



Training course

#JESUISWOMAN TOOLBOX



AGENCY FOR
MOBILITY AND
EU PROGRAMMES



Erasmus+

Co-funded by the Erasmus+ Programme of the European Union

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PREFACE

This manual is an outcome of the project “#JeSuisWoman”, a Training Course organized by iDemo Institute for democracy, which was supported by the European Commission through the Key Action 1 “Learning mobility of individuals” within the Erasmus+ programme.

The training course took place in Zagreb, Croatia from 26th September to 4th of October 2016 and it addressed 21 youth workers, youth leaders and multipliers.

The main aim was to explore the correlation between gender based violence and refugee crisis, by discussing intercultural learning approach as a possible tool to solve the existing problem.

25 (training team included) participants from the following participating organizations – iDEMO Institute for Democracy from Croatia, Hellenic Youth Participation from Greece, Youth Venture Berlin from Germany, Jeunesse et reconstruction from France, EquaMente - Associazione Culturale e di Solidarietà from Italy and Siirt icin Mucadele Sosyal Yardimlasma Egitim, Kultur, Turizm ve Dayanisma Dernegi from Turkey- worked intensively for 8 days experiencing different methodology in the field of human rights protection and competences development, with focus at gender based violence, gender based discrimination, human rights, intercultural learning and inclusion.



IDEMO - INSTITUTE FOR DEMOCRACY

iDEMO is a NGO based in Zagreb, Croatia that was founded in 2006. Our project team consists of individuals with years-long experience in youth work and project management.

We are a non-profit, non-partisan, independent non-governmental organization dedicated to research, policy and advocacy work, education and promoting the development of democracy and active citizenship, advocating for citizens' rights, fostering human rights of minorities and marginalized groups, and their integration in the society and social cohesion. Our activities are focused on the areas of media, education, economic freedom and entrepreneurship, minorities and marginalized groups, rule of law, and transparency of political processes, but recent areas of interests include immigrant policy, energy efficiency, social innovation and culture in society.

Since its establishment iDEMO has carried out a number of research, policy, advocacy and educational projects, among others e.g. research at the national level Open Society Index that includes survey of experts and general population in the above mentioned six areas (rule of law, transparency of political processes, education, the media, economic rights and entrepreneurship, minorities and marginalized groups). Our advocacy and education/training projects are of a smaller scale aiming at concrete solutions, particularly with youth population.

iDEMO cooperates with other NGOs, minority organizations (councils), governmental organizations and local governments, schools, universities and institutes, and private sector. It has a broad range of partners in country and the region, from NGOs and think tanks to organisations and agencies working in the fields that are within iDEMO's scope of interest. From its beginning iDEMO promotes cross-sectoral and cross-institutional cooperation, and works with an aim to include stakeholders from all sectors in its activities. Therefore, its partners vary from CSO to public institutions, schools and universities, local government, as well as private sector.

iDEMO has significant experience in international projects, in domestic projects implemented at both national and local level, and has a number of professionals with whom it cooperates on projects according to the specific need of expertise.

We are active in Erasmus+ programme since 2015.

Send us an e-mail: ured@idemo.hr

Find us on Facebook: <https://www.facebook.com/iDEMOinstitut/>

Follow us on Twitter: [@iDEMOinstitut](https://twitter.com/iDEMOinstitut)

PARTNER ORGANIZATIONS

“Hellenic Youth Participation” - Hellenic Youth Participation (based in Athens, Greece) stands for intercultural dialogue, non-formal education, mutual understanding and solidarity. The main aim of the group is to inspire and stimulate European citizens to become active parts of their local and European community. We wish to motivate young people to become involved, to raise awareness about current values like equal opportunities, social inclusion and cultural diversity.

“EquaMente” – we are a non-profit organization from Italy founded in the fall of 1995 with the aim of promoting understanding and cooperation in Europe, through different initiatives supported within the YOUTH, YOUTH IN ACTION and ERASMUS+ programmes and among people of the South and the North of the world through international development cooperation, including in its activities both residents and migrants in Italy. Pursuing these aims, we encourage and promote all those initiatives that, in terms of solidarity and on the cultural-educational field, allow the interchange of ideas among different cultures, favor the easing of economic and social imbalances and promote the creation of a true culture of universality, democracy and peace. Among these actions, there are reflections about young people life-style and interests held with non-formal education methodologies, through intercultural learning and sport, as well. EquaMente has got more than 180 participants and can rely on 15 experienced fixed members, trainers and project managers.

“Siirt için Mucadele Sosyal Yardimlasma Egitim,Kultur,Turizm ve Dayanisma Dernegi” – we are a local NGO operating in Siirt since 2011. Our target group is primarily youngsters and youth workers. Our goals are to develop the necessary knowledge, skills, and attitudes to organize youth programs and youth exchanges in connection with Council of Europe youth policies and programmes, to provide youth with the opportunity to meet potential partner groups and to make contacts in other countries, to improve their knowledge of foreign language and to ensure them to become successful entrepreneurs. Our association provides foreign language, entrepreneurship, communication skills, project process management educations for youth and youth workers with experts incorporated and sometimes outsourced. Even though it was founded with the aim of being a fraternal association, it had moved away from this mission in time and started to prioritize social, cultural and educational activities.

“Youth Venture Berlin” – we are a Berlin Based Entrepreneurs Club from International Business men and Entrepreneurs in Germany. Aiming to provide opportunities for young people and adults to take part in international undertakings in order to take their soft skills, to learn to live and work in a multicultural environment and share good practices. By using non-formal learning methods as educational tools creativity, teamwork, ethnic diversity, exchange of ideas, knowledge and expertise as well as innovation is fostered. Moving in this direction we often take part in non-formal educational activities. We believe Erasmus+ for transforming people's lives.

“Jeunesse et reconstruction” - J&R is a youth organization founded in 1948 with the aim of developing youth exchanges through international voluntary work camps and long-term volunteering projects. Work camps and voluntary work thus form the basis for intercultural exchanges and the place where young people of different countries and backgrounds meet and work for the community. Volunteering gives volunteers the opportunity to acquire a sense of responsibility and an open mind

towards other cultures. Every year, J&R sends around 900 volunteers abroad and host around 500 volunteers in France. It organizes trainings on different topics (leadership, intercultural, preparation for volunteering, etc.), and cooperates with local communities and local organizations in partnership with which it has developed numerous projects in many regions in France. These projects and organizations, where volunteers serve for a short or long-term period, address issues related to youth, disability, community development, children and education. J&R is a member of the ICYE Federation (an international network), ALLIANCE (a European network) and CONTRAVAUX (a French network). It is also recognized by the French Ministry of youth and social cohesion.



Erasmus+ is the EU's new programme for boosting skills and employability through education, training, youth, and sport. In the time frame 2014-2020 the programme will provide opportunities for over 4 million Europeans to study, train, gain work experience, and volunteer abroad.

What does it involve?

Funding for youth activities under Erasmus+ aims to improve the key competences, skills and employability of young people, promote young people's social inclusion and well-being, and foster improvements in youth work and youth policy at local, national and international level. Concretely in the field of youth, the Erasmus+ programme offers three main opportunities:

Key Action 1:

Learning mobility opportunities for young people and youth workers

Young people have the opportunity to participate in youth-exchanges or to volunteer for a period up to one year in another country. Youth workers can take part in training and networking activities abroad or spend some time in a youth organization abroad for a job shadowing or an observation period.

Key Action 2:

Opportunities for cooperation for innovation and exchange of good practices

Organizations can apply for funding to work in partnership with organizations from other participating countries. The projects funded under this action will focus on sharing, developing and transferring innovative practices in education, training and youth provision between participating countries.

Key Action 3:

Opportunities to support policy reform

The Erasmus+ programme will fund strategic activities supporting policy reform across the EU. Funding opportunities in the field of youth under this action can take the form of meetings between young people and decision makers.

Who can take part?

Various opportunities are available under Erasmus+, including opportunities for young people (aged 13-30), youth organizations, and other stakeholders active in the field of youth.

Find out more under: http://ec.europa.eu/programmes/erasmus-plus/index_en.htm

The following Manual was developed through the training course “#JeSuisWoman” under the Key Action 1 with the support of the Erasmus+ programme.

“#JESUISWOMAN” BACKGROUND

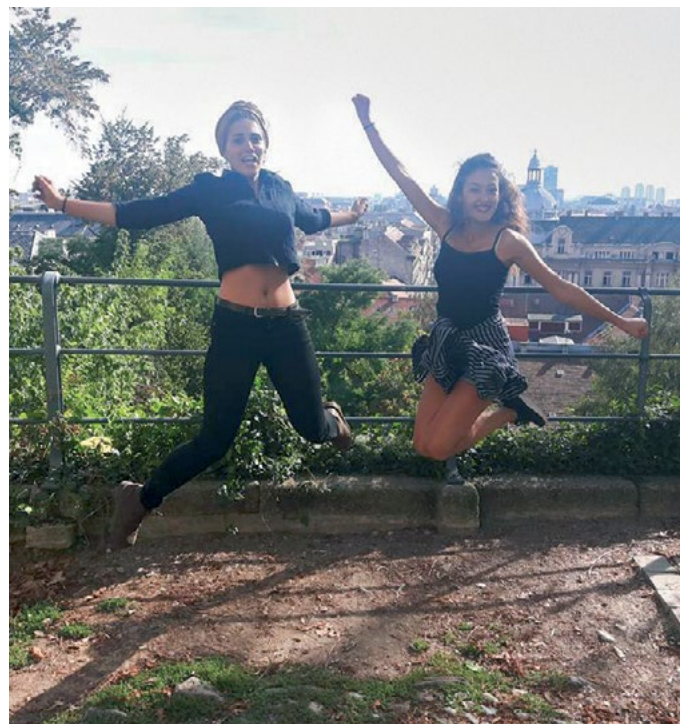
The spotlight in Europe has been brought up onto following issues. Refugee crisis, being the first one, has affected all of the countries involved in this project, and beyond. While Europe has practiced the ‘open arms’ policy by accepting huge refugee inflow, they handled the crisis merely in humanitarian way, by providing shelter, water and food to refugees, without enabling them to adapt and assimilate into new culture. The insufficient attention to these issues was one of the main causes that led to a series of physical and sexual attacks on women in numerous European cities during New Year’s Eve, the one in Cologne being the biggest. The reaction that followed the attacks was further radicalization of public discourse against migrants and refugees; while at the same time triggering fear among women and addressing gender based violence with a rooted attitude saying that they somehow provoked it. This motivated us to design the training course #JeSuisWoman aiming to explore the correlation between these two issues and possible approach to the problem.

The TC was designed and implemented with the following objectives:

- To increase participants knowledge and improve their skills in gender based violence issues, intercultural learning and human rights;
- To promote intercultural learning as a tool to integrate refugees, migrants and asylum seekers;
- To raise the awareness of gender issues and prepare participants to be acting towards cases in their societies;
- To promote inclusive approach to refugee crisis and contribute to prevention of radicalization among youngsters;
- To promote Erasmus+ Programme and non formal learning as tools in fighting negative social phenomena.

It focused on providing participants the space needed to exchange tools, gain experiences, knowledge and skills and empower themselves, particularly in the field of human rights protection and competences development, supporting their activism in the society, while contributing to their personal development and social change. Moreover we wanted to have an impact on the local community, provoking the change in how we react to gender based violence; at the same time raising awareness on issues refugees and migrants are facing. The TC was designed to provide the experiential learning approach as a viable non-formal tool that can enhance the quality of youth work in all the societies involved, and beyond.





GENDER REALITY

Research carried out by participants

GENDER REALITY IN GREECE

According to a research in “Eleutherotypia” newspaper from 22/5/2013 there has been an increase of violence for about 47 % in the last year against women (1/3 are victims of physical abuse), as follows:

ORAL VIOLENCE: 72 %; ECONOMIC BLACKMAIL 59%; SEXUAL HUMILIATION 55%; BEATINGS 23%; RAPES 18%; WOUNDS 8% and SEXUAL ABUSE IN WORKING PLACES 35% (AT LEAST ONE TIME).

According to the general secretary for gender equality 12.500 calls and 100 emails received the Domestic Violence hotline between March 2011 and November 2013 show:

79% FAMILY VIOLENCE; 1% SEXUAL ABUSE; 1% REPORTS OF RAPE and 12% OTHER CASES OF VIOLENCE

According to a Greek police report in comparison with previous years domestic violence was up to 53,9 % in 2011 and 22,2 % in 2012 and

10 women were murdered by their intimate partner in 2011, 5 in 2012 and 8 in 2013. Also, according to the general secretary for gender equality, women are paid less than men, for the same work by 20% in Greece. Motherhood is considered a deterrent to recruitment. Unemployment in young women is over 60% and 10% of working women faced sexual abuse.

5 % of women have been a rape victim, while only 8 % of these incidents have reached the courts.

GENDER REALITY IN ITALY

Regarding gender equality in employment, reconciliation of work and family life, presence of women in decision-making positions, recent measures to fight violence against women, and health and reproductive rights, Italy is still far from reaching satisfactory results. Sexual violence was acknowledged as a ‘crime against the person’ only in 1996 and in 2009, a law introduced stalking as a type of punishable offence. Last June 5, 2015, Istat released the follow-up survey on violence against women in Italy. The results are to be widely disseminated also among migrant women. Istat carried out the survey in 2014, on a sample of 24,000 women aged 16-70. **Estimates indicate the most affected foreign women for citizenship: Romania, Ukraine, Albania, Morocco, Moldavia and China.**

Foreign women are victims of sexual or physical violence on a scale similar to Italian women's: 31.3% and 31.5%, respectively. However, physical violence is more frequent among the foreign women (25.7% vs. 19.6%), while sexual violence is more common among Italian women (21.5% vs. 16.2%). Gender-based violence is shown to be increasing in migratory situations because of an upcoming imbalance of power relationship between men and women.

In 2006, **50% of the women** welcomed in Mother's and Children's Shelters have been victims of domestic violence. Domestic violence is often the result of the difficult integration process involving the foreign families and that can cause serious imbalances within it itself, going to affect the husband / wife relationships, parent / child. Particularly worrying is the data on the perception of gravity: only 18.2% of women consider domestic violence a crime, for 44% it was something wrong and 36% just "something that happened."

GENDER REALITY IN GERMANY

In 2013, research indicates that 40% of women have suffered physical or sexual violence after their sixteenth birthday and 58% have suffered sexual harassment. In December 2012 Germany set up a National Action Plan for the coordinated implementation of Security Council Resolution 1325 on Women, Peace and Security. Germany supports cooperation between governmental, non-governmental and private sector stakeholders in its development cooperation activities aimed at combating gender-based violence. They approved a new sex law, „No Means No“.

The needs of women and girls refugees, however, are often unaddressed in accommodation centers in Germany, where asylum seekers must live while their claims are processed. Often there are no separate living spaces for women and families and no sex-separated latrines or shower facilities. Women and girls are vulnerable to rape, assault and other violence in these facilities according to the women's refugee commission. Victims rarely report attacks this is due to fear about repercussions on the victim's asylum claim or from the perpetrator (especially when it comes to domestic violence) and the lack of information about what can be done.

GENDER REALITY IN FRANCE

In France in 1944 women were allowed to vote. From 1966 women could freely choose their job, without asking permission to husband/family, and in 1981 the Ministry of Women's Affairs was created. In 1991 first and only time a women was elected as Prime Minister.

The numbers show that 1 woman in 4 was verbally or physically attacked, 84.000 are victims of rape and 215.000 victims of domestic abuse. 65% of precarious employment is occupied by women and salaries are inexplicably 12% lower than men. Since 2005: government has made 4 different kinds of plans, only partially effective each time. 2.5 billion euros are used in this field of action:

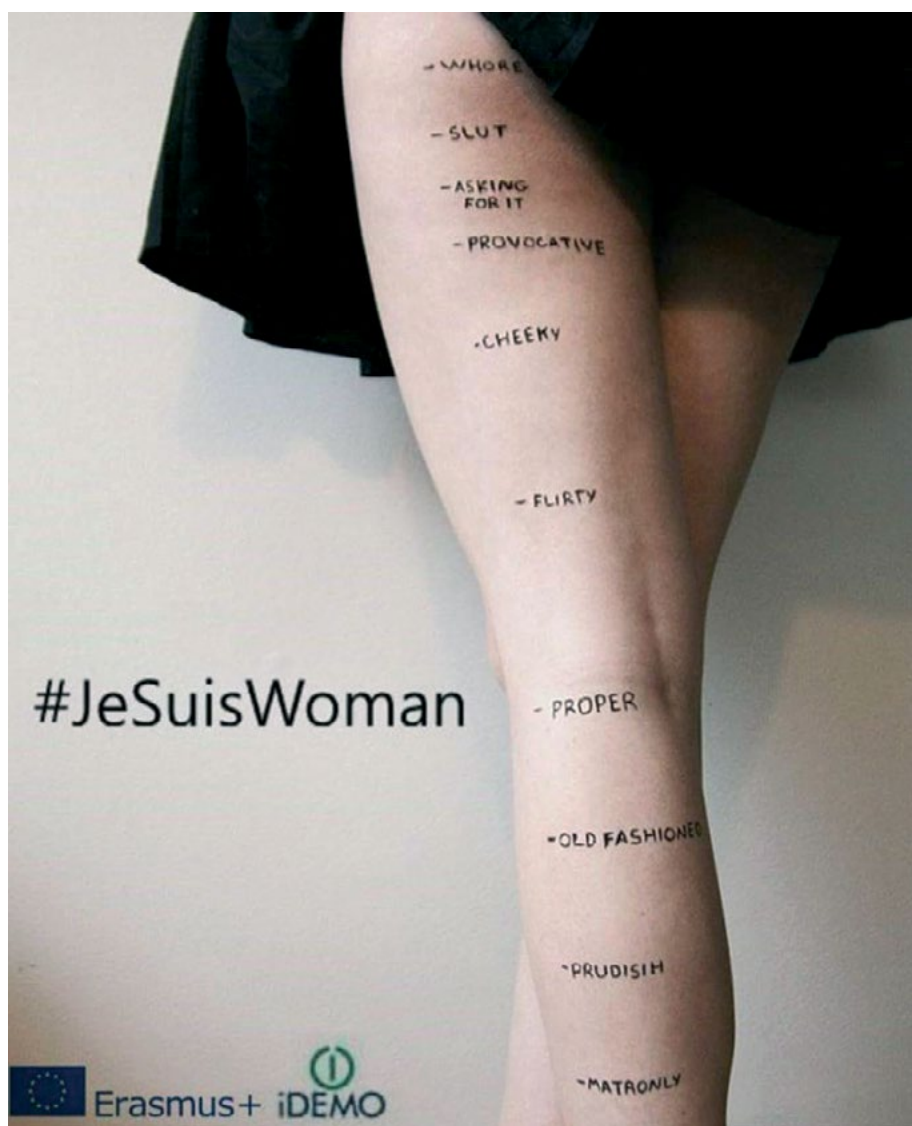
1. To organize public actions so that no complaints stays without answers
2. Protect the victims
3. Touch the entire population by spewing freely and deeply into the problems
4. Preventing the possible actions and discrimination.

GENDER REALITY IN CROATIA

In Croatia, life expectancy of women is 80, while school life expectancy for women is 14. Women's adult literacy is 98%. Unemployment rate of women is 10% and only 46 % of women are engaged in economic activity.

Women gradually increased their presence in the parliament throughout the preceding decade, from holding 6% of seats in 1995 to holding 21% in 2000. However, since 2000 the percentage of seats in parliament held by women has remained below 25%, and currently it's only 19 %.

Research have shown that 41 % of women experienced physical abuse from their marital partner. When it comes to domestic abuse: 43.27 % husband against wife, 14.27% father against daughters, 14.07% sons against mothers. There are 100 to 140 reports annually on sexual assaults - (however, only one in three is reported).



INTRODUCTION

This manual is a practical toolkit for volunteers, youth workers and other non-formal learning practitioners who aim to work on the topics of gender based violence, gender equality, gender based discrimination, refugees, intercultural learning and inclusion; or a combination of any of the mentioned topics. It enables the readers to explore and understand different aspects of the topic and to gain knowledge needed for designing and implementing non formal learning activities.

It contains a set of tools, activities and methods as well as theoretical inputs and references for the future work in the field. This manual includes activities which were implemented during the training course and most of them are flexible to adapt to particular needs of specific target group.

The manual has been structured by following typical program flow in any non-formal learning activity. In the beginning there are icebreakers and other get-to-know-each-other methods followed by team building activities. It continues with methods within the field of human rights protection, intercultural learning and gender equality followed by methods used for assessment and evaluation. It concludes with flipcharts needed to provide theoretical input and useful resources and links.

We hope that the readers will enjoy this manual and find it useful in implementing different kinds of non-formal learning activities. Also, we would like to encourage readers to use this manual when implementing workshops designed to address human rights protection, intercultural learning and gender equality, thereby promoting fundamental European values and contributing to prevention of radicalization among youth.

Disclaimer: Some of the methods in this manual are taken from Council of Europe's existing manuals (COMPASS) or "YouthPass unfolded" manual and we do not claim any copyrights.

TIMETABLE

Hour	1. Day	2. Day	3. Day	4. Day	5. Day	6. Day	7.Day	8. Day	9. Day
8.30	A R R I V A L	1. Breakfast							
09.30		Aims/Objectives of the Programme Getting to know each other	WS- The story of Abigail	The story of violence	Language barrier	Social campaign preparation	Erasmus+	Project presentation Follow up	D E P A R T U R E
11.00		Coffee Break							
11.30		Needs. Expectations and Fears Personal learning aims	WS-The story of Jack	Heroines and heroes	WS-Inclusion	Launching 'Women of Europe' platform Public campaign in city center	Project management	Learning to learn Self assessment YouthPass	
13.00		Lunch							
15.30		Team building	Sex vs. Gender	WS- Human rights	World cafe	Excursion	Project planning	Final Evaluation	
17.00		Coffee Break							
17.30	Intro of the project content Name & Ice breaking games	WS- ICL learning	Gender equality – where, what, how?	3 things	Social campaign preparation	Excursion	Project planning	Final Evaluation	
19.00	Steam out group								
19.30	Dinner								
21.00	Welcome party	In the time of butterflies – Movie night	ICL night	ICL night	NGO Bazaar	Free night	Free night	YouthPass ceremony Farewell party	

LIST OF METHODS

- 🔍 Drill with names
- 🔍 Human domino
- 🔍 Find the quote
- 🔍 Human spring
- 🔍 Looking for ideal
- 🔍 Backpack
- 🔍 What is YouthPass - Learning plan
- 🔍 Learning zone
- 🔍 The bridge
- 🔍 Mission possible
- 🔍 Iceberg of culture
- 🔍 Culture words
- 🔍 The story of Abigail (& Jack)
- 🔍 Sex vs. Gender
- 🔍 The story of violence
- 🔍 Heroines and heroes
- 🔍 Human rights history
- 🔍 3 things
- 🔍 Language barrier
- 🔍 World cafe
- 🔍 Mind mapping
- 🔍 SWOT analyses
- 🔍 Problem and solution tree
- 🔍 Butterfly
- 🔍 My symbol, my learning
- 🔍 Feet
- 🔍 Evaluation dartboard
- 🔍 The string game
- 🔍 What do you know about refugees?

- ***Drill with names***

- ⚙️ Objectives: get to know each other

- 👥 Group size: up to 30

- ⌚ Duration: 15 – 30 minutes (depends on the group size)

- ✂️ Materials needed: none

- 📋 Description: All the participants stand in a circle. Each person says his/her name and an adjective starting with the same letter.

Next round, this is repeated, but before you say your name, you have to say the names of the others, and the corresponding adjective.

- ***Human domino***

- ⚙️ Objectives: to break the ice among participants; to connect the group; to enhance trust among participants

- 👥 Group size: any

- ⌚ Duration: up to 14 minutes

- ✂️ Materials needed: large space

- 📋 Description: Let participants align in a large circle or line across the training space. There should be at least one large step distance among participants, but you can discuss if the group could handle bigger distance. Each participant should close their eyes and lean back (as if they were falling down) towards another participant standing behind him/her with his/her arms open and catch the “falling” participant. It’s very important not to force any participant to do this ice-breaker if they are not willing.

- ***Find the quote***

- ⚙️ Objectives: to start group building process; to get to know each other






- 👥 Group size: any

- ⌚ Duration: 20-30 minutes






- ✂️ Materials needed: balloons and cut out quotes from participants

- 📋 Description: Before the start of your activity collect favorite quote from each participant. The easiest way to do this is through application form, though you can ask them before the session to write their favorite quote on a small piece of paper. Collect all quotes and put them in balloons and blow the balloons. Give balloons to the group and let them play for a while and then break them. Each participant should take one quote and find the person whose favorite quote it is. Allocate time for sharing between participants on why they chose particular quote.






- *Human spring*

-  Objectives: to energize the group; to start group building process
-  Group size: any
-  Duration: up to 15 minutes
-  Materials needed: a large space
-  Description: Ask group members to stand facing each other in pairs. Their elbows should be bent, with their palms facing toward each other. Instruct them to touch their palms together, and gradually start leaning toward each other, so that they eventually hold each other up. Then, instruct everyone to move their feet further and further back, so that they have to depend solely upon their partners to remain standing.

- *Looking for ideal*


-  Objectives: to develop their creativity; to set basic grounds for the project; to discover their needs; to achieve group cohesion and prompt the creation of group dynamics
-  Group size: any
-  Duration: 45 - 60 minutes
-  Materials needed: flipchart, markers, old magazines, colorful papers, scissors and glue
-  Description: Divide the big group in three small groups and give each group a big flipchart, colorful papers, pieces of old magazine, markers, scissors and glue. Each group has a task to draw or make a collage of an ideal trainer, ideal participant or ideal project. Give participants 20-30 minutes for the task. Continue with presentations of each group. Round up with debriefing asking questions such as: “Did they like the activity?“, “What can be ensured by the training team in order to have a successful project?”, “What should participants oblige to in order to have successful project?” and similar.


- *Backpack*


-  Objectives: to reflect on fears and expectations; to discover the needs of participants
-  Group size: any
-  Duration: up to 45 minutes
-  Materials needed: flipchart, post-its in 3 different colors and pencils
-  Description: Draw a big backpack on the flipchart. Divide the flipchart into 3 parts: one for expectations, one for contributions and one for fears. Give participants 3 post-its – one of each color – and ask to answer the following questions.
 1. What you expect to develop, understand or learn this week?
 2. What do you plan to contribute to the week?
 3. What are your fears for the week?

This is done as a silent activity. Round up in plenary to check are the expectations in line with the course objectives; are there any expectations that cannot be met during this training course? The responses from question 3 are discussed and suggestions for how these fears can be dealt with in order to create a safe working environment collected. This forms the basis of a working agreement for the course, though it should be reviewed when necessary.


- **What is YouthPass – learning plan**

-  Objectives: to introduce Youthpass; to support the group in gaining an insight into non-formal learning; to introduce a useful grid that they can use in everyday practice.

-  Group size: up to 25 people

-  Duration: 45 minutes

-  Materials needed: flipchart with flower of 8 KC; learning plan grid printout (can be found in the next chapter of this manual)


-  Description: Introduce in short YouthPass and 8 key competences, using flower mapping and with this basic introduction explain participants that Youthpass is a tool to recognize the learning outcomes of an activity within the E+ programme. Stress out the fact that recognition can be understood in three different dimensions:


- 1) The participant in the activity is recognizing his/her own learning
- 2) The learning outcomes of the participant are being recognized by others (like employers, educational institutions, friends, family etc.)
- 3) Recognition on a general, societal, political level: recognition of non-formal learning and of youth work in the E+ Programme.

Start a discussion with the group about the importance of finding time in their lives for reflection, evaluation and recording of non-formal learning moments. Ask the group to reflect on what they want to learn from this experience. Move the discussion from the general to the specific. Divide the learning plan handout to participants and give them some time to reflect on their own first, and then ask them to pair up with another participant to share their thoughts. In the final stage, move everyone back into the bigger group and share conclusions in plenary.


Ask the group if they found using the grid useful and why? Ask if any volunteers would like to share what they wrote with the bigger group.


- **Learning zone**

-  Objectives: to prepare and set up a space and time frame for learning process

-  Group size: any






-  Duration: 40 minutes

-  Materials needed: envelopes, color pencils, decoration material





-  Description: Give each participant an empty envelope and ask to both put their name on it and decorate it a bit. Alternatively, preparing envelopes can be used as a getting to know each other activity where participants walk around and draw each other's profiles on the envelopes to represent their owners. Place all the envelopes in a designated space in the training room. It can be a wall where you stick a big sign LEARNING ZONE or a table or any other, easily accessible space. Introduce the task to participants for the next few days of your project: as part of their daily reflection (whether done individually or in a group) ask participants to:

- take a few pieces of paper (colorful, non-sticky notes are the best to use!)
- * write down the most important and significant learning achievements of the day (one piece of information on one piece of paper). It can be anything related to the workshops during the activity or time spent outside the plenary room.






- *The bridge*

-  Objectives: to break the ice, to start group building process
-  Group size: any
-  Duration: 20 minutes
-  Materials needed: duct tape and a space big enough
-  Description: Make a (not very wide) bridge on the floor using duct tape and tell participants to line within the borders. Explain that they are on a bridge, surrounded by water (you can add more details to the story) and that they have to line up on the bridge according to their shoe size, age, date of birth etc., but while moving they cannot step off the bridge, so they'll have to cooperate in order to stay within lines. You can repeat this as much times as you wish.






- *Mission possible*

-  Objectives: to build a group, to develop group cooperation, to provide space and time for participant to get to know their environment
- Group size: 5 – 7 participants in small groups
-  Duration: 90 minutes
-  Materials needed: flipchart, papers and pencils
-  Description: Start with a short energizer that you could use to divide the group into small groups of 5 – 7 people. After that introduce participants with the tasks (write it on the flipchart) they will have to fulfill in 45 minutes. Tasks can be: Find out when the city (venue) was founded? ; Film three different local people saying “I love Erasmus’+”; “Make an art piece out of things you find on the street”, etc. Be creative. After they accomplish their mission they have to come back to the training room and show the results. In the end round up for a debriefing on how it was to work in the group, how were the tasks divided, how was the decision making process going, were there any conflicts etc.






- *Iceberg of culture*

-  Objectives: to develop cultural awareness competence; to understand the concept of culture
-  Group size: any
-  Duration: 20 minutes
-  Materials needed: flipchart, markers
-  Description: Draw an iceberg on the flipchart. Explain participants that culture can be seen through this model. Above the surface are the visible aspects of culture which are easy to see. Ask participants to brainstorm on which those could be. Write down what they said. Continue by explaining that the biggest part of culture is hidden below the surface, and ask participants to name what those could be. Write it down. You can add on the flipchart what participants didn't mention. Explain that difficulties arise when the rules of one culture are used to interpret the behavior of another culture with a different set of cultural rules. You can find an example of the iceberg in the next chapter and use it while planning the session on culture.

- **Culture words**

-  Objectives: to develop cultural awareness competence; to understand the concept of culture
-  Group size: up to 30 people
-  Duration: 60 minutes
-  Materials needed: papers, glue and cut out printout
-  Description: Divide participants into 4 groups of 5 - 7 people. Give each group an envelope that contains cut printouts (each word should be on one piece of paper). You can find this handout in the next chapter. Instruct them to make a definition of culture using the words they have in the envelope. They don't have to use all the words, but should use as much as possible. Give them 30 minutes for this task. After they finish invite each group to present their definition. Discuss the definitions in plenary and try to make a consensus. Alternatively, you can vote in plenary for the best definition. Round up with debriefing with questions such as: "What did you observe during the exercise?", "What happened?", "How was your group decision making process going?", "How did you feel?", "What can we learn out of it?", "How can we transfer it to our lives?"

- **The story of Abigail (& Jack)**

-  Objectives: to start intercultural learning process; to introduce the concept values and connect it to culture; to thought-provoke participants; to explore our own values
-  Group size: 5-30
-  Duration: 2, 5 h (depends on the group size)
-  Materials needed: flipchart, paper, pens, and handout of the story
-  Description: Introduce the exercise to the participants as being one about finding out about different values. Ask everybody to read the story by him/herself. Alternatively, you can tell the story by yourself instead of using handouts. Draw on flipchart while telling the story and be as expressive as possible. After that participants should individually rank each character (Abigail, Jack, Sinbad, Abigail's mother, and Paul) according to their behavior: Who acted worst? Who second worst? Etc. After most of the people have done their ranking, ask them to get together in small groups (3 to 6), to discuss about how they perceive the behavior of the characters. The task of the small groups is to come up with a common list – a list that everybody in the small group can agree on. Ask them to avoid using mathematical methods in order to establish the list, but rather to build that list on the basis of a shared understanding of what is good and what is bad. After the small groups have come up with their lists, you can optionally repeat this phase by bringing two small groups together to form medium-size groups (if you do that, don't make the initial small groups larger than 4). Evaluate the exercise in plenary by first bringing together the results and by discussing the similarities and differences between them. Slowly move on to ask on which grounds people made their ranking. How could they decide what was good and what was bad behavior? You


can ask people how they managed to come up with a common list – which arguments worked to convince them, and why, and where there was a border of being able to understand and/or follow the other.


Provide a short break and invite participants back to the plenary. Divide the handout again (or start telling the story) but now with a gender switch (each character changes gender, but the story remains the same). Repeat the whole process.


Round up with debriefing asking did the same ranking still apply? Why do things change? Which gender roles and stereotypes are present in our cultures?


Note: The story handout needed can be found in the next chapter.


- ***Sex vs. Gender***

-  Objectives: to explore the concepts of gender and sex and the differences between them; to clearly differentiate between “sex” and “gender”; to explore cultural conditioning regarding gender roles


-  Group size: up to 30


-  Duration: 90 minutes


-  Materials needed: flip chart, A4 papers, pens, markers and handouts

-  Description: Start by sharing the objectives and ask participants to share a specific gender role they were taught as a child. Continue with presenting a flipchart with a clear differentiation between sex and gender (you can find it in the next chapter of this manual). Discuss with participants the typical gender roles in communities and the difference between socially conditioned roles and biological roles. Continue with dividing participants in 4-5 small groups of 5-7 people and tell them to discuss following questions in the group: 1. How have gender roles in your family and community evolved over time?; 2. Are your gender roles the same as your mother's or father's?; 3. Do you see changes in gender roles for children under the age of 12? If so, what is causing these changes?; 4. What do you see as implications of changes in gender roles? Ask the small groups to share insights from their discussions. Continue with sharing a handout where participants should determine whether the statement describes gender or sex (you can find it in the next chapter of this manual). Round up with debriefing using following questions: 1. Reflect on gender roles in your own life. Which things that you customarily do are linked to gender roles?; 2. What would happen – where would the dynamic shift – if you changed or stopped filling that role? What resistance would you encounter?


- ***The story of violence***

-  Objectives: to stimulate discussion about different forms of violence against women.

-  Group size: up to 30

-  Duration: 90 minutes

-  Materials needed: flip chart and handouts with stories

-  Description: Research violence against women; prepare some information and statistics to present to the group. Print or copy the stories of violence provided for the reading volun-


teers (you can find them in the next chapter of this manual). Arrange seats in a circle and place flipchart/board where it will be seen by everyone in the circle. Explain that some stories will be read by volunteers. The stories will present some examples of how violence affects young women. After the readings, ask the readers their impressions of the stories they read. Ask all participants what forms of violence were portrayed. Was each person experiencing violence? Were there similarities in the stories? On the flipchart/board, write down key terms as they are mentioned.


Talk about the different forms of violence and how violence against women can be physical, emotional, sexual and psychological.


Note differences in what participants consider an act of violence.


Present some of the information and statistics about violence against women, if possible.


- ***Heroines and heroes***

 Objectives: to reflect on history teaching and to appreciate different perspectives on shared historical events and the heroes and heroines associated with them; to critically analyze the significance of heroes and heroines as role models and how gender stereotypes take their roots in our history, culture and everyday life.

 Group size: up to 30

 Duration: 90 minutes

 Materials needed: flip chart, A4 papers, pens, markers

 Description: Give people five minutes to think about which national heroines and heroes (historical or living) they particularly admire. Hand out the paper and pens and ask each person to draw two columns. In the first column they should (using the red pen) write the names of three or four heroines plus a brief description of who they are and what they did for their country. At the bottom of the paper they should write key words to describe the heroines' personal characteristics.

Repeat the process (using the blue pen) for three or four heroes. Write this information in the second column. Now ask the participants to get into small groups of between five and seven people to share their choices of heroines and heroes. Ask the groups to come to a consensus on the four most worthy heroines and four most worthy heroes. Now come into plenary and write the names of each group's heroines and heroes in two columns on the flipchart. Add the key words that describe the personal characteristics.

Discuss the list of characteristics and the use of heroines and heroes as role models and the extent to which they are gender stereotypes. Then move on to the debriefing. In the debriefing start by reviewing the activity and what people learnt about heroes and heroines and then go on to talk about stereotypes in general and how they influence people's perceptions and actions.

You can continue by asking following questions:

What kinds of people are heroines and heroes? (Ordinary men and women? Kings?) What did they do? (Fight? Write poems?) How did the participants learn about them?

What were the differences and similarities between the two lists of characteristics?

What values do the heroines and heroes stand for? Are these values the same for both, or are there differences?

What do people understand by the word, “stereotype”? How true are stereotypes?

Are stereotypes always negative?

Do you personally, and people in your society in general, have general stereotypes and expectations of men and women?

Do participants feel limited by these expectations? How?

Does the list of characteristics produced in this activity reflect traits that some might describe as national characteristics?

To what extent are social and cultural barriers in general the result of stereotyped thinking?

In what ways does gender stereotyping deny people their human rights?


Stereotyped expectations often act as barriers to both men and women limiting life choices and options. What gender-related barriers have participants experienced?


In the home, school, club or work place?


What can participants do about these barriers? Can they identify strategies to break away from cultural norms and values related to masculinity and femininity?


Note: You can find this method in COMPASS manual.


- **Human rights history**

 Objectives: to introduce the topic, the thinking and important moments in the evolution of human rights; to show that in different parts of the world, in different religions, in different times we can find core values, like human dignity, freedom, equality, helping others, etc.


 Group size: up to 30


 Duration: 60 minutes


 Materials needed: human rights history cards; cut out articles from Universal declaration of human rights

 Description: Place the human rights history cards in the middle (you can find them in the next chapter of this manual). Introduce the task to the group: Read all of the cards and try to create a human rights timeline (give maximum 10 minutes for that). If the group is ready read out loudly the cards in the group's order. If there is a need correct the wrong parts, but remember the aim is not to prove that the participants knowledge is little in the topic, but to wake their interest about human rights. Alternatively you can make small groups and compare the different solutions at the end. Continue with reflecting on the process, asking questions such as: How do you feel about the result of the game? How the group made decisions? Was there any new information for you on the cards? What does this activity means to you? Continue by dividing participants into small groups of 5-7 people. Read out loud all the articles you prepared. Give each group one printed article from Universal declaration of human rights (make sure to print article related to the topic of your activity) and explain that their task is to create a living statue representing the article they got. When they are ready invite one by one group to represent their article, while the others try to guess which human right they represent. Round up with debriefing.


• 3 things

 Objectives: to develop understanding about what it is like to have to flee your home; to practice decision making and consensus building skills; to foster empathy and solidarity with refugees

 Group size: up to 30

 Duration: 90 minutes

 Materials needed: flipchart, post-its and pens

 Description: Introduce the topic of migration by brainstorming the reasons why people move to live elsewhere. Explain that in the activity they are going to imagine that they are being forced to flee their homes. Refer to the brainstorm and point out the “push factors” that cause people to flee, for instance war, natural disasters, persecution or terrorism. Then ask the group to guess how many displaced people there are in the world. (Find out the answer before implementing this method.)

Now ask them to get into small groups, and hand out the small pieces of paper and pencils. Ask everyone to imagine that they have to flee their home suddenly for a particular reason and that they can only take three things with them. Which three things would they take? They should write one thing on each piece of paper.

Next, ask each person in turn to present their choices and to explain the reasons for their decisions. Now tell the participants to work together in small groups to discuss the various choices and reasons, to try to come to a consensus, and to prioritize the items using diamond ranking. Finally let them go round and see the results of each group’s work.

Begin the debriefing by reviewing how each group ranked the items and then go on to discuss what participants learnt, and what the implications are for human rights.

Questions you might ask: Were there any surprising items people wanted to take with them? Was it easy to rank the items? What sorts of differences of opinion were there within the groups?

How similar or how different were the different group’s rankings?

How practical were people? Did they think mainly about their physical survival or did they also think about their emotional or spiritual needs?

How difficult would it be if you really had to flee?

What would people miss most if they had to flee?

Do they know anyone who has fled their home?

Is the activity realistic? Can people always choose what to take with them?


What about children and young people? Are their specific needs likely to be taken into account when their parents are packing?


What can we do to draw attention to the needs of refugees in our community (or across the world)?


Which human rights specifically protect refugees?

Note: This method can be found in COMPASS manual.


- *Language barrier*

 Objectives: to raise awareness about discrimination by border police and immigration authorities; to develop intercultural communication skills; to foster empathy with refugees and asylum seekers

 Group size: up to 30

 Duration: 60 minutes

 Materials needed: copies of the “Asylum Application” handout and pens

 Description: Arrange the room so you can sit behind a desk and role play the formality of a bureaucratic official. Let participants arrive but do not greet anyone or acknowledge their presence. Don't say anything about what is going to happen.

Wait a few minutes after the scheduled start time and then hand out the copies of the “Application for Asylum” (you can find it in the next chapter of this manual) and the pens, one to each participant. Tell them that they have five minutes to complete the form, but don't say anything else. Ignore all questions and protests. If you have to communicate, speak another language (or a made-up language) and use gestures. Keep all communication to a minimum. Remember that the refugees' problems are not your concern; your job is only to hand out the forms and collect them in again! Greet any latecomers curtly (for example, “You are late. Take this form and fill it in. You have only got a few minutes left to do it.”) When five minutes are up, collect the forms without smiling or making any personal contact. Call a name from the completed forms and tell that person to come forward. Look at the form and make up something about how they have filled in the form, for instance, “You didn't answer question 8” or “I see you answered “no” to question 6. Application dismissed.” Tell the person to go away. Do not enter into any discussion. Go straight on to call the next person to come forward. Repeat this process several times. It is not necessary to review all the applications, only continue for as long as necessary for the participants to understand what is happening.

Finally break out of your role and invite participants to discuss what happened.

Enter the debriefing by asking people how they felt during the activity and then move on to discuss what happened, what they have learned and the links with human rights.

Questions for debriefing: How did the participants feel when they were filling out an unintelligible form? How realistic was the simulation of an asylum-seeker's experience? Do you think that in your country asylum seekers are treated fairly during their application for asylum? Why? Why not?

What could be the consequences for someone whose asylum application is refused?

Have the participants ever been in a situation where they could not speak the language and were confronted by an official, for instance, a police officer or a ticket-controller? How did it feel?

Which human rights are at stake in this activity?






What possibilities do asylum seekers have to claim protection from violations of their rights?

How many asylum seekers are there in your country? Do you think your country takes its fair share of refugees?






Which rights are asylum seekers denied in your country?

Note: This method can be found in COMPASS manual.






- **World café**

-  Objectives: to connect different topics; to enable peer-to-peer learning process; to deepen the knowledge
-  Group size: up to 25
-  Duration: 60 - 90 minutes
-  Materials needed: 4 tables, flipchart, A4 papers, markers and pens
-  Description: Set the training room as cafe, with 4 different tables that have flipcharts on it. There should be a question on each flipchart; such as: ‘How can we prevent gender based violence?’; ‘Which kind of activities should be offered to refugees and asylum seekers in order to enable their adaptation to new culture’, “What could be the obstacles in the process of inclusion of refugees and asylum seekers?”; “How can we overcome the obstacles women face when addressing gender related issues?”. Divide participants into 4 groups and each group should choose one moderator. That person will stay at the same table the whole time, while others will switch tables every 10 minutes. The point is that every group gets the chance to discuss on each question. Explain that they should make notes and write a short conclusion to answer each of the questions. After the rotations round up in plenary and tell each group to present one of the conclusions. Round up with debriefing following the A.D. Kolb model.

- **Mind mapping**

-  Objectives: to introduce project management tool; to develop new project ideas
-  Group size: any
-  Duration: 10-15 minutes
-  Materials needed: Flipchart, markers
-  Description: This is a brainstorming method. Round up in plenary with the whole group and ask one volunteer to share one problem that youth in his/her community encounter. Write down the problem in a circle in the middle and then invite all participants to suggest key words related to the problem. Write them all around the problem. Make links between the key words and the problem. Then continue by asking participants to propose possible actions / solutions and link them to the key words. Explain that they can use this tool while developing their project idea.

- **SWOT analyses**

-  Objectives: to understand the SWOT model and how we can use it as a tool in decision-making
-  Group size: any
-  Duration: 45 min
-  Materials needed: flip chart, A4 papers, pens, markers
-  Description: The SWOT theory is presented, explaining the model by detail: Strengths, Weaknesses, Opportunities and Threats. Give examples in each category. Individually participants work with SWOT analysis technique in a personal decision they need to make and then share it in couples or small groups.

- **Problem and solution tree**

- ⚙️ Objectives: to provide participants with a project management tool; to learn how to set objectives; to understand project cycle

- 👥 Group size: any

- 🕒 Duration: 45 minutes

- ✂️ Materials needed: flipchart, markers, papers and pens

- 📋 Description: Prepare two flipcharts with trees drawn on them. Introduce participants with the tool by starting with problem tree. Explain that in the core there is 'the problem' we want to address, the roots represent the causes of the problem while the branches represent the consequences. Ask participants to make their problem tree individually and give them 5-10 minutes for this. When they finish you can ask them to share with the rest of the group. After that take the second flipchart and tell participants that it's 'solution tree'. Explain that they should transfer their problem tree into solution tree in a way that:

Problem becomes solution; Causes become objectives and/or activities and consequences become results/outcomes. The point is that what was written in negative in the problem tree we transfer into positive in the solution tree. Again provide participants with the time to make their solution tree and share the result after they finish.

- **Butterfly**

- ⚙️ Objectives: to define topics for project planning activities, to divide participants into small groups

- 👥 Group size: any

- 🕒 Duration: 10 minutes

- ✂️ Materials needed: flipchart, papers and pens

- 📋 Description: Draw a butterfly on the flipchart and divide it into 2 parts. Tell participants to do the same. Explain that they should write their own name in the first part and the topic/issue they would like to address in their own project on the second part. Once they do it, collect all the butterflies and group them according to the topic and use it to divide participants into small project planning groups.

Alternatively you can make a third part where participants should write which activity they would like to do (EVS, YE or TC) and use it as other criteria while forming small groups.

- **My symbol, my learning**

- ⚙️ Objectives: to identify learning outcomes and describe them; to evaluate the learning process; to find a personal source of inspiration that can help the learner relate to the activity


- 👥 Group size: Any


- 🕒 Duration: 30 minutes


- ✂️ Material needed: none


- 📋 Description: Ask each participant to find an object from the venue that symbolizes their learning process and learning outcomes during the project. When everybody is back from their quest, ask each person (or just volunteers) to present their symbol, explaining its link to the learning process and learning outcomes of the project.


- **Feet**

-  Objectives: to reflect on individual and group learning within a training course or youth exchange; to gain personal experience of summarizing the 'learning' of training course; to apply and explain the use of Youthpass to the participants

-  Group size: up to 25

-  Duration: 15-25 minutes each day; 40 minutes on the last day


-  Materials needed: printed copies of feet, colored A4 papers, pens


-  Description: This is a reflection method. At the end of the first training day, explain the need to reflect on one's own personal learning by showing a picture of feet. The feet symbolize that we learn in steps: formally, non-formally and informally. (You can find the handout in the next chapter.)


Then give examples of learning (including amusing ones), and ask people to answer the question: "What have you learnt today?" Participants are asked to answer the question in writing (in the working language of the activity) or by drawing on paper cut into the shape of a foot. Prepare enough copies of the feet according to the training days (1 for the first day and so on). Explain that on each training day, they will get their previous 'feet' back and continue with a similar question. You can give the question a different focus like: "What have you learnt from the others? Or what have you learnt about yourself?" At the end of the training course, give participants time to go through their learning steps (feet) from previous days and ask them to summarize what they think are the most important learning outcomes for them. The result of this reflection can be used by participants to describe their learning outcomes in their Youthpass.


Note: This method can be found in the "YouthPass unfolded" manual.


- **Evaluation dartboard**

-  Objectives: To evaluate the feelings of the participants regarding different elements and horizontal dimensions of the training course, to receive feedback on different parts of the course; to identify what was working well and not so well.






-  Group size: any

-  Duration: 20 minutes






-  Materials needed: A drawn and colorful Dartboard with the written elements; Markers for each participant

-  Description: Ask participants to put marks or symbols with a marker on a drawn dartboard. The dartboard should be divided into 8 areas corresponding to the following elements: Group Dynamics; Food, accommodation and atmosphere; Techniques, contents and methods used; Program in general; Participant-team relations; Balance between work and free time; Personal contribution and Trainers. It gives a useful visual overview of the evaluation of participants on different elements in the program. There should be a scale on dartboard from center to outward. Centre: 12; others are 8, 4 and 1. This can provide a numerical evaluation for the final report. Do not allow participants to go and put the marks all at the same time; do it one by one otherwise it will be chaotic.

- *The string game*

-  Objectives: To enable group sharing process; to finalize the activity
-  Group size: any
-  Duration: 20 minutes
-  Materials needed: string; large space
-  Description: Round up in a circle while holding a string ball. Explain participants that they when they receive the ball they should say the first thing that crosses their mind related to the activity, either positive or negative. Alternatively you can ask them to answer the question what they liked the most; or what will they remember most from the activity or their most important learning outcome and so on. If the time allows they can answer in full sentence. When a participant answers the question he/she should keep their finger on the string and pass the ball to another participant. In the end you will have the whole group connected via string net.

- *What do you know about refugees?*

-  Objectives: to explore the terms stereotypes / prejudice / immigrants / refugees; to raise awareness on the issues these group face; to explore the topic of discrimination
-  Group size: up to 30
-  Duration: 90 minutes
-  Materials needed: flipchart, markers, papers and pens
-  Description: Start by implementing a brainstorm on all the four terms, brainstorm on the 4 terms and then explain the definition of each one using dictionaries, articles or internet sources (keep the explanations short). After that divide the participants into 3 groups and give them their role written on a piece of paper: a) refugees, b) nationalists c) supporters / activists. Their task is to make a short sketch (up to 5 minutes) based on the topic they've got and according the stereotypes or the prejudice that exist about them. Give them 20 minutes for planning. After that do the presentation of the role plays. After presentations round up in plenary for a discussion- debriefing on how they felt during the exercise, presentations and how was the workshop for them.

Note: flipchart needed for theoretical input can be found in the next chapter.

FLIPCHARTS NEEDED FOR THEORETICAL INPUT

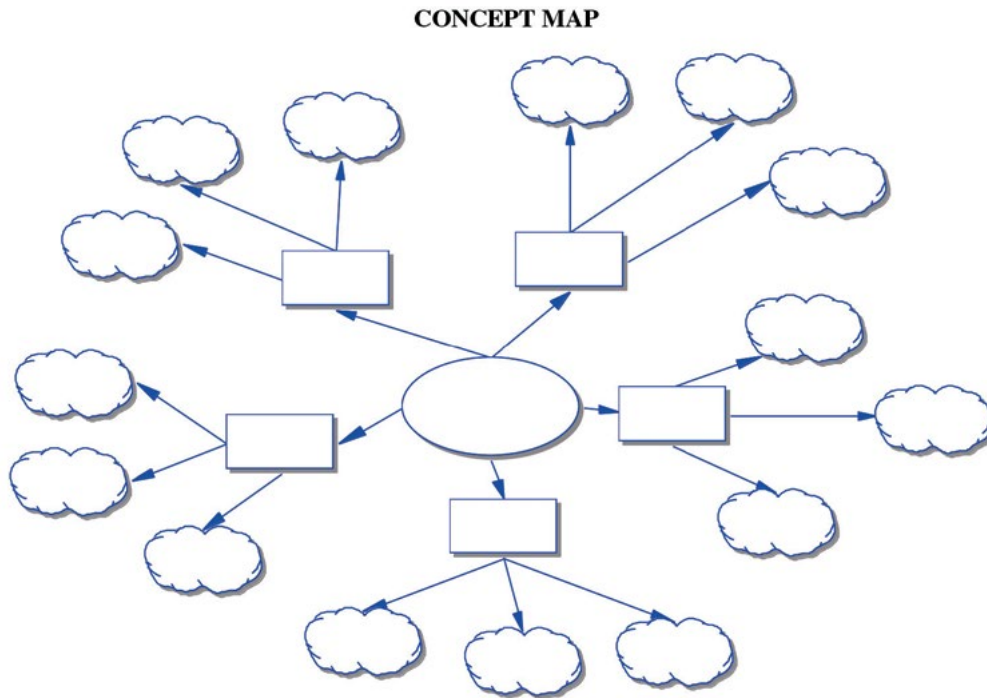
1. Flipchart 8 KC flower



2. Flipchart with difference between sex and gender

GENDER SENSITIVITY	
Difference between Sex and Gender	
Sex	Gender
<ul style="list-style-type: none">• Biological• Nature made• Constant• Individual• Non-hierarchical• Cannot be changed easily	<ul style="list-style-type: none">• Socio-cultural construct• Society-made• Variable• Systematic• Hierarchical• Difficult, but not impossible to change

3. Mind mapping flipchart

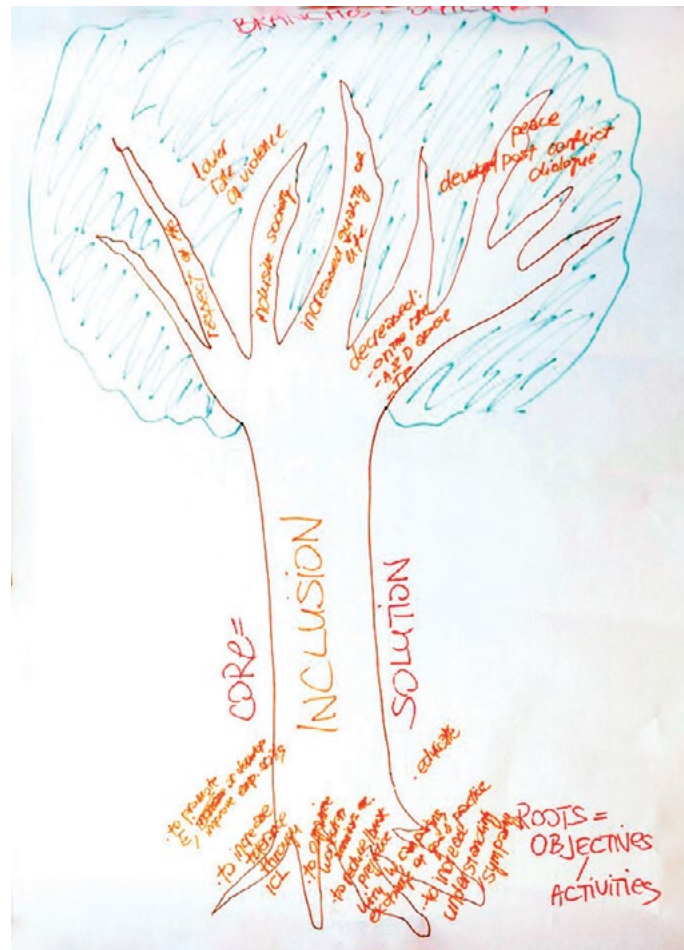


4. SWOT analyses

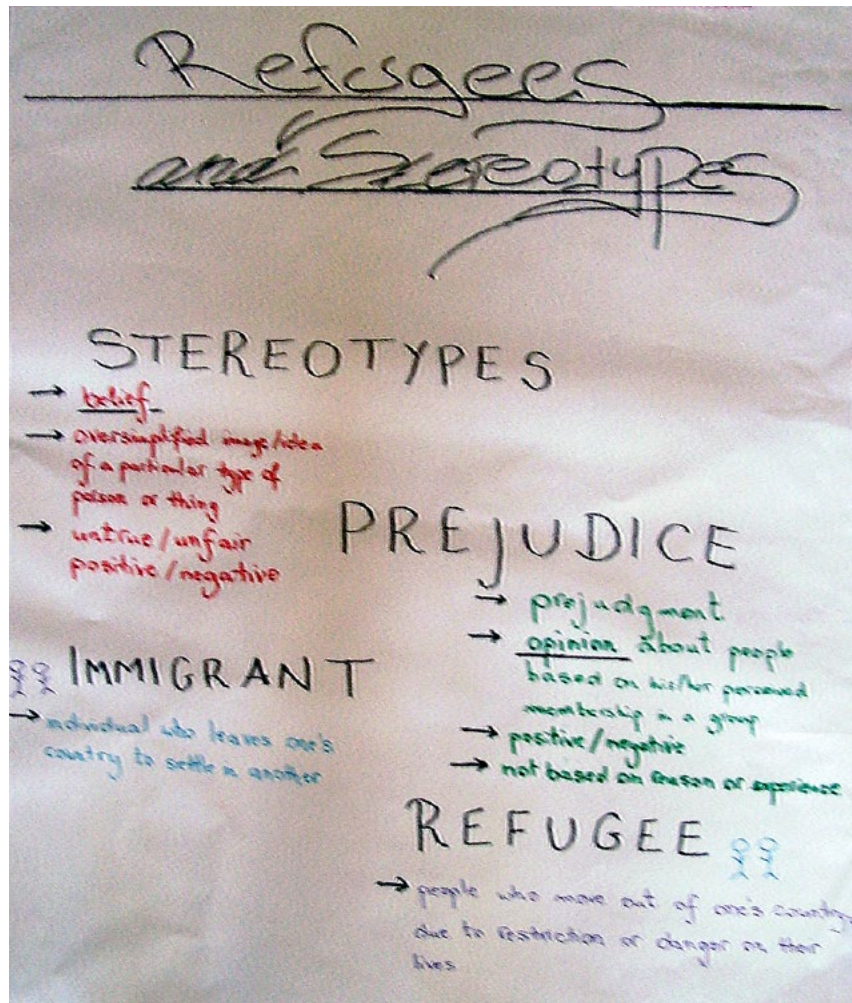
SWOT ANALYSIS



5. Problem and solution tree



6. Refugees' flipchart



8. Social campaign.



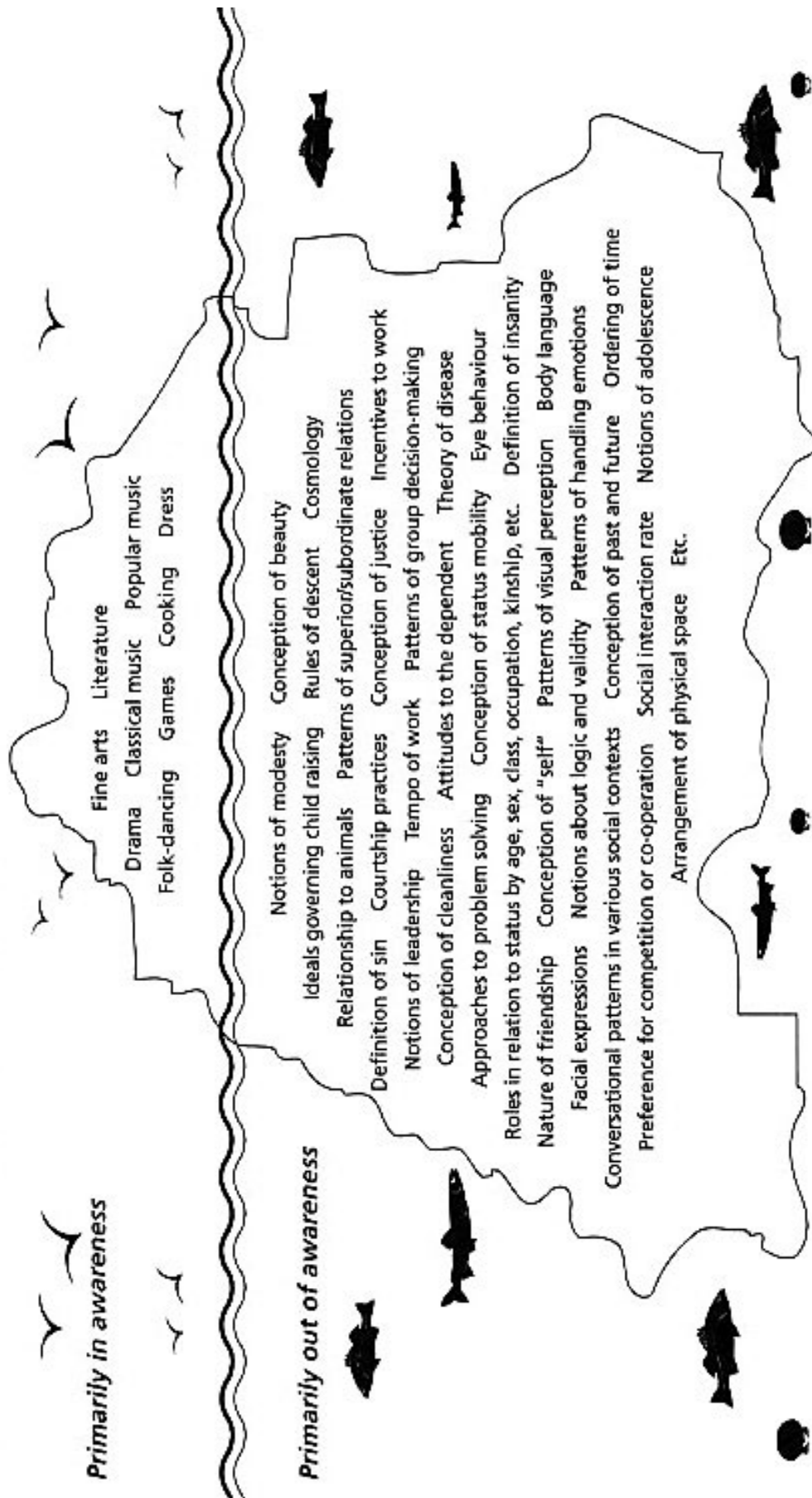
HANDOUTS

1. Learning plan grid handout

What do I want to learn?	
How will I learn it?	
Who will I learn it with?	
When will I learn it? (put learning in a timeframe)	
Key competences I want to develop / improve	

2. Iceberg of culture

Fig. 1: The iceberg concept of culture



Source: p. 14 AFS Orientation Handbook Vol. 4, New York: AFS Intercultural Programs Inc., 1984

culture different is common
stable and the from values
attitudes other regulations rules
rituals religion norms opinions
generation or traditions habits
and in a group social nation ethnic
or race shared unchangeable
group opposite things these are
the ones in groups or nations
culture passed is genes from thus
on generation to history through
and learning socialisation and
is the of nature

4. The story of Abigail & The story of Jack

Abigail : a love story.

Abigail loves Jack who lives on the other side of the river. A flood has destroyed all bridges across the river, and has left only one boat afloat. Abigail asks Sinbad, the owner of the boat, to bring her to the other side. Sinbad agrees, but insists that Abigail has to sleep with him in return.

Abigail does not know what to do and runs to her mother and asks her what she should do. Her mother tells Abigail that she does not want to interfere with her own business.

In her desperation Abigail sleeps with Sinbad who, afterwards, brings her across the river. Abigail runs to Jack to happily embrace him and tell him everything that has happened. Tom pushes her away bluntly and Abigail runs away.

Not far from Jack's house, Abigail meets Paul, Jack's best friend. She tells everything that has happened to him as well. Paul hits Jack for what he has done to Abigail and walks away with her.

Jack : a love story.

Jack loves Abigail who lives on the other side of the river. A flood has destroyed all bridges across the river, and has left only one boat afloat. Jack asks Carla, the owner of the boat, to bring her to the other side. Carla agrees, but insists that Jack has to sleep with her in return.

Jack does not know what to do and runs to his father and asks him what he should do. His father tells Jack that he does not want to interfere with his own business.

In his desperation Jack sleeps with Carla who, afterwards, brings him across the river. Jack runs to Abigail to happily embrace her and tell her everything that has happened. Abigail pushes him away bluntly and Jack runs away.

Not far from Abigail's house, Jack meets Paula, Abigail's best friend. He tells everything that has happened to her as well. Paula hits Abigail for what she has done to Jack and walks away with him.

5. Sex vs. Gender handout

Sex or Gender?

Mark each of the following statements as true of
SEX (S) or GENDER (G).

- ☐ Women can become pregnant; men can impregnate.
- ☐ Childcare is the responsibility of women; men should be concerned with other work.
- ☐ Women do the majority of agricultural work in African countries.
- ☐ Women usually are paid less than men for the same work.
- ☐ Women can breast-feed babies; men can bottle-feed babies.

6. Story of violence

I'm a university student and have been with my boyfriend for the last eight months. I used to be involved with many activities such as my YWCA young women's club, played basketball and loved to go to the movies and shopping with my girlfriends. But my boyfriend doesn't like me doing these things. He says he wants me 'all to himself'. It's so sweet that he loves me that much. But sometimes I also wish I could also be with my friends and playing sports, but that makes him mad and I don't want my boyfriend to drop me.

My husband and I got married last year. Although it was an arranged marriage and I was hesitant to accept my parents' choice, we had a beautiful wedding day. It started off quite well, but a few months ago I was late getting home from work and my husband was really angry. He wanted to know where I had been and asking who I was with. I was really surprised by his reaction. He wouldn't let it go and started criticizing that I wasn't cleaning the house well and that there was no dinner ready. When I suggested he could help out too, he started shouting about my disobedience and slapped me hard. I was shocked and crying and then he was very sorry for hitting me. He said he'd never do it again. But then a week later, he was angry and hit me again. It's been getting worse and now he wants me to quit my job, but every time he hits me he says I have done something to make him mad and that he's sorry. I am scared that his temper is getting worse and I don't know what to do. My mother says it's my duty to stay with my husband.

The last five years of my marriage were like a fairytale of joy and happiness. Two months ago I discovered that my husband was having an affair. We agreed that we would use condoms. Last night he said that he is faithful now and won't use condoms anymore. I refused to have sex with him, but he demanded what he called his "marital rights". Now I don't know what to do. He is my husband. Maybe I have no right to refuse to sleep with him.

I was at a friend's birthday party and met someone. We started talking and he seemed really nice. There were a lot of people, so he asked me to step outside for a minute to get some fresh air. He took my hand and we walked outside. There was no one around. He tried to kiss me and I said no, we have only just met. But he didn't listen to me. He just laughed and said, 'don't be such a prude.' I got scared and angry and told him to stop but he became rough and pushed me to the ground. I tried to scream and get away but he covered my mouth and held me down and raped me against my will. I am so ashamed. I know it was wrong and that he broke the law but who will believe me? Sometimes I wonder if it was my fault.

After every department meeting my supervisor asks me to stay in the room after everyone leaves. Even though he talks about work, he stands so close to me I can feel his breath, and sometimes I am right against a wall. He also calls me "sexy" or "hottie" when no one else is around. It makes me feel so bad, but what can I do? He is my boss. Maybe I am just overreacting. After all, he has never touched me.

I stayed longer at granny's house because she was ill. I missed the bus that would take me close to home. There was one man at the bus stop when I got there, and I was glad that I knew him because it was getting late. Rain began to fall and he opened his umbrella to share with me. Someone must have seen me because when I got home my husband accused me of being out with another man. I tried to explain but he was furious and told me that he will get me for this. We all know about wives who have been killed for being caught with another man. I am so scared.

7. Human rights history cards



The famous Babylonian king Hammurabi, was the first ruler who had **written code of laws**. The laws of Hammurabi were written on a giant stone pillar, called stele. His rules were based on the ancient principle of 'eye for an eye'. Beside that, this code was the first appearance of 'presumption of innocence', the protection of the weaker and the idea of '**common good**'.



The Bible says that Moses wrote down Ten Commandments, the will of God on the Mount Sinai. Basic principles are: don't kill, don't steal, respect your family and don't bear false witness. Siddhartha Gautama, founder of another great religion **Buddhism** taught **respect of life**, nonviolence and purity to his followers.



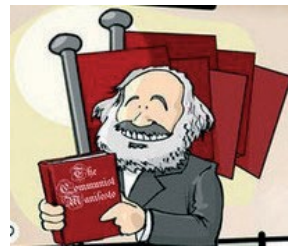
The political career of Pericles was linked with the golden age of **democracy** in Athens. The classical democracy is the rule of the people (demos), where **everybody is equal before the law**, **freedom** is the basic principle and always the majority decides.



The **nobles** of England and the Hungarian Kingdom fought for their rights almost the same time. The 2 written documents (Magna Charta Libertatum, Bulla Aurea) had many commonalities, like the **ban of imprisonment without legal judgment** or the **right of resistance** if the king violates the law.



The American 'Declaration of Independence' and the French 'Declaration of Human and Civil Rights' were based on the thoughts of the masterminds of age of Enlightenment, like John Locke, Thomas Jefferson or Montesquieu. These documents declared the principles of **freedom, fraternity and equality**.



As the effect of Industrialization the working class evolved. Many new philosophies dealt with the **rights and living conditions of labors**: anarchists, Christian socialists, socialists. Karl Marx and Johannes Engels tried to unify these ideas at the Second International.



The first step to end slavery was the pact between England and France about the prohibition of slave trade. In the US president Lincoln freed the slaves during the civil war. By the end of 19th century several international **agreements against slavery** were signed.



Mother Teresa established orphanages and schools for poor children in India. Ten years after she got the Nobel peace prize, the Assembly of the United Nations accepted the **Convention on the Rights of the Child**. This document **bans child labor**, arranged marriages and makes **elementary education** mandatory.



Mahatma (means High Soul) Gandhi is the father of **nonviolent movements**. He experienced oppression in South Africa and India too. He taught **civil disobedience** to people: not to pay taxes and to ignore British economic system. He was committed advocate of **religious reconciliation**. He never got Nobel peace prize because of political reasons.



World War II ruined half of the world, especially Europe and South-East-Asia. World leaders created **United Nations** and Council of Europe due to this shock. These organizations aimed to **solve conflicts peacefully**, with international agreements. The UN General Assembly adopted the **Universal Declaration of Human Rights** on 10th of December 1948.



Due to technical development the wars became more and more destructive. This issue brought International Red Cross to life. The organization operates in peace and in war as well, their principles are impartiality, **humanity, universality and volunteering**. The Red Cross initiated the Geneva Conventions that protects the rights of prisoners of war, the wounded and civilians in wartime.



The status of black people was not been resolved with the ban of slavery. In South Africa the government enforced the apartheid system, which divided the society into 4 groups. Nelson Mandela and his companions fought for **equal rights** for almost 50 years. Meanwhile in the USA reverend Martin Luther King Jr. **struggled nonviolently for the civil rights** of African-American people.



The word suffragette means the **right to vote**. The suffragette movement broke out in the UK where the authorities scorned the women activists with that name. The activists chained themselves in public, burned mailboxes, accepted imprisonment and made hunger strikes. New-Zealand was the first country which gave voting right to women.



The ideas of global responsibility, **environmentalism and sustainable development** gain more and more attention worldwide. The Kyoto Protocol regulates the emission of greenhouse gases. Fair Trade is an operating alternative worldwide commercial network. Wangari Maathai got Nobel peace prize for combating desertification.



Prophet Muhammad wrote about what a faithful Muslim should do. The Quran says that a Muslim should **donate to the poor**, wishes the same for him/herself as to others and believes that an act should be judged by the purpose.

Possible solution:

1. Hammurabi 18th century BC
2. Moses 13th century BC
3. Pericles 5th century BC
4. Muhammad 7th century AD
5. Magna Charta 13th century AD
6. Declaration of Independence 1776, Declaration of Human and Civil Rights 1789
7. British and French pact against slave trade 1807, Lincoln's Emancipation Proclamation 1863
8. Founding of Red Cross 1863 (Geneva Conventions 1864, 1906, 1929, 1949)
9. Industrialization (Watt's steam engine 1765), Second International 1889
10. Suffragette movement in UK (beginning of 20th century), New-Zealand gives voting right to women 1893
11. Gandhi's struggle for the independence of India 1915-47
12. Founding of United Nations 1945, Council of Europe 1949
13. Apartheid system in South Africa 1948-1994, Martin Luther King's March on Washington 1963
14. Mother Teresa's Nobel prize 1979, Convention on the Rights of the Child 1989
15. Kyoto Protocol 1997

8. Universal Declaration of Human Rights

Universal Declaration of Human Rights

United Nations

Note

Adopted and proclaimed by General Assembly resolution 217 A (III) of 10 December 1948.

On December 10, 1948 the General Assembly of the United Nations adopted and proclaimed the Universal Declaration of Human Rights the full text of which appears in the following pages. Following this historic act the Assembly called upon all Member countries to publicize the text of the Declaration and “to cause it to be disseminated, displayed, read and expounded principally in schools and other educational institutions, without distinction based on the political status of countries or territories.

Preamble

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, therefore,

The General Assembly, Proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article I

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3

Everyone has the right to life, liberty and security of person.

Article 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6

Everyone has the right to recognition everywhere as a person before the law.

Article 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11

(1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.

(2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed.

Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13

- (1) Everyone has the right to freedom of movement and residence within the borders of each State.
- (2) Everyone has the right to leave any country, including his own, and to return to his country.

Article 14

- (1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.
- (2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15

- (1) Everyone has the right to a nationality.
- (2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16

- (1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
- (2) Marriage shall be entered into only with the free and full consent of the intending spouses.
- (3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17

- (1) Everyone has the right to own property alone as well as in association with others.
- (2) No one shall be arbitrarily deprived of his property.

Article 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20

- (1) Everyone has the right to freedom of peaceful assembly and association.
- (2) No one may be compelled to belong to an association.

Article 21

- (1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
- (2) Everyone has the right to equal access to public service in his country.
- (3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23

- (1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
- (2) Everyone, without any discrimination, has the right to equal pay for equal work.
- (3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
- (4) Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25

- (1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
- (2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26

- (1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education

shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27

(1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

(2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29

(1) Everyone has duties to the community in which alone the free and full development of his personality is possible.

(2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

(3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

9. Application for asylum

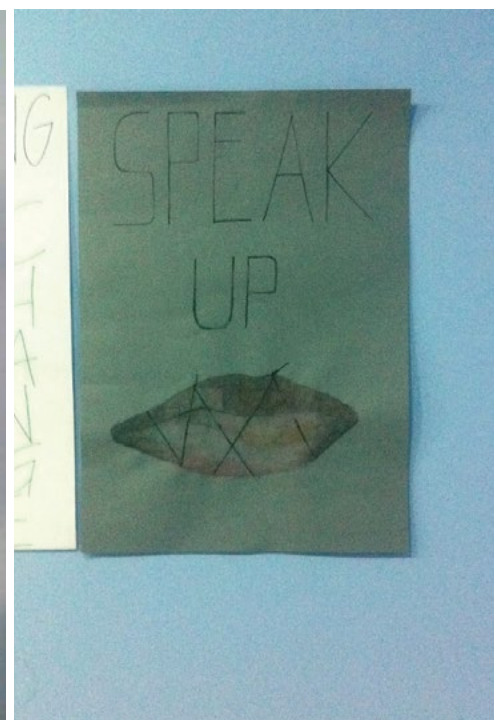
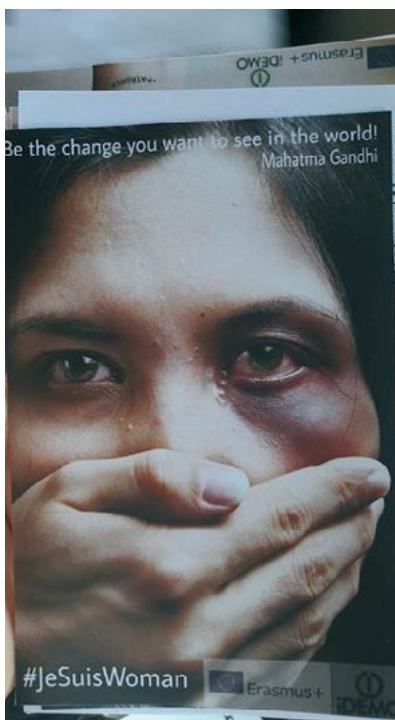
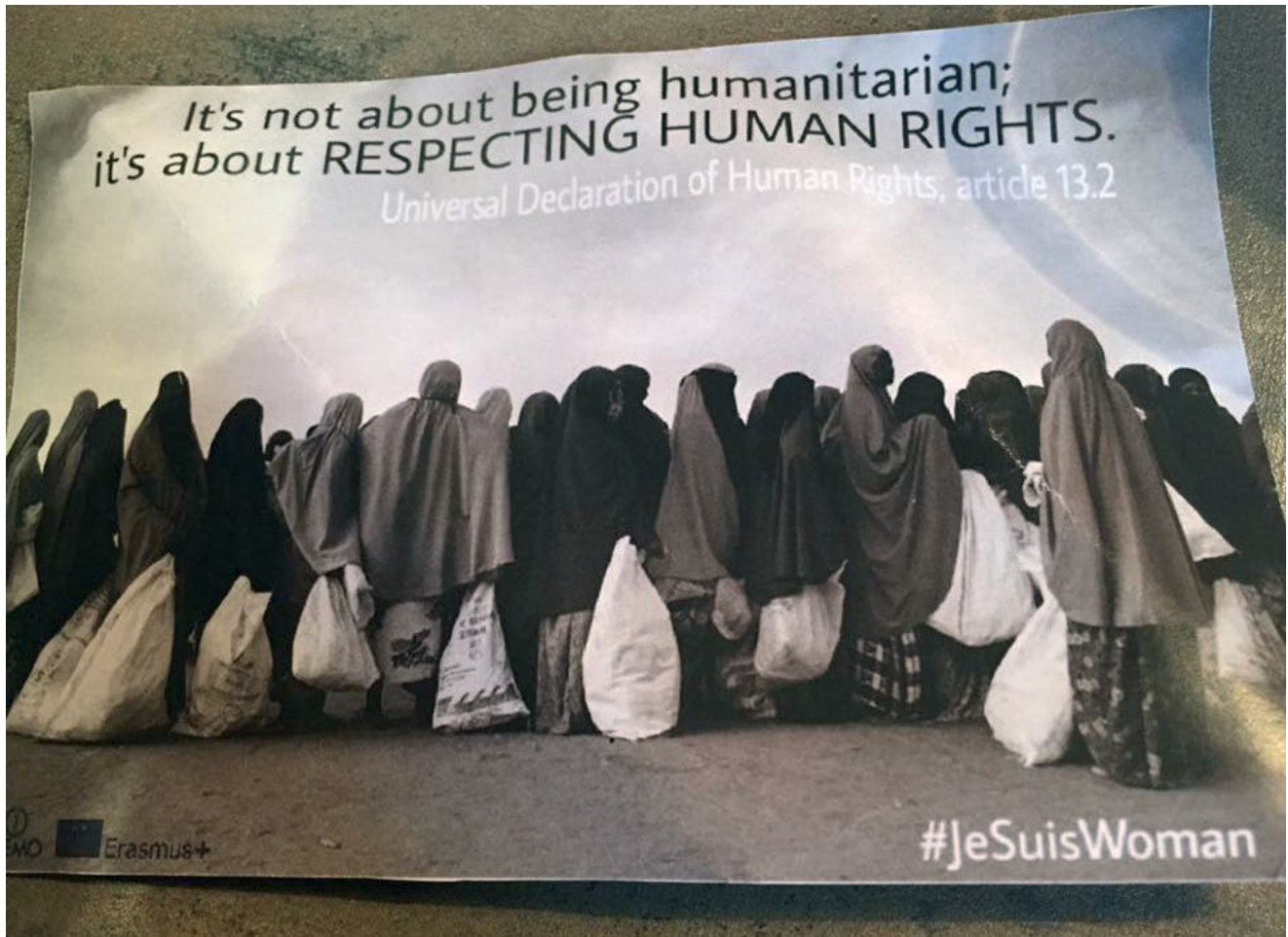
Application for asylum	
1. Appellido	
2. Primer nombre	
3. Fecha de nacimiento	
4. Pais, ciudad de residencia	
5. Ou genyen fanmi ne etazini?	
6. Kisa yo ye pou wou	
7. Ki papye imagrasyon fanmi ou yo genyen isit?	
8. Eske ou ansent?	
9. Eske ou gen avoka?	
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9. Eske ou gen avoka?	
10. Ou jam al nahoken jyman	

10. Feet



WOMEN OF EUROPE CAMPAIGN RESULTS





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Aristea Tachtevrenidou

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#JESUISWOMAN



AGENCY FOR
MOBILITY AND
EU PROGRAMMES



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