



A TOOLKIT

GENDER CONSCIOUS PRACTICE & YOUTH WORK

Working together for a change.



Convent Centre



Erasmus+

Hello and welcome!

We are really happy that this toolkit managed to reach you... and we hope that at the end of this reading you will feel really inspired, more aware and more conscious about gender balance in youth work.

This booklet is the output of the KA2 Erasmus+ project “Gender Conscious Practice and Youth Work”, that was implemented by 3 youth organisations, You in Europe from Greece, Convent Centre from Italy and ESTYES from Estonia.

We hope that it will prove to be a useful tool for any youth worker or institution that wants to enhance its impact on society and is interested in offering more inclusive, open and safe youth projects for any participant, independently of their gender, sexual orientation or identity.

We hope that you enjoy your reading and don't hesitate to give us your feedback at

genderconsciouspractice@gmail.com

TABLE OF CONTENTS



INTRODUCTION	1
THEORY	2
Definitions	3
Activity: Genderbread person	8
GENDER STEREOTYPES	9
Gender Stereotype Definitions	10
ACTIVITIES	11
Drawing to address gender stereotypes / Scale	12
Understanding Equity VS Equality	13
INCLUSIVE DESIGN OF PHYSICAL SPACES	14
a. Setting up sleeping arrangements	15
b. Confidential space / Observers mat	16
CONSENT	17
Definitions of consent	18
Educational material on consent	19
Activity: Practicing consent - saying yes	20
Activity: Practicing consent - saying no	21
CREATION OF SAFE AND BRAVE ENVIRONMENTS	22
a. Safe environments	23
b. Brave environments	24
c. Activity: Trust box	25
d. Activity: Using gender pronouns	26
e. Activity: Setting up a group contract	27
f. Activity: Setting up accountability buddie	28
ACTIVE LISTENING	30
Activity: Butterfly walk / Collective counting	32
NON VIOLENT COMMUNICATION	33
Activity: Open circle	35
Activity: Non-violent communication theatre	35
FOCUSING ON WELL BEING	36
a. Activity: Learning zone model	37
b. Activity: Crate meaningful connections	38
c. Activity: Practicing mindfulness	38
d. Activity: Sugar cubes	39
e. Activity: Trigger warnings	40

TABLE OF CONTENTS



HOW TO BE AN ACTIVE BYSTANDER	41
5Ds Methodology	42
5Ds Detailed explanation	44
Extra material about Support	47
Activity: Trigger warnings	48
Activity: Role play – how to be an active bystander	49
THE SURVIVOR CENTERED APPROACH	50
Principles of The Survivor Centered Approach	51
EXAMPLES OF SUPPORT ORGANIZATIONS BY COUNTRY	53
HOW TO RECIEVE A REPORT OF SEXUAL HARRASMENT	54
GENDER POLICY	55
REPORTING FORM	57
Activity: Role play on supporting a victim	58
Activity: Case studies of sexual violence incidents	58
SOURCES	59
Team of the project	60

In what follows, we will provide recommendations to help youth organizations develop a gender-based violence policy and measures to address it.

These recommendations should be adapted to each youth organisation based on its resources. The proposed activities and topics stem from the issues identified during the research phase of the project, where you can find below:

[FIND THE RESEARCH HERE](#)



TIME FOR SOME THEORY

In order to help you with the topic, we include here a short definition of the basic terms:

THEORY: Definitions

SEX

A medical term designating a certain combination of gonads, chromosomes, external genitalia, secondary sex characteristics, and hormonal balances. Usually subdivided into “male” and “female,” this category often overlooks the existence of intersex bodies.

INTERSEX

A person whose body does not fit into the traditional categories of male or female due to variations in genitalia, gonads, chromosomes, and/or hormones. Intersex in

BISEXUAL

A person who is emotionally, physically, and/or sexually attracted to both males/men and females/women. This attraction does not have to be equally split between genders, and there may be a preference for one gender over others.

CISGENDER

Anyone who is not transgender, gender nonconforming, or questioning; a person who was raised as, still identifies as, and expresses the gender that matches the sex they were assigned at birth.

GENDER

The socially constructed concepts of masculinity and femininity; the “appropriate” qualities or characteristics expected to accompany each biological sex.

SEXUAL ORIENTATION

The enduring desire for intimate emotional and/or sexual relationships with people of the same gender/sex, another gender/sex, or multiple genders/sexes.

TRANSGENDER

An umbrella term for anyone whose gender identity and/or gender expression does not align with societal or cultural expectations of gender. This may include transsexuals, cross-dressers, genderqueer people, and others. This term should only be used for people who self-identify with it.

QUEER

A historically derogatory term used to describe gay men, lesbians, or gender-nonconforming individuals.

The term has been widely reclaimed, especially by younger LGBTQ+ people, as a positive social and political identity. It is sometimes used as an inclusive or umbrella term for all LGBTQ+ people.

THEORY: Definitions

HETERONORMATIVITY

The assumption, by individuals, systems, or institutions — that everyone is heterosexual and that heterosexuality is normal and superior to homosexuality and bisexuality.

PREJUDICE

A conscious or unconscious negative belief about an entire group of people and its individual members.

DISCRIMINATION

Prejudice combined with power. It occurs when members of a more powerful social group behave unjustly or cruelly toward members of a less powerful social group. This can take many forms, including individual acts of hatred or injustice and institutional denials of privileges typically accorded to other groups. When ongoing, it creates a climate of oppression for the affected group.

GENDER DISCRIMINATION

Gender discrimination occurs when people are treated differently simply because they are male or female, rather than based on their individual skills or capabilities. It involves any action that specifically denies opportunities, privileges, or rewards to a person (or group) because of gender.

GENDER VIOLENCE

Violence - Any harmful act perpetrated against an individual or a group based on their gender. It encompasses various forms of violence that disproportionately affect individuals based on their gender.

THEORY: Definitions

GENDER IDENTITY

A person's internal sense of being a man/masculine, a woman/feminine, or another sense of gender belonging.

GENDER BINARY

The classification of gender into two distinct, opposite, and disconnected forms of masculine and feminine of people and its individual members.

ALLY

Someone who confronts heterosexism, homophobia, biphobia, transphobia, and heterosexual and gender-normative privilege in themselves and others. They are concerned for the well-being of lesbian, gay, bisexual, transgender, and intersex people and believe that heterosexism, homophobia, biphobia, and transphobia are social justice issues. Allyship is a lifelong process of building and nurturing supportive relationships with underrepresented, marginalised, or discriminated individuals or groups with the aim of advancing inclusion. Allyship is about progress, not perfection. Allyship is active, not passive. It requires frequent and consistent behaviours. Allyship is not performative. It's about lifting others and creating platforms for them so that their voices are heard. Allyship is not about fixing others.

VIOLENCE AGAINST WOMEN

Violence against women is understood as a violation of human rights and a form of discrimination against women. It encompasses 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 private life. It is an expression of historical and cultural values and patriarchal structures—women across all societies experience role stereotyping, discrimination, and violence. Violence against women not only has negative consequences for the women affected but also for their families, communities, and society at large.



THEORY: Definitions

SEXUAL HARASSMENT

Sexual harassment is a form of discrimination on the ground of sex. It is a form of gender-based violence that can occur between any individuals, regardless of their sex or gender, regardless of their sexual orientation or gender identity. Women constitute the vast majority of the victims. Women from specific groups – such as those with low socioeconomic status, indigenous women, women from ethnic minorities, lesbian, bisexual, trans or gender non-conforming women, women migrant workers, women with disabilities and young women – may face sexual harassment in particular ways. This is due to the intersection, or combination, of factors or circumstances that can accelerate the risk of violence and harassment (ILO, 2021). People of color, especially women of color, are more likely to be subject to sexual harassment than their white counterparts. Men, particularly those who don't conform to traditional masculine norms, and others seen as outsiders, like LGBTQ and gender nonconforming people, can be targets.

Indicatively, forms of sexual harassment:

- Being stared and pointed at
- Been asked inappropriate, offensive (e.g. sexist or homophobic/transphobic) or overly personal questions
- Been exposed to unwanted private and/or explicit conversations (e.g. sexual jokes, story-telling about sexual acts, audio-visual material with sexual content)
- Heard, saw or read others joking or laughing about oneself (or people similar to you)
- Received unwanted private and/or explicit photos/content online (e.g. emails, video calls, personal messages, phone calls, letters, notes etc.)
- Had your own private and/or explicit photos/content shared by other people online
- Experienced unwanted physical touch that made you feel distressed and uncomfortable
- Been called names/slurs or received insulting/degrading comments in person or online]
- Felt afraid and unsafe because a person (online, in person or both) has been watching or following your moves
- Threatened, bullied, forced or blackmailed to perform an unwanted sexual act

THEORY: Definitions

SOMETIMES, PEOPLE FIND IT DIFFICULT TO DISTINGUISH SEXUAL HARASSMENT FROM FLIRTING.

Let's clarify that: sexual harassment is unwanted, degrading, one-sided, and occurs between people in positions of inequality. In contrast, flirting is welcome, flattering, empowering, and allows for a reciprocal response.

Here are some tools to help your youth become more familiar with the above terms, through matching the words with their definitions, and the Genderbread person activity, an appetizer for understanding gender.

Finally, a helpful video about sexism.

SOME ACTIVITIES:

Match the words with their definitions

The Genderbread person

Sexism definition

ACTIVITY: Genderbread person



WHAT ABOUT STEREOTYPES?



GENDER STEREOTYPES: Definitions

STEREOTYPE

A preconceived or oversimplified generalisation about an entire group of people without regard for their individual differences. Though often negative, stereotypes can also be complementary.

However, even positive stereotypes can have a negative impact because they involve broad generalisations that ignore individual realities.

GENDER STEREOTYPES

Stereotypes about gender often take two forms. One assumes that all members of a category (such as a profession) share a gender, for example, the assumption that all company directors are men and all secretaries are women. The other assumes that all members of a gender share a characteristic, such as believing that all women love to shop or that "boys don't cry." These stereotypes hurt people of all genders by placing expectations on what people should be. In many cases, unconscious cultural stereotypes are expressed through the language we use, meaning people use these expressions even when they do not hold these assumptions.

INTERSECTIONALITY

Intersectionality is a framework for understanding how various forms of social identities, such as race, gender, sexuality, class, ability, and more, intersect and interact with one another, leading to unique experiences of discrimination or privilege. The concept was coined by legal scholar Kimberlé Crenshaw in 1989 to highlight how traditional approaches to social justice often overlook the compounded effects of multiple, overlapping identities. Intersectionality helps to recognize the complexity of social identities and the ways in which they contribute to an individual's experiences in society.

The following videos are showing in an interesting way how stereotypes are deeply instilled in us and why some stereotypes are more difficult to tackle than others.

Riddles (work)

Riddles (hospital)

The urgency of intersectionality



ACT IVIT IES



ACTIVITY: Drawing to address gender stereotypes

Objective

Challenge unconscious biases towards gender.

Instructions

Develop a persona with specific characteristics, including gender-related traits, roles, and stereotypes. Each team will create a drawing of their assigned persona, along with a written description of their life, interests. Teams present their drawings and descriptions to the group. After all, presentations reveal the persona and facilitate a discussion about unconscious biases, and strategies to challenge and overcome these biases in real life.

ACTIVITY: Scale

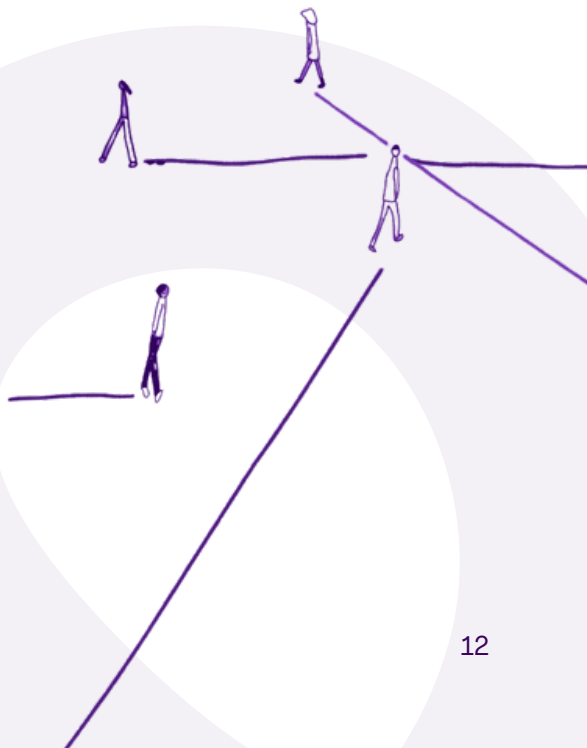
Objective

Assess personal biases and delve deeper into the topic through discussion and reflection.

Instructions

Use statements to create a line that participants can position themselves along based on their level of agreement. Statements could be controversial topics on gender equality like: “housewives and mothers should be paid for housework” or “men are more aggressive than women” etc.

This activity helps individuals identify their own biases and stereotypes, learn from each other, and understand that topics related to gender are not simply black and white but encompass a spectrum of perspectives and approaches.



ACTIVITY: Understanding Equity VS Equality

Objective

To empirically explore the difference between equality and equity, and to introduce the concept of intersectionality in the context of youth work.

Instructions

- 1 Arrange the participants in a circle. Provide each participant with two pieces of paper and ask them to fold each piece into a ball.
- 2 Place a basket within the circle, but not at the centre. Instruct participants to throw their paper balls into the basket.
- 3 After the activity, ask the participants if everyone had the same opportunities to reach the basket.
- 4 Discuss the factors that might have affected their ability to score, such as position in the circle or throwing ability. Ask participants to reflect on why some individuals had a better chance of scoring than others.

Introduce the concepts of equality and equity,

with a focus on the equity approach in the context of gender-conscious youth work. In this activity, equality means providing the same resources or opportunities to everyone. For example, equality would imply that everyone has the same chance to reach the basket, regardless of their starting position or ability.

On the other hand, equity involves making adjustments to accommodate different starting positions or abilities.

In this activity, equity would mean moving the basket closer to those who have a harder time reaching it to ensure that everyone has an equal opportunity to succeed.

Once the discussion about equality and equity is completed, introduce the concept of intersectionality.

It is important that in youthwork to recognise and address diverse needs to ensure all participants can engage and benefit equally and to develop strategies and processes that support them.

Materials:

papers or a ball
basket

(trash can, bowl, whatever you can use as a basket)





PLANNING YOUTH PROJECTS? SPACEMATTERS!

Let's design and arrange spaces that support positive behaviours, effective communication, and overall comfort!

Inclusive design of physical spaces

Objective

Ensuring that youth centres and spaces avoid reinforcing gender stereotypes in decor and design

Example:

- Create more inclusive toilet signs. (ex. all genders; come as you are; humans, aliens, butterflies, urinal, seated toilet, shower).
- Bathrooms can be common locations for incidents of sexual harassment and gender-based violence, install an emergency button in the toilets, ensuring a quick response to any potential threat or incident.

Instructions

Using gender-neutral colours in the design of common areas (avoiding traditional gender colour schemes - pink for girls, blue for boys)

Incorporate artwork, posters and decorations that include diverse representations of all genders engaged in various activities (images of non-binary youngsters participating in a range of activities)

In areas like sports or gyms, avoid separating activities strictly by gender stereotypes, giving youngsters the option to choose their preferred group.

Setting up sleeping arrangements

Objective

To ensure a safe, inclusive, and comfortable environment for all participants during activities that require overnight stays, by carefully selecting and monitoring sleeping arrangements.

Instructions

Choose a venue with well-lit rooms and corridors, avoiding dark corners or isolated areas that could lead to unsafe situations. Ensure that the layout of the sleeping areas is conducive to visibility and easy access, minimising the potential for incidents to occur in hidden or unmonitored spaces.

Ideally avoid automatically assigning participants to rooms based solely on gender.

Focus on creating room assignments that consider the preferences and comfort levels of the participants, and aim for a mix of monitoring strategies that are effective yet non-intrusive.

If there are couples attending the event and you are aware of this in advance, have a conversation with them about their sleeping preferences.

Respect their wishes regarding whether they would like to share a room, and make arrangements accordingly, while ensuring this does not compromise the overall safety and comfort of the group.

Confidential space

Objective

Creating private and safe spaces in youth centres with trained staff. These spaces should provide a comfortable and discreet setting where youngsters feel secure discussing sensitive topics (consent, boundaries or personal safety).

Instructions

To create private and safe spaces in youth centers, particularly when addressing sensitive topics like consent, boundaries, or personal safety, it's essential to establish an environment that fosters comfort and respect. Here's how to implement the steps effectively:

- Begin by clearly stating that everyone in the group has the fundamental right to feel safe, comfortable, and respected. Emphasise that participation in activities or discussions is entirely voluntary. This sets a foundation of understanding that individual comfort levels are prioritised.
- Designate a specific area (ideally a room) as the "Confidential Space." This space serves as a retreat where any participant can go to meet with the trained professional and discuss sensitive topics.
- Encourage the group to respect the decisions of their peers who choose to use the Confidential Space. Make it clear that no one should pressure others to rejoin the activity or question their choice to go there. This respect is crucial for maintaining a supportive and inclusive environment where everyone's needs are honoured.

Observers' Mat

Objective

To create a safe space where participants can choose to opt out of active participation in an activity while still being present in the group environment.



Instructions

Begin by explaining that everyone has the right to feel safe and comfortable in the group.

Emphasize that participation is voluntary, and it's okay for someone to take a step back if they don't feel ready to contribute to a particular activity. Designate a specific area in the working space as the "Observers' Mat."

This can be an actual mat, a blanket, or simply a chair. Reassure them that being on the Observers' Mat is still a valuable way to participate, as their physical presence is appreciated, even if they're not directly involved in the activity.



**LETS TALK ABOUT
CONSENT!**

CONSENT

Consent is the voluntary, informed, and mutual agreement between all parties involved in an activity, typically relating to interactions like sexual activities, medical procedures, or data sharing.

IT IS FREELY GIVEN:

Both parties have the freedom to say yes or no. Consent does not involve any type of pressure, force or manipulation.

IT IS REVERSIBLE:

Anyone can change their mind at any time- even if you are in the middle of a specific action.

IT IS INFORMED:

Both parties need to know exactly what they are consenting to every single time.

IT IS ENTHUSIASTIC:

Both partners should be excited and very much interested in what is happening.

IT IS SPECIFIC:

Each individual action requires consent each time.
Even if you have done it before.

SOME MATERIAL ABOUT CONSENT:

What Is Consent? Consent is as easy as FRIES!

Tea consent

The wheel of consent

Comic illustrations for consent

Consent for kids

Asking For it by BBC

What were you wearing?

ACTIVITY: Practising consent - saying yes

Objective

Practise affirmative consent by saying yes in a safe setting.

Instructions

Ask participants to form pairs and stand in two lines facing each other. The activity has two rounds. In the first round, one person remains still while their partner takes steps toward them.

Ask participants to form pairs and stand in two lines facing each other. The activity has two rounds. In the first round, one person remains still while their partner takes steps toward them. The person standing still must say "yes" to allow the other person to move closer. If they want the approaching person to stop, they can say "stop." The roles are then reversed for the second round.



Tip:

Another way to practice *Consent* could be done by asking those questions:

Example:

Can I touch you?

Can I hug you?

Can I take a picture of you?

Can I take your personal item?



Aim:

For a participant to be clear with their feelings, not for pleasing others.



Materials:

not needed any materials; can do it by standing.

Space needed.

ACTIVITY: Practising consent - saying no

Objective

Practise affirmative consent by encouraging participants to say "no" and set boundaries in a safe setting.

Instructions

For this activity, the group is divided into 2 teams;

Team 1 ("standing" team)

Team 2 (the "moving" team) will move silently around the room.

Team 1 will stand spread out across the room with their eyes closed.

Team 2 will move silently around the room. Team 1 has a task to express "no" or discomfort using only their body language. They can do this by moving their arms, pulling away from the touch they have received. Team 2 softly touches the arms of the participants in Team 1, one at a time, as they move around the room. Team 2 members should approach quietly and touch participants in Team 1 very gently, making sure the touch is non-threatening. As soon as Team 1 members feel a touch, they should respond by moving away their arms, or making another non-verbal gesture to indicate that they are not comfortable with the touch. Then, the teams switch roles.



Tip:

Adding Yes/No questions, preferably more uncomfortable. For a participant to understand their own feelings.



Materials:

not needed any materials; can do it by standing.

Space needed.

No.
Is a full sentence.



LET'S CREATE MORE

**SAFE &
BRAVE**

ENVIRONMENTS

SAFE ENVIRONMENTS

Environments where individuals can express themselves without fear of judgement, ridicule, or harm. The primary goal is to create a supportive atmosphere where people, especially those from marginalized or vulnerable groups, feel protected from discrimination, harassment, and emotional distress.

IN A SAFE SPACE:

Respect and Empathy:

Everyone is encouraged to be mindful of others' feelings and experiences.

No Judgement:

Participants are not criticised for their thoughts, feelings, or identities.

Emotional Safety:

The environment is designed to minimise triggers and emotional harm.

For that reason, it is important to remind the participants that if they are quick at thinking and responding and one of the first ones to speak, you wait for 30 seconds before speaking. This waiting opens a space for others to share, who might need a little more time before speaking but still have something valuable to say. The intention is to make space for all voices to be heard.

The acronym **WAIT (Why Am I Talking?)** can be used as a mental and emotional check-in before you speak or post. WAIT is not about suppressing speech, but about being aware of what voice may be requesting your attention and deciding what voice you give space to.

In WAITing, you recognise that other people's attention is precious, and you are conscious about what you are offering them.

BRAVE ENVIRONMENTS

Environments where individuals are encouraged to engage in honest, sometimes difficult, conversations about challenging topics like race, gender, privilege, and inequality.

IN A BRAVE SPACE:

Courage and Vulnerability:

Participants are encouraged to speak openly and honestly, even if the conversation is uncomfortable.

Constructive Dialogue:

There is an emphasis on listening, learning, and growing from the discussion, even if disagreements arise.

Risk-Taking:

While the space aims to be respectful, it also recognizes that difficult conversations can lead to growth and change.

ACTIVITY: Trust Box

Objective:

Create a safe space where participants can share thoughts, concerns, questions or feedback anonymously. It helps to build trust within the group by allowing participants to express themselves freely without fear of judgement or reprisal.

TRUST BOX EXAMPLE

Here you will find an example of how the trust box instructions can look like, but feel free to adjust the trust box to the situation.



Instructions:

- 1** Place the box in a common area that is easily accessible to all participants. Introduce the Trust Box to the group, explaining its purpose and how it works.
- 2** Emphasise that all messages placed in the box are anonymous. Encourage participants to use the Trust Box to share anything they feel is important to share with the facilitators.
- 3** The Trust Box can be used during a specific session focused on a particular topic, or it can remain available for the duration of the training or event, allowing participants to submit their entries at any time.
- 4** Facilitators should regularly check the box and address the contents thoughtfully, either in a group discussion or privately, ensuring that all contributions are respected and taken seriously.



Materials:

A secured box. You can be creative and personalize your box as you wish.

Tip:

If it is outside – lock the trust box

ACTIVITY: Using gender pronouns

Objective:

To establish a safe space to understand, respect and validate individual identities.

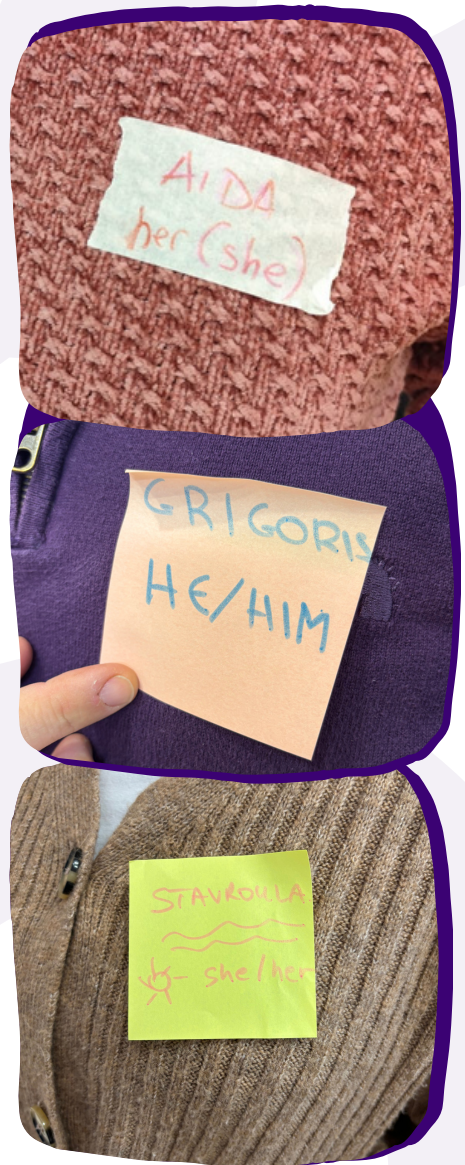
Instructions:

Ask the participants to add their pronouns to their name tags. This can be done either in a physical format (e.g., on a name tag) or in an online format (e.g., next to their name on a digital platform) to show their allyship to people with pronouns different from those assigned based on their biological sex.

Explain the importance of pronouns, as they help us define, evaluate, and describe the world. Using correct gender pronouns is a way of acknowledging and respecting people's identities and contributes to creating a supportive and inclusive environment.

Materials:

sticky note, tag or painter's tape.



ACTIVITY: Setting up a group contract

Objective:

When the group first comes together and will be working and interacting for a defined period, it is crucial to set values and principles for collaboration. Discuss what is important for the group in terms of working together and mutual respect. The objective is to establish ownership, collaboration, and responsibility among group members, ensuring respect and effective interaction.

Instructions:

Facilitators should introduce the key principles and values essential for the training.

The roles and values should be agreed upon by all members of the group.

To do that, divide the group into smaller teams and ask each group to come with one principle/value that they agree upon that it is important for them to be included in the common group social contract. Record the agreed-upon values and principles in a visible place for reference throughout the training.

Ensure that everyone acknowledges and commits to these guidelines.



ACTIVITY: Setting up accountability buddies

The Accountability Buddies System is a mechanism that provides support to participants in order to create an atmosphere that is more inclusive and dependent on mutual support aimed at keeping the participants committed to their goals.

Instructions:

Pairing Method: Every participant will be matched to another participant into an accountability buddy system. This usually works well when the short program requires that all members make quick commitments. Otherwise, coordinators would facilitate pairing-up of participants based on their needs and goals. When it comes to experienced and self-sufficient participants, the preferred method should be self-selection or even a combination model.

First Contact: By forming pairs, set aside a 10- to 15-minute time period for participants to discuss perceptions and expectations, reservations, and needs for support. Integration into Activities Set time aside for the accountability buddies to interact during activities. This can be achieved through "check-ins" at the beginning of the day or "check-outs" at the end of the day during which feedback can be exchanged.

Continuous Communication: Encourages each paired buddy to communicate with each other continuously as a way to boost motivation and engagement.

What Makes a Successful Accountability Buddy?

An effective accountability buddy contributes to the support and success of the partnership by following these principles:

- ✓ **Commitment** - Meets consistently for meetings and communication, exemplifying accountability.
- ✓ **Active Listening** - Does not interrupt when listening and demonstrates an understanding of the other person's needs.
- ✓ **Support Without Judgment** - Gives constructive feedback and encouragement to the other without engaging in negative criticism.
- ✓ **Confidentiality** - Respects privacy and personal information.
- ✓ **Motivation** - Encourages in difficult times and urges forward movement.
- ✓ **Authenticity** - Genuinely cares about the growth and success of the accountability buddy.

Like this, it can become a complete and friendly tool for accountability buddy systems for continuity in empowerment and development.

ACTIVITY: Setting up accountability buddies

Key Matching Criteria (for Coordinators):

Common or Complementary Goals - Similar goals can reflect matching criteria for pairing - study objectives (e.g., both want to increase productivity) or complementary skills (e.g., experienced participant helping a beginner).

Communication & Commitment Style - Consistency in the communication style proves important.
An individual could work well with another whose preference for structured communication exists.

Availability & Contact Frequency - Busy people will be matched with busy people so that both can communicate regularly without imbalances.

Personality Compatibility - Variety can often be valuable, but some basic chemistry and mutual respect certainly enhances one's chances at collaboration.

Shared Challenges & Motivation - People who are dealing with similar concerns (e.g., time management, developing a habit) can really support each other.

Experience & Development Level - The program's purpose can determine the peer-level pairing (same level of experience) or even mentoring (the more experienced participant paired with a less experienced one).

Thus, these criteria will define pairing in a way that maximizes support, engagement, and effectiveness within the accountability buddies system.

CAN WE BE ACTIVE LISTENERS?



To foster environments for deep connection, one skill is absolutely essential: listening.

If we were to ask you what comes to mind when you think about “good” listening, you might mention making eye-contact, or sitting still without interrupting, or making facial expressions to show your partner you are following them. These are some of the many social cues that tell a speaker if the other person is listening to them. In a way, one could argue that it is more about the “feeling” of being heard and understood, than about the quality of the listening or depth of understanding.

5 WAYS OF LISTENING:

There are different ways of listening and that they might be more or less appropriate given a particular context.

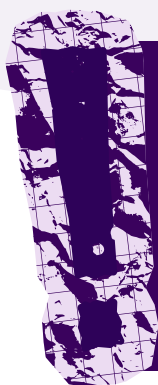
Interrupting: involves cutting off or interjecting while someone else is speaking, often before they've completed their thought or message. In case a participant/facilitator starts to share something inappropriate and offensive, you need to intervene and interrupt.

Hijacking: occurs when a listener shifts the focus of the conversation to themselves or another topic, diverting attention from the original speaker's message. This is when you tell the other person about a similar experience you had. This is important to establish a sympathetic connection with the other, but the drawback is that it brings the attention back to you, rather than keeping the focus on the other. It diverts the focus from the other to you.

Advising: involves offering solutions, suggestions, or guidance in response to someone's shared problem or concern. It can be of course very valuable, but you should first allow the other to explore the issue and come up with their own solutions. Also, most of the time, the other person will have already thought about your suggestions and tried them out.

Attentive listening: refers to the non-verbal aspects of listening that show the speaker you're engaged. This includes body language, eye contact, nodding, and other physical cues. This is when you listen to what the other is saying and you invite more. You give them time to think and you show that you are listening by making eye contact (for neurotypical people) or by wandering your gaze or fidgeting (for non-neurotypical people).

Active listening: is a comprehensive approach that involves fully concentrating on the speaker, understanding their message, responding thoughtfully, and remembering what is said. It is when you listen between the words and pay attention to the silences using your intuition to sense the atmosphere and the feelings of the other person. You clarify and reflect back to the other person, genuinely wanting to help them explore and find their own answers. Active listening includes traditional learning competencies such as understanding the meaning of what is being shared by the other person, retaining important information, and responding to the other person. But it goes beyond by observing the other person's behaviour and body language, paraphrasing and reflecting back what the other has said, and inviting cooperation to move forward together.



IT IS ALSO IMPORTANT TO ACKNOWLEDGE BARRIERS TO ACTIVE LISTENING SUCH AS PHYSIOLOGICAL FACTORS SUCH AS TIREDNESS AND HUNGER BUT ALSO PSYCHOLOGICAL AND EMOTIONAL ONES SUCH AS YOUR OWN INTERNAL CHATTER; THE INTERNAL VOICE THAT NEVER SHUTS UP, THE INNER CRITIC THAT IS ALWAYS READY TO MAKE A COMMENT. SOMETIMES THAT VOICE CAN GET VERY LOUD. IT MIGHT BE HELPFUL TO IDENTIFY STRATEGIES TO BEFRIEND IT OR QUIETEN IT SO IT DOESN'T DRAIN TOO MUCH OF YOUR ENERGY. PRACTICES SUCH AS MINDFULNESS MEDITATION CAN HELP YOU FEEL GROUNDED.

ACTIVITY: Butterfly Walk

Objectives:

Talking and getting to each other, practicing active listening.

Instructions:

Invite the participants to walk around the room/space (facilitator may play some music in the background).

At some point, stop the music and ask the participants to pair up with another participant.

After the participants find their pair, one of them should talk for 2 entire minutes about the topic given by the facilitator while the other one just listens. It's important to note that it's not a dialogue.

After 2 minutes ask the participants to swap within their pairs (you can use cymbals, gong, singing bowl to let the participants know that the time is up) so the person who was only talking will be now only listening.

Ask the participants to walk around (randomly, not in pairs anymore) and repeat the process.

ACTIVITY: Collective counting

Objectives:

To attentively listen to each other and collaborate.

Instructions:

Have participants walk around the room in any direction.

The goal of the task is to count from 1 to 20 respecting the following rules:

One person at the time (if two people say the same number at the same time, you start from the beginning again)

In a consecutive order (they have to count from 1 to 20 without skipping any numbers).

The key to this exercise is to tune in and listen to one another carefully. If you see that the group is getting it too quickly, you can level it up by asking them to do the same exercise but with their eyes closed, or to count from 20 to 1 (reverse).





NON VIOLENT COMMUNICATION: WHY IS IT IMPORTANT?

“

Non-violent communication is a “language of life” that helps participants transform old patterns of defensiveness and aggressiveness into compassion and empathy to improve the quality of their relationships. By encouraging participants to focus on the here and the now, it raises awareness of internalised behaviours that are violent, both towards themselves and towards other people. This model is useful to transform tensions arising in the group by fostering empathy, compassion, and acceptance.

We live in a world where violence has become more and more socially accepted and normalised. It is important to note that violence goes beyond physical confrontation such as war and conflict. If you do not experience physical confrontation or abuse, you may think that violence is not present. But non-violence does not refer to the mere absence of physical harm. It is a way of life that takes its lead from a compassionate and connected heart and can guide us towards a more wholehearted way of being and acting in the world.

This method is important because it invites the participants to reflect on their own violent attitudes and behaviours, even towards themselves.

The basic model for non-violent communication, created by Marshall Rosenberg, is a process that combines four components with two parts.

”

FOUR COMPONENTS

OBSERVATION F E E L I N G

Observation without evaluation consists of noticing concrete things and actions around us. It helps us distinguish between judgement and what we sense in the present moment, and it encourages us to simply observe what is there.

When we notice things around us, we inevitably experience varying emotions and physical sensations in each particular moment. It is essential that we learn to separate feelings from thoughts.

NEEDS R E Q U E S T

All individuals have needs and values that sustain and enrich our lives. When our needs are met, we experience comfortable feelings; when they are not, we experience frustration, disappointment, upset... Recognising our needs allows us to separate them from our feelings and live empathically.

To make clear and present requests is crucial to communicate non-violently. When we learn to request concrete actions that can be carried out in the present moment, we begin to find ways to cooperatively and creatively ensure that everyone's needs are met.

TWO PARTS

E M P A T H Y H O N E S T Y

Receiving from the heart creates a means to connect with others and share experiences in a truly life-enriching way. Empathy goes beyond compassion, allowing us to put ourselves in another person's shoes to experience their feelings and understand their needs. It gives us the means to stay present and be aware of our own needs and the needs of others even in extremely difficult situations.

To make clear and present requests is crucial to communicate non-violently. When we learn to request concrete actions that can be carried out in the present moment, we begin to find ways to cooperatively and creatively ensure that everyone's needs are met.

From these four components and two parts, Marshall Rosenberg created a simple structure to have life-enriching communication that can be highly effective in transforming conflict with other people. The basic outline of the model is the following:

When I see that _____ I feel _____
because my need for _____ is / is not met.
Would you be willing to _____?

Non-violent communication is good practice for all youth workers, especially when it comes to supporting participants in resolving tensions and transforming conflicts into opportunities to deepen the bond and learn together.

ACTIVITY: Open circle

Objectives:

Create a space for open communication where participants can discuss and address issues, ensuring everyone has an opportunity to speak if they choose to.

Instructions:

Arrange the seating in a circle or campfire style to promote an inclusive and open discussion.

Ensure the space is comfortable and free from distractions. Schedule the activity at a time when everyone can be present and ready to participate, either at the beginning or end of the day.

Explain the purpose of the open circle:

“

This is a space to talk openly about any issues, situations, or feelings. Feel free to share your thoughts, concerns, or reflections.

Participation is entirely voluntary, but everyone has the opportunity to speak if they wish.

”

Invite participants to share their perspectives.

ACTIVITY: Non-violent communication theatre

Objectives:

Developing competencies to communicate in a nonviolent way and dealing with conflicts or misunderstandings in the wo

Instructions:

Schedule regular workshops where participants can engage in role-playing exercises that simulate real-life conflict scenarios.

Include a variety of scenarios that reflect common workplace conflicts or misunderstandings, allowing participants to practise empathy, active listening, and assertiveness in resolving issues.



IT IS IMPORTANT:

FOCUS ON THE WELL BEING

The notion of well-being is crucial in this process, especially as individuals navigate difficult situations. Well-being refers to the overall state of a person's physical, mental, and emotional health. It encompasses how individuals feel about their lives, including their sense of purpose, stress levels, happiness, and satisfaction.

Well-being is a holistic concept that includes several dimensions: physical, mental, social, emotional, and spiritual.

To have mechanisms in place within the team to ensure the well-being of all members. This can begin with a conversation about what well-being means to them and what they need to thrive. Encourage them to highlight the aspects that are most important for them to consider during an activity.

Additionally, being proactive about well-being is essential.

Processes should be established that allow participants to temporarily step out of an activity or event if needed.

Well-being can also be nurtured by addressing potentially traumatic topics with care.

If sharing something that might be triggering or upsetting to others, it's important to provide a trigger warning. If anyone decides to step out for any reason, their space should be respected. If someone shares something that upsets you and negatively impacts your well-being, it's important to communicate that their sharing was particularly triggering or upsetting so that they understand your boundaries and can respect them.

Well-being and self-care practices are crucial for supporting participants and youth workers.

These practices help individuals connect with themselves, take time to reflect, unwind, and process their experiences in any given activity. Well-being and self-care also involve establishing clear boundaries to ensure time for recharging and being your whole self. This allows individuals to go as far as they can without overextending themselves.

ACTIVITY: Learning Zone Model

Objectives:

To assess where participants stand in terms of comfort when encountering something completely new - something beyond their experiences and skills.

Instructions:

Create 3 Zones in the Physical Space: *Comfort Zone, Learning Zone, and Panic Zone.*

Describe what happens in each zone, highlighting how they relate to different levels of comfort and challenge. To learn more about participants' boundaries on specific topics, use statements, and ask them to move to the zone that reflects how the statement makes them feel.

e.g., QUESTIONS:

"Are you comfortable dancing alone in front of people?
Are you comfortable in dancing with your friends in front of people?
Do you feel comfortable to speak in front of a public?"

Materials:

papers and pens to write Comfort, Panic and Learning Zone.



ACTIVITY: Create meaningful connections

Objectives:

To connect meaningfully one to another through appreciation and gratitude.

Instructions:

Here are some examples of practices to integrate in youth work activities that foster and nurture gratitude and appreciation:

[Gratitude walk](#)

[Giving and receiving circle](#)

[Gratitude bingo](#)

[Appreciation shower](#)

[Connecting through music](#)

(This activity can also be adjusted through cultural evenings, allowing participants to connect more deeply with the local culture, music, and cuisine.)

ACTIVITY: Practicing mindfulness

Objectives:

To train the mind to slow down, gain focus and clarity, and see the world from a different perspective.

Instructions:

Here are some examples of mindfulness practices to include in youth work activities:

[Body scan meditation](#)

[Dealing with others' suffering](#)

[Eye-gazing meditation](#)

[Simple breathing exercise](#)

ACTIVITY: Sugar Cubes

Objectives:

Practise and cultivate gratitude and appreciation, boost well-being and positive memories, and find ways to express kind words to others.

Instructions:

Create an envelope for each participant, including hosts, facilitators, and partners. Write one name per envelope. Optionally, give participants the chance to decorate their own envelopes.

Explain the concept of "Sugar Cubes" to the participants: "Sugar cubes are a way to express gratitude and care for one another. They are little notes of appreciation, gratitude, and inspiration that you might want to share with others in the group."

Encourage participants to write notes of appreciation or gratitude on sticky notes whenever they observe something they'd like to acknowledge in someone else. This could be for a kind comment, an action they appreciated, or a meaningful conversation. They can remain anonymous or include their name in the sugar cube. At the end of the activity, distribute the envelopes to the participants. Allow them to read all the positive comments and notes on their way back home.

Materials:

envelopes and sticky notes. You can be creative and personalize your envelope.



ACTIVITY: Trigger warnings

Objectives:

The goal of using trigger warnings is to prepare participants for potentially distressing content or activities by providing advance notice. This allows individuals to make informed decisions about their participation and manage their emotional responses.

Instructions:

1 Trigger warnings are a proactive approach to creating a safe and respectful environment, ensuring that all participants can engage in the activity in a way that feels comfortable for them.

3 In a group setting, one practice could be to have each person write down their triggers anonymously, and then hold them altogether in a flipchart so we are all aware about what topics might be potentially disturbing for this specific group (e.g., abuse, violence, rape, death).

2 Inform participants that not everyone may be prepared to listen to or engage with potentially distressing content. Trigger warnings provide advance notice of certain topics, allowing individuals to decide if they wish to participate or need to step back.

4 Before discussing sensitive topics, give a clear warning.
For example: *"Trigger warning: We will be discussing a topic related to rape. Please be aware that this might be distressing for some."*
Encourage participants to take time to decide how they would like to engage with the discussion or activity.

Provide options for participants who may need them, such as:

An observer's mat for those who prefer not to actively participate.
The option to leave the room if needed.
Alternative activities that might be less distressing.

By implementing these practices, you help ensure that everyone can engage in a way that respects their emotional well-being.



HOW TO BE AN ACTIVE BYSTANDER?

“

How to act when you witness someone who might be in danger or at risk of sexual harassment and assault.

”

THERE ARE DIFFERENT METHODS TO SUPPORT SOMEONE WHO'S BEING HARASSED.

THE 5DS METHODOLOGY IS DESIGNED TO ACT IN A SAFE WAY WITHOUT ESCALATING THE SITUATION:

DISTRACT

The goal is to derail an incident of harassment by interrupting it. Ignore the person who is harassing and engage directly with the person being harassed. Don't talk about or refer to the harassment happening. Instead, talk about something completely unrelated (e.g., ask for directions, get in the way, spill or drop something to shift the attention from the harassment). The power of this method is that no one has to know you are actually intervening in the harassment.

DELEGATE

This involves asking a third party for help with intervening in harassment. Find someone ready and willing to help. When delegating, try to clearly communicate what you are witnessing and how you would like them to help. In public spaces, your delegate could be someone with authority in the space. Speak to someone near you who also notices what's happening and might be in a better position to intervene. Work together to come up with a plan.

DOCUMENT

This involves recording or taking notes on an instance of harassment. It's important to ensure safety and responsibility when documenting harassment. Start by assessing the situation. Is anyone helping the person being harassed? If not, this may not be the most appropriate method. Recording someone's experience of harm without ensuring they're already receiving help can create further trauma. If someone else is helping, assess your own safety. If you are safe, begin documenting. Always ask the person who was harassed what they want to do with your recording or notes. NEVER post it online or use it without their permission. Posting another person's traumatic experience without their consent can be disempowering and may lead to further harm, including legal complications.

DELAY

This method is used when you cannot act in the moment but can still make a difference by checking in on the person after the incident. You can help reduce their trauma by speaking to them afterward. Ask if there's any way you can support them, offer to accompany them to their destination, sit with them for a while, share resources, or help them make a report if they wish. If you documented the incident, ask if they want the documentation.

DIRECT CONFRONTATION

This involves responding directly to harassment by naming the inappropriate behaviour and confronting the person responsible. If you choose to step in, you may be able to give the person being harassed a chance to get to a safe place or leave the situation.

Direct intervention can be risky—the harasser may redirect their abuse towards the intervening bystander or escalate the situation.

Before responding, assess the situation by asking yourself:

Are you physically safe?

Is the person being harassed physically safe?

Does it seem unlikely that the situation will escalate?

Can you tell if the person being harassed wants someone to speak up?

If you can answer yes to all these questions, you might choose a direct response. If the harasser reacts, focus on assisting the person harmed instead of engaging with the harasser. Always prioritise safety and consider options that minimise risk to yourself and others.

Bystander intervention can also apply to online incidents. Some ways of responding include reporting, dis/liking, commenting, tagging the police or support groups, blocking, or DMing the victim or the perpetrator ([Resource](#)).

You don't have to be a hero to make a positive impact in someone's life, and you can intervene in a way that fits your comfort level and is appropriate for the situation.

In order to be able to set up all these principles to an organisation, there are 2 prerequisites: that the organisations foster a safe and brave environment.

SKILL	DESCRIPTION	EXAMPLES	POTENTIAL RISKS (WHERE APPLICABLE)
DISTRACT	This skill is used to diffuse a potentially dangerous event by drawing the attention of those involved away from the present situation. It may include creative tactics designed to de-escalate the situation.	1. Pretend to be lost. Ask for the time. Pretend you know the person being harassed. Talk to them about something random and take attention off the perpetrator. 2. Physically step between the perpetrator and the target. 3. Accidentally-on-purpose spill your coffee, the change in your wallet, or make a commotion.	Placing oneself between the perpetrator and the survivor poses safety risks to the bystander, and should only be done selectively.
DELEGATE	This skill involves asking for help from an additional third-party. This person can be someone in a position of authority or another bystander who may be able to assist in one of the other approaches.	1. Find a store employee, teacher, security guard, bus driver, or a transit employee and ask them to intervene. 2. Speak to someone near you who notices what's happening and might be in a better position to intervene. 3. Call emergency services (if it is safe) to request help.	Before contacting the police or emergency medical services, 'distract' strategies should be used to check in with the person being targeted to make sure they want you to do this. Some people may not be comfortable or safe with the intervention of law enforcement.

DIRECT	This skill involves directly engaging with the perpetrator using short, concise statements which demonstrate disapproval for their actions and encourage them to cease the harmful behaviour.	State clearly "that's not okay" or "leave them alone."	Be careful when using this strategy not to escalate the situation and be cognizant of the physical and psychological safety risks to oneself and others.
DELAY	Some situations may be over quickly, or it may not be possible to intervene in the moment. However, bystanders can still make a difference using the delay tactic to support the survivor after an instance of harm occurs.	1. Ask the survivor if they're okay and tell them you're sorry about what happened to them. 2. Ask them if there's any way you can support them. 3. Offer to accompany them to their destination or sit with them for a while. 4. Share resources with them and offer to help them make a report if they want to.	Be realistic about what you can offer in terms of your time and support.
DOCUMENT	If other bystanders are already helping the person being targeted, consider documenting the situation in an appropriate manner. This can be helpful for future legal action against the perpetrator.	If you've documented the incident, ask the survivor if they want you to send it to them.	1. Never share an audio or video recording of a harmful situation without the express consent of the survivor. 2. Do not force the survivor to make a report or use documented evidence to go against their wishes.

Adapted from "Hollaback!" (2017) Bystander Intervention Training

OPPORTUNITY	TIME OF INTERVENTION	ILLUSTRATIVE INTERVENTIONS
PROACTIVE	When there is no GBV	1. Learning about different types of GB and bystander interventions 2. Joining a youth group working to raise awareness about GBV 3. Volunteering at a community organization supporting survivors
PRIMARY PREVENTION	Before GBV occurs	1. Correcting peers who think women "deserve to be raped" because of their appearance, occupation, or for any other reason 2. Ensuring a friend is able to reach their car or home safely, for instance after dark or while intoxicated or otherwise impaired 3. Contacting the appropriate authority if you learn of a planned child marriage in your village
SECONDARY PREVENTION	During GBV	1. Calling out a friend or colleague when they make a sexist joke 2. Telephoning the police for help upon witnessing an assault 3. Ringing a neighbor's doorbell to interrupt an assault
TERTIARY PREVENTION	After GBV occurs	1. Referring a neighbor you witnessed being assaulted to a community organization providing comprehensive GB care and support 2. Accompanying a friend who discloses experiencing sexual abuse to a health clinic, police station, and/or other resources for survivors 3. Reporting a case of child abuse that you learn of to the authorities

* Adapted from McMahon and Banvard 2012.

SOME MATERIAL ABOUT SUPPORT:

Stand up Against Street Harassment

Tips of filming hate

The most sexist things women have experienced at work

ACTIVITY: Trigger warnings

Objectives:

Engage participants in a structured debate on a controversial topic to explore different perspectives and understand legal and ethical implications.

Instructions:

Divide participants into groups and assign them the following roles:

Prosecutors: Present the case against the defendant.

Jury: Evaluate the arguments and evidence presented.

Judge: Preside over the court, ensure fair play, and make a final ruling.

Advocates: Support the defendant and present their defense.

Defendant: Present their case and respond to accusations.

1

Introduce a statement or scenario related to the topic for debate, such as **“Sexual relations in youth activities.”** Provide background information and context for the case.

2

Allow each role group some time to prepare their arguments and strategies. Prosecutors and advocates should develop their cases, while the jury should prepare to listen and evaluate the arguments.

3

The prosecutor and advocate present their opening statements to the court.
Both sides present their evidence and arguments related to the statement.
Allow for cross-examination where the prosecution and defence can question each other.
Each side provides a closing statement summarising their arguments.

4

The jury deliberates on the case and reaches a verdict based on the arguments and evidence presented. The jury then announces the verdict to the court.

ACTIVITY: Role play – how to be an active bystander

Objective

To learn how to act effectively as an active bystander

Instructions

Divide the participants into smaller groups, ideally 4–5 members per group.

In each group, assign the following roles:

1–2 trainers, 1 bystander, 1 victim, and 1 perpetrator.

Provide each group with a specific scenario to role play.

Each group will set up and act out their assigned scenario, demonstrating the interactions between the bystander, victim, and perpetrator, and the person responsible from the organisation.

After each scenario, facilitate a discussion where groups share their impressions of the role play and address how participants felt in their roles.

Advise participants to use fictitious names during the role play to help them separate from the behaviours they are performing. This can make it easier to reflect on the actions without personal bias.

The scenarios are:

- Homophobic language and harassment
- Clothes stolen from the bathroom
- Sexist comments and inappropriate touch
- Catcalling and abuse of power
- Explicit talk of sex (unsolicited)





THE SURVIVOR CENTERED APPROACH

“

A victim/ survivor-centred approach aims to put the rights of each survivor at the forefront of all actions and ensure that each survivor is treated with dignity and respect.

By putting the survivor at the centre of the process, such an approach promotes their recovery, reduces the risk of further harm and reinforces their agency and self-determination.

Practising a survivor- centred approach means establishing a relationship with the survivor that promotes their emotional and physical safety, builds trust and helps them to restore some control over their life.

A survivor-centred approach is applied through five principles: *confidentiality, safety, respect, do no harm, and non- discrimination.*

”

PRINCIPLES

WHAT DOES IT MEAN?

DO NO HARM	Doing no harm means taking care not to put program participants, staff, and community members at physical or emotional risk, whether intentionally or unintentionally. The four core principles of safety, respect, confidentiality, and nondiscrimination all contribute to ensuring a do-no-harm approach in working with survivors.
SAFETY	The physical and emotional safety of survivors, their children, and other family or dependents should be prioritized in a survivor-centered approach. All organizations, whether they provide GBV response services or not, should promote the safety of potential victims or survivors through detailed risk analysis of programming to ensure that any work - whether it is awareness-raising, prevention, advocacy, or response - does not put survivors or others at risk of additional harm. For GBV response service organizations, this includes asking survivors if they feel safe, whether they have a safe place to stay, and what support would help increase their safety. Helping survivors create safety plans is important; safety planning, as well as other kinds of support, can promote survivor well-being.*
RESPECT	Respect includes listening and showing empathy; providing information and resources; honoring survivors' choices, including those others may disagree with; and ensuring that survivors are not blamed for what happened to them. Respect for survivors' choices requires implementers to understand that survivors make choices based on their needs, wants, and priorities, which are affected by the intersectional identities that a survivor holds.
CONFIDENTIALITY	Protecting the confidentiality of survivors requires attention to both a program's interactions with survivors and the documentation of a survivor's case. Program staff should never pressure participants or other staff members to share their experiences or to identify as survivors. Survivors who are reporting violence or accessing services, whether in person or virtually, should be provided privacy so that others cannot overhear them. Information about a survivor should only be shared with their informed consent. Organizations serving survivors must have processes to protect the confidentiality of digital files and records and to ensure appropriate information management - within the organization, by donors, and through national information management systems (NIMS). Confidentiality also involves protecting identifying information in reports, advocacy documents, and case studies for donors, fundraising, and publicity.
NONDISCRIMINATION	Promoting nondiscrimination includes staff training and supervision and making it known to the public that all survivors are eligible to receive support and services. Nondiscrimination is best implemented through active efforts to engage those who typically might not feel welcome, by acknowledging that survivors can be anyone, including people who are LGBTQI+; people with disabilities; members of indigenous, ethnic, or religious minority communities; and others who are marginalized. Services for specific populations might need to be provided by a different organization to protect safe access (for example, women- and girls-only spaces), but referral networks should be in place and made accessible to all populations.



TO EFFECTIVELY MANAGE AND RESPOND TO REPORTS OF SEXUAL HARASSMENT WITHIN AN ORGANIZATION, SEVERAL ESSENTIAL MEASURES MUST BE IN PLACE:

MULTIPLE REPORTING CHANNELS:

Provide various confidential channels for reporting incidents, such as hotlines, dedicated email addresses, or in-person reporting to designated individuals. These mechanisms should be easily accessible and widely communicated to all members of the organisation.

DESIGNATED AND TRAINED PERSONNEL:

Appoint a specific person or team within the organization responsible for handling reports of sexual harassment. Ensure that this individual or team is properly trained to manage these cases, including skills such as maintaining confidentiality, conducting thorough and impartial investigations, and providing appropriate support to those affected.

ACCESS TO EXTERNAL SUPPORT:

Maintain a list of relevant external contacts and organizations that can provide additional support or guidance in handling sexual harassment cases. This is particularly important if internal resources are insufficient or if the victim prefers external assistance.

EXAMPLES OF SUPPORT ORGANIZATIONS BY COUNTRY



EXAMPLES OF SUPPORT ORGANIZATIONS BY COUNTRY INCLUDE:

ITALY

National Helpline: 1522

Rete (Di.Re) Contro la Violenza

(largest network of centers against violence against women)

Sant'Anna Hospital, Città della Scienza in Turin

(offers medical, psychological, and social services to women survivors of gender-based violence)

GREECE

The Network of Counseling Centres: 15900,

Email: sos15900@isotita.gr

KETHI Counseling Centres

ESTONIA

Support Line: 1492

Tallinn Women's Crisis Centre: +3725264697

(support available also in English)

Tallinn Women's Support Centre: +37257570911

(support available also in English)



WHEN RECEIVING A REPORT OF SEXUAL HARASSMENT, IT IS CRUCIAL THAT THE PERSON HANDLING THE REPORT FOLLOWS THESE STEPS TO ENSURE A RESPECTFUL AND EFFECTIVE RESPONSE:

1

ACTIVE AND RESPECTFUL LISTENING:

Listen carefully and attentively to the complaint. Allow the person to speak without interruption, showing genuine concern and understanding for their situation.

2

ACCURATE DOCUMENTATION:

Take detailed notes of the incident as described by the complainant. Gather any material evidence provided, ensuring that all information is recorded accurately and objectively.

3

EMPATHY, NOT SYMPATHY:

Approach the situation with empathy—acknowledging the complainant's feelings by saying, "I understand." Avoid expressing sympathy, such as saying, "I agree." It is important not to judge, take sides, offer personal opinions, or speculate on the facts. Your role is to collect the facts and later make an informed managerial decision.

4

CONFIDENTIALITY AND DISCLOSURE:

Inform the complainant that their confidentiality will be respected as much as possible. However, clarify that you are required to take action in accordance with the organization's policy, which may involve informing others on a "need to know" basis.

5

PROVIDING INFORMATION, NOT ADVICE:

Avoid giving direct advice. Instead, inform the complainant of their options and guide them on how to access these options. Let them know that they can receive further advice and support from staff specifically trained in handling such issues. Do not contact the police unless the complainant explicitly requests that you do so on their behalf.

6

PROTECTION AGAINST RETALIATION:

Assure the complainant that they will be protected from any form of retaliation as a result of reporting the incident. Make it clear that the organisation has policies in place to safeguard them during and after the investigation.

7

AVOID MAKING UNATTAINABLE PROMISES:

Do not make promises that you cannot keep. Be realistic and transparent about what the organisation can and will do to address the situation.

8

ENSURING VICTIM SAFETY:

If the complainant feels unsafe or threatened, take immediate steps to ensure their safety. This may include arranging for them to be in a different physical location from the alleged perpetrator.

9

SEEKING GUIDANCE WHEN UNCERTAIN:

If you are unsure about how to proceed at any point, do not hesitate to seek advice from your team or other appropriate resources within the organisation.

Gender Policy

Objectives:

To establish a framework that demonstrates the organisation's commitment to addressing gender-related issues seriously, outlining both the processes for implementation and the actions that will be taken in response to incidents.

Instructions:

The policy needs to be distributed by all the parties involved in the organization's activities. To ensure that, it is important that it is included in the on-boarding phase of any involvement with the organisation as a mandatory task. This ensures that everyone is fully informed of the policy's contents and has access to this important information.

The policy document needs to include the following elements:

a **Organisational Commitment:**

The policy must clearly state the organisation's commitment to providing a space that is free from harassment of any kind and should acknowledge the various forms of harassment, even those not always directly correlated with gender, and specifically detail the forms that sexual harassment can take.

b **Target Audience:**

Identify the specific groups that the policy applies to (e.g., staff, youth workers, trainers, participants) and explain the actions that will be taken if any incidents of harassment or discrimination arise within these groups.

c **Reporting Process:**

Describe the procedure for reporting incidents, including to whom the report should be made and the means of reporting (e.g., in-person, via email, through a designated reporting form).

Outline what will happen after a report is made, detailing the investigation process, how relationships will be managed during the investigation, and how the organisation will handle the report overall and the victim protection process.

d Include a reference to the official reporting form, if your organisation has one, and explain how it fits into the process.

When creating the organisation's gender policy, it is crucial to ensure that all points of contact are established. This includes providing the numbers and addresses of support services such as NGOs working with GBV (gender-based violence) survivors, women's or LGBTQI shelters, emergency lines, legal aid, and psychosocial support. This information should be prominently displayed in the organisation's physical spaces. This way, the organization knows where to refer survivors of GBV and sexual harassment, and victims know whom to contact for support.

Just as it is important to establish the policy, it is equally crucial to set up a team responsible for overseeing the frameworks and measures, as well as monitoring their implementation.

Reporting Form

Objective

To ensure that cases are documented thoroughly and objectively, that they are taken seriously, and that all key details are noted in a structured and transparent manner.

Instructions

The form must be reviewed and signed by the complainant. This ensures they are fully aware of what has been documented by the person receiving the complaint and are informed of the next steps.

The form needs to include the following elements:

Essential information:

- 1.Name of the complainant
- 2.Date of the complaint was received
- 3.Name of the recipient of the complaint

Ensure the victim reads the completed form, understands its contents, and signs it to confirm their awareness of the information recorded and the steps the organisation will take.

Details of the incident:

- 1.Listing the names of the individual(s) whom the victim identifies as responsible for the harassment or discrimination.
- 2.Indicate the basis on which the discrimination or harassment occurred (e.g., Gender, Race, Color, Retaliation, Age, Religion, Creed, National Origin, Disability, Sexual Orientation, Marital Status, or Other - with space for specification).
- 3.Provide a detailed description of the incident, including as many details as possible.

Witness information:

- 1.Identify if there were any witnesses to the incident. If so, record their names and ask whether the person receiving the complaint has to speak with them as part of the investigation.
- 2.Keep notes of what the victim believes that the witnesses observed.

Documentation:

- 1.Identify whether there are any recordings or written documentation related to the incident. If so, obtain the complainant's consent to use this material confidentially to support the investigation.

Desired resolution:

- 1.Ask the victim what resolution they believe would make them feel safest.
- 2.Inquire if there are any other individuals the victim wishes the organisation to contact regarding their experience and the report. If so, ask for their names and the reasons for contacting them.

ACTIVITY: Role play on supporting a victim

Objectives:

Put into action the learnings on applying a survivor-centred approach in real case scenarios.

Instructions:

Create groups of three participants.
Provide each group with three different scenarios.
Each group will conduct three rounds of role play.

The roles in each round are as follows:

- One person is the participant/complainant.
- One person is the youth worker/receiving the complaint.
- One person is the observer, responsible for timekeeping and taking notes on the interaction.

After each round, discuss the observations and feedback within the group before switching roles for the next scenario.

ACTIVITY: Case studies of sexual violence incidents

Objectives:

Identify unconscious biases and practise a survivor-centred approach to address them.

Instructions:

Share stories of sexual violence incidents with each group. Ensure that the cases are presented in a way that respects privacy and sensitivity. Allow groups time to review and discuss the case studies. Ask them to consider the details of each story and identify key elements.

Provide questions for the groups to answer regarding the case studies. These questions should prompt participants to reflect on their unconscious biases and consider how they might approach the situation with a survivor-centered focus.

After the discussions, bring the groups together to share their insights and reflections. Facilitate a conversation on how unconscious biases were identified and how a survivor-centered approach can be applied in resolving the situations presented.



SOURCES

“

Based on the evidence gathered from the research, identify effective practices, tools, and methodologies to address the identified problems and meet the organisations' needs. Additionally, review relevant literature to incorporate knowledge essential for enhancing gender-conscious youth work. Ensure that the suggested tools are measurable and tangible, supported by real-life examples.

”

CHECK OUT THE SOURCES HERE

THE TEAM BEHIND



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Sources

Gender Equality Centers (EIGE)

- [Gender-sensitive communication](#)
- [Methodological Guidance: Administrative data collection on violence against women and domestic violence](#)
- [Gender Violence](#)
- [Sexual Harassment](#)
- [Gender Sensitive communication](#)
- [Gender Equality Index](#)
- [Participation in non-formal education and training by type of disability, sex and age \(data\)](#)
- [Participation rate in non-formal education and training \(last 4 weeks\) by sex and age \(data\)](#)
- [Distribution of non-formal education and training activities by type and sex \(data\)](#)

Academic Articles

SALTO

- [Inclusion and Diversity Action Plan on Erasmus+ program and ESC](#)
- [Inclusive Communication Manual, ESN \(\[https://saltoinclusion.eu/wp-content/uploads/2023/05/ESN_Inclusive_Communication_Manual-1\]\(https://saltoinclusion.eu/wp-content/uploads/2023/05/ESN_Inclusive_Communication_Manual-1\)\)](#)
- [Implementation guidelines - Erasmus+ and European Solidarity Corps Inclusion and Diversity Strategy](#)
- [Salto Publications](#)
- [Salto Research: Base Your Work on Knowledge](#)
- [Salto Toolbox](#)
- [Get inspired with ID projects](#)

Older EU projects

Source Centers

Council of Europe

European Alliance of voluntary services organisations

- <https://arsenalpulp.com/Books/C/Conflict-Is-Not-Abuse>