Parliament are women. But that is much better comparing to 2,3 % 20 years ago.



Chapter 5: Session outlines

In this chapter you can find 15 different activities that are being conducted during this training course and that we suggest to be used further on in youth work on topic of GBV. Most of activities are designed or adapted by the trainers and sources can be found in USAID Training manual for healthcare providers in Afghanistan "Gender-based violence", 2011., 'Break the Norm', 2008 and CARE International manual for youth workers and work with young men in preventing and combating GBV "Working with young men", 2011.

Mind that here activities exclusively related to the topic of GBV are presented. When working with group of young people it's advisable to have introductory sessions in order for participants to get to know each other and build the team. For the full programme used in this TC please see chapter One.

Content

Exploring the topic

- Activity 1: Introduction, brainstorm on sex and gender
- Activity 2: Exploring the concept of feelings
- Activity 3: Why do we have stereotypes?
- Activity 4: Labelling yourself
- Activity 5: Tolerance

Deep into the topic

- Gender Based Violence Chain
- Activity 7: GBV in Europe
- Activity 8: Gender in media
- Activity 9: Funny or not

Working on tools

- Activity 10: Theatre of the Oppressed
- Activity 11: Clicktivism and online actions
- Activity 12: Skills building on GBV
- Activity 13: Open space

Personal and group actions

- Activity 14: 1 billion rising
- Activity 15: Personal Action Plans

EXPLORING THE TOPIC

Activity 1

TITLE: INTRODUCTION, BRAINSTORM ON SEX AND GENDER

DURATION: 120 min

SESSION OBJECTIVES:

Intro to the topic

Understanding the difference between sex and gender

To think of what kind of behaviour is expected from men and what from women

To introduce wider concept of gender

SESSION DESCRIPTION

(STEP-BY-STEP):

Gather participants in the plenary and explain them that in this session we are going to explore basic and wider concept of sex and gender. Encourage them to reflect on their own thoughts and feelings when they hear words "sex", "gender", "man", "women", "transgender", "sexuality" etc. Give them one minute to do so.

- After the self-reflection minute has passed, spread among participants non-sticky small papers and ask them to take as much as they wish. Their task will be to write on each of the paper one word that they associate with "woman" and to write as much words as they wish. It could be physical, psychological or any kind of word that comes to their mind when hear word "woman". When everyone is finished, facilitator should gather all papers in one pot, box or on one pile.

- Now repeat the same procedure with the word "man". When everyone is finished, facilitator should gather all papers in same pot, box or pile that previous group of papers was gathered.

Tell to participants that you will be reading one by one paper and that together with them will decide should you write a certain characteristic on flipchart with title "woman", flip chart with title "man" or in both.

Facilitator should ensure that discussion goes in direction in which only biological and anatomical characteristics would go only in one or other flip chart and all other characteristics to write on both flip charts.

When all the papers are read out loud and written on flip charts, facilitator should ask participants if they have something to add. If yes, discuss each of the new proposals and write them down on flip chart(s) as previously explained.

When there are no more proposals, go quickly through both flipcharts and summarize what is written.

- Start discussion about characteristics that are not common for women and men. Ask participants what do they represent? Explain that biological and anatomy characteristics are the ones that define our sex identity.

- Ask participants about things that are common for both men and women. What do they represent and where do they come from? Explain that social, emotional and behavioural characteristics are part of our gender identity.

In this part of the session it should be clear the difference between biological (sex) and social (gender) characteristics.

- Split them into 4 groups. In each group they should talk about four aspects which are connected to personal identity:

1. Gender identity
2. Biological sex
3. Sexual orientation
4. Gender expression

Each of the groups get a flip chart where they need to develop their own definitions of each of the terms with naming all kind of the identities that they know of each of the components and to talk about each of them.

When back in plenary, they will talk about each group flip chart.

Facilitator will present concept of "genderbread person" to participants.

<http://itspronouncedmetrosexual.com/2012/03/the-genderbread-person-v2-0/>

The picture of "genderbread person" will be displayed on the screen where the wider concept of sex and gender is explained, including intersexual, transgender and different forms of sexual orientation.

Questions for discussion:

- Why do we talk about gender? Why it's said "gender equality"?
- What does it mean to be a wo/man?
- Do you think that both women and men are raised in same way?
- In what way men show his sexuality? Women? Transgender? Is there some difference and why yes, why not?
- What are gender roles? Who decide on them?
- Does your opinion about gender roles influence on opinion of your family, friends and in what way?
- Who has the biggest influence on creation of gender norms?
- In what way gender differences influence on your everyday life?

(Optionally photos will be displayed on projector where some typical gender roles will be shown and discussion will continue on it)

Be a man, be a woman

Facilitator will introduce two blank flip charts with titles written „Be a woman “and „Be a man “on the head of each flip chart.

- Ask participants to freely approach the flip charts and write all possible associations (words, terms, sentences etc.) which are connected to the meaning of „be a man“ and „be a woman“ in their cultures. If there is more than 12 participants, it's advisable to have two flip charts per topic, in order not to lose ideas and to make the activity more dynamic.

When everybody finished, trainer approach flip-charts and start read out loud what was written by participants on one by one flip-chart.

Start discussion with following questions:

- Which of these messages could be potentially dangerous and why?
- How the life "in box" influence on health of both man and woman?
- How the life "in box" limits lives and relationships of both men and women?
- What's happening with women and men who are living out of the "gender box"? What do people think and behave towards them?
- What is needed to be done in order to make life of those men and women easier? How can we contribute to it?

PREPARATIONS:

This session should be carefully designed and facilitated in order for facilitator to feel the group and see what kind of words and level activities should use in following activities.

MATERIALS NEEDED:

Flip chart, markers, non-sticky papers and pens

Activity 2

TITLE: **EXPLORING THE CONCEPT OF FEELINGS**

DURATION: 60 min

SESSION OBJECTIVES:

Explore our own emotions and to reflect on the way and frequency of showing them

To recognize and spot the difficulties in expressing certain emotions

To spot the differences how girls and boys are expressing emotions

Becoming aware of the consequences that expressing certain emotions could bring

SESSION DESCRIPTION

(STEP-BY-STEP):

Procedure:

- Draw the table as it's shown in addition to this SO. Explain to participants that those are the feeling that you will talk during this activity and that they should think of how difficult is for them to express them.
- Give the post-it to each of participants. To all of the girls give post-its in one certain colour and to the boys in other certain colour. In order to make process easier, ask them to write on each of the post-it one number from 1 to 5 (one post-it number 1, one post-it number 2 etc.) so make sure that no one is repeating number on the post-it. Think and rank from 1 to 5 the difficulty to express each of them.

They should think of which feeling they express easiest at to rank it with

1. They should think which feeling they express easy, but not so fast and easy as the first one, rank it with
2. Number 3 will come for the feeling that is somewhere in the middle, nor easy nor hard to express. Number 4 is for the feeling that you express with certain difficulties. In the end, feeling that to express the hardest comes for the number 5.
3. When participants finish thinking about how to rank their own feelings ask them to stick their post-its on flip-chart with feelings table.

4. When everybody finished, together with all participants take a look on flip-chart and think of similarities and differences that you can observe by looking at the flip-chart and post-its stuck on it. How post-its are grouped?

Explain to participants that feelings that were marked with 1 and 2 are the feelings that often we overdrive in expressing. Feelings we marked with 4 and 5 are those which we are not used to express or we are hiding and repressing them. Feeling we ranked with 3 could be the ones which we handle in most natural way.

5. Before the discussion, reflect especially on how colours (boys and girls) are grouped on flip-chart.

Is there significant differentiation of colours in flip chart?

Can you observe which emotions are more easy expressive by boys and which by girls?

6. Use following questions for discussion:

*before starting the discussion, ask your co-trainer to summarize points for each of the feelings (For each column (feeling) do the following process: row 1: number of post-its multiply by 1, row 2: number of post its multiply by 2, row 3: number of post its multiply by 3, row 4: number of post its multiply by 4, row 5: number of post its multiply by 5. On the bottom of the column write the final number. Repeat the same process for each column.). In the end of discussion ask your co-trainer to read out results for each of the feelings. Feeling that got smallest number in summary is the feeling we express the easiest in average and so on.

- Did you discover something new about yourself?
- Why do people overdrive with showing or repressing certain feelings? Who, when and why teach them to do it? What are the consequences of over-expressing and repressing feelings?
- Do the similarities exist in way of men and women are showing their feelings?
- Do you think that men are showing certain emotions easier than women? And vice versa? Why is it or isn't so?
- In which way peers, family, community, media etc. are influencing on how wo/men are showing their feelings?
- How the way of showing emotions is influencing on your relations with other people (partners, family, friends etc.)?
- Is it easier to express your feelings to peers, family, partner or some other group?
- Why the feelings are important? Name examples of how certain emotions can help us in certain situations (Does anger helps us to

defend?) Ask participants to make few more examples.

- What you could do in order to express your feelings more openly and to become more flexible?

Conclusion:

Feeling can be understood as an energy which allows us to observe what makes us feel bad. Different feelings are reflection of needs and the best case scenario is people to learn how to handle his/her own feelings. Capability to express feelings and not to hurt anyone helps us to become stronger individuals and to establish better relations with the world that surrounds you. The way that each person express feelings is different, but some tendencies can be detected, especially those which are gender based (related to the ways of how boys and girls are raised). For example, in most of the cultures it's common that men are expected to hide their fear, sadness or even politeness. Even more, it's commonly "accepted" that boys express their angriness in violent manner. We can influence and we are responsible for our actions.

PREPARATIONS:

It is advisable that before the session starts, trainer goes through this activity on her/his own and to think of the way in which s/he expresses feelings.

Prepare flip-chart with the table drawn

	Fear	Love	Sadness	Happiness	Angriness
1					
2					
3					
4					
5					

MATERIALS NEEDED: Flip-charts, markers, post-its

Activity 3

TITLE: **WHY DO WE HAVE STEREOTYPES?**

DURATION: 45 minutes

SESSION OBJECTIVES:

To get an understanding about stereotypes and prejudices

To explore how our minds perceive information

To understand how the mind creates connections between words and images

SESSION DESCRIPTION

(STEP-BY-STEP):

1 What are stereotypes and prejudices?

The facilitator tells the following story:

"Imagine: You are going for a walk in the park. At the gate, the park guard nods at you when you walk by. You enter the park and hear the birds singing. On the grass a group of children are playing, their parents watching over them. A bit further, on a bench, a young couple is kissing. On the other side of the park you see an ice-cream van and you order an ice cream..."

Did you create images of people in your head?

- How many were black?
- Disability?
- Kissing couple gay or straight?
- Ice-cream salesperson male or female?

What point we get here? We have stereotypes. You made an image, with new information.

What is a stereotype?

- Association between a member of a group and certain knowledge.
- For example gays are extravert

Prejudice:

- is related to it: link between group label and a certain feeling, positive or negative.
- For example: scared of gay people

2 How do you form an opinion about people? (judging)

(Walter Lippmann, 1922), First to introduce the word 'stereotype' in the modern sense.

"For the most part, we do not first see, and then define; we define first and then see..."

Is that true? It says: with the knowledge we already have, we judge (form an opinion)

It starts with observing. Then already interesting things happen. Start even with objects.

Examples:

- Two tables. Make a tablecloth.

Most people say: left longer rectangle, right one more square.

But actually it same size.

Explanation: we can only see in a 3 dimensional image.

Audience small in the back?

So the 3d image influences our perception on the shape.

- Buttons.

1 button is pushed, 8 not.

Turn around: 1 not pushed, 8 pushed.

Why? Light and shadow. Light always comes from up.

Try to look at it from another perspective: almost not possible.

- Chess square.

What do we see?

Which is darker? A or B?

Same colour.

Because the squares around it, it seems more dark/light.

- Flowers. Something special is going on in the image.

Put up your hand, if you notice it.

If you are in doubt: that's not it. Don't help neighbours.

Free advice.

(SEX) New image. Put the same. If you notice something special, please raise your hand.

Same image, silly.

Now you see it immediately. What does it mean?

I changed your life forever. But it is crucial. This also happens when we look at persons. Based on the groups they belong to.

That defines what we see.

Knowledge in our head, that is already there, defines our judgment.

3 Why do we have stereotypes? / Why we put people in boxes?

Categorization: putting people in boxes.

When you are born, what do you see?

You need to learn it. Table, cat, boy, girl. Boxes.

Imagine you would not do it: tiger example

How many times can you make mistakes? Your brain is taking precautions.

Problem: all tigers are dangerous, people are very different.

So it is good that we judge and put people in boxes.

4 Consequences.

Toy store commercial

Products from the household. Girls, no boys.

What does that mean?

Gives children a very clear stereotypical image. Girls should do the household

Sub categorization. Example: women take care of the household.

But now you meet a hard working woman.

Logically: the link between women-household should get less strong.

But people say: yes, but she is not a typical women. That's a businesswoman.

You put them in another category.

PREPARATIONS:

Write down on a paper: what is a stereotype and what is a prejudice

Write down on a paper Lippmann's quote.

Projector ready for PowerPoint

Activity 4

TITLE: **LABELLING YOURSELF**

DURATION: 45 min

SESSION OBJECTIVES:

To discover aspects of your identity

To discover the influence of labels and the different aspects of it, positive and negative

SESSION DESCRIPTION

(STEP-BY-STEP):

Each participant draws a 3 line star, making 6 blank spaces. Write in each space an aspect of your identity.

Walk around and find similarities with other people. In case there is a similarity, write that person's name next to it.

Debriefing questions:

Was it easy to write aspects down? Identity changes when you are in another group.

Was easy to find similarities?

Were you strict with the similarities? It feels more comfortable to have similarities.

What if people meet you? Write down two labels they would give you.

Debrief questions:

What are the difference with the previous aspects?

What is the difference between men/women?

What if you meet a person and you cannot put any label? How does the brain function?

What are the negative consequences of labelling?

PREPARATIONS: -

MATERIALS NEEDED: Piece of paper and pen for everybody.

Activity 5

TITLE: **TOLERANCE**

DURATION: 90 min

SESSION OBJECTIVES:

To study the power and influence of those who follow the norms.

It is a position that allows them to choose to tolerate another person's appearance and lifestyle.

SESSION DESCRIPTION

(STEP-BY-STEP):

The facilitator introduces the exercise: We often hear how important it is to be tolerant of those who are different. But who defines what is »different« and what exactly does it mean to be tolerant? What is the difference between being tolerant and being tolerated? Is it positive to be tolerated?

How does it feel to tolerate and to be tolerated?

- **First step:** The participants make pairs and comment on each other's appearance (how you look). Non-judgmental, but neutral. Not: nice shoes, but: "I accept that you wear glasses, it is ok with me, tolerant of your hair colour". Other person says: "Thank you". Speak as kind as possible.
- **Second step:** change the words: A is a good person in spite of, that's ok with him/her. Other person says thank you.
- **Third step:** tolerating actions: say something about yourself, then: A tells that he or she tolerates/accepts/has no problem with... (Choices, lifestyle, life situation). For example: playing football, boyfriend etc.

Debrief questions:

What were your experiences?

Which was funny, which was irritating?

How did it feel to tolerate and to be tolerated?

Ask the group silently to reflect on whether they consciously decided to not comment on certain things.

What are the advantages and disadvantages of tolerance? Write on flipchart.

Which groups are usually tolerant and which ones are tolerated? The Poor, Journalists, Country Folk, Youths, Homosexuals, Blacks, Straights, Ethnic minorities, Upper Level Managers, Blonds, The Rich, Teachers, The Unemployed, Wheelchair Users, Transvestites.

Write down all, encircle the ones that are mostly mentioned regarding

tolerating. Has it changed in history?

• **Fourth step:** Walking around as norm-breakers (possibly in public) and check responses. How does it feel? One person walks behind and checks reactions. Examples: same sex persons walking hand in hand, guy with makeup, "masculine women"

Debrief questions:

How did it feel?

How did the people in the street respond?

PREPARATIONS: -

MATERIALS NEEDED: Flipchart and markers

DEEP INTO THE TOPIC

Activity 6

TITLE: **GENDER BASED VIOLENCE CHAIN**

DURATION: 90 min

SESSION OBJECTIVES:

- perceive GBV as a circle that has causes and consequences
- get familiar with different forms of GBV
- to think of role of each individual in GBV chain

SESSION DESCRIPTION

(STEP-BY-STEP):

-Start a session by explaining participants that they are going to explore different forms of GBV and roles of actors involved in situation where GBV is happening. In introduction you shouldn't be mentioning that activity is about GBV chain, since it was supposed to be „aha“ moment in this session.

Divide participants in 3 groups. Each group should find its own space in working room and sit in circle. Ask groups not to disturb each other's work. Distribute to each of the groups one empty flip chart and piece of paper where will be one story written.

Participants will have to read the story in small groups, discuss and make a list of characters that appear in the story from worst to best on flip chart. Encourage participants when making list they need to discuss and have a consensus in groups why they are putting certain character in certain place on the list. Give them approximately 20 minutes to finish the task. When back in plenary each of the group will need to read out loud their short story and list and briefly explain their placements on the list. When all the groups finish their readings and short presentation, they will realize that some of the characters are repeating and that all three stories are connected.

Facilitator will start the debriefing with compering lists and asking all participants to comment on them and set questions to any of the groups if they have. Facilitator should encourage participants to speak based on what they have made their list and was it easy to reach consensus. This

part of the discussion shouldn't last long, since the key element of the session is the chain of GBV that these four small stories represent when put together.

Facilitator should switch the focus of discussion using following questions:

- Do you think that this example of GBV chain is realistic? Can you find some similar example?
- Are GBV and violence against women (VAW) synonyms?
- How it happen that person who suffered from violence can become one who is making violence?
- Which one from the characters in story could do something different in this situation?
- What is needed for one person to do to break the GBV chain?
- In what life stages GBV can occur and in what form?

On fifth question, facilitator should start writing down participants' answers. Afterwards, ask them to brainstorm on life stages that GBV can occur and write every word that participants say in one column on flip chart. In other column ask participants to brainstorm on forms of GBV. When there are no more ideas brought out, fill the lists by suggesting participants on certain things that they forgot to mention. When the lists are complete, ask participants to think what form of GBV can appear in what stage of life. Talk about that, gather all possible thoughts that participants want to share and optionally visualise their ideas on flipchart.

Finally, facilitator needs to ensure that basic elements are mentioned, such as:

Forms of violence:

- sexual violence (sexual act without other's will, rape, intentionally touching, sexual harassment, intimidation at work, human trafficking, forces prostitution, virgin tests, forced pornography, forced pregnancy/sterilization/abortion/marriage, gender selective abortion) – aim: injury
- emotional and psychological violence (insults, humiliation, discrimination, verbal, smashing furniture, control over what other person can or cannot do, denial of opportunities/services, spouse confinement, sworn virgins, harmful traditional practices)
- physical violence (domestic violence, beating and other forms of violence with or without weapon, harmful traditional practices) – aim: trauma
- socio – economic violence (education denial, discrimination in labour market, pay gap, denials of driving, voting, working, going out, punishment for crimes against the culture, changing last name)
- harmful traditional practices (early marriage, honour killing, dowry abuse,

widow ceremonies, sworn virgins, genital mutilation)

Life stages:

- prenatal
- infancy
- childhood
- adolescence
- reproductive age
- elderly

Story 1

Marina is from the capital and Sam is from the village. They know each other since ever, because Marina was coming to the village for vacations. They fell in love and after couple of years, they got married. Now, they are living together with Sam's parents, Samuel and Magdalena. Marina has finished medical high-school and she is unemployed, while Sam works in agriculture with his father in field and they are selling vegetables in the market. With the time, Sam started to show signs of aggression toward Marina. At the same time they are trying to build their own house so that they start living alone with their two sons Alexander and Mathew. Sam's mother disagrees with that idea and tries to influence on Sam. Sam and Marina have disagreements should they move in new house or to stay at Sam's parents. Sam starts beating Marina. In one moment she manages to escape from the house with her two children and go back to her parent's in the capital. Parents tell her that she needs to go back to her husband and save the family. Marina returns to her husband. Magdalena had passed away, but situation between Sam and Marina became even worse. Marina has escaped from the village alone when her sons were 3 and 4 years old.

Story 2

Alexander is 27 years old and he lives in village in family house with his father Samuel and brother Mathew. He is divorced and he has a 4 years old daughter that is living in foster family just few streets away. When someone asks Alexander why his little daughter Julia is in foster family, he replies that they are three men in the house and there's no woman to look after the baby. His ex-wife is mentally ill and she's permanently stayed in the hospital. Alexander decides to search for his mother Marina who left them when he was 3 and his brother 4. Father never told them why she left. When Alexander finally found his mother they were very happy to meet, but Mathew didn't want to see her. Marina told to Alexander that their father Sam was beating her for 5 years and that he even tried to kill her, so she left home when sons were old enough to stay good and her to save her life. Alexander told Mathew that their mother was almost killed by

their father and that she didn't have any support in family or institutions (police), but he didn't want to hear or to see her. Alexander left to live at his mother's place together with her second husband and two daughters who were very kind and welcoming to Alexander since they knew all the life story of Marina.

Story 3

Julia is the only child who has lived with her grandmother Marina, since she was 5 years old. She's 19 years old now and it's time for her to enter University and to go to the capital to study philosophy. Her mother died in mental hospital and her father is living and working in village nearby. One part of her childhood she was in foster family. Afterwards, grandmother took Julia to live with her and her family (husband and two daughters). Julia had nice childhood, but very often she missed her mother and father. Her father was visiting her, but not that often as she would love to. He had a new family, wife and one son. They were all very kind to Julia. During here adolescence period, Julia realized that she is attracted to women. Now she has decided to announce in the family that she's lesbian. She was very scared; therefore she decided to tell her grandmother Marina firstly. Grandmother supported her and told: "My only wish is that you are happy in your life". In the other side, her father got furious when he found out and started big fight with Julia. He made a pressure on Julia not to say anyone else about her sexual orientation, because the entire village will laugh at him. Julia was hurt, but she didn't want to make problems to her father, so she didn't tell anyone else, not even to her two aunts with whom she was specially attached to. Julia moved to the capital and she wanted to rent a flat together with her girlfriend Clara. Nobody wanted to rent them apartment, so they needed to go and live in dorms. One of her aunts is owner of one flat that is renting to some random students. Julia was afraid that her aunt would found out about her relationship with Clara and that village will start gossiping.

PREPARATIONS: Talking about GBV chain could possibly mean that some of participants will recognize personal story in some part of this session. Facilitator needs to ensure for everyone to have time and space to share thoughts and feelings as they feel comfortable and not to insist or tackle more than participant is ready to share.

This GBV chain story is based on true story except the third part that is invented.

MATERIALS NEEDED: Flip charts, markers, printed stories for each of the groups

Activity 7

TITLE: **GBV IN EUROPE**

DURATION: 90 minutes

SESSION OBJECTIVES:

- to map the GBV situation around Europe
- to encourage participants to explore and engage more into the topic of GBV in their native countries

SESSION DESCRIPTION

(STEP-BY-STEP):

This session is part of their homework. Before coming to training course, participants should receive information that they need to bring some examples of GBV violence in their countries in pictures printed, or magazines brought.

Before the session starts, ask participants to bring materials they brought with them so that they don't lose time from the session.

Participants will work in national groups. If some of the participants are willing to work in group of regions (for example Caucasus, Mediterranean or Balkans) it could be advisable only if groups are not too large (maximum 4 persons).

Each of the participants (groups) should make their own newspapers on folded flip-chart where they will present the current GBV situation and main topics related to it.

When everybody finished, place all the newspapers on tables and make market of newspapers. Invite all participants to quickly go around and take a look at newspapers exhibited.

Invite participants to sit back in circle and one by one should be presenting. Each of the presentations shouldn't last more than 2 minutes. After each of the presentations, call for short questions.

PREPARATIONS: Ask participant to bring materials in advance

MATERIALS NEEDED: Flip charts for each of the groups, colour papers, pens, crayons, markers, scissors, glue, tape

Activity 8

TITLE: **GENDER IN MEDIA**

DURATION: 90 minutes

SESSION OBJECTIVES:

-understand the role of media in promotion and prevention of GBV

SESSION DESCRIPTION

(STEP-BY-STEP):

Play to participants a YouTube video „Il corpo delle donne“with subtitles in English that lasts cca. 25 minutes.

<https://www.youtube.com/watch?v=-JtyvOeMSHY>

Video is about how women are presented and how women's body is used in entertainment industry in Italian national broadcast television.

When video is finished, ask participants how do they feel? If anybody feels disturbed? Make small round of impressions and comments. Don't go too deep into discussion, because participants will have time to talk and debate on topic related to what they have seen.

Before introducing the debate, explain participants that they will have to focus now on how the public opinion is formed and from other side how the TV programs are designed. Who decides what will be showed in media and are there any kind of regulation institutions who are evaluating program and messages that are being promoted? Finally who are the viewers and how they influence on content in media?

Split participants into four groups. Two groups will need to prepare arguments for first of the following statements and other group for second statement:

Statement 1: Media program is shaping public opinion and imposing certain ideas. Therefore, media needs to guarantee ethical behaviour and to misuse their power

Statement 2: Media program is tailor maid for public opinion's needs. Media has integrity to design their program based on profit and business interest. Participants will have 20 minutes to work in small groups and to prepare the arguments for their statements.

Present model of debate adapted to the needs of this session, where four groups will be following:

- Opening Government: Needs to find starting/opening arguments for first statement
- Opening Opposition: Needs to find starting/opening arguments for second statement
- Closing Government: Needs to find closing arguments in favour of first statement. It's important to assume what could be arguments of Opening Government in order not to repeat the same
- Closing Opposition: Needs to find closing arguments in favour of second statement. It's important to assume what could be arguments of Opening Opposition in order not to repeat the same

No communication and consultation between groups is allowed. Each group should have two speakers and the scheme of debate speeches should be written on flip-chart and presented before going into groups for preparations.

- Opening Government, 1st speaker – 2 minutes
- Opening Opposition, 1st speaker – 2 minutes

Consultations – 1 minute

Cross examination – Closing Opposition 2nd speaker to Opening Government 1st speaker – 1 minute

Closing Government 2nd speaker to Opening Opposition 1st speaker – 1 minute

- Closing Government, 1st speaker – 2 minutes
- Closing Opposition, 1st speaker – 2 minutes

Consultations – 1 minute

Cross examination – OO, 2nd speaker to CG, 1st speaker – 1 minute

OG, 2nd speaker to CO, 1st speaker – 1 minute

- OG, 2nd speaker – 2 minutes
- OO, 2nd speaker – 2 minutes
- CG, 2nd speaker – 2 minutes
- CO, 2nd speaker – 2 minutes

When back in plenary, participants should take a sit in arrangement that trainer has prepared for this type of debate.

Each of the groups should take a place in one corner of the room. Two chairs should be set in front, where two speakers will be sitting, facing each other. Member of the groups should sit right behind two speakers in order to make process of consultations faster.

Trainer should keep the time and give the floor to speakers one by one. Preferably there will be one person assisting and keeping time, very sharp and precise.

When debate is finished, trainer should give final words about the topic, not evaluating the work of the groups, unless group decides to choose the winner or best speaker.

PREPARATIONS: Prepare flip-chart with clear instructions of the debate. If needed, you can modify or add some new rules in debate. Also, state clearly that you will be facilitating process and that even if it might look confusing on the flip-chart, they should focus on their task and follow your instructions.

MATERIALS NEEDED: Lap top, projector, speakers, flipcharts, markers

Activity 9

TITLE: **FUNNY OR NOT?**

DURATION: **60 min**

SESSION OBJECTIVES:

- understand the role of media in promotion and prevention of GBV
- become aware of how important is to use gender sensitive language, in public and everyday life
- explore the complexity of humour and importance of deconstruction of gender based offensive humour

SESSION DESCRIPTION

(STEP-BY-STEP):

Session will start with discussion about the words and language we use in everyday life.

Trainer will have prepared certain words and phrases written on A4 paper that are interesting to discuss upon. For example: businessman, commissioner, mankind, history or other examples you can find that are in use and have gender based parts in the word itself. Ask participants how are gender forms used in their native languages. Start conversation with following questions:

1. Do you have gender forms for professions in your native languages? Is it commonly used in everyday language and in media?
2. Do you use female gender form for professions in everyday life? And how it influences the meaning?
3. Does the usage of female gender form depend on social status that certain profession belongs to? (for example, cleaning lady vs. businessman)
4. Can you name some of the examples for terms that could possibly be problematic from gender perspective?
5. What jokes exist in your native language? Are they based on gender? Can you give some example from media/movie/song?

During the last part of discussion is important to elaborate meaning and impact of jokes. How they were created, why they are very often based on gender and why do we laugh at them. Also, bring participants attention to the fact that jokes are supporting and promoting stereotypes, which are much "easy" to digest because of form that they are brought to. Misogyny and homophobia are main motions for jokes in most of the languages and we rarely spot it as a problem.

- In second part of activity, participants will be shown short video of

incident that happened during the football match on national TV live stream in Serbia when the Prime minister was offended with word "faggot" by one fan and that now became most popular joke in Serbia

<https://www.youtube.com/watch?v=snoBwt16OnI>

-Short introduction and explanation of the video will be needed; 1) Participants should be said that the incident happened in football match when national team played, so that it was most watched program in whole past year 2) The prime minister is currently in peak of his popularity and enjoys around 50% of voters' support and 3) Word "faggot" is commonly used in Serbian slang as an hard offence, mostly to men.

-Split participants into two groups. One group will have to discuss about why that incident IS funny (connect to freedom of speech) and the other why it's NOT funny (connect to hate speech).

-when back in plenary both groups will present on flip chart what they have discussed and what arguments they found for both cases

-facilitator will start a discussion with questions:

1. What was your first reaction when you were watching video?
2. Did your first reaction changed after discussion in small groups. Why? Why not?
3. Where is the line between freedom of expression and hate speech?
4. How important is the language and words we use in everyday life? And why?
5. Have you ever felt offended by the words/joke that someone told without having offensive intention?
6. How media are contributing to promotion of GBV violence? Can you give some examples from your reality?
7. Is media creating public opinion or public opinion influences on content in media?

PREPARATIONS: Facilitator should think of certain words and expressions that could possibly be problematic from gender perspective (from English, or some other language properly translated to English).

MATERIALS NEEDED: Lap top, projector, speakers, flipcharts, markers

WORKING ON TOOLS

Activity 10

TITLE: **THEATRE OF THE OPPRESSED**

DURATION: 3 x 90 minutes

SESSION OBJECTIVES:

To connect realistic every day gender problems in society with the experience of the participants and to find practical contributions to make the situation better.

SESSION DESCRIPTION

(STEP-BY-STEP):

This Theatre of the Oppressed session consists of three 90 min blocks: two in the afternoon, 1 the next day.

Block One:

what is Theatre of the Oppressed? (30 min)

The facilitator introduces the concept of Theatre of the Oppressed, with a flipchart with keywords:

- Form of theatre in which the audience also plays a role, in the form of 'spect-actors'.
- Augusto Boal founded it around 1960 in Brazil, to promote social change.
- Antagonist (oppressor, no change) / protagonist (oppressed, different methods).
- Oppression: exercise of power in an unjust way

Phases:

1 depiction (play) of a realistic situation in which there is oppression

2 finding solutions / contributions with the audience, improvisation

Optional 10 min Youtube interview with Augusto Boal:

<https://www.youtube.com/watch?v=HOgv91qQyJc>.

The facilitator introduces the working plan for this afternoon and the next morning:

1. What is theatre of the Oppressed?
2. Preparation exercises

3. Thinking and preparing a play in 3 groups
4. The Theatre (morning)

Block 2:

Preparation exercises (60 min)

Why? To feel comfortable to express ourselves with our bodies, to get creative.

A couple of times we will make pairs or small groups. Please every time find a new person.

Exercise 1: See what we look at: The Mirror

The participants make pairs and mirror each other. The facilitator gives an example. After some time, change roles.

Exercise 2: Feel what we touch: Blind Walking

In pairs: one person guides another person, while standing behind that person. Tapping on the shoulder means left or right. In pairs: first make clear what the different touches mean, so you trust each other. Make a sign for 'stop'. No talking. Then start slowly. In a couple of minutes change roles.

Exercise3: Listen what we hear: Quizas <http://youtu.be/pqYT5rtm0gs>.

Listen to the song: there are three main instruments: trumpet, piano and bass. Split the group in three, according to those three instruments. Walk through the room randomly. When you hear your instrument you walk forwards and dance. When you don't hear your instrument, you stand still.

Exercise 4: Image Theatre: The Statue

In pairs, in a circle. Facilitator demonstrates that the 'clay', the other person, can be 'shaped'. No talking. When finished, the outer circle can take a look at all statues. Now the pairs switch, and the other can make a statue. But now there is a theme: 'Oppressor and Oppressed' (two statues interacting). When statues are finished, the group checks one by one what we see. Facilitator asks the group: what is depicted? and then checks with the artist. Then all statues go back to their shape. The artists are now asked to turn the situation to something positive and everybody can check again.

Block 3:

thinking and preparing a play in 3 groups (90 min, until dinner)

Everyone is asked to write down for himself in keywords:

- A story of oppression, related to gender
- From your own experience
- Fit for a play of 5-10 min

- Story ends with a problem of oppression
- After 10 min: go in 3 groups, choose which story is best for a play, prepare (think of costumes/attributes)

Block 4:

The Theatre (next morning)

First 20 min: final preparation.

The three groups present their plays and after each one, the audience can come up with contributions to solutions.

One hour was added in the evening: during the Lithuanian Evening we had 'guests': volunteers from JMB. It was a nice opportunity to get to know about each other, and to speak about the topic we were here for this week. The participants depicted two prepared Theatre of the Oppressed stories, and we made an interaction with the new public. Afterwards the responses were very positive.

PREPARATIONS:

On a flipchart some key elements of Theatre of the Oppressed:

- Spect-actors
- Augusto Boal: Social Change
- Phases:

1 depiction (play) of a realistic situation in which there is oppression

2 finding solutions / contributions with the audience, improvisation

- Antagonist (oppressor, no change) / protagonist (oppressed, different methods).

- Oppression: exercise of power in an unjust way.

Prepare projector and video <https://www.youtube.com/watch?v=HOgv91qQyJc>.

Prepare the working schedule:

1. What is Theatre of the Oppressed?
2. Preparation exercises
3. Thinking and preparing a play in 3 groups
4. The Theatre (morning)

Prepare an information sheet on the preparation exercises:

- Exercise 1: See what we look at: Looking: The Mirror
- Exercise 3: Feel what we touch: Feeling: Blind Walking
- Exercise 2: Listen what we hear: Hearing: Quizas
- Exercise 4: Image Theatre: The Statue

Prepare an instruction sheet:

In keywords:

- A story of oppression, related to gender
- From your own experience

- Fit for a play of 5-10 min
 - Story ends with a problem of oppression
 - think of costumes/attributes
 - 1. Go in 3 groups, choose which story is best for a play, prepare.
- Blindfolds

MATERIALS NEEDED: Pens, writing material, open space, projector, speakers

Activity 11

TITLE: **CLICKTIVISM AND ONLINE ACTIONS**

DURATION: 90 min

SESSION OBJECTIVES:

To discuss recent gender related videos and articles that went viral.

SESSION DESCRIPTION

(STEP-BY-STEP):

During this session several videos/articles will be shown, with after each one a discussion in 4 sub-groups. It will be self-facilitated. The videos have a strong impact, so there is a lot to discuss. The discussions will only be 10 min, to keep it quick and moving. People can make notes during the video. One facilitator can lead the discussions: ask questions: what is your opinion? Do you agree? Why? Make sure everybody can talk. Central question: What was the message of this video? Do you agree?

Videos (85 min. incl. discussions)

1. Oppressed Majority (8 min)

Turns gender roles around.

<https://www.youtube.com/watch?v=V4UWxlVvT1A>.

2. 10 Hours of Walking in NYC as a Woman (2 min)

Women shows harassment on the street

<https://www.youtube.com/watch?v=b1XGPvbWn0A>

3. Amsterdam dancing women

Women come to find a dance career, but end as a hooker

<https://www.youtube.com/watch?v=TdUXfb5d5PE>

4. Sunny Bergman: Limited Usage (5 min.)

On women and aging.

<https://www.youtube.com/watch?v=8LKVg4geKng>

5. Gay parade

<https://www.youtube.com/watch?v=4P2k7a-vxis> From Vice

9 min. Netherlands promo 30 sec: <https://www.youtube.com/watch?v=zJsO19NCxrc>.

Backup:

1. Jennifer Lopez: "I Luh Ya Papi" (5 min)

New feminism: Jennifer Lopez against objectification of women

<https://www.youtube.com/watch?v=c4oiEhf9M04>.

2. Julien Blanc, the Pickup Artist:

Date coach, basically saying that the man should treat the women bad, because that's what they like, they like a strong man.

<https://www.youtube.com/watch?v=wPT5dFHK3wo>

Emma Watson HeForShe Speech at the UN (11 min)

Bit slow.

<http://youtu.be/gkjW9PZBRfk>

PREPARATIONS: Prepare four spots for discussions and the projector and speakers.

MATERIALS NEEDED: Projector and sound

Activity 12

TITLE: **SKILLS BUILDING ON GBV**

DURATION: 90 min

SESSION OBJECTIVES:

- practicing facilitation in youth work
- observing and giving feedback to colleagues

SESSION DESCRIPTION

(STEP-BY-STEP):

Facilitator starts the activity by introducing the concept of four communication skills, that afterwards participants will have an opportunity to practice.

Communication skills:

- Open Not Closed -
- Encourage, Don't Push
- Support Don't Judge
- Listen More, Speak Less

Communication skills should be explained one by one. When introducing each of them, firstly ask participants what they would say that certain skill is about. When several opinions are said, start giving a short input. Search for examples from participants and move to the next skill only when everybody confirms that the previous one is clear.

While introducing the activity it's important to make clear that the topic is related to communication with victims of GBV in youth work and that they will have a chance to practice it.

When all communications skills are explained, continue with dividing participants into 3 groups.

Explain that in small groups they will make a role play in which they will need to show conversation between a youth worker and person that has experienced GBV, a victim. Each group will get folded paper where will be written on what kind of GBV they should base their role play. One group will get physical violence, second, psychological and the third sexual violence. Send participants to work in small group where they will have to act out. One group member will be the person experiencing GBV, another group member will be the youth worker - person providing support, and the

remaining group members will be observers. There is no advance practicing and women can act male roles and vice versa. Actors will perform for the observers in their groups. When the scenario has been role played, participants will switch roles in order that each member of the group play at least one role.

At the end of the exercise participants will gather in a large circle and have two people from each group play one of the scenarios. Let each scenario last for cca. 5 minutes.

- After each scenario, following questions will be raised:
 1. What kind of GBV scene is addressing?
 2. Which of the communication skills did you recognize?
 3. Are there any comments on the skills used?
- When all scenarios are being played and discussed, call participants back in plenary. Start debriefing in big group with following questions:
 - How did it feel being the person receiving support? What was difficult?
 - What do you think may prevent people who are suffering GBV from to tell their stories?
 - Why people want to be heard when they talk about issues that are important to them?
 - How did it feel being the person providing support? What was easy? What was difficult?
 - Make a short brainstorm of different ways in which people don't listen. Ask the listeners to state some of the ways in which they were being unskilled listeners. Ask the speakers to add other ways that people don't listen.

Facilitator will close session with statement that these communication skills take practice, but with practice, they will come naturally.

- Short inputs for communication skills:
 - Open not closed - Mind your body language, open your hands, lean towards the person that you are speaking to and show with your face expression that you are interested in conversation.
- Most of the attention we attract by our 1) body language- cca 70%, 2) with our para-verbal style (tone and colour of voice, pauses etc.) – cca 23% and 3) content of our words – cca 7%
- Encourage, don't push – Engage people into conversation by asking simple questions, not sensitive and tricky, but short and encouraging. Be prepared that some person will not want to continue conversation and respect their decision. Give them clear sign that you are ready to talk with them whenever they feel need.

- Support, don't judge – Mind the sensitive moment in which victim of GBV is. Give them right to feel sad. Understand their feelings and support them in order to feel accepted.
- Listen more, speak less – Give the victim chance to speak out, have patience and don't take over the conversation. Show the victim that is their story which matters and that they are respected and listened.

PREPARATIONS: Mind that some of the participants could have experienced GBV themselves, therefore is important to have more people in the group, so that no one feels pressured and exposed.

MATERIALS NEEDED: Papers, pens, flip-chart, some clothing (scarfs, hats, jackets etc.)

Activity 13

TITLE: OPEN SPACE

DURATION: 60 min

SESSION OBJECTIVES:

- participants to contribute directly to the program of TC
- to build the competences and put facilitation skills into practice

SESSION DESCRIPTION

(STEP-BY-STEP):

Before the first session starts, there is flip-chart put in the most visible place in working space. Ask participants to write their ideas if anyone would like to conduct some topic-related activity in the afternoon.

There needs to be only a couple of information filled in flip-chart;

Who is facilitator?

What's the title and objectives of proposed activity?

How long it will last?

Do you need any help from trainers in preparation process?

Invite participants to propose activities until lunch break and to communicate with trainers' team about assisting or shaping ideas.

Before going to lunch break, read suggested activities and depending on how many ideas there are, you can split in more small groups or to work in one big group.

Make a time frame for activities that will be conducted. Be on disposal to participants that will facilitate activities.

It's advisable for trainers to participate in activities.

PREPARATIONS: Make sure that suggested activities are topic-related. Briefly go through all the activities with participants who suggested them before Open space starts.

MATERIALS NEEDED: Flip-chart, marker
Depending on suggested activities

(BRIEF) EVALUATION OF THE SESSION:

In this TC, there were three activities suggested and conducted with the whole group:

1) One participant wanted to share observation of importance of literature in understanding GBV actors and their roles. It was said that by reading book, novels, we are able to look at the situation in holistic way. We can understand behaviours that are not our manner and by practicing our mind to do so with characters from the book, eventually we could do it also in real life. We could combat GBV in more effective way if we would have full understanding of actions of each of the actors.

2) Second activity was discussion on video about Sexual orientation and Sexual behaviour. <https://www.youtube.com/watch?v=bEqWIMroMss> Participant conducting activity introduced the concept of sexual behaviour that we haven't talked about during the TC.

3) Third activity in Open space was Take a step forward from Compass. For most of participants it was first time that they have participated in this activity and they have enjoyed it. Roles for the activity were prepared closely, so that there was a couple of same roles, but with different gender identity or sexual orientation. It was interesting to see the differences between the "same" roles and hear the explanations.

PERSONAL AND GROUP ACTIONS

Activity 14

TITLE: **1 BILLION RISING**

DURATION: 45 minutes

SESSION OBJECTIVES:

-to contribute to global movement that aims to combat GBV

SESSION DESCRIPTION

(STEP-BY-STEP):

Participants were introduced the idea of 1 billion rising global movement that aims to raise the awareness of VAW (violence against women) and to combat it. All around the world on 14th of February, there are people organizing public performances in order to give support to women, victims of GBV.

In order to get clear picture of how these performances look like, show You tube videos to participants.

<https://www.youtube.com/watch?v=fL5N8rSy4CU>

Practice choreography on certain song with participants. Everybody should participate and said that the final version of choreography will be filmed outside, in public space.

Bring all participants out in some public space (square, park and so on) and start with choreography. One person should be filming and on the same day upload it on internet.

This kind of activity gives extra value to a learning process that participants are going through, but also raises visibility of campaign itself and the training course.

Result: **<https://www.youtube.com/watch?v=g7agPD6mJck>**

PREPARATIONS: Find out which of participants are willing to conduct the choreography practice, preferably someone who is dancer already.

Spot the public space in which it will be possible to make the act it out.

Prepare the flip-chart with basic information on campaign and training course that will be filmed in video as well.

MATERIALS NEEDED: Camera, lap top, projector, flip-chart, rainbow flag

Activity 15

TITLE: **PERSONAL ACTION PLAN**

DURATION: 90 minutes

SESSION OBJECTIVES:

To develop a personal action plans that deals with GBV on local/national level

SESSION DESCRIPTION

(STEP-BY-STEP):

Everyone will think for him/herself what he or she can do on local level, to make a contribution to combat GBV.

The Action Plan consists of:

1. Title
2. Name of facilitator
3. Date & time
4. Objectives
5. Description (step by step)
6. Materials needed
7. Evaluation

How to think of objectives? Examples: - to introduce a concept – to transfer knowledge / skills / attitudes – to explore

Keep your plan SMART:

- Specific: not too vague. Four W's: What, Why, Who, Where.
- Measurable: indicator of progress
- Attainable: realistic, not too ambitious, not too little
- Relevant: there's a good reason to do it
- Time-bound: there is a beginning and an end

1. 10 minutes brainstorm on what you want to do at home, and for whom
2. quickly present your idea
3. people work it out on laptops. You can work together, to ask for ideas from each other. But in the end, we will need Personal Action Plans from everybody in an online document.

Resources and ideas:

1. Organizing a discussion
2. Organizing a Theatre of the Oppressed Session

PREPARATIONS:

Prepare a flipchart with:

The Action Plan consists of:

Keep your plan SMART:

- Specific: not too vague. Four W's: What, Why, Who, Where.
- Measurable: indicator of progress
- Attainable: realistic, not too ambitious, not too little
- Relevant: there's a good reason to do it
- Time-bound: there is a beginning and an end

8. Title
1. Name of facilitator
2. Date & time
3. Objectives
4. Description (step by step)
5. Materials needed
6. Evaluation

