

BREAK

BREAKING THE CYCLE



**AN ACTION GUIDE
ON THE PREVENTION
OF GENDER-BASED
VIOLENCE AMONG
YOUTH**

SPAIN * BANGLADESH * GREECE * INDIA * MADAGASCAR * NEPAL

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INTRODUCTION

Launched in 2017, **Breaking the Cycle** is a project that aims at building capacity in the field of youth, increasing the capacity of organizations working in the area of **gender-based violence (GBV)** by responding to the need for specific, innovative methods and programs to work with youth in preventing and resisting gender-based violence. The project is intended to build, initiate, and strengthen new and existing programs combating GBV in different parts of the globe, and to provide tools for working with young people.

With the aim of fostering international cooperation and exchanges in the fight against GBV as well as to promote **transnational non-formal learning mobility**, the project has been conducted by organizations from

six countries: **CERUJOVI (Spain), KEDE (Greece), BWHC (Bangladesh), LACC (Nepal), CHSJ (India), and YOUTH FIRST (Madagascar)**. **Study visits, international and national trainings, and local workshops** have allowed this manual to be proved and to present effective tools to work with youth in the field of GBV, being the present training manual developed as a collaborative work between these organizations and it is, therefore, the result of their joint expertise in the fields of youth and gender-based violence. Moreover, this manual comes together with a **Guide of Good practices** in preventing GBV, sharing initiatives from the partner countries, to encourage others to take action by enhancing knowledge from their shared experiences on the frontlines of GBV.

THE OBJECTIVES OF THE PRESENT TRAINING MANUAL ARE:

- To provide educators in formal and non-formal education with information and tools for working with young people in the prevention of and fight against GBV.
- To contribute to exposing and challenging attitudes of tolerance towards GBV among young people.
- To encourage and empower young people to resist GBV and to develop attitudes of self-respect and self-value through their active participation in the proposed activities.

BREAKING THE CYCLE

This manual is a guide for trainers in youth clubs, associations, centers, schools, or any other structure working with and for youth and youth development. The curriculum can be implemented as a whole or some activities can be selected and adjusted depending on the needs of each training program. It is planned based on different steps to get to work in this field with youth, so depending on which skills are more demanded, and depending on available time, it will be possible to go directly to the terms and objectives anyone wants to reach.

By the end of this manual, there will be a general view how different elements contribute to generate

and perpetuate gender based violence. At the same time, it will give some keys to prevent and stop GVB with own tools, especially in a youth context. Trainees should be able to understand concepts related to gender, sex and gender-based violence, or how social constructs influence our perceptions of gender. This manual also help recognizing and identifying the different types of masculinity and how they relate to GBV, and encourage activism through advocacy against GBV. **Summarizing, gaining a generic understanding of different approaches to prevent and respond to GBV in order to start taking actions to break the cycle of gender-based violence.**

ABOUT GENDER-BASED VIOLENCE

Violence against women is understood as a violation of human rights and a form of discrimination against women and shall mean all acts of gender-based violence that result in, or are likely to result in, physical, sexual, psychological or economic harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life.

Gender-based violence against women shall mean violence that is directed against a woman because she is a woman or that affects women disproportionately. Gender-based violence is rooted in and reinforces gender inequalities and it cannot be understood outside the social structures, gender norms and roles that support and justify it. Gender-based violence harms women, families, communities and societies. It is a human rights violation and one of the most pervasive forms of gender-based inequality. **The elimination of violence against women involves challenging the unequal division of social, political, and economic power among women and men, and the ways in which this inequality is perpetuated through institutions at all levels of society.** (Art. 3 d, Council of Europe Convention on preventing and combating violence against women and domestic violence)

'Gender-based violence' and 'violence against women' are terms that are often used interchangeably as most gender-based violence is inflicted by men on women and girls. However, it is important to retain the 'gender-based' aspect of the concept as this highlights the fact that violence against women is an expression of power inequalities between women and men. The terms are used interchangeably throughout this Action Guide, as it is always understood that gender-based violence means violence against women and vice versa.

Violence against women and girls is one of the most prevalent human rights violations in the world. It knows no social, economic or national boundaries. Worldwide, an estimated one in three women will experience physical or sexual abuse in her lifetime and almost one third (30%) of women who have been in a relationship report that they have experienced some form of physical and/or sexual violence by their intimate partner (Violence Against Women, WHO, 2017).

Young people are at the core of the problem as both the victims and perpetrators of gender-based violence, in addition to being silent witnesses by tolerating or condoning acts of GBV. **According to a worldwide statistic, up to 50% of sexual assaults are committed**

against girls under the age of sixteen (UN Women, United Nations Entity for Gender Equality and Empowerment of Women, Fast facts: Statistics on Violence Against Women and Girls). Furthermore, around 120 million girls, approximately **one in ten, have experienced forced sexual acts at some point in their lives** (UN Women, Facts and Figures: Ending Violence Against Women, 2013).

Therefore, it is of **high importance that we work on creating awareness and educating youth about the causes and effects of gender inequality, GBV, as well as helping them cultivate attitudes that do not condone any form of GBV;** both in present time and in the long run. We believe that young people should be at the center of efforts aiming at eradicating gender-based violence in all communities across the world and therefore should be actively involved in all actions of advocacy, prevention, and response to GBV. Given that they are equipped with knowledge, skills, and opportunities to conduct action, young people, constitute an invaluable asset in the fight against this form of injustice and violation of human rights.

METHODOLOGY

This training manual was designed to be a non-formal learning tool. **Non-formal learning is a type of learning that does not take place in a formal setting. It is a learning environment which puts the trainer and the learner on a more equal level than the traditional and more formal environment.** It values the needs of the participants more than the trainer's teaching agenda. **It is also more focused on facilitating the participant's learning rather than on imparting information.** In a non-formal learning context, each participant brings his/her own experience and knowledge. The participants are equally valued as elements of the learning system; the process, the trainer's information, and knowledge. Non-formal learning challenges both the trainer and each participant to come up with ideas, to argue, and to listen.

The methodology used in this curriculum also includes experiential learning defined as "Knowledge, skills and/or abilities attained through observation, simulation and/or participation that provide depth and meaning to learning by engaging the mind and/or body through activity, reflection and application (Craig, 2006)." **It uses personal reflections, recreational activities, role plays, case studies and the use of media** as a means of acquiring and practicing new skills and knowledge.

Non-formal methodology seeks to engage the participants more, makes learning more personal, and is highly relevant to the subject of this training. Thanks to activities that promote teamwork and communication, reflective practice habits and hands-on activities, the learner is more likely to be able to apply the knowledge and skills acquired to solve real world challenges in combatting Gender-based Violence.

SUMMARY OF SESSIONS

THIS MANUAL CONTAINS FIVE INDEPENDENT YET COMPLEMENTARY SESSIONS WITH DIFFERENT ACTIVITIES:

GENDER CONCEPT

Three activities aiming at **exploring the differences between sex and gender** as well as gaining an understanding of different concepts related to sex and gender.

SOCIAL CONSTRUCTION

Nine activities to understand **how social constructions establish the base for gender inequalities** and therefore foster the perpetuation of unjust and harmful behaviors towards women and girls and how these social constructs can be transformed.

GENDER-BASED VIOLENCE

Five activities to **build knowledge and raise awareness about** the different forms, causes, and consequences of **violence perpetrated against women and girls.**

MASCULINITIES

Five activities to **understand the concept of masculinity**, to assess how hegemonic masculinity perpetuates and legitimizes violence and to help them identify and promote new and different types of positive masculinities..

TAKE ACTION

Six activities to **create awareness about the barriers facing women and girls in leadership** and how they relate with GBV and to help young participants develop an action plan with implementable actions to prevent and combat GBV at their level.



SUMMARY OF SESSIONS

1. GENDER CONCEPT

1.1	I'M HAPPY, I'M...	15 min.
1.2	IS IT GENDER OR SEX?	30 min.
1.3	CHILDLESS COUPLE	30 min.

2. SOCIAL CONSTRUCTION

2.1	GENDER PERCEPTION THROUGH GENERATIONS	30 min.
2.2	FAMILY PHOTO	30 min.
2.3	GENDER STEREOTYPES AND LIFE DECISIONS	60 min.
2.4	PATRIARCHY AND ITS PRIVILEGES IN WOMEN AND MEN	60 min.
2.5	INSTITUTIONS AND STRUCTURES WHICH CONTROL WOMEN IN PATRIARCHY	60 min.
2.6	LABELING	60 min.
2.7	PRINCIPLES AND BELIEFS	60 min.
2.8	IMPACT OF PATRIARCHY ON MEN	30 min.
2.9	NOT SO FUNNY "JOKES"	20 min.

3. GENDER-BASED VIOLENCE

3.1	GBV DEFINITIONS	50 min.
3.2	FACTS AND MYTHS	30 min.
3.3	POST VIDEO DEBATE	90 min.
3.4	BROKEN PHONE MESSAGE	15 min.
3.5	ADVOCACY IN SCHOOL ENVIRONMENT	60 min.

4. MASCULINITIES

4.1	UNDERSTANDING MASCULINITY	45 min.
4.2	CLENCH YOUR HAND	30 min.
4.3	THE SOURCE OF POWER	60 min.
4.4	COOPERATIVE DRAW	20 min.
4.5	HEGEMONIC MASCULINITY AND ITS RELATIONS WITH VIOLENCE	45 min.

5. TAKE ACTION

5.1	LOOKING FOR THE LEADER	45 min.
5.2	THE GLASS CEILING	45 min.
5.3	WOMEN HAVE HEARD IT ALL	20 min.
5.4	TAKE YOUR STAND	60 min.
5.5	MY CIRCLE OF SUPPORT	30 min.
5.6	TAKE ACTION TO BREAK THE CYCLE	60 min.



1. GENDER CONCEPT

1.1 I'M HAPPY, I'M...



KEY METHODS

Reflection activity



15 minutes



LEARNING OBJECTIVES

To discover the differences that we see between women and men through our own experiences.



MATERIALS

Card boards

Markers

ACTIVITY



- Give a card to each woman with the statement, "I'm happy I'm a woman," and give one to each man with the statement, "I'm happy I'm a man."
- Ask participants to individually consider why they are happy to be men or women, and tell them to write the reasons in the paper with the statement. Give them five minutes to complete the activity. Ask participants to flip the paper over where they will find the statement, "If I were a man/woman, I would...," and tell them to state a wish list if they were the opposite sex. Give them five minutes to complete the activity.
- Ask participants to share their results and to find commonalities. Then, use the results to introduce the issues of masculine and feminine identity, as the responses will always point these out.

BREAK BREAKING
THE
CYCLE

1.2 IS IT GENDER OR SEX?



KEY METHODS

Group work / Plenary discussion



30 minutes



LEARNING OBJECTIVES

To understand the difference between biological sex and social constructions of gender.

To explore one's beliefs concerning what it means to be a boy or a girl in the society we live in.



MATERIALS

Cardboard with the title SEX / Cardboard with the title GENDER
Cardboards with each statements of gender and sex / Glue stick

ACTIVITY

- Start with a short definition of gender and sex:



Sex (biological): This refers to biological attributes that men and women are born with. They are universal and generally permanent, e.g. men cannot breastfeed; women menstruate.

Gender (social): This refers to the socially constructed roles and responsibilities assigned to men and women by society. Gender norms are not biological facts; girls and boys are not born knowing how they should look, dress, speak, behave, think or react. Gender differences are created by our culture—not nature and can be changed.

- Divide the participants in groups of three to four people.
- Provide each group with the cardboards for gender, sex, and the different statements.
- Tell them to identify whether each statement refers to gender or sex, and stick them in the appropriate cardboard (sex/gender). Allow 10 minutes to complete this activity.
- Discuss each statement in plenary.
- Ask the participants why they classify each statement under "gender" or "sex".

TIPS

- You can change and propose your own statements.
- Be sure that after this activity the participants are able to classify all of the following statements:
 - Women can give birth but men cannot (Sex).
 - Girls are not as good as boys in math (Gender).
 - Women can breast feed whereas men cannot (Sex).
 - Girls are modest, timid and cute, while boys are hard and tough (Gender).
 - Sports are more important for boys than girls (Gender).
 - Girls need to find a good husband; boys need to find a good job (Gender).
 - Women can get pregnant but men cannot (Sex).
 - Women do not drive trains (Gender).
 - Women are more patient than men (Gender).
 - Sexuality is more important for men than for women (Gender).
 - Women can menstruate, men cannot (Sex).

WORKSHEET / 1.2

WOMEN CAN GIVE BIRTH BUT MEN CANNOT.

GIRLS ARE NOT AS GOOD AS BOYS IN MATH.

WOMEN CAN BREAST FEED WHEREAS MEN CANNOT.

**GIRLS ARE MODEST, TIMID AND CUTE,
WHILE BOYS ARE HARD AND TOUGH.**

SPORTS ARE MORE IMPORTANT FOR BOYS THAN GIRLS.

**GIRLS NEED TO FIND A GOOD HUSBAND;
BOYS NEED TO FIND A GOOD JOB.**

WOMEN CAN GET PREGNANT BUT MEN CANNOT.

WOMEN DO NOT DRIVE TRAINS.

WOMEN ARE MORE PATIENT THAN MEN.

**SEXUALITY IS MORE IMPORTANT FOR MEN
THAN FOR WOMEN.**

WOMEN CAN MENSTRUATE, MEN CANNOT.

1.3 CHILDLESS COUPLE



KEY METHODS

Reflection activity / Plenary discussion



30 minutes



LEARNING OBJECTIVES

Recap on the difference between “sex” and “gender.”



MATERIALS

Card board / Markers

ACTIVITY



- Start with a short definition of gender and sex:
- Ask participants to form pairs, preferably of females and males, and assume that they are a couple.
- Present the following scenario:
“You have been childless for a long time. One night, a genie appears to you in a dream and promises to give you one child. But you must tell the genie whether you prefer a boy or a girl. State the reasons why you would choose either.”
- Provide time for the couples to discuss and make a choice (10 minutes). Record the numbers choosing the boy and those choosing the girl. Then randomly ask each couple to give reasons for their choice and record the responses.
- Use the responses to point out that even before the birth of a child, people already have a discriminatory attitude. Once children are born, the process of fitting them into the gender roles begins. This is where the cycle of discrimination against the women begins.



2. SOCIAL CONSTRUCTION

2.1 GENDER PERCEPTION THROUGH GENERATIONS



KEY METHODS

Reflection activity / Plenary discussion



30 minutes



LEARNING OBJECTIVES

To understand how stereotypes can be passed through generations/tradition; how we become part of the mechanism; how change depends on deeper patterns.



MATERIALS

Worksheets

ACTIVITY



- Give the worksheets to each participant.
- Give participants 15 minutes to reflect and answer their own worksheet.
- Ask them to share some of the answers in the plenary (something that seems interesting, strange, something that could not be answered by someone etc.).
- Reflect about the similarities between the roles and parents perceptions or practice. Indicate influence and distinguish it from advice.

TIPS

- Another alternative is to **divide the participants into two groups (male and females)** and fill the questions in within the group.
- Be sure to **emphasize what is required: the reflection of the participant's PERSONAL experience**. Note: there aren't any right or wrong answers. There will be no common outcome of a group.

WORKSHEET / 2.1

GENDER PERCEPTION IN FAMILY

1. What does a partner mean to you?

2. What do you think of your role as a partner to someone?

3. What do you think the above mean to your mother/ father/ legal guardianship?

4. If possible, choose your closest male, female, parent or caregiver/guardian from your childhood, and mark with M (male) or F (female) the following roles that you consider fits better.

The one to turn to with an emotional problem.	<input type="checkbox"/>	The one to turn to when sick.	<input type="checkbox"/>
The one to ask for a loan/ financial support.	<input type="checkbox"/>	The one who decides lunch.	<input type="checkbox"/>
The one who does everyday shopping.	<input type="checkbox"/>	The one who decides what's right or wrong	<input type="checkbox"/>
The one who does the family's driving.	<input type="checkbox"/>	The one who contacts the authorities.	<input type="checkbox"/>
The one to share a secret with.	<input type="checkbox"/>	The one to turn to when threatened.	<input type="checkbox"/>
The one to resolve disputes inside the family.	<input type="checkbox"/>	The one who resolves disputes of the family with other relatives.	<input type="checkbox"/>
The patient parent.	<input type="checkbox"/>	The one to turn to with a professional problem.	<input type="checkbox"/>
The persistent parent (does not change opinions or decisions easily).	<input type="checkbox"/>	The one to go to a performance with (theatre, concert etc.).	<input type="checkbox"/>

2.2 FAMILY PHOTO



KEY METHODS

Role play / Plenary discussion / Reflection activity



30 minutes



LEARNING OBJECTIVES

To bring out personal representations and beliefs; to understand social expectations and gender based stereotypes, and how they are symbolized in everyday life.



MATERIALS

A family photo.

ACTIVITY



- Give each participant a copy of stereotypical family photo that you have chosen/ found previously.
- Choose volunteers from the plenary who want to be the “members” of the family in the photograph.
- Choose another volunteer to be the “photographer”.
- Tell the “photographer” to decide which place and role will be played by the volunteer and to recreate the photo as accurately as possible.
- Let participants discuss the image they recreated in the plenary.
- Ask the members of the family how they felt about their role/ position.
- Ask for another volunteer to be the photographer and re-arrange the family members according to his/ her beliefs. Photographer can use more or less family members.
- Give some time to reflect in plenary.

TIPS

- The picture can be re-played as many times as it is useful, with different photographers or family members.
- Family members can also be asked to position themselves.

2.3 GENDER STEREOTYPES AND LIFE DECISIONS



KEY METHODS

Plenary discussion / Group work / Reflection activity



60 minutes



LEARNING OBJECTIVES

To realize gender based stereotypes influence life decisions such as education or profession and to think of coping strategies that we use.



MATERIALS

Worksheets / Markers

ACTIVITY



- Divide groups of four–five participants. Dividing participants by age could be helpful to create groups that are focused on education and others on professional life.
- Give to each participant worksheet 2.3 Part A, and tell them to follow the instructions. Give them 15 minutes.
- In plenary, let the participants share their reflections and thoughts.
- Give each participant worksheet 2.3. Part B to fill out in groups during 15 minutes.
- Guide a plenary discussion:
 - Are all restrictions because of gender based stereotypes?
 - Are coping strategies influenced by gender based roles and stereotypes?

TIPS

- **Dividing participants by age** could be helpful to create groups that are focused on education and others on professional life.
- **Encourage participants to try to brainstorm gender based restrictions**, and emphasize that they are personal reflection, with no right or wrong answers.

WORKSHEET / 2.3 PART A

GENDER BASED STEREOTYPES AT VOCATIONAL ORIENTATION/EDUCATION

ARE THERE MEN OR WOMEN JOBS?

Which jobs do you think men, women or both can do? Mark an X on the right column. In case you think that a job is for a man or a woman, you have to write at least one reason for that.

Job	M	W	Why do you think he/she can't do that job?
Cook / chef			
Politician			
Pilot			
Bus driver			
Police			
Military services			
Dancer			
Nurse			
Medicine / Doctor			
Firefighter			
Plumping			
Baby sitting			
Cleaner			
Hair stylist			
Teacher			
Fashion designer			

→ (After having finished, see next page)

WORKSHEET / 2.3 PART A

GENDER BASED STEREOTYPES AT VOCATIONAL ORIENTATION/EDUCATION

ARE THERE MEN OR WOMEN JOBS?

After filling out the questionnaire, you can have a discussion with the members of the group about your answers. However, before you begin, first consider:

- Whether the answer of each one varies depending on their gender.
- Whether it was difficult to find a justification for your answer (maybe it is not always logical). Why do you think that this happens?
- After the discussion did you change your mind about some of your answers? Do not hesitate to admit it and think about them again.

Do you think that gender based stereotypes can influence the educational/professional choices of someone?

If yes, why?

If no, why not?

WORKSHEET / 2.3 PART B

GENDER BASED STEREOTYPES AT WORK/ EDUCATION – LIFE RESTRICTIONS

1. First, focus solely on the column labeled RESTRICTIONS and make a list of the restrictions (related to your professional career or education) that you consider a major part of your life at the present moment. The restrictions could be of internal or external nature. They could be restrictions, reservations or obligations that you feel create a conflict inside you.

RESTRICTIONS	I	MC	
1			
2			
3			
4			
5			

2. After you have filled up the first column, go through the next ones, and mark I or MC, depending on which of the restrictions written have been imposed on you (I), or which ones have been your choice (MC).
3. Go to the last column, and write what you could do, or if you already do something, to remove, change, or confront each restriction.

2.4. PATRIARCHY AND ITS PRIVILEGES IN WOMEN AND MEN



KEY METHODS

Plenary discussion / Reflection activity



60 minutes



LEARNING OBJECTIVES

To understand the concept around patriarchy and to increase ability to explore privileges and restrictions of being a man and to understand how this prevents attaining full human potential and creativity.



MATERIALS

Worksheets

ACTIVITY



- Ask participants their thoughts about what they have heard related to the word “patriarchy”.
- Present the definition of patriarchy through participatory lecture or video.
- Divide participants into four groups: two for women and two for men, and distribute charts to the groups. In case it’s needed, tell them to take the role of the other sex.
- Tell participants to write on one chart the privileges of being a man/ woman. Encourage them to list as many responses as possible. Give them 15 minutes
- After that, tell participants to write on the other side of the chart which restrictions do men/ women have. Again, encourage them to list as many responses as possible. Give them 15 minutes.
- Put these up separately on the wall.
- Let one facilitator from each group explain the conclusions from her/ his/Their group, and after, let them discuss about all the presentations.
- Read each case story from the worksheet aloud. Generate a discussion based on the following questions.
 - Who places restrictions?
 - What effect does it have on the person?
 - How can restrictions be removed?
 - Can we observe restrictions because the person belongs to a particular gender?
 - What are the differences in restrictions faced by women and those faced by men?

TIPS

- You can conclude session by stating that:
 - Men also have restrictions imposed on them by gender, however, these are less than the privileges they have and far less than the restrictions on women.
 - Some of privileges that men have e.g. men are breadwinners—can also be burdensome on men.
 - Restrictions prevent full potential and place stumbling blocks in relationships and creativity.
- Note that for men the lists of privileges are more than the restrictions. For women, the restrictions are more than the privileges.
- Stress that all restrictions prevent the attainment of full human potential and these affect women much more within today’s social structure. Link restrictions to denial of human rights.

WORKSHEET / 2.4

Patriarchy and its Privileges in Women and Men

Case Stories: Denial of Rights

1. When her husband died, Kamalabai had five children. She was thrown out of the house immediately after the last rites were performed. The in-laws took control of the land and house that belonged to Kamalabai and her husband. Her children were not let inside the house and had to sleep in open fields during the chilly winter nights. Her mornings would start with abuse from her in-laws. In the end, she had to leave her children with her brother and go stay in another village to earn her living by selling vegetables. She has not got her land back yet.
 2. Nerea worked in a company and earned a better salary than her husband. When she got pregnant, she didn't want to lose her job because she worked very hard to earn a good position. However, finally, due to all of the pressure she received from her family and her husband, she left her job to take care of their children.
 3. Ambubai belongs to a backward caste; she works in a small village. She is involved in a women's organisation and promotes their political participation in Panchayats. She is an active supporter of Dalit Women's Rights. This has caused a stir in the high caste sections of society. The caste leaders have decided to outcaste Ambubai. She has faced difficulties since then in getting her children educated, married, etc.
 4. Susan earned a postgraduate degree in Computer Science and she is now teaching at University. 80% of her students are men and the first day she came to the class, nobody trusted her as a good professional and teacher. After 5 years, this situation is still happening each year with the new students.
 5. Mala was married at the age of 14. Her parents did not take her wishes into account when she told them that she wanted to study further. Her marital family also did not let her continue her education. Her brother could study further and is a doctor now. At 23, Mala is a mother of three children. She looks after the household and takes care of the children. She feels that if she was not married off at such an age, she could have become successful in life, just as her brother is.
 6. Maria is 19 years old and she is living with her parents and her little brother Mario, who is 13 years old. Maria has always helped her mother with the housework, while Mario has never been asked to do it. She had to make his bed, cook for the family, or clean the house. Now that she has got a part time job, she asked her brother to help their mother with the housework. Mario said that this was her duty.
-

2.5 INSTITUTIONS AND STRUCTURES WHICH CONTROL WOMEN IN PATRIARCHY



KEY METHODS

Plenary discussion / Group work



60 minutes



LEARNING OBJECTIVES

To understand how institutions and structures create and maintain discrimination and analyze their relationships to each other as well as their resources.



MATERIALS

Cardboard / markers

ACTIVITY



- Introduce the session.
- Ask in plenary which institutions have influence in the socialization of men and women. Write them on the board.
- Divide participants in small groups, and give them a cardboard and markers.
- Give one social institution to each group to discuss how it is creating and maintaining discrimination against women. Give them 20 minutes.
- Ask the group to present their conclusions in plenary, and analyze the data produced by the presentations. Use the following questions:
 - What are the similarities in all groups?
 - How do all institutions, agents and processes control women?
 - How do these institutions, agents and processes control men?
 - What are the impacts on women from these institutional controls?
 - What are the impacts on men from these controls?
- Summarize explaining how all institutions at some point control women and men, and how that increases the inequality between men and women, sometimes appearing very natural.

TIPS

- Most of the times institutions control more women's mobility, opportunities, decision making process and body than men, so it's necessary to work at institutions level to remove the harmful practices for gender justice. Consider all institutions,

agents, and processes of social construction as: family, school, religion, rites of passage, marital practices, work place, mass media, language and folklore.

2.6 LABELING



KEY METHODS

Plenary discussion / Reflection activity / Role play



60 minutes



LEARNING OBJECTIVES

To experience how the social construction mechanism produces gender based stereotypes and to understand that anyone can be both victim and perpetrator.



MATERIALS

Post-it notes / Pen/pencils / Role labels / Safety pin / Music player

ACTIVITY

PART A

- Ask for a volunteer and invite him/her to sit on the floor silently pretending to be a child.
- Pins on each one of the other participants a role label of people or institutions: mother, father, husband, boss, church, scientist, politician, teacher, son/daughter, etc.
- Invites "roles" to form a circle tightly, standing up, having the "child" at the center.
- Gives plenty post it notes and a pen/pencil to each "role".
- Informs the "circle of society" that the child in the center is a girl and informs them of her age.
- Instructs the "circle of society" to start writing on their post it notes their wishes, commands, advice, demands, to her, as being their role, and sticking them right away on the "little girl".
- Keeps the rhythm of writing and posting the notes.
- Encourage "roles" to focus on their identity and do it faster.
- Gives extra post-it notes to any role that needs more.
- Stops the procedure when the "little girl" is all covered up. Don't let anyone change place/ position.

PART B

- Point out the situation in which the girl is at the moment expressing "Her" feelings in the beginning, during the procedure, and at the end.
- Also address the participants on the "circle of society":
 - How was it for them?
 - Were they posting their own opinions or others'?
 - Have they been labeled a similar way?
 - How did that procedure make everyone feel?
- Encourage everyone to stay in their position and asks the "little girl" to stand up and stick some of her labels on everyone, so that every participant has some.
- Start the music playing in low volume.
- Tell participants to stand-up and start walking in the circle. Tell them to read their notes to themselves and throw them away/down, till they don't have anymore. Turns the volume up and lets them complete the procedure with no more instructions.
- Once they are free of labels, encourage them to move freely, improvise, or dance around the circle being led by the music.



TIPS

- Some symbolic object to demonstrate the age of the one to be labeled might be useful (child's toy, school bag, etc.).
- The volunteer to be labeled can be a girl or a woman of any age. Here we mention it as a child/little girl.
- More than one labeling circles can be held at the same time, if the number of participants allows it.
- Make sure all major institutions and life figures are represented.
- The volunteer to be labeled could be male, female or non-binary gender.

2.7 PRINCIPLES AND BELIEFS



KEY METHODS

Group work



60 minutes



LEARNING OBJECTIVES

To reflect upon the images representing the different roles of women and men in different belief systems and religions and to understand how the construction of gender can be influenced by religions and beliefs.



MATERIALS

Worksheet

ACTIVITY



- Divide participants into small groups of between four–six persons and ask them to reflect individually for three or four minutes on their personal beliefs. If they don't believe in any religion, let them think about their own belief systems, moral compasses, etc. Tell them to think about how women are represented in those beliefs.
- Place the cards face down in the middle of the group. Tell the participants that they have 40 minutes and should keep their discussions short so that they can get through as many cards as possible. That way, they will get a broad perspective on the issues; they can follow up topics that are of particular interest later.
- Explain that in each round a participant takes a card, reads it out aloud and then comments on the statement. Then the others have the opportunity to contribute with an example from their own religion or experience. Go on to another round, with another player taking a card.
- When all the cards have been discussed or the time is up, move on to an open discussion:
 - Did participants feel any of the statements were difficult to deal with? Why?
 - Did participants have those reflections before they were asked?
 - To what extent should freedom of thought, consciousness and religion allow for distinctive practices within the community of believers that may diverge from wider society, representing women's role?

WORKSHEET / 2.7

PRINCIPLES AND BELIEFS

We organize schools and classes where children are taught about beliefs.	We have certain views about who we should or should not marry.
Our beliefs teach not only about spiritual matters but also about how society should function.	We are often misunderstood and sometimes discriminated against.
We believe in life after death and in a final judgment.	Love is an essential teaching in our lives.
We have different rituals during our important festivals as women and men.	Our stance on life has specific moral norms and commands regarding marriage and sexuality.
Men and women have distinct functions and roles in our communities, for example in leading ceremonies.	We have a special ceremony to initiate children into our society.
We have a specific view on abortion.	We have a specific view on homosexuality.
We wear symbols or special clothing, depending on sex.	We have specific fasting norms for women and men.
The role of women and men in sacred books or writings are different.	We have different funeral ceremonies for women and men.
We are expected to pray several times a day.	Our beliefs provide an ethical framework, and moral values are clearly laid down.

2.8 IMPACT OF PATRIARCHY ON MEN



KEY METHODS

Reflection activity



30 minutes



LEARNING OBJECTIVES

To understand how patriarchy affects men and to reflect and share how men feel about their own positions within patriarchy.



MATERIALS

—

ACTIVITY



- Divide participants in two groups and make two circles—one inner circle (with men) and an outer circle (women). Using the techniques from the fish bowl exercise, tell participants in the inner circle will play actively and participants from outer circle will be observing.
- Inner circle participants have to share a response, one by one, to the question:
 - When do I feel humiliated? If someone has nothing to share, that person will say “pass”. If all the participants say “pass”, the activity needs to stop.
- When all participants say “pass”, the activity stops. Then, ask about the feelings of the inner circle participants.
- After that, ask participants from outer circle what they observed and what they felt.
- As a conclusion, explain to the participants that within patriarchy many time men also feel humiliated. Patriarchy gives some privilege to men, but it also creates pressure on men to follow its norms which are based on discrimination. Patriarchy dehumanizes men too.

TIPS

- You can conclude the session with a video where it's explained how patriarchy is also against men. Also, to challenge the gender based discriminatory social norms, men should create the new gender equitable norms.

2.9 NOT SO FUNNY "JOKES"



KEY METHODS

Plenary discussion / Reflection activity



20 minutes



LEARNING OBJECTIVES

To realize "invisible" gender based stereotypes in everyday life and to reflect on our own role and influence at spreading those jokes.



MATERIALS

Copies of popular sexist jokes that can be found on the internet, social media, or advertisements.

Jokes and small stories or anecdotes based on gender stereotypes.

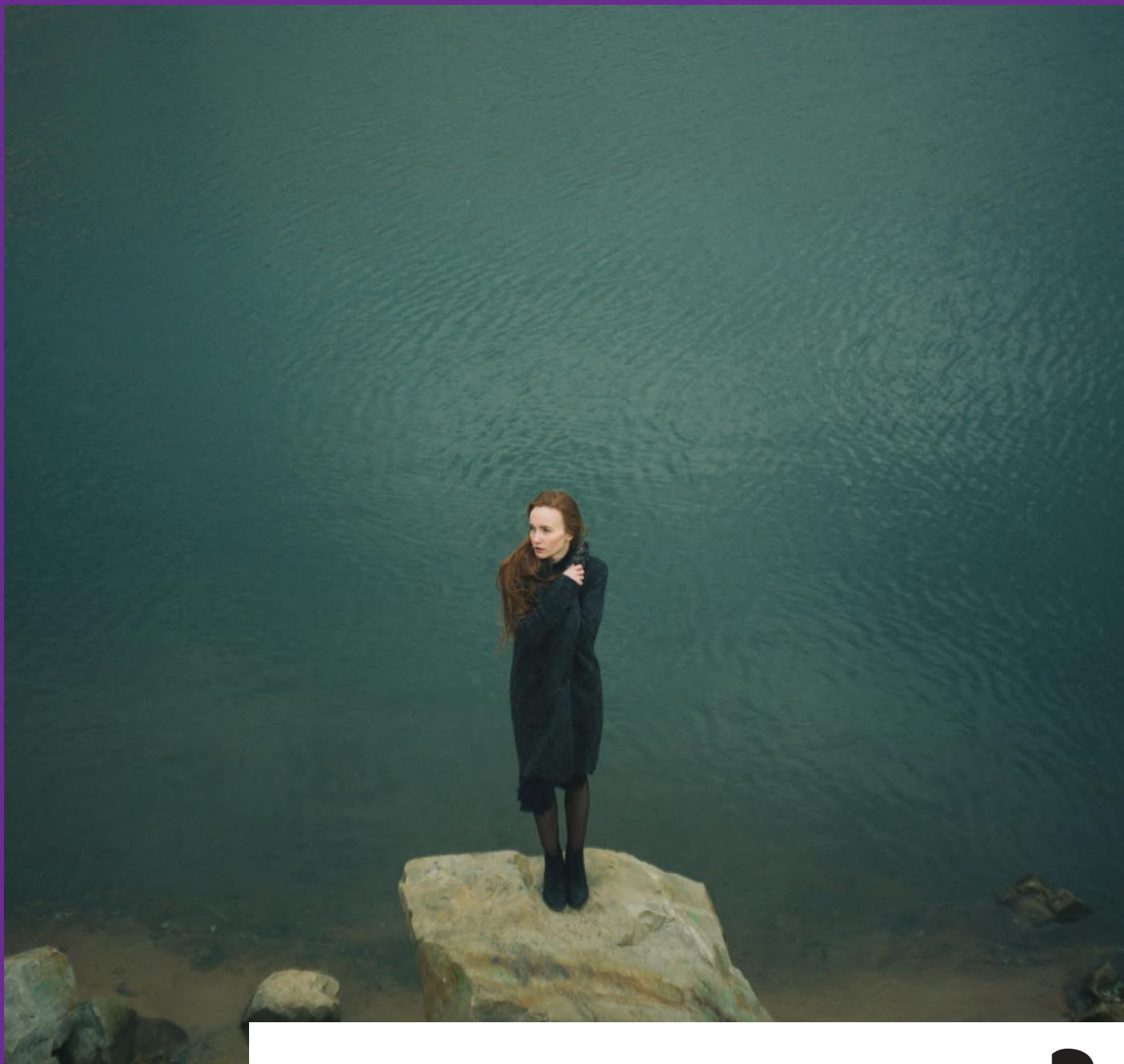
ACTIVITY



- Give a copy of sexist jokes or discriminative images that are commonly spread between others, to each participant.
- Let participants observe it for five minutes. Give them time to reflect on how it makes them feel and if they have come across it before.
- Use some images and jokes from the participants as examples, and show them to the rest of the participants in the plenary. Allow participants to talk about them and encourage others to present their own jokes or images by themselves.
- Ask participants if they have received or heard of these jokes or similar ones, and where did they come from. Ask the participants if they have shared these jokes with others. Let them share their opinions and experiences.
- Encourage them to find out other gender based discriminative jokes that sound familiar to them. It can be also comments they have experienced in different situations.
- Discuss in plenary the impact of the images, jokes, and advertisements.

TIPS

- Make sure the material demonstrates different kinds of stereotypes (women and men).



3. GENDER-BASED VIOLENCE

3.1 GBV DEFINITIONS



KEY METHODS

Group work



50 minutes



LEARNING OBJECTIVES

To reflect and clarify about the different forms of GBV in our society.



MATERIALS

Cardboards / Markers

ACTIVITY



- Introduce to the group the concept of gender-based violence (GBV). Explain to them that GBV can manifest itself in physical, sexual, and psychological forms. Make a short discussion as necessary.
- Divide participants into small groups of four people and ask them to explain how those forms are manifested through:
 - Intimate partner violence
 - Sexual Violence and harassment
 - Human trafficking
 - Female genital mutilation
 - Child marriage
- Give participants 30 minutes for group discussion.
- Allow the participants to share some of their own thoughts.
- Give examples of each kind of manifestation of GBV, to make sure that all of the participants understand the different forms, and identify GBV in society and their own life.

TIPS

- You can also give to each group cardboard with the terms below already written.
- As an example, try to use different methods, as they could be videos, pictures, lectures, etc.

3.2 FACTS AND MYTHS



KEY METHODS

Group work / Plenary discussion



30 minutes



LEARNING OBJECTIVES

To analyze the perceived and root causes of gender-based violence and identify ways of quashing the myths and highlighting the facts.



MATERIALS

Worksheet

ACTIVITY



- Explain in plenary what a fact and a myth are. Give them some examples to clarify it.
- Ask in plenary whether the following statements are facts or myths.
- Give the participants (you can divide them into dyads) a worksheet with the list of statements, and tell them to choose which sentence is a myth or a fact. Give them ten minutes.
- Tell one dyad to read and share their decision of a statement. Encourage the rest of dyads to comment on the statements whether they agree or disagree.

TIPS

Be sure that after each statement, the groups have understood **what the facts and myths are in relation to GBV**, and they are able to classify all of the following statements:

- Violence is a crime that is culturally condoned but is punishable by law. (Fact)
- Some women ask for or provoke men to rape, batter or abuse them through their own behaviour. (Myth)
- Nobody asks or deserves to be violated. (Fact)
- Women who dress in revealing clothes are asking for trouble and should not complain if they are violated. (Myth)
- Men must take responsibility for their violent actions. (Fact)
- Rapists are psychopaths or crude, uncultured and uneducated men. (Myth)
- Violent behaviour is a mark of masculinity. (Myth)
- In some cultures violence is an expression of a man's love. (Myth)
- Commercial sex workers cannot be raped. (Myth)
- Marital rape is not possible. (Myth)
- Women say no when they mean yes. (Myth)
- Women have the right and freedom to dress the way they want and not to be violated. (Fact)
- Many women and girls are raped by people who are close to them, their dates, partners, husbands, fathers, priests, friends and colleagues. (Fact)
- Violence is a crime that should not be justified. (Fact)
- Rape refers to sex without consent, whether it is committed by a husband or any other man. (Fact)
- When women say no they mean it and men must respect these feelings. (Fact)

WORKSHEET / 3.2



FACTS AND MYTHS

MYTH		FACT
	Violence is a crime that is culturally, condoned, but is punishable by law.	
	Some women ask for or provoke men to rape, batter or abuse them through their own behaviour.	
	Nobody asks or deserves to be violated.	
	Women who dress in revealing clothes are asking for trouble and should not complain if they are violated.	
	Men must take responsibility for their violent actions.	
	Rapists are psychopaths or crude, uncultured and uneducated men.	
	Violent behaviour is a mark of masculinity.	
	In some cultures violence is an expression of a man's love.	
	Commercial sex workers cannot be raped.	
	Marital rape is not possible.	
	Women say "No" when they mean "Yes".	
	Women have the right and freedom to dress the way they want and not to be violated.	
	Many women and girls are raped by people who are close to them, their dates, partners, husbands, fathers, priests, friends and colleagues.	
	Violence is a crime that should not be justified.	
	Rape refers to sex without consent, whether it is committed by a husband or any other man.	
	When women say "No" they mean it and men must respect these feelings.	

3.3 POST VIDEO DEBATE



KEY METHODS

Plenary discussion



90 minutes



LEARNING OBJECTIVES

To detect and reflect on GBV situations and to understand how romantic love perpetuates violence in a relationship.



MATERIALS

Short movies / Cards

ACTIVITY



- Give each participant two cards with different colors.
- Tell the participants to keep those cards while they are watching the short movies.
- Play a couple short movies related to GBV.
- Assign one color with the answer "yes", and another color with the answer "no". Explain to the participants that they will have to lift one of those cards, depending on their answers to the following questions:
 - Do you think the short movie "... " is representing GBV?
 - Do you think they are common situations?
- Facilitate a short discussion after each question, and let people from both opinions share their reasons.
- Do a short review of what romantic love means for participants to establish a conclusion. Connect their thoughts with the short movies, and explain how romantic love perpetuates GBV in a relationship.

TIPS

- Choose some short movies that are related to gender based violence in different forms, showing situations that can happen in a daily life. **Two or more videos can be used where the violence is more evident or less evident** (as within an intimate partner showing sexual violence and physical violence).

3.4 BROKEN PHONE MESSAGE



KEY METHODS

Role play



15 minutes



LEARNING OBJECTIVES

To understand how effective communication plays a vital role in advocacy.



MATERIALS

Card with message.

ACTIVITY



- Tell participants to form a circle and choose one volunteer.
- Write one message and give it to that person. Ask him/her to remember the message.
- Tell him/her to whisper the message to the following participant without being heard by others. The rest of participants will do the same when they will receive the message, until it arrives to the person who started.
- Ask the last participant to say the message aloud that he/she has received.
- Show the written message and let them analyze if the received message is the same as the written message.
- Explain how communication is influenced by many elements, and all of them are important to keep the same message from its original emission until its reception. Highlight that it is important to take all elements in consideration when communicating; to be able to do effective advocacy.

TIPS

- Emphasize that the participant has just one chance to give the message, and the message can't be repeated.
- Participants should keep enough distance between them in the circle to avoid physical contact.

3.5 ADVOCACY IN SCHOOL ENVIRONMENT



KEY METHODS

Group work / Role play / Case studies



60 minutes



LEARNING OBJECTIVES

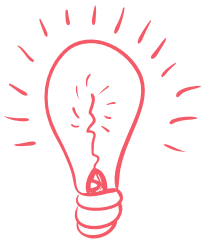
To understand the role of related institutions and people within the school environment.



MATERIALS

Paper stickers or sheets / Marker / Pictures / Rope / Blindfold

ACTIVITY



- Ask participants to form a straight line and tell them: "We all are equal and born free."
- Distribute cards randomly to participants in which their identity is written on one side and on another side, numbers:
Numbers are given as +1+2+3+4 and -1-2-3-4 according to their identity.
Identity as: privileged students (minimum 2 people), unprivileged student (1), teachers, school management, police, government, representation of NGOs (2), INGOs. Prepare as many statements equal to the number of participants; it's important to have an equal number of each representation and 1 unprivileged girl.
- Ask participants to maintain the confidentiality of their identity.
- Ask them to move forward if they have + numbers and move backward if they have - numbers. (If there is +1 on the card, then the student has to move one step forward, if +2, two steps, +3, three and +4, four steps forward. Similarly, if there is -1 then one step backward and so on etc.).
- Ask teachers/parents, school management and NGOs/INGOs to move to the left or to the right as indicated on the card. After that, all participants will reveal their identity.
- Ask the participants how they felt, while they were standing in front of and in back of the line.
- In the final part, ask participants to take their seats according to their identity. Give them 15 minutes to discuss what they can do to help the unprivileged girl in the school from their position.
- Ask one of the female participants among unprivileged to come forward. Tell her to sit in front of everyone and tie her mouth and hands so she won't be able to speak and move her hands.
- Then ask participants from the privileged group along with group of school management, teachers/parents and NGOs/INGOs, privileged students to come in front of that female participant, and tell them to offer their help from their respective position to help her. The activity will be done turn by turn.
- At the end, come in front of her, untie her, and communicate with her regarding her needs and how she feels. Then, hold her hand and bring her to the school management to help her.
- Together with guardians, NGOs, INGOs, and students, they can advocate with school management, regarding the problems in school environment that creates gaps between privileged and unprivileged students such as dress, food, transportation, discrimination in name, religion and content etc.
- To conclude, tell participants the importance of communicating with the unprivileged girl, helping her to escape from her barriers first, and then being able to talk to her, not just talking, but asking.

TIPS

- To understand advocacy, it can be useful to look for elements for advocacy in the environment and surroundings, for example by going out into the world and detecting them, then reflecting on their meaning.



4. MASCULINITIES

4.1 UNDERSTANDING MASCULINITY



KEY METHODS

Group work



45 minutes



LEARNING OBJECTIVES

To understand the concept of masculinity.



MATERIALS

Paper / marker

ACTIVITY



- Divide the participants in two groups.
- Tell the groups to draw a man's picture. Choose a large piece of paper and ask one man from each group to lie on the paper as the others will trace his shape.
- When the figure of the man is done, ask the groups to point out the different parts in the man's body which they think are signs of masculinity. Give them 15 minutes.
- When they are ready, ask the groups to explain their results (one at a time) and record the different elements based on the signs of masculinity. Repeat the process with the following groups.
- Hang the pictures on the wall and ask the participants to discuss on comparative points:
 - Do the men you know fit into each of these pictures?
If no, why?
- Make a list of the answers. Use two different colors for positive and negative characters, and read it to the participants.
- Ask the participants again if men have all these characteristics in them all the time, or if it is a changing phenomenon.
- Discuss these notions, and conclude explaining that there are many kinds of concepts of masculinity in the society, so there isn't any concrete or predetermined paths to becoming a man or a boy. Explore and encourage the positive characters and thoughts as caring, helping, loving etc. in the family as well as in society.

BREAK BREAKING
THE
CYCLE

4.2 CLENCH YOUR HAND



KEY METHODS

Reflection activity



30 minutes



LEARNING OBJECTIVES

To identify how power is present and working in different relationships and its gender dimension.



MATERIALS

—

ACTIVITY



- Ask the participants to sit in pairs.
- Ask one participant of each pair to close his hand into a fist.
- Now ask the other partner in each pair to try and open the fist.
- Encourage the participants to try and open the fist.
- After one or two minutes, tell the participants to change positions, changing their role so that the other partner will have the opportunity to open the fist.
- Once the game is over, ask the participants to share their feelings.
- Ask the following questions to facilitate a discussion:
 - How many people were able to open the fist?
 - How many were unable to do it?
 - Which strategies did people use to open the fist?
 - How did the people who managed to open the fist feel?
 - How did the people who didn't manage to do it feel?
- Analyze what happened by asking why the participants interpreted that only physical strength could be employed to open the fist. Ask the participants to respond to who in this exercise had the power, and how they would describe the experience and expression of that power. Thereafter, ask them who held the key or solution to opening the fist?
- Write down these experiences and expressions of power on a flipchart. These can be on the following lines —happy/confidence/aggressive/leading/control/ powerful, etc.
- Ask about the kinds of power that were used during the game. The discussion will come to a consensus that power was used essentially to force the partner to give in through physical strength.
- Introduce a discussion on the use of power by describing the experience of the activity as the use of power 'over' others to dominate. Ask participants if power can be used in other ways too.
- Conclude the discussion explaining that power can be used in the following ways—Power (over) to dominate or subordinate/Power (with) used collectively to organize and unite for a common cause when a group tackles a problem together/ Power (within) is the basis of self empowerment and self respect which extends to acceptance of others as equals/Power (to) which creates and enables a sense of the individual aspect of empowerment.

4.3 THE SOURCE OF POWER



KEY METHODS

Reflection activity



60 minutes



LEARNING OBJECTIVES

To develop an understanding of how our actions empower/dis-privilege/disempower others and especially women, and get some keys to support rather than challenge empowerment.



MATERIALS

Chart and markers

ACTIVITY



- Ask the group to identify and name the sources of power and note them on a chart.
- Lead a discussion towards trying to understand that all the participants have power because of the availability of one or more of these sources to them.
- Ask the participants if they think they are in possession of power, and if these sources of power could be: **Power over / Power with / Power within / Power to.**
- Explain that while possessing power, we use it in our everyday life, and the important issue is to identify if it is being used to empower rather than dis-empower others.
- Divide in small groups of 5 to 6 participants and appoint a facilitator and a rapporteur for each group.
- Request to each participant to **share one story or instance from their life where they felt powerless** within the small group. After 15 minutes once the sharing has been completed they are requested to **share one story or instance where they have used power over others.** Wait for the first sharing to be over before asking the groups to share the second story.
- Emphasize that only stories should be shared and no analysis is to be done.
- Ask the participants to maintain confidentiality as well as respect for each other.
- Conclude the discussion explaining that men have a lot of sources of power (on the basis of class, education, experience, religion, gender, etc.). Explain how most of the time they use power over others, especially over women, and how the usage of men's power needs to be switch from "power over" to "power to empower".

4.4 COOPERATIVE DRAW



KEY METHODS

Reflection activity / Plenary discussion



20 minutes



LEARNING OBJECTIVES

To identify the presence and operation of power in different relationships.



MATERIALS

A4 Paper Sheets / Pens

ACTIVITY



- Ask participants to choose a partner and sit in pairs facing each other.
- Give one pen and one A4 size paper to each pair.
- Instruct pairs that they cannot talk or sign or indicate to their partner.
- Ask pairs to draw a picture without any verbal or non-verbal communication, drawing the picture at the same time, jointly, with a hand from each partner using the same pen.
- Once all pairs have completed the task, invite all pairs one by one to show their picture.
- Ask all of the pairs who drew the picture. Most of the pairs will say "both".
- Choose one or two pairs and ask them who drew the picture. Repeat the question, if necessary, until they reveal who did it or had more control.
- Discuss with the participants how the process of drawing the picture together was. How one half of the pair took control of the pen; maybe the control or power shifted from one person to the other; even without verbal communication or indicators, or without taking consideration; depending on their experience or expertise on this matter, how did they identify with this activity?
- Ask participants to imagine how control stems from decisions made by different people in a family, especially related to women.

4.5 HEGEMONIC MASCULINITY AND ITS RELATIONS WITH VIOLENCE



KEY METHODS

Group work / Case studies



45 minutes



LEARNING OBJECTIVES

To understand how hegemonic masculinity perpetuates violence and legitimizes it.



MATERIALS

Chart and markers

ACTIVITY



- Divide the participants into five groups.
- Give each group different stories and ask them to create a script based on the full story and prepare a role play for two-three minutes. Give 10-15 minutes to prepare the role play.
- Ask each group to perform one by one. Explain to them that while one group is performing, other groups have to observe.
- After all performances are completed, ask the participants from other groups what they have seen. Write on the board the comments of the groups.
- Summarize on the basis of observations and explain how their comments come from forms of violence.
- Encourage a discussion answering the following questions:
 - Are these situations real?
 - Have you gone through any similar incidence?
 - Do we always respond in this manner?
 - Has anyone ever responded to any of these situations in violence and have we ever regretted it?
 - What do we want to prove by behaving in this manner and to whom do we want to prove it to?
 - Does anyone remember any incident in which there was a sad ending?
- Conclude the session explaining how the thoughts about hegemonic masculinity influence in them by experience sadness, taking risks until danger, or proving their control by fighting, even if they regret it after that, or if they wouldn't do it in other situations where masculinity is not being proved.

TIPS

- You can screen a short movie and ask participants to share such experiences where they have received the similar messages.

WORKSHEET / 4.5

HEGEMONIC MASCULINITY AND ITS RELATIONS WITH VIOLENCE

SITUATION A

In a Dhaba road side restaurant there are two groups/gangs of boys sitting face to face. From one group one person's eyes are in contact with that of the person in second group, also they are rambling some words

.....

SITUATION B

A Cricket Tournament was taking place in Rampur. In the final match, the team with which Rampur's team was playing, was winning. There was pressure for Rampur's team to win hence the other team

.....

SITUATION C

In one village, at the time of publicizing the village council elections, two candidates reached the same place at the same time

.....

SITUATION D

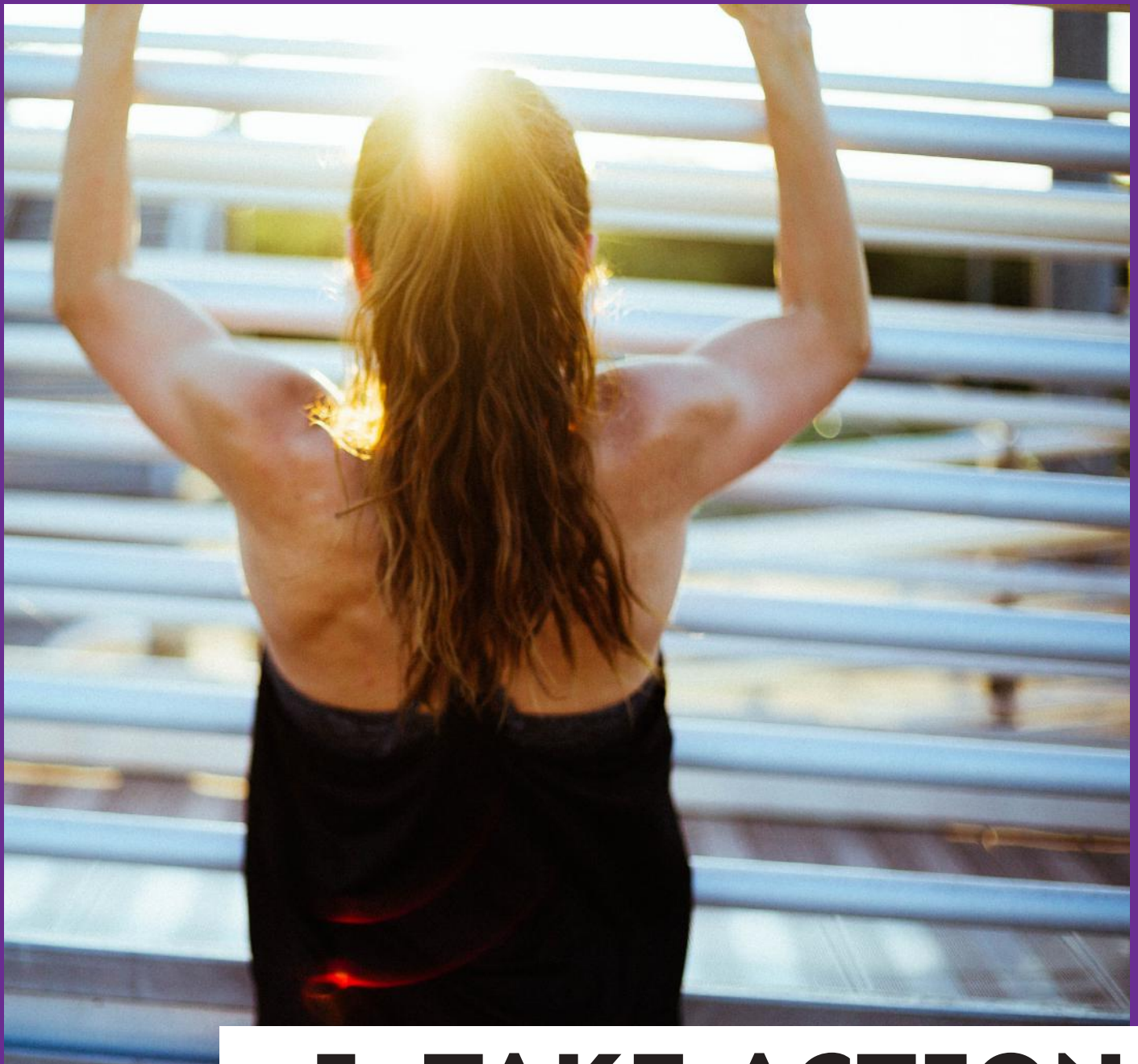
At night Ram Prasad had put water on his farm. In the morning he saw that Lalu Prasad had broke in and took all the water to his farm for cultivation. Now there is no water in the canal

.....

SITUATION E

Mulayam put his handkerchief on a seat through the window of a bus. When he entered the bus he saw Rajnaath sitting on that seat

.....



5. TAKE ACTION

5.1 LOOKING FOR THE LEADER



KEY METHODS

Plenary discussion / Reflection activity / Videos



45 minutes



LEARNING OBJECTIVES

To understand the meaning of leadership, to realize how the qualities associated with good and bad leadership relate to gender, and to break stereotypes related to gender and leadership.



MATERIALS

Sticky notes (post-its): 2 different colors / Worksheet

ACTIVITY



- Ask the participants what the terms “leadership” and “leader” mean to them. Discuss and agree on a definition of leadership to ensure a common understanding of the topic.
- Share the worksheets. Ask the participants to think of someone they consider as a good leader. Give the participants 15 minutes to reflect and respond to the first question in the worksheet.
- Ask a few participants to share who their chosen leaders are and some information about them.
- Share the sticky notes and ask the participants to write on them the qualities of good leaders (one quality for one post-it).
- Divide the board/flip-chart into 3 parts: Male, Both, Female. Ask the participants to reflect on whether the qualities they have elicited are more commonly attributed to one gender or another. Ask the participants to stick each of their post-its on the board accordingly.
- Move to the second question in the worksheet and repeat the same process.
- Discuss the following points:
 - Why are some qualities and flaws more commonly attributed to male or female leaders?
 - Are these stereotypes or facts? Based on what?
 - What qualities are we looking for in male leaders? In female leaders? Are they the same? If not, why?
 - What are the eventual implications and consequences of these stereotypes on our perception of female leaders?
 - What might be the consequences of these stereotypes and expectations on female leadership in general?

TIPS

- When you are asking the participants to think of a leader, emphasize that the leader does not have to be someone famous, it can be anyone that they consider as a leader in their family, community or in society in general. This is to demystify leadership and demonstrate that anyone (including the participants) can be leaders.
- If possible, play a video where different characteristics are related to man as a boss, and women as bossy, e.g. Also, explain how depending on our perceptions, some traits considered as qualities in male leaders are seen as flaws in female leaders.

WORKSHEET / 5.1

GOOD LEADER / BAD LEADER

A

Think of one person that you consider as a good leader. It can be someone famous or someone that only you know. In your opinion, what characteristics, personality traits or behavior make him/her a good leader?

1

2

3

4

5

B

What would you consider as bad leadership? What characteristics, personality traits or behaviors would a bad leader have?

1

2

3

4

5

5.2 THE GLASS CEILING



KEY METHODS

Plenary discussion / Group work / Videos



45 minutes



LEARNING OBJECTIVES

To reflect on the barriers that prevent women from achieving leadership positions, and to understand how gender discriminations in leadership are related to GBV.



MATERIALS

Cards and markers

ACTIVITY



- Discuss about the concept of the “glass ceiling” and ask the participants to share their personal experiences.
- Divide the participants into 4 groups: two groups of men and two groups of women.
- Ask one group of men and one group of women to make a list of the internal and external barriers and obstacles to female leadership.
- Ask the two other groups to make a list of the barriers and obstacles of men when it comes to giving women the floor. Give the groups 20 minutes to complete this activity.
- Ask each group to share their discussions in the plenary.
- Discuss the differences in men and women’s perspectives on the glass ceiling. Discuss ways we can break the glass ceiling.
- Conclude with the relationship between gender discriminations, stereotypes and GBV.

TIPS

- It is important to divide the participants into two groups of men and two groups of women to highlight the differences in male and female participant’s perspectives on the barriers to women’s leadership and the reasons of men’s reticence.
- If possible, use in the beginning of the activity a video that illustrates the glass ceiling concept.

5.3 WOMEN HAVE HEARD IT ALL



KEY METHODS

Plenary discussion



20 minutes



LEARNING OBJECTIVES

To raise awareness about hurtful words and behaviors perpetrated against women that are seemingly inoffensive, and to trigger self-awareness and self-consciousness.



MATERIALS

—

ACTIVITY



- Read the statements one by one and stop after each statement to ask the participants to stand up if they have ever been told something similar or if they have ever said something similar to a woman:
 - We've never hired a woman for this position before.
 - We didn't realize you liked football.
 - You're so pretty, people have hard time taking you seriously.
 - Don't take it personal.
 - Will your kids get in the way of your work?
 - I need you to plan the office birthday parties.
 - You have a lot of experience but we're looking for someone who has more authority.
 - Why are you getting emotional about this?
 - Can you get the coffee?
 - I never thought a woman would be interested.
 - I've never met a woman executive.
 - We need someone who is going to be tough.
 - But you're so good at taking notes.
 - We didn't think you'd want to get a sitter.
 - I didn't think you'd want that much responsibility.
 - Women aren't natural leaders.
- Discuss about the participants' experiences and their reactions/ feelings.
- Conclude on the impact of such statements on women's confidence and the negative messages they convey.

TIPS

- Emphasize that these types of phrases can be said by both men and women to other women.

5.4 TAKE YOUR STAND



KEY METHODS
Debates



60 minutes



LEARNING OBJECTIVES
To be able to express opinions, and to advocate for a cause.



MATERIALS
Timer

ACTIVITY



- Ask participants to stand in one line. Tell them you are going to read a statement and move to the right if you agree or to the left if you disagree: **Am I responsible for how people perceive me?**
- By now, you have two groups: the ones who agree (on the right side) and the ones who disagree (on the left side). Give to each group 30 minutes to prepare compelling arguments to present to the other group to defend their position. Tell them also to choose one person to speak for the group.
- Bring the groups back together and place two chairs in the middle of the room. Ask the two representatives to seat. Give each of them three minutes respectively to present their arguments. Tell the rest of the participants that they have to think about possible questions to ask the other team while they are listening.
- When the two representatives have finished exposing their arguments, they go back to their respective teams and decide on the three questions to ask the other group. Give them five minutes to agree on the questions to ask.
- Ask the teams to send one representative again to ask the questions and respond to the other team's questions. It can be the same representatives as the first round or different ones.
- Give the two debaters three minutes to discuss each question.
- Close the debate with a vote. Ask the other participants to vote, as objectively as possible, for the team who presented their argument best according to them.
- Conclude by highlighting the importance of expressing one's opinion and advocating with strong arguments

TIPS

- There should be no debate in the audience.
- Be strict with the timing as it ensures fairness and avoids an everlasting debate.
- The vote does not intend to decide on which team is right or wrong but which team presented their arguments best.

5.5 MY CIRCLE OF SUPPORT



KEY METHODS

Reflection activity



30 minutes



LEARNING OBJECTIVES

To identify allies and go-to people in case of being a victim of or witnessing GBV, and to learn where to find professional support.



MATERIALS

Worksheet

ACTIVITY



- Share the worksheets between participants.
- Tell each participant to fill the worksheet with the following instructions:
 - On the most inner circle, write your name.
 - On the next one, write the names of the first people they would reach out to in case they witness or are victims of GBV.
 - On the next circle place the names of authorities or professional support they can access (i.e. police station, lawyers, social workers, psychologists, support center, etc.).
 - On the last circle, place the people they would reach out to if they want to advocate or raise awareness about GBV (media, social media, etc.).
- Allow about 20 minutes to complete the activity and then ask if anyone wants to share his/her circle of support.
- Conclude by saying how important is to look for support in advance to be able to act properly. Highlight that reflecting how to others can support us, empower us to action, even on the other side, giving support to others.

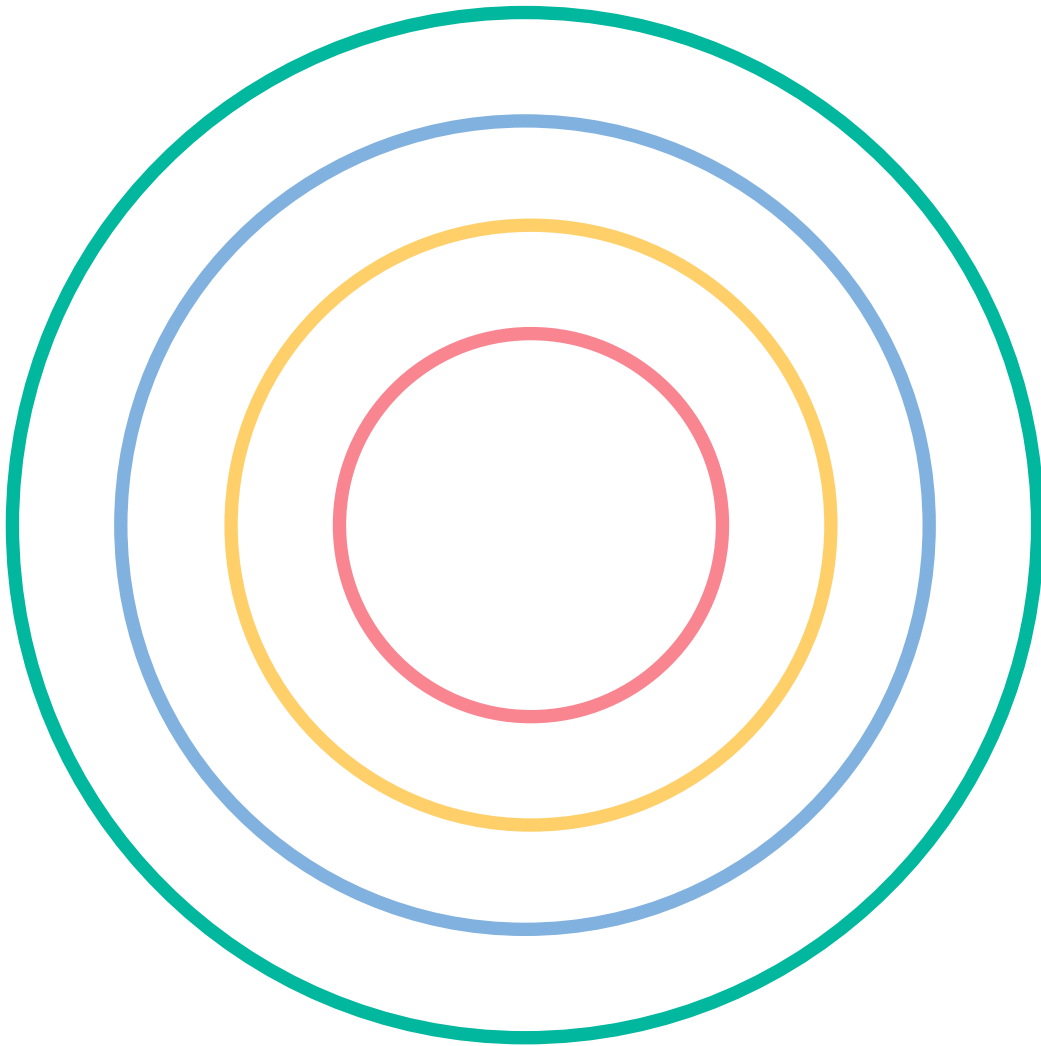
TIPS

- Help the participants to think about the professionals or authorities they can reach out to by doing some research prior to your session.

WORKSHEET / 5.5

MY CIRCLE OF SUPPORT

WHOM CAN I TURN TO AND WHO CAN HELP ME IN CASE I AM A VICTIM
OR A WITNESS OF GBV?



5.6 TAKE ACTION TO BREAK THE CYCLE



KEY METHODS

Lectures / Reflection activity



60 minutes



LEARNING OBJECTIVES

To develop a personal action plan to fight against GBV at one's level.



MATERIALS

Worksheet / Pens

ACTIVITY



- Before starting with the activity, guide a brief meditation session to let the participants have some time to reflect and leave behind actions or ideas which stop them from breaking the cycles of GBV. (Worksheet 5.6A)
- After that, encourage them to say how they can take actions in fighting GBV, and discuss about them. Discuss whether the participants have already accomplished some of them.
- Share the worksheets 5.6B and ask the participants to take some time to fill them out by themselves.
- Invite the participants to share their action plans with the others and to commit to them.
- Summarize by providing some examples on taking action against gender violence. Allow some time after each person states their plan to talk about how to implement them:
 - Use Social Media
 - Report
 - Be Media Literate and critical
 - Interrupt Sexist/Homophobic and Transphobic Language
 - Interrupt Abuse
 - Stop Street Harassment
 - Come up with an action plan
 - Recognize the role of gender in violence
 - Stop victim blaming
 - Stop rape culture
 - Call gender violence what it is and not bullying
 - Educate yourself on the roots of violence
 - Create safe spaces to discuss gender violence
 - Confront yourself/your ideas
 - Stop stereotyping men's and women's roles
 - Remember violence is a choice
 - Be supportive
 - Be aware of resources for girls and women
 - Talk to others about ending violence and be a mentor
 - Understand consent
- Tell them to write at least one of the actions that they commit to doing, and sign it. Let them express themselves to empower others to act.
- Ask them to keep it with them.

TIPS

- This is the time to assimilate all the knowledge and information acquired and to reflect on one's personal contribution to the fight. Allow enough time for everyone to reflect deeply about it.
- This activity can be followed by group work in which the participants will develop a community action plan.

WORKSHEET / 5.6 A

TAKE ACTION TO BREAK THE CYCLE

1. Ask all participants to take a seat. Instruct them to sit properly in their chair: straight back, uncross legs and arms, not to hold anything, silence mobile phones, not to put anything (hands, bags etc.) on their stomach or laps, so that breathing has no obstacles.
2. Ask them to close their eyes.
3. Instruct participants to concentrate on their breathing. Not change it. Not forcing it to change. Observe it as it is. Concentrate on how fresh air enters the body. How it cleanses the inside of our bodies and exits when it is no longer needed.
4. Guide their fantasy with a stable voice volume and rhythm; give the participants some time in silence for reflection following each part ("///"):
 - » You are on a train, travelling alone. The train reaches a small city you have never visited. You decide to get off the train and take a walk around the city. You walk on its roads. You observe the buildings, the squares, the houses. You observe the light of it, the atmosphere, parks, trees and nature around the city. // Walking around you stop at the window of a strange shop. It seems to be an antiques shop, but when you look closer, you see you can find everything in it. The owner comes to the door and invites you in. You realize the shop becomes bigger every step you take. // You go around the whole shop, you observe and admire things that get your attention. // Finally, you choose what you want to take with you. // You go to the shop owner and ask for the price to buy what you have chosen. The shop owner kindly says you cannot pay for what you chose with money. You can only get it by exchanging it with something else of yours, of similar value. // Afterwards, you return to the train station. Your train is still there waiting for you to continue your journey. You get on the train and continue, while looking back at the small city as it disappears in the distance.//
5. Slowly open your eyes. Stretch your body parts.

WORKSHEET / 5.6 B

TAKE ACTION TO BREAK THE CYCLE

PERSONAL ACTION PLAN

	INDIVIDUAL	COMMUNITY	SOCIETY
What can I do?	1. 2. 3.	1. 2. 3.	1. 2. 3.
When can I start?	1. 2. 3.	1. 2. 3.	1. 2. 3.
Who can help me? What do I need? (support, resources, media, ...)	1. 2. 3.	1. 2. 3.	1. 2. 3.





EVALUATION TOOLS

EVALUATION TOOLS

The purpose of carrying out an evaluation is to gauge the extent to which the session and training has been successful and effective. It also takes into consideration the level of satisfaction from the participants.

You will find two optional evaluation sheets. One can be used after each session, and the other one can be

used at the end of the training. They should be used to guide the evaluation, however each trainer will find their own way to adapt them to the flow of training. Alternatively, you can evaluate the results of the activities to provide an overall picture with different techniques to get feedback from the participants:

RECAP:

Assign a group of participants to provide a quick summary of the content of the previous day and key learning points. Or simply float this in the plenary and get responses from participants.

EVALUATION COMMITTEE:

Ask two or three participants daily to volunteer for the evaluation committee.

Their task is to touch base with the other participants during the day to get feedback on how things are going. They should receive feedback on adequacy of content covered, appropriateness of methods used, adequacy of time allocated, usefulness of handouts and other resources available and any other issue felt to be important. This committee prepares a report and presents it first thing the next morning.

MEMO BOARD:

Having a board on which participants are free to post their feelings on any aspect of the training during the whole course. It is the role of the facilitator to keep checking on the board to see what needs to be responded to immediately or later. The issues from the memo board are looked at every morning and responded to.

QUESTIONNAIRE:

By creating some questions in response to the day's proceedings that will be collected and analyzed.



SESSION EVALUATION



NAME OF SESSION

EVALUATION

Please circle which of the following feelings you experienced during the course of the training.

- | | | | |
|------------|------------------|------------|------------|
| HAPPY | SURPRISED | EMPOWERED | INTERESTED |
| CHALLENGED | DISAPPOINTED | LOW ENERGY | STRESSED |
| SATISFIED | ENJOYED YOURSELF | BORED | INSPIRED |
| CONTENT | INTRIGUED | INVOLVED | RELAXED |

How satisfied were you with the session? Choose your level of agreement with the following statements

	Completely DISAGREE			Completely AGREE	
	1	2	3	4	5
The session fulfilled my expectations					
The topics discussed were interesting					
The topics discussed addressed issues that concern me in my everyday life					
The methodology used promoted my engagement					
The activities stimulated my learning					
Enough time was devoted to each activity					
There was adequate time allocated for discussion					
The activities are easy to replicate					
Trainers were well prepared					
The session encouraged active participation and expression of ideas successfully					

List at least three knowledges/skills/ you have learnt?

.....

.....

.....

ADDITIONAL COMMENTS

THANKS FOR SHARING!

FINAL EVALUATION



EVALUATION	DATE	
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Please circle which of the following feelings you experienced during the course of the training.

- | | | | |
|------------|------------------|------------|------------|
| HAPPY | SURPRISED | EMPOWERED | INTERESTED |
| CHALLENGED | DISAPPOINTED | LOW ENERGY | STRESSED |
| SATISFIED | ENJOYED YOURSELF | BORED | INSPIRED |
| CONTENT | INTRIGUED | INVOLVED | RELAXED |

How satisfied were you with the session? Choose your level of agreement with the following statements

	Completely DISAGREE			Completely AGREE	
	1	2	3	4	5
Training was useful for me					
As a result of the training, I'm able to recognize gender issues					
As a result of the training, I can analyze gender issues in the context of GBV					
As a result of the training, I am able to identify forms of GBV; their causes and consequences					
As a result of the training, I am able to work with others to ensure a society free of GBV					
The content was adequate and useful					
The methodology of the training was appropriate					
The training team was well prepared and their sessions well designed					
The time allocated for the session was appropriate					
The material during the training were appropriate					
The opportunity for exchanging experience and interaction with other participants was helpful					

What constraints might you face in applying what you have learnt?

ADDITIONAL COMMENTS	
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OTHER RESOURCES:

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Bwss, 20 ways youth can prevent violence against girls and women:

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European Institute for Gender Equality:

<http://eige.europa.eu/gender-based-violence>



NOTES

A series of horizontal dotted lines for writing notes.

BREAK BREAKING
THE
CYCLE