

Toolkit

to work on the rights regarding

Gender, Sexuality and Bodily

Autonomy

in international workcamps



Educational materials
to work on Human Rights

Foreword

Dear user of this toolkit!

Thanks for being interested in working on the topics of human rights, in the fields of gender, sexual orientation and body.

At the Raising Peace Campaign we made of this one of our 3 thematic priorities, and we are willing to promote a change in these topics towards the guarantee of equal rights for everyone.

This toolkit is in front of you thanks to the amazing work of a group of activists who met at the Laboratory of Tools and Skills for Peace-Builders, and kept on working on it well after that, so that this would be a useful tool, ready to be used in workcamps worldwide since this 2016 onwards. Let us then acknowledge the authorship of this booklet, and thank: Aine Treanor, Alba Cuesta, Carlo Roberto Fulghesu, Hannah Smith, Iana Nizhegorodova, Ievgen Kashyn, Puput Kusumawardani Moehas, Agathe Décarsin and Dorothee Saucurt.

The CCIVS role here has just been to facilitate the process for the creation of the booklet, to make a final edit on the texts and design, and of course to distribute it to CCIVS members and IVS organisations, so that the tool can be present in campleader trainings and in international workcamps, especially in the Raising Peace Camps 2016.

We encourage you of course to use the toolkit, to promote collective learning experiences through its workshops and to enjoy them.

Of course if you use it, we are willing to receive your feedbacks and returns!

As our friends at SCI say, amitiés, and keep on changing the world little by little, also by changing ourselves and being active!

All the best for your projects,

Oriol Josa
for the Raising Peace Campaign at CCIVS

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Introduction to the toolkit

The toolkit

This toolkit provides a selection of resources for promoting learning, discussion and awareness of issues relating to sex, gender, sexuality and bodily autonomy within international voluntary service:

1. [An introductory workshop](#) on this topic for regular workcamps. It is designed to be used alone or as the basis for the three in-depth workshops in Raising Peace Camps or other volunteering projects.
2. [Three in-depth workshops](#) deal with three specific topics of sex/gender equality, sexuality and bodily autonomy. These are to be used as a tool for workcamp leaders and facilitators of human rights workshops to introduce and advance the topic either during camp leader training or workcamps focused on the aims of the Raising Peace campaign.
3. Additionally included in this booklet are [a set of guidelines for camp leaders](#) to avoid incidents of discrimination based on gender and sexuality.

- CCIVS and the Raising Peace Campaign

CCIVS is the Coordinating Committee of International Voluntary Service, a global network of international voluntary service (IVS) organisations. We consider that IVS is a movement, started as a direct result of W.W.I when a group of volunteers from different countries worked together to help rebuild a destroyed town near Verdun in France. Since its formation in the 1948, CCIVS has promoted IVS worldwide, as a tool for peace and human rights and in 1987 it was awarded the title of “Messenger of Peace” by the UN Secretary General, Pérez de Cuellar.

Raising Peace is a campaign that was born from CCIVS's strategic plan and commitment to peace and human rights under The White Paper on International Voluntary Service 2011–2021. The Raising Peace campaign is focused on three methods for change: Empowerment, Action and Advocacy, in three thematic areas, they are;

- Rights of Migrant People, to Citizenship & Freedom of Movement

- Rights to a life with Dignity, Food and Housing
- Rights related to Gender, Sexuality and Body

- Why are Human Rights Important?

Human rights are vital for the realisation and the protection of everyone's right to a life with dignity, happiness and personal security. The only way of challenging global injustices, exploitations, discriminations and inequalities is by knowing and defending that every person has the same fundamental rights, and by holding individuals and States accountable when they infringe on the rights of others.

Human Rights can only be effective if the citizens of the world know their rights, they bring them into practice and demand others to recognize them as such. This is what makes human rights education and awareness raising essential in bringing about a world where human rights are recognized and respected by all.

- Why are Gender, Sexuality and Bodily Autonomy important?

Human rights are held by all persons equally, but when prevailing and deep rooted inequalities threaten the rights of some or many, they must be challenged. By raising awareness about discriminations based on gender and sexuality, we aim to highlight the many ways that women and people from the LGBTQI+ community are denied some of their most basic human rights.

Bodily autonomy and Sexual, Reproductive Health and Rights is an area that categorically undermine the rights of women and the LGBTQI+ community to enjoy equal rights as (cis) men. Without access to adequate services and education about sexual and reproductive health, many girls and women globally are caught in a cycle of motherhood and lack of opportunity. We believe all people, should have the right to have choice and control over their own bodies, be it a woman's right to choose to have an abortion, a transgender person's right to change their assigned sex from birth or the right of all people to be informed about healthy, loving relationships.

- The Laboratory for Tools and Skills for Peace Builders

On the 1st of April 2016, eighteen peace builders from across Europe and Asia came together in Athens, Greece with the task of sharing their knowledge

and experience to develop three concrete tools to be used as part of the Raising Peace campaign. The Laboratory was hosted by SCI Hellas. After four days of testing, adapting and creating new methodologies in a shared learning environment, they developed this booklet on Gender, Sexuality and Bodily Autonomy, a toolkit on the rights of Migrants and Refugees (both to be used at regular and special Raising Peace workcamps) and an online interactive resource for the public to have their say on areas relating to human rights and peace.

Working on the topics of Gender, Sexuality and Body in a workcamp (or similar settings)

A workcamp can be an ideal setting to work on gender topics, and the right to any person to live their life freely and with equity, including of course people of any gender and sexual orientation.

It can be ideal because people share daily needs, duties, tasks, fun, in an ambience of diversity, respect and personal development and learning. Besides, groups get informally prepared to deal constructively with conflicts by developing trust, dialogue, cooperation. And finally, as a working space, as a sharing all daily moments, workcamp situations may reflect easily gender roles, norms, and even discrimination, or also situations related to sexual orientation of participants.

However, working on gender in such diverse groups may be not only very interesting, but also challenging. This is because of 2 main factors: first, because gender topics are approached very differently in different cultures; and second, because gender and sexuality are related to the identity of each person.

Looking first at the cultural aspect, we should be double careful in taking things for granted when we talk about this topic, because we usually are not aware of what are the sensitive points in each culture when we are dealing with gender, sexuality and body issues, on the one hand; and on the other, this is an aspect where we (people in general) have a lot of prejudices about other cultures, quite rarely checked beyond the typical news in mass media.

If we look at the question of identity, it has also a double edge: everyone in in our learning period needed to go through a process to build our own personality, behaviour, position, and this includes strongly our sex and our gender. And therefore the path and decisions we made are strongly rooted in our personality. People may be ready to defend their position strongly, and also many people may be quite sensitive at it. So we need to take care of both aspects. Besides, this is usually a personal path we had to make, but almost no-one has had the opportunity to talk openly, freely about it during our educational process. Gender and sexuality topics are

issues we are usually taught about, not exactly encouraged to discuss and learn about.

This all leads to the fact that working on gender in a workcamp can be a very interesting experience, very rich and full of learning. But that we need also to create the best atmosphere to work on it.

The very first rule is to ensure respect. Second would be to acknowledge that the topic is sensitive, that we all have stereotypes about it, and that it is needed to respect the integrity of everyone.

After this, if you are interested in going in depth with the topic, you can always make some first steps with the CCIVS handbook *Gender Sensitivity at (Voluntary) work*:

www.ccivs.org/commonFiles/library/downloadFile.php?gubun=publications&fileName=gender_sensitivity_at_voluntary_work.pdf) The handbook has a very interesting theoretical and background introduction to these topics and also includes several other activities that you will be able to use.

Enjoy the workshops, the learning process and the marvellous things you'll learn by leading and playing the following workshops in your camps!

INTRODUCTORY WORKSHOP

The main aim of this workshop is to introduce participants to gender on a personal level; through their own identity and their lived experiences. Participants should expect to learn about the concept of gender identity, to identify existing discriminations and harmful stereotypes and finally to empathize with those who experience discrimination based on their gender or sexuality. This workshop was designed to encourage participants to reflect on this topic through their personal experiences, while the additional workshops (which can be done in addition to this workshop or separately) focus on this topic in relation to society.

This workshop is expected to take 1 hour and 20 minutes to complete or up to 2 hours with extended debriefing.

Activity 1.

Name of Activity:	Personal Reflection – Gender Identity / Who Am I
Topic Addressed	Gender Identity
Target Group	basic work camp volunteers
Group Size	10-20
Time Method	15mins
Overview	This is a reflection activity to encourage participants to reflect on their own gender identity, as an introspection
Objective	<i>To explore gender identity on a personal level</i>
Materials Needed	Colored paper, markers, scissors, relaxing music (if required)
Preparation	Ensure the space is relaxing and comfortable
Steps	• The participants should sit in a large circle.

	• Place some art supplies (different colored paper, markers, scissors etc.) in the centre of the circle. • Ask participants to close their eyes or to rest their eyes on one spot. • Read out with a quiet voice : “What we are proposing in this activity is to wonder about what gender means to you. Most of you are defined by being a male or a female. What do you think about that? Think about what it means to be a man and to be a woman. Think about the characteristics of both, how do they act? (long pause) How do they dress? (long pause) How do they think? (long pause) How do they interact with others? (long pause) What do they think? (long pause) Who do they love? (long pause) Do you personally identify with these characteristics? Do you feel that you fit into the male box or the female box? Why do you think this? Why do you feel this? (long pause) Do you feel pressure to fit into either of these boxes? Where does this pressure come from? Do you feel that you fit outside of those boxes? Why? Everyone’s identity involves a series of different characteristics that is what makes us all unique. • Ask the group/ participants to then draw/create something to represent who they are and what they perceive their identity to be. This creative piece is done for themselves, but if they want they will be able to share it with the group. 6. Ask the group how they felt during the reflection, and if some of them would like to share their creative piece with the group.
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· Preparation	The space should be comfortable with relaxing music or set in a park/in nature.
· Instruction	Propose this activity after the first week, when the participants already feel trust one with another
· Debriefing (6.), How to act?	It should be short enough to leave the opportunity to those who want to share, but not force in any ways, those who don't feel like sharing
· Ideas for Action	
· Tips for Facilitator	Be ready to receive afterwards some comments from the participants, that might be out of your understanding of gender – Be very open-minded, don't judge them, receive their reflection and accompany them as much as you can
Contact Person	Aine & Dorothee dorotheemiss@yahoo.fr, aine.treanor@gmail.com
Suggestion for follow up	
To Go Further (Resources/Links)	

Activity 2.

Name of Activity	Just A Harmless Expression?
Topic Addressed	<i>The normalization of everyday derogatory and sexist expressions</i>
Target Group	Basic work camp volunteers

Group Size	15-20
Time Method	20-30 mins
Overview	To shed light on, discuss and challenge how derogatory and sexist expressions may be hurtful to others. This activity aims to 'de-normalize' derogatory expression, encouraging participants to rethink the words and expressions they use.
Objective	To be able to identify discrimination based on gender and sexual orientation.
Materials Needed	6-10 pieces of paper with common derogatory and sexist expressions and words. Masking tape (to define 'offense spectrum')
Preparation	Using the masking tape, make an 'offense spectrum', about 2 meters long. One side of the spectrum should be 'very offensive', the other 'totally harmless'.
Steps	Split the group into two or three groups (groups should be as diverse as possible). Give each group the same 6-10 expressions and ask them to map the expressions in terms of how offensive they may be perceived as. Some examples might include: · That's so gay! · Man up! · You're such a girl! · What a bitch! · Get back in the kitchen, woman! · Boys will be boys. Ask the participants to discuss each expression as a group and to decide together where it should be placed After 15 minutes (when all groups have finished), ask each group to present where on the 'spectrum of offense' they placed each expression and why.

	Discuss: Were you surprised by any of the reactions within the groups to any of the expressions? Were there any disagreements within the group? Did the exercise make you think about expressions that you use in your daily life?
· Preparation	Throughout the activity and debrief, the facilitator should be totally neutral. The aim of the activity is to create discussion within the group, to encourage participants to reflect on the potentially harmful language and expressions they use and not to accuse or attack those who may use these expressions.
· Instructions	The expressions can be chosen from those heard in the workcamp the day before. Some should be subtle, but still offensive.
· Debriefing, How to act	
· Ideas for Action	
· Tips for Facilitator	Be ready to receive afterwards some comments from the participants that might be out of your understanding of gender – Be very open-minded, don't judge them, receive their reflection and accompany them as much as you can.
Contact Person	Dorothee & Aine, dorotheemiss@yahoo.fr, aine.treanor@gmail.com
Suggestion for follow up	
To Go Further (Resources/Links)	

Activity 3.

Name of Activity	I've Never (Voice Out toolkit, pg. 30)
Topic Addressed	Discrimination, judgment, empathy
Target Group	Basic workcamp volunteers
Group Size	5-15
Time Method	20 min
Overview	Participants are asked to take sides on a range of statements about aspects of their identity. They experience the discomfort of being "the only one", the risk of being stigmatized and the need to stay in the closet to maintain a status in the peer group.
Objective	empathize/ create empathy with people who experience discrimination
Materials Needed	
Instructions & rules	Give a range of statements; you have to choose if this statement is true for you by moving to the left of the room (I am) or to the right of the room (I am not). Don't talk to each other during this game, we will discuss it afterwards. It is not possible to refuse to take a side or to stand in the middle; you have to choose a position. You are allowed to lie in this game. After answering the questions, take a few seconds to see who's on your side and who is on the other side. Remember the feelings you experience with each question.
Steps	Explain the rules of the game (above) and the division of the room as 'I am' and 'I am not'. Read out the questions and let the participants choose their position Discuss what participants noticed and felt during the exercise by asking questions like: • What did you notice during the game? • Were you surprised by something?

	• What feelings did you experience during this game? • What kind of questions did you find difficult to answer, and why? • Why are people not always honest when answering questions? Close the exercise by concluding it is not always easy to be the only one in a group who is “different”, and that people may sometimes feel they have to 'cover' or be 'in the closet' to avoid being singled out or stigmatized.
Preparation	Suggested questions: • I did the washing up at least once this week. (more suitable to workcamp) • I enjoy the work we are doing here • I love Italian pasta. • I love to eat at McDonald's. • I have a job to earn money. • I am really interested in my studies. • I have a disability. • I am a real man. • I am a real woman. • I have visited a gay or lesbian bar. • I have travelled without paying fare at least once. • I have kissed a man or a boy. • I have kissed a woman or a girl. • I think sexuality is an essential part of my identity. • I would feel OK if I would be gay or lesbian. • I think some statements in this exercise are quite difficult to answer. • I lied at least once during this exercise.
· Instructions	The leader also participates in the game by choosing sides. Because nobody is forced to give honest answers, the last question is: Have I lied at least once during this game? The leader can choose the position "I am" to encourage participants to take also this position.
· Debriefing, How to act	They are very hard questions because they call the feelings, their recognition, and their expression,

	therefore to assume them, so if it seems hard for them to answer, let them free to just express what they feel like in this moment
· Ideas for Action	
· Tips for Facilitator	Be ready to receive afterwards some comments from the participants that might be out of your understanding of gender – Be very open-minded, don't judge them, receive their reflection and accompany them as much as you can.
Contact Person	Dorothee & Aine, dorotheemiss@yahoo.fr, aine.treanor@gmail.com
Suggestion for follow up	
To Go Further (Resources/Links)	Voice Out toolkit, pg. 30 http://www.nisoproject.eu/doc/nisodocs/niso_toolkit_final_en.pdf

Activity 4.

Name of Activity:	Different Wages (Compass, pg. 135)
Topic Addressed	Gender Discrimination
Target Group	Basic workcamp volunteers
Group Size	10-20
Time Method	Debrief: 20 min, & time for the allocation of workcamp duties
Overview	Participants should gain an insight into the gendered pay gap and discrimination in the workplace through this simulation activity.

Objective	Raise awareness about gender discrimination
Materials Needed	Fake money or material to represent currency
Preparation	Preparation for this activity will be done at the beginning of the day with the allocation of jobs.
Steps	Participants will be given allocated jobs which they will carry out throughout the day. After finishing their jobs for the morning, in the workshop the participants will then be 'paid' (with fake money) for their work based on their age and sex : girls and younger participants should be paid about 1/3 less than the others Leave them some time before the debrief (time of the meal for example, or half an hour break) Debrief: • How did it feel to receive more (or less) than other workers even though everyone did exactly the same task? • Why did some people receive more (or less) than others? What were the criteria? • How did it feel to get more than others? How did it feel to get less than others? • Does this sort of discrimination happen in places of work in your country or community?
· Preparation	When 'paying' the participants, the facilitator should act formal and professional (like an employer). Instead of (or in addition to) using fake money, 'payments' can be made through food portions
· Instructions	
· Debriefing, How to act	
· Ideas for Action	

Tips for Facilitator	This activity may be an optional one, to do another day than the main workshop.
Contact Person	aine.treanor@gmail.com , dorotheemiss@yahoo.fr
Suggestion for follow up	
To Go Further (Resources/Links)	See pg.138–139 of Compass for some basic info on wage discrimination and for suggested pay gap for the activity: http://www.coe.int/t/dg4/eycb/Source/Compass_2012_FINAL.pdf

Workshop – IN-DEPTH VERSION

Gender Equality

This workshop is one of three in-depth workshops that explores the topic of gender, sexuality and body rights. The main aim of this workshop is to explore how seemingly harmless gendered stereotypes and everyday sexism lead to discrimination at every level of society. Participants should expect to learn more about important definitions and terms within this thematic area, to reflect on their own gendered biases and finally to learn more about the different manifestations of gender discrimination, globally.

This workshop requires 2 hours to complete. The majority of the activities included in this workshop compliment one another, therefore it is recommended that these activities not be carried out separately.

Activity 1.

Name of activity	Starter – Gender stereotypes
Topic Addressed	Gender stereotypes
Target Group	Participants in Raising Peace camps and specialist topic camps; workcamp coordinators during training sessions
Group Size	8-20
Time	10 minutes
Overview	The idea is to get the group to start thinking about where ideas about gender stereotypes come from rather than come to definite conclusions. The activity can of course be skipped if the introductory workshop has already been used to start the topic!
Objective	To challenge harmful gender stereotypes

Steps	1. Ask each participant to imagine that they are either a stereotypical boy or a stereotypical girl. 2. Now get into pairs and ask each other these questions: What is your favourite colour? What is your hobby? What job do you want to do when you grow up? See if the participants can guess if their partner is acting as a stereotypical boy or girl using these questions. 3. Get into different pairs and try again. 4. Then ask everyone - was it easy to guess if each person was acting as a boy or as a girl? Why was it easy? If you were answering these questions as yourself rather than a stereotypical boy or girl, would your answers be different? Where do these stereotypes come from? (Encourage participants to start thinking about influences such as the media, education, family, politics, religion...
Materials Needed	
Preparation	
· Instructions	
· Debriefing, How to act	
· Ideal for Action	
· Tips for Facilitator	
Contact Person	Hannah Smith h.smith@oxon.org ; Iana Nyzhegorodova iana.nizhegorodova@i.ua
Suggestion for follow up	
To Go Further (Resources/Links)	

Activity 2.

Name of activity	Definitions and Discussion
Topic Addressed	Definitions related to gender and sexuality
Target Group	Participants in Raising Peace camps and specialist topic camps; workcamp coordinators during training sessions
Group Size	8-20
Time	20 minutes
Overview	
Objective	Participants to gain more of an understanding about important terms and definitions related to this topic
Steps	1. Divide the participants into smaller groups (e.g. 2-4 people) and give each group a definition on a piece of paper (provided below). Suggested definitions to start with: ● The term "sex" refers to the characteristic that makes women different from men. ● The term "gender" has the same meaning as "sex". ● "Norms" are rules for what is normal in society. ● "Stereotypes" are ideas about what is normal for a particular category of person. ● Other ideas for definitions: "masculine", "feminine", "non-gendered" Note: the starting definitions are intended to be provocative and to trigger debate! The group can discuss whether they understand and agree with the definition, and make changes if they want to. 2. Then each group passes their definition to the next group and discusses again.

	3. Finally, everyone comes together and looks at the changes that have been made. An example of more informed and advanced definitions is also provided below. Suggested definitions to finish with (as the facilitator, you could propose these as “your” definitions at the end and ask the participants if they agree): ● <i>The term “sex” refers to the biological characteristics that are used to categorise people into men and women.</i> ● <i>The term “gender” refers to the socially constructed roles, behaviours, activities and attributes that society considers appropriate for people depending on their sex.</i> ● <i>“Norms” are codified rules that indicate what is acceptable and what is unacceptable within a particular community.</i> ● <i>“Stereotypes” are widely held but fixed and oversimplified images or ideas of a particular type of person or thing.</i>
Materials Needed	
Preparation	
· Instruction	
· Debriefing, How to act	
· Ideas for Action	
· Tips for Facilitator	Keep the final definitions visible for the rest of the activity/workshop
Contact Person	Hannah Smith h.smith@oxon.org; Iana Nyzhegorodova iana.nizhegorodova@i.ua
Suggestion for follow up	

To Go Further (Resources/Links)	
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Activity 3.

Name of activity	Who's Who?	
Topic Addressed	Gender inequality	
Target Group	Participants in Raising Peace camps and specialist topic camps; workcamp coordinators during training sessions	
Group Size	8-20	
Time	(30 minutes)	
Overview		
Objectives	To highlight gender inequalities/stereotypes/prejudices	
Steps	1. Divide the participants into two groups. Give each group a set of cards with words on them. Here are the words to write on the cards for each group: independent, creative, direct, timid, subjective, dominant, dependent, intelligent, strong, objective, passionate, ambitious, emotional, weak, decisive, diplomatic, confident, skilled in business, hesitant, elegant, purposeful, beautiful... (add whatever you can think of!) 2. Give one group a large piece of paper set out as follows:	
	Positive characteristics	Negative characteristics

	3. Give this group the following instructions: <i>Some characteristics are considered more positive or desirable, while others are thought to be negative or not desirable. Place the cards in the column where you think they belong. Work as quickly as you can, without thinking about it too much.</i> 4. Give the second group a large piece of paper set out as follows: <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <tr> <td style="width: 50%; padding: 5px;">Masculine characteristics</td> <td style="width: 50%; padding: 5px;">Feminine characteristics</td> </tr> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </table> 5. Give this group the following instructions: <i>In some societies, some characteristics are considered more feminine, while others are thought to be masculine. Place the cards in the column where you think society considers the characteristics to belong. Work as quickly as you can, without thinking about it too much.</i> Make sure each group does not see the other group's instructions! Then ask them to start matching the cards to the columns on the paper. 6. When ready, gather the whole group of participants again. Ask the second group (with the masculine/feminine columns) to present their piece of paper. For each characteristic they have placed, ask Group B if they placed it in the positive or negative column. Note this information beside the characteristic by putting a plus (+) or a minus (-) sign beside it. 7. Ask for a round of first impressions about the activity and its results. You can ask participants some of the following questions: How did you find the exercise? What did you like or dislike about it? Why?		Masculine characteristics	Feminine characteristics		
Masculine characteristics	Feminine characteristics					

	How do you feel about the results, now that you see the summary? Does anything about the results surprise you? What? Why is it surprising? Are most of the characteristics that society sees as “masculine” considered to be positive? Are most of the characteristics that society sees as “feminine” considered to be negative? What do you think about this difference? Where do these differences come from? Do you consider this characterization of masculine and feminine attributes to be accurate or stereotypical? How do we learn gender stereotypes? Can you identify with any of them (in yourself or in people you know)? Or can you challenge them? In your opinion, in what way do gender stereotypes affect the way we/other people evaluate or judge men and/or women?
Materials Needed	Two large pieces of paper Set of small cards
Preparation	Prepare two large pieces of paper for activity Prepare cards with characteristics
· Instructions	
· Debriefing, How to act	
· Ideal for Action	
· Tips for Facilitator	

Contact Person	Hannah Smith h.smith@oxon.org; Iana Nyzhegorodova iana.nizhegorodova@i.ua
Suggestion for follow up	
To Go Further (Resources/Links)	(Based on “Good, better, best” in <i>Gender matters</i> , Council of Europe, p. 106)

Activity 4.

Name of activity	Consequences of gender stereotypes – examples of gender inequality
Topic Addressed	Gender equality, harmful gender stereotypes
Target Group	Participants in Raising Peace camps and specialist topic camps; workcamp coordinators during training sessions
Group Size	8–20
Time	(30 minutes)
Overview	
Objective	To show the connection between everyday gender stereotypes and global human rights abuses
Steps	1. To start with, ask the group: What are the consequences of the gender expectations and stereotypes that have been discussed? (E.g. women may not be chosen for certain jobs / people may make fun of men when they cry or show emotions / women may feel powerless in dangerous relationships...) 2. Then provide the group with some concrete examples of gender inequality and relevant

	human rights violations in different places around the world. Examples of gender inequality to use for this activity (don't give the country yet – you will need it for the next activity): - In some places, women earn 40% less than men even when doing the same job. (Russia) - In one country, women can only vote if they show their high school diploma – men can vote without showing it. (Lebanon) (Women's votes are also limited in other countries in the Middle East.) - In one country, women are completely banned from voting for the head of state. (Vatican State) - In one country, women are completely banned from driving cars. (Saudi Arabia) - In some places, abortion is illegal in almost all circumstances (Ireland, Poland, Mexico, Egypt) - In some places, people try to abort fetuses if it is known that a women is expecting to have a female baby – there are even cases of abandoning or killing girls once they have been born. (China, India) - In some places, girls have very little access to education – sometimes they cannot go to school at all, and sometimes their opportunities to study at higher levels are limited. (Afghanistan, Saudi Arabia...) - In one country, 81% of the victims of domestic violence are women and 19% are men. (UK) - In one country, there are nearly 500 specialist jobs that women are not allowed to do. (Russia) - In some places, there are no laws against domestic violence. (Armenia, Russia...) - In one country, 65% of all women and 25% of men have experienced street harassment. (USA) - In one country, the average salary for a woman is 75% less than the average salary for men. (Turkey)
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	3. In pairs, the participants select one of the examples and discuss together about how the stereotypes and gender expectations identified in the previous activity have contributed to the specific problem given. 4. At the end, each pair presents their conclusions to the group.
Materials Needed	
Preparation	
· Instruction	
· Debriefing, How to act	
· Ideas for Action	
· Tips for Facilitator	
Contact Person	Hannah Smith h.smith@oxon.org ; Iana Nyzhegorodova iana.nizhegorodova@i.ua
Suggestion for follow up	
To Go Further (Resources/Links)	

Activity 5.

Name of activity	Map of gender inequality / gender equality today
Topic Addressed	
Target Group	Participants in Raising Peace camps and specialist topic camps; workcamp coordinators during training sessions
Group Size	8-20
Time	(30 minutes)
Overview	
Objective	To identify gender inequalities around the world
Steps	1. Organise the group into new pairs. Give each pair one of the examples from the previous activity again. 2. Now take out the map of the world and ask the pairs to guess where in the world each case of gender inequality is happening. Participants can also be asked to contribute their knowledge of what the situation is regarding each topic in their own countries or where they are living. 3. Finally, provide some examples of positive action on gender equality - again, the participants can guess where in the world they are taking place. Once again, participants should be encouraged to think of instances of positive action in their own countries (maybe they are volunteers in social organisation and they can share their own experience, which projects they have done regarding this issue) and other ways that gender stereotypes/expectations and also gender equality as a whole can be challenged and improved.

	Examples of positive action on gender equality to use for this activity: New laws have been introduced to criminalise domestic violence. (Latvia) In one country, women were allowed to vote for the first time (and stand as candidates) in 2015. (Saudi Arabia) In one country, there is an active feminist organisation made up entirely of men who go to schools to talk with young men about violence and harassment against women. (Poland) In one country, there are many organisations campaigning for laws against rape. (India) The first gender museum in the world was opened in 2009. (Ukraine)
Materials Needed	A map of the world
Preparation	Prepare cards or paper with examples of positive action for gender equality
· Instruction	
· Debriefing, How to act	
· Ideal for Action	
· Tips for Facilitator	
Contact Person	Hannah Smith h.smith@oxon.org; Iana Nyzhegorodova iana.nizhegorodova@i.ua
Suggestion for follow up	For a follow-up session, it could be useful to invite a speaker from an organization that works on LGBTQI+ rights or a related subject.
To Go Further (Resources/Links)	

Workshop – IN-DEPTH VERSION

LGBTQIA+ (Lesbian, Gay, Bisexual, Transgender, Queer, Intersex and Asexual) RIGHTS

The aim of this workshop is to build a level of understanding about the LGBTQIA+ community and to raise awareness about some of the manifestations of discrimination they face, globally. Participants should expect to learn important definitions and terms relevant to LGBTQIA+ rights as well as examples of global human rights infringements and achievement for the LGBTQIA+ community.

This workshop should take 2 hours to complete all of the suggested activities, however these activities may also be carried out separately, depending on the group and their level of understanding of the topic.

Activity 1.

Name of Activity	THE WALKING GALLERY
Topic Addressed	LGBTQIA+ rights
Target Group	Participants in Raising Peace camps and specialist topic camps; workcamp coordinators during training sessions
Group Size	5-15 workcamp volunteers
Time Needed	25 Minutes (10 minutes for the walking gallery, 15 minutes for discussion)
Overview	This is an activity to introduce the Human Rights related to LGBTQI+ and to create an opinion about them.
Objective	Understand Human Rights Related to LGBTQI+

Materials Needed	Information about LGBTIQ+ HR, Visual material related to the topic (Pieces of paper with quotes related to the topic, paintings), Music.
Steps · Preparation · Instruction · Debriefing, How to act · Ideal for Action · Tips for Facilitator	Prepare one room with the visual material on the walls and the music. Ask participants to enter the room. Ask participants to go around the room individually watching the material and taking notes about the impressions they have. Move to another room and ask everybody to seat in a circle. Discussion about LGBTIQ+ rights (You can start by asking to share the impressions). If in the gallery there were some rights taken from the Human Rights Declaration you can also ask participants if they think those rights are respected all over the world.
Contact Person	Carlo Roberto Fulghesu: carlorfulghesu@gmail.com
To Go Further (Resources/Links)	Music: A good example of music can be the soundtrack of the movie "Like Crazy" Link: https://www.youtube.com/watch?v=M4DAIxoh5YY&list=PL37FA73384A48C50F&index=2

Activity 2.

Name of activity	THE MAP GAME
Topic Addressed	
Target Group	Participants in Raising Peace camps and specialist topic camps; workcamp coordinators during training sessions

Group Size	5-15 workcamp volunteers
Time Needed	30 Minutes
Overview	This is an activity to have an overview about LGBTQIA+ rights around the world
Objective	Understand the situation of Human Rights Related to LGBTQIA+
Materials Needed	Information about LGBTQIA+ Human Rights, Map of the world, some facts
Steps · Preparation · Instruction · Debriefing, How to act · Ideal for Action · Tips for Facilitator	1. To start with, ask the group: What are the consequences of stereotypes and sexual discrimination? 2. Provide the group with some concrete examples of sexual discrimination and relevant human rights violations in different places around the world. 3. In pairs, the participants select one of the examples and discuss together about how the stereotypes and gender expectations identified in the previous activity have contributed to the specific problem given. 4. At the end, each pair presents their conclusions to the group. 5. Now take out the map of the world and ask the pairs to guess where in the world each case of sexual discrimination or human rights violation is happening. Participants can also be asked to contribute their knowledge of what the situation is regarding each topic in their own countries or where they are living. 6. Finally, provide some examples of positive action on LGBTQIA+ rights - again, the participants can guess where in the world they are taking place. Once again, participants should be encouraged to think of instances of positive action in their own countries and other ways that sexual discrimination and human rights violation can be challenged and improved.

Contact Person	Carlo Roberto Fulghesu: carlorfulghesu@gmail.com
Suggestion for follow up	
To Go Further (Resources/Links)	

Activity.3

Name of Activity	DESCRIPTIONS
Topic Addressed	
Target Group	Participants in Raising Peace camps and specialist topic camps; workcamp coordinators during training sessions
Group Size	5-15 workcamp volunteers
Time Needed	20 Minutes (10 minutes for matching the definitions with the , 10 minutes for explanations)
Overview	This is an activity to make the group understand and discuss about some definitions related to LGBTQIA+
Objective	Understand definitions about LGBTQI+
Materials Needed	Pieces of paper for definitions and terms
Steps - Preparation - Instruction - Debriefing, How to act - Ideal for Action - Tips for Facilitator	- Put definitions and terms on a table(or on the floor) - Ask participants as a group to match definitions with the right terms - Make corrections if there is the need - Explain the terms and answer possible questions

Contact Person	Carlo Roberto Fulghesu: carlorfulghesu@gmail.com
Suggestion for follow up	
To Go Further (Resources/Links)	

Activity.4

Name of Activity	THE TEA GAME
Topic Addressed	
Target Group	Participants in Raising Peace camps and specialist topic camps; workcamp coordinators during training sessions
Group Size	5-15 workcamp volunteers
Time Needed	45 Minutes (10 minutes for preparation, about 15 minutes for the roleplay, about 20 minutes for discussion)
Overview	This is a role-play exercise to explore the role of the family in transmitting images about people who are different.
Objective	Empathize with LGBTQI+ people
Materials Needed	Copies of the role cards; Paper and pens for the special observers;; some food to put on a table
Steps - Preparation - Instruction - Debriefing, How to act	Put a table in the center on the room. Father on one side, mother next to the Father, Son in front of the Father, Others random places Explain to the group that this is the living room of a house and that they are going to watch a family discussion.

· Ideas for Action ·	Assign the roles to participants. Allow the actors 3 to 5 minutes to get into role, meanwhile explain the observers what to do. Tell each special observer to watch one of the role players and take note of all arguments they used. Instruct them to watch the behavior, attitude, non-verbal communications, etc. Decide who is to watch whom. Give a signal, e.g. clap your hands, to start the role-play 15 minutes is generally a good length of time, however you will have to decide how long to let the role-play run depending how it develops. Give a clear signal to indicate the end. ROLES: - Son: The situation: You have decided to face your family and tell them that you want to drink tea. You live in a world where drinking tea is something to be ashamed of. It's something boys never do. You start the role-play. You announce to your family that you want to start drinking tea. Try to defend your decision and argue that you are going to make a stand to counter the prejudice against drinking tea. - Mother: The situation: Your son has decided to drink tea. You live in a world where drinking tea is something to be ashamed of. It's something boys never do. You love your son very much but you do not understand how he could do this to you. You support your husband in everything he says. You do not threaten your son, rather you tend to feel bad about the pain he causes you. You wonder how long he has known he wants to drink tea. You worry that society will not accept your son and that he will suffer a lot. - Older Brother: The situation: Your brother has decided to drink tea. You live in a world where
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	drinking tea is something to be ashamed of. It's something boys never do. In principle you do not care if your brother drinks tea, and in fact you defend the right for people to be free in their decision to drink. Nevertheless, when you're mother says she worries that society will not accept your brother you show your concern and want to protect him. - Father: The situation: Your son has decided to drink tea. You live in a world where drinking tea is something to be ashamed of. It's something boys never do. You are the authority in the home, and you don't approve of your son drinking tea. You represent the moral mainstream and you care about what people say, how they judge you and your family. You don't consider yourself as a close minded person, but your son drinking tea is something different. Think of a strict father and argue as he would. - Best friend: The situation: You are having dinner with your best friend's family. Your friend has decided to drink tea. Unfortunately, you live in a world where drinking tea is something to be ashamed of. It's something boys never do. You support his decision even though his family may be not so supportive. - Younger sister: The situation: You are the mysterious younger sister. Your brother has decided to drink tea. Unfortunately, you live in a world where drinking tea is something to be ashamed of. It's something boys never do. You can choose whether you support your brother or not! DEBRIEFING AND EVALUATION Start the evaluation with a round of the actors saying how they felt. Then ask each special observer in turn to read out the arguments used by each actor to
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	persuade the others of their point of view. Make the link with coming out as gay/lesbian. How to lead the group discussion: • How did the actors feel after the role-play? • Can the son drink tea? • Which arguments did the father/mother/brother/son use? • What can you tell of their attitudes and non-verbal communication? • What did the other observers see? • Was it difficult to get into your role? • How difficult was it for the son to say he wants to drink tea? • Can you imagine how it is in real life to tell your parents you're gay? • Drinking tea is a decision, do you think that being gay is a decision someone can make?
Tips for Facilitator	The group has to feel comfortable with each other. You have to make sure every one has a role during the assignment. According to the number of participants you can choose to omit the role of best friend and younger sister. Be aware of the cultural background of each participant. If you know that in the group there is someone with a particular attitude (aggressive, very shy, etc) you can choose how to assign the roles. If the group is already familiar with role-playing no further instructions should be needed, otherwise it is important to stress that playing a role is different from acting. While role-playing, we remain ourselves while presenting a pre-determined role or attitude; whereas when acting we must interpret a character different from our own person. Therefore this is not a matter of dramatization or acting but rather of representing and exploring a role or attitude. If you feel the roles are too prescriptive, or that they have nothing to do with your reality you can

	make your own role cards giving an outline of four common attitudes typical of families in your culture. If you want to adapt the idea and write more roles, do so. The activity is easily adaptable to the cultural, social, or religious reality of the participants.
Contact Person	Carlo Roberto Fulghesu: carlorfulghesu@gmail.com
Suggestion for follow up	

Workshop – IN-DEPTH VERSION

Sexual and Reproductive Health Rights (SRHR)

The aim of this workshop is to ultimately position SRHR as a human rights issue. Participants should expect to explore the nuances within the discussion of SRHR in different countries throughout the world and the relevant human rights that may be infringed in certain situations.

This workshop, which includes just one activity, requires 1 hour to complete.

Activity 1.

Name of Activity	What Are my Body Rights?
Topic Addressed	Sexual and Reproductive Health and Rights
Target Group	Participants in Raising Peace camps and specialist topic camps; workcamp coordinators during training sessions
Group Size	8-20
Time needed	60 minutes
Overview	This activity explores women's right to decide on their own body, sexuality and reproduction in the different cultural environments.
Objective	- To identify issues relating to body rights around the world including cultural differences - To empower participants to be able to decide about their own body - To understand the Human Rights related to Sexual Reproductive and Health Rights
Materials Needed	- copy of each situation or more depending on the size of the group

Steps - Preparation	1. Make an icebreaker to divided group and give them paper on which situation written: a. Working and having babies A woman is going into a job interview. This job is what she really dreams of. At the end of the interview, the boss tells her that the work-contract mentions that she can't have a baby for the first-3 years of the contract. b. Sexual Consent A girl, named Rose arrives in a big city that she has never been to before. Unfortunately she lost her wallet, and has no money left. She needs to find a place to stay, because it's already midnight. Then comes a guy, who offered her a place to stay. c. Abortion X is a 16 years old girls who is still in Senior High School. In one hard situation, she has an unwanted pregnancy. She wants to abort the pregnancy and enters a discussion with her parents who are very religious. Imagine the possible ending of the discussion. d. Marriage A happy couple, X and Y has a conversation at dinner with O, their friend. The Y (which is the girl), ask her boyfriend, X to go to a gym class because she finds out that O goes to the gym and now has a toned body. She is comparing X with O throughout dinner. Imagine the possible ending of the discussion. 2. Give them space to read and discuss the situation, and think about possible ending about this situation. 3. Ask the group to rehearse the situation in order to present to another group. 4. Each group presents each situation and afterward they can have discussion about the topic with guidelines.
Debriefing	Ask the actors how they felt playing this role.

	Ask the rest of the group what they understood of the situation. Where do you think this situation could happen?(name of country) Is there any situation that reminds you with the similar situation in your country? To what article of the Human Right Declaration Do you know what body rights are violated in every cases?
Tips for facilitator	The situations presented are linked Sexual, Reproductive and Health Rights, they include: - The right to equality - The right to participation - The right to life and to be free from harm - The right to privacy - The right to personal autonomy and to be recognized as an individual before the law - The right to think and express oneself freely - The right to health - The right to know and learn - The right to choose whether or not to marry or have children . The right to have your rights upheld You can also play the situation using Forum theater techniques. The situations can be prepared by pairs and performed in front of the group, then they are played a second time and the audience can stop the play and change character to propose another issue.
Contact Person	Dania Moehas (IIWC of PKBI) iiwc@pkbi.or.id / Agathe Decarsin (Solidarites Jeunesses)
Suggestion for follow up	You can create as world map in which you present Sexual and reproductive health rights situation in different countries of the world.

	You can invite a local organization working on Sexual and reproductive health and rights to talk about their work.
To Go Further (Resources/Links)	Ippf.org http://www.ippf.org/system/files/ippf_exclaim_lores.pdf Compass, Council of Europe Gender Matters, Council of Europe

Guidelines for Workcamps

To avoid incidences of gender/sexuality based discrimination

In preparing this booklet, we surveyed a group of 18 peace builders, both men and women of diverse age groups who had taken part in workcamps across Europe and Asia.

We simply asked them to list any situations of discrimination they witnessed while on a workcamp and how they suggest these situations could be dealt with. Below are the results of those surveyed.

Examples of gender/sexuality based discrimination that happen during workcamp

Thankfully, situations of direct discrimination during workcamps are not so common but these examples, amongst others can (and do) happen:

- The opinion of a girl/woman not being taken into account
- Women ending up doing all the cleaning
- Woman doing all the cooking “because that is how it is in their culture”
- Facilitator always asking men to carry heavy things
- Male facilitator taking the power in a discussion about gender
- Giving more comfort to girls than boys
- Girls not being allowed to show their shoulders
- Local population discriminating openly
- Treating girls like sex objects
- A man having affairs with different women within the group, which leads to conflicts between women
- A girl being judged because having several affairs within the group
- Boys asking girls to serve them
- Using a woman’s sexual attraction to meet the local population

It is very usual to make jokes, without thinking it could be harmful, but it can create a difficult atmosphere for people within the group. Some examples include:

- Calling someone a “Pussy” for having attitudes or skills usually considered feminine,
- “Oh pretty” from a guy to a girl
- Calling a man a “Fagot” when some man is not strong enough to carry something
- Sexual jokes to women
- Jokes about homosexuality
- Jokes about the stereotyped gender roles

How would you feel if you are homosexual listening to those jokes?
How would you feel if you have some issues related to your sexuality?

Ideas on how to handle these situations

- Generally promoting peace, tolerance, equality and respect within the camp.
- Introduce games and energisers that can facilitate the connections amongst the members of the group and help them to get to know each other better, and allow them to communicate freely will help.
- Camp leaders should be sensitive to these situations and decide if needed to get involved. It can be done by individually helping one participant to defuse a situation, or in the group. It should be given space and time to discuss and analyses what is happening during the workcamp.
- The camp leaders should avoid making these kind of jokes and always be aware of the vocabulary they use. They should also be critical of their own behaviour and say if he/she makes a mistake.
- The teams for cleaning or cooking can be an opportunity to mix genders. It can help as well those who don't know how to do it, to learn through the others.
- It is not easy to define in advance if the best solution is to choose mixed gender rooms, or not, but for sure it should be given the opportunity to talk about it.
- When there is something heavy to carry, better to launch an open call : "Can someone carry that?", instead of "I need 2 boys to carry that".
- Create group circles and talks about the roles of male and females in different countries and about human rights, focusing on gender equality. The "jokes" can also be debated, so that the offended people can express themselves.
- In a group discussion, the facilitator has to pay attention to give the same amount time to everybody for speaking.
- Conflicts can be resolved before it starts to harm some people, or the group dynamic.
- Some simple quotes can be stuck on the wall about gender equality like "All different, all equal"
- If there is a conflict within the group, but the participants don't really manage to talk about it, ask them to write a problem happening within the group on a piece of paper, they put the papers in a box, and then in a big group, the facilitator read out loud the different papers. It brings the conflict out and give them the opportunity to actually have to deal with it.

- In western Europe, the camp leader/facilitator can talk openly about taboo subjects (e.g. their homosexual friends or some “atypical” woman), so that it “normalizes” it for the non-European participants.

The above are easy ways to avoid situations of discrimination, if you are willing to go one step further, it is possible to implement a real activity about gender issues using this booklet.

Send us your feedback and comments!

As you observed, every activity includes a contact person to help you in the implementation/understanding of the activity.

Besides that, we will be very happy that you can send us your feedbacks (including of course suggestions for improvement!), your comments and testimonies after having used this booklet.

So please write us at:

secretariat@ccivs.org

campaigns.coordination@ccivs.org

And of course if you want to interact and mention us at:

FB: /secretariatccivs

Twitter: @raising_peace and @ccivs_volunteer

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