





JOURNEY

INVOLVING YOUNG PEOPLE IN EDUCATION AND ACTION FOR
GENDER EQUALITY AND AGAINST GENDER-BASED VIOLENCE

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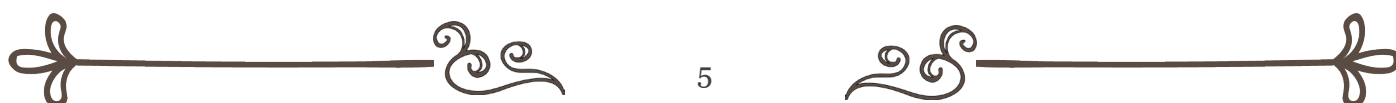
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“ THROUGH OUT THE MANUAL YOU CAN READ DIFFERENT TESTIMONIALS FROM YOUNG PEOPLE AND PROFESSIONALS OF YOUTH THAT PARTICIPATED IN THE NEW GENERATION PROJECT: TRAINING OF TRAINERS, WORKSHOPS IN SCHOOLS, SUMMER CAMPS, LOCAL CAMPAIGNS.



Chapter 1

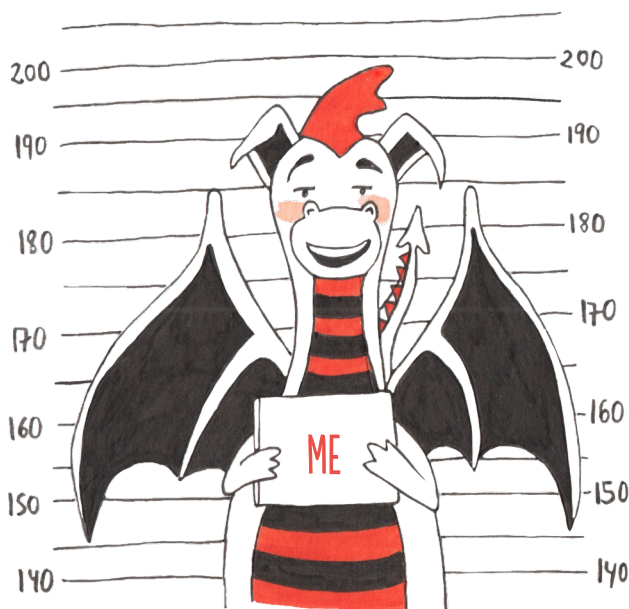


'CARPE DIEM' AND 'SKATE' ARE TWO OF HIS FAVORITE WORDS IN LIFE.
HE LOVES FISH, CATS AND PIGS.
IN THAT ORDER.

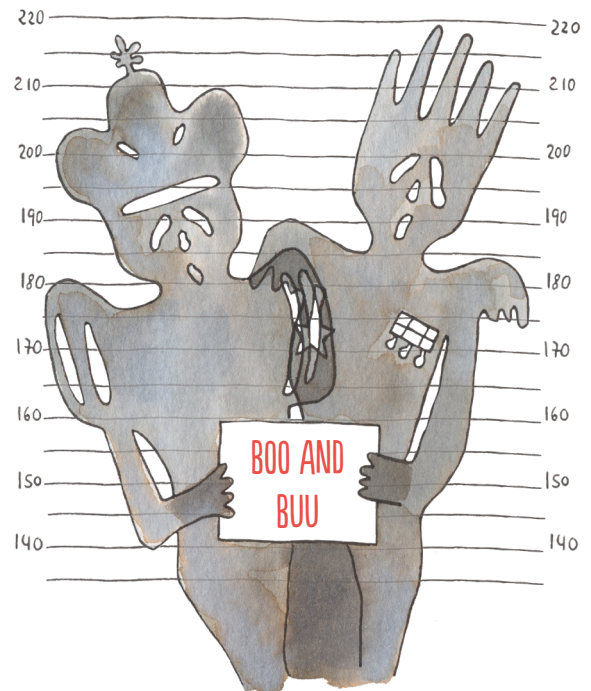


OF THE FEW WHO LOVED THE END OF THE GAME OF THRONES.
THINK INSTAGRAM IS NOT REAL LIFE..
HER FAVORITE HOUSE WOULD BE A MUSHROOM IN THE WOODS.

PRESENTATION OF THE MANUAL AND THE PROJECT



FLIPCHART LOVER.
NEVER STARTS A DAY WITHOUT A GOOD ICEBREAKER.
NEVER GOES TO BED WITHOUT HAVING EVALUATED THE DAY.



CONTROL FREAKS.
OVERLY PROTECTIVE, OBSESSED WITH PRESERVING THE "TRADITIONAL", EVEN
WITH VIOLENCE.



Dear reader,

We are very happy that you are reading these words and we hope that you can join us on the journey of educating young people about gender and against gender-based violence. This manual is a result of 2 years of working experience within the framework of the New Generation project, undertaken by grassroots NGOs from Spain, Poland and Bulgaria, where we worked with more than 1600 young people, teachers and youth workers, engaging them in school activities, summer camps, awareness-raising campaigns and trainings. It was a very empowering and sometimes challenging experience of learning and growing, and that is why we felt the need to put it on paper and share it with the world.

In this manual you will find out about the successful approaches we took to engage with the topic, some concrete tools we created and used, tips and tricks on how to deal with different situations that you can come across and finally, many ideas on how to boost motivation and empower young people to take action. We hope that this manual will serve you as a tool to start working on these topics with young people or simply, that it will enrich your professional backpack with new ideas.

Yoko Ono and John Lennon once said “A dream you dream alone is only a dream. A dream you dream together is reality.” We started the journey of New Generation project with a dream to see the world more just, more inclusive and free from violence. The more people join the path, the closer we are to making this dream a reality.

‘WHY WE NEED EDUCATION ABOUT GENDER AND AGAINST GENDER-BASED VIOLENCE



Some people are strongly convinced that education about gender and against gender-based violence (GBV) is needed, and there are others who may still not consider it fully necessary. There are countries with a visible progress toward reaching gender equality, and there are others where the rights of women and LGBTQ community or people who do not conform to binary gender norms are very often violated, they are deprived of safety and face exclusion. We believe that education about gender and against gender-based violence is very much needed and no matter where in the world you are based, there are plenty of issues that need to be tackled. Here are 10 reasons why:

1. One out of every three women suffers gender-based violence.

According to UN 35% of women¹ worldwide have experienced either physical and/or sexual violence by their partner or another person (not including sexual harassment) at some point in their lives. Gender-based violence is a serious issue, probably much

¹ <http://www.unwomen.org/en/what-we-do/ending-violence-against-women/facts-and-figures>



more frequent than we imagine, and it can happen to us or to our close ones.

2. Gender equality is still far from being reached.

World Bank data shows that there are 150 countries in the world which have at least one law treating women and men unequally (e.g. conferring citizenship to their children, or having their testimony carry the same evidentiary weight in court)[2].

Moreover, women are underrepresented, especially in decision-making – 23% of members of parliaments in the world are women, and there are only 2 countries (Rwanda and Bolivia) with more women than men. According to National Women's Law Center's analysis of 2018, in U.S. black women are paid 61 cents for every \$1 that their white male counterparts earn. [3]

“ I THOUGHT IT WAS IDEAL, I THOUGHT IT WAS PARTICIPATORY AND ACTIVE. WHERE ALL OF US CAN PARTICIPATE AND BE PART OF THIS LEARNING PROCESS, ANYONE CAN CONTRIBUTE WHAT THEY KNOW AND TEACH THE OTHERS. BESIDES, WHAT I LIKED THE MOST IS TO DO DIFFERENT DYNAMICS TO ACQUIRE KNOWLEDGE IN THIS WAY AS WELL.

3. Gender equality can be reached through women empowerment

Women empowerment is a process of increasing the capacity of girls and women to be equal partners in the different spheres of life like politics, economy or education. It is enabling women to be part of the decision-making processes.

Women need empowerment because due to living in a male-dominated society they are in an unprivileged situation. The reasons why women participate in the decision-making processes less and have less power are among other the historical exclusion of women from decision-making, deep-rooted inequalities, gender-blind policy, distribution of paid and unpaid work, gender norms and stereotypes which portray women as less capable of participating in decision-making, sexism and violence.

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² <https://womendeliver.org/2017/statistics-gender-inequality-will-keep-night/>

³ <https://www.cnbc.com/2019/08/22/heres-how-the-gender-wage-gap-affects-this-minority-group.html>





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4. Microaggressions are omnipresent in the society.

The way we use language is often male-centred, the social roles we are being taught, the way how we picture men and women in popular culture ... All of that has influence on how people see the world. We learn how to be a girl and a boy without being conscious about it. Understanding and accepting the negative influence of microaggressions, smaller intentional or unintentional every day aggressions, which often stem from sexist understanding of the world, can be one of the ways toward reaching equality.

5. Many people still think that the problem is not theirs.

Consciously or unconsciously, we are the consumers of the sexist contents provided on television, internet, in music, advertisement and education, and we often reproduce them (for example sexist jokes). If we want it or not we are part of the problem, and we need to be a part of the solution.

6. The binary gender system can be very oppressive.

The binary gender system tells us that there are strict rules of being a woman and being a man. "Boys don't cry" and "girls should be soft and pretty". Any deviations from these roles gets punished, which hurts both women and men and makes no room for intersex, trans, gender-fluid, gender non-conforming people and others. By making them invisible, we exclude them, and we communicate that their existence is not legitimate.

7. Many signs of toxic relationships are still considered normal.

We lack awareness of what the signs of a toxic relationship are, how to deal with the first signs and how to support our friends and close ones to leave these relationships. Moreover, there are many signs which are simply considered "normal", and we need





more education and awareness-raising on the issue.

8. We still blame victims of gender-based violence.

Victim-blaming marginalizes the victim/survivor and makes it harder for them to come forward and report the abuse. If the survivor knows that a person or the society blames them for the abuse, they will feel less safe or comfortable reaching out for help. That is also one of the main reasons why gender-based violence is so underreported.

9. Gender norms can literally cause death.

A United Nations report shows that a total of 87,000 women were intentionally killed in 2017. More than half of them (58 per cent) were killed by intimate partners or family members, meaning that 137 women across the world are killed by a member of their own family every day. We also refer to that as gender-related killing or femicide, the most extreme form of gender-based violence.

10. Education is the first step we need to do to reach gender equality and act against gender-based violence.

There is no change without action, and there is no action without motivation to act. One way to get motivated and to act is through understanding the issue, personally connecting with it and feeling the need for change. This can be developed through education, and especially through non-formal education.

“

"I LIKED THE WORKSHOPS, THE TEACHING/LEARNING SITUATIONS
AMONG THE CLASSMATES THAT ARE IMPORTANT FOR THEIR PERSONAL
DEVELOPMENT."

HOW TO USE THIS MANUAL



This manual is mainly written for people who work with young people: youth workers, teachers, staff of local and national non-governmental organizations, youth leaders, peer trainers, etc. It describes different educational approaches and activities that can be done in different conditions (for example preparing a 1-hour session or organizing





5-day summer camp) and settings (e. g. school class or organized free time activity). It focuses on how to work with young people on the topic of gender and against gender-based violence, through education towards action.

The first chapter of the manual provides an overview of terminology and theoretical framework that we consider necessary for our work. It also describes different approaches we used in New Generation project when tackling issues of gender and gender-based violence. The purpose of the chapter is to create a basic understanding of the topic that can later be put into practice through different activities.

All the following chapters (2-5) describe the process of preparing and carrying out different types of activities. Chapter 2 provides information on how to run a training of trainers and prepare a team of professionals who will later work on the topic with young people. Chapters 3, 4 and 5 describe activities directed towards young people: school activities, summer camps and campaigning and awareness-raising actions. In each chapter you will find information about what are the benefits of each activity, how we did it within the New Generation project, some practical tips, do's and don'ts, and examples of concrete tools we used. You will learn about specific educational tools that have been tested and examples of concrete actions created and implemented with young people.

We recommend you to adapt the activities to your own needs (experience, competences, facilitation style), choosing those which fit your objectives and context best. Choose diverse types of activities and taking into consideration different learning styles of the participants is always beneficial and adds value. Each chapter will guide you through specific steps, tips and recommendations on how to carry out an activity, from preparation to evaluation and follow-up.

Finally, we would like to wish you good luck, lots of learning and enjoy the process!

ABOUT THE NEW GENERATION PROJECT



New Generation is a two-year project, coordinated by Cazalla Intercultural together with partners from Poland (Szansa) and Bulgaria (PEN), co-funded by the Rights, Equality and Citizenship Programme of the European Union (2014-2020). With this project we intend to work on prevention and fight against gender-based violence among young people, offering them learning processes for action in gender sensitivity.





The specific objectives of the projects are:

- **to offer new methodologies** and training opportunities for professionals working with young people in formal and non-formal education on gender issues and against gender-based violence;
- **involve at least 900 young people in learning processes**, promoting understanding of gender and gender-based violence, critical thinking about gender and general gender sensitivity;
- **conduct gender awareness campaigns** among young people in schools and their local communities;
- **disseminate good practices** to prevent and combat gender-based violence among young people, developed within the project.

The project is divided into four parts:

Preparation of educational materials; writing of this manual available **in 4 languages**: English, Spanish, Polish and Bulgarian; creation of a methodological framework and its implementation with young people and youth professionals; dissemination of the project to the general public and youth professionals at the European level.

Several local, national and international activities were foreseen in the project, such as workshops in schools, summer camps and awareness campaigns with young people at the local level, training courses at the national level for teachers and youth workers, a seminar and a dissemination conference at the European level.

During the project an educational mobile application was created for the youth, called “**New Genderation**”; 15 videos on how young people react to the issues (Teens react) and a massive open online course (MOOC) on how to work on the topic with young people (www.youth-mooc.eu).





Chapter 2



BASIC CONCEPTS AND TERMINOLOGY





nderstanding concepts related to gender and gender-based violence can be hard because many terms in these domains cut across various fields, such as for example psychology, sociology, policy or law, with different meanings and uses. Moreover, there are still some disagreements about various notions and many terms are not internationally recognised or they are not always easily translatable in different languages. However, having a basic understanding is essential for educational practice. This chapter is not a usual glossary of terms but rather an introduction to different aspects of gender and gender-based violence.

GENDER



It is very difficult to give an unequivocal definition of gender. In most of the definitions gender is defined together with another notion – sex. While gender is said to be something that is socially constructed, sex is about biological characteristics, based on which a person can be defined as female, male or intersex. But it is not as simple as it seems.

Gender is a social, psychological and cultural construct. The understanding of what is masculine or feminine differs across societies and cultures. Societies create norms related to gender which are tied to certain expectations, e.g. related to the ways we should behave, clothes we should wear, activities or work we should do, and similar. These norms are usually very binary – they perceive people either as men (boys) or women (girls). If we do not fall into either of these categories, we might suffer exclusion, discrimination or violence.

We usually take both sex and gender for granted as either male or female (a person is either a man or a woman, based on their sex characteristics), but it is not necessarily so. In fact, a person can be for example assigned male at birth (and have that sex category indicated in the official documents), but can identify themselves as a man, woman or with a different gender, or no gender at all – gender is also about identity – how we deeply feel about ourselves (female, male, both or other). How we identify with gender individually is our gender identity.

We express gender every day by the way we move, dress or the way we interact with other people – this is gender expression. These expressions may change depending on the situation or people around us. Some people feel comfortable to express in way which could be described as conventionally “masculine” or “feminine”, while others will be perfectly fine with a wide range of expressions that would be understood as neither “feminine” nor “masculine”. Gender is very deeply rooted in us – we realise about it in different moments of our lives: sometimes at quite early age and sometimes a bit later in our lives.

Gender is also an analytical category – in the sense of thinking how identities are constructed. By critically analysing gender we try to avoid biological determinism, which ascribes specific behaviours, activities or expressions to people based on their sex (for example: it is in women’s “nature” to care for babies, because of their reproductive system). Gender is also a category of social and political reality which has to do with (unequal) distribution of power in the society. Here are some examples of how this is visible: in some countries both partners can share their maternity/paternity leave after their baby is born; greater amount of housework is done by women than men in most cultures; in some countries LGBT people (lesbians, gays, bisexuals and transgender people) can be punished with death sentence just for who they are, while in other countries same-sex marriages are legal; in majority of countries women are paid less than men for the same work.

GENDER ROLES AND NORMS



Since gender is socially constructed, societies create norms which generate certain demands and expectations from people according to their gender. These norms are usually based on heteronormative and binary order assuming that people are heterosexual and they are either men (boys) or women (girls), so they have either “masculine” or “feminine” way of being and expressing themselves. Examples of such norms and roles may include: women of certain age should not be single, men should be breadwinners in the family, men should have some sexual partners before they get married (to be sexually “experienced”), while women should stay “pure”, women should groom themselves and look “nice”, while men can look “rough”. These norms refer to all aspects of our lives – education, work and private life. We learn these norms and roles in the process of socialisation, first in our family and later from school, our peers, media, religion, institutions and other members of the society. Norms, however, can be very oppressive for many people. People who do not follow the norms and expectations or demands related to that, may be pressured to obey them or they may be punished. Gender roles are very closely related with gender stereotypes – simplified and over-generalised beliefs of what it means to be a man or a woman in a given context. Such stereotypes are irrational and very often lead to discrimination.

“I HAVE LEARNED MANY THINGS ABOUT PEOPLE, I HAVE LEARNED MANY THINGS ABOUT VIOLENCE THAT I HAVE VIEWED DIFFERENTLY; THE WORKSHOPS HAVE GIVEN ME MANY IDEAS THAT I AM SURE I CAN IMPLEMENT AND HELP PEOPLE IN NEED AND I AM VERY MOTIVATED.”



SEXUAL ORIENTATION



As mentioned before, gender is about identity – a concept of self as male, female, both, other or not identifying with gender at all.

Sexual orientation refers to patterns of emotional, romantic and sexual attraction to people – who we date, kiss, fall in love with, have sex with or do not have sex with. It can be seen as a spectrum from heterosexual (people who feel attracted to people of different sex) to homosexual (people who feel attracted to people of the same sex) with many options in between and beyond, such as for example asexual, which means the person does not feel sexual attraction to other people.

People may identify with different sexual orientations, all of which are independent from their gender identities. It is important to know that sexual orientation is not a matter of choice or preference and it cannot be altered at will.

GENDER EQUALITY



Gender equality is achieved when people of all genders enjoy equal rights, responsibilities and opportunities and when their different behaviours, aspirations, interests and needs are equally valued, and the diversity of different groups of people of different genders is recognised. The concept is usually used in relation to equality between women and men. This includes, for example: equal pay for equal work, equal participation in decision making, equal access to goods and services, and freedom from discrimination. Gender equality does not refer to making everything the same for everybody or that people of all genders should be the same. It takes into account different needs of different people and focuses on equal access to rights, which goes hand in hand with creating equal opportunities.

Gender equality is a human right. Achieving gender equality is one of the UN Sustainable Development Goals (Goal 5), which aims to end all forms of discrimination against women and girls, eliminating harmful practices that affect people because of their gender (forced marriages or female genital mutilation), ensuring women's full participation in political, social and economic life, and elimination of all forms of gender-based violence in both public and private spheres.

Gender equality is usually measured by collecting and analysing data related to involvement and participation of women and men in various fields, such as education,



employment or politics. The European Union statistical office – EUROSTAT – regularly publishes data on these issues at: https://ec.europa.eu/eurostat/statistics-explained/index.php/Gender_statistics. The European Institute for Gender Equality – an EU body – publishes Gender Equality Index every year, which measures the progress of gender equality in the European Union (<https://eige.europa.eu/gender-equality-index/2019>). The United Nations Gender Inequality Index (<http://hdr.undp.org/en/content/gender-inequality-index>) is based on the premise that “all too often, women and girls are discriminated against in health, education and the labour market with negative repercussions for their freedom”.

Gender equality is linked to another concept – gender mainstreaming – which, as defined by the European Institute for Gender Equality refers to “(re)organisation, improvement, development and evaluation of policy processes, so that a gender equality perspective is incorporated in all policies at all levels and all stages, by the actors normally involved in policy-making”¹. Gender perspective should be taken into account in youth projects and activities, which should also mainstream gender equality by making sure people of all genders have equal access to these activities, and their needs, interests and competences are equally valued. This also means making sure people of all genders have an equal say when it comes to their participation and learning.

Gender equality is not only needed to create a just and fair society for all but also to end gender-based violence.

SEXISM

Sexism is prejudice or discrimination against people based on their sex or gender, based on the ideas that hold one group as superior (usually men) to the other (usually women). Sexism can take many forms – from offensive jokes about women (e.g. blonde women are portrayed as stupid) to extreme examples of sexism, which can be cause for rape or other types of violence, which are based on the belief that one gender (mainly women) has certain roles to fulfil and should behave accordingly to these roles (e.g. women should obey men or they should be submissive).

Sexism is present in most aspects of our lives and usually stems from gender stereotypes, norms and gender roles. We can see it for example in school – when girls are treated as those who should pay more attention and perform better at humanities and boys should focus more on science or technology; or at workplace – when men are expected to be leaders and women do more administrative work. Sexism reinforces existing gender roles that can be very oppressive for people who do not conform to them. Sexism does not concern only women; it can also target men, particularly when their expression of masculinity is not normative and when they are seen as “feminine”

¹ <https://eige.europa.eu/gender-mainstreaming/concepts-and-definitions>

or doing work, which is (again, based on gender roles and stereotypes) attributed to women (e.g. a man who does a fair share of housework is seen as “henpecked husband”). When sexism is based on the belief that (all) people are heterosexual and that heterosexuality is the only norm and is therefore superior – that is heterosexism. Like sexism, heterosexist bias can be experienced everywhere: in some schools, topics related to non-heterosexual life or behaviour are treated as a “sensitive” or made invisible; non-heterosexual couples at school may be given harsher punishment, for example for kissing in public, while heterosexual display of affection is accepted. At hospitals, same-sex partners may not be able to visit their hospitalized partner, while heterosexual ones can do that. There are way more sexist jokes about homosexual than about heterosexual people. Both sexism and heterosexism often result in discrimination that may lead to exclusion and violence.



MICROAGGRESSIONS

Microaggressions are a form of violence that is usually not noticed or is ignored. Microaggressions are actions, words, expressions, sometimes intentional and sometimes not, which we are brief, normalized, frequent, and pass degrading message, making the targeted groups feeling less important, less powerful, like second class citizens. We often assume that comments we make are just harmless fun, and if those are separate

unique incidents, they tend to be harmless, but if someone is being exposed to them on the daily basis, they become a serious threat to both mental and physical health.

Here are some types and examples of the microaggressions related to gender:

1. **Sexual objectification** – it is when we reduce women to their physical appearance and/or sexuality. For example, staring at women’s breasts while talking to them, catcalling and whistling, hanging posters of nude women in the office, making remarks about women’s body or telling sexist jokes about women.
2. **Second-class citizens** – indicating that women do not deserve the same opportunities, benefits or privileges as they are afforded to men. For example, when women are offered less important tasks at the workplace, or when men are served first as customers.
3. **Assumption of inferiority** – considering women to be inferior intellectually, physically or in relation to leadership roles, the belief that women are less talented



in mathematics and logical thinking, which often influences our educational systems and the career choices, women are often being discouraged from pursuing their dream profession, assuming they will not be able to make these dreams reality.

4. **Use of sexist language** – language use has power to shape our world, and the patriarchal nature of our society is reflected in the structure and use of language like for example referring to women as girls (but rarely referring to grown men as “boys”), using derogatory or sexist terms such as “weaker sex” to refer to women, generic use of “man” and masculine pronouns (he) to refer to people of all genders...

Microaggressions are often used towards LGBT people, who are ridiculed in everyday conversations (homophobic jokes, calling names). Microaggressions are a form of violence and people who experience it may suffer the same consequences as people who experience other forms of gender-based violence.

GENDER-BASED VIOLENCE

Gender-based violence refers to any type of harm that is perpetrated against a person or group of people because of their sex, gender, sexual orientation and/or gender identity, which is deeply rooted in gender norms, inequality and unequal power relations. Gender-based violence can take many forms:

TYPE OF GENDER-BASED VIOLENCE	EXAMPLES
PHYSICAL VIOLENCE	Kicking, beating, punching, burning, biting, pushing, pulling hair, or killing.
PSYCHOLOGICAL VIOLENCE	threatening, blackmailing, emotional withdrawal, withholding information, disinformation.
SEXUAL VIOLENCE	Rape, coercion into unprotected sex and withdrawal of protection during sex, forced sterilisation, sexual harassment, abuse related to reproduction (forced pregnancy, forced abortion), forcing someone to watch pornographic contents, forcing someone to watch a sexual act.
VERBAL VIOLENCE	Humiliation (in private or in front of others), ridiculing, use of swear words, screaming at the person, saying bad things about a person, threatening with other forms of violence against the victim or against somebody or something dear to them, hate speech, inappropriate jokes or spreading rumours about a person.





TYPE OF GENDER-BASED VIOLENCE	EXAMPLES
•SOCIO-ECONOMIC VIOLENCE	Taking one's earnings, forbidding people to work, financial control, denial of education, making someone economically dependent, forced marriage.
•HARMFUL TRADITIONAL PRACTICES	Female genital mutilation/cutting (FGM/C), forced marriage, child marriage, honour or dowry killings or maiming, infanticide, sex-selective abortion practices, sex-selective neglect and abuse, denial of education and economic opportunities to women and girls.

The list is not exhaustive. Very often one type of violence is accompanied with another one: a person using sexual violence may at the same time use verbal and psychological violence. Women are disproportionately affected by gender-based violence.

COUNCIL OF EUROPE CONVENTION ON PREVENTING AND COMBATING VIOLENCE AGAINST WOMEN AND DOMESTIC VIOLENCE (ISTANBUL CONVENTION)



This European human rights instrument adopted by the Committee of Ministers of the Council of Europe and open for signatures in Istanbul on 11 May 2011 (entered into force on 1 August 2014) recognises gender-based violence against women as a violation of human rights and a form of discrimination. The convention obliges member states of the Council of Europe to take action in the following areas:

Prevention

- Change attitudes, gender roles and stereotypes that make violence against women acceptable;
- Train professionals working with victims;
- Raise awareness of the different forms of violence and their traumatising nature;
- Include teaching material on equality issues in the curricula at all levels of education;
- Co-operate with NGOs, the media and the private sector to reach out to the public.
- Protection
- Ensure that the needs and safety of victims are placed at the heart of all measures;
- Set up specialised support services that provide medical assistance as well as psychological and legal counselling to victims and their children;
- Set up shelters in sufficient numbers and introduce free, round-the-clock telephone helplines.

Prosecution

- Ensure that violence against women is criminalised and appropriately punished;
- Ensure that excuses on the grounds of culture, custom, religion or so-called “honour”





are unacceptable for any act of violence;

- Ensure that victims have access to special protection measures during investigation and judicial proceedings;
- Ensure that law enforcement agencies respond immediately to calls for assistance and manage dangerous situations adequately.

Integrated policies

- Ensure that all of the above measures form part of a comprehensive and co-ordinated set of policies and offer a holistic response to violence against women and domestic violence.
- Read more about the Convention and its monitoring mechanisms at: <https://www.coe.int/en/web/istanbul-convention/home>.

‘WHY DO PEOPLE COMMIT GENDER-BASED VIOLENCE?’



There are no easy answers to why people commit gender-based violence or violence in general. Reasons can include social, psychological, family, peer or evolutionary factors. Gender-based violence is deeply rooted in discriminatory cultural beliefs, stereotypes and prejudices about women, people who do not conform to gender related societal norms and LGBT people. We may not be aware of these norms, as they are often deeply internalised and we may not even question them. But they do exist in the family (the way people are brought up as boys and girls or as heterosexual people), at school, at workplace and in the society at large. It is often in the family or at school where people learn to resort to violence as the way of resolving conflicts. Gender-based violence is the result of patriarchal and sexist views in the society where (heterosexual) men are seen as superior.

Therefore, in the society where women are seen as weaker and the ones who should rely on men, where LGBT people are pictured as ‘sick’ and ‘abnormal’, where people who do not conform to stereotypical gender norms are seen as ‘freaks’ and mentally disturbed, the unequal power structures in the society contribute to normalising gender-based violence. It is often amplified also by politicians or religious movements. Moreover, gender-based violence is extremely underreported – it is often seen as a part of private sphere, which nobody should interfere with. Because of the normalization and lack of empowerment, people who experience gender-based violence feel hopeless and not powerful enough to report it. In such atmosphere, people who commit gender-based violence can feel powerful and think that using gender-based violence is justifiable. But violence can never be justified! The perpetrator is the only person to blame for gender-based violence. A person who experiences gender-based violence is never responsible for the perpetrator’s actions.



WHAT ARE THE CONSEQUENCES OF GENDER-BASED VIOLENCE?



Gender-based violence causes a lot of harm to people who experience it. The consequences can be long-term and life-threatening, and in some cases they can be fatal. Gender-based violence can lead to a vicious cycle of violence – one abuse can lead to another one; people who experience gender-based violence can be rejected by their families or laughed at and ostracised by the members of the society. In some countries, they can even be arrested or punished for seeking protection and justice. Children who see gender-based violence (e.g. at the family) are at the same time victims and face consequences indirectly or directly. The table below presents examples of consequences of gender-based violence.

FATAL	PHYSICAL
Homicide	Injury
Suicide	Disease or infection
Maternal mortality	Disability
Infant mortality	Chronic pain
Death as a result of a disease (e.g. AIDS)	Gastrointestinal problems
	Eating or sleeping disorders
	Alcohol/substance abuse
PSYCHOLOGICAL / EMOTIONAL	REPRODUCTIVE
Post-traumatic stress	Miscarriage
Depression	Unwanted pregnancy
Anger, anxiety and fear	Unsafe abortion
Shame, self-hate and self-blame	Sexually transmitted diseases
Mental illness	Menstrual disorders
Suicidal thoughts and behaviour	Pregnancy complications
	Gynaecological disorders
	Sexual disorders
SOCIAL	ECONOMIC
Blaming of the victim/survivor	Poverty
Loss of role or functions in society	Increased gender inequalities
Social stigma, rejection and isolation	Loss of job/earnings
Exclusion	Loss of housing
Arrest, detention and/or punishment	



"THE TOPIC WAS VERY WELL DEALT WITH AND THE STUDENTS LIKED IT BECAUSE IT WAS PARTICIPATORY AND IT HAS MADE THEM THINK."



HOW DO YOUNG PEOPLE EXPERIENCE GENDER INEQUALITY AND GENDER-BASED VIOLENCE?

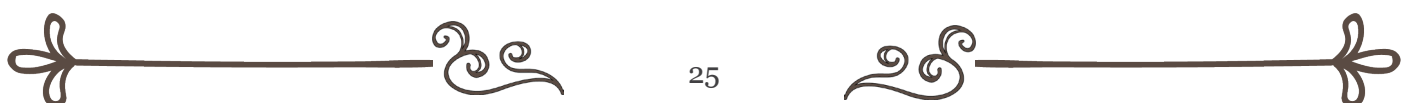


Young people experience gender inequality and gender-based violence in similar ways as adults. It usually starts in the family, which can reinforce stereotypical gender roles and norms that put demands and expectations on boys and girls. When children are brought up in an atmosphere where violence is seen as justified, used and sometimes glorified, they may learn that it is the way to solve problems and conflicts and also the way to express opinions and beliefs. Parents may sometimes persuade girls to choose lower-paid “feminine” jobs (such as care-related professions) and prevent them from taking up education and pursuing their career in the field of their choice. In some cultures, families may also arrange marriages not allowing their children to choose partners. Arranged marriages are not necessarily coerced, but in many societies where arranged marriage is normative, youth can be subjected to forced marriage. In some families, young LGBT people may be afraid to come out (reveal their sexual orientation to somebody, their family in this case) because that may mean being subjected to violence or that their family will no longer support them economically. Homelessness, mental illness and suicide are more common in LGBT youth also because of lack of acceptance in their primary family.

At school, young people may experience different types of violence, such as unwanted physical, verbal or sexual behaviour: touching different parts of a body, kissing, biting, verbal attacks (vulgar and sexualised), gossiping, humiliating by using sexualised and homophobic vocabulary, threatening, exclusion, ostracism, or rape.

Gender-based violence is usually experienced by young people who are considered ‘different’, who are not conforming to socially accepted image of a woman or a man or who do not accept stereotypical gender roles or norms. Gender-based violence at school does not happen only in relations between boys and girls only but also between youngsters of the same gender, particularly when violence is homophobic or transphobic (for example boys harassing or assaulting more “feminine” boys). In school, many young people learn to accept gender inequality and gender-based violence as a “normal” element of everyday school life.

Like in all cases of gender-based violence, people who experience it suffer from all negative consequences – physical, psychological, emotional, or social.





WHAT IS GOOD TREATMENT?



Knowing that we are individuals who grow and learn from society, we should analyse the kind of messages we get from our environment on daily basis and see that those are mostly based on the module of normalization of violence: TV programmes uncritically show sexism and bad treatment, verbal violence, crimes and murders, etc. Children in peacetime play war games with toys such as guns and rifles. In this way abuse, harm and violence are so normalized that very often, unless it is very visible and brutal, we don't recognize them and it is difficult to get out of this model, since, although we criticize and reject it in theory, we internalize it in our values and behaviours.

A possible alternative to learn how to internalize values and behaviours opposite to bad treatment is the good treatment approach. **Fina Sanz Ramon in her book “Good treatment: a project for life”** defines good treatment as “a form of expression of respect and love that we deserve and that we can manifest in our environment, as a desire to live in peace, harmony, balance, to develop in health, well-being and enjoyment”.

Including good treatment as approach in our educational practice with groups of people allows them to practice good treatment at different levels. At personal level they can learn about reflecting and negotiating internally, ex. accept me as I am, to take charge of my emotions, to know my limits, to know how to say yes and no, to have confidence in knowing that I'm not perfect, sometimes I'm wrong, etc. At the level of relationships with other people they can learn on how to be connected to others on the basis of equality, to reach common agreements, to negotiate, to develop the ability of giving and receiving (in dichotomy male-female usually the women are seen as those who are givers). It also means to learn that not everything is negotiable (for example, your partner hitting you is something unacceptable and that is not negotiable) and to assume and be able to put limits, to accept frustrations and learn how to deal with them. At the social level learning good treatment means changing the structure of power relations into relations of equality and developing values such as collaboration, solidarity, empathy, negotiation, coexistence and respect for differences... It means including rather than excluding, listening rather than criticizing.

Using good treatment as approach in education allow learners to express positive things about themselves and about the others and on the other hand, foster the cohesion of the group and increase the motivation to get to know each other better, increasing the trust they have in each other.





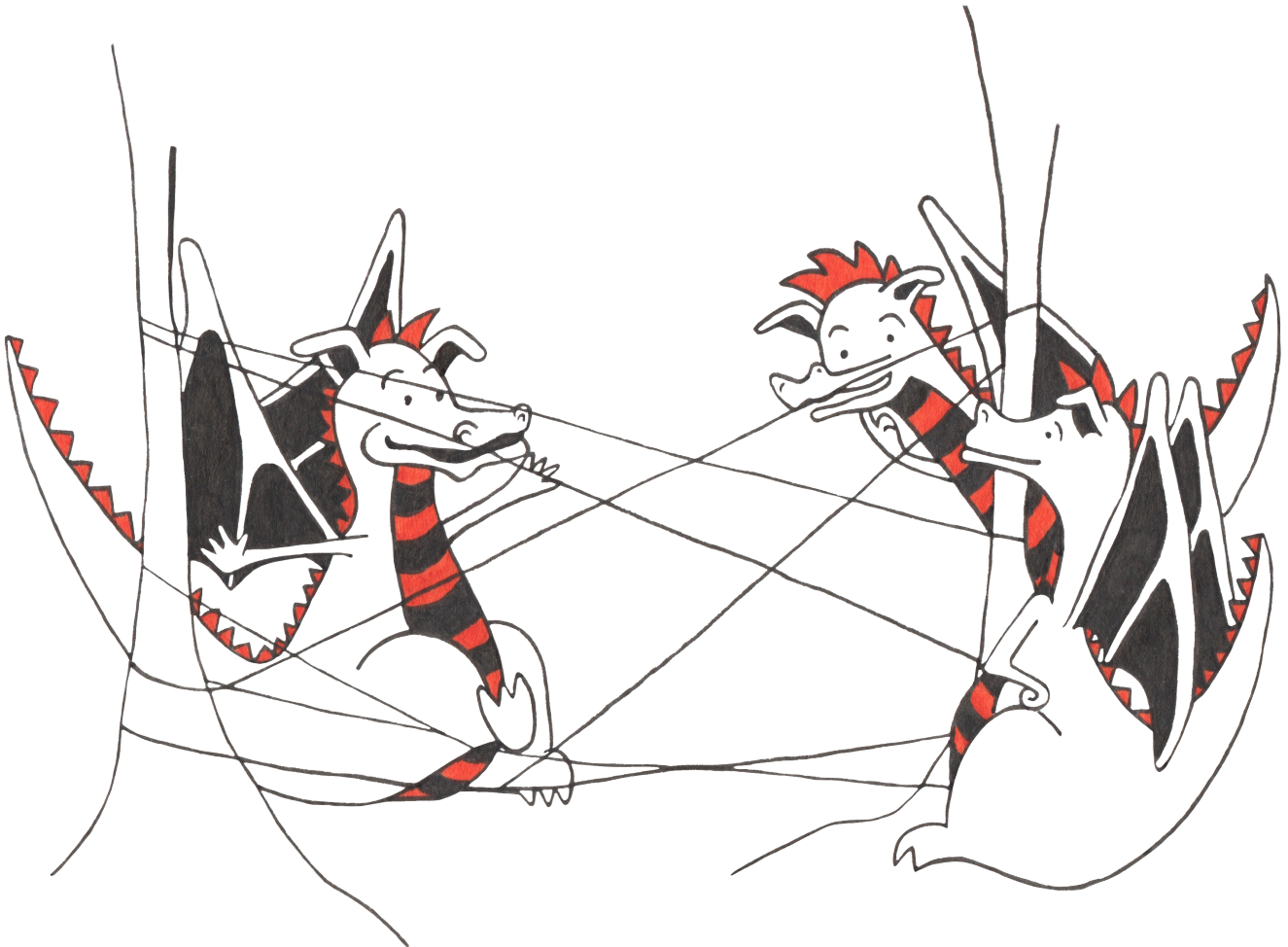


Chapter 3





TRAINING OF TRAINERS



WHAT IS A TRAINING OF TRAINERS



Who is a trainer? Which specific competencies should a trainer have to tackle the topic of gender-based violence? Training of trainers (ToT) about gender and against gender-based violence is an activity which aims to prepare group of people to facilitate educational activities with focus on gender and gender-based violence. In the case of New Generation project we focused on the activities in the youth field with a specific focus on gender and prevention of gender-based violence using non formal education.

The role of the trainer in the youth setting is very complex, because we are not talking about a person who merely passes the knowledge to the young participants, but rather creates learning environments and enables youth to reflect, change their attitudes and develop concrete skills.

Some of the trainer's roles are to:

- **Prepare, implement and evaluate the educational content** – trainer or the team of trainers is responsible for the whole activity – from planning to evaluation; more on this in the next part with practical tips.
- **Support learning of all participants** – different participants have different learning styles and experiences; therefore, trainers should create the educational programmes in the way that all or most of the learning styles are reflected in them and participants learn do not only from the trainer but from each other as well.
- **Extract learning from activities** – as important as doing different activities is reflecting on them. We usually call this process debriefing – when trainer tries to help the group to reflect on what has happened in the activity, and what they can learn from this experience. The competence of asking good questions is essential for that.
- **Motivate participants to learn and ensure active participation** – this can be done in many different way, starting from offering a space to share each persons' motivation, through selection of educational tools which are interesting for young people, creating good group dynamics, safe and friendly working environment etc.
- **Challenge participants** – we believe that certain learning happens when we go out of our comfort zone. That is when we really start questioning some issues and reflecting upon possible changes in our behaviour. This can happen through selecting activities that let participants experience or discuss the challenging issues, asking adequate debriefing questions, or simply by sharing the diverse opinions within the group and facilitating the session well.
- **Ensure inclusion and wellbeing of participants** – trainers should be able to manage the group in a way that all the basic needs of participants are well met. If there are any special needs in the group, trainers should consider them while

planning the activity, and finally, if some conflicts arise, trainers should be able to manage them as well.

- **Be the role model (integrity)** – we often expect trainers to be perfect in everything, and it is clear that it is not possible. But often participants look up to trainers as role models, therefore the trainer should convey integrity in the sense of “practise what you preach”. That among other also includes acknowledging when you do not know something.
- **Be a permanent learner** – it is important to see being a trainer as a learning process for the trainer as well, since each group is different. Moreover trainers should also know their limitations. One of our advices is: “do not open what you cannot close”; we want participants to challenge themselves, get out of the comfort zone, but it is important to be able to properly close the learning process and extract learning. If you are not sure you can do it, it is sometimes it is better not to open the process. And importantly, trust yourself.

If you want to follow up on the competences of trainers, you can use ETS Competence Model for Trainers developed by SALTO.

<https://www.salto-youth.net/rc/training-and-cooperation/trainercompetencedevelopment/trainercompetences/>

“WE NEED TO HAVE CAMPS EVERY YEAR AND WE NEED TO LEARN MORE ABOUT GENDER-BASED VIOLENCE. NOBODY TOLD US ABOUT IT AT SCHOOL AND THEREFORE WE CONSIDER MANY BEHAVIOURS AS NORMAL THOUGH THEY ARE EXAMPLES OF GENDER-BASED VIOLENCE.

FACILITATING ACTIVITIES ON GENDER AND AGAINST GENDER-BASED VIOLENCE

One of the objectives of the training of trainers on gender and against gender-based violence should be to showcase different challenges and approaches in the field, and enable participants to select those which fit their group best. For example, if we have a women-only group we can consider working on women’s empowerment; if there is general reluctance towards the topic in the group, we can consider working on the topic of power relations and offering better understanding of the consequences of gender-based violence.

There are as many approaches as there are groups we work with, so always reflect



on the needs of your group. There are different aspects of gender and gender-based violence that we can work on. First of all, we can focus on our identities, what is it to be a man, woman or other, and where the gender roles come from. With that we want to deconstruct the gender roles and make sure that young people see how power relations work, and are able to observe who has power and who does not, to be able to react. This is linked to the topic of self-awareness. We want young people to accept themselves for who they are, and be proud of that, instead of constantly stressing out about what to do to fit into the society more.

In the educational programmes on gender we want young people to practice the non-violent communication, because communication often causes a lot of challenges, and for them to change the way they treat each other. And finally, we want young people to take action, so we should work on the competences which are needed for that too.

HOW TO PREPARE A TRAINING OF TRAINERS SPECIFIC TO THE TOPICS OF GENDER AND GENDER-BASED VIOLENCE?

Training of trainers on gender and gender-based violence is a necessary tool if we want to prepare the group of people to implement further activities. There is no standard way how to do it, nor standard programme that we can simply take and implement. Therefore, instead of giving you a solution we have prepared a list of practical tips that you can use to find your own solutions.

Learn for whom the training is and what your participants' needs are

Knowing your group is essential to select the approaches and tools for the training, and decision what to prioritise. There are groups which already have experience in training, but lack knowledge and experience on the topic of the course; there are groups of people who are well aware of the content, but they are missing competences to facilitate the educational programmes and tools; there are also young people with high motivation to do educational programmes, but need a training in all of the above mentioned fields.

Define your objectives well

Trainings have a timeframe, and it is not always possible to do everything we want in the time we have. To carry out a training with clear we need clear objectives, which are realistic and specific. This will help you choose and adapt the activities, and bring the group back on track if they go into a “different direction”, meaning keep exploring issues that are not within your objectives. We recommend to have the list of objectives written and visible to the group throughout the training.

Be ready to adapt tools you use to fit the needs of your group

One tool can serve many different objectives, depending on how you adapt it, or how you decide to debrief the activity. For example, you can use the same activity in a



classroom with teenagers and during the training of trainers with adults – in case of youngsters you will focus the debriefing on the aspect of gender, what we can learn from the activity, how we can adapt the learning in our everyday life etc.; in the training of trainers, you can focus on how to implement this activity with young people, give tips on how to carry out the activity, reflect on how the activity could be adapted.

Research the existing tools

A general advice for the less experienced trainers is to use tools which they have already experienced themselves. Do not forget that there are plenty of resources with concrete activities that you can use, both on trainers' competences and gender. We will recommend a few in this manual.

Choose a space that is suitable for your group

A welcoming and comfortable working space can help participants feel good and open up, which is essential when we work on such sensitive topics. Use your creativity to make the space cosy, check with your group if there are any special needs to take into account. Consider also the possibility of outdoor activities. When we talk about space we usually consider the physical aspects, but a safe space is as well when the participants in the group feel comfortable with each other, no one is excluded, and people feel the trust to share. In this term we need to consider safety, consent, triggers, privacy, mindfulness of others around us, taking space, holding space etc. Note that for some people no space is ever really a safe space, that's why we also speak of safe(r) spaces. During the first day of the training we recommend to do group-building and trust-building activities to support the development of the feeling of a team, meanwhile during the whole training try to provide as well space for individual self-reflexion, sharing in peers or small groups, daily evaluation of the wellbeing of the individuals, checking if their needs are being fulfilled.

“

I THINK THIS CAMP IS AN INCREDIBLE OPPORTUNITY FOR SELF-REALIZATION BECAUSE IT ALLOWS US TO IMPROVE SOCIAL SKILLS AND DEMONSTRATE OUR TALENT.

Choose a team that has the necessary competences to facilitate the course

Team of trainers needs to be experienced in both doing the ToTs and the topic of gender to properly implement the activity. Participants often take their trainers from ToT as role models, therefore we would among other stress the inclusiveness and being gender-sensitive, for example using the gender-sensitive language.

Plan how you will ensure action after the training

All the trainings in social field aim to reach a specific change, often changes in attitudes and mobilizing the participants to take action. It can be something small, like discussing



the content of the training with friends or family, but it can also be changing the way we use language to be more gender-sensitive or even becoming an activist. We highly recommend including an activity, which helps participants to plan a follow-up, in the programme of the training.

Evaluation and follow-up

Apart from evaluating the whole training in terms of relevance, effectiveness, efficiency, impact, participation and engagement, methodology, inclusiveness and similar, we should as well focus on participants' personal development. There is no easy way to say when someone is ready to implement the educational activities, therefore it is important to evaluate the learning well (the abilities to formulate goals, plan learning action, support learning), so that the participants become aware of their strengths and weaknesses. You can create a further learning plan with them and motivate them to ask for help if necessary, since they need to understand that they are in a learning process which requires a lot of practice and that they can and will make mistakes and encounter problems on their way.

There are many ways in which you can support the participants. You can use a big variety of methods (learning in pairs, self-evaluation templates, learning interviews, reflection groups, reflective writing or drawing, monitoring and feedback activities, etc.). This can be done during the training or, if you are planning to work further with this group of people, it is good to plan additional support after the training.

Here you can find a model of template for the participants' needs self-assessment:

I FEEL VERY COMFORTABLE WITH	STRENGTHS (I'm good at, I know how, I'm aware about, I'm open for, I can listen actively, I feel empathy towards, ...)	WEAKNESSES I need improvement (what, where, how can I learn more, who can help me)
EXPERTISE which contributes to the success of the activity (knowledge, skills, values)		
How I plan to consider the cultural differences of the participants and promote an environment of integration, respect and dialogue?		
Coping with conflicts and/or problems that may arise during the activity:		
I KNOW WHAT TO DO IN CASE ...	YES	NO. How can I learn it? (how, where, who can help me)





I notice there are **possible victim(s) of gender-based violence** in the classroom

Young people reject the activities and do not want to participate

I presence violent situations among pupils (offensive language, conflicts, etc.)

I presence violent situation among teacher and pupils (offensive language, conflicts, etc.)

My personal values are being attacked by comments or personal views of participants

Participant/s having emotional break down

Add situations

DO'S AND DONT'S

- Before starting to work with the group, it is well recommended that you first do a deep analysis of who these persons are: what are their needs, motivations, competences related to the youth work and the topic (can be an online questionnaire, an interview, a conversation over a cup of coffee). Think about different situations that might happen during the process of the training and afterwards, brainstorm about possible solutions that would help you manage those situations and prevent uncomfortable moments or crises in the group.
- Working on the topic of gender and gender-based violence is a sensitive process, dealing with a set of values in our cultural contexts where gender stereotypes are deeply rooted. It is never easy to question something you have considered unquestionable. Resistance is a normal part of the process, so be prepared for it when deconstructing the idea of gender.
- Make sure you let the participants know that deconstructing gender stereotypes does not always mean rejecting them: i.e. it is okay for a girl to use make up or a boy to



play football if that is what they want, and it is a conscious choice. But they should not do it, because they are forced to by the expectations of others. In addition, make sure you relate gender stereotypes and roles to positions of power and the question of inequality and violence.



- The problem of gender-based violence is a common problem in the society and does not only have to do with men but with the system we have internalized. In this way the men do not feel attacked and start rejecting these issues, but feel and understand that they are part of this violence and they are part of the solution too.
- Discussing gender and gender-based violence should include discussing many characteristics, such as ethnicity, social background, religion, (dis)ability, class, race, sexuality etc. We should take an intersectional approach when discussing gender and gender-based violence, e.g. the experience of a young Roma woman in Bulgaria may be totally different than the experience of non-Roma young woman, due to the double discrimination that the Roma woman faces as a woman and as Roma. Both concepts – gender and gender-based violence – should be approached with the multiple discrimination perspective and in particular how this affects young people. The intersectional approach allows further exploring how discriminations intersect and affect the social realities of people in different ways.
- Gender-based violence should be understood within the overall phenomenon of violence. Therefore, its roots and consequences should be further explored, focusing on how violence in general (including gender-based violence) affects us.
- Be aware about your own biases and limits and how they influence the way you act as an educator or trainer. Do not create a situation you are not sure you will be able to handle. Make sure you practice what you preach and double-check that no activity or information you present is perpetuating oppressive gender stereotypes or practices with sexist undertone, i.e. be aware of any visuals you use and the way you articulate your ideas – for example if you talk about a ‘president’ make sure you don’t just use ‘he’, etc.

- The activities you provide should aim to develop proactive attitude: people should know how to recognize gender-based violence and be able to act against it. Taking action also means reporting it to an adult or an institution. Research the local resources for help and present them to the participants (if possible, look for collaboration with the local institutions, plan a visit to them to bring it closer to the group, etc.) Liaise with various organizations which deal with the topic of gender and gender-based violence. They can be helpful in providing you with ideas and educational materials or strategies you can use in your work with participants of the training and in the end with young people.

“

THAT WE ARE ALL EQUAL AND IT SEEMS THAT
OPPRESSION IS VERY BIG TOWARDS SOME "SOCIAL
MINORITIES" AND UNTIL WE GET TOGETHER THIS IS NOT
GOING TO CHANGE.

- If you encounter sexist attitudes or language use during the process or if the time to speak and share in plenary is dominated by men, you should not simply leave it unaddressed, but react to it. You can ask the group to observe the situation, analyse it and try to come up with a constructive solution to support the equal distribution of time for everyone in the group. Furthermore, issues around gender and gender-based violence are often not black and white. You should guide the group to come up with their own solutions by asking the right questions.
- It is quite likely, that in every group you will work with there are people who have faced some kind of violence in one way or another, seeing their parents in abusive relationships, or other relatives, neighbours etc. or themselves. It is also very likely that the victims don't see themselves as victims (yet) when violence is happening to them. It is very important to keep the people safe and consider how activities you propose would affect victims, making sure you are in control of the narrative around victims, building safe space and safeguarding.
- The question “why people stay in abusive relationships” is important to be raised and discussed about. It is related to violence in intimate relationships: young people enter the relationships and even if they want to, they might not be able to leave. Our education process should focus on activities which aim to empower young people and raise their self-esteem. Avoiding victim-blaming and taking action against it should also be emphasised. Consider the possibility that some of the people you work with might currently be in an abusive relationship and the last thing they need is to be blamed for it. The participants should be provided with training to develop/increase their communication skills, conflict management competences and assertiveness. These competences can be crucial when it comes to dealing with any types of violence.
- Finally, if possible, include people with different gender identities and sexual

orientations in your team of trainers and facilitators: including people with different backgrounds and coming from different realities will not only empower groups which are traditionally underrepresented, but it will as well make the space more inclusive.

EXAMPLES OF TRAINING OF TRAINERS PROGRAM FROM NEW GENERATION PROJECT IN SPAIN



This ToT was created for a group of 10 youth workers who already had experience with the topics of gender and gender-based violence. The main objectives of the ToT was to create a good atmosphere within the team which will work together in future; to deepen their knowledge and improve skills in using theatre of the oppressed as one of the tools for workshops in schools and summer camps; to share tools which the participants have already used successfully with groups of young people; and to work on the approaches, objectives, tips, design and adaptations of specific tools for the group to use in workshops in schools and in summer camps.

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
SESSION 1	Arrival of participants	Theatre of the oppressed – introduction to the methodology	Participants share their non-formal education tools which address the topic of gender and GBV	Creation of teams for school workshops and summer camps.	Action planning: future steps, task division, establishing timeline, clarifying doubts
SESSION 2	Getting to know each other, ice-breakers	Theatre of the oppressed – warm up exercises	Participants share their tools based on non-formal education which deal with the gender and GBV	Work in groups: planning sessions for school workshops/ planning summer camps	Personal development plan and evaluation

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
SESSION 3	Presentation of the project	Theatre of the oppressed – preparation of scenarios	Workshops in school – setting up the objectives and approaches, tips	Sharing and feedback on the group work	Departure of participants
SESSION 4	Introduction to the topic of gender and gender-based violence	Theatre of the oppressed – acting and feedback	Summer camps: setting up the objectives and approaches, tips	Presentation of the Teens react videos/ making a video presentation of the project	

TOOLS



TITLE OF THE ACTIVITY CIRCLES

TOPIC COVERED

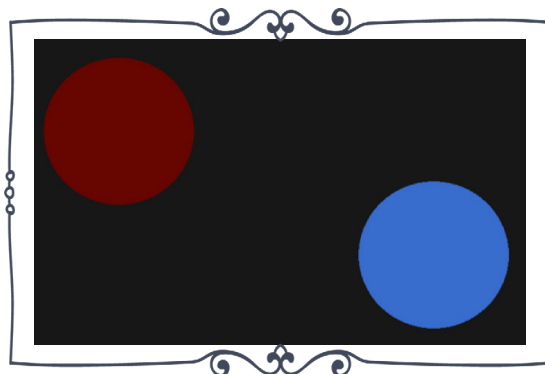
- Power relations

MAIN OBJECTIVES

- Reflect about power relations.
- Stimulate critical thinking.

DESCRIPTION STEP BY STEP

1. Project the image of the 2 circles saying that although the two circles look the same, it is an optical illusion and one is bigger than the other:





2. Ask people to raise their hand if they think that the red circle is bigger, or if the blue one is bigger.
3. Debriefing:

What was the first thing you thought when you saw the circles? (they usually answer that they were the same).

They actually are the same. Ask them why they think it has been so easy to make them change their minds?

(Talk about the recognition of the figure of the trainer as an “authority”. They trusted the trainer more than their own initial vision.)

Why did this happen?

Now, imagine that since you are born someone is constantly telling you that the blue circle is bigger than the red one. In the end you would end up understanding that is something unquestionable. If I would have any interest in you choosing one of the circles because I get paid for it, or because I hate the other circle, would it have been easy to convince you?

If you find yourself in a similar situation in life, what can you do?

TITLE OF THE ACTIVITY INTRODUCTION TO THE TOPIC OF GENDER	
TOPIC(S) COVERED	<ul style="list-style-type: none">• Gender expressions• Gender roles
MAIN OBJETIVES	<ul style="list-style-type: none">• To introduce the topic of gender and reflect about how it is expressed throughout our lives• Reflect on gender roles, expectations• Stimulate critical thinking.

DESCRIPTION STEP BY STEP

1. Ask the participants to think about the moments in their lives when they have been or became conscious about their gender. They should draw a timeline on a piece of paper and put the different moments down within the timeline, writing down as well the key word that defines those moments.
2. When finished, ask them to share their time lines with 2 or 3 more people (sharing in small groups), one condition of forming the groups is different genders together. Remind the people that they can share whatever they feel comfortable about.
3. After this take time for a plenary reflection, asking the participants about their feelings during different moments of the exercise, about what they discovered about the topic, how they think gender conditions us.
4. Reflect about gender roles and ask about the expectations they think the roles generate:
5. Brainstorm on the expectations, find concrete examples from your daily life.
6. What happens if these expectations are confirmed or broken. (What happens in both cases?)





7. Are the rewards or punishments conscious or/and unconscious?
8. Finish with the reflection about what gender is (part of our identity, when it does not manifest itself in the way we expect, we must be prepared for it to generate a certain discomfort in us and work this discomfort so that we do not carry it to others and let them express themselves in the way they feel comfortable and comfortable, without imposing our expectations. We also understand that the rupture of expectations generates a conflict, which we are not always going to be able to face, so we have to be sensitive, careful and empathetic when dealing with this issue with adolescents.

TITLE OF THE ACTIVITY

IDEAL OF BEAUTY

TOPIC(S) COVERED

- microaggressions
- introduction to the topic
- normalization

MAIN OBJECTIVES

- to become conscious about the individual perception of the concept of beauty and how inclusive it is
- to reflect on our deeply rooted values

DESCRIPTION STEP BY STEP

1. Ask participants to draw a person that represents their concept of beauty

You can suggest that if they don't feel very comfortable drawing they can as well think about the characteristics and write them down. It is important to mention that they should focus on the physical appearance.

You should give them at least 10 minutes for this activity, since participants need time to reflect.

2. Personal reflection

Ask participants to look on their piece of paper and reflect, following the guided reflection: Please look at your piece of paper and the person you have drawn. What is the person's gender? What are the main characteristics that make them beautiful? What is their hair colour? What is the colour of their eyes? Is this person wearing a makeup? What about the hair, does it look "natural" or styled (dyed, straightened, etc.)?

Look at the figure of this person, how is it? Is the person fat?

Look at the skin colour of this person – is this person non-white? Is this person black, Asian, or belonging to Roma community?

Is the person that you are looking at using a wheelchair? Are you looking at a disabled person?

Is your concept of beauty inclusive?

3. Debriefing


Questions for debriefing:

- How did you feel while you were drawing the beautiful person?





- How did you feel during the guided reflection?
- Do you think that we have similar or different concepts of beauty? Why?
- How do we learn the concept of beauty?
- How would you feel if you would have to introduce your black, fat partner, who is also a wheelchair user to your family?
- What are the consequences of the concept of beauty?
- What can we learn from this activity?
- What are the consequences of the concept of beauty?
- What can we learn from this activity?

 I KNOW HOW TO RECOGNISE VIOLENCE AS IT CAN BE
SOMETIMES VERY SUBTLE AND DIFFICULT TO RECOGNISE
FOR MANY OF MY PEERS.

TITLE OF THE ACTIVITY IMAGE OF WOMEN IN POP CULTURE

TOPIC(S) COVERED

- Microaggressions
- Causes and consequences
- Critical thinking

MAIN OBJECTIVES

- To reflect on the gender roles we learn through media
- To better understand the causes and consequences of how media and advertisement influence our way of thinking
- To increase motivation to take action

DESCRIPTION STEP BY STEP

1. Explain the participants that they will be analysing how women are presented in the popular culture.
2. Select 2-3 pieces of films, series or cartoons and advertisements which present women, their role in the society, romantic love, concept of beauty, etc. Show them to the participants. This part should not take more than 10 minutes.
3. Divide the group into teams of 4 or 5 people
4. Explain the activity: draw an example tree of causes and consequences, and explain that roots are causes, and tree branches are the consequences. In the middle you can write down the main issue that will be analysed: image of women in the media and advertisement. Each action in our lives has multiple causes and consequences, and our task is to try to find as many as possible. Give participants 20 minutes to draw their own trees, find out as many causes and consequences as possible and place them in the roots and on the branches respectively.





5. When the groups complete their trees, ask them to present their work.

After the presentations, start a discussion, asking the participants:

- Did you discover anything you did not know before?
- How do you perceive the consequences you have defined? Are they positive or negative?
- What do you think, what kind of consequences does watching the image of women in the media have on you?
- What needs to be changed?
- What can we do to change it?





Chapter 4





WORKSHOPS IN SCHOOLS





‘WHY WORK IN SCHOOLS FOR GENDER-EQUALITY AND AGAINST GENDER-BASED VIOLENCE?’



educational activities for gender-equality and against gender-based violence can be run in many different settings like youth clubs, youth centres, as extracurricular activities, during different thematic events and as well in schools. Entering to formal education institution can bring some additional benefits that are worth considering.

First of all, we can outreach to those young people who would normally not participate in this type of activities. Many young people do not know what non-formal education (NFE) is, or might not be very motivated to participate in additional activities, since they usually already have many things to do. By implementing workshops during classes we can reach out to those young people, and perhaps even increase their motivation to participate in activities and be active in the field of gender.

Among the benefits we should highlight those connected with bringing NFE into the classroom. In many contexts formal education does not offer the possibility to reflect about one’s own values or learn to think critically. In many schools, education is focused mainly on the knowledge, and the teacher is the authority who evaluates pupils, which creates additional stress. During workshops we bring to the classroom external facilitator, who do not have the same power relation and they encourage expressing opinions without any judgement, let young people make errors and use it as a learning opportunity. This can change the general dynamics in the group. One of the frequent result in the workshop is that teachers learn more about their students and start seeing them in different light. We often hear comments like “I didn’t know that they are actually able to debate”.

Finally, in many cases teachers can learn new methodology, after seeing benefits of the workshops, and they might use it in classroom later, or speak about the important issues in the transversal manner, which is clearly a multiplying effect.

‘WHAT IS NON-FORMAL EDUCATION AND HOW CAN YOU USE IT IN SCHOOLS?’



Non-formal education (NFE) is any type of structured and organized learning which is intentional and planned by an educational provider, but which does not lead to formal level of qualification recognized by the relevant national education authorities, meaning it is not part of the official educational curriculum.

Non-formal education follows certain principles which are necessary, if we want to





change attitudes, encourage reflection, and develop critical thinking. First of all, when we do non-formal education, we focus on the development of competences, meaning not only the knowledge, but skills and attitudes as well. Education without focusing on competences is senseless like for example explaining how Photoshop works to someone who fears switching on the computer.

Voluntary participation is needed, so that there is no obligation to be part of the activities, and whenever someone feel they do not want to continue, they can stop. Non-formal education should be based on tools which involve participants and invite them to do something, experience new things, or put themselves into the shoes of other. It should be a holistic process, so that the participants work do a lot of thinking, but also practice, do things. Emotions are present as well and they also learn from each other. Each member of the group can share their opinions and thoughts, which benefits the learning of everybody. There is no grading in non-formal education, no one judges if a person did well or badly, since they can only know by themselves and we learn from the process in any case.

Finally, the last principle is that the activities should take place in the safe space, because we want participants to open up, share their emotions and not fear that someone might judge them. So, when we talk about the safe space, we do not only imagine the physical space, but a safe and welcoming atmosphere where every person in the group can feel comfortable.

Again, it is important to underline the role of the facilitator in NFE setting, which is very different then in formal education. They are responsible for creation of the learning environment, encouraging active participation and most importantly listening to young people and validating all the arguments they are presenting without judging. We probably agree that is quite different than in the case of formal education.

HOW TO PREPARE AND CARRY OUT A WORKSHOP IN SCHOOLS?



Workshop in schools can be a bit different from the educational activities that we might be used to facilitate, because of the timeframe, space and the groups with whom we will work are already provided by schools, therefore we need to be aware of all those conditions and be ready to adapt. There are different forms in which we can enter the schools – we can come to the classroom during one or various classes, or the activities can be implemented in the form of extracurricular activities. All of those technicalities need to be clarified before starting to prepare the activities.

As it was already mentioned there is no one best way to prepare and carry out the workshops, so we have prepared some practical tips to consider, and decide what suits your context best.



Learn about the context in which you will be working

It is very beneficial to talk to the teacher or school counsellor in advance to learn more about the group(s) with which you will be working. It is especially important to know if there are pupils in the group who have experience of violence or gender-based violence in their environment. Besides, consider asking if the group knows each other well – it can help you to plan how much of group cohesion activities you might want to include.

Plan the objectives and flow of the activities

We should always start with the objectives and have them always present when planning. When we talk about the flow, we do not refer to specific activities we want to use, but rather the general approach. For example, we would start with a group of people who do not know each other by making some ice-breaking activities or group building activities. After that we would move to activities that allow participants to discover a new topic, by engaging them in debates that allow them to reflect critically and create their own opinions, or look for solutions to the challenges. Finally, possibly finish with some activity to plan an action and boost their motivation to be further involved in the topic. Always keep in mind the available time and objectives.

“

I HAVEN'T REALISED I MIGHT BE A PART OF A PROBLEM
– WHAT I THINK ABOUT GIRLS OR LGBT PEOPLE.
LEARNING ABOUT GENDER-BASED VIOLENCE AND DOING
VIDEOS CHANGED MY PERSPECTIVE TOTALLY.

Select activities which suit the group best

Learning about gender can be fun, although the topic is sensitive and may provoke many emotions, it is important to remember that we want youth to learn and get motivated to get active and interested in the topic. Therefore, we recommend to be creative in developing the activities, to learn through games, maybe to experiment with spaces (if it is possible to go outside) etc. In addition to that we should take into consideration different learning styles and select the activities which fit to more than one of them. Finally, when you will start working you will realize that some groups like to debate, others like theatre and others something completely different, so be ready to adapt. And always take into the consideration the time you have.

Get ready for the challenging situations

Different challenging situations can occur while working in schools on the topic of gender that we need to be prepared for. It is important to know how to act if we will detect the possibility that any of the pupils currently suffers or has experienced gender-based violence. Before entering the school, we need to have a clear plan on how we would act in different situations. For that it is recommended to check with schools on what is their protocol of action in different situations, on whom to contact in case we detect violence. As mentioned before, check the local institutions, organizations, local/

regional/national laws for protection and intervention and present these structures to the participants. If possible, invite professionals that work with victims of gender-based violence to your class. If a sensitive situation comes across and some of the participants gets very emotional, walk her/him out of the class and take time for whatever this person needs in that moment (a conversation, a walk, listening to her/him). Don't act like a psychologist (unless you really are one) or other who judges or possess the right answers to this persons' problems. Rather than that, listen actively and suggest to her/him to speak to an adult person who she/he trusts. Make sure this person has the information about the local help lines and institutions. After that follow the protocols of action of the school.



Finally, we should not leave behind any violent situations that might happen during our activity and simply accept them, ex. violent comments from students or teachers, laughing at somebody, etc. There are many options on how to cope with these, for example stopping the activity and analyse the situation together with everybody, or speak in private with the persons involved, or inform the direction of the school about the situation in the class. In overall, the most important thing in our education process is to empower people to be able to react in violent situations: recognize signals of violence, know how and where to get help, support each other, speak about it and report it.

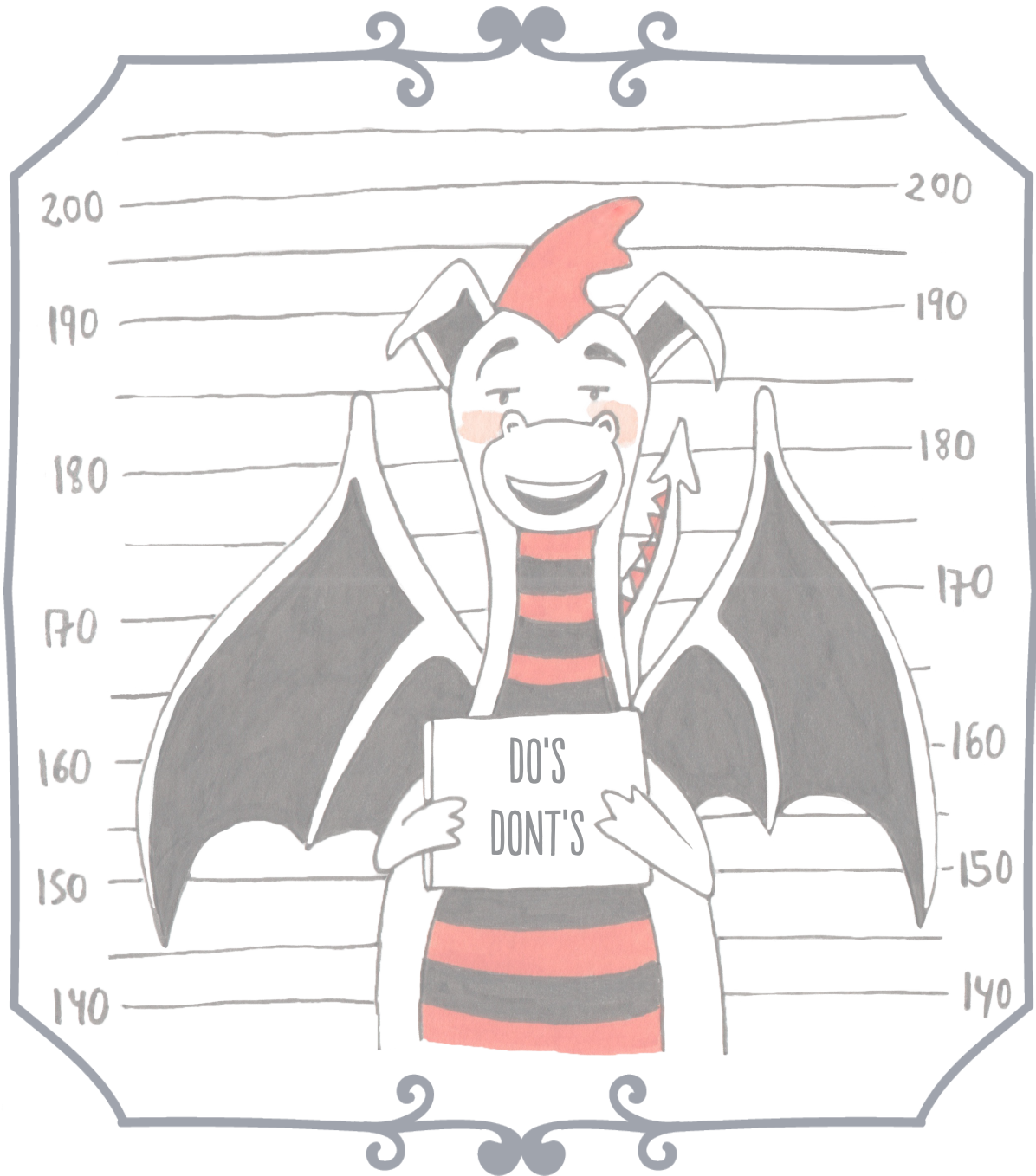


DO'S AND DON'T'S

Preparation for the school workshops can require much more than just designing the activities, therefore we would like to share with you some advice on what to do and what not to do when working with pupils in schools.

- We would highly recommend to **present the programme of the workshops to the school for approval**. In some countries it is obligatory, and when the external people are entering the school, the content needs to be approved by the school counsellor or sometimes even by parents. Check what the regulations are in your local context. In this way you will ensure that you and the school are on the same page, if you fail to do it, in some cases it might happen that the school will not be willing to work with you in the future.
- There are plenty of benefits of motivating the **teachers to actively participate in the workshop**. In this way the teachers can get to know their students much better, since the power relations are changing, and they are becoming part of the group. Moreover, involving teachers means that they get to know the methods we're using and understand their impact, and there is a higher chance that they will use them in future.
- We would like to **stress the role of facilitator(s)**. Do not be afraid to be creative with space. If it's possible, go outside, or, if you work in the classroom, you can move the tables and create a circle, or you can bring some props. Not everything needs to be very formal.
- **Consider relevant to work in pairs of different genders**. This is important especially in case you detect violence and one of the pupils will need to go outside and talk to you. Having two facilitators can also help to manage the group, when one person facilitates, the second one can go around and ensure that all the people understand everything or support those who need it.
- **It is of great importance that you do not give your opinion**, but rather listen to what the participants have to say.
- When it comes to the activities, we would recommend to **always have the option B ready**, in case the activity you have planned does not suit the group, or they will do it very quickly.
- And finally, **follow the rule of "less is more"**. Often, we experience that the facilitators try to put too many activities into the programme and then try to complete them without leaving time for the proper reflection. Doing less activities, but with enough time to debrief, can bring much better impact, you can go deeper, and extract more learning.







FOLLOW UP



When you're about to finish your work in schools it's time to raise the most important question: how to ensure that young people remain motivated to practice good treatment in their daily lives, make their environment aware of the problem of gender-based violence, multiply their learning outcomes and become agents of change?

This should be the last reflection with young people in the class before saying goodbye, where the young people themselves look for ideas on how, where and when to put all the learning in practice. They can think of an action plan on three different levels.

- First, at the **personal level**. Here you can propose an individual reflection on what they can do in their daily life to practice good treatment with themselves. (e.g. 30 day challenge: small daily acts to take care of themselves).
- Second, at the **relational level**: an example of reflection you can do is about how each person wants their relationships to be (intimate relationships, friendships, etc.) (e.g. they can write a letter to themselves about strategies they can take if they are in a violent situation and who to turn to for help, already knowing what kind of support structures exist in their environment).
- Finally, we move to the **social level** and the last question is: how to make my environment aware of the issue of gender-based violence? Here you can propose a brainstorm about the existing tools young people have in their local environment: e.g. use school radio or newsletter, talk to the school management and propose new initiatives, activities in the school playground during breaks, start collaborating with NGOs in the city and participate in activities, etc. If you have time and you see that the whole group is very motivated for further engagement, you can help them to come up with a more concrete action plan, where young people decide exactly what the action is about, create a timeline and divide tasks among themselves.

In the following chapters you will learn more about how to continue working with young people outside schools.





TOOLS



TITLE OF THE ACTIVITY

SOCIAL MANDATES

TOPICS COVERED

- Gender roles
- Gender stereotypes

MAIN OBJECTIVES

- To visualize and reflect on the social mandates related to gender roles that condition our lives from an early age.
- Stimulate critical thinking.

DESCRIPTION OF ACTIVITY STEP BY STEP

1. Divide the group into smaller groups of 4-5 people.
2. Distribute a block of post-it notes to each group and ask the participants to write different things (1 per post-it) they have been told to be, behave or do since childhood, according to whether they are boys or girls. Give them at least 15 minutes to do this individual reflection and 5 minutes to share what they have written in groups.
3. Once they have finished, ask each group to choose a volunteer, to make a circle around him/her and start sticking on him/her all the post-its of the group.
4. When this is done, all participants from all groups form two parallel lines and the volunteers, one by one, pass through. The other participants start saying out loud, all together, what is written on the post-its.
5. When all the volunteers pass, everybody sits down and discusses the activity. Ask the participants: how did they feel during the activity? How the volunteers felt when they had post-its on them and how was it to walk and hear people saying lots of things to them? How the others felt about this situation? How was it to think about the social mandates we receive since childhood? (easy, difficult, what kind of feelings ...) Who do the people around the volunteer represent? Do you think it is common to hear such phrases? What do you think about stereotypes? Are there real differences between men's and women's behaviour? Do they contribute to gender equality? How can we connect this activity with real life situation? What are the consequences of these mandates in our lives for girls or boys? What happens if we cannot connect to them because they do not suit our personal values, needs or for example sexual orientation?
6. To finish with the activity invite the volunteers to step into the circle, all together take away the post-its and make a good treatment gift to all (can be a group hug, etc.)





**TITLE OF THE
ACTIVITY**

CHAIR BATTLE

TOPICS COVERED

- Power relations
- Gender roles

MAIN OBJECTIVES

- To visualize and reflect on topics: competition vs. collaboration, gender roles, gender stereotypes, power relations, etc.
- Stimulate critical thinking.



DESCRIPTION OF ACTIVITY STEP BY STEP

This activity is very simple and the only material we need is an equal number of chairs as there are participants (or a few more).

1. Group the chairs randomly in the centre of the room and ask the participants to place themselves around the chairs.
2. Each one is given a piece of paper with a written task which they will have to perform during the next 5 minutes. Important: they should not share their task at the moment. (There are two different tasks that are given to the participants: half of the group has to put the chairs in the circle and the other part of the group has to take the chairs out of the room.)
3. When everyone has understood their task, ask them to start. Let the participants do their action and observe their behaviour, the strategies they are taking and when a solution has been reached more or less, stop the activity, ask participants to look around and to sit down all together to do the final debrief.
4. Proposed questions for the reflection: How do you feel? What happened in the activity? Are you satisfied with how you have carried it out? What was your first reaction when the trainer said "Start!"? What was your strategy to complete your task?

Have you communicated with others? If not, why not? If yes, how and with whom?

Which tasks do you think your colleagues had?

Have you ever thought about how your performance in the activity influenced others?

Could the exercise be solved in a different way? If yes, how?

How do you think this activity is connected to your lives? In our life, do we learn more to collaborate or more to compete? What does this mean? Is there room for equality in the way we live right now?

How could this activity connect to the topic of gender equality? What does the assignment of roles mean if we talk about gender? How are the gender roles being assigned and how does this influence us and others?

5. You can continue the reflection by talking about gender stereotypes and their consequences, gender-based violence, it depends on the level of acceptance and/or understanding of the topic in the group. The activity is quite open and can address different learning needs of the participants.





TITLE OF THE ACTIVITY

VISIT OF AN ALIEN AND STORYTELLING

TOPICS COVERED

- Gender stereotypes
- Signs of gender-based violence

MAIN OBJECTIVES

- Reflect on gender-stereotypes
- Determine which behaviours in a relationship are showing signs of violence.
- Recognize the signs, characteristics and origins of violence in relationships and the dynamics of violence, question gender roles.



DESCRIPTION OF ACTIVITY STEP BY STEP

1. **Introduction:** The first activity consists of an alien's visit who has no idea of what life on earth and its species are like, they do not understand sex or gender distinction. The alien asks the class how to recognize a man or a woman and which are their characteristics.
2. The participants have 10 minutes to write down the characteristics (they can do it in small groups).
3. When finished, they share their work and write the characteristics on a flipchart. Check them together: are the characteristics which they wrote for example for men, really only true for men, or can that be also valid for women? For example: wearing skirts, physical strength, etc.
4. Most of the examples will be connected with different genders, so how can we make sure that the alien understands this matter?
5. Explain what gender is, that it is something cultural and a result of learning through all our lives. Then remove the examples that are connected to different genders and leave only the biological characteristics.
6. After finishing introduce the story telling activity: you will read the beginning of different stories and the participants in smaller groups (for example if there are 4 groups in total: 2 groups work with the same story) will need to finish them.

Story 1: A and B have been a couple for some months, they are classmates. A always accompanies B to his/her house and high school, is always with B and tries to occupy all B's time. B has always been comfortable in that situation until B at one point decides to spend time with other people too and not always be with A. From this point of the story the participants have to continue it.

Story 2: A and B are in the disco with their friends and the ex-partner of B suddenly appears. B is goes to give a hug to that person with a lot of enthusiasm. A's reaction is ... From this point of the story the participants have to continue it.

7. Give the groups 10 minutes to finish the stories and read them aloud to the rest of the groups. After reading each story analyse it together: are there any signs of violence in that relationship? Which ones? (write them down on the flipchart) What are the consequences of this behaviour for the persons involved? Can you tell about any other situations of gender-based violence in a relationship?



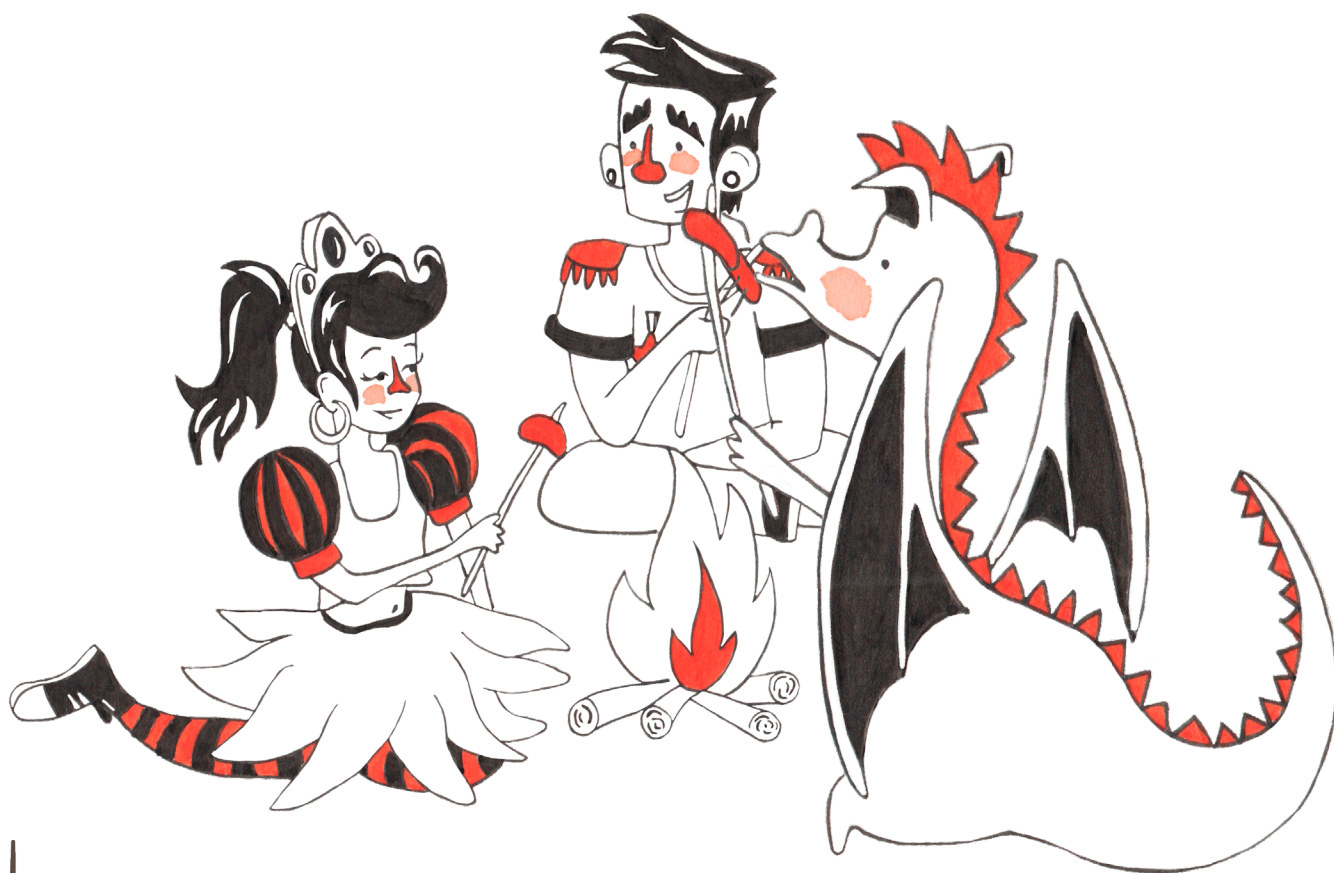


8. When you finish analysing all the stories and adding ideas, invite the groups to go back to the stories and write the tips on what can the main characters of the story do in order to leave the violent situation.
9. Share the ideas of all the groups and complete the list with more input on how to get out of a violent relationship and where to get help.





Chapter 5



NON FORMAL EDUCATION OUTSIDE OF SCHOOLS: SUMMER CAMPS FOR YOUNG PEOPLE



‘WHY CAMPS FOR GENDER EQUALITY AND GENDER-BASED VIOLENCE?’



In the previous chapter we have already discussed why non-formal education is a relevant educational approach to build competencies of young people on the topic of gender equality and against gender-based violence: it allows a holistic take on competencies (knowledge, skills, values and attitudes) and it empowers the learner to be in the centre of the learning process. This is even truer when we are dealing with sensitive topics and questioning notions which we take for granted – such as gender roles and gender stereotypes, which we are socialized with, but they might be directly linked to gender-based violence.

While non-formal education can be introduced to schools and this brings many advantages (see previous chapter), working in schools also has many limitations. First is timing: as a rule, schools operate on strict curricula and time schedules, which can mean that we only have 35 or 45 minutes to warm the group up, go through an activity, debrief and evaluate. Such duration is usually insufficient for some activities – especially experiential ones – which require more preparation of the group, getting in and out of a role. Second are distractions: young people we work with are sometimes preoccupied with what follows in the next school subject or are already overwhelmed by content that is completely different from the topic you want to explore. Third, school environment comes with a baggage and even if you are constructing a participatory and non-hierarchical learning process, the setting can still influence the participants’ willingness and ability to take charge of their own learning process. In schools, students tend to see the facilitator as a teacher and expect to receive knowledge (rather than construct it themselves) or are struggling to take an active role in the learning process. Last but not least, introducing non-formal education as part of formal educational curriculum puts under question one of its main principles – voluntary participation. Indeed, as we have mentioned in the previous chapter, learners can choose whether or not to be part of a process, but this choice can be obstructed by the fact that they are in the class, in presence of a teacher and they are in an environment where participation is usually required and processes are enforced top-down.

In order to minimize these factors out-of-school non-formal education processes on gender equality and gender-based violence are recommended along with those organized in schools. They can take many forms. Within the New Generation project week-long residential summer camps were organized. The following advantages of a summer camp can be identified:

- **intensified experience** – a week-long experience away from home leaves a memorable trace in the young people, which is usually emotionally charged and related to the learning process they have gone through; this makes the impact of the process stand out much more than a couple of school classes, dispersed in time;
- **flexibility with time and space** – the summer camp format allows for greater

flexibility both in terms of the timing of the learning process and its elements and the space; outdoors activities can be also organized, as well as exercises that take hours to prepare, carry out and complete, which is impossible to do in a school context;

- **wide range of activities** – with lesser time and space restrictions, the program of the summer camps allows for diverse programme with different activities, clear logical frame and building on previous learning and results; this building can also lead to planning actions (see last point);
- **motivational boost** – as a rule summer camp experience boosts motivation among young people in two directions: 1) motivation to enrol in the camp, which might be particularly important for gender-related topics, which might be framed as socially controversial in some contexts; 2) motivation to stay engaged both during and after the summer camp – in our experience almost all of the young people who were active in follow-up campaigns had attended summer camps beforehand;
- **practice what you preach** – when your shared time with young people is significantly extended during a summer camp, it allows you to also agree and enforce group rules, related to the topic, e.g. on gender stereotyping or good treatment; this allows you to create a group culture of respect and really practice what you preach;
- **socializing elements** – residential out-of-school events allow young people to socialize much more intensely and meet new people other than their classmates; this adds value to their learning, especially in relation to personal development and communication competencies, but also supports acquiring topic-related competencies, outside of their usual environment, which might be perpetrating stereotypes or misleading notions on gender and gender-based violence;
- **learning and action** – finally, the time summer camps provide for work with young people, the group dynamic, culture of respect and the motivational boost, opens space for planning or even starting an action as an important component of learning; this will be further explored in the next chapter.

HOW TO ORGANISE A CAMP?

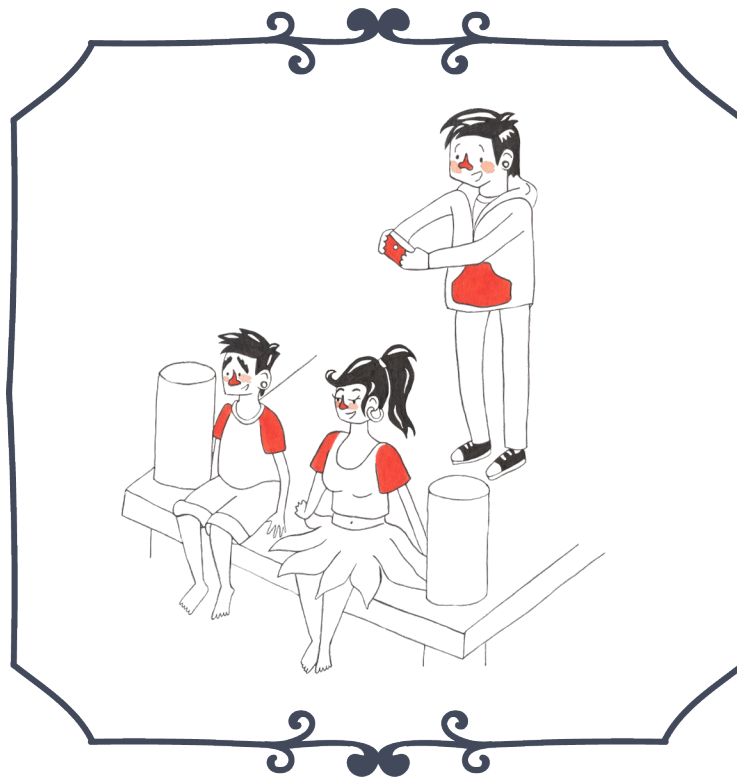


The question is two-folded: how to plan the camp content-wise (in terms of learning) and how to technically plan a camp (in terms of logistics, safety and satisfaction). In regards to content, please revisit what we have already said about planning of a learning process (including identifying needs) in the previous chapter. The camp is just another learning process using non-formal education and should be approached as such. The first step of this process is selecting a set of competencies you would like to support young people in acquiring. Here is an example of a set of competencies:

- skills for recognizing different forms of gender-based violence in different situations with focus on school environment and intimate relationships;
- understanding different strategies to react against violence and gender-based violence;

- increased awareness in relation to gender equality;
- skills to take an active stand against gender-based violence and motivation to do so;
- leadership and other horizontal skills connected to expression, creativity, group work, dialogue and effective communication.

The next step is building a logical programme that would cover these competencies and coming up with specific educational tools, which will guide the participants through the learning process. In many cases you do not have to create new tools, but can use existing resources: you can see some of them at the end of this publication. However, if you do not find an adequate tool for what you are trying to achieve, you might need to create a tool yourself or adapt an existing one. The New Generation partnership has faced such situations and some of our tools are published in this book.



When you have built the program, do not take it as a closed structure that cannot or should not be revisited. On the contrary, be open to changes in order to reflect the group dynamic or specific needs which might have emerged. If you realize that the tools you have planned for participants to build a comprehensive understanding of gender have not served their purpose – i.e. participants struggle with their understanding – there is no point to move further with the program to explore gender-based violence. You would need to reshape the programme and add an element to clear confusions which might have occurred. Once a solid understanding of gender is built, you can move forward. An important part of the agenda building is the logical flow in terms of topics, but also the process of transferring ownership of the process from the team to the participants. In practice that means that in the first days of the camp the team should be stricter in holding the process and steering the group through exercises with clear instructions and

planned outcomes. As the camp progresses, more group work should be prioritized, for participants' creativity to be harvested and used. By the end of the camp the input from the team is reduced, and they only facilitate the space which is now filled with the ideas and work of the participants. This usually coincides with planning follow-up actions.

Finally, it has proved effective and important for long-term residential processes to provide a space for reflection at the end of each day. This is usually done with the so called "reflection groups" where in small groups participants are encouraged to reflect about the day, the process and the content, and they are given the chance to give feedback. This is particularly important for topics like gender and gender-based violence, since exploring them can lead to confusion, discomfort or feeling overwhelmed for some participants.

Example: Programme for summer camp on gender-based violence (Bulgaria)

Day 1: Intro	Day 2: Basics	Day 3: GBV Manifestation	Day 4: Action	Day 5: Action (2) and closing
Arrival, welcome	Breakfast Teambuilding and family building	Breakfast Gender dimensions in intimate relationships: Abigail	Breakfast Personal statements and ideas for campaigns/ Shooting Teens React videos	Breakfast Work on campaign ideas
Getting to know each other	<i>Break</i> Sex, gender and gender inequality (Gender Matters exercises)	<i>Break</i> Healthy relationships (Heartbeat exercises);	<i>Break</i> Personal statements and ideas for campaigns / Shooting Teens React videos	<i>Break</i> Presenting ideas for campaigns; Committing to follow-up
Rules and instructions	<i>Lunch</i> Gender-based violence – concept and cases	<i>Lunch</i> Gender-based violence in school – theatre plays	<i>Lunch</i> Common photo, personal photos	<i>Lunch</i> Evaluation and closing
"Family" meetings (expectations)	"Family" meetings (reflection)	"Family" meetings (reflection)	"Family" meetings (reflection)	Departure
<i>Dinner</i> Icebreaking	<i>Dinner</i> Mafia evening	<i>Dinner</i> Board games	<i>Dinner</i> Talents show	



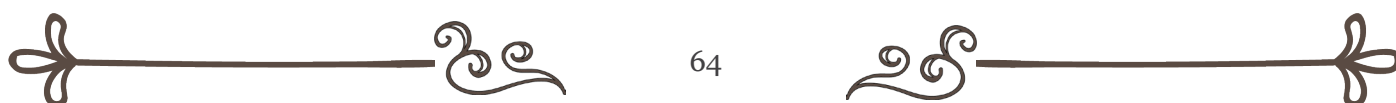
In regards to logistics and technical organizations of the camp, the basics of it is like any other event management. However, some specifics might need to be taken into consideration, especially when the young people who attend the camp are underage:

- **follow national regulations** – in many countries, there are specific (and very strict) regulations for organizing summer camps; these include specific license requirements for facilitators, requirements regarding accommodation, safety procedures, permits, notifications, camp administration, etc.
- **parental consent** – regardless of national rules, always make sure there is a written parental consent for an underage participant to attend the camp; in the consent describe the content of the camp in detail, especially when it comes to gender and gender-based violence, so you can avoid any post-factum objections from parents regarding the content and the topics which are being explored;
- **data protection** – make sure you collect, process and keep data according to GDPR and national rules; be aware that in the case of summer camps with children it is with certainty that you will need to handle sensitive data such as health status; review your procedure to make sure you comply with EU and national regulations;
- **training of team, enhancing code of conduct** – the team of trainers and facilitators needs to agree on a code of conduct, which does not only concern safety of children, but also takes into consideration possible influence (e.g. no smoking or consuming alcohol in front of participants);
- **safeguarding within the camp** – make sure you set in place a reporting system and explain it to the participants in the camp, so they are aware in what cases they need to report, how and to whom; this should be in alignment with your organizational safeguarding or child protection policy; for comprehensive understanding on child protection policy, check the resources of Keeping Children Safe: <https://www.keepingchildrensafe.org.uk/how-we-keep-children-safe/capacity-building/resource-library>
- **balance learning with leisure** – try to keep a good balance between leisure time and time spent in learning sessions; overwhelming participants with an intense learning week might not be productive, nor is turning the group against you; regularly check in with participants about that and try to create a perfect balance;
- **space appealing to young people** – when selecting a venue for the camp, take into consideration that apart from being comfortable, accessible and safe, it also needs to appeal to the young people; places with outdoor playing fields, swimming pools and other entertainment facilities are usually appropriate.

HOW TO EVALUATE A CAMP?



Evaluation should help us understand if we achieved our goals. In the case of the summer camps however, what we want to do is not to organize a summer camp – we want to build competencies among young people in relation to gender equality and



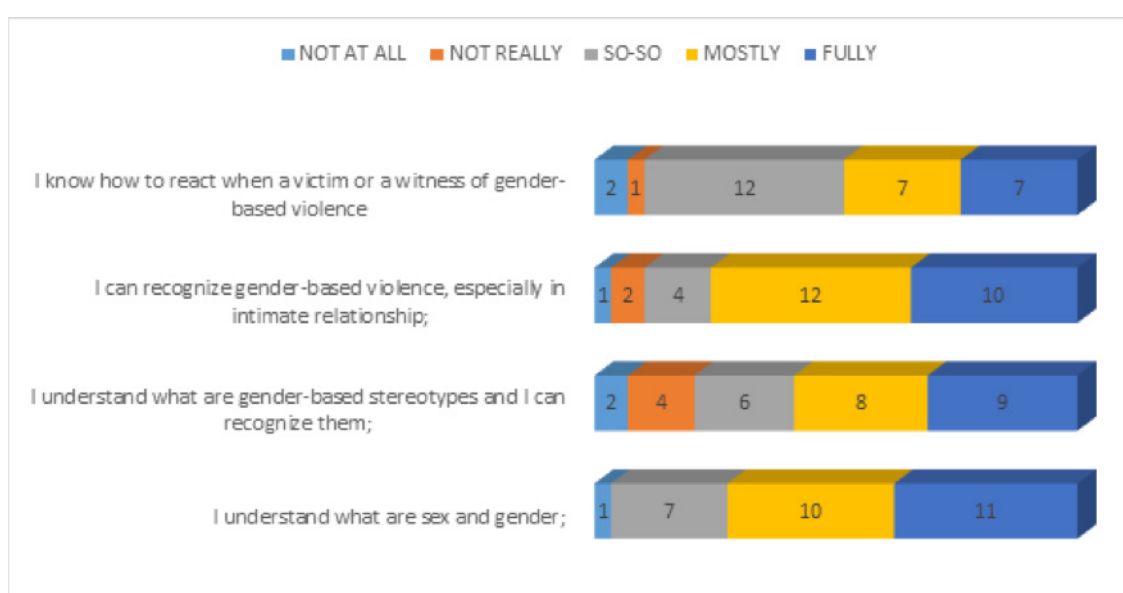


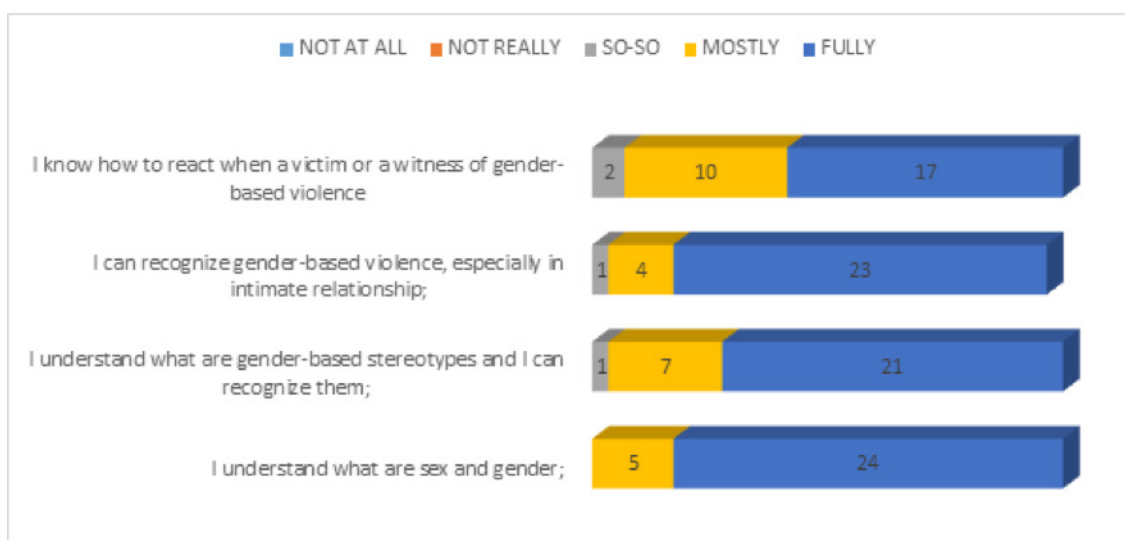
against gender-based violence – the summer camps is merely the way that takes us there. That is why we should not focus on evaluating the camp itself, but what it achieved.

For this reason, a central recommendation is to avoid focusing your questionnaires and evaluation efforts with participants on satisfaction, but rather on learning. For example: if participants spend the summer camp in the swimming pool, instead of participating in sessions, they might be very satisfied. Feedback forms focused on satisfaction will show great results, but was that really the point of the summer camp? On the other hand, participants might have complaints (very often they would complain about insufficient leisure time), but lesser satisfaction regarding schedule, food or accommodation is not related to their levels of learning. The central point of evaluation should be the learning process.

While in most of formal education evaluation is done through testing, this is not common in non-formal education. Tests are a way to measure knowledge, but what we try to build with non-formal education is not easily measured with tests. One way to approach evaluation in non-formal education is by self-assessment. After all, if non-formal education puts the learner in the centre of the process and makes them an agent of their learning process, they are also best equipped to identify and analyse their own progress. However, for this progress to be properly tracked, participants will need to self-evaluate already before the camp and after the camp.

Below you can see a comparison of the self-assessment of participants on main competencies upon arrival and at the end of a summer camp. This is authentic data from the first summer camp, organized within the New Generation project, which happened in Bulgaria.





Example: Entry and exit evaluation questionnaires.

ENTRY QUESTIONNAIRE

1. Why did you decide to participate in the camp?

.....

2. Please rate what is true for you:

I understand what sex and gender are;

.....

I understand what gender-based stereotypes are and I can recognize them;

.....

I can recognize gender-based violence, especially in intimate relationship;

.....



I know how to react
when a victim or a
witness of gender-
based violence

EXIT QUESTIONNAIRE



I understand what sex
and gender are;

I understand what
gender-based
stereotypes are and I
can recognize them;

I can recognize
gender-based
violence, especially in
intimate relationship;

I know how to react
when a victim or a
witness of gender-
based violence

2. Did you learn something during the summer camp?

- A) Yes, a lot!
- B) Yes, but not much
- C) No

3. Which are the three most important things that you learned during the camp?

4. Please rate the team of trainers:





5. What is your overall impression from the camp

Rating scale for question 5:

Two thumbs down, one thumbs down, balance scale, one thumbs up, two thumbs up

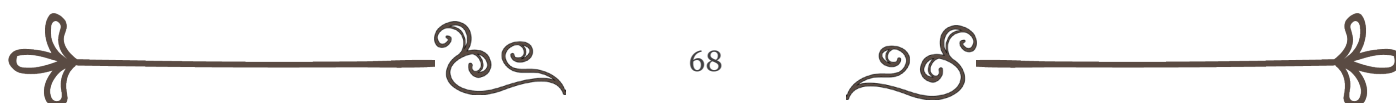
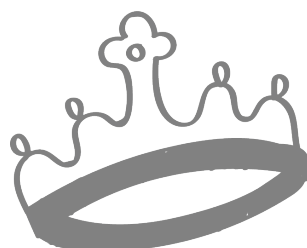
6. Would you participate in a school campaign to counter gender-based violence:

Rating scale for question 6:

Two thumbs down, one thumbs down, balance scale, one thumbs up, two thumbs up

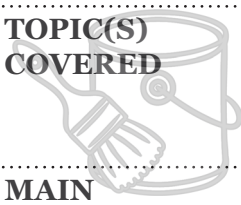
7. Please rate your satisfaction with:

	1	2	3	4	5	6
Accommodation (rooms)						
Food						
Conference room						
Training materials						
Other facilities (swimming pool, SPA, etc.)						



TOOLS



TITLE OF THE ACTIVITY	GBV OR NOT?
TOPIC(S) COVERED 	<ul style="list-style-type: none"> • Gender-based violence • Violence • Gender bias
MAIN OBJECTIVES	<ul style="list-style-type: none"> • To build understanding on what is gender-based violence and what it is not; • to allow discussion on concrete cases of gender-based violence; • to stress the nuances in gender-based violence (gender bias).
DESCRIPTION STEP BY STEP	<ul style="list-style-type: none"> • The exercise is appropriate to do after the participants have explored the definition of gender-based violence. • Divide the participants in small groups of 4-5 people and hand each group the list with the four cases. • Ask the participants to carefully read each case, discuss in the group, decide for each of them, if it represents gender-based violence or not, and build arguments why. • Ask each group to present one case and their finding. Discuss each case in plenary. • For the case 2 young people tend to decide there is no gender-based violence. However, ask them if the damage from the nude photos being public would be the same for him as for her (disproportionate harm for girls).
TEXT OF CASES	<ul style="list-style-type: none"> • Case 1: Marina has been in a relationship with a man for 3 years. He pushes her through the window from the 1st floor. A neighbour reports the case to the police. She told the doctors and the police that she was attacked by a stranger on the street because she didn't want her boyfriend to get in trouble. • Case 2: A boy publishes nude photos of his ex-girlfriend online after she did that to him first. • Case 3: A man and a woman have lived together for 3 years. The man uses the time when his girlfriend is not at home to break her passwords to e-mail and social media accounts. He reads all her communication on the internet. • Case 4: A boy in the 9th grade is publicly bullied by his classmates because he came to school with a pink T-shirt.

TITLE OF THE ACTIVITY**ACT IT OUT: GBV IN SCHOOLS****TOPIC(S) COVERED**

- Gender-based violence
- Violence in school
- Reactions against gender-based violence

MAIN OBJECTIVES

- To explore manifestations of gender-based violence in school environment;
- To explore possible reaction strategies against gender-based violence in schools.

DESCRIPTION STEP BY STEP

1. The exercise is appropriate to do after the participants have explored the definition of gender-based violence, its manifestations and roles within it (perpetrator, victim/survivor, witness, authority).
2. Divide the participants in small groups of 6-7 people and tell them they will need to come up with a play.
3. In the play they will need to show a situation of gender-based violence in school environment and how someone is trying to react against it. It is up to them if the reaction is successful. Ask them to think of realistic cases (maybe some that have already happened in their surrounding). Warn them that if someone in the group was a victim of gender-based violence, it is not advisable that they play the victim in the play.
4. Give them time to discuss and prepare. Invite them to present their plays one after the other, without discussing (groups which are expecting to perform cannot concentrate on discussion).
5. After all the plays are performed discuss with the participants the situation they have seen and the possible reaction strategies: what were they, did they work, are other reaction strategies possible.

TITLE OF THE ACTIVITY**LOVE PRISONER****TOPIC(S) COVERED**

- Group cohesion
- Good treatment

MAIN OBJECTIVES

- Strengthen positive values and awareness of the impact we can generate in others with actions of good treatment.

DESCRIPTION STEP BY STEP

1. This activity is good to play outside at night, and it is recommended to provide 1 torch per group for them to walk around in the darkness. It is similar to the Gymkhana game where people need to look for tasks and perform them. This game integrates 3 main characters (performed by facilitators): “Love”, the character tied to a tree, with rope or chains, “the guardian” who will be the one who holds love a prisoner, and “the violence”, who will go around trying to sabotage the activity. The main objective of the game is to free the character of love.
2. Divide the group into smaller groups. Each group is given a piece of fabric of a different colour and has to be moving around always together while holding the fabric.
3. Once the signal is indicated, the groups must go out to look for “bombs” (balloons or something similar) of their colour, and once they find them, they pop them. Inside the balloon they will find a code that they must decode (that can be different questions related to equality, challenges, etc.); once they solve the code or answer the question, they go to the game controller to exchange the code for a “nice, good Action”, for example: a hug. And this action is what they need to perform with the guardian of love, who gradually softens the chains after different actions and lets the character of love free.
4. Pay attention! “The violence” will walk around (he/she will be hiding around and appearing from time to time, running after the groups ...) The group can protect themselves from him/her by hiding below the fabric and staying together as a group. If they don’t do it, this character can neutralize their last good deed to the character of love.
5. When all the groups finished with their tasks and good deeds and the love is finally free, you can gather the whole group and do a short reflection about the experience and invite the participants to draw some conclusions about what they have learned through the game.

“

DURING THE CAMP SESSIONS, THE PARTICIPANTS WERE ACTIVELY REFLECTING AND DISCUSSING, GAINING NEW KNOWLEDGE AND SKILLS FOR RECOGNIZING GENDER-BASED VIOLENCE, UNHEALTHY INTIMATE RELATIONSHIPS.

**TITLE OF THE
ACTIVITY****HEALTHY MUSIC****TOPIC(S)
COVERED**

- Sexism in music
- Develop critical thinking

**MAIN
OBJECTIVES**

- To identify different sexist messages found in the song lyrics and re-write the lyrics so that they are based on values of equality and respect.

**DESCRIPTION
STEP BY STEP**

1. To prepare for this activity you should research the songs that young people with whom you work like and select the ones which have sexist content.
2. Start the session by playing parts of the songs and invite participants, if they want, to dance and move a bit, to energize before starting to work (it is better if the music is energetic, lively party music to energize the participants).
3. After that we sit down, project the lyrics of the song and start asking the participants what they think about the lyrics and how they feel about them.
4. When they find examples of sexist language, write them down on a flipchart and try to analyse what kind of message is hidden behind it and what consequences it has on people who listen to it. Finally, ask participants to try to change the violent parts with a language that is based on respect and does not offend anybody. Brainstorm with different ideas.
5. Afterwards, split the group into small groups and give each group printed lyrics of a song that they like (make sure you have printed out many so that they can really choose). In groups, they work on their song, changing the words or phrases that they consider offensive to women and change them by ones which do not treat women as objects.
6. The best way of finishing this session is to give the groups time to rehearse the song (they can be as creative as they want) and organize a Karaoke night in the evening where the groups can have a performance with their new versions of the songs.

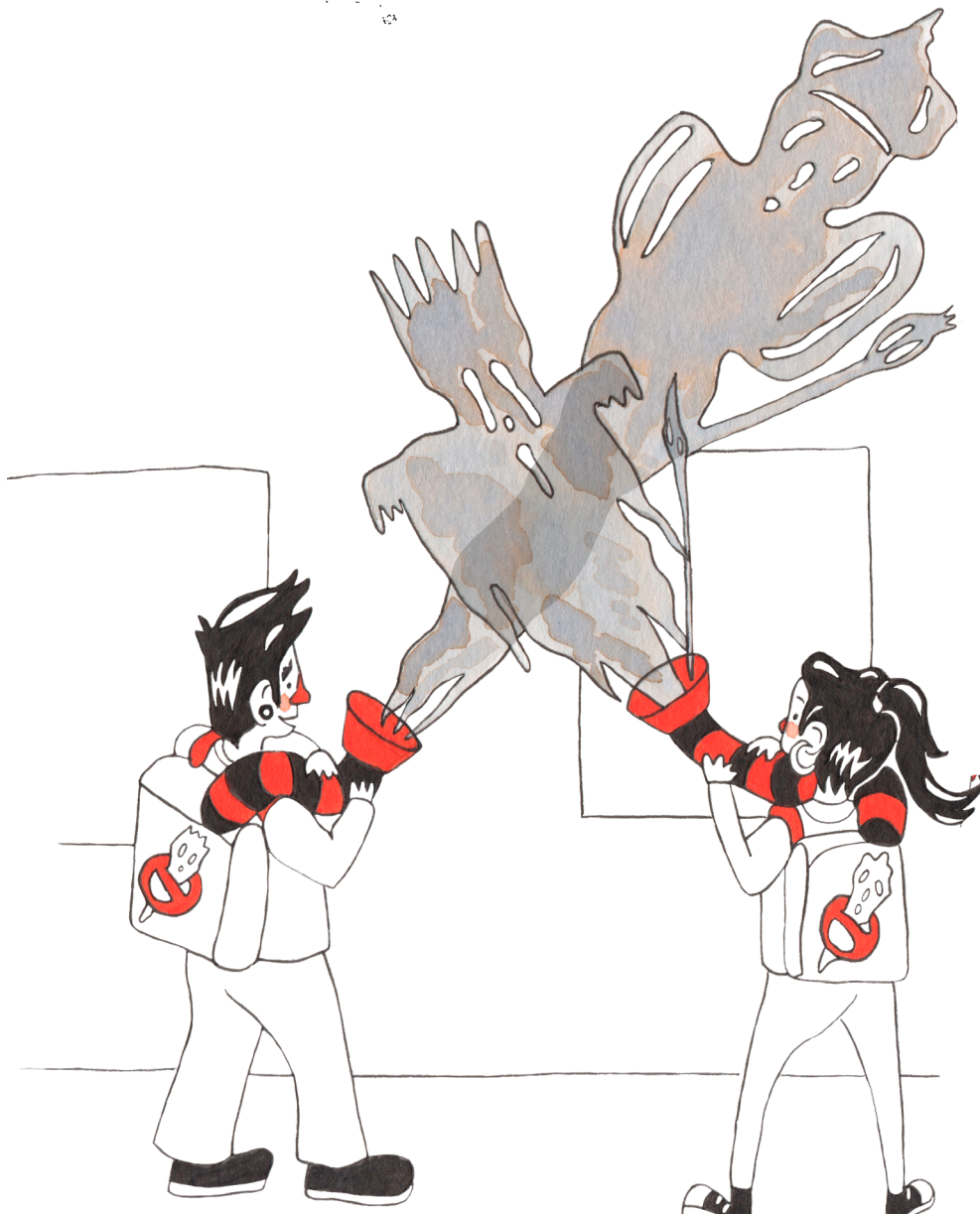


I THINK THIS CAMP IS AN INCREDIBLE OPPORTUNITY
FOR SELF-REALIZATION BECAUSE IT ALLOWS US
TO IMPROVE SOCIAL SKILLS AND DEMONSTRATE OUR
TALENT.





Chapter 6





ACTION AND CAMPAIGNING AGAINST GENDER-BASED VIOLENCE

HIGH SCHOOL



‘WHY IS ACTION AGAINST GENDER-BASED VIOLENCE IMPORTANT?’



Gender-based violence is not just a theoretical concept – it is a reality for billions of people around the world, on every continent and in every country. It has important consequences and hurts individuals, limiting their right to life, bodily autonomy, physical and mental health, dignity, personal development and self-realisation. It is embedded in our communities and hurts them from within. It is a human right violation, which needs to be addressed and stopped. That is why learning about gender-based violence is learning for change. We do not do it just to transfer information, definitions and statistics. We do it because we want to challenge attitudes, behaviours and norms which cause and perpetuate it; we want to shape a society where no one suffers because of their gender.

That is why we expect that education against gender-based violence is not limited to the classroom but has a wider impact. In essence, education against gender-based violence is human rights education focusing on a specific topic. If we look at one of the most important education resources of human rights education – the Manual for Human Rights Education with Young People COMPASS, developed by the Council of Europe – we will see that action has always been incorporated in this educational paradigm. There is a whole chapter in Compass, dedicated to tackling action. So we should use take the opportunity to plan our educational processes in a way that they encourage action, even if a small one.

Action does not necessarily mean taking the streets and overthrowing the patriarchy, although we definitely need more people marching in demonstrations. Action can take many forms on both personal and collective level. It does not have to be a large-scale political action, it can be supporting a friend who suffers gender-based violence or sharing your own experience – publicly or with friends. Personal is also political and these actions, however small they may seem, are actually how we create the social infrastructure for large-scale change.

‘WHAT IS ACTION AGAINST GENDER-BASED VIOLENCE?’



As mentioned, we expect that learning against gender-based violence leads to change, which would contribute to ending this form of violence. Changing attitudes is important, but we also aim to change behaviour – e.g. we start doing something we have not done before – either because we did not realize it needs to be done, or we lacked the knowledge how to do it, or we lacked the courage to do it. To make things simpler we look at actions against gender-based violence in two main ways: re-action and pro-



action (campaigning). In this sub-chapter we will look at the first.

Reaction refers to personal level actions that we take in our daily lives when we suffer, witness or hear about gender-based violence. In this case our reaction can literally save lives. Here are some examples:

- 1) **You suspect that your close friend suffers physical violence at home.** What do you do? How can you support this person?
- 2) **You witness inappropriate behaviour from your male boss to a female colleague.** What do you do? How can you support this person?
- 3) **Your friend avoids you and other old friends on the request of her partner, which happens along with other significant changes in her lifestyle.** What do you do? How can you support this person?

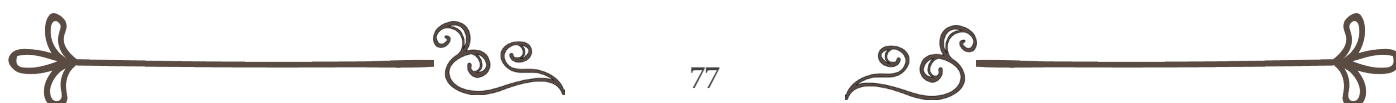
Each case is very specific, of course, and it usually requires a very specific approach. This is why there are no golden rules which will fit every situation, but there are some ground principles we should follow.

- **If you witness physical violence, report it straight away!**

When physical safety is concerned, the rule is very simple – it must be reported. In other cases there might be some grey areas and doubts about how to intervene, but bodily autonomy and health are not among them. If the physical violence happens on the street or in where you live (e.g. to your neighbours), call the police and report it. If it is at workplace, an educational institutional or a shopping mall for example, you can turn to a manager, security staff or supervisor, as they will be able to react faster. At this point the main concern is for the violence to be interrupted as soon as possible and to limit the harm. If you can, take photos or video of the abuse, so there is evidence. Once the violence is interrupted, you can still help by supporting the victim: ask them how they feel, if they need something and let them know you are there for them, you are by their side and are willing to help them.

- **When you know a friend or a family member is suffering abuse.**

When you know for a fact that your friend or a family member is suffering abuse, because they have shared this with you, you can support and empower them. You should refrain from telling them what to do (e.g. avoid words like “you must leave this relationship”), because they might feel as being abused again. Instead, you can show them your trust and offer emotional support. You should always take into consideration that leaving is not as easy as it may look like and could be made more difficult because of emotional or financial dependency, lowered self-esteem and diminished autonomy, feelings, etc. If it comes to reporting to authorities, it should not be yours, but the victim’s decision: if you report on their behalf and without their consent (e.g. because they are not ready for this step), they might deny any allegations to the authorities and could suffer further abuse. It is very good if you can support them in realising that abuse is not normal, although it is very common, and that there are resources and ways to get help. If it seems that they need professional help, share with them a number of a hotline for victims of gender-based violence or abuse and ask them to memorise it (or save it in their phone under a certain name). Offer to be at their side if they decide to seek help. Be aware that online communication with this person might be tracked by their abuser,





depending on the depth of the abuse and control they exercise over the victim in this specific case.

- **When a child/student we work with shares that they are suffering abuse**

If we work on the topic of gender-based violence with children and young people, there are chances that someone in the group suffers such type of violence at home, in their relationships or in school environment. We should consider that when planning our educational activities, always taking into consideration that a victim of violence might be present. We should also consider there are possibilities for re-traumatisation and re-victimisation. When we notice someone is really affected by the topic, we would usually talk about it with them in private and ask them if there is something they would like to share with us or need another type of support. If we suspect that a child suffers abuse at home or in their relationship, we should consult with the school psychologist and the head teacher. Be aware that in some countries and in specific schools there might be intervention protocols in place, which you might need to follow strictly. In any case, suspicion that a child suffers abuse must always be addressed and investigated. In most countries, specialised hotlines for children exist and we must be aware of that and disseminate them through our activities.

Another important aspect to consider when we try to intervene in situation of abuse is that our help might be rejected. This should not discourage us and we should definitely not take it personally. Normalising and justifying the abuse and limiting the contacts of the victims is part of the strategies abusers often use and they are usually very successful. We should clearly understand that if someone says they do not want our help, it does not mean they do not need it. It means we need to find a better way to offer it. Of course, no one is expected to dedicate their life to save a friend from an abusive relationship, but we should not be too quick to give up either. And in the process we should always be mindful of the vulnerable situation they are in.

HOW TO PLAN AND RUN A CAMPAIGN AGAINST GENDER-BASED VIOLENCE?



We have looked on how we can react when gender-based violence occurs in our immediate surrounding. But we can also do more – we can be proactive and try to work on prevention by raising awareness, educating and demanding change.

A campaign against gender-based violence is a set of activities, which bring a shared message and strive to take the target groups of our campaigns from state A to state B. State A is the current situation in terms of knowledge, understanding, predominant attitudes; state B is the desired situation, the place where we would like to take our target group. How this look likes in practical terms will depend on your immediate environment and local context.



Here are some classical examples of campaigning tools against gender-based violence:

- **Street interventions, flashmobs, marches and similar**

Throughout many decades' marches, protests and manifestations have been organized for women's rights, against gender-based violence and to fight inequalities and injustices around the world. In the recent years we have seen for example extremely big marches and Women's Strikes on the International Women's Day (March 8th) and on the International Day for the Elimination of Violence against Women (November 25th) which happen simultaneously in many parts of the world. There are also large-scale protests regarding specific policies, such as Czarny Protest in Poland in 2016, against more restrictive abortion policy, Women's march on Washington in 2017 or protests in Argentina in support of lifting the abortion ban in 2018. New Generation project partners are involved in such events. In addition, Cazalla Intercultural in Spain organized a public dance event on the city streets with the message of gender equality.

- **Campaigns challenging oppressive gender stereotypes**

Tackling oppressive gender stereotypes is an important part of prevention of gender-based violence. In this case state A is the understanding that women have traditional gender roles they should not stray away from: e.g. women should stay at home and take care of the children; women cannot be good scientists; women do not make good politicians. To tackle this, different communication strategies can be employed. Very often, we would use the stories of successful women who have overcome gender stereotypes and proved that they are as successful as men and have made great contributions in their respective fields.

In the context of the New Generation project, partners also produced calendars, acknowledging prominent women in the history and present of our societies. The calendars were distributed in schools and local communities:





From the calendars of Cazalla Intercultural, Spain

МЛАДЕЖКИЯТ ОТГОВОР СРЕЩУ НАСИЛИЕТО. ОСНОВАНО НА ПОЛА

Манал Ал-Шариф (Manal Al-Sharif) е активистка от Саудитска арабия за правото на жените там да шофират. Арестувана заради това, че публикува видео, в което шофира, в Youtube и Facebook. Забраната на жените да шофират е отменена през юни 2018 година.

ЮНИ 2019

П	В	С	Ч	П	С	Н
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Хелън Келър (Helen Keller) е родена на 27 юни 1880 и е американска авторка и политическа активистка. Тя е първият глух и слеп човек, получил бакалавърска степен. Води кампании срещу войната и се бори за каузи като правото на жените да гласуват, правата на работниците и др.

ПРО ЕВРОПЕЙСКА МРЕЖА
info@proeuropean.net
www.proeuropean.net

РЕАГИРАЙ

МЛАДЕЖКИЯТ ОТГОВОР СРЕЩУ НАСИЛИЕТО. ОСНОВАНО НА ПОЛА

Малала Юсафзай (Malala Yousafzai)

е родена на 12 юли 1997 година в Мингора, Пакистан. Тя става известна с публикациите си в защита на възможностите за образование на момичетата. На 9 октомври 2012 година талибани правят опит да я убият и я прострелват в главата. През 2014 година става най-младият носител на Нобелова награда за мир.



Фрида Кало (Frida Kahlo) е мексиканска художничка, известна с непокорния си дух и неконвенционалния си стил. Родена на 6 юли 1907 година, болести и катастрофа я приковават на легло в продължение на дълги периоди от време. Въпреки това, тя е активна в сферата на изкуството и политиката.

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ЮЛИ 2019

П	В	С	Ч	П	С	Н
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

PRO EUROPEAN
NETWORK

From the calendars of Pro European Network, Bulgaria





From the calendars of Association for Children and Young People CHANCE, Poland

- **Campaigns against domestic violence;**

Part of the problem with gender-based violence is that victims feel they do not have power to change it, because it is normalised. That is why campaigns which break the normalisation of different forms of abuse are crucial. This is the path we need to take from state A (abuse is normal) to state B (abuse is not normal and there is no such thing as “little abuse”). Note that such campaigns are usually also raising awareness about existing support services, like hotlines for victims of gender-based or domestic violence. Whenever we plan a campaign like that, we should be aware of such hotlines in our countries or regions and always promote them among the young people we work with.

- **Using videos**

Videos are a powerful tool in today's reality of social media and they can be used to convey our messages and to raise awareness and challenge attitudes related to gender-based violence. A great example is a viral animated video, which makes parallel between having sex and having tea to explain the concept of sexual consent. Young people we work with are often very resourceful when it comes to making videos. Creating a video can be a great idea for them to convey their message. For example, within the New Generation project, we have worked with youngsters to create Teens React video, where they watch video materials related to the topics of gender stereotypes and gender-based violence and comment on them.

You can see Teens React videos on the topic of gender equality and gender-based violence from Bulgaria, Spain and Poland at the Youtube channel of the New Generation project.



Making Teens React videos on gender-based violence in Bulgaria

- **Empowering young people to produce their own content**

In our experience young people know best how to speak to other young people. That is why we strongly recommend that they are fully engaged in all the stages of planning a campaign against gender-based violence which targets other young people. Here are some examples:

In Spain, participants in the New Generation summer camps came up with the slogans and designs for postcards, which were later published and distributed among other young people;

- in Bulgaria, students from around the country were invited to submit their photos which represent reaction against gender-based violence. The photos were then put together for an exhibition which was presented in a number of schools. Another part of the exhibition represents portraits of young people and their messages against gender-based violence. These were produced in the framework of the New Generation summer camps in the country.
- Also in Bulgaria, a team of students fully independently developed a script for a short film, recorded it, edited it and released it. The movie, called “Chain Reaction” shows how violence sparks more violence and how a single case of gender-based violence starts a chain reaction that has a bigger impact than the initial case. The students worked on their own and were only supported with video equipment.



Opening of the exhibition with photos by young people in Bulgaria

- **Using the New Generation Application**

As part of the New Generation project, we have created a mobile application as a tool to support young people to deepen their understanding of the topics of gender, gender equality and gender-based violence. The application consists of 30 challenges, where the user is encouraged to explore, meet challenges and share their findings. The application is available in English, Spanish, Polish and Bulgarian and is available for iOS and Android.

To summarise these examples and add other ideas, here is a non-exhaustive list of possible actions we can support young people to take, as a result of a learning process about gender and gender-based violence:

- signing a petition
- making a poster with the information, messages, resources
- setting up a support group
- joining a march/protest or organising one
- creating a video
- organising an exhibition
- organising a film screening (on the topic; or of films with female lead characters or female directors)
- sharing experiences of gender-based violence on media, social media or among friends (#MeToo)



- sharing content related to that on social media
- talking with friends about the topic

DO'S AND DON'T'S

We should be very careful when shaping campaign messages in relation to gender-based violence. There are a couple of things we particularly need to take into consideration:

- We should be careful not to reinforce harmful gender stereotypes through our messages and visual materials;
- we should be careful not to re-traumatize survivors of gender-based violence with our campaigns;
- we should not strengthen the message that gender-based violence is only physical;
- we should be particularly careful not to do victim-blaming;
- we should not frame certain ethnic and social groups as the only groups where gender-based violence occurs.

To do all that, we should engage people with different expertise and backgrounds in the shaping or testing our messages and overall communication. For example, within the New Generation project each project partner worked with a permanent advisory board, which reviewed all project communication and especially campaigning.

On another note, some campaigns might be more radical than others in their messages and ideas. This is fine, but we also need to consider the local context and potential backlash our campaigns might face. This is particularly sensitive when it comes to working with schools. For that reason, any campaign actions and messages should also be well-communicated with school authorities in advance.

“

WE NEED TO HAVE CAMPS EVERY YEAR AND WE NEED TO LEARN MORE ABOUT GENDER-BASED VIOLENCE. NOBODY TOLD US ABOUT IT AT SCHOOL AND THEREFORE WE CONSIDER MANY BEHAVIOURS AS NORMAL THOUGH THEY ARE EXAMPLES OF GENDER-BASED VIOLENCE.





EXAMPLE



TITLE OF THE ACTIVITY	
TOPIC(S) COVERED	<ul style="list-style-type: none">• Gender-based violence• Media• Campaigning
MAIN OBJECTIVES	<ul style="list-style-type: none">• To provide a critical overview of media content in relation to gender stereotypes and gender-based violence;• To communicate messages of young people against gender-based violence.
DESCRIPTION STEP BY STEP	<ol style="list-style-type: none">1. Identify participants for your videos and make sure they give their written consent to be recorded and for the video to be publicly released. In the case of young people under 18, the same written consent should be obtained from a parent or legal guardian.2. Select media content which is applicable for reaction. Make sure it is appropriate for the age group of young people you work with.3. Prepare the participants by letting them know how the recording will work. Show them examples of other Teens React videos. Encourage them to discuss the content while they watch it. For authenticity, don't tell them what is the video they are going to react to about.4. Make sure you are well equipped for the recording process. You need at least a screen to project the video, a camera and a microphone. Consider the environment in terms light and sound.5. Arrange for professional video editing. Be aware editing takes time.6. Plan a good dissemination strategy.



RESOURCES

Educating young people against gender-based violence: New Generation Massive Online Open Course <https://youth-mooc.eu/>

GENDER MATTERS - Manual on gender-based violence affecting young people, Council of Europe <http://www.eycb.coe.int/gendermatters/> (Edited and updated version expected soon)

HEARTBEAT - Relationships without violence: Preventing violence in teenage relationships: An education manual for schools and other youth settings, DER PARITÄTISCH and partners

COMPASS - The manual of human rights education with young people, Council of Europe <https://www.coe.int/en/web/youth/compass1>

Various resources on the topic of gender and gender-based violence in youth work: https://www.coe.int/en/web/european-youth-foundation/publications#portlet_56_INSTANCE_P4jBeoGaBL6H

BOOKMARKS: A manual for combating hate speech online through human rights education (2014): <https://book.coe.int/en/human-rights-and-democracy/5888-bookmarks-a-manual-for-combating-hate-speech-online-through-human-rights-education.html>

TEEN REACT videos from New generation project:
SPAIN:

<https://www.youtube.com/watch?v=Vg4hTyCXufM>
<https://youtu.be/T6H19qBER2g>
<https://www.youtube.com/watch?v=-cuX2QWlUqY&t=60s>
<https://youtu.be/Ub9QSLolEcY>
<https://youtu.be/IIJVC3Bgiss>

POLAND:
<https://szansa.glogow.pl/newgeneration/teen-react-video/>

BULGARIA:
<https://www.youtube.com/watch?v=SyN8VEz1mGo>
<https://www.youtube.com/watch?v=sj1vj9NsomY>
<https://www.youtube.com/watch?v=juzlFI7Z64o>
<https://www.youtube.com/watch?v=Wco1c-rhdbE>
<https://www.youtube.com/watch?v=g6XrNCAIHTo>

EPILOGUE



And after all this journey, after this adventure... can we say that Boo and Buu have disappeared?

Can Alex and Victoria live free and relaxed, with the shadows of traditional values tied to a tree?

I'm afraid not. Boo and Buu are always going to be there, and eventually they'll break free and become strong again. This is just one chapter in the great story.

But Victoria and Alex are more aware and have more tools to see these ghosts and to be able to put them back in their place, to take steps every day towards a more just and equal society, where gender roles do not limit either their desires, or their opportunities, or their lives. This, my friend, is your great gift. It is a gift that lasts forever.

–Sibisse Rodríguez

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