



TRAINING MANUAL FOR GENDER EQUALITY AND ANTI-DISCRIMINATION







**SMART
Balkans**

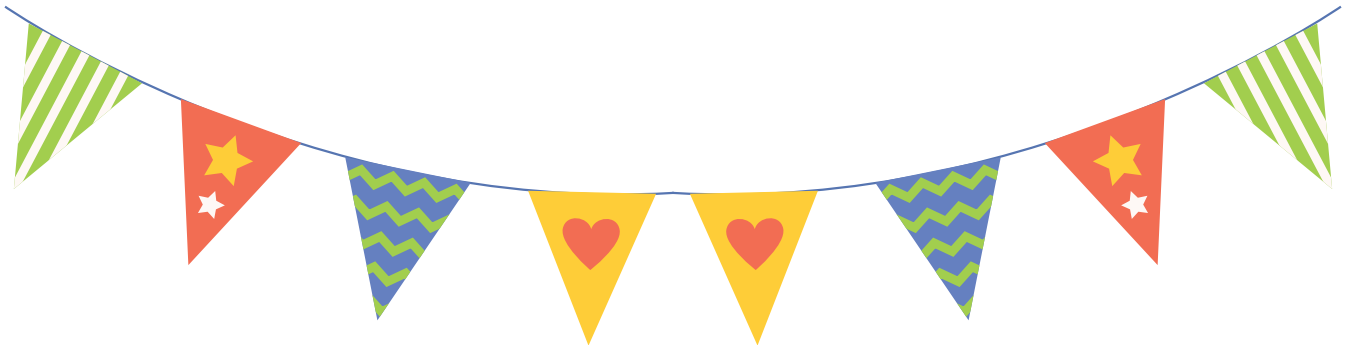
Civil Society for Shared Society
in the Western Balkans

POMOĆ DECI



TRAINING MANUAL FOR GENDER EQUALITY AND ANTI-DISCRIMINATION

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INTRODUCTION

PREFACE

The Training Manual for Gender Equality and Anti-discrimination is prepared within the framework of the regional project “Action for girls’ rights to equality, peace and security” implemented by Pomoc deci - Children and Youth Support Organisation (CYSO), together with three regional partners: Volunteers Centre Skopje (VCS) from the North Macedonia, Partnere per Femijet (PPF) from Albania and the Institute for Development of Civil Society “Innovate” (IDCSI) from Kosovo*. This project has been implementing within the framework of the Regional program “SMART Balkans – Civil Society for Shared Society in the Western Balkans.” This regional program is implemented by the Centre for the Promotion of Civil Society (CPCD), the Centre for Research and Policy Making (CRPM), and the Institute for Democracy and Mediation (IDM) and financially supported by the Norwegian Ministry of Foreign Affairs (NMFA).

What is “Action for Girls’ Rights to Equality, Peace and Security” project?

The “Action for Girls’ Rights to Equality, Peace and Security” project aims to support and encourage civil society participation and influence on the respect of the rights of young people, especially women and girls, on peace building reconciliation and security through capacity building, networking and advocacy for gender anti-discrimination, equality and empowerment of girls in the project countries in creating peaceful and inclusive societies for sustainable development in Western Balkan. The programme is introducing an approach to empower young people, especially girls from various ethnic/minority/majority groups as drivers of sustainable peace-building, antidiscrimination, gender equality and promoting social cohesion in four Western Balkans countries through gender-based empowerment in a peer-to-peer manner creating peer influencers for social justice and prevention of peer gender-based violence.

This general goal would be achieved through the development of sub-regional networks of civil society organizations that work in the field of peace and security through the promotion of gender equality and the active participation of young women, through peer education and the empowerment of young people (especially girls), which will lead to a lasting impact on promoting equality, peace and security. The importance of promoting the empowerment of young people, especially girls, and respect for diversity and gender equality for long-term peace and stability through peer education, advocacy, networking in the countries of the Western Balkans and partnerships with EU organisations and networks are the key outcomes of the project, which will affect civil society as a whole.

This publication is a manual contextualized to focus on the needs of young people in Serbia, Albania, North Macedonia and Kosovo* including a strong focus on gender equality and inclusivity. This resource has been

built based on the results of the needs assessment that was conducted for identifying the needs of the target groups in the project partners in Serbia, Albania, North Macedonia and Kosovo*. The needs assessment among young people in the project has shown that most of them are willing both to learn more about gender equality, prevention of gender-based violence and how to fight gender-based stereotypes, prejudice and discrimination, and to how to become active participants in the process of developing gender equality.

Although, it has been developed based on the updated needs assessment of young people and specifically for the sake of the “Action for girls’ rights to equality, peace and security”, this manual draws upon materials and tools developed by Pomoc deci and its partners over the years, the most notable being:

- The “Peer training curriculum” of the GIRLACT programme;
- The Aflateen+ Programme for Girls for Serbia and Albania
- Training Manual for the Social and Financial Education Training of Trainers of SAFE for Triple E Project.

Many of the exercises were originally adapted and have since evolved from activities developed by others. Additionally, in creating this manual, a comprehensive list of literature was consulted as well, which is available at the end of this manual.

The manual comprises a collection of activities which most of them were applied during two regional trainings held in September and December 2023. Young females and males from Albania, Kosovo*, North Macedonia, and Serbia participated in these training sessions.

The training manual is intended for adaptation to local circumstances and comes with an accompanying training manual for peer education. This manual presents the participants with activities and exercises that offer a creative, active approach to learning. We believe that the participants will benefit most from this manual because the activities are adapted to respond to their needs and their age on creative way and brings such difficult topics closer to the target population and encourages them to explore themselves, their attitudes, in a safe and appropriate way.

This manual has been designed to be used primarily in non-formal education environments with youth groups. Rooted in a human rights perspective on gender-based violence, the manual uses the human rights education as a foundation for empowering young individuals to learn about gender equality and take action against gender-based violence.

Designed to address various topics, this manual includes activities for working on the following themes: Gender and Sex; Gender roles, Stereotypes, Prejudice, Gender-based discrimination, Gender-based violence (GBV), Types of gender-based violence and how to take an action for fighting against GBV.

We believe that this manual will be beneficial for you and will inspire you for further research on this topic and will motivate you to consult additional literature.

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We wish you a successful work.

ALL TERMS USED IN THE MASCULINE GENDER INCLUDE THE MASCULINE AND FEMININE GENDERS OF THE PERSONS TO WHOM THEY REFER, UNLESS STATED OTHERWISE.

This Manual was developed with the support of the “SMART Balkans – Civil Society for Shared Society in the Western Balkans” regional project implemented by the Centar za promociju civilnog društva (CPCD), Center for Research and Policy Making (CRPM) and Institute for Democracy and Mediation (IDM) and financially supported by the Norwegian Ministry of Foreign Affairs (NMFA). The content of the Manual is the sole responsibility of the project implementers and does not necessarily reflect the views of the Norwegian Ministry of Foreign Affairs (NMFA).

Advice for the facilitator/s

Welcome to “Action for Girls’ Rights to Equality, Peace and Security”. This programme aims to empower young people and youth workers to promote anti-discrimination, peace-building, tolerance, human, women and girls’ rights to empowerment and equality, gender equity and to prevent peer GBV at different levels. We hope this manual enables them to understand traditional ethnic/national and gender-based stereotypes, prejudice and discrimination that lead also to peer GBV, as well as to give them tools for peace building and peaceful transformation of conflicts to fight and prevent them.

We will have succeeded if young people will be encouraged to fulfil their potential and to act as agents of change within their communities. We hope that this manual also takes you on a journey that you find stimulating and rewarding, and that helps you develop as a facilitator.

In this manual, we use the term ‘facilitator(s)’, which refers to the individual responsible for preparing, delivering, and coordinating activities for participants. A facilitator serves as a guide, aiding individuals in discovering their existing knowledge, motivating them to expand their learning, and assisting them in exploring their potential. Facilitation involves creating an environment where people can learn, experiment, explore, and grow. We would like to underline the need for a democratic and participative approach in educational efforts related to gender and gender-based violence themes. We presume that you will be facilitating groups of young people, whether in a classroom, youth club, training course, youth camp, or seminar, for instance.

Who are the potential participants at the training?

The training manual activities are designed for young people aged 18+. We have tried to create a resource that is equally relevant and applicable to participants with different knowledge and experience. During the training, the facilitator should follow the group dynamics and to be aware for the pre-knowledge of each participant and to provide an environment in which each participant will feel free to openly discussed about different issues important form his/her. The facilitator should invite the participants to mutual understanding and support regardless of their prior knowledge. This training allows participants to experientially see their level of tolerance and respect for others, which is the basis for advocating for equality.

By providing a positive atmosphere in the group, the facilitator sends a message to the participants that respecting the rights of others, encouraging tolerance, understanding and respect, starts with the facilitator and with the all participants in the group.

You, the facilitator

We want you to benefit from your participation in this programme as much as the young people as participants in your group. We hope that by participating in the programme, you will find new ways to develop your capacity as a facilitator. Therefore, we have developed a manual for peer education and facilitation to accompany this manual.

The sessions in this manual are characterized by a variety of active-learning methods. The activities in the manual are based on educational aspect and do not ask for involvement of deep individual emotional aspect of the participants. However, this is an experiential process and sometimes it is possible some of the participants to experience the exercises more deeply. If the facilitator notices during the activity delivering that concrete activity have touched a participant/s emotionally (personally), she/he should consult with the mentor and the persons responsible for this program.

In order to successfully implement the activities, it is necessary to form a strong group identity and to build an atmosphere of trust, security, inclusion, and participation. Participants will not speak openly on sensitive topics or express their opinions if they do not feel secure within their group.

As a facilitator, it's essential to select activities that align with the knowledge, skills and awareness of both yourself and your group, fitting within the available time. Review each activity at least twice, envisioning potential reactions and comments from the group that you will work with. Ensure you have all necessary materials and verify there's sufficient space, particularly if participants will be involved in small-group tasks.

Overview of the Training Manual

The Manual on gender equality and anti-discrimination has been prepared to meet the needs of the Project Action for Girls' Rights to Equality, Peace and Security.

In the manual, there are training activities intended for group work with young people. The purpose of the training activities is to build the capacity of young people in order to improve their knowledge and skills to promote anti-discrimination, peace-building, tolerance, human, women and girl rights to empowerment and equality, gender equity and to prevent peer GBV at different levels.

Structure of the Manual:

The manual is consisted of five chapters:

1. Introduction with the most common used terms and words in the training manual
2. Introduction and building the foundation
3. Gender issues, roles of men and women in a society and gender equality

4. Gender-based discrimination and violence and various types of gender-based violence
5. Social action and Community support

The content of the chapters covering the following topics:

- Introduction to gender issues, roles of men and women in a society, gender-based discrimination and protective measures
- Recognition of gender-based stereotypes, respect for differences, and promotion of gender equality
- Gender-based violence, various types of gender-based violence and consequences of GBV
- Increasing awareness of the importance of social action and community support

How to use this manual? This training manual is divided into five chapters. The chapters are divided into activities. Each activity contains an overview of the activity, needed materials, estimated duration of the activity and methodology. You will also find additional information for the facilitator if and when necessary. After the description of the tasks, you will find annex to the activity which include materials for the concrete activity necessary for the facilitator or to hand out to the participants.

Each activity is designed as an independent unit. It is also possible to create a new activity/exercise by combining parts of presented once in the manual. The duration of the activity depends on the number of participants and their engagement, therefore it is recommended to plan the time carefully according to the target group characteristics being worked with. This involves an assessment by the facilitator of whether to use all elements/steps in a given activity within the allocated time or to adapt it to the specific needs of the participants.

The working setting is for the participants to be seated in a circle to ensure more complete participation of the group as a whole. The sections that involve working in small groups then end with sharing again in the large circle of the whole group.

The provided activities in this Training Manual enables the facilitator to plan and to conduct a training. The manual begins with exercises and discussion about the basic concepts of gender equality and gender-based roles in the society. It continues with detailed information about gender-based discrimination, term 'gender-based violence', different types of gender-based violence and possible consequences of it. The manual is concluded with principles that will lead participants to a clear understanding of the importance of prevention and the ability to develop effective social prevention actions within their communities.

Consider the activity instructions as flexible guidelines rather than strict rules. Facilitators should tailor the material to suit the specific needs and context of their group, incorporating relevant issues and considering their own experience and skills. Recognize that it's not possible to create activities that perfectly match every setting. Therefore, facilitators are encouraged to modify activities while preserving the fundamental objectives and dynamics.

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At the same time, because each facilitator is different, the manual is also flexible. It is flexible in the way you can use the activity. You will easily recognise which sessions are needed in any training, and which ones you can skip depending of the participants and their expectations. It is flexible because you can adapt the activities based on your own facilitation experience and the skills and knowledge of your group of participants. It is flexible because each activity has been designed to guide your steps in the implementation of the session, while at the same time giving you the freedom to improvise if you feel comfortable and confident!

In the following chapters, the listed activities provide a brief overview of the objectives of the exercise on a specific topic. A detailed description and accompanying information are presented for each exercise: the type of exercise, the average duration of the exercise, and the necessary materials for performing the exercise. Please note that the mentioned average duration of the exercise is not entirely precise. The exercises can generally be conducted within the specified timeframe, but the required time also depends on the composition of the group and how active and talkative the group is. Some groups may need a bit more time.

Presentation of the activities in the training manual

Each activity is presented in a following format:

- ✓ **Overview:** This section provides brief information about the activity type and the topics covered, highlighting any specific thematic emphasis.
- ✓ **Aims:** These outline the intended learning outcomes for participants, encompassing knowledge, skills, attitudes, and values targeted by the activity.
- ✓ **Time:** This indicates the estimated time required to complete the entire activity, including any pre or post-activity discussions.
- ✓ **Materials:** This is a list of needed materials to conduct the activity.
- ✓ **Preparation:** This covers tasks and items the facilitator should address or arrange before starting the activity. Materials to prepare in advance, actions needed to be taken by the facilitator or participants, everything needed so that the activity runs well.
- ✓ **Instructions:** This section provides a set of guidelines on how to effectively carry out the activity.
- ✓ **Key points for discussion:** Here you can find suggested questions to help the facilitator in conducting the debriefing process and assessing the activity's impact.
- ✓ **Notes for Facilitators:** This section offers valuable guidance, highlighting considerations for debriefing, alternative methods for conducting the activity, additional background information relevant to the task, and pointers to further resources.
- ✓ **Annex to the activity:** This part incorporates supporting material for implementation of the activity such as role cards, action pages, background reading materials, discussion cards, or any other materials intended for distribution to participants during the activity.



CHAPTER ONE

DEFINITIONS OF THE MOST COMMON USED TERMS AND WORDS in the training manual

The issue of gender equality goes beyond the improvement of the position of girls and women. Essentially, the topic of gender equality is a matter of universal human rights and is a fundamental requirement for achieving social justice, fostering democracy, attaining social harmony and equity, ensuring economic prosperity, advancing societal development, and enhancing social relations. In many international and national documents, the issue of gender equality was recognized as one of the key development issues. Nevertheless, despite the political will and focus on fulfilling the assumed obligations in the field of achieving gender equality, only modest advances have been made in relation to the defined goals.

Gender equality implies an equal position, treatment and opportunities for women and men in achieving human rights across various aspects of both public and private life. In essence, it is based on the generally accepted principle of prohibition discrimination, making it “a special type of protection and preservation of the principle of equality.

Gender equality has implications for nearly all parts of social interaction and public policy, encompassing areas such as youth policy and youth work. Each person is directly and individually affected by matters relating to gender (in)equality, gender-based discrimination and gender-based violence.

In order to understand the concept of gender equality, it is first necessary to define the basic terms: sex and gender, gender roles, gender equality, gender-based discrimination, gender-sensitive language, gender-based violence and types of gender-based violence.

Therefore, in this chapter, you will find definitions for several significant terms connected with the gender equality, which are the most used in this training manual.

SEX AND GENDER

A number of definitions have been put forward by different organisations. For example, the United Nations Women (UN Women) has used a definition of sex as “the physical and biological characteristics that distinguish males and females”¹ and a definition of gender refers to “the roles, behaviours,

¹ Gender equality glossary; UN Women Training Centre; Available at: <https://trainingcentre.unwomen.org/mod/glossary/view.php?id=36&mode=letter&hook=S&sortkey=&sortorder=>

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activities, and attributes that a given society at a given time considers appropriate for men and women. ... These attributes, opportunities and relationships are socially constructed and are learned through socialization processes. They are context/ time-specific and changeable. Gender determines what is expected, allowed and valued in a woman or a man in a given context. In most societies there are differences and inequalities between women and men in responsibilities assigned, activities undertaken, access to and control over resources, as well as decision-making opportunities. Gender is part of the broader socio-cultural context, as are other important criteria for socio-cultural analysis including class, race, poverty level, ethnic group, sexual orientation, age, etc.”².

The World Health Organisation (WHO) gives the following definitions³:

- ‘Sex’ refers to the biological and physiological characteristics that define men and women.
- ‘Gender’ refers to the socially constructed roles, behaviours, activities and attributes that society considers appropriate for men and women.

To put it another way: ‘male’ and ‘female’ are sex categories, while ‘masculine’ and ‘feminine’ are gender categories.

It is useful to ask a few participants to translate “sex” and “gender” into local languages. Try to get the group to agree to use these translated definitions when talking about gender.

GENDER ROLES

Gender roles refer to social roles, which are a set of expectations that a particular community has regarding the male and female. They are learned through the process of socialization and interaction with others.

Gender roles are closely linked to stereotypes and prejudices that exist in society, shaping behavioural models considered acceptable for women on one hand and men on the other. Gender roles reflect the “conditions of production, reproduction, cultural, religious, and ideological systems” dominant in a specific society. As such, being socially conditioned, gender roles are variable. They are not consistent across different time periods within the same society and also vary among cultures, ethnic groups, and social classes.

GENDER EQUALITY

According to the Council of Europe, gender equality means:

“An equal visibility, empowerment and participation of both sexes in all spheres of public and private life. Gender equality is the opposite of gender inequality, not of gender difference, and aims to promote

2 Gender equality glossary; UN Women Training Centre; Available at: <https://trainingcentre.unwomen.org/mod/glossary/view.php?id=36&mode=letter&hook=G&sortkey=&sortorder=>

3 <http://www.who.int/gender/whatisgender>

the full participation of women and men in society. It means accepting and valuing equally the differences between women and men and the diverse roles they play in society. Gender equality includes the right to be different. This means taking into account the existing differences among women and men, which are related to class, political opinion, religion, ethnicity, race or sexual orientation. Gender equality means discussing how it is possible to go further, to change the structures in society which contribute to maintaining the unequal power relationships between women and men, and to reach a better balance in the various female and male values and priorities.”⁴

With one sentence, gender equality implies equal opportunities and equal representation of men and women in all spheres of private and public life.

GENDER-BASED DISCRIMINATION

According to the Article 1 of the UN Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), the term “discrimination against women” shall mean any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field.⁵

“Discrimination against women and girls means different treatment from men and boys that prevents them from enjoying their human rights. CEDAW explains that discrimination can take place in all areas of public and private life, including political, economic, civil, social, and cultural areas. An example of “direct discrimination” is when the laws of a country do not allow women to vote, go to school or own property. An example of “indirect discrimination” is when a job, such as police officer, has minimum height and/or weight criteria that many women may not be able to meet. ‘Substantive equality’ or ‘equality of results’ cannot be achieved when either direct or indirect discrimination exist”.⁶

Young women and young men can contribute to gender equality by learning about women’s and girl’s rights, being aware of stereotypes that contribute to women and girls being treated unequally, and by addressing discrimination in all of its forms and promoting equality, inclusion and respect.

GENDER-BASED VIOLENCE

There are several definitions about the gender-based violence:

4 Council of Europe, Gender Equality Glossary, December 2015; Available at: <https://rm.coe.int/16805a1cb6>

5 UN Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), Available at: <https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-elimination-all-forms-discrimination-against-women>

6 Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) for youth; UN Women; Available at: <https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/Library/Publications/2016/CEDAW-for-Youth.pdf>

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Gender-based violence is ‘an umbrella term for any harmful act that is perpetrated against a person’s will and that is based on socially ascribed (i.e. gender) differences between males and females. It includes acts that inflict physical, sexual or mental harm or suffering, threats of such acts, coercion, and other deprivations of liberty. These acts can occur in public or in private.’⁷

“Gender-based violence refers to any type of harm that is perpetrated against a person or group of people because of their factual or perceived sex, gender, sexual orientation and/or gender identity”.⁸

The UN Declaration on the Elimination of Violence against Women of 1993, in its article 1, defines the term ‘violence against women’ as: “Any act of gender-based violence that results in, or is likely to result in physical, sexual or psychological harm or suffering to women, including threats of such acts, force or arbitrary deprivation of liberty, whether occurring in public or in private life”⁹.

Gender-based violence encompasses other descriptions of violence, but it is framed in broader terms with the understanding that the causes and solutions to violence are at once personal, political, economic and social, institutional and interpersonal.

Although not exclusive to women and girls, GBV principally affects them across all cultures.

“Victim” is any natural person who is exposed to the behaviours listed above.

The term “women” also includes girls under the age of eighteen.

TYPES OF GENDER-BASED VIOLENCE

Gender-based violence can take many forms, including (but not limited to):

Physical gender-based violence - Any act which causes physical harm as a result of unlawful physical force.¹⁰ “Physical violence includes beating, burning, kicking, punching, biting, maiming or killing, the use of objects or weapons, or tearing out one’s hair. Some classifications also include trafficking and slavery in the category of physical violence because initial coercion is often experienced, and the young women and men involved end up becoming victims of further violence as a result of their enslavement.”¹¹

Psychological and emotional forms of GBV - Any act which causes psychological harm to an individual. Psychological violence can take the form of, for example, coercion, defamation, verbal insult or harassment.¹²

7 Gender-based violence Toolkit, Available at: https://www.unhcr.org/gbv-toolkit/_test/

8 Gender Matters Manual on addressing gender-based violence affecting young people, Council of Europe, 2019; Available at: <https://rm.coe.int/gender-matters-a-manual-on-addressing-gender-based-violence-affecting-/16809e1c34>

9 Declaration on the Elimination of Violence against Women, 1993; Available at: <https://www.ohchr.org/en/instruments-mechanisms/instruments/declaration-elimination-violence-against-women>

10 European Institute for Gender Equality, <https://eige.europa.eu/gender-based-violence/what-is-gender-based-violence/forms-of-violence>

11 Gender Matters Manual on addressing gender-based violence affecting young people, Council of Europe, 2019; Available at: <https://rm.coe.int/gender-matters-a-manual-on-addressing-gender-based-violence-affecting-/16809e1c34>

12 European Institute for Gender Equality,

“All forms of violence have a psychological aspect, since the main aim of being violent or abusive is to hurt the integrity and dignity of another person. Apart from this, there are certain forms of violence which take place using methods which cannot be placed in other categories, and which therefore can be said to achieve psychological violence in a ‘pure’ form. This includes isolation or confinement, withholding information, disinformation, and threatening behaviour”.¹³

Sexual and gender-based violence refers to any harmful act that is perpetrated against a person’s will and is based on gender norms and unequal power relationships.¹⁴

Economic violence - Any act or behaviour which causes economic harm to an individual. Economic violence can take the form of, for example, property damage, restricting access to financial resources, education or the labour market, or not complying with economic responsibilities, such as alimony.¹⁵

“Socio-economic violence is both a cause and an effect of dominant gender power relations in societies. Some of the most typical forms of socio-economic violence include taking away the victim’s earnings, not allowing her to have a separate income (forced ‘housewife’ status, working in the family business without a salary), or making her unfit for work through targeted physical abuse. In the public sphere this can include denial of access to education or (equally) paid work (mainly to women), denial of access to services, exclusion from certain jobs, denial of the enjoyment and exercise of civil, cultural, social, or political rights.”¹⁶

SPECIFIC FORMS OF GENDER-BASED VIOLENCE

Violence against girls includes sexual violence, child marriage, sexual harassment, female genital mutilation, intimate partner violence, trafficking, sexual exploitation and abuse. The impacts are significant in both the short- and long-term, and can include serious physical injuries, sexually transmitted infections such as HIV/AIDs, forced and unwanted pregnancies, and greater risk of maternal mortality.

Boys are also victims of trafficking and gender-based sexual violence and exploitation, but due to stigmatization, the numbers continue to be vastly underreported. While exploitation and violence can happen to anyone, harmful social norms and gender-based power imbalances make young women and girls especially vulnerable. Young women are usually afraid to report GBV, and are commonly disbelieved, ignored or blamed and shamed by their families and communities when they do.

<https://eige.europa.eu/gender-based-violence/what-is-gender-based-violence/forms-of-violence>

13 Gender Matters Manual on addressing gender-based violence affecting young people, Council of Europe, 2019; Available at: <https://rm.coe.int/gender-matters-a-manual-on-addressing-gender-based-violence-affecting-/16809e1c34>

14 https://www.ippf.org/sites/default/files/ippf_cccg_chapter_10_sgbv.pdf

15 European Institute for Gender Equality,

<https://eige.europa.eu/gender-based-violence/what-is-gender-based-violence/forms-of-violence>

16 <https://www.unescwa.org/sd-glossary/socio-economic-violence>

Child marriage is formal or informal union before age 18.¹⁷ It is a violation of children’s human rights and a form of gender-based violence that robs children of childhood. Child marriage also disrupts their education and drives vulnerability to violence, discrimination and abuse.

Forced marriage “is a marriage in which one and/or both parties have not personally expressed their full and free consent to the union. A child marriage is considered to be a form of forced marriage, given that one and/or both parties have not expressed full, free and informed consent. It is widely recognized that child marriage is a violation of children’s rights and has several harmful effects on the lives of children (overwhelmingly girls), including early and frequent pregnancies, higher risks of maternal mortality and morbidity, limited decision-making in family matters and school dropout.”¹⁸



- o About 40 million girls ages 15-19 are currently married or in a union worldwide.
- o Each year, some 12 million more girls will marry before reaching age 18 – and of those, 4 million are under age 15.
- o Estimation: An additional 2.5 million girls are at risk of child marriage globally between 2020 and 2025, as a result of reported increases in all types of gender-based violence due to the COVID-19 pandemic.
- o By 2030, it’s estimated that 150 million girls will lose their childhoods due to child marriage.

Source:

<https://www.savethechildren.org/us/charity-stories/child-marriage-a-violation-of-child-rights>

Female genital mutilation (FGM) refers to all procedures involving partial or total removal of the female external genitalia or other injury to the female genital organs for non-medical reasons. It is most often carried out on young girls between infancy and age 15.¹⁹ In every form in which it is practiced, FGM is a violation of girls’ and women’s fundamental human rights, including their rights to health, security and dignity.



- o An estimated 200 million girls and women worldwide have undergone some form of female genital mutilation (FGM) – many before the age of 15. Despite being internationally recognized as a human rights violation, FGM persists for various reasons. No matter where or how it is performed, FGM causes extreme physical and psychological harm.

Source:

<https://www.unicef.org/stories/what-you-need-know-about-female-genital-mutilation>

17 <https://www.unwomen.org/en/what-we-do/ending-violence-against-women/faqs/types-of-violence>

18 <https://www.unwomen.org/en/what-we-do/ending-violence-against-women/faqs/types-of-violence>

19 <https://www.unwomen.org/en/what-we-do/ending-violence-against-women/faqs/types-of-violence>

HUMAN/CHILD TRAFFICKING

“Human trafficking is a global crime that trades in people and exploits them for profit. Physical and sexual abuse, blackmail, emotional manipulation, and the removal of official documents are used by traffickers to control their victims. Exploitation can take place in a victim’s home country, during migration or in a foreign country. Human trafficking has many forms. While men, women and children of all ages and from all backgrounds can become victims of this crime, women are the primary targets and girls are mainly trafficked for sexual exploitation”.²⁰ Human/child trafficking can include forced labour, domestic servitude, organ trafficking, debt bondage, recruitment of children as child soldiers, and/or sex trafficking and forced prostitution.



- o Both girls and boys are vulnerable to child trafficking. However, girls are disproportionately targeted and must deal with the life-long effects of gender inequality and gender-based violence.
- o Often, girls around the world are forced to drop out of school or denied access to income-generating opportunities. This resulting social exclusion can trap girls in a cycle of extreme poverty, as well as increased vulnerability to trafficking and exploitation
- o Girls are 2x likelier to be reported as trafficking victims
- o Girls tend to be trafficked for forced marriages and sexual slavery
- o 120 million girls worldwide experience sexual exploitation

Source:

<https://www.unwomen.org/en/what-we-do/ending-violence-against-women/faqs/types-of-violence>
<https://www.savethechildren.org/us/charity-stories/child-trafficking-awareness>

INTIMATE-PARTNER VIOLENCE

“Intimate partner violence refers to behavior by an intimate partner or ex-partner that causes physical, sexual or psychological harm, including physical aggression, sexual coercion, psychological abuse and controlling behaviors. This is one of the most common forms of violence experienced by women globally. Intimate partner violence is one of the manifestations of domestic violence. Domestic violence is violence that occurs within the private, domestic sphere, generally between individuals who are related through blood or intimacy. Domestic violence is not confined to women, for example it also includes child abuse and elderly abuse in the domestic sphere.”²¹



Globally, around 1 in 5 adolescent girls have experienced recent intimate partner violence

Source:

<https://www.unwomen.org/en/what-we-do/ending-violence-against-women/faqs/types-of-violence>

20 <https://www.unwomen.org/en/what-we-do/ending-violence-against-women/faqs/types-of-violence>

21 <https://www.unwomen.org/en/what-we-do/ending-violence-against-women/faqs/types-of-violence>

ROOT CAUSES OF GENDER-BASED VIOLENCE

There are numerous causes for GBV, some of them are:

- Gender inequality, gender stereotypes and patriarchal cultures (unequal power relations between women and men)
- Conflicts, crises, and displacement
- Poverty and other economic challenges
- Lack of legal protections

There are different theoretical approaches (human rights, development and gender). Integrating all perspectives into a holistic approach is essential to adequately understand the causes of gender-based violence and effectively move towards its elimination.

INTERNATIONAL AND REGIONAL DOCUMENTS RELEVANT FOR GENDER ISSUES

There are several significant international and regional instruments as conventions, declarations, and platforms that define the gender, gender-discrimination, gender-based violence, outline the various forms of such violence and provide protective measures.

- The United Nations Convention on the Elimination of All Forms of Discrimination Against Women²² (1979) is one of the most important documents for achieving actual equality between men and women, serving as a foundation for eliminating gender-based violence.
- The United Nations Declaration on the Elimination of Violence Against Women²³ (1993) is the first international instrument specifically and explicitly addressing the issue of violence against women.
- The Beijing Declaration and Platform for Action²⁴ (1995) is a universal plan for empowering women and preventing and eliminating violence against women.
- The Council of Europe Convention on Preventing and Combating Violence Against Women and Domestic Violence, known as the Istanbul Convention (2011), and many others.

22 Available at:

<https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-elimination-all-forms-discrimination-against-women>

23 Available at: <https://www.ohchr.org/en/instruments-mechanisms/instruments/declaration-elimination-violence-against-women>

24 Available at: <https://www.un.org/womenwatch/daw/beijing/pdf/BDPfA%20E.pdf>



CHAPTER TWO

INTRODUCTION AND BUILDING THE FOUNDATION

Before to start the training, the participants need to relax, to feel comfortable, find out about each other and learn each other's names. The facilitator, has to explain them quickly that in this training they will learn by doing exercise and activities and practice-teaching sessions, rather than by listening to lectures. If you are working with participants who already know one another you might want to skip the introductions and name-learning games.

The goals of the activities outlined in this chapter are:

- Setting a positive atmosphere to encourage active participation in the training.
- Establishing a secure environment for participants to openly express their opinions, beliefs, personal experiences, or emotions.
- Clarifying goals, objectives, and logistical details.
- Connecting the training content to the specific needs of the participants.

INTRODUCTION ACTIVITY

Overview:

The introductory activity aims to facilitate mutual introductions, familiarize participants with the training goals, and promote team building through activities such as name games, defining the expectations, and the establishment of ground rules to create a positive and inclusive learning environment.

Aims:

- Mutual introduction of the participants and trainers
- Familiarization with the training and its goals
- Team building

Time: 90 minutes (depending on the number of participants)

Instructions:

Suggested schedule of introduction activities:

- Presentation
- Introductions in pairs
- The Rules
- Expectations, Hopes and Fears

PRESENTATION

Aims:

- To quickly welcome participants, thank them and give them an idea of the activity-based nature of the training.

Time: 20 minutes

Materials: no materials needed

Instructions:

- Start the training by introducing the facilitators. Allow the participants to say a few words about themselves.
- The participants are likely to be nervous and anxious about the nature and content of the training. They will probably have many questions. Reassure them that as they work through the day many of these questions will be answered.
- Thank people for coming and explain them that we see young people as being at the heart of the program and realizes that they are agents of changes.
- Then, the facilitator will present the training objectives: understanding the gender equality, gender roles, gender-based discrimination, various manifestations of gender-based discrimination and violence and exploring strategies to prevent its occurrence.
- Highlight that the training's objective is not to steer participants toward a particular mindset. The facilitators do not intend to prescribe what is deemed right or wrong. Instead, the goal is to guide participants in exploring topics related to gender, gender equality, and the significance of community support.
- Then, the facilitator will introduce the proposed themes and agenda

INTRODUCTION PAIRS

Aims:

- To help participants find out more about each other, to establish an atmosphere of playfulness and to get them talking to the whole group.

Time: 30-40 minutes (depending on the number of participants)

Materials: no materials needed

Instructions:

- Participants sit in a circle.
- Put them into pairs of 'A's and 'B's.
- Give them two or three minutes to interview their partners. They should find out their partner's name and one good thing that happened to him or her recently.
- Then they introduce their partner to the group and each participant will have one minute for that. They tell the group their partner's name and the good thing that happened recently.

THE RULES

Aims:

- To empower the participants by having them establish guidelines for the conduct of the training. To encourage a feeling of equal ownership of the training.

Time: 15 minutes

Materials: flip chart paper and marker

Instructions:

- We need to agree on a few rules that we will follow during the training. The rules should be written on the board/flip chart paper. Participants are expected to suggest their own rules.
- Begin by asking the participants to sit in a circle.
- Ask them to suggest rules governing behaviour and time-keeping for the training. They will often begin by thinking of rules to govern their own behaviour. If they do not offer them, you might suggest guidelines regarding time-keeping, rudeness, aggressiveness, smoking, using mobile phones. Try not to put words in their mouths.

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- Some of the rules can be: Turn off cell phones; Respect time—start on time, end on time; Be respectful of other participants and the facilitators; Talk one at a time; Maintain confidentiality;
- Encourage them to suggest guidelines governing the behaviour of you and the other facilitators. The participants need to feel from the beginning that the workshop will be based on dialogue between equals.
- As participants make suggestions, ask the group first if they agree with the idea, and then if they agree with the wording. Some people think it helps to create a better atmosphere if the rules are positive rather than negative. For example, “We must always speak politely” instead of “No swearing.”
- Ask participants if they agree to abide by these ground rules.
- Post the ground rule list on the wall in the training room.

EXPECTATIONS from the training

Aims:

- To allow participants to share any worries or anxieties they have regarding the training. Also, to allow them to state what they hope to achieve from the training.

Materials: Post-it notes, three for each participant

Time: 20 min

Instructions:

- Ask the participants how they are feeling. If necessary, explain that it is natural to feel either excited or anxious at the beginning of a workshop. Tell them that you want to begin by finding out what hopes and fears they have brought with them. Tell them that the work will be easier if we are all honest and open about our feelings. Give everyone three small pieces of paper or three post-it notes.
- Ask them to work alone for a few moments reflecting on their feelings.
- Ask them then to write their answers to the following questions: What do I expect from the training?; What do I expect from myself in the training?; What do I expect from others in the training? Or you can use other three questions: What do I like to happen? What do not like to happen? What can I bring to the training/group?
- When they are finished, you should collect their paper/card. You can put these on the wall and

encourage the participants to walk around reading them, or you can shuffle them and redistribute them and ask the participants to read what they have been given.

- At the end of the training ask the participants if any of the expectations have already been achieved and/or happened.

STORY OF MY NAME

Overview:

This activity serves as both an icebreaker and a group-building exercise. Additionally, it functions as a name game, allowing participants to recall each other's names through association with a story or anecdote.

Aims:

- Getting to know the participants better by encouraging a fun and positive group atmosphere

Time: 30-40 min depending on the number of participants.

Materials: no materials needed

Preparations: no special preparation is required.

Instructions:

- Ask the participants to take five minutes to think about their name and the story behind it. You can explain that they can think about how their parents/guardians give their name, if there is a special story related with it, if it has any significance for their family or personal significance. If it is a common name or a special name in their country or community.
- After ask each participant to share the story with the others. The story should not exceed 1 minute.
- If the group is smaller, you can first ask the participants to pick a partner (preferably a person that is not familiar) and to share the story. Give about 10 minutes for this sharing process and then ask each of the participants to share the story of their partner.

Key discussion points for debriefing

The activity can be used without debriefing, but the following questions can be used if you want to discuss.

- How was it to think about your name and the story behind it? Did you ever think about this before?
- How was it to learn about others name stories? Was anything surprising?

- If you had an opportunity, would you change your name, and why?
- Did you manage to find any cultural connections with the names of other participants/ any similar stories and situations? How did that feel?

CONCENTRIC CIRCLES

Overview:

This activity is an icebreaker/group building exercise. It facilitates conversations and provides basic information about each other.

Aims:

- Getting to know each of the participants and making a safe and free atmosphere

Time: 50-60 minutes

Materials: List of the statements available at the annex to this activity

Preparation: copy of the list of the statements; prepare a double circle of chairs facing each other, with equal number of chairs in both circles.

Instructions:

- Arrange the chairs in two concentric circles, so that each chair faces towards a chair in the other circle (see the illustration). The number of chairs is equal to the number of participants. Ask the participants to sit in the two circles that face each other.
- Explain that in the first part of this exercise we will try to get to know the other by discussing some topics that the facilitator is presenting them. For each question there will be 2 minutes in which they can give the answer, 1 minute for each. The facilitator will give the questions/statements, count the time, announce when the first minute is up and after two minutes will ask the persons in the outer circle to move one seat to the left.



- Read the first statement and ask participants to look at the person in front of them and each discuss for one minute about it. Announce when 1 minute is up.
- After 2 minutes, have the persons from the outer circle move one chair to the right.
- With the newly created pairs, repeat the process: give the statement, count the first minute, after 2 minutes ask the outer circle to move.
- Repeat this process until all the statements are complete.

Key discussion points for debriefing

- How did you feel to share this information with your partners?
- Without naming the person, what did it make you feel that you were listened to?
- Was there anything surprising or new to you in the exchange?
- Which questions were more difficult to answer and why?
- Which questions did you enjoy answering?
- What did you learn from this activity?

Notes for the facilitator:

This exercise is a good choice for those participants who feel more comfortable at the beginning of the training to talk only with one person on a specific topic, instead of sharing their thoughts with the entire group. It is important to consider that the choice of conversation questions should be adapted to the profile of the people in the group. Clear instructions for the timeframe need to be given so that both participants have the opportunity to speak in each rotation.

Annex for the activity:

Concentric circles – questions/statements

1. Share with your partner some things that are most important to you in the life
2. Share with your partner the place you would like to visit again
3. Describe an event in your life that had the most impact on you
4. Who was the person who strongly influenced your life?
5. Describe your favourite teacher from primary school. Why was he/she your favourite?

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6. Who was your biggest idol while growing up and why?
7. Describe an idea about gender differences that you received while growing up
8. Share with your partner a preconception about your gender that disturbs you
9. Describe a preconception about your gender that you feel does not apply to you
10. Describe an idea/prejudice you had about the opposite gender that proved to be wrong. How did it change?
11. Describe one advantage you would have if you would belong to a opposite gender
12. Describe a time when you were discouraged to do something because of you are male or female
13. Describe a time when you witnessed an act on prejudice on someone because of his/her gender. How did you respond?
14. Which gender do you think has more privilege in your society and why?

THREE EVENTS THAT ENCOURAGED ME TO BE PART OF THIS TRAINING

Overview:

The activity involves participants reflecting individually on events influencing their participation in gender training, expressing their feelings about addressing gender issues in a group, followed by a discussion on emotions and potential questions arising from the activity.

Aim:

- To encourage the participants to reflect on personal motivations for joining the training and share feelings about participating in a training for gender equality and anti-discrimination

Time: 40 minutes

Material: Papers and pens for all the participants

Preparation: There is no need for prior preparation.

Instructions:

- Ask the participants to write individually three events that influenced to be part of the training and offer them 10 minutes for that.
- After that, ask the participants to write how they feel about being part of a group that deals with gender issues. (10 minutes)
- After that, the facilitator invites volunteers to present what they wrote.

Key discussion points for debriefing

- How did you feel during the activity?
- Did some questions come up after this activity that you would like to discuss more during the training?

WHAT I LIKE AND DISLIKE OF THE PLACE WHERE I LIVE?

Overview:

This activity involves participants in sharing something they particularly like and dislike about the place where they live, fostering discussions on personal perspectives towards their community.

Aim:

- Getting to know the different contexts from which the participants come.
- Sharing opinions about what is important to us in the society in which we live.

Time: 60 minutes (depending on the number of participants)

Material: flipchart paper, markers, piece of paper and coloured markers for each participant

Preparation: There is no need for prior preparation.

Instructions:

- The task is for everyone to draw something they particularly dislike in their place/place where they live (it could be city, municipality, country). Reassure those who are not confident at drawing that this is not an art exercise, and that the drawing just provides a basis for their opinion about the things. Give them five minutes. Once the drawings are completed, each participant explains their drawing in a plenary session. You will have 1 minute per participant.
- After that, the next task for the participants is to draw something they particularly like about life in their place (city, municipality, country). Give them five minutes for this, as well. Once the drawings are completed, each participant explains their drawing in a plenary session in maximum 1 minute.
- The facilitator writes their answers on flipchart paper and try to summarize the answers.

Key discussion points for debriefing:

- How did you feel during the activity?
- Was it easy to think about the things you like the most in your place?
- Was it easy to think about the things you dislike the most in your place?



CHAPTER THREE

GENDER ISSUES, ROLES OF MEN AND WOMEN IN A SOCIETY AND GENDER EQUALITY

Society creates and shapes expectations and roles for people based on their gender, influencing the way of life and opportunities for men and women. The conversation about gender equality is a crucial aspect in contemporary society. One of the goals of the fight for equality is to avoid discrimination and enable equal opportunities for everyone, regardless of gender.

Men and women have the right to equal opportunities and respect in various areas such as education, employment, politics, and family. Equality also involves eliminating stereotypes and prejudices related to gender, as well as respecting individual choices.

Building awareness and support for gender equality is encouraged, including equal opportunities for professional advancement, the right to make decisions about one's body and health, and balancing responsibilities within the family between men and women.

It is important to work towards creating a society where men and women are treated with equality and where everyone can participate in shaping the community, regardless of their gender.

Some of the goals of this chapter include: raising awareness about existing discrimination based on gender and the interconnectedness of discrimination against women and men, re-examining socially predetermined roles, recognizing one's responsibilities in maintaining predetermined roles, empowering for action towards change, etc.

SEX, GENDER AND GENDER ROLES

Overview:

The activity involves familiarizing participants with the concepts of gender and sex, distinguishing between them, and empowering them to recognize characteristics attributed to men and women as either biological or socially determined.

Aim:

- To enable the participants to get to know the concept of gender, to define the term gender and sex and to make a distinguish between both terms

- To empower participants to differentiate which characteristics attributed to men or women are biological, and which are socially determined.

Time: 45 minutes

Materials: flipchart papers and markers

Preparation: There is no need for prior preparation.

Instructions:

- Introduction part: The facilitator asks the participants: how do you recognize whether someone is male or female? Is it based on their behaviour, clothing, hairstyle...? Allow the participants to comment freely.
- After the brainstorming part, divide the participants into groups depending of the number of participants. It is recommendable to be 4-5 participants per group. Explain them that they will discuss the topic of “Gender” (what society thinks it means to be a man or a woman). Each of the groups should create a list of words that most often are connected with a man or a woman. Each group will have 5 minutes to make a list of words for “man” and another 5 minutes for a list of words for “woman”.
- While participants work on the task, the facilitator, on the flipchart board, has to make two columns and above one writes male, above the other write female. Make two more columns under each word and label one “biological” and the other “social”.

Female		Male	
Biological	Social	Biological	Social

- After that, ask each group to read the terms/words from the lists.
- While that read the terms, the facilitator should ask the members of the group:
- Which characteristics do you connect with a mail? Are these features biologically or socially determined?
- If some characteristics are marked as biological, but they are socially determined ask: If a boy or a man does not possess this characteristic, does that mean that isn't it male?

- Do this with all the groups until you have them all in the male column characteristics. For example, most often these are the words that associate with a man: physically strong, no emotional, financially successful and stable, head of the family...
- Repeat this process for the characteristics associated with women. The most common examples of words include: caring, quiet, talkative, communicative, responsible for children upbringing ...
- Allow 10 minutes for group discussion. Some characteristics of men and women are biological (for example, only men's voices change during puberty, only women can give birth and breastfeed). The majority of characteristics are socially determined.

The socially determined roles for men and women are called gender roles.

Key discussion points for debriefing

- Ask the group if they have heard of this concept before.
- Ask them if they agree with all aspects of how women should behave in life. And how should men behave? What do you think “gender equality” means?
- Ask the group who influences the creation of gender roles during upbringing
- What are the biological determinants of male and female sex?
- What is commonly considered the expected characteristic or behaviour for boys/men, and what for girls/women?

Notes for the facilitator:

Depending of the group atmosphere, this activity can be developed with additional discussion for the most commonly used statements about sex and gender, which may serve as a basis for the development of stereotypes and prejudices or their reinforcement. The facilitator asks the participants to determine which of the following statements relate to gender and which ones relate to sex and open a discussion for it.

- A woman takes children for a walk. (Gender)
- A woman carries a baby in her stomach. (Sex)
- A man is not allowed to cry. (Gender)
- A man has a deep voice. (Sex)
- A man does not wear pants in red colour. (Gender)
- A woman feeds/nurses the baby. (Sex)
- A woman is cooking lunch. (Gender)
- Little girls are gentle, boys are tough (Gender)
- Most building-site workers are men (Gender)
- Men's voices break at puberty, women's do not (Gender)

EXERCISE "BUS"

Overview:

This is an activity where participants will be engaged in role-playing (on voluntary basis) to present moments of differential behaviour between men and women when using public transportation. This activity will present the expected and accepted behaviour models for men and women in every society.

Aim:

- To enable the participants to think about the socially determined roles

Time: 45 minutes

Materials: Five chairs

Preparation: There is no need for prior preparation.

Instructions:

- Five chairs are set up next to each other (like seats in public transportation), visible to the entire group. The second and fourth chairs are reserved for women, while the remaining three are for men. Three male volunteers are asked to imagine they are on public transport, specifically a bus. They are instructed to sit in the chairs (the first, third, and fifth) and assume typical male poses. Then, two women are asked to join the scene, sit, and assume typical female poses. Observers are requested to remain silent and take notes if necessary. The scene is left to unfold for a sufficient duration to make the actors feel uncomfortable and initiate interactions, allowing it to develop for a brief period (2-3 minutes).
- of the three male volunteers is asked to sit back in the plenum, and another female volunteer from the group is requested. The actors are given the task of taking on the roles of the opposite gender. They are asked to sit in the appropriate chairs so that first, women assume typical male poses, and then men assume female poses. The scene is allowed to unfold for a few minutes to develop interaction. Observers are asked to comment on what they notice and compare the current situation with the previous one. Participants are questioned about their experience in the role/roles.

Key discussion points for debriefing:

- How did you feel while you were being in the role?
- What did you notice?
- What can we learn from this exercise?

WORD ASSOCIATIONS FOR WOMEN AND MEN

Overview:

Through individual work and working in pairs, participants will express their views about what are “Men” and “Woman” main word associations in their environment/culture

Aim:

- Sensitization of the participants to the gender differences and similarities.

Time: 45 minutes

Materials: flipchart papers, A4 blank papers, markers

Preparation: There is no need for prior preparation.

Instructions:

- Divide the participants into two mixed groups. All participants in both groups receive two sheets of paper. They have 5 minutes to write down their first responses/word associations on the given topic. The first topic is: What word associations come to your mind when you hear the word “A Man.”? And “What are men like?” Then, the sheets of paper are collected and posted on the board.
- Next, the following topic is read: What word associations come to your mind when you hear the word “Woman.” “What are women like?” When all the sheets are posted on the bulletin boards, the facilitator reads the given responses. Participants are offered the opportunity to add more if they wish.
- The participants are encouraged to engage in a discussion by addressing some of the following questions: How do you feel about these records?; Where do these come from?; What does equality mean to you?; What does equity mean for you?; Can you give some examples for equality and equity?; Do you believe it can be achieved in your environment?

Key discussion points for debriefing

- How did you feel during the exercise?
- How much have you censored yourself? How surprised you are with that what did you write?
- Where do these word associations come from? How much these word associations have something to do with prejudice?
- Have you witnessed pronounced negative attitudes towards women/girls in your environment?
- How would it be for women if they adopted gender characteristics traditionally associated with men? Would it be difficult or easy? How would it be for men if they adopted gender characteristics traditionally assigned to women?

- Are men and women raised in the same way? Why or why not? Which characteristics attributed to women and men does our society value as positive or negative?
- Did this exercise inspire you to think about gender stereotypes?
- What have we learned from this activity?
- Is there anything we can apply to our own lives or relationships?

WHAT IT IS LIKE TO BE AN IDEAL MAN AND AN IDEAL WOMAN?

Overview:

The activity involves participants assigning expectations for an ideal man and woman, sparking a discussion on societal gender norms, stereotypes, and the impact of these expectations on individuals, followed by reflections on personal impressions and connections to broader societal attitudes.

Aim:

- To explore and think about societal gender norms and stereotypes by assigning expectations for an ideal man and woman

Time: 50-60 minutes

Material: flip chart papers and markers

Preparation: There is no need for prior preparation.

Instructions:

- Divide the participants into 4 groups and offer them 20 minutes to discuss in the small groups and write on a flip chart paper what the expectations are from one ideal man and one ideal woman.
- When the process is completed, the facilitator asks one representative per each group to read/explain what they discussed in the groups in regards to the expectations from one ideal man and one ideal woman. Then the discussion is followed with the questions: How is the ideal man doing with these expectations? How is the ideal woman doing with these expectations?
- Where do we learn these expectations for women and men? Are these expectations the same in every country/region? Do you see people breaking these roles and still be happy/successful/accomplished? Does this portrait fit the stereotypical image of a man and a woman that exists in society?

Key discussion points for debriefing

- What impressions do you have after this exercise?
- How do you feel seeing all expectations from ideal women and ideal men?
- What does this exercise remind you of?

BAROMETAR

Overview:

Participants engage in the “Barometer” activity, using statements related to gender issues to physically position themselves along a continuum in the room. Through facilitated discussions and debriefing questions, the exercise aims to sensitize participants to gender-based discrimination, encouraging them to understanding diverse perspectives. The statements provided address various gender-related beliefs, fostering an exploration of societal attitudes and biases.

Aims:

- Sensitization on gender issues and gender-based discrimination

Materials: A4 paper, pens, coloured papers, 2-3 markers, list of statements (see the annex to this activity)

Preparation:

Prepare one piece of paper with “Agree” and placed it at one end of the room and one piece of paper with “Disagree” and placed it on the other. Print the list of statements, as well.

Instructions:

On two opposite sides of the room, statements “Agree” and “Disagree” are placed. The facilitator reads statements, and participants choose which side of the room to stand on, indicating whether they agree or disagree with the statement. Plan around 5 minutes for discussion for each statement.

Key discussion points for debriefing

- How did you feel during this session?
- Is there anything you didn’t say but would like to share?

Notes for the facilitator:

This method is called “barometer”. Two extremes are defined in the room, for example: one wall represents one extreme – maximum agreement with the statement, while the opposite wall represents the opposing extreme – maximum disagreement with the statement. Additionally, a piece of paper with “Agree” is placed at one end of the room and “Disagree” at the other end. There is a range of positions between these two extremes. The facilitator reads the first statement, and participants stand at the place on the “barometer” that reflects their opinion, i.e., agreement or disagreement with the statement. Then, a few participants explain why they took that position. Explanations can range from one end of the barometer to the other, but the direction of movement (from Agree to Disagree and vice versa) can change from statement to statement. The exercise then moves on to the next statement.

An important guideline is not to focus on what others said but to articulate one’s own thoughts without expressing agreement or disagreement with others in the barometer. The person leading the exercise

does not ask questions or engage in dialogue with others. The goal of using this method is not to seek the correct answer but to exchange opinions and realize that seemingly close positions can have fundamentally different foundations, while seemingly different attitudes can have closely rooted foundations. Understanding others is crucial for establishing both proximity and differences.

The barometer is typically not moderated, and no additional questions are posed to the speaker. If someone in the barometer starts expressing agreement or disagreement with something said by another person, they should be stopped, and a reminder of the rule that only one's own opinion is expressed should be given. Otherwise, it creates the need for a discussion, which is impossible to conduct in the barometer setup, and people start looking at each other (which is the basic communication position).

Annex to the activity:

List of statements:

- Men have more work experience.
- Real men do not go on maternity leave
- Men are more suited for business leadership.
- Mothers are more important than fathers for children up-bringing
- Women should accept the husband surname.
- Women are 'victims' for the family
- Daughters take more care for parents than the sons.
- A career-oriented woman is a not dedicated mother.
- Men have a right to demand sex from their wives whenever they want.
- Women have a right to demand sex from their husbands whenever they want.
- Women have a right to say 'no' if they don't want to have sex with their husband.

DRESS UP THE DOLL

Overview:

In the "Dress Up the Doll" activity, participants are divided into groups to design male and female dolls, assigning names, ages, activities, and conversation topics to challenge gender-based stereotypes and promote diversity. The debriefing includes discussions on the sources of their assumptions and a reflective exploration of gender stereotypes by generating examples for the dolls.

Aim:

- Recognition of gender-based stereotypes and support for respecting diversity.

Time: 50 minutes

Material: flip chart papers and coloured markers

Preparation: There is no need for prior preparation.

Instructions:

- The participants are divided into four groups (can be used different rule for group dividing). They will design (draw and dress up) a male and a female doll. After drawing the dolls, the groups will have to give each doll a name, determines an age, (within 18-29 years) determines 3 activities (what do dolls like to do in their free time?) and 3 topics for conversation (what do they like to talk the most?). Give them 20 minutes for that.
- After the group work, ask them to present plenary what they did in the small groups.

Key discussion points for debriefing:

- How did you know what to dress to X and Y?
- How did you know what X and Y like to say/do the most?
- Where did you get this information from?
- Do you know someone who dresses differently from socially expected norms, and have they (she/he) been labelled because of it?"

Note for the facilitator:

You can ask one additional question to the whole group asking them to make suggestions: “If you understood well what a gender stereotype is, let’s now in groups write three gender stereotypes for dolls X and Y” (in order to check how well they understood what gender stereotypes are). – 15 min

ROLE OF WOMEN AND MEN IN SOCIETY

Overview:

In the “Role of Women and Men in Society” activity, participants engage in individual and pair work, quickly writing down their initial thoughts on the roles of women and men, followed by a plenum discussion exploring the observed patterns, mutual dependencies, and the determinants of gender roles in society.

Aim:

- To examine and discuss societal gender roles, mutual dependencies, and determinants of gender roles in society

Time: 30–40 minutes

Materials: Self-adhesive paper and pens for each participant, flip chart papers and markers

Preparation: There is no need for prior preparation.

Instructions:

- Give a stickers with two different colours to the participants and the task is to quickly write down the first answers that come to their mind for the questions: What is the role of women in society?; What is the role of men in society? The answer of the first question should be written on the sticker with one colour, and the answers to the second question should be written on the sticker with another colour.
- The first question is asked, after 1 minute, the written sheets are collected, and the next question is posed. On a board (flip chart paper) titled with these questions, sheets of one colour are posted on the left side, and sheets of the other colour on the right side. All participants are then invited to look at what has been written.

Key discussion points for debriefing:

- What is important or interesting to you about these sheets?
- What mutual dependence/relationship do you see between the roles of genders in society?
- Who/what determines the role of women and men in society?

BOX

Overview:

Participants engage in this activity where mixed groups examine cultural beliefs about being a man/boy or woman/girl, describe gender roles, and identify challenges related to stereotypes or inequalities by creating symbolic boxes representing societal expectations, messages received during growth, and calls faced when stepping out of those norms, followed by the creation of shared symbols for ‘real men’ and ‘real women’ to emphasize gender equality and parity.

Aim:

- To describe gender roles for both men/boys and woman/girls
- To identify challenges that boys and girls face because of gender stereotypes or inequalities.

Time: 60–70 minutes

Materials: Flipchart papers, markers

Preparation: There is no need for prior preparation.

Instructions:

- Divide the participants into two groups and give them 30 minutes for group work. The groups should be mixed. Both groups receive a flipchart paper on which a rectangle is drawn in the middle, symbolizing a “box” in which the environment tries to “pack” us. The male group should

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write in the box the messages that boys receive during their growth that have significance, such as “Be a real man (be masculine)!” while the female group writes the messages that girls receive during their growth that have significance: “Be a real woman (be feminine)!”

- Also, on the left side of the drawn box, they write messages and calls they received when they tried to step out of the existing box, and on the right side, they write the names they were called in that case.
- After that, the groups should create a symbol for ‘real men’ and ‘real women’ based on the messages that they received during their growth.
- The participants in the group should make one box. A shared box that will symbolize gender equality and also create a common symbol representing gender parity.
- This is followed by a presentation of the work of these groups in the plenum. Each group will have 10 minutes for presentation. After each presentation, the other participants can ask additional questions or give comments.

Key discussion points for debriefing

- How do you feel after the exercises taking into consideration that they created messages that symbolized gender equality?
- How was it for you to remember these messages?
- Who sends us these messages, where do they come from?
- What are the similarities and differences between these two boxes, messages, and names?

WOMEN’S AND MEN’S DAILY SCHEDULES

Overview:

Within this activity, the participants will explore and discuss gender roles, traditional activities, and challenges related to gender stereotypes, using group-created schedules to highlight differences in the daily lives of men and women.

Aim:

- To examine the type of work traditionally done by men and women.
- To identify challenges that women and men face because of gender stereotypes or inequalities.

Time: 50 minutes

Material: flipchart paper, markers

Preparation: There is no need for prior preparation.

Instructions:

- Ask the participants to think about how most of the women and men in their surrounding spend their time, what things they do every day (e.g., working, household chores), every week (e.g., going to the market) or less often (e.g., traveling to town/village, visiting friends).
- Divide the participants into four groups and ask them to create schedules showing what most of the women and men in their environment do each day. First and second group will create the schedule for women and third and fourth group will create the schedule for men. Give them 20 minutes for this.
- Bring the groups back together to compare the schedules.

Key discussion points for debriefing

- Are there differences in the women's and men's schedules in the following ways: work, responsibilities, leisure time and studies?
- Do you think women and men have equal responsibilities?
- Are there activities you would like to change?
- Are there ways that women and men can help each other in their daily lives? Give examples.
- Why do we think women should only do some things, and men only should do some things? (Culture, tradition about gender roles.)
- What did we learn from this activity? (Boys and girls – and men and women – are able to do most things in this world.)

GENDER AND RESOURCE AWARENESS ACTIVITY

Overview:

In this activity, the goal is to make participants aware of how gender can affect access to resources and decision-making. They will identify different types of resources, discuss financial access in groups, and reflect on the importance of fair resource sharing within families. The session concludes with a debrief, exploring participants' thoughts and conclusions.

Aims:

- To recognize that an individual's gender could potentially have negative implications on their ability to access resources and engage in decision-making processes.

Time: 70 minutes

Materials: flipchart paper, and coloured markers

Preparation: There is no need for prior preparation.

Instructions:

- Start the exercise by asking participants: “What resources are available to you in your life?” Encourage the identification of examples under the following categories: • Financial resources, like money;
- Non-economic resources, encompassing time, water, food or natural resources; • Community resources, including schools, libraries, shops, family, friends, neighbours, and others. Draw three columns on a flipchart by writing the terms up as column headers. Write down the shared information from the participants in accordance with the column terms. Plan around 10 min for this.
- After that, share the participants into four groups and explain them that they should discuss within the group to get each other’s perspectives on financial access in the home and in the community. They will have 20 minutes for group work and they should discuss on the following questions:
 - Who makes the financial decisions at home?;
 - Who is usually in charge of managing the resources at home?;
 - Are men and women equally involved in managing the money at home?
- After that, bring the groups back together. Ask participants to present what they discussed within the groups and what perceptions they came to stated questions. Each group will have 5 minutes for presentation.
- Once participants have shared what they discussed, continue the discussion by asking them the following questions: Why is it important that families have balanced access to resources within the household?; What problems can arise if only one person in the family has control over all resources? Plan around 5-10 minutes for this part.

Key discussion points for debriefing

- How did you feel during the exercise? Does the exercise inspire you to think about things you haven’t thought about before?
- Do you know examples of how someone’s gender might prevent them from having full or proper access to resources in the home?
- What can we conclude from this exercise?

TOWER OF POWER

Overview:

This activity begins by prompting participants to reflect on power dynamics within their families through a series of questions, followed by a group exercise where participants are assigned roles in a family hierarchy and arrange themselves accordingly to depict power distribution, leading to discussions on fairness and potential actions to address gender-based power imbalances within homes and communities.

Aim:

- To identify who makes most of the financial decisions and manages resources in their household.
- To recognise that someone's gender may negatively affect their access to resources and participation in decision making.

Time: 45 minutes

Materials: no specific material

Preparation:

Print the 'Tower of power flipchart' (available at the annex to this activity)

Instructions:

- Start the activity, by asking the participants following questions:
 - ▶ Who is the most powerful person in your family? What are the signs of this?
 - ▶ Who is the second most powerful person? • And after that?;
 - ▶ Who has the least power?;
 - ▶ Is there a connection between gender and power and influence in your family? How?
 - ▶ What is the evidence that someone in a family has power?
- If they don't offer the answer, suggest that access to resources is one sign, and that influence and authority are others. In other words: in a discussion is there someone whose opinion or argument carries more weight than someone else's? Explain that very often, the greater a person's access to resources, the more influence that person carries. The amount that someone contributes to the household budget may also have an effect on their power and influence.
- Ask participants to form groups of seven, and count each person off: 1, 2, 3, 4, 5, 6, 7 so that everyone has a number. Ask the participants to listen while you read out a role for each number from the prepared flipchart (see the annex to this activity). Make sure that everyone understands their role. If necessary, read through the seven family members again.
- Now ask the participants in each group to arrange themselves in a line with their hands resting on the shoulders of the person in front of them. The most powerful person should be at the front of the line. The least powerful person should be at the end of the line. All of the people in between should also be arranged in order of power.
- Give the participants in each group a few minutes to form their lines. Then ask the participants in each line to 'introduce' themselves, starting with the person at the front of the line and ending with the person at the end of the line.
- Ask the participants observing in the audience the following questions:

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- ▶ Who has had more education: Number 5 or Number 7? (Answer: They have had the same amount of education; both having dropped out of school at 10 years old);
 - ▶ Who contributes more to the household: Number 5 or Number 7? (Answer: They contribute equally. Number 5 works with his father in the fields. Number 7 works both in the home and in the fields. They are both working fulltime for the good of the family).
 - ▶ Which of the two has greater influence: Number 5 or Number 7? In a family discussion, whose opinion carries greater weight? Is that fair?
 - ▶ What about Number 2? Has her higher level of education raised her above Numbers 5 or 7?
 - ▶ If Number 5 is ahead of Number 7 in the line, ask the participants: o Do you think this is fair?
 - ▶ What can you do to improve the situation and ensure that your sisters' voices carry as much weight as yours at home? (Suggested answers: Listen to them respectfully, show others that you take their views seriously, allow them space to contribute to discussions)
- Now, inform the participants that you are going to play the game again one more time. This time, Number 7 has a different role as below.
 - Number 7: New information - You are a 17-year-old girl. You dropped out of school at age 10. You spend a lot of time each day helping your mother in the house, and sometimes helping your father in the fields. Last year you also managed to start a small income-generating activity. Now you regularly contribute a substantial amount to the household budget.
 - Ask the group to form the line again.
 - Ask them if the position of Number 7 has changed. Ask them: "If so, why? If not, why not?" Again, pose the following questions to the boys in the group: • Do you think this is fair? • What can you do to improve the situation and ensure that your sisters' voices carry as much weight as yours at home? (Suggested answers: Listen to them respectfully, show others that you take their views seriously, allow them space to contribute to discussions).
 - At the end, ask the participants to come back in the circle for debriefing.

Key discussion points for debriefing

- How did you feel during the exercise?
- What steps can we take as individuals, within our own homes, to make this situation come about?
- What steps can we take as individuals within our communities, to make this situation come about?

Annex to the activity:

Tower of power flipchart

- o **Number 1:** You are the youngest girl in the family. You are still in primary school.
- o **Number 2:** You are the second youngest in the family. You are 15 and you are still at school. When you were very young, your teachers recognised that you were very bright. A local nun found a way to pay your school fees so you could stay on at school.
- o **Number 3:** You are the mother.
- o **Number 4:** You are the father. You have a small farm.
- o **Number 5:** You are the eldest son. You left school at age 10 and have been helping your father in the fields ever since.
- o **Number 6:** You are the youngest son. You are still at primary school.
- o **Number 7:** You are a 17-year-old girl. You dropped out of school at age 10. You spend all day helping your mother in the house and sometimes help your father in the fields.



CHAPTER FOUR

GENDER-BASED DISCRIMINATION AND VIOLENCE AND VARIOUS TYPES OF GENDER-BASED VIOLENCE

Gender-based discrimination refers to the unfair or unequal treatment of individuals based on their gender. It occurs when individuals are treated differently or face disadvantages due to societal expectations, stereotypes, or norms associated with being male or female. This form of discrimination affects people of all genders but is often more prevalent against women and those who do not conform to traditional gender roles.

Gender-based discrimination is a violation of human rights and often perpetuates and reinforces broader societal inequalities. Efforts to address and eliminate gender-based discrimination involve promoting awareness, challenging stereotypes, advocating for legal protections, and fostering a more inclusive and equitable society.

The aims of the activities within this chapter are:

- To consider the effects of prejudice and discrimination related to gender on individuals and groups, and the potential impact of confronting these phenomena
- To recognize gender-based violence and various forms of gender-based violence
- To explore different roles people can take in confronting discrimination and violence related to gender.
- To identify and practice possible strategies for actively confronting gender-based discrimination and gender-based violence.

INCREASE THE AWARENESSES ABOUT THE GENDER-BASED VIOLENCE AROUND ME

Overview:

Introduction to key words: violence, gender-based violence, through the barometer exercise.

Aim:

- Increasing the awareness and sensitizing participants about the gender-based violence in their environments

Time: 45 minutes

Material: no specific materials needed

Preparation: There is no need for prior preparation.

Instructions:

Participants should position themselves on the barometer from 0, 25, 50, 75, 100% depending on how they feel about these statements:

- I have prejudices.
- Prejudice leads to discrimination.
- Discrimination leads to violence
- How much violence is there in my community where I live?
- Do I know what gender-based violence is?
- Have I witnessed gender-based violence?
- Would I take action to prevent gender-based violence?
- Would I report gender-based violence?
- Do you think your city/municipality is safe?

Key discussion points for debriefing:

- How do you feel after the exercise?
- What was difficult and what was easy for you?
- What was new for you?
- Can we find a connection of the elements of this exercise with our everyday life? And what are they?

HARMONIZATION OF LANGUAGE ON GENDER ISSUES

Overview

This activity involves participants working in groups to match gender-related terms with their definitions, discussing their choices, and sharing examples, fostering understanding and dialogue on topics such as stereotypes, prejudice, discrimination, gender roles, and various forms of gender-based violence.

Aim:

- To encourage participants to have an integrated and synchronized view of the meaning of terms related to gender issues within the training

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Time: 45 – 60 minutes

Materials:

Sets of cards: one set with the “gender words”, one with definitions for the words (multiple sets depending upon the number of groups that the participants will be divided, e.g. one set of cards per group, being sure there are matching definitions and words if not needing a full set)

Preparation: prepare sets of cards in advance

Instructions:

- Explain the rationale to the participants. The purpose of the activity is to get a common understanding of different terms that are associated to gender and gender equality. It is not necessary that there are the only “correct” or “good” definitions, but they will be the working definitions for us.
- Divide participants into groups of 5 people. Distribute one set of definition cards to each group and ask them to try to match each of the word cards with one definition card. They will max 15 minutes for this task
- After the process is finished, ask the groups to walk silently around the room, comparing their matches to the matches of the other groups.
- Ask groups to return to their definitions and discuss if they want to make any changes to the pairs of words – definition, based on what they observed with the others. Then ask the participants to discuss within the groups about the terms, give some examples or cases. Offer 20-30 minutes for that.
- Regroup all the participants and start reading each of the words and their corresponding definition, asking that for each one of them participants to share one example. Ask then the rest of the group if they agree with the example or if there were something they would like to add.

Key discussion points for debriefing

- What did you learn during this activity? Were you familiar from before with all the words and definitions? Did anything surprise you?
- How was it to find examples about each definition?
- Do you agree with all the definitions? What about the examples that were offered? Any comments regarding them?

Annex to the activity:

Words and Definitions list

- 1. Stereotype (idea)** - An oversimplified generalisation applied to an entire group of people without regard for individual differences. E.g. "all Muslim women wear headscarves"
- 2. Prejudice (feeling)** - Is a negative or hostile attitude toward a person or group formed without accurate or sufficient knowledge and based on negative generalisations. E.g. "He is from the Balkans, so I cannot trust him"
- 3. Discrimination (action)** - An unfair treatment of a person or members of a group generated by negative generalisations that you assume about that group or negative attitudes towards that group
- 4. Sex** - Biological and physiological differences between men and women.
- 5. Gender roles** - A socially constructed definition of women and men. It does not refer to biological characteristics of women and men, but rather determined by the conception of tasks, functions and roles attributed to women and men in society, and in public and private life
- 6. Gender expression** - Refers to an individual's characteristics and behaviours such as appearance, dress, mannerisms, speech patterns, and social interactions that are perceived as masculine or feminine.
- 7. Gender inequality** - When men and women are treated differently in a way that benefits one group more. Generally, gender inequality favours men/boys and gives them more power. It often gives men/boys better treatment. What gender inequality looks like in society and the community is when men/boys have access to better income and better conditions than women, women are held back (not going to school or participating in society), thought of as inferior, not as good, smart, able, etc.
- 8. Gender based violence** - is any act that results in, or is likely to result in, physical, sexual or psychological harm or suffering against someone (a man/boy or woman/girl) based on gender role expectations and stereotypes.
- 9. Physical violence**
 - Hitting
 - Slapping
 - Caning
 - Punching

- Shaking
- Choking
- Painful body postures
- Preventing use of the toilet
- Exploitive labour
- Labour as punishment

10. Psychological violence

- Verbal harassment
- Verbal abuse
- Bullying, teasing
- Abusive language
- Emotional manipulation and exploitation
- Labelling people based on whether they are men/boys or women/girls

11. Sexual violence:

- Rape
- Any unwanted act, gesture, language, behaviour of a sexual nature
- Groping, touching, etc.
- Aiming sexually explicit language at a child
- Indecent and unwanted touching and exposure
- Exposing pornographic material to children
- Asking for sexual gestures in return for something
- Sexually explicit language, including sexually suggestive remarks or offers

12. Economic violence

Any act or behaviour which causes economic harm to an individual because of his/her gender. Economic violence can take the form of, for example, property damage, restricting access to financial resources, education or the labour market, or not complying with economic responsibilities, such as alimony.

UNDERSTANDING THE DIFFERENT TYPES OF GENDER-BASED VIOLENCE

Overview:

In this activity, participants aim to comprehend gender-based violence and recognize its diverse types.

Aim:

- To understand the meaning of gender-based violence and to recognize different types of gender-based violence
- To examine the possible effects and consequences of the gender-based violence.

Time: 70 minutes

Materials: Flipchart papers, markers and copies for group work questions

Preparation: Print the questions for group work (see the annex to the activity)

Instructions:

- Split the participants into five groups and give one term to each group. The terms are: Gender-based violence; Economic gender-based violence; Males as victims of gender-based violence; Forced marriages; Sexual harassment and abuse on workplace (for males and females)
- They will have 20 minutes for group work and they have to discuss about their opinion on how this term is understood and presented by different people, including them.
- After the group work, the participants have to return in plenum for presenting the findings from the group work and for debriefing. Each group will have 5 minutes for presentation. After each presentation, ask the participant from other groups whether they have comments, questions or would like to add something.

Key discussion points for debriefing

- How did you feel in this activity? How did you find the discussion in small groups? Were there any differences of opinion, or misunderstandings?
- Which forms of violence occur more often?
- Do you think that these forms of gender-based violence should be highlighted more in the media?
- Why does gender-based violence happen?
- How do gender related concepts, and the way they are used, contribute to gender-based violence? How can we avoid this?
- Is there any space for people in your community to discuss issues relating to gender and gender-based violence?
- How could young people become more involved?

Annex to the activity:

Possible questions for group work

- How do you understand it (the term)?
- How is it generally understood by the young people in your environment?
- How does the ordinary population generally understand it?
- What kind of consequences can be from this type of gender-based violence?
- Considering the information you have gathered thus far, can you identify such a form of violence if it occurs in your surroundings?

IMAGE THEATRE

Overview:

Image Theatre activity aims to enhance participants' understanding of the individual's role in combating gender-based violence by having them create two images illustrating instances of physical, psychological, and economic gender-based violence, followed by a debriefing discussion exploring feelings, challenges, and observed transformations towards greater gender equality in the images.

Aim:

- To strengthen the capacities of participants in recognizing the importance and role of each individual in society in the fight against gender-based violence

Time: 120 minutes

Material: copy of the cases for image theatre (see annex to the activity)

Preparation: print the cases for the image theatre

Instructions:

- Put participants into three groups of five or six participant. Give them fifteen minutes to make two images, using the Image Theatre technique. The cases for the image theatre are given in the annex to this activity.
- Invite the first group to show their images. Remember to facilitate a lively discussion using the sorts of open-ended questions you practiced in your training.
- Guide the discussion so that it focuses increasingly on any transformation you witnessed between the first and the second images that resulted in greater gender equality.

Key discussion points for debriefing

- How did you feel during the exercise?
- Which part of the exercise was the most difficult for you?
- What can we conclude from this activity?

Annex to the activity:

Cases for creation the image

- The first image should present an example of physical gender-based violence where there is a victim, a perpetrator and observers. The next image should present the same scene where the observers take an action to prevent the violence.
- The first image should present an example of psychological gender-based violence where there is a victim, a perpetrator and observers. The next image should present the same scene where the observers take an action to prevent the violence.
- The first image should present an example of economic gender-based violence where there is a victim, a perpetrator and observers. The next image should present the same scene where the observers take an action to prevent the violence.

Notes for facilitator:

Image theatre technique focuses on using the body and movement to create “living images” that represent thoughts, feelings, and social issues. Participants use their bodies to form static images or dynamic scenes, expressing ideas or emotions without the need for dialogue.

In Image Theatre, individuals or groups create physical representations of abstract concepts, experiences, or societal dynamics. This technique is often used to explore and address social issues, promote awareness, and encourage dialogue. It can be a powerful tool for raising consciousness, fostering empathy, and finding creative solutions to problems.

The facilitator may guide participants through a series of exercises, prompting them to sculpt their bodies into shapes or scenes that reflect different aspects of a given theme. Observers can then analyse and discuss the created images, allowing for deeper exploration and understanding of the issues at hand. Image Theatre is particularly valuable in promoting non-verbal communication, breaking down barriers, and encouraging active participation in social change efforts.

SILENT DEBATE

Overview:

In this interactive exercise, participants work in groups to explore the concept of gender-based discrimination by generating ideas, words, and emotions associated with the term engaging in a silent debate as they build upon each other's thoughts.

Aim:

- The aim of this interactive exercise is to deepen participants' understanding of gender-based discrimination by fostering collaborative exploration of associated ideas, words, and emotions.

Time: 45 - 60 minutes

Material: flipchart papers and markers with different colours

Preparation: There is no need for prior preparation.

Instructions:

- Create groups of five and hand each group a flipchart with the word 'gender-based discrimination' written in the middle of it.
- Ask the groups to write down any ideas, words, emotions, meanings they associate with the word on the flipchart. Remind them that there is no right or wrong, but that this exercise is a way to allow everyone to write down what they associate with gender-based discrimination.
- Give each group a few minutes to do so, then circulate the flipcharts around the working room, so that every group receives a new flipchart that has ideas written on it from a different group before.
- Ask participants to first read what the other group has written down and then to add any other thoughts, ideas, comments. The rule is they cannot cross out anything already written on the flipchart, instead when they disagree or want to add on to someone's idea, they should simply write next to it and link them together by drawing a line or an arrow to connect the two thoughts. This way you have created a silent debate.
- Depending on how much time you have you can choose to rotate the flipcharts once more, so each group can have a new set of comments that they can add onto and learn from.
- After 10 minutes, bring the flipcharts forward and tape them to the wall or ask a participant from each group to hold up their flipcharts.
- Ask a participant to read out the words, comments on the flipcharts. Alternatively, you can read them out loud.
- Make sure to have space (a board or flipchart paper) to cluster the ideas of the participants.
- Begin by writing the name of the chosen topic in a circle in the middle of the board, like on the flipcharts, i.e. Gender-based discrimination.

- Try and group ideas together. For example, all answers to do with the meaning of discrimination, reasons why people discriminate, or the consequences/ emotions felt by someone who is discriminated. Ideas that are connected can be joined by lines. You can also draw the answers as well as writing them.

Key discussion points for debriefing

- What does it mean to be gender-based discriminated against?
- Why do people discriminate?
- What can we do to stand up against gender-based discrimination?

LET'S CREATE STORIES ABOUT THE MANIFESTATION AND PREVENTION OF THE GENDER-BASED VIOLENCE

Overview:

This activity allows participants to think about situations in which persons were discriminated or even aggressed because of their gender.

Aim:

- To raise awareness on the different manifestations of discrimination and exclusion in society;
- To start identifying what each participant can do to prevent these from occurring or continuing.

Time: 70 minutes

Preparation: There is no need for prior preparation.

Instructions:

- Divide the participants into 5 groups and give them the following tasks: They have to define what the gender-based violence means? What kind of gender-based violence forms exist? Who can be a victim of gender-based violence? How does a victim who suffers violence behave? How does the perpetrator who commits discrimination or violence behave? How do the other people in the surrounding (bystanders) behave? Allow 20 minutes for this.
- After the 20 minutes group work, the participants will continue to work in the same groups. They will have a task to create a story where they have to present one form of gender-based violence. The story should state the reasons for the violence and the consequences of the violence. They have also to find a possible solution for prevention of that forms of gender-based violence. They will 30 minutes for this task.
- After the working in the groups, there will be 10 minutes presentation of each group story.

Key discussion points for debriefing

- Was it easy to answer to the given tasks? Which one was the most difficult to answer and why?
- What can be done to support the victim?
- How can a “bystander” be turned into an actor of positive changes?
- What can we learn from this activity?



CHAPTER FIVE

SOCIAL ACTION AND COMMUNITY SUPPORT

Social action and community support are crucial for gender equality because they contribute to creating an environment where individuals, regardless of their gender, have equal opportunities, rights, and representation.

There are different reasons why social action and community support are essential for gender equality. These initiatives encompass challenging and breaking down traditional gender stereotypes, advocating for equal rights, empowering individuals to participate in decision-making processes, raising awareness about gender issues, addressing and preventing gender-based violence, influencing policy changes, and promoting economic empowerment. Collectively, these efforts aim to create a more inclusive, equitable, and informed society by amplifying marginalized voices, dismantling power imbalances, and fostering understanding and support.

In summary, social action and community support are tools in creating a societal framework that recognizes and promotes gender equality, fostering positive change at various levels – from individual attitudes to broader systemic shifts.

The exercises presented below are useful for reflecting on what we can do to encourage the community and the surrounding environment (parents, teachers, local authorities, media, and all other stakeholders) to work together towards reducing gender-based discrimination and violence, thus helping to promote gender equality.

IDEAL FUTURE ENVIRONMENT

Overview:

This activity engages the participants in envisioning an ideal environment characterized by no violence, no discrimination, and existence of full gender equality

Aim:

- Raising awareness of individuals and all stakeholders about the importance of gender equality and how it affects the creation of an ideal social environment in which all future generations are given the opportunity to enjoy justice regardless of their gender

Time: 60 - 70 minutes

Material: flipchart papers and coloured markers

Preparation: There is no need for prior preparation.

Instructions:

- Divide the participants into 3 groups, so that in each group there are representatives of both sexes. Read the following scenario: “Imagine that you can create an ideal environment where there is no violence, no discrimination, and there is full gender equality. An environment where you have freedom to be yourself and the opportunity to develop according to your needs and potential.” Each group will have 20 minutes to discuss and create a joint list of the three most important things that should be respected in that ideal environment.
- Afterwards, there will be a presentation of the lists that each group has created. They will have 5 minutes for presentation and then other groups can ask 2-3 questions to the presenters. The facilitator will record all the items mentioned by the groups during the presentation. When all presentations are complete, the facilitator, together with the participants, will identify if there are contradictory items on the list and if they can be overcome.
- At the end, the participants should extract the three most important things that should exist in this ideal environment.

Key discussion points for debriefing

- What do you think about the activity?
- How did you feel during the process?
- What was difficult for you and what was easy and why?
- How satisfied are you with both the process and the outcome?
- What can be done now to achieve the envisioned ideal environments?

TRANSFORMING OUR BEHAVIOUR

Overview:

The “Transforming Our Behaviour” activity aims to explore participants’ perceptions of gender roles by prompting them to distinguish between traditional and transformed behaviours, fostering discussions on societal influences and the advantages of breaking free from traditional gender roles.

Aim:

- To engage participants in reflecting on the transformation of gender-related behaviours and understanding the societal influences shaping perceptions of traditional roles.

Time: 40 minutes

Material: no specific material

Preparation: There is no need for prior preparation.

Instructions:

- Ask the participants if they think men and women are capable of transforming: of changing how they behave to free themselves from all of the restrictions that gender roles place on their behaviour.
- Explain that you are going to read out a list of different ways of behaving. If participants think the behaviour described is typical of traditional gender roles, they should put their hands in the air. If they think the behaviour is typical of someone who has transformed or freed her- or himself from traditional gender roles, they should put their hands on their heads.
- After each prompt, allow participants a few seconds to respond with their hands. Then ask a few volunteers to explain why they have chosen that response. The list for you to work is available as annex to this activity.
- Once you have worked through the list, go back and read out the examples of transformed behaviour. Ask participants if such transformed behaviour would apply to men, women, or both equally. Help them to see that in each instance, the transformed behaviour would be appropriate for either gender.
- Ask participants if they can suggest other examples of transformed behaviour.
- Ask participants what they consider to be the advantages or benefits of freeing yourself from traditional gender roles. See if you can elicit examples that relate to both mental and physical health.

Key discussion points for debriefing

- How are our attitudes about the roles of women/girls and men/boys affected by what our family and friends think?
- How does the media influence expectations about the ways women/girls and men/boys should act, feel and behave? How does the media portray men/boys? How does the media portray women/girls?
- How can you in your own lives challenge some of the harmful expectations society has about the ways men/boys should behave? How can you challenge some of the harmful expectations society has about the ways women/girls should behave?

Annex to the activity:

Behaviour list

Being passive and quiet	Traditional for women
Acting tough, being strong	Traditional for men
Being an assertive communicator	Transformed
Using violence to resolve conflicts	Traditional for men
Being emotions constructively and when appropriate	Transformed
Remaining faithful to one partner	Transformed
Not talking about problems	Traditional for men
Using condoms regularly	Transformed
Getting tested for HIV regularly	Transformed
Not crying	Traditional for men
Staying faithful to one partner	Transformed
Delaying sexual activities until both partners are ready	Transformed
Speaking out in favour of equality between women and men	Transformed
Challenging others to recognise their harmful gender expectations and to change themselves	Transformed

FORUM THEATRE

Overview:

Participants will work in groups, tasked with creating and performing short scenes by presenting imagine cases of gender-based violence. Subsequently, observers suggest alternative roles to change the concert role, which leads to presenting of different situation, which prevent a case of gender-based violence.

Aims:

- To encourage participants to notice the power that each individual possesses and use it for making positive changes in the community

Time: 120 minutes

Material: Needed materials will depend on the scene that the participants will perform

Preparation: There is no need for prior preparation.

Instructions:

- The participants are divided into four groups (four or five participants each). They have 20 minutes to create a short scene where an imagine case of gender-based violence is presented, and then they have 3 minutes to present the scene in front of the other training participants. Then there is a short discussion in the plenum about what the participants saw and how they experienced it. The facilitator should motivate the participants to present different forms of gender-based violence and cases of combined forms of gender-based violence.
- Changing the scene - Then the people who observed the performance of the scene are invited to think of what role they could enter and with a new way of communication and perception which change the behaviour of concrete role in the scene, i.e. how it could be handled and avoided/ prevented a case of gender-based violence.
- Evaluation of the change in the scene: “What has changed in the behaviour of the persons involved?” What did the observers see? How did the behaviour change affect the prevention of a possible case of gender-based violence? How did the other participants in the scene feel?”
- Then the scene from the next group is performed and the steps from first group scene are repeated until all scenes have been processed.

Key discussion points for debriefing

- How do I react when I witness gender-based violence?
- How do other people from the environment react when there is gender-based violence?
- How do competent institutions react when there is a case of gender-based violence?
- I think that people who are perpetrators of violence behave that way because...
- I think that people who are victims of violence act like that because...
- I think people who witness violence act that way because...

HOW TO RAISE AWARENS ABOUT GENDER–BASED VIOLENCE?

Overview:

This activity empowers participants to develop and present a public awareness campaign against gender-based violence, aiming to enhance their problem-solving skills.

Aim:

- To empower participants to create and present public raising-awareness campaign against gender-based violence;
- To improve their problem-solving skills and public speaking.

Time: 90 minutes

Materials: Flipchart paper and markers

Preparation: There is no need for prior preparation.

Instructions:

- Explain to the participants that they will develop public raising-awareness campaign against gender-based violence in their community. The main points they have to follow are:
 - o What is the key message they will send?
 - o Who will be the target group?
 - o Which social media they will use for the campaign?
- Divide participants into groups of four to five. They will have 40 minutes for group work.
- After the group work, each group will have 5 minutes for presentation. After each presentation, the other participants will have time to ask questions, give feedback and asking for additional clarifications.

Key discussion points for debriefing

- How challenging was it to create a public awareness campaign?
- What will be the possible risks that we can face in public awareness campaign development? And how can we overcome them?
- What are the key points on which a successful campaign depends?

WOMEN AND MEN IN THE MEDIA

Overview:

The activity aims to enhance participants' analytical skills and critical thinking regarding gender roles by exploring and discussing the portrayal of men and women in the media (public debates, advertisements and entertainment shows) by identifying possible stereotypes, and fostering discussions on the need for change and equal treatment.

Aim:

- Thinking and analysing how the women and men are presented in the media
- Development of analytical skills and abilities for critical thinking of the participants about the gender roles

Time: 90 minutes

Materials: Smartphones with access to the Internet (one for each group), Flipchart papers and markers

Preparation: There is no need for prior preparation.

Instructions:

- Introduction part: Participants should analyse media from gender aspect/by using gender lenses and should identify the ways in which men and women are presented in the media presentations. One group will work on public debates, the second will work on advertisements and the third one on entertainment shows and should connect it how the men and women are seen in their cultures and environments. And they should think about the consequences of such presenting of the men and women.
- Introduce the topic with the following discussion questions:
 - o Do you think that men and women are presented differently in the media?
 - o If there are, what are the differences in the presentation of men and women in the media?
 - o Is there a difference in the different media (printed, television, social media etc.)?
- Split participants into three smaller groups and tell them that each group will be given a different medium and the task is to extract titles, texts, photographs, comments that in any way deal with the women and men presentation in the media. The first group will deal with public debates, the second with advertisements and the third one with entertainment shows. They have also to answer the following questions: Do they think that women are put in a worse position than men?; Do they think that women are in a better position?; Are women subject to a certain ideal of a woman in the media? What's up that ideal (smart, beautiful, pretty, housewife...)? ; Are the men subject to a certain ideal of a women in the media? What's up that ideal (smart, rich, dominant...)? What kind of image is created in the media about the men and women? Give them 30 minutes for small group discussion and taking notes.
- After group work, ask the entire group in plenary to present and compare their findings. Each group will have 5 minutes for presentation.
- After the presentations, go to the debriefing and evaluation

Key discussion points for debriefing

- Do you think that a certain stereotype is imposed in relation to the presentation of men and women in the media?
- What do you think contributes to it?
- What do you think should be changed?
- What do you think the change in the stereotypical portrayal of men and women in the media?
- Have them look at the example again and think about what they should do changes in the concrete example of equal treatment of men and women and loss of the stereotypes.
- Finally, discuss how the media should be perceived, with critical and analytical thinking.

PUBLIC DEBATE –LET US TALK ABOUT GENDER–BASED VIOLENCE

Overview:

The public debate titled “Let Us Talk About GBV” aims to encourage communication and public awareness about different forms of gender-based violence, utilizing a role-playing simulation with the participants

Aim:

- To promote awareness and discussion about gender-based violence

Material: Paper with the roles (see Annex to this activity); Chairs arranged in a circle, with all chairs facing the centre.

Time: 70-80 minutes

Preparation: Prepare the roles for the debate (see annex to the activity)

Instructions:

- At the beginning, the facilitator informs the participants that they will be engaged in an exercise where some of them will play roles, and collectively, they will simulate a public debate.
- The participants are assigned roles (journalist/moderator of the debate, mayor/representative of local government, police representative responsible for GBV, representative of an NGO working on GBV prevention, representative from the Ministry of education, representative from the Centre for social work, representative from the Council of parents, representative from the municipal Youth council). Volunteers are sought for each role as they are announced. Participants who receive roles are provided with papers containing a detailed description of their role and are given a few minutes to prepare and get into character. Participants are encouraged to simulate their roles without overthinking and to act based on their initial thoughts.
- Eight chairs are arranged in the front to form the stage for the debate. The remaining chairs are set up in 2-3 rows as the audience. While the participants prepare for their roles, the facilitator assigns additional roles to participants who will act as journalists, parents, and citizens interested in the topic for the remaining participants who constitute the audience. The audience is encouraged to ask questions to the forum guests after their presentations.
- All participants take their positions, and the moderator opens the forum, introducing the guests. Each forum participant has 1 to 2 minutes to present their viewpoint according to the instructions they received. The moderator facilitates the discussion, and after all participants have made their presentations, there is a brief discussion with questions from the audience.

- The time allocated for this activity is structured as follows: 5 minutes for instructions and role distribution, 5 minutes for role preparation and room setup, and 45 minutes for the simulation. At the end of the activity, participants are asked to step out of their roles and form a circle for a discussion about the activity.

Key discussion points for debriefing

- (For participants in the simulation)
 - How did you feel in the role you played?
 - Was it easy/difficult for you?
- (For audience participants)
 - How was it for you as the audience?
 - Do you believe that it is important to discuss these issues publicly? Why?
 - How important do you think support from the broader community is in increasing awareness of GBV and breaking the taboo to talk about it?
 - Do you think there is another stakeholder who is important in the process of prevention of GBV, who was not included in the debate?
 - Do you think that all the stakeholders involved in the debate are equally important in the prevention of GBV? Does one of them have a superior and more important role?

Annex for the activity:

Role-play

Mayor/representative of local self-government - You represent the local self-government. You are here to present arguments, programs how you promote equality and how you provide gender-based violence protection of local youth (18-29 age). You have to present the local strategy for social protection and protection of gender-based violence in your municipality.

Representative of the Ministry of internal affairs responsible for gender-based violence - You are here to say about the situation with GBV in the community, what kind of GBV forms are most reported, your statistics related to various factors that influence the (non)reporting of it. You have to present the challenges you are facing in the work and how you cooperate with other institutions. Explain the procedure for reporting GBV and the measures and activities you are taking for resolving one reported case.

Representative of the NGO sector working on prevention of GBV - You represent the NGO sector, you are here to present how you help to develop awareness of gender-based violence, what concrete actions you take on this topic, including encouraging citizens to report when faced with a GBV situation instead of keeping quiet about it.

Representative from the Ministry of education - You are here to present what your institution does for gender-based violence prevention in the educational system. Do you have some strategies and actions plans/programs for the prevention of GBV in the primary and secondary schools. What kind of support the Ministry of education can give to the school for prevention and reducing of gender-based violence against and among students?

Representative from Centre for social work - What kind of support do you provide for the victims of GBV? How do you follow the reported cases of GBV? What kind of support do you provide for the children who are victims or witness of GBV? What are the most difficult consequences of the GBV to the victims? What will be your message for the young people?

Parent - You are the representative of the Council of Parents and you are here to explain as a member of that body how important the role of parents is in raising children. How do you upbringing the children about the existing of GBV? Do you need support for that? What kind of support and from whom?

Young persons - You are representatives of the municipal Youth Council and you are here to speak on behalf of youth about the problems that they face, problems that are related to the prejudices that dominate for male and female youth. What will you do if you are witnessing GBV? Do you believe in the system support? What do you think about peer support in prevent GBV?

Moderator of the public debate – you lead the public debate. You have to take care for giving equal time for speaking to all involved in the discussion, do not favour anyone. The whole debate should last max 45 min.

DEVELOPMENT OF IDEAS AND ACTION PLANNING

Overview:

The activity involves participants working in groups to discuss and create action plans for addressing a gender-based violence issue in their community, followed by presentations and feedback sessions, exploring individual reflections on challenges, dilemmas, and the potential impact of their actions on social change.

Aim:

- To engage participants in collaborative idea development and action planning, focusing on addressing a specific gender-based violence issue in their community.
- To encourage the participants to think strategically and structurally in regards to taking community action directed of prevention of gender-based violence

Time: 80 minutes

Material: flip chart papers, markers, copies of the paper with the tasks for action planning for each group (see the annex to this activity)

Preparation: There is no need for prior preparation.

Instructions:

- Divide the participants into groups (4-5 participants per group). Their task will be to discuss about ideas for community activity. They have to choose a specific problem relevant to gender-based violence in their community and to develop an action plan for starting of thinking how to resolve identified problem. Each group receives a paper with the task and a series of questions that they can ask in order to make the task easier. They will have 40 minutes for this.
- After group work, the participants return in the plenum and each group will have 5 minutes to present their idea for community activity. After each presentation, the rest of the group and the facilitators will have 5 minutes for additional questions and suggestions for the presented idea.

Key discussion points for debriefing

- What was the most difficult for you in this exercise?
- What dilemmas do you have?
- How do you believe your actions contribute to influencing social change?
- Questions that remained open to you.

Annex for the activity:

A paper with the tasks for action planning

- How did you select the issues and why you decided to work on it?
- Who affects the issue?
- What are your goals? What do you want to achieve?
- What kind of activities will you implement? What is the first step you need to take? What are the final steps you need to take?
- What will be the timeline for activity implementation?
- What are some challenges you expect to come? Do you have plan how you can overcome them?
- What are your strengths/weaknesses? What resources are you missing?
- What you need to realize this idea?
- What risks exist?
- What resources do you use to get to know the environment better?
- With whom do you consider it important to establish cooperation? How do you do that?
- Who would be your allies and who would be your opponents?
- What preconditions must be met?
- How do you want the environment to perceive you? (What image do you want to have?)
- What are the possible side effects?
- Three questions that are important to you, and are not on this list.

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