Safer Together

Our policy in action!

Handbook for addressing Gender-based Violence in ICYE's International Volunteering Service.



International Cultural Youth Exchange

ICYE

Credits

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Content development: Mariela Ortiz Suarez, Micaela Herbon

Collaboration regarding content development: Courtney Kelner, Inyanya Kubasu, Anja Stuckert

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As an international Federation, we regard this manual as a compass to guide us on how to embrace diversity, solidarity, and human rights. It is necessary to translate these commitments into the specific context of each ICYE member while maintaining our core values.

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Introduction

Taking a stance to prevent and eradicate violence in all its manifestations is of utmost relevance for those of us who are a part of organisations and spaces working within the framework of human rights and the culture of peace.

In 2019, the General Assembly of the International Cultural Youth Exchange (ICYE) established a Sub Committee to develop an institutional policy against sexual violence from a human rights and intercultural perspective. It quickly became clear that ICYE did not have a Federation-wide and consistent approach nor clear procedures on how to prevent and respond to sexual violence. The Sub Committee therefore gathered the viewpoints and experiences of the National Committees (NC´s) and consulted experts to develop a guiding framework on how to address sexual violence in the ICYE Federation and its spheres of influence. In 2022, ***Safer Together - ICYE's policy on addressing sexual violence in international volunteering*** was approved by the members, spelling out the commitments the Federation holds to address the prevention of and response to sexual violence.

To implement these commitments, ICYE then developed a training approach to sensitize, provide resources, and strengthen the capacities and knowledge of ICYE staff and partners to be able to address sexual violence. **Fundación SES** (SES Foundation) and its intercultural volunteer program **Subir al Sur**, an organisation that represents our Argentinian National Committee, along with Edwine Ochieng, Executive Director of the International Center for Policy and Research Solution (ICPRS) were tasked to produce this training manual to guide ICYE in its journey to address sexual violence. The training manual was tested and revised based on trainings of trainers for staff from ICYE National Committees, board members, and host project representatives in Nairobi, Kenya and Vienna, Austria in 2023. We believe that translating the commitments from our *Safer Together Policy* into action, will kick-start a transformation process that will bear fruit and generate a culture of Zero Tolerance based on respect and appreciation of the rights among all the people working in International Volunteer Service (IVS).

We not only want to invite the volunteers of the world, but also board members, staff, co-workers, host families, host projects, and institutions that work with us to embark together on this journey. It's an invitation to work within and across generations for the creation of violence-free environments. It's an invitation to change the rules of the abusive power structures embodied in our patriarchal societies and promote respect for diversity, interculturality, bodily autonomy and identity in any way, shape, or form that constitutes a person and makes them free and unique.

Luckily, we are no longer the generation that allows stigma, fear, or the money of the powerful to silence survivors. So today, we take this tiny step and join other movements that are already working against violence in this way with the ambition that we will go far, so far that violence is no longer our concern nor our target. Let us get started!

How to use this manual

This global manual was designed for all ICYE staff, co-workers, youth workers, and facilitators who perform tasks within the international and intercultural volunteering framework. However, it is understood that our network is wide and diverse. For this reason, we encourage each group facilitator or coordinator who wants to put the ***Safer Together Policy*** into practice, to contextualize the activities and to make the necessary modifications.

The goal is to make this manual a resource for consultation and give inspiration on how to design seminars, trainings, campaigns, or other activities aimed at preventing, responding to, and eradicating gender-based violence, with a particular focus on sexual violence within IVS.

The reading of this manual is not intended to be linear, seeking instead to provide you with the ability to access different sections according to your participants' needs and the outcome you want to achieve.

The contents of this handbook should be read through the lens of **interculturality and intersectionality**

Although we make suggestions and recommendations throughout the manual to strengthen these perspectives, it is also your duty to continue to nourish the complexities through your own analysis of our ever-changing practices and contexts, while integrating both perspectives throughout.

To help you to choose a path that aligns with your needs, we offer two main sections. Each one of them has different goals and resources to guide the way.

Through the different sections and their contents, we seek to strengthen NCs' capacities for **awareness-raising, prevention, and response**.



This manual will guide you in this circular process equipping you with the information, resources and practice to understand the different forms and dimensions of violence, focusing our attention on sexual violence.

The different sections of the manual

Laying the groundwork. This section is part of ICYE's commitment to work on preventing sexual violence. It mainly focuses on raising awareness, investigating, and reflecting on topics related to gender-based violence and sexual violence in particular. It conceptualizes and provides information for the IVS context that promotes respect towards diversity, the culture of peace, and the eradication of violence as a way of life. The theoretical and practical content in this section is primarily meant to work on the awareness of the people volunteering, coordinators, technical teams, host families, youth workers, host projects, and all those within ICYE's National Committees' work environments.

Call to action. This section will define your NC's prevention and response strategies, highlighting how you will work on the topic of sexual violence and harassment in a survivor centred[1] response. This includes developing your NC's own action plan on prevention and response.

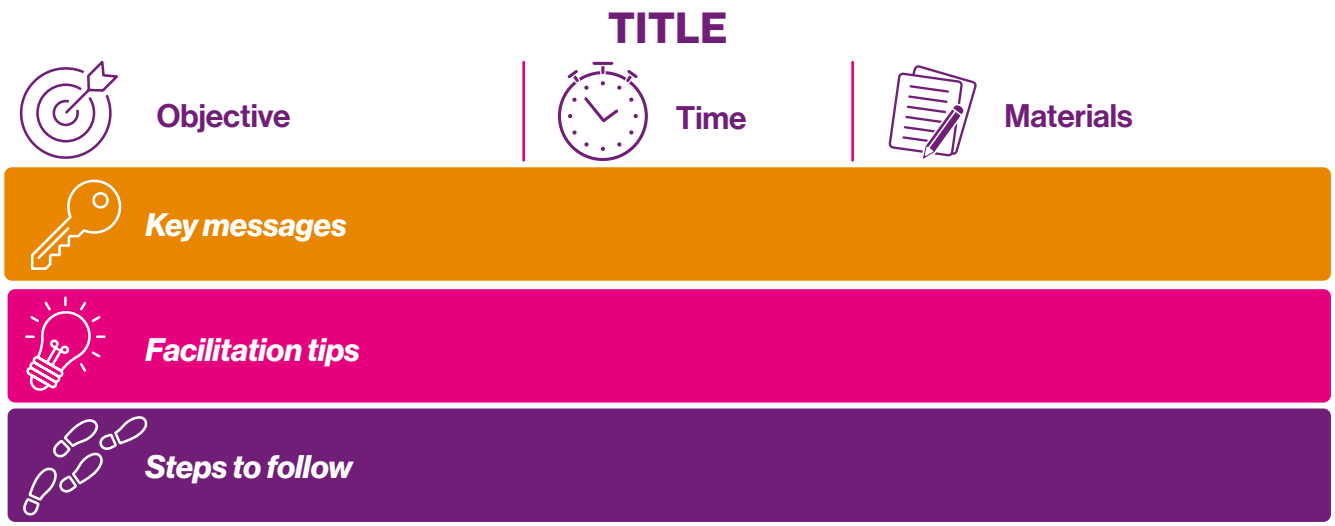
How each section is organised

To make reading easier and facilitate understanding and integration of this manual, within each section, different resources are highlighted by symbols:

Trigger warning: the content or pages it links to, contains information about sexual violence, gender-based violence and discrimination which may be triggering to survivors and people who have experienced situations of violence. This is why, in some activities you will find an icon that alerts you about this.

Zooming in presents an introduction and approach to the subjects. It is generally a conceptual or theoretical segment that frames the thematic field of the section and provides explanation and rationale for the topics covered.

Hands on: Here we find more practical content for carrying out activities that allow working on the topics covered in the section. Each activity contains the necessary resources and a chart with a detailed activity description:



Source

1 "A 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." https://www.unicef.org/eca/media/15831/file/Module%202.pdf

Check this out! Interesting data to expand your knowledge about the theme can be found here and used as a resource. It can be statistics, important dates, international legislation, etc.

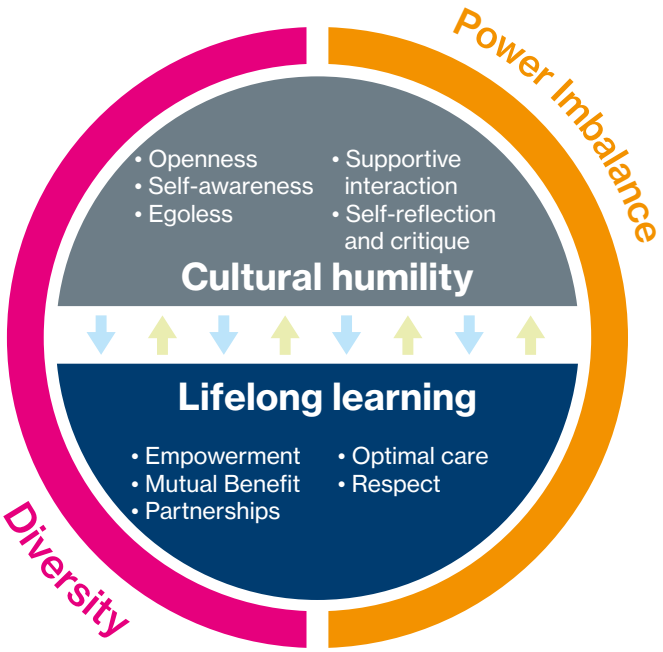
Food for thought. This resource encourages personal or group reflection on what has been developed in the section. It is an additional proposal that complements or consolidates the learnings of each section.

Glossary: To better understand the concepts used, we have created a glossary of words, terms, and expressions used in each section.

First things first

Intercultural humility

When planning your training, a key issue is how to address cultural heterogeneity. To work effectively with people from different cultural groups, we need to build strong, supportive relationships based on trust, understanding and common goals. Intercultural humility describes an attitude – being open and curious - you take up when you communicate with a person from a different culture. This curiosity is not only focused on the person you talk with, but just as much towards yourself, reflecting on your own shortcomings, privileges, and power. This approach of introspection and awareness of biases and one's own microaggressions is key to intercultural humility and how to approach IVS.



Source: C. Foronda, D.L. Bautista, M. M. Reinholdt, K. Ousman. Cultural Humility: a Concept Analysis. in Journal of Transcultural Nursing, Volume 27 Issue 3 (May 2016), p 214.

None of this will be possible if we do not plan how to promote and strengthen participation. We need the opinions and voices of all participants to be heard. You can encourage everyone to participate for example by:

- Dividing people into pairs before discussing a topic in the group.
- At certain moments in the training, trying to get each person in the circle to make a comment.
- Following a rule whereby everyone speaks once before anyone can speak a second time.
- Inviting the most withdrawn to lead part of the meeting.
- Talking about this problem openly and inviting the most talkative to speak less often.
- Between meetings, asking those who are more withdrawn what would help them talk more or asking for their ideas about how a meeting should be run.
- Asking each participant to identify the pronoun by which they want to be called is a good practice for working within a human rights framework.
- as far as the victim is concerned, make sure they are safe and provide emotional support,

Trigger warning[2]

You need to be aware that when you implement activities or discuss topics from this manual with different stakeholders, this might (involuntarily) trigger participants and bring back painful or traumatic experiences. Not everyone might be able to cope with the situation and you will need to make sure that people who have been triggered are cared for.

A trigger is a stimulus that causes a memory to resurface. When a person is "triggered", they experience a strong emotional reaction because they are reminded of a traumatic or highly stressful experience (e.g. sexual violence). We can all feel uncomfortable with some issues but feeling triggered isn't just about something bothering you. For someone with a history of trauma, a trigger can be terrifying, all-consuming, and can seemingly come out of nowhere. It can make a person feel helpless and unsafe, they can get afraid or panic, or completely shut off.

Triggers vary from person to person and can come from within the person or from their environment. A person can be triggered internally by memories, physical sensations, or emotions and externally by people, places or specific situations. *"Triggers typically elicit strong negative emotions such as fear, anger, or shame. People may feel unsafe or threatened and, as a result, may react by panicking, trying to escape the situation, crying, acting out, or becoming defensive."* Amy Mezulis[3]

2 Based on https://www.verywellmind.com/what-does-it-mean-to-be-triggered-4175432 and https://psychcentral.com/health/trauma-triggers#next-steps

3 https://www.verywellmind.com/what-does-it-mean-to-be-triggered-4175432

What can a person do if they feel triggered:

- Practice relaxation techniques (by breathing deeply)
- Name the feeling (identify and name it)
- Seek the source of the feeling (try to understand from where it comes from)
- Accept it instead of avoiding it
- Become aware of their own triggers
- Go for a walk, be alone or disconnect from the context
- Find someone they trust and share, express their feelings.

Beyond the personal experiences that each of the training participants may have, we know that when we work with these sensitive issues, strengthening trust between group members can be key to the development of the activities. With that purpose we offer here a series of activities that can help build confidence and express emotions.

What can trigger your trauma?

SOUNDS Hearing certain sounds or music associated with your trauma or feelings can take you back	**PEOPLE** Seeing someone who is related to the trauma or who has a certain trait physically can trigger you	**THOUGHTS** Certain thoughts or memories can make your brain bring you back to a trauma, often unwillingly	**SMELLS** Our human smell is strongly tied to our memories. As a result, certain scents can trigger a trauma
PLACES The place where trauma took place can be a strong trigger, as well as similar places	**MEDIA** A news report, a particular movie or a tv series can show a scene that is similar to your trauma	**FEELINGS** Sometimes a feeling or emotion can trigger your trauma like a sad feeling or being in pain	**SITUATIONS** If you find yourself in a situation that is similar to or reminds you of your trauma it can be a trigger

Source: https://themindsjournal.com/quotes/what-can-trigger-your-trauma-sounds/

Laying the groundwork

What do we mean when we talk about gender-based violence?

Gender-based violence refers to any action aimed at harming a person because of their gender. It involves a set of different types of violence that mainly affects women, girls, boys, and LGBTQI+[4] people. Gender-based violence is a reality in all societies worldwide as it is subject to structures of a patriarchal system that generates power hierarchies and inequalities.

When examining the past, we will find that for many centuries, the dominant social logic has been that biological differences between men and women dictated a sexual division of labor: men were expected to do remunerated work in the public sphere, while women were responsible for reproductive work, the care of domestic and private spaces. Although we can see that this is changing, the transition is slow and the misconception thus remains in collective imaginations and practices that women are responsible for domestic tasks and taking care of people.

Thus, **the concept of patriarchy defines a form of society in which men, or rather the concept of hegemonic masculinity, has supremacy simply because of being so**, while relegating women, or femininity, to a secondary role. These roles are sustained and perpetuated by society as a whole, including the State, political, cultural and economic institutions and are reflected in laws, norms, customs and beliefs. It is important to note that both men and women can exercise, validate, and accept patriarchy, which is why we refer to it as the 'patriarchal system'.

This **manifestation of unequal power dynamics** between men and women also affects those people who do not conform to traditional gender norms, like persons with non-binary or non-heterosexual identities.

In many cases, violence is a consequence of the belief that men are entitled to certain privileges, such as deciding when and how to engage in sexual activity, or physically and/or psychologically overpowering women. Social customs such as encouraging aggressive behaviour and suppressing emotional expression (considered a 'feminine' quality), resolving conflicts through physical force, and assuming risks at any cost perpetuate the underlying patriarchal system by legitimising violence and reinforcing men's dominant position in relation to women and other genders.

4 LGBTQI+ refers to lesbian, gay, bisexual, transgender, queer, intersex and other individuals.

Violence against women and children is not a private matter to "stay out of", but rather a violation of human rights and a social issue that States have a responsibility to address. Gender-based violence is not only devastating for individuals but also comes with high (social and economic) costs for the society overall.[5]

Check this out! - International legislation to keep in mind

There are various legally binding international conventions as well as non-binding agreements, declarations, and documents that bring together signatory countries. For conventions and treaties that States ratified, they are obliged to translate the commitments into practice, by aligning the country's laws and policies to be consistent with these commitments.

Here are some of the most important ones, which constitute the fundamental legal instruments for the protection of women's human rights:

Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)[6] Adopted in 1979, this is considered the Magna Carta of women's rights. By ratifying this treaty, States committed themselves to observe and realise the legal and de facto equality of women in all areas of life, including the private sphere. CEDAW recognizes and mandates modifying sociocultural patterns and customary practices that support discrimination and reinforce gender stereotypes. For this purpose, the Committee on the Elimination of Discrimination against Women has been established, an independent body of experts who oversee the implementation of the Convention.[7]

States that ratify the Convention are legally bound to:

a. Eliminate all forms of discrimination against women in all areas of life;
b. Ensure the full development and advancement of women so they can exercise and enjoy their human rights and fundamental freedoms in the same way as men.
c. Allow the CEDAW committee to examine their efforts to implement the treaty, informing the organisation at regular intervals.

African (Banjul) Charter on Human and Peoples´ Rights[8] is an international instrument whose objective is to promote and protect human rights and basic freedoms on the African continent. It is regional and includes both the most relevant civil and political rights as well as economic, social and cultural rights. The African Charter clearly and decisively opts for the interdependence and indivisibility of all human rights, without prioritizing some rights over others and presenting them in a single document.

5 GBV "is not only devastating for survivors of violence and their families, but also entails significant social and economic costs. In some countries, violence against women is estimated to cost countries up to 3.7% of their GDP – more than double what most governments spend on education." https://www.worldbank.org/en/topic/socialsustainability/brief/violence-against-women-and-girls

6 Convention on the Elimination of All Forms of Discrimination against Women | OHCHR

7 "CEDAW's positive effects [...]are robust but not uniform. They are most pronounced for women's political rights, somewhat less pronounced for women's social rights, and absent for women's economic rights." https://www.researchgate.net/publication/262958780_The_CEDAW_Effect_International_Law's_Impact_on_Women's_Rights

8 https://au.int/en/treaties/african-charter-human-and-peoples-rights

Protocol to the African Charter on Human and Peoples´ Right on the Rights of Women in Africa[9], better known as the Maputo Protocol, is an international human rights instrument established by the African Union that went into effect in 2005. It guarantees comprehensive rights to women including the right to take part in the political process, to social and political equality with men, improved autonomy in their reproductive health decisions, and an end to female genital mutilation. It was adopted by the African Union in Maputo, Mozambique, in 2003 in the form of a protocol to the African Charter on Human and Peoples' Rights

Inter-American Convention on the Prevention, Punishment and Eradication of Violence Against Women[10] ("Belém do Pará Convention") was the first international treaty in the world to specifically address the issue of violence against women and highlight the right of women to a life free from violence, both in the private and public spheres. As such, States are obligated to "act with due diligence to prevent, investigate, and punish violence against women;" (Article 7, point b).

The Sustainable Development Goals (SDGs)[11] are 17 goals that constitute a universal call to action to end poverty, protect the planet, and improve the lives and prospects of people around the world. Particularly, Goal 5 urges states to "Achieve gender equality and empower all women and girls." It also states that "Gender equality is not only a fundamental human right but also one of the essential foundations for building a peaceful, prosperous, and sustainable world."

The Istanbul Convention[12] on preventing and combating violence against women and domestic violence, entered into force in 2014. This treaty of the Council of Europe wants to provide a legal framework of protection and prevention to achieve harmonised legal standards while also establishing a specific monitoring mechanism ("GREVIO") for its implementation.

The Declaration on the Elimination of Violence against Women and Elimination of Violence against Children in ASEAN[13] was signed by the ASEAN countries in 2013 but does not have a legally binding character. The declaration contains the three pillars of Prevention, Protection and Prosecution. The same applies to the **ASEAN Regional Plan of Action on the Elimination of Violence against Women**,[14] adopted in November 2015, which takes a human-rights based approach to eliminate violence against women.

The ASEAN Convention against Trafficking in Persons,[15] especially women and children, from 2015 in comparison is a legally binding document that among other issues obliges e.g. the signatories 'provide care and support to victims' of trafficking [Article 14 (10)].

9 https://www.un.org/shestandsforpeace/content/protocol-african-charter-human-and-peoples-rights-rights-women-africa-maputo-protocol-2003
10 https://www.oas.org/juridico/english/treaties/a-61.html
11 https://sdgs.un.org/goals
12 https://www.coe.int/en/web/istanbul-convention/text-of-the-convention
13 https://www.ohchr.org/Documents/Issues/Women/WG/ASEANdeclarationVaW_violenceagainstchildren.pdf
14 https://asean.org/wp-content/uploads/2021/01/ASEAN-Regional-Plan-of-Action-on-Elimintation-of-Violence-Against-WomenAdopted.pdf
15 https://cil.nus.edu.sg/databasecil/2015-asean-convention-against-trafficking-in-persons-especially-women-and-children/

ICYE's *Safer Together Policy*

ICYE is committed to providing a safe environment free from discrimination and violence for everyone working or interacting with ICYE. *Safer Together* emphasises that our Federation operates a zero-tolerance policy for any form of sexual violence. Awareness raising, prevention and response as addressed in our policy have the aim to ensure the protection of everyone interacting with ICYE from unwanted and abusive sexualised behaviour and sexual violence in all its forms.

ICYE acknowledges that **anyone can be a victim of sexual violence, regardless of their gender and of the gender of their perpetrator**. We recognise that sexual violence is a manifestation of power relationships and mostly occurs in the context of relationships, which means that victims and perpetrators are often known to each other. At work or when volunteering it often occurs within unequal relationships, for example between manager and supervisor, staff and volunteers. ICYE commits itself to thoroughly examine all allegations of sexual violence, including sexual harassment, and will - where needed - refer to other stakeholders for health services, psychosocial support and counselling as well as support authorities in their investigation and law enforcement work.

Activity #1

IT'S ALL ABOUT TRUST

Objective
To create trust

Time
45 mins

Materials
markers + flipchart + mailbox
For the alternative activity: decide what obstacles you want to use (e.g. chairs/ tables, water bottles, blindfolds for half the participants, markers)

Key messages

Trust is key to dealing with sensitive issues like sexual violence as well as for working in groups.

Facilitation tips

Prepare a flipchart beforehand with the definition of the meaning of a trigger.

For the alternative activity you need to prepare the obstacle path before the activity.

Don't forget to set up a mailbox for participants to share information anonymously or without having to approach you as facilitator.

Steps to follow

1st Step – Trust Activity:

In this dynamic we will go slowly. The participants organise themselves in pairs with one of them turning their back on the other or alternatively they stand in a circle with one person in the centre. When everyone is ready, the facilitator gives the order: the person in the front/centre must fall backwards, where their partner/ the group is waiting for them. They must not let them fall to the ground but hold them by the shoulders and pull them back upright.

Clarify that all those who fall backwards put their bodies straight and that only the heel touches the ground. As people become more confident, the pairs/ circle can increase the safety distance.

When everyone is getting closer to the ground, we can change roles. The person who was holding from behind will now have to trust their partner. Make sure that everyone does this to the best of their ability.

Once the game is over, ask participants how they felt with the game. Surely, they increasingly gained confidence and security. The feeling of fear, anxiety or insecurity at the beginning turned into acceptance and confidence to continue with the activity.

Alternative:

Make sure you have prepared the obstacle courses beforehand without the participants seeing it (e.g. during a break). The obstacle course could e.g. include that the participants who are blindfolded have to step over a fallen chair, pick up something from the floor, go around or crawl under a table). If the space allows it, you could prepare an obstacle course for each pair.

When you are ready, meet the participants outside the room/venue and ask them to find a partner. Tell them that they are going to participate in an activity on trust. The one not blindfolded will guide their partner who is blindfolded through an obstacle course by telling them what they need to do. Tell the person who is guiding that they have to guide the person to the other side only with words but that they need to make sure their partner is safe and won't get hurt.

After all the pairs have gone through the obstacle course, celebrate the achievement. Then ask participants what they would consider a safe space:

- What makes a space feel safe for you?
- How can we ensure we develop and nurture a safe space in this meeting?

2nd Step – What is a trigger?

Then show the participants the flipchart with the definition of what is a trigger. Support your message with the information given in the section "**First things first**". Highlight that a trigger can lead to an unwanted response and someone can feel unsafe, even in a secure environment.

Ask them what they think can cause a trigger? Here are some examples

- Sound: e.g. sirens, fireworks, someone yelling, a specific song
- Sight: e.g. a person with the same way of walking, a building, a piece of clothing, a similar car to the one you had an accident in
- Smells: a fragrance, gasoline, certain foods or drinks
- Situations: e.g. speaking with an authority figure, experiencing rejection, unwanted physical touch, a significant date like an anniversary
- Emotions: e.g. feeling ignored, vulnerable, out of control, angry or abandoned,

Highlight that triggers are very individual and different from person to person.

Then discuss with the participants what can be done, if someone feels triggered during our training.

At last, tell the participants there will be a mailbox to share any feeling they need the facilitators to know about and other information they want to share either anonymously or without having to approach you as facilitator.

Source: Based on https://www.verywellmind.com/what-does-it-mean-to-be-triggered-4175432

Activity #2:

OUR POLICY

Objective
To understand the scope and content of ICYE's *Safer Together Policy*.

Time
60 mins

Materials
Policy text printed (or shared online) + papers + pen

Key messages

To transmit the zero-tolerance approach as a main umbrella concept of the *Safer Together Policy* as well as highlighting the co-responsibility to build a safe environment, work together on prevention and apply a survivor-centred approach in response.

Facilitation tips

For the interview, you need someone who is very familiar with the *Safer Together Policy* and can respond to the questions of the participants.

Steps to follow

Divide the participants in groups of 3 or 4 people. Share with each group the *Safer Together Policy* text (either online or the printed version). Give each group one part of the policy to read and ask them to formulate some questions to interview people who know the policy well.

Then ask the groups to come back and have them interview the 'policy representative(s)'. The "policy representatives" can also start by giving more context, explaining the background why and how the policy was developed, that it has been approved by the full members in 2022 after a participatory process and with the input from external experts.

Close the session by sharing the key messages on a flipchart.

Source: Own elaboration

Activity #3:

CATCHING CONCEPTS

Objective
To identify the key concepts that support the statements and types of approach of the Policy

Time
45 mins

Materials
Balloons with pieces of paper in each one on the different approaches.Flipchart with the definitions for each concept.

Key messages

We address sexual violence in a professional way and have the necessary structures, mechanisms, and procedures in place as well as being able to use the policy's conceptual framework and the language used to talk about sexual violence.

Facilitation tips

Allow the participants to freely give their definitions of the different concepts and to dialogue among themselves. It will be important that the facilitator can help to formulate a common synthesis of the concepts at the end, based on the definitions from our *Safer Together Policy*.

See definitions for the different concepts in the Glossary.

Steps to follow

Put into each balloon a slip of paper with one of the following approaches and then fill them with air:

Zero tolerance, survivor centred, no re-victimisation, equality, non-discrimination, confidentiality, professionalism, impartiality, holistic approach, gender perspective, human rights focus, pro-person principle, evidence-based approach.

Ask the participants as a group to keep all the balloons in the air as long as possible. After a few minutes ask them to pop the balloons, so that each one gets one of the paper slips.

Each participant explains what they understand by the concept and give an example.

At the end, share a flipchart and go over the definitions as provided in the Safer Together Policy.

Close the session by sharing the key messages on a flipchart.

Types of violence

Violence refers to actions that harm the life, freedom, dignity, and physical, psychological, sexual, or economic integrity of individuals. It encompasses not only physical violence but also other forms of violence such as psychological/ emotional, symbolic, economic, political or sexual violence.

While in a given situation one type of violence may predominate, different forms of violence generally appear simultaneously. In this manual, we will focus on those forms falling within and surrounding gender-based violence, such as:

Physical violence

The use of physical force resulting in pain, injury, or risk of harm to a person's body, as well as any other forms of abuse and aggression that affect their physical integrity (e.g. pushing, punching, hitting, burning).

Psychological/ emotional violence

These include actions that cause emotional harm and reduce self-esteem, or harm. They disturb a person's development, or aim to control a person's actions, behaviours, beliefs, and decisions through various means such as threats, harassment, stalking, restriction, humiliation, dishonour, discredit, manipulation, isolation, blaming, constant surveillance, obedience and submission demands, verbal coercion, persecution, insults, indifference, abandonment, excessive jealousy, blackmail, ridicule, and any other means that harm their psychological health and self-determination.

Economic and patrimonial violence

Actions that harm a woman's economic or material resources, property rights through:

- disrupting the possession, ownership, or property of her assets;
- loss, theft, destruction, or undue retention of objects, work instruments, personal documents, assets, values, and property rights;
- limiting the economic resources intended to meet her needs or depriving her of the means necessary for a dignified life;
- controlling the woman's income, including unequal pay for the same work as men.

Symbolic violence

Actions that transmit and reproduce domination, inequality, and discrimination in social relationships through stereotyped patterns, messages, values, icons, or signs, thereby naturalizing the subordination and discredit of women in society. Examples of this type of violence include e.g. advertisements using women as sex objects to promote their cleaning products or cars.

Political violence

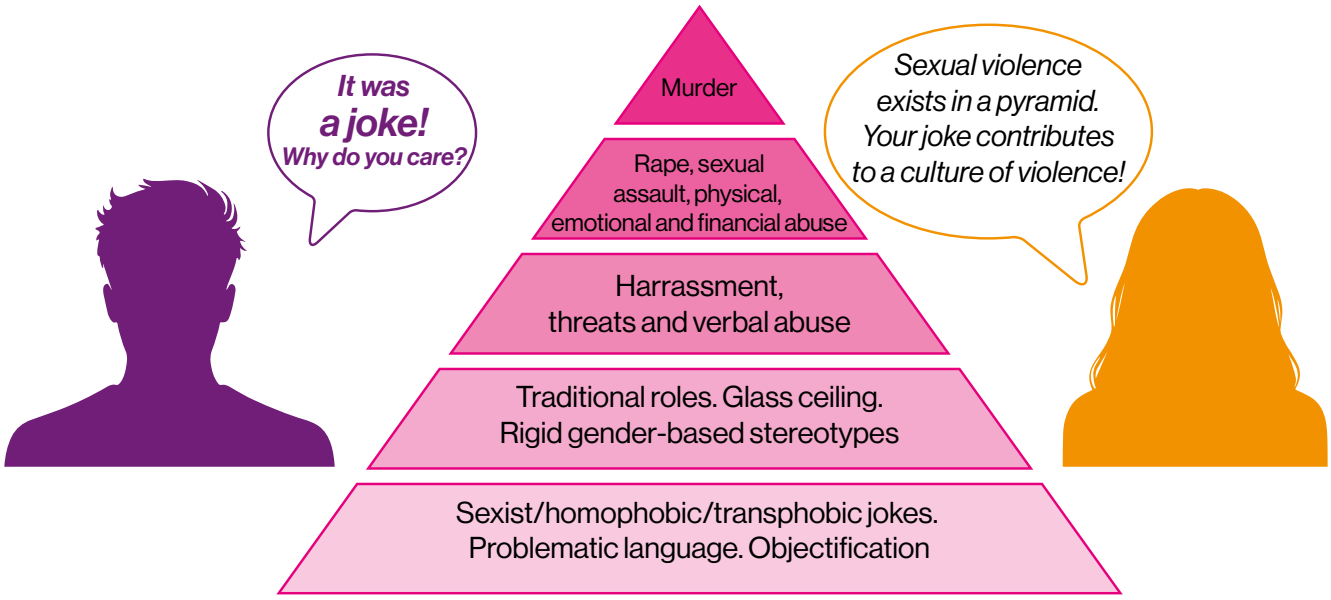
Actions aimed at reducing, annulling, preventing, obstructing, or restricting anyone's political participation, violating the right to a political life free of violence and the right to participate in public and political affairs on equal terms with men.

Sexual violence

Sexual violence refers to any actions that involve the violation of an individual's right to make voluntary decisions about their sexual or reproductive life, in all its forms, with or without sexual intercourse, through threats, coercion, use of force, or intimidation. This includes rape within marriage or other intimate relationships, forced prostitution, sexual exploitation, sexual harassment and abuse, slavery and trafficking of women.

As stated by the United Nations, "sexual violence is one of the most severe forms of violence faced by women and girls and is defined as any sexual act committed against someone's will, either because consent was not given or it couldn't be given due to factors such as age, disability, or unconsciousness."[16]

Sexual violence is embedded in a culture of violence that often start with jokes, sexist language as shown in the pyramid below.



Source: https://www.gre.ac.uk/articles/public-relations/lgbt-allyship-no-bystanders

16 https://www.unicef.org/mexico/comunicados-prensa/onu-m%C3%A9xico-hace-un-llamado-eliminar-todas-las-formas-de-violencia-sexual-contra

Health consequences

According to the WHO (World Health Organization), the harm caused by violence extends beyond just physical harm and can persist long after the violence has stopped.[17] Violence can lead to depression, anxiety, and other mental health disorders. Additionally, violence can result in early death or chronic health problems.

When considering the large number of people affected by violence, the magnitude of the issue becomes evident. For instance, 1 in 5 girls have experienced sexual abuse, 1 in 4 boys have been subjected to physical abuse, and 1 in 3 women have suffered physical or sexual violence at some point in their lives.[18]

Common health consequences of violence against women

Physical	Sexual and reproductive
• acute or immediate physical injuries, such as bruises, abrasions, lacerations, punctures, burns and bites, as well as fractures and broken bones or teeth • more serious injuries, which can lead to disabilities, including injuries to the head, eyes, ears, chest and abdomen • gastrointestinal conditions, long-term health problems and poor health status, including chronic pain syndromes • death, including femicide and AIDS-related death	• unintended/unwanted pregnancy • abortion /unsafe abortion • sexually transmitted infections, including HIV • pregnancy complications/miscarriage • vaginal bleeding or infections • chronic pelvic infection • urinary tract infections • fistula (a tear between the vagina and bladder, rectum, or both) • painful sexual intercourse • sexual dysfunction
Mental	**Behavioural**
• depression sleeping and eating disorders • stress and anxiety disorders (e.g. post-traumatic stress disorder) • self-harm and suicide attempts • poor self-esteem	• harmful alcohol and substance use • multiple sexual partners • choosing abusive partners later in life • lower rates of contraceptive and condom use

Source: World Health Organisation (WHO)[19]

With this information, we encourage you to consider the following questions:

- Were you aware of all the impacts of gender-based violence?
- In your opinion, is sufficient attention given to it in our communities?
- Do we prioritise it enough in our actions?

17 https://www.who.int/publications/i/item/WHO-RHR-12.43
18 https://www.who.int/es/news-room/commentaries/detail/violence-can-affect-anyone
19 https://apps.who.int/iris/bitstream/handle/10665/77431/WHO_RHR_12.43_eng.pdf

Gender norms

On the one hand, formal, enforceable laws that are binding for all citizens and institutions within a country give the framework for what is considered right and wrong in a society. On the other hand, our lives are also influenced by informal rules and expectations shared by people in a group or the society as a whole on how people should behave. These rules are not enforced by law, but people who conform to these norms are socially rewarded, while those who do not conform often have to suffer social sanctions.

Gender norms refer to the expectations and informal rules on what is believed typical and appropriate behaviour for people belonging to a particular gender. Gender norms are important drivers of people's behaviour as they usually want to be respected and acknowledged by those who matter to them. "They are informal, deeply entrenched and widely held beliefs about gender roles, power relations, standards or expectations that govern human behaviours and practices in a particular social context and at a particular time. [...] Gender norms are resistant to change because they are pervasive and largely invisible, considered 'normal', and are held in place by a web of behaviours, beliefs and institutions."[20] They are both embedded in institutions and reproduced by people's actions and drive and sustain gender inequality.

To transform gender norms, a socio-ecological model[21] is needed that complements and reinforces interventions at different levels – from the individual to the interpersonal and community level as well as the institutional and policy/ legislative level.

20 UNICEF, Technical Note on Gender Norms. Page 1, https://www.unicef.org/media/65381/file/GP-2020-Technical-Note-Gender-Norms.pdf

21 UNICEF, Technical Note on gender-transformative approaches in the global programme to end child marriage phase II. Page 2. https://www.unicef.org/media/58196/file

Activity #4:

THE ICEBERG OF VIOLENCE

The Iceberg of Violence model intends to bring to light those forms of violence that are often hidden or not acknowledged as violence. It graphically and symbolically depicts how visible and extreme forms of violence are built upon an invisible and normalized foundation of violent practices. This visualization allows us to start talking about the less visible forms of violence that support and perpetuate more overt acts of violence. Gender-based violence is not just a problem between individuals or couples, but rather a social issue that pervades various aspects of life and is sustained by a set of hidden acts of violence.

Objective
To identify visible and invisible aspects of gender-based violence in society and to raise awareness about how stereotypes and gender norms shape our view of gender-based violence.

Time
60 mins

Materials
Flipchart paper, markers

Key messages

Visible and extreme forms of violence are built upon an invisible and normalized foundation of violent practices.

Gender norms contribute to maintaining a culture of violence.

Facilitation tips

For this activity, it is important to make sure that participants understand how a culture of violence is built on invisible/ legitimised forms of violence that are considered normal.

As facilitator make sure that participants understand that violence is not a problem of the 'private world' but rather a manifestation of a culture of violence inherent in our society. Highlight the role of gender norms in maintaining a culture of violence.

Prepare a flipchart with the definition of what gender norms are:

Gender norms are defined as shared expectations and informal rules about how people should behave, based on their gender. They define what people believe are typical and/or appropriate behaviours in a certain context.

Gender norms are harmful when they hinder the realization of a persons' human rights and contribute to this person experiencing discrimination and violence.

People usually prefer to follow a norm because they believe most people in their relevant context conform to it. There are social rewards for people who conform to norms, as well as social sanctions for those who do not conform.

Steps to follow

Divide the participants into groups of four to five. Give each group a flipchart and ask them to draw a large iceberg (with 2/3 of the iceberg being under the water). Explain that each group will identify visible and invisible forms of violence with visible forms of violence usually referring to behaviour that is

generally accepted and viewed as violence while invisible forms of violence are more subtle and often not viewed as violence but rather seen as normal, legitimised, and tolerated behaviour in a society.

Then ask them to identify what they would consider visible and invisible forms of violence in their community/ context and write them above (visible) or below (invisible) the waterline. Tell them they can use words, but also phrases like "If you're not mine, you're nobody's".

After 20 minutes, ask each group to share the results of their discussion and especially what they consider invisible forms of behaviour.

If not mentioned by the groups, explain that gender norms also contribute to a culture of violence. Share the definition you have prepared on the flipchart.

Ask participants how they think gender norms can contribute to build a culture of violence. Explain how a culture of violence starts with jokes, sexist language etc.

Close the session, by sharing the key messages on a flipchart.

Alternative:

Instead of asking the groups to come up with their own terms and phrases, you can alternatively give the groups cards with words and phrases written on them and ask them to identify whether they are visible or invisible forms of violence.

Examples of words:

Hitting, murder, stabbing, rape, sexual harassment, yelling, threatening, ignoring, humiliation, blaming, devaluation, pressure, control, sexist advertising, control, pulling hair, catcalling, being jealous, controlling who you meet or talk to, expectations on how you should behave.

Examples of phrases (adapt according to your context):

"You look prettier when you're quiet."

"If you're not mine, you're nobody's."

"If you're not with me, who will want you?"

"You're useless. You can't do anything right."

"No one will put up with you with that attitude."

"Look what you're doing to me."

"If you leave me, I'll kill myself."

"It was just a joke - you are always exaggerating."

"You are such a bitch."

"A man can't cry."

"It is not for you to decide how to spend our money."

"Why do you always have to be different and can't do things the way everyone does it."

"If a man controls or beats a woman or girl, it shows he loves her."

Based on: https://prezi.com/p/0jck9evdqlvm/dinamica-de-grupo-el-iceberg-de-la-violencia-de-genero/

Sexual violence in focus

According to the World Health Organisation (WHO), sexual violence encompasses: "any sexual act, attempt to commit a sexual act, unwanted sexual comments or advances, or actions to exploit a person's sexuality through coercion by another person, regardless of the relationship with the survivor, in any setting, including at home and in the workplace."[22] Thus, sexual violence encompasses, but is not limited to:

- Rape within marriage or dating relationships.
- Rape by strangers or known individuals.
- Unwanted sexual advances or sexual harassment (in school, workplace, public spaces, etc.).
- Systematic rape, sexual slavery, and other forms of violence commonly found in armed conflict situations (such as forced impregnation).
- Sexual abuse of individuals with physical, motor, or mental disabilities.
- Rape and sexual abuse of children; and
- Culturally entrenched forms of sexual violence, like forced marriage or cohabitation, female genital mutilation, and widow inheritance[23].

In most cases, the perpetrator is someone the victim knows and trusts (e.g. family, friends, authority figures like teacher, community, or religious leaders) and the abuse often happens in places where they feel safe (e.g. their own home).

Identifying the factors associated with higher risk of sexual violence against women is complex due to the varied forms and numerous contexts in which it occurs. Thus, identifying situations with higher risks requires an understanding of factors that operate and interact at four levels: individual, relational, community, and social.

Community and social factors play the biggest role in preventing sexual violence before it occurs as they can perpetuate and support beliefs that condone violence.

22 www.who.int/news-room/fact-sheets/details/violence-against-women

23 Widow inheritance (also known as bride inheritance) is a cultural and social practice whereby a widow is required to marry a male relative of her late husband, often his brother. https://www.who.int/news-room/fact-sheets/details/violence-against-women

Activity #5:

FROM MYTH TO REALITY

Objective
To uncover the biases that mask the reality of sexual harassment.

Time
60 mins

Materials
Poster board, markers, the list of phrases, and the list with explanations.

Key messages

- Sexual harassment is defined by the experience of the survivor as it is unwanted and causes discomfort, fear or harm.
- Myths about sexual harassment can make harmful behaviours seem normal.
- Victim blaming is a way to legitimize violent behaviour.

Facilitation tips

When facilitating this activity, be very clear that sexual harassment is a form of violence, and that victims are never to blame. Victim blaming only constitutes the attempt to legitimise the perpetrator's violence. As men are more often perpetrators, it is important for them to embrace their own responsibility to take a clear stand against sexual harassment. Remind participants that the best strategy to prevent sexual violence is to talk about it and to put it out in the open.

Steps to follow

Divide the participants into 3-4 groups. Give each group 2-3 phrases regarding sexual harassment (see examples in the guidance, adapt them to your context) and ask the participants to discuss them according to the following questions:

- How common is this myth in your community?
- What evidence could you use to show that this myth is false?

After 20 minutes, ask the groups to briefly present their results.

Discussion prompts for the facilitator:

- Do these phrases have widespread social approval? In which groups are they most prevalent?
- What would happen if we embraced these phrases? What if we reject them?
- Which phrase do you find most problematic in terms of its meaning?

After the discussion distribute the bowl with the 'realities' and ask participants to pick one reality and identify which myth it corresponds to. Then stick both the myth and matching reality together on a flipchart.

Finally, ask the group to create a list indicating how many of these myths they recognize in their organisations, communities, and practices. Together, they can reflect on what actions they can take to promote change.

To close the session share the key messages on a flipchart.

Activity based on cuadernillo-acoso-pve-web.pdf (plataformavoluntariado.org)

Handout (adapt according to your context)

1	Women's clothing and movements can provoke sexual harassment.
2	It's inevitable that some men will sexually harass women; it's a matter of their sexual impulse.
3	Some women are too sensitive and exaggerated; they call it sexual harassment when it's really just compliments and flirting.
4	Women use their sexuality to get what they want.
5	Sexual harassment only happens to young and attractive women.
6	If you're a man, you can't be a survivor of sexual harassment.
7	If you ignore their allusions, invitations, and fondling, they will eventually give up.
8	If there is no intention to sexually harass someone, it's not harassment.
9	Many women report supposed cases of sexual harassment to get revenge on people they resent.
10	It's only sexual harassment if it happens between people of different sexes.

Handout with explanations and arguments

1. Sexual harassment is never caused by the way someone dresses or moves. It is used to exercise power over someone else. Sexual Harassment is a behaviour that is intentionally harmful, aggressive and abusive, and lies in the responsibility of the harasser. Besides, survivors of sexual harassment vary greatly on their looks, clothing, age, and behaviour.

2. Sexual harassment is not an innate or uncontrollable impulse, but rather a deliberate and conscious choice by the harasser. It is gender inequality that makes these behaviours seem natural.

3. Sexual harassment is behaviour that is unwanted and causes discomfort, fear or harm. Women have the right to determine what is acceptable to them and what is not, and their experiences of harassment should be taken seriously and be respected, as they can cause great emotional harm.

4. This kind of statement reinforces the notion that women are objects to be used and abused, and it undermines their agency, dignity and self-respect. It implies that their sex outweighs their performance.

5. Sexual harassment can happen to anyone, regardless of their age, appearance or level of attractiveness. Sexual harassment is not limited to young and attractive women, as there is no one survivor profile.

6. Men can also be victims of sexual harassment, although it's less frequent.

7. Ignoring sexual harassment is not a solution. Sexual harassment often persists or escalates when it is ignored, as the harasser can interpret a lack of action as conformity.

8. Sexual harassment is not defined by the intention of the harasser, but by the experience of the survivor. Sexual harassment can cause harm and suffering, regardless of whether the harasser intended to do so or not.

9. Studies show that only one out of a hundred reports are false.

10. Sexual harassment can occur between people of the same sex, although it's very rare.

Sexual violence and power

"Despite its name, sexual abuse is more about power than it is about sex. Although the touch may be sexual, the words seductive or intimidating, and the violation physical, when someone rapes, assaults, or harasses, the motivation stems from the perpetrator's need for dominance and control."[24]

Many men are socialised to feel entitled to exercise power over others and to control them for their own benefit.[25] Such unequal relations are then often enforced through violence (or the threat of it) to maintain the status quo – this includes controlling daily household decision-making and circumscribing a partner's autonomy, aspirations, and access to social and economic resources. Using power over another person in a relationship usually causes emotional or physical harm.

To understand how power relations influence us, we highlight three concepts of power that can be used to explain power hierarchies and how these can be transformed through personal and collective power:

- **Power over** is the ability to control others or impose views, needs or desires over them.
- **Power within** is the confidence, skills and assets that can move someone to claim their rights, even when they are in a marginalized position.
- **Power with** comes from working with others to claim our rights and achieve collective goals.

We need *power within* and *power with* to address sexual violence and call out the perpetrators. One of the strategies for preventing sexual violence, is to talk about it and to bring it out in the open.

24 https://www.psychologytoday.com/us/blog/psychoanalysis-unplugged/201711/sexual-assault-is-about-power
25 UNFPA/ Equimundo (2022), International Men & Gender Equality Survey (IMAGES). Page 46ff https://www.unfpa.org/publications/international-men-gender-equality-survey-images

Activity #6:

ALL ABOARD

Objective
Understand how power dynamics are linked to sexual violence.

Time
2 hrs

Materials
Chairs, handout with the characters and scissors to cut them out for each participant, flipchart with the three forms of power

Key messages

Sexual abuse is about exercising power over another person.

Facilitation tips

As participants will enact a role-play on sexual harassment, it is key to give a trigger warning before starting the activity.

Write down the 3 forms of power on a flipchart before the activity.

Theatre methodologies are intense and are methods that can trigger more than others because one is also 'feeling' the situation and getting affected by it directly. For that matter, it is extremely important to considerate also time for the first part of the warmup (preparation time) and the last part ('leaving the character' time).

Especially if the content gets intense, it can be useful after the play or the debriefing to guide the actors to de-role ('get out of character'). Simple ways to do this: 1-2-3, clap all together, then take a deep breath to end the scene. You can also shake out the body to let go of the role.

Steps to follow

Before the activity, **give a trigger warning**, that the role-play is about sexual harassment and explain the objective of the activity.

Preparation time

You prepare the participants by giving them the opportunity to 'warm up' the body and let them know that you are going to enter in the process of acting. One method you can use is waking up the body. You start with face gestures, for example: smile, sad face, irritation face, curiosity face and so on. After you warm up the voice by whispering until one tone that is sharp. Finally, you can put on some music (without lyrics) and ask them to move their body to the music as they like.

Then clarify to the group that for the role play three different types of actors are needed:

- The main actors who have a key and active role in the play.
- The bystanders who can have a passive role or can decide to get involved.
- The observers (they are outside the role but are aware of every detail of the role play so at the end they can foresee how can a situation escalate or can contained the person affected directly by the violence.

Then define some rules for the role play, for example, actors can't touch the body of someone less, or yell at them. The rules are important considering that there is not much time for the role play.

Then divide the participants into pairs (in case you have a group of 10 people or less, give each participant a role to play.) For each pair, one will play the role and the other person will be an observer. Give each group one of the characters. Ask who is ok with playing the girl being harassed and who is ok with playing the harasser (you can also approach people before to find out if they are ok with that). Note that anyone can play the role as it is not necessary for the gender of the participants to match the characters they role play. Each pair then has 10 minutes to understand the role and discuss how that person in a real-life situation would act.

The scene

Meanwhile organise the chairs in such a way that they represent a bus. With some tape indicate where the bus stop is.

Performing the role play

When the groups are ready, ask the actors and bystanders to act out the role-play.

The observers should note down their observations regarding the following questions:

- Who controls the role-play – does this change during the play?
- Who has power over whom and how does this show?
- Are there other forms of power at play in the role-play?
- What did the bystanders do?

'Leaving the character'

Especially if the content gets intense, it can be useful after the play to guide the actors to de-role (get out of character). Simple ways to do this: 1-2-3, clap all together, then take a deep breath to end the scene. You can also shake out the body to let go of the role. Another good method is to pronounce your name again with the help of the others in a round. It is a technique that needs time, but it is effective and collective. You can say your name and make a sound and after that everyone repeats the name and adds "Welcome back...X" and do of course the sound. Example: My name is Maria (the person is saying that with a yawn). Then, everyone answers also the" Welcome back...x" with a yawn). This exercise of coming back is powerful for the person because the emotions and feelings that produced the theatre are contained. It is also recommended to move the body in accordance with the sound. This activity takes around 30 seconds per person.

Reflection

Then ask the main actors and the bystanders how they felt. What did they notice? Ask those participating in the role-play as bystanders whether they considered intervening or not – what could be reasons not to intervene (e.g. shared vulnerability and therefore an increased risk).

Then ask the observers to share their notes on power and their answers to the four questions (from above). Ask what other observations they made.

Reflect with the participants how the adolescent girl could have been protected from the sexual harassment of the group of young teenagers.

To finalize the discussion explain the 3 forms of power you wrote down on a flipchart before the activity:

- **Power over** is the ability to control others or impose views, needs or desires over them.
- **Power within** is the confidence, skills and assets that can move someone to claim their rights, even when they are in a marginalized position.
- **Power with** comes from working with others to claim our rights and achieve collective goals.

To close the session, ask participants to watch the following video on bystander approach (start from minute 11): **Violence against women – it's a men's issue: Jackson Katz at TEDxFiDiWomen**. Duration: 8 minutes.

Encourage participants to then debate the following questions:

- **What message did you find most interesting?**
- What do you disagree with?
- What part of Jackson Katz's message is related to your work?
- What should the NC prioritise, based on what Katz said?

Source: Own elaboration.

Characters for the Role Play

Below you find a selection of characters. Check which would work best in your specific context. Alternatively, you can also develop your own role-play.

The Five Main Characters:

You are a-15-year old girl on her way from home to school. You are being harassed by a group of 15-year old boys from a neighbouring school when waiting for the bus. When the bus comes you board the bus hoping that the boys will not follow. But they board after you and continue harassing you.

You are a 15-year old guy who wants to impress his two friends by showing his power over girls. You spot a girls standing next to you at the bus stop from a neighbouring school. You start calling her names, catcalling and harassing her while always checking with your two friends whether they show their approval. When the girl gets into the bus, you and your friends follow her and you continue to harass her.

You have just been asked by the guy in your school to accompany him and his best friend to the mall after school. When the three of you come to the bus stop, the cool guy starts harassing a 15-year old school girl. You don't really like the way the cool guy is treating the girl, especially as you know her, but it is more important for you to be accepted by the cool guy than speaking out against him. When the girl enters the bus, the three of you follow her.

You are the best friend of the guy. You always support him in everything that he does. When you, the cool guy and another boy from school arrive at the bus stop, the cool guy

starts to harass the girl standing there. You think it is funny and encourage your friend to really get to the girl. When she enters the bus, the three of you follow her and your friend continues harassing her.

It is your second day after years of unemployment at the bus company. You are the new bus driver who is still on probation and is afraid to lose their job.

Additional characters to choose from according to your context:

You are the male ticket seller on the last hour of an overnight shift.

You are a 16-year-old girl who is addicted to social media as she dreams to be an influencer. When you witness the girl on the bus being harassed, you see this as an opportunity to go viral.

You are a retired ICYE staff member.

You are a 45-year-old conservative woman who believes that young girls of today are not upholding the traditional values. You think girls should stay at home to help the mother and become a housewife. You have learnt that a woman can't speak up against a man but has to obey him and endure even his violence.

You are a father of two.

You are a dogmatic and very conservative religious leader.

You are a conservative middle-aged man whose wife has a higher educational degree than yourself and has recently started to make more money than you do.

You are an immigrant small business owner who arrived 20 years ago.

A young transperson of 20 years who is studying chemistry.

A widowed woman of 62 years, who has experienced sexual abuse for many years by her husband.

Two friends of the girl being harassed who are already on the bus.

An unemployed person who is visiting his mother but doesn't have a ticket.

Activity #7:

WHAT CONSTITUTES SEXUAL VIOLENCE?

Objective
To delve deeper into sexual violence, to explore how it manifests and how it is used as a tool of power and social domination.

Time
1 hr

Materials
Copies for each participant of the handout with the case studies

Key messages

- Sexual violence is manifold and encompasses many different forms.
- All experiences of sexual violence have to be taken seriously.

Facilitation tips

Make sure the participants do not start to change the story or divert from what is the key aspect the case study wants to focus on.

Refer to the activity on power and how power dynamics play a role in the case studies.

If you adapt the case studies, make sure they cover different types of sexual violence (including one where the perpetrator is a woman).

Steps to follow

Divide participants into three groups. Each group will be given the list of case studies and asked to fill out the chart under each case study in the handout. If necessary, adapt the case studies to your context.

Once the groups have completed their work, ask them to return to the plenary. Read each case aloud and ask a representative from each group to explain whether they considered it to be violence or not. If there are discrepancies between the groups, ask them to explain their arguments.

Ask them whether these cases are realistic and whether they can share other examples of sexual violence from their time with ICYE.

Open up the debate and reflection on the issues raised, ensuring that the participants understand why each case presents an example of sexual violence and abuse of power.

Source: Activity based on Plan International, Champions of Change - Youth Promoting Gender Equality. Module 4: Being Non-Violent in Personal Relationships. Page 24ff. www.alignplatform.org/resources/champions-change-youth-promoting-gender-equality

Handout with case studies

1st Case Study: Miriam and Jamal

Miriam is a young volunteer living with a host family. She is very open about her sexuality around the people in her project and in her new country, saying she loves sex and has had a lot of it in the past. One day, they have a party, and she drinks a lot of alcohol and passes out in one of the bedrooms. Jamal takes advantage of the situation, locking himself in the room with her and then has sex with her while she is unconscious.

It is sexual violence		It is not sexual violence		We are not sure	
Why?					

2nd Case Study: Elid and Eloise

Elid is 15 years old and one of the members of Eloise's host family. Eloise is 25 years old and sometimes looks after Elid when his parents go out, as a show of gratitude. One night, Elid is taking a shower when she walks into the bathroom. Elid doesn't know what to do and just stares at her. She says: "What are you doing just standing there? Be a real man and come make love to me." Elid has sex with her. Later, he feels weird and is unsure whether he should talk to someone about it.

It is sexual violence		It is not sexual violence		We are not sure	
Why?					

3rd Case Study: Shana and Benoit

Shana has been working as an administrative assistant at a National Committee for several months now and is very happy with her job. One evening, her boss Benoit tells her he is attracted to her and asks her to have sex with him. He tells her that if she agrees, he'll help her get a promotion.

It is sexual violence		It is not sexual violence		We are not sure	
Why?					

4th Case Study: Malaika

Malaika is volunteering. Every day she goes to the project, her coordinator compliments her about her clothes and how pretty she is. He always does it with a friendly tone, but Malaika feels more and more uncomfortable every day.

It is sexual violence		It is not sexual violence		We are not sure	
Why?					

Intersectionality

> *"As a Black lesbian mother in an interracial marriage, there was usually some part of me guaranteed to offend everybody's comfortable prejudices of who I should be."*
>
> **Audre Lorde (1984), Sister Outsider: Essays and Speeches**

Every one of us has several identities (e.g. one can be a woman, a black person, a farmer, someone with a learning disability, etc.). These different identities define how others interact with us and how we are viewed by society. To understand how these intersecting identities can also lead to compounded experiences of exclusion and discrimination, Kimberlé Crenshaw put forward the term intersectionality. It describes an analytical framework that analyses how different systems of oppression overlap to create different modes of discrimination and privilege, based on a person's various social and political identities. They constitute both visible and invisible structures in a society which enable people to either be powerful (less likely to face discrimination or oppression) or more vulnerable (more likely to face discrimination or oppression). This is an important concept to understand who is more vulnerable to experience sexual violence but also to understand how different people can experience sexual violence differently.

Activity #8:

UNDERSTANDING BIAS

Objective
Understand how an analysis from an intersectional, intercultural, and anti-racist perspective is important to address sexual violence

Time
1 hr

Materials
Flipcharts with the questions, flipchart paper and markers

Key messages

An intersectional, intercultural, and anti-racist approach as a political concept permits us to better understand the different forms of violence and discrimination a victim can experience as well as their root causes.

It is important to understand one's own biases and strengths when addressing sexual violence.

Facilitation tips

Highlight that this activity is about understanding biases and barriers when working on sexual violence – both external and within ourselves.

Steps to follow

Divide participants into groups of 2 or 3. Ask participants to answer below questions and note their answers on a flipchart.

- Regarding the response to cases of sexual violence, what issues might a volunteer with a different cultural or national background face in e.g. accessing care, reporting to the police, seeking justice?
- What about other intersectional aspects like gender expression, race, sexual orientation?

Give them 15 minutes for the task.

Then ask the groups to share their results in plenary (15min).

Ask participants to find a partner to reflect on their own biases, strength and weaknesses regarding the response to sexual violence. Give an example – if I am a man, women might find it harder to talk to me unless I deconstruct my hegemonic masculinity.

They have 15 minutes to identify blind spots that might influence their response to sexual violence.

- Are you e.g. generally a sceptical person who questions what other people are saying or do you always believe other people? What does this mean for your response to sexual violence?

- Do you think others would easily open up to you? Who would respond more to you than others?

- Think about the specific ways in which you would either feel comfortable or uncomfortable intervening in acts of violence?

- What does this mean for my own response to sexual violence?

In plenary ask if they want to share some of their discussions (15 min).

Wrap up the session by highlighting the key messages again and linking the

lessons learnt from this activity to the first session on power dynamics.

New masculinities

In our discussion of the Iceberg of Violence, we highlighted the existence of many forms of violence that are often overlooked or dismissed as 'normal'. These 'invisible' acts of violence, known as 'everyday sexism' or 'sexist micro-aggressions', undermine girls', women's, and gender nonconforming people's autonomy and mental well-being. Advocating for gender equality requires acknowledging and transforming these harmful attitudes and behaviours that are deeply ingrained in the dominant model of masculinity. The exploration of other forms of 'Masculinities' aligns with the goal of education for equality and seeks to challenge discriminatory and sexist social behaviour and the corresponding gender norms, as they contribute to the violence faced by women, as well as by members of the LGBTQI+ community.

Hegemonic Masculinity

The concept of masculinities encompasses the socialization of men, their practices and the discourse associated with various expressions of 'being a man'. Although there are multiple ways of being a man, our cultures still prioritise masculinity over femininity, promoting traits such as competitiveness, demonstration of virility, pursuit of risk, and use of violence in certain situations. This form of masculinity is referred to as hegemonic or toxic masculinity.

This model of masculinity requires men to exhibit qualities such as being active, strong, unemotional, fearless, head of household and the family's provider, responsible, and autonomous, among others. Heterosexuality is a crucial characteristic of hegemonic masculinity, prescribing that 'men' in general should desire, conquer, and possess women. This mandate of heterosexuality ostracizes and discriminates against men who do not conform to this prescribed behaviour.

Thus, it's necessary to deconstruct everyday behaviours that assign defined roles and stereotypes to individuals, shaping their relationships and reinforcing the superiority of one gender over others. Deconstructing these behaviours is crucial in addressing and reversing violence against women and other marginalized groups.

Thinking about masculinities and gender roles

We propose a personal moment to delve into masculinities and the preconceptions we have. To do this, we offer two activities, the first involves solving a riddle, and the second is a video to watch and reflect upon. Here they are...

Riddle: "A father and a son are traveling by car. They have a serious accident, the father dies and the son is taken to the hospital because he requires a complex emergency surgery. They call in an eminence, but when the doctor arrives and sees the patient, says: 'I can't perform the surgery, he's my son.' How would you explain this riddle?

To find the solution to the riddle, you can watch this video to find out if you found the right solution: https://www.youtube.com/watch?v=K26lQLJaZng:

After watching it, do you think it has any impact on gender equality? If so, how? Can you find other solutions / scenario?

The second activity encourages reflection on one of the following videos (you can choose!):

Gillette Ad - The best men can be

What are Gender Stereotypes? - YouTube

Gender Roles/Stereotypes

After watching it, we would like you to consider how gender roles are constructed in different social spaces in which we participate as NC. Are they built around certain stereotypes?

Activity #9:

TAKE A STAND

Objective
To identify sexism and hegemonic masculinities.

Time
45 mins

Materials
Posters, signs, and markers.

Key messages

Understand men's role and responsibility in promoting gender equality and the need for them to stand up against all forms of violence.

Facilitation tips

Revise the statements before the activity and adapt to your context. You can also add new ones which you feel are more critical in your local context.

Make sure, the participants respect the different opinions and views on the statements you choose – if the groups are not too homogenous, there will be different understandings and perspectives on the issues. It is still good to prepare yourself with some data to complement in case it is needed (e.g. how many men are caretakers while their partner works).

Steps to follow

Before the activity, distribute five posters – with "A Lot", "Somewhat", "A Little", "Not at All", "Don't know" written on them - in different parts of the room. Then instruct participants to stand in the centre.

Explain that you will read out one statement at a time. Each participant is to move to the poster that best reflects their level of agreement with the statement.

Once the participants have taken their stand regarding the statement you read out, ask if anyone would like to explain why they moved to a particular corner and to share their thoughts on the matter. Refrain from commenting individual opinions or prolonged explanations, debates or judgments among the participants. It is about listening to various perspective without judging.

After each statement, everyone returns to the centre and the process is repeated with the remaining statements.

At the end ask participants how we can envision more liberated and diverse forms of masculinity?"

Based on activity from: Varones y masculinidad(es). Herramientas pedagógicas para facilitar talleres con adolescentes y jóvenes. Page 59f.

Statements to read out

Please adapt to your context. Usually discussing 5 to 6 is sufficient.

"Men today are not sexist anymore."

"A man should suffer physical and emotional pain in silence."

"A woman can better take care of children than a man."

"Boys shouldn't want to play with girl's toys."

"Gender equality has already been achieved for the most part."

"Masculinity is diverse and ever-evolving."

"Men today can't do anything without facing scrutiny for their actions and decisions."

"Feminists hate men."

"It is ok for a man to hit his wife if she disobeys him."

"Men are hardworking to provide for their families."

"A man should not depend on anyone."

"A woman should tolerate violence in order to keep her family together."

"The world is crazy if every man who compliments a woman's looks is immediately accused of sexual harassment."

"A man whose wife works while he takes care of the children is a looser."

"Feminism promotes freedom and equality for all."

"When a woman is sexually harassed, she usually did something careless to put herself in that situation.

"A man should have the final word about decisions in his home."

Activity #10:

IN PAIRS

Objective
To bring attention to the traditional expectations of masculinity in society.

Time
30 mins

Materials
Prompts.

Key messages

Being a man is associated with privileges and benefits while other genders bear the costs.

Gender attributes are often arbitrary and do not align with a person's own life experiences.

Facilitation tips

You need to decide whether this activity is suited for your audience, as you will ask participants several questions about their gender identity.

Steps to follow

Participants are asked to walk around the space and make eye contact with those they cross paths with. Upon the facilitator clapping, all participants must stop and pair up with whomever they are facing. The facilitator will then read aloud a prompt (see examples in the handout) and participants are asked to have a conversation with their partner for one minute, following the prompt. When the facilitator claps again, the conversation ends and participants continue walking until they encounter another person and have another conversation, based on a new prompt.

After the last prompt, participants keep walking for a few more seconds and are then asked to form a circle. The facilitator then asks the group the following questions:

- What was easier and harder to respond to and why?
- Was it difficult to identify things they disliked about being a man? And about being a woman?
- Was it easier to identify what they liked about being a man? And about being a woman?
- Did they recognize male privileges?
- How about for women or people who identify differently, how is it for them?

*Source: **Varones y masculinidad(es)**. Herramientas pedagógicas para facilitar talleres con adolescentes y jóvenes. Page 51ff-*

Prompts - you can adapt to your context

1st Prompt: Tell your partner what your favourite toy was during childhood.

2nd Prompt: Tell your partner which gender you identify with and why.

3rd Prompt: Tell your partner what you like most about your gender.

4th Prompt: Tell your partner what expectations other people have of you because of your gender.

5th Prompt: Tell your partner if you have ever stopped doing something you liked or wanted to do because that activity "did not match" with the expectations others have because of your gender.

6th Prompt: Tell your partner if you think your gender gives you any advantage or privilege.



Dissidents - LGBTQI+

Sexuality is a central aspect of being human and encompasses sex, gender identities and roles, sexual orientation, eroticism, pleasure, intimacy and reproduction.[26]

People and social groups are not characterized by homogeneity and uniformity, but by diversity, including differences in sexuality.

Sexual diversity, as in the diversity of emotional, affective, and sexual practices and expressions in a culture, encompasses different ways of expressing affection, love, and sexual desire towards people of the same, different, or multiple genders. Recognizing sexual diversity in this way acknowledges that sexualities, along with gender and body, are not just biological and unchanging, but shaped by history and society.

This dynamic, multiple, and variable nature of sexuality allows us to see it as a political field that is influenced by power dynamics and affects norms, relationships, practices, classifications, and the possibilities of freedom and rights. Starting from the premise that sexuality is not static or unchangeable highlights its openness to transformation and questioning the status quo. The ways of thinking, living, and expressing sexuality today are different from those of the past century, and even from those of the past twenty years.

26 www.who.int/teams/sexual-and-reproductive-health-and-research/key-areas-of-work/sexual-health/defining-sexual-health

Did you know...

... about the number of homophobic laws that came from colonial regimes? June 28th is celebrated as the LGBTQI+ Pride Day.

We share here an article called **"African sexuality and the legacy of imported homophobia"** that describes the relationship that exists between countries which belong to the Commonwealth, and therefore have previously been under British rule, and countries that still have homophobic/ biphobic and/or transphobic legislature in their constitutions.

Also, you can listen to this **podcast about the role of colonization** in establishing the gender binary in South Asia.

Prior to European colonisation, throughout the African continent we see far different, more relaxed attitudes towards sexual orientation and gender identity.

This **http://www.africalgbt.org/** portal is a project that aims to make information, statistics, and news about gender and diversity rights violations in Africa visible. We recommend you visiting it! (You can change the language by clicking on the right button on the screen, and a language option will appear for you to choose the language you prefer.)

Reviewing our practices

The intercultural approach promotes the interrelation and feedback between diverse cultural practices, not necessarily harmonious, but often conflictive, which are based on various ways of approaching reality, understanding and influencing it. In addition, it is based on diversity - which can be cultural, ethnic, linguistic, religious, generational, gender and sexual identity - as a fundamental value of interculturality.

Understanding diversity is key because it leads to the concept of identity. Identity issues are combined, as they come into play in social and political contexts and in their historical development. In other words, a person who is of African descent, a woman, and a migrant, will have a specific life experience, with particular problems and challenges that arise from the historical and social aspects that define her.

We call this approach intersectional as it allows us to identify how a system of domination impacts people who experience multiple forms of discrimination. An intersectional approach contemplates the interaction of social, economic, cultural, religious, and symbolic factors in each context, to address from a complex perspective the conditions of violence, subordination, oppression, discrimination, and social and institutional exclusion in which

people find themselves immersed. For example, a female volunteer from Kenya from a low-income family will probably experience exclusion and discrimination because of her nationality, gender, and class.

This approach invites us to reflect on our actions in the volunteering framework based on:

- Discouraging silent taboos or shame.
- Helping people feel safe, proud, and with high self-esteem regarding who they are, the country they come from, or what they feel.
- Dealing with diversity so that it is lived, understood, and built. It is necessary to know the different realities of inhabiting gender identities, of living affection and sexuality.

Can you identify in your day-to-day practices those that encourage the points mentioned here? Which ones? Have you encountered difficulties when addressing diversity? We ask you to differentiate between those of the institutions, volunteers, families, and your own.

Activity #11:

WHY ONLY 2?

Objective
- To debate diversity and how it is constructed.
- To question social constructions of language to transform volunteer practices in favour of diversity.

Time
60 mins

Materials
Printouts of texts, poster sheets, markers, projector, and a computer.

Key messages

- Binary gender and the connection of binary sex to gender identity and expression are constantly enforced by our cis-normative society.
- Non-normative genders challenge this idea that gender is only binary as gender is a social construct that is neither inherent nor fixed.

Steps to follow

The group is given a copy of the article 'Queer Theory and Gender' to read **www.alignplatform.org/2-queer-theory-and-gender-norms**

Each participant reads individually.

Alternative: Watch the video "Non-Binary People explain what 'Non-Binary' means to them": **https://www.youtube.com/watch?v=kVe8wpmH_IU**

Ask participants what for them are the main learnings from the article or the video. Collect them on a flipchart.

Activity #12:

AMPLIFY IMPACT

Objective
To raise awareness by creating a social media campaign for different target groups.

Time
Time at facilitator's discretion

Materials
References of other campaigns, printouts of texts, big paper - poster size, markers, projector, a computer, copies of Handout B.

Key messages

It is important to work further on some concepts touched on throughout the manual, such as gender-based violence, power, intersectionality, stereotypes, safe environment.

Facilitation tips

Target the campaign around topics where you have the impression that the NC the participants are from need to strengthen their messages/ actions. You will need to analyse beforehand the characteristics of this group and their specific needs.

Steps to follow

Tell participants that they will develop a social media campaign on a specific topic associated with this training (e.g. raising awareness on gender-based violence, on power dynamics, intersectionality, stereotypes).

Have a conversation with them

a) about the topic they feel their NC could make use of

b) the audience they will target with the campaign.

As facilitator, use Handout A with guiding questions for different target groups below to facilitate this exchange.

Show a campaign reference and ask the group to identify the key message and the visuals used.

Then ask the participants to develop their own social media campaign and distribute Handout B with the recommendations for group work.

Source: Own elaboration

Handout A: Guiding questions for the analysis

Focus on volunteers as a target group:

- What would you consider as the central aspects about gender-based violence that your NC needs to work on with the volunteers?
- What type of **images and representations** do we use for our communication and promotion materials to promote ICYE's volunteer programme? Do we include representations of people with diverse identities?
- What type of **language** do we use? Do we consider if our messages are inclusive of all identities?
- What are your ideas on how our communication and promotion work can show ICYE's commitment to diversity?

Focus on host projects as a target group

- Is diversity a factor when choosing your host projects? Do you already have projects that take diversity into consideration?
- Has there been any instances of discrimination towards people with diverse gender identities in the projects?
- What can we do to ensure that people with diverse gender identities are not discriminated against in our host projects?

Focus on host families as a target group

- Do families make volunteer selections based on gender?
- Is there any awareness training provided for the families on gender diversity?
- What are the most complex difficulties/barriers for families to have a more inclusive perspective of diversity?

Handout B

What to take into account for a Social Media Campaign?

A campaign should be both rational (to raise awareness and build knowledge) and emotional (to change attitudes and behaviour).

To better identify the objective of the social media campaign, ask participants to complete these sentences:

- Create awareness on the importance of ...
- Influence social participation in order to ...
- Generate new attitudes and actions through ...
- Generate new attitudes and actions as ...

Tips:

- Develop a simple message, stating what you need to do and why.
- Use simple and clear language that your target group understands

Define the parameters for monitoring and evaluation of the campaign, such as surveys, observation of attitudes, statistics, etc.

Consider in the design of the campaign the means of dissemination such as: media, web, printed leaflets, workshops, etc.

Coordinate human and technical resources, assigning specific roles and responsibilities for the elaboration of the materials and the implementation of the different stages of the campaign.

Establish a timetable specifying the above-mentioned stages together with the deadlines and the people in charge.

Choose a good date for the launch.

Glossary

Sex: defines being male or female through a solely physiological distinction.

Gender: the cultural and social construction that defines the emotional, affective, intellectual, and behavioural characteristics associated by different societies with being inherently male or female.

New Masculinities: the desire to create an equal society where oppressive and violative elements of traditional masculinity are dismantled.

Hegemonic Masculinity: a term developed by sociologist Raewyn Connell in the 1980s from a critical and relational feminist perspective, which refers to the idea that a certain form of masculinity is imposed and upheld as the dominant norm.

Everyday male chauvinism: subtle, everyday acts, phrases, and comments made by men towards women and other marginalized groups that contain violence, humiliation, discrediting, and perpetuate gender roles.

Gender Identity: a person's sense of identifying or not with a particular gender.

- **Non-Binary People:** individuals who do not identify as solely male or female nor with the traditional masculine or feminine gender expression.
- **Trans:** an umbrella term encompassing cross-dressers, transsexuals, and transgender individuals; those who identify with a gender different from the one they were assigned at birth. This identity can encompass a binary or non-binary spectrum.
- **Cis:** abbreviation for Cisgender, used to describe individuals whose gender identity aligns with the sex assigned at birth or their prescribed anatomical sex.
- **Cross-dressing:** the act of wearing clothing typically associated with another gender.

Intersectionality: a category of analysis that refers to the components that come together in a single case. Thus, identity factors such as gender, sexual orientation, ethnicity, geographical location, or age don't affect a person individually, but rather are interconnected. Intersectionality explains how these factors combine to create inequalities, advantages or disadvantages in each case.

Sexual Orientation: an individual's sexual and affective attraction to others.

- **Heteronormativity:** set of power dynamics through which sexuality is normalized and structured in our culture, and idealized heterosexual relationships are institutionalized and legitimized, equating them with being human.

- **Heterosexuality:** sexual and affective attraction to people of a different gender.
- **Homosexuality:** sexual and affective attraction to people of the same gender.
- **Homophobia:** hatred, prejudice or fear of homosexuality and individuals who identify as homosexual.
- **Bisexuality:** sexual and affective attraction to people of both the same and different gender.
- **Lesbian:** a woman who experiences emotional, affective, and/or sexual attraction to other women.
- **LGBTQI+:** acronym for lesbian, gay, transgender, bisexual, intersex, and queer, with the "+" indicating that this list is not exhaustive, as there can be as many identities as there are people.
- **Intersex:** a variation in the male-female anatomical dichotomy that encompasses a wide range of physical conditions. Intersex individuals have the right to the integrity and self-determination of their own bodies; informed, free, and previous consent is a requisite that must be guaranteed in all medical protocols and practices. Being intersex is not a pathology, but a physical non-conformity with cultural norms of body normality.
- **Queer:** individuals who reject societal norms of the binary system of male/female and heterosexual/homosexual and embrace a more diverse and fluid expression of sexuality. **Intergender, agender, bigender, genderfluid, and pansexuality** are some of the words that queer people identify with, but beyond all these categories, they simply identify as people.

Widow's Heritage: a type of marriage in which a widow is obligated to marry a relative of her deceased husband, often one of his brothers, for the purpose of ensuring matters related to social protection and control over the widow's and her children's lives.

Consent: refers to "an agreement between participants to engage in sexual activity or enter into marriage. It must be freely and actively given and cannot be provided by someone who is under the influence of drugs or alcohol or by someone underage. Consent is specific, meaning that consent to one act does not imply consent to any others, and reversible, meaning that it may be revoked at any time."[27] Central to consent is communication: No means No and Yes means Yes.

Consent is:

- Free: a voluntary and free choice for all involved parties. Silence or not saying "no" does not equate to consent. In some cases, a person may not be able to give their true consent, for example, if they lack mental capacity or are underage.

27 www.unwomen.org/en/what-we-do/ending-violence-against-women/faqs/types-of-violence and https://www.rainn.org/articles/what-is-consent

- Informed: deliberately hiding or lying about intentions, such as having unprotected sex, is not considered consensual sex.
- Specific: consenting to one thing (e.g. kissing) does not mean consenting to everything else. A general rule is: if unsure, stop and ask. If still unsure, stop.
- Reversible: consenting once does not mean permanent consent. During a sexual act, anyone can stop or interrupt at any time and withdraw their consent.
- Enthusiastic: the focus is not on whether a person says "no," but rather if they say "yes" or actively express their consent both verbally and non-verbally.

Approaches from the Policy

Confidentiality: refers to ICYE's obligation not to disclose information received without prior consent from the person sharing the information. This does not apply to information regarding sexual violence against children where we have a moral duty to report or other cases that are subject to criminal prosecution.

Equality: ICYE acknowledges that anyone can be a victim of sexual violence. As ICYE we will therefore treat every case with the same respect and professionalism irrespective of a person's gender, skin colour, religion, nationality, ethnicity, age, ability, sexual orientation, social-economic status or political views.

Evidence-based approach: ICYE commits itself to treat every person making a complaint with respect, to believe them and to take them seriously. All allegations will be investigated promptly and in accordance with the survivor's decisions. This includes transparent and professionally set up referral and response procedures that aim to reduce bias as much as possible and build on the evidence, data and information available.

Gender perspective: When dealing with sexual violence, ICYE acknowledges the power dynamics and gender norms at play in our societies that often contribute to legitimise male violence. ICYE also recognises the specific vulnerability of girls and women in general as well as of people with non-binary gender identities or non-heterosexual orientations.

Holistic approach: When working on prevention of or response to sexual violence, ICYE recognises the complexity at play and the way sexual violence is part of a patriarchal system of discrimination and exclusion. When addressing sexual violence, ICYE therefore consider not only a gender but also an intersectional, intercultural and anti-racist perspective as well as recognizing the complexity.

Human rights focus: Sexual violence is a violation of basic human rights and as such is not tolerated in ICYE.

Impartiality: When addressing sexual violence, ICYE's efforts focus on the survivor and their needs. We are non-judgemental. ICYE commits itself to treat everyone with the same respect and fairness. This also applies to the perpetrator.

Non-discrimination: ICYE does not tolerate that anyone is discriminated against. When dealing with cases of sexual violence, ICYE therefore treats every case with the same respect and professionalism irrespective of a person's gender, skin colour, religion, nationality, ethnicity, age, ability, sexual orientation, social-economic status or political views.

Professionalism: ICYE follows a survivor-centred approach when dealing with cases of sexual violence. We have clear procedures and responsibilities in place to be able to refer a case to specialized services/ organisations or the relevant authorities when necessary and to ensure the adequate provision of care to the survivors of sexual violence.

Re-victimisation: means that a victim of violence experiences abuse more than once. This can happen already when reporting a case or looking for support, as e.g. the police or others might blame the victim for what happened or ask her to relive the experience again and again. By working on prevention and awareness raising on the one hand and setting up transparent and professional response mechanisms as well as training staff accordingly on the other hand, ICYE hopes to contribute to reduce re-victimisation as much as possible.

Survivor centred approach: ICYE commits to put the rights of each survivor at the forefront of all

Zero Tolerance: ICYE does not accept any incidence of sexual violence and will follow up on all acts of sexual violence – no matter how minor.

For a more comprehensive list of concepts and terms, please refer to:

- https://queerdictionary.blogspot.com/
- https://www.stonewall.org.uk/list-lgbtq-terms

Call to action

The violence around us?

This section proposes a process-based approach to work on the problem. We will delve deeper into the incidents of sexual and other forms of gender-based violence that may occur in the IVS workplaces. We will then explore the creation of tools, resources and procedures that will help us improve our mechanisms for preventing or addressing such violence.

The workplace is where individuals grow and spend the majority of their time. A job is a place where desires, expectations, projections, and relationships come into play - important factors in the formation of one's identity.

When professional environments perpetuate violence or a combination of violence, it is crucial to have institutional mechanisms, procedures, or tools to turn to. To achieve this, the institution, in this case the National Committees, must work on developing these resources.

Convention No. 190

The ILO Convention No. 190[28] is the first international treaty to recognize the right of all individuals to a workplace free from violence and harassment, including gender-based violence and sexual harassment.

The Convention was adopted in June 2019 by the International Labor Conference of the International Labor Organisation (ILO) and went into effect on June 25, 2021. It represents a historic opportunity to shape a future of work based on dignity and respect for all.

Some signs that indicate the need to address workplace environment issues:

- Overload or decrease in task assignment.
- Reprimands for minor infractions and differential treatment compared to other workers.
- Poorly defined, closed or non-existent communication channels.
- Use of dismissive and discriminatory language.
- Social isolation within the workplace.
- Verbal aggression.

28 C190 - Violence and Harassment Convention, 2019 (No. 190)

- Physical aggression.
- Repeated assignment of contradictory, meaningless or unclear tasks.
- Constant changes in tasks.
- Secretive or unequal economic remuneration.

Sexual harassment and violence in the IVS environment

The International Labor Organisation (ILO) defines the following: "for there to be sexual harassment at work, three elements must be integrated: behaviour of a sexual nature, which is unwanted, and finally, that the victim perceives it as a hostile condition for their work, converted into something humiliating and unbearable, which can lead to the victim abandoning their job.[29]

Sexual harassment encompasses any behaviour or comment with sexual content or connotation that is considered offensive and unwanted, creating a hostile, intimidating, and demeaning environment. This includes: unwanted physical contact, comments, jokes, sarcasm, and observations with sexual content, lewd looks or gestures, display of pornographic material, suggestive comments about appearance, and sexual assault.[30] Sexual harassment is considered an extreme condition of unequal power dynamics and a *"patriarchal indicator: its presence yet another demonstration of male power over women"*.[31] This does not mean, that men are the only perpetrators. Anybody can use violence – even though the majority of perpetrators are still men.

A job or volunteer work is where desires, expectations, projections, relationships, identifications, and other important elements that shape a person's subjective identity come into play. It is important to acknowledge that violence in an institution is not only a result of individuals' intentional actions but also of the practices, methods, and culture of organisations. Thus, our approach focuses on organisations as crucial actors in preventing violence.

Sexual violence in the workspace - whether paid or voluntary - can take different forms: it is horizontal when it occurs between coworkers and vertical when it occurs between people with different status within hierarchies, with the perpetrator having some level of power over the role of the survivor. It can manifest in various ways, including physical and psychological harm, and range in severity from discrimination to sexual harassment to rape. It is crucial to emphasize that this violence is an abuse of power aimed at excluding or subjugating the other.[32]

29 Torres Dan Miguel and Anton Fernandez, 2005; in Osborne, R. (2009) Apuntes sobre violencia de género. Barcelona, Edición Bellaterra. Page 140.
30 https://www.argentina.gob.ar/sites/default/files/informeviolencialaboralbianual2017-18.pdf
31 (Osborne, 2009: 137)
32 Observatorio Nacional de Violencia contra las Mujeres (2017), Violencia contra las mujeres en el ámbito laboral. https://www.argentina.gob.arg/sites/default/files/informeviolencialaboralbianual2017-18.pdf

Safe spaces

Ensuring physical and emotional safety is a top priority in our work with volunteers. As stated in our policy *Safer Together*, "ICYE is committed to providing a safe environment which is free from discrimination and violence for everyone working or interacting with ICYE."

The policy emphasizes that ICYE will operate a zero-tolerance policy regarding any form of sexual violence. Both prevention and response have the aim to ensure the protection from all forms of sexual violence for everyone associated with ICYE.

To achieve this, National Committees should establish guidelines, codes of conduct, and processes to guarantee a safe and inclusive space for all. Creating safe spaces requires more than just a written policy, it involves fostering an environment where individuals can express themselves freely, where they can understand and freely make use of their rights, without fear of reporting cases where their rights were violated.

In order to establish such safe spaces, the National Committees should periodically assess their practices, procedures, and legitimacy to ensure they align with their goal of promoting safety and inclusivity. By embracing positive practices and cultural norms within the organisation, we can become more resilient and sustainable organisations in the long run.

To prevent and address cases of sexual violence, each National Committee should:

- have knowledge and understanding of the ICYE's *Safer Together Policy*.
- familiarize themselves with national and international regulations related to sexual violence.
- compile and make reference materials available within the NC.
- conduct anonymous institutional surveys to analyse perceptions, concerns, and evaluations of volunteers, host families, staff, and project teams with a focus on violence prevention. Models for survey questions can be found in Annex 3 of this manual.
- include a written statement in all legal and institutional documents (e.g. agreements, contracts, website, institutional folder) affirming the organisation's "zero-tolerance" stance against all forms of violence and promoting a culture of peace.
- incorporate violence prevention and awareness in the form of training activities into projects and workshops. This manual provides resources to achieve this, and additional proposals can be found in Annex 5, as we wish to expand institutional capabilities to develop activities.
- follow organisations working towards the eradication of violence against women and dissidents on social media to know how they operate and to stay informed and updated on the topic.
- develop specific response mechanisms for your NC (we will help you make it in this section!) with a designated team responsible for ensuring compliance.

When dealing with a case of sexual violence or harassment, the following are recommended actions for supporting and guiding those affected:

- Always respect the feelings, needs and decisions of the person who has experienced violence. They should not be rushed or forced to make decisions.
- Listen in a respectful and informed manner. Be aware of available resources and possible spaces for seeking help and identify people or institutions that can support and guide the survivor.
- Keep in mind that the person seeking help is part of a larger context and it is crucial to understand what their institutional references are and what their affiliations are to effectively address the issue within the institutional framework. For ICYE this refers to the International Office, the Host Family, the corresponding National Committee, the Host Project, etc. Our approaches must consider all actors.
- Determine whether it is an emergency or an urgent situation and intervene appropriately. In case of an emergency, decisions and actions must be taken immediately as the person is at immediate risk. This might not be the case where the person is not at immediate risk.
- If the person wants to file a complaint, guide them, and briefly explain the steps of the whole process - including possible cooperation with the police or the judicial system.
- Remember that the role of the support person is important, but they cannot replace specialized and professional service providers (including health care, psycho-social and legal support).



Developing our action plan on prevention and response

Our action plan to address sexual violence in our work is a living document. It supports the NC in both their prevention and response strategy regarding sexual violence.

For the prevention part of the action plan, it highlights how you want to raise awareness and engage with different stakeholders on the issue of sexual violence in the volunteering cycle.

For the response part, the action plan would identify the standardized procedures for addressing cases of sexual violence in a professional and survivor centred manner – this is often referred to as a response or a referral route (see example in Annex 4). In accordance with the applicable legal frameworks, it outlines how to handle cases of sexual violence, defines the applicable sanctions, and the measures to be taken to prevent or mitigate harm.

The implementation of your action plan on gender-based violence has two tangible goals:

- first, it provides a space for prevention, support, intervention, and guidance for those affected and
- second, it sends a clear message to the entire organization that such behaviour is not acceptable.

Your action plan needs to be built for your specific context. It is not about compiling action guidelines in a document, but about gaining familiarity with the issue of sexual violence in order to tailor your action plan to your organization and to your country's legal framework and structures/ processes.

What should an action plan include?

- Goals: what is your commitment and objective for the action plan
- Area of application: it details actions and approaches both in the area of sexual violence prevention and in the response to cases.
- Targeted individuals or groups: identify the target groups for your prevention and response (e.g. volunteers, staff, host families, host projects).
- Key principles: highlight the approaches you will follow (like the survivor centred approach, non-discrimination, zero tolerance).
- Activities, procedures and responsibilities: decide on the steps you will follow a) in prevention and b) in response, on who can support in this (your support structure), what preventive and protective measures you take and who is responsible for what, what sanctions and disciplinary measures might need to be applied.
- Risk factors: identify contributing factors which increase the risk of potentially becoming a victim or perpetrator of sexual violence. These are usually influenced by a range of interacting factors at individual, social and systemic level.
- Reporting: analyse who you need to inform and what documentation is necessary.
- Punishable actions or offenses: find out which behaviours or acts that are subject to legal sanctions, such as fines, imprisonment, or punishment, according to the laws and regulations in force in a specific jurisdiction.

To develop the action plan, you need time. We consider that you will need to plan at least 5 full days (these would be distributed over time) to develop your NC's strategy for the prevention, response and reporting of sexual violence.

The process to develop your action plan will consist of a series of steps that involve various activities and stages. The process should be led by NC staff or those closely associated with it.

Some suggestions for the process:

- The plan should be a result of the NC's efforts in prevention of and response to sexual violence, such as trainings, team meetings, campaigns, surveys, projects, response mechanisms, support structures etc.
- We recommend to already identify a team of two or three people (including the Sexual Violence Focal Person in your NC) in the beginning who are responsible for the actual writing of the action plan. This plan team should work closely with the external facilitator to compile the information from the sessions and activities.

- It will be difficult to develop an action plan without a community that is knowledgeable about these issues and their solutions. That is why we recommend inviting local experts to give input and feedback. You don't have to reinvent the wheel!

- A group of individuals within the NC should be designated to work on writing the plan.

- We recommend involving an external facilitator to guide the proposal, consolidate the conclusions from each meeting, and organize the information for the team writing the plan. If you can't contract an external facilitator, make sure that all the input from the different activities is collected and documented.

- After the plan is developed and approved, the Sexual Violence Focal person in the NC together with designated representatives from the entire NC should serve as the "guidance team" to oversee the implementation.

For our action plan, minimum standards to address sexual violence have been established, which are essential to guarantee a safe environment and prevent sexual violence. These standards include:

- **Designation and Training of Focal Points in each National Committee:** we designate and provide specific training to a focal person in charge of addressing the issue of sexual violence. This approach ensures that we have dedicated resources to address this issue effectively.

- **Inclusion of Awareness Sessions in Volunteer Training:** We integrate at least one session dedicated to the topic of sexual violence in both the pre-departure and on-arrival training of volunteers. Additionally, we reinforce this topic during the assessment camp to ensure solid and continued understanding.

- **Mandatory Training for all Staff, the Board and Co-workers:** All stakeholders in our NC have to receive a training on how to address sexual violence. Additionally, they all have to sign the Safer Together Policy as a formal commitment to promoting a safe and respectful environment.

- **Commitment of Volunteers, Host Families and Host Project Representatives:** We have established the obligation for all volunteers, host families and host project representatives to sign the Safer Together Policy. This demonstrates their commitment to complying with safety guidelines and preventing sexual violence.

- **Clarity in Communication and Transparency regarding the Response Mechanisms:** It is essential that everyone involved knows the name of the designated focal person and is aware of the established response and referral route. This guarantees effective communication and a rapid response in the event of incidents, ensuring transparency and clarity in the procedures to be followed.

These standards are essential to our commitment to maintaining a safe and respectful environment in our work, and to preventing sexual violence. The designation of focal points, ongoing training, and the signing of safety policies reinforce our dedication to the safety and well-being of everyone involved in our projects.

Starting the conversation

We propose NCs take two sessions to initiate the idea of developing their action plan. It is suggested to start out with two separate groups (if your organization has enough stakeholders to participate): one group made up of staff, co-workers, volunteers, and technical personnel who will help identify particular areas of concern. The second group can be composed of the NC leadership (BoM, coordinators, or managers) who have more responsibility and decision-making authority, as it is precisely their buy-in in the process that will enable structural changes. For both groups, we want to lay the groundwork for speaking openly about topics that have long been taboo. We want to initiate changes to the organisational culture. It is recommended to dedicate a separate working day for each group for effective participation.

Activity #1a:

Session for staff, co-workers, volunteers, and technical team

Objective
To reflect how we feel in our workplace.

Time
40 mins

Materials
Flipchart paper and markers

Key messages

Talking about violence in the workplace. Create a space for active listening in order to address gender-based issues.

Facilitation tips

Before starting, it is important to inform the groups about the purpose and objective of the action plan development process and request their commitment and participation. The concept of an action plan and its applications should also be briefly explained.

Steps to follow

By reading out the following statements written on the flipchart, the facilitator asks if their feelings relate to any of the statements and encourages participants to talk about them. You can also hand out a green, orange and red card to every participant. They can use the traffic light to show how they relate to the statement.

- You think about the clothes you wear so as not to show too much of your body.
- You are afraid of being alone with some of the people from work.
- You had to endure comments from colleagues that made you feel uncomfortable.
- You started to doubt your work capacity.
- You started to have trouble sleeping.
- You feel recurrent fatigue and exhaustion for no apparent reason.
- You started or increased the use of anxiolytics (medication to avoid anxiety) because of work-related situations.

- You are afraid to talk about what happens in the workplace.
- You feel weighed down or lacking motivation in relation to work.
- You feel that it would be hard to talk to someone in confidence about your work-related problems.

Facilitation should not be invasive; one can only move forward if people are inclined to share their feelings. These statements can also be included into an anonymous survey using Google Forms. This will provide a measurable evaluation of the group's primary concerns.

To conclude this first moment, the group is asked to answer the following questions (in one or two groups, depending on the number of participants):

- What do you think an action plan to address sexual violence is for? Do you think having one will be beneficial?
- Who should it include? Who should it not include?
- What type of violence should it address?
- What should we expect once it's been developed?

Note: All responses should be recorded on posters or graphic materials, as this information will be useful for the plan's development.

Source: Own elaboration.

Activity #1b:

Session for the management or decision-making group

Objective
To explore the role and responsibilities involved in leading teams.

Time
40 mins

Materials
Flipchart paper and markers

Key messages

Talking about violence in the workplace. Create a space for active listening to address sexual and other forms of gender-based violence.

Facilitation tips

Before starting, it is important to inform the groups about the purpose and objective of the action plan development process and request their commitment and participation. The concept of an action plan and its applications should also be briefly explained.

Steps to follow

Based on their own experience, ask participants to consider the implications of the following words:

- Coordinate
- Manage
- Support
- Lead

Each word will be displayed on a flip chart, and participants will rotate between them to add their individual thoughts. Once everyone has completed all, the facilitator will go through each one and read out loud what has been written. Ask participants if they agree with what is written, and if they would like to add anything.

To conclude this first moment, the group is asked to answer the following questions (in one or two groups, depending on the number of participants):

- What do you think an action plan is for? Do you think having one will be beneficial?
- Who should it include? Who should it not include?
- What type of violence should it address?
- What should we expect once it's been developed?

All responses should be recorded on posters or graphic materials, as this information will be useful for the plan's development.

Source: Own elaboration.

Activity #2:

ADDRESSING SEXUAL VIOLENCE THROUGHOUT THE VOLUNTEERING CYCLE

Objective
- Understanding how to include discussions on sexual violence in the volunteering cycle and with the different stakeholders.
- Discuss the minimum standards to raise awareness about SV.

Time
90 mins

Materials
Flipchart paper, markers.

Key messages

- To end sexual violence, a key step is to work on its prevention throughout the volunteer cycle.
- Understand that sexual violence can occur at any stage of the volunteer cycle. It is therefore important to identify opportunities for prevention and gaps in addressing it.

Facilitation tips

In the action plan, you will need to highlight how you are working with the different stakeholders on awareness raising and violence prevention. It might also be necessary to develop/ adapt your own sessions for the different stakeholders.

Before the session, prepare five flipchart papers. For each stakeholder group (see table below) use a separate flipchart paper. Write the name of the stakeholder group on the top and the two questions below.

Steps to follow

World Café: Set up 5 tables. On each table put one of the flipcharts you prepared.

Then think of a fun way to divide the participants into 5 groups. Each group will visit three different tables. Ask the groups to answer the two questions and to document their reflections on the flipchart.

After 30 minutes ask all the groups to change to the next table. The next group can then add, agree or disagree on what the other group(s) has written before. For the next two rounds give the groups 15 minutes at each table.

After the three rounds, ask each group to present the input from the flipchart.

Questions for the stakeholder groups	Stakeholder Groups				
	Staff	Co-worker	Host families	Host projects	Volunteers
What actions or resources does your NC already have to work on sexual violence in terms of awareness raising and prevention with or for the following actors?					
What do you think might be missing so that the stakeholder group can fulfil the responsibilities set forth in the policy?					

Source: Own elaboration

Activity #3:

SETTING UP YOUR ACTION PLAN ON PREVENTION

Objective
Identifying the goals/specific objectives, target groups, key principles, activities, and risk factors for the action plan on preventing.

Time
Several hours

Materials
Flipchart paper, markers

Key messages

Effective prevention strategies aim to change internalized discriminatory attitudes, violent behaviour patterns and the cultural, political, economic, and social frameworks that enable sexual violence.

Facilitation tips

Prepare a flipchart highlighting the different elements that the action plan on prevention should include:

Action plan on prevention

- Goals and specific objectives for our prevention work (e.g. the overall goal could be: “Change internalized discriminatory attitudes, mindsets and behaviours of our key stakeholders” / a specific objective could be: “Create an atmosphere where sexual violence is renounced as unacceptable and survivors will be more willing to report on their experiences.”)
- Target groups: e.g. staff/co-workers, volunteers, host families, host projects
- Key principles: e.g. zero tolerance, equality and inclusion, non-discrimination, human rights focus
- Activities: e.g. identify the sessions to address sexual violence to implement for volunteers during the on-arrival workshop
- Risk factors: e.g. identifying places with a high risk of being sexually harassed or specific attitudes towards women.

Steps to follow

Show the flipchart with the key elements of the action plan on prevention and give examples for each element.

Ask participants to go into groups of 2-3 and start working on possible answers for their NC action plan on prevention for each of the elements. Give each participant their own flipchart, where they can note down ideas for each element. While filling out their own flipchart, they can discuss these with the others. Ask them to be as specific as possible (including e.g. training activities, signing the policy, communication).

After 45 minutes ask participants what they found difficult and what was easy.

Activity #4:

RESPONSE: STARTING FROM YOUR EXPERIENCE

Objective
Document the collective expertise we already have as a group.

Time
90 mins

Materials
Flipchart paper, markers, copies of the case studies

Facilitation tips

Besides the section on prevention, another key moment for your action plan is how you will design your response. It is key that you have everything ready before another case happens. As you probably already had cases, build on your experiences and the lessons you learnt from previous cases.

Steps to follow

Starting from our experience

Divide the participants in 4 groups – give each group one of the case studies (see handout):

- CS 1: Miriam and Jamal – you hear about this case from another volunteer who was at the party as well
- CS 2: Elid and Eloise - you hear about this case from Elid's older sister.
- CS 3: Shana and Benoit – Shana is addressing you as a colleague
- CS 4: Malaika – the host mother is informing you about what Malaika is feeling

Ask each group to note down all the things they would do to address this case and note them down on a flipchart:

- What are the first steps you take when hearing about the case?
- Which preventive and protective measures do you take?
- Who do you involve?

After 45 minutes ask the groups to come back to the plenary to present their first draft of draft of a response and referral route. Ask them:

- What is similar among the four routes?
- What is different – why?

With the input from all the groups, ask the participants to develop a first schematic of an overall referral route on the flipchart (see example in Annex 4).

Handout Case Studies

Cut out each case study and to the corresponding group.

1st Case Study: Miriam and Jamal

Miriam is a young volunteer living with a host family. She is very open about her sexuality around the people in her project and in her new country, saying she loves sex and has had a lot of it in the past. One day, they have a party and she drinks a lot of alcohol and passes out in one of the bedrooms. Jamal takes advantage of the situation, locking himself in the room with her and then has sex with her while she is unconscious.

You hear about this case from another volunteer who was at the party as well.

Note down all the things you would do to address this case and note them down on a flipchart:

- What are the first steps you take when hearing about the case?
- Which preventive and protective measures do you take?
- Who do you involve?
- Who do you inform about the case?

2nd Case Study: Elid and Eloise

Elid is 15 years old and one of the members of Eloise's host family. She is 25 years old and sometimes looks after Elid when his parents go out, as a show of gratitude. One night, Elid goes to take a shower and she walks in the bathroom. Elid doesn't know what to do and just stares at her. She says: "What are you doing just standing there? Be a real man and come make love to me." Elid has sex with her. Later, he feels weird and is unsure whether he should talk to someone about it.

You hear about this case from Elid's older sister.

Note down all the things you would do to address this case and note them down on a flipchart:

- What are the first steps you take when hearing about the case?
- Which preventive and protective measures do you take?
- Who do you involve?
- Who do you inform about the case?

3rd Case Study: Shana and Benoit

Shana has been working as an administrative assistant at a National Committee for several months now and is very happy with her job. One night, her boss Benoit tells her he is attracted to her and asks her to have sex with him. He tells her that if she agrees, he'll help her get a promotion.

Shana is addressing you as a colleague.

Note down all the things you would do to address this case and note them down on a flipchart:

- What are the first steps you take when hearing about the case?
- Which preventive and protective measures do you take?
- Who do you involve?
- Who do you inform about the case?

4th Case Study: Malaika

Malaika is volunteering. Every day she goes to the project, her coordinator compliments her about her clothes and how pretty she is. He always does it with a friendly tone, but Malaika feels more and more uncomfortable every day.

The host mother is informing you about what Malaika is feeling.

Note down all the things they would do to address this case and note them down on a flipchart:

- What are the first steps you take when hearing about the case?
- Which preventive and protective measures do you take?
- Who do you involve?
- Who do you inform about the case?

Activity #5:

OUR SUPPORT STRUCTURE

Objective
To identify local resources to support us in addressing cases of sexual violence.

Time
45 mins

Materials
Flipchart paper, markers, cards.

Key messages

To develop a referral route, we need to know and identify the resources we have beyond our NC.

Facilitation tips

It is important to identify and catalogue the roles and responsibilities of different entities within a specific area. This process helps to identify key stakeholders, understand the services currently available, and encourage collaboration with institutions, organisations, and individuals who we might need when addressing cases of sexual violence.

It is important to highlight the need for developing a comprehensive response and referral route to guide you through the process of responding to cases of sexualized violence. It is like a guiding path on how to proceed when faced with cases of sexual violence. In **Annex 4** you find a graphic that is designed to help you identify each crucial step, ensuring that information is communicated effectively to the relevant parties at every stage. By using this flow-chart, we aim to empower individuals and organizations to respond proactively, with care, and in a coordinated manner when faced with such situations.

Steps to follow

To start with their NC response and referral route, ask each participant to first copy the schematic response and referral route (see **Annex 4**) to a separate flipchart, already taking into account their specific context. They will use this flipchart to add information for their referral route.

Then tell the participants that they will individually start to map the support structures for their NC's response and referral route. Each one should list all the relevant people, organizations, and stakeholders they work with or are aware of that could be valuable in addressing cases of sexual violence or providing advice or technical support to the NC. They should write each resource on a separate card. They can also use the internet to do some research.

You can name a few examples of support persons/ institutions: hospitals, legal advice services, psychological support services, organizations focused on topics like gender-based violence, other NC, local government organizations.

Give them 45 minutes to fill out the cards. Then ask them to include the cards in their NC specific response and referral route.

Once the participants have created their response and referral route with the support structures, ask who would like to present their route.

Ask them what concrete steps they can all take to turn their support structure into an actual support network – list the ideas on a flipchart paper.

Highlight the importance to add concrete contact dates/ information to the different stakeholders with names, telephone number, email, address, opening hours etc. So that they have all that ready when a case arises.

Activity #6:

PERPETRATORS OWING UP – SANCTIONS AND DISCIPLINARY MEASURES

Objective
To understand how to apply sanctions, disciplinary measures when responding to cases of sexual violence.

Time
60 mins

Materials
Copies for each participant with the case studies

Key messages

- Perpetrators have to face the consequences when committing acts of sexual violence.
- The sanctions/ measure taken depend on the form of sexual violence – they should also include actions around restorative justice.

Facilitation tips

Make sure the participants do not start to change the story or divert from what is the key aspect the case study wants to focus on.

Refer to the activity on power and how power dynamics play a role in the case studies.

If you adapt the case studies, make sure they cover different types of sexual violence (including one where the perpetrator is a woman).

Steps to follow

Remind participants of the sanctions and disciplinary measures from the Safer Together Policy. Then divide them into 4 groups and have each group discuss what sanctions/ disciplinary measures they would have applied in the case study you give them (see handout below).

Then have each group discuss in plenary and have the others give feedback on the sanctions/ measures chosen.

Handout Case Studies

Case Study: Miriam and Jamal

Miriam is a young volunteer living with a host family. She is very open about her sexuality around the people in her project and in her new country, saying she loves sex and has had a lot of it in the past. One day, they have a party and she drinks a lot of alcohol and passes out in one of the wbedrooms. Jamal takes advantage of the situation, locking himself in the room with her and then has sex with her while she is unconscious.

Group work:

- What should be the consequences that Jamal has to face for raping Miriam?
- Which measures would you be taking forward in case this happened in your NC?
- What might realistically happen in such a case?

* Make sure to check the Sanctions and Disciplinary Measures outlined in ICYE's Safer Together Policy.

Case Study: Elid and Eloise

Elid is 15 years old and one of the members of Eloise's host family. She is 25 years old and sometimes looks after Elid when his parents go out, as a show of gratitude. One night, Elid goes to take a shower and she walks in the bathroom. Elid doesn't know what to do and just stares at her. She says: "What are you doing just standing there? Be a real man and come make love to me." Elid has sex with her. Later, he feels weird and is unsure whether he should talk to someone about it.

Group work:

- What should be the consequences that Eloise has to face for her behaviour?
- Which measures would you be taking forward in case this happened in your NC?
- What might realistically happen in such a case?

* Make sure to check the Sanctions and Disciplinary Measures outlined in ICYE's Safer Together Policy.

Case Study: Shana and Benoit

Shana has been working as an administrative assistant at a National Committee for several months now, and is very happy with her job. One night, her boss Benoit tells her he is attracted to her and asks her to have sex with him. He tells her that if she agrees, he'll help her get a promotion.

Group work:

- What should be the consequences that Benoit has to face?
- Which measures would you be taking forward in case this happened in your NC?
- What might realistically happen in such a case?

* Make sure to check the Sanctions and Disciplinary Measures outlined in ICYE's Safer Together Policy.

Case Study: Malaika

Malaika is volunteering. Every day she goes to the project, her coordinator compliments her about her clothes and how pretty she is. He always does it with a friendly tone, but Malaika feels more and more uncomfortable every day.

Group work:

- What should be the consequences the coordinator has to face?
- Which measures would you be taking forward in case this happened in your NC?
- What might realistically happen in such a case?

* Make sure to check the Sanctions and Disciplinary Measures outlined in ICYE's Safer Together Policy.

Activity #7:

EMPOWER AND INTERVENE

Objective
To empower staff or co-workers to actively intervene in a sensitive context.

Time
90 mins

Materials
Case description cards

Key messages

How to intervene in a case of sexual violence is not discretionary. We have a responsibility to build mechanisms of response and action to accompany victims.

Facilitation tips

Do not force anyone to participate or develop roles. Seek to create a respectful and trusting working environment for the activity.

Steps to follow

Divide participants into groups according to the number of persons in each role play. They have 45 minutes to develop and practice their role play which they will then perform in front of the others. Ask them to take into account everything they have learnt so far.

Play 1: Based on case study 1 of a volunteer being raped at a party – you are the designated focal person on sexual violence in your NC who has to talk to her.

Play 2: You have to talk with a volunteer who is being accused of having sex with another volunteer without her consent which he denies.

Play 3: You are in charge of the matching and placement of volunteers to host projects and host families. You have identified a new host family and will talk to them about the Safer Together Policy and ask them to sign the policy.

Play 4: You are the director of your NC. A staff member has sexually harassed (sexy jokes) a volunteer. How do you talk to the staff?

Participants present their role plays. Ask the others for feedback on each play. Give space to the participants to debrief their feelings. Ask them where they felt vulnerable and what kind of community and social support they would need in order to act in alignment with their values when faced with a challenging situation either as a bystander or as a professional in the field of IVS. To finalize, ask the participants what their main take away is from the plays.

You can also highlight this training on bystander intervention to delve deeper into the topic: **https://righttobe.org/bystander-intervention-training/**

Source: Own source

Handout

Role play 1: Miriam and Jamal

Background: Miriam is a young volunteer living with a host family. She is very open about her sexuality around the people in her project and in her new country, saying she loves sex and has had a lot of it in the past. One day, they have a party and she drinks a lot of alcohol and passes out in one of the bedrooms. Jamal takes advantage of the situation and locks himself in the room with her in order to have sex with her while she is unconscious.

Your task:

Prepare a role when with the following scenario: One of your group is the designated focal person on sexual violence in your NC who has to talk to Miriam (another person of your group) after what happened to her.

Discuss in your group – when you would meet her, how you would contact her, what you would say to her, etc.

Role Play 2: Max and Tom

Max is an outgoing guy, who is very keen on having sexual relationships. During the mid-term evaluation camp, he is sharing a room with Tom. He finds Tom very attractive and starts flirting with him. Tom is not interested in a relationship with Max, but is too shy to clearly tell him that and only tries to avoid him. One evening, Max slips into the bed with Tom and starts caressing him. Tom feels paralyzed and can't do anything when Max has sex with him.

Your task:

Prepare a role play with the following scenario: A friend of Tom told you about what happened. One of your group is a staff at the camp. You have to talk with Max and tell him that he is being accused of having sex with another volunteer without his consent which he denies.

Discuss in your group what the staff would say to Max, what would be the consequences, how Max might react.

Role Play 3: Staff and host family

You are in charge of the matching and placement of volunteers to host projects and host families. You have identified a new host family and will talk to them about the Safer Together Policy and ask them to sign the policy.

Your task:

Decide in your group who will act as staff and who as host family representative. Discuss in your group what the staff would say to the host family representative to encourage them to sign the policy.

Role Play 4: Clara and Peter

Clara has been volunteering at the National Committee for one months. Peter has been sexually harassing her for a while – always telling sexy jokes and making comments about her looks. She first tried to ignore these but Peter does not stop. One day she goes to the NC director to report about the sexual harassment.

Your task:

Decide in your group who will act as director and who as Peter. The director will talk to Peter about the complaint. Discuss in your group what the director would say to Peter, what might be consequences, who else he would involve.

Activity #8:

FINALIZING THE ACTION PLAN

Objective
Have a written and validated action plan for your NC on prevention and response

Time
at least 2-3 days

Materials
None

Steps to follow

From the different sessions and activities and the group work, you already gathered a lot of information and content for the different parts of the action plan.

Based on the material developed, the facilitator and/or the planning team should create a first draft of the action plan with conclusions drawn from the sessions to present to the management/BoM for their feedback and suggestions. It can include information regarding the definition(s) of violence it addresses, the legislation and regulations it is based on, and any other factors that give the document validity and legitimacy.

The management/ BoM should also decide on the system to monitor and evaluate the implementation of the action plan with smart indicators, timelines, and responsibilities.

Once the plan has been revised with the input from the BoM, it should be circulated among all those who participated in the process to comment on. You could also ask local experts for the feedback.

The action plan is not set in stone, it can be adapted and updated as the NC gains experience in its work on prevention of and response to sexual violence.

Source: Own source

Glossary

Action Plan: is a document that establishes, in a clear and organized manner, the steps to follow and those responsible for implementing the necessary actions to prevent sexual violence or respond to cases.

Consultation: A consultation is initiated when the person seeking assistance wants to present a situation that they or others have experienced and that generates doubts and requires support and/or guidance.

Complaint: A complaint is made when the person seeking assistance wants to report a situation they perceive as violent or discriminatory. The complaint must be made personally by the affected individual.

Emergency: In case of an emergency, decisions and actions must be taken immediately as the person is at immediate risk.

Emergent: An emergent situation is a complex, new, unexpected, and unpredictable event.

Urgent Case: An urgent case refers to a situation that requires a prompt response, but where the person is not at immediate risk.

Response and Referral Route: A designed mechanism that safely links survivors to supportive response and competent services. In the face of a deeply sensitive and urgent issue like sexualized violence, as with other violent crises we might face in our work, a clear and effective response can be better achieved if we have already put thought into who will be responsible for what, and how the information will flow during our response.

Staff Members: are considered all employees who are paid staff.

Co-workers: are individuals who work with a National Committee on a voluntary basis, like volunteers, mentors, collaborators.

Host Projects: are local organisations that host ICYE volunteers in a country.

Volunteers: are all International volunteers selected to participate in the ICYE Exchange programme.

Host Families: are individuals who accommodate ICYE Volunteers for the duration of their international volunteer service.

We hope this manual has contributed to prevent gender-based violence and in particular sexual violence. In order to continue sharing and learning how to eradicate sexual violence, we invite you to leave your comments, suggestions and contributions that will allow us to improve future editions. You can send them to the International Office: icye@icye.org.

Annexes

Annex 1: *Safer Together* – ICYE's policy on addressing sexual violence in international volunteering"

Link to the policy: https://www.icye.org/policies-and-annual-reports/

Annex 2: Working with different stakeholder groups

Staff and co-workers of National Committees

Enhancing the awareness and training of the technical teams, staff and co-workers of the National Committees is crucial in two aspects:

- they serve as disseminators of beliefs and practices within the IVS;
- they are a crucial part of the institutional culture of the National Committee, reinforcing their capabilities reinforces the capabilities and visibility of the institution.

All activities outlined in this manual can be relevant for working with this particular audience.

However, if the Committee opts to further dive into the implementation of instruments and policies for preventing and addressing violence, the "Call to action" section is particularly designed for this target audience.

Some recommendations for working with this group include:

- Offer ongoing staff training
- Recognize and appreciate the good practices and contributions of staff and co-workers
- Provide clear and legitimate support and communication channels
- Foster a sense of belonging to the NC and the ICYE network
- Encourage this group to actively participate in decision-making that affects the NC and its operation within the framework of violence prevention.

It will be important to consider that the people who are responsible for handling cases of sexual violence will be faced with various situations that could expose them to a strong emotional charge. Although not all the people who accompany the survivors feel these

effects, it is very possible that some type of suffering, anguish and frustration will be experienced. Therefore, it is important to have the means of emotional containment for themselves. Some strategies that we can take are:

- Set priorities. If we ever experience overload, it will be important to decide what things need to be done and what things can wait.
- Learn to say no when necessary. Sometimes we just need to set boundaries and understand how far our role goes and what the responsibilities are. Many times we will have to accept that there are things that we cannot control or modify.
- Being in contact with people who can provide emotional and other support. Friends, family, organisations and specialists.
- Learn new ways to relax. There are many types, from deep breathing and meditation to yoga and tai chi.
- Not letting stress keep us from our social life. Spending time with family and friends can help you feel better.

Volunteers

The activities and resources in the "Laying the groundwork" section provide a comprehensive approach to the topic, offering both theoretical and practical information for this target group.

Training and raising awareness about gender-based violence among volunteers requires an intersectional approach that highlights the imbalances and disparities in the field of intercultural exchange.

Intercultural exchange places a spotlight on gender, social, and class inequalities, which should not be ignored when working with volunteers from different cultures.

Host families

This target group may present a challenge in terms of engagement in training and work processes.

To address this, we suggest developing some additional strategies related to communication and raising awareness about violence prevention among families.

Some ideas on the matter:

- It's important for host families to be a part of the NC's proposals and initiatives, whether they are involved in or just aware of them. Integrating them into databases or having them follow the NC on social media could be a starting point.
- Regularly sending information on violence prevention through bulletins, newsletters,

podcasts, or flyers. It's not necessary to create new content, as relevant information from other organisations can be shared.

- Inviting family members to participate in activities, projects, or exchanges where these topics are discussed. This will help the family become more invested in the work of the Committee and act as an ally within their community. Sharing values and principles is crucial.

It's also important to formalize procedures and communication channels within the work agreement. The "Call to action" section provides recommendations and proposals for creating safe spaces for both families and the volunteers staying in their homes.

The home or house is considered private, but as previously mentioned, violations of rights through abuse, mistreatment, or rape are a matter of public interest that impact people and harm their integrity. In case the NC has an action plan for responding to cases of violence or inquiries, it should be communicated to the host family and adopted by them.

Focus on working with host projects

The relationship with this group of people also has its unique characteristics, which will determine the level and extent of the work that can be done. Based on the type of project we are involved in, we should identify opportunities for participation and collaboration to create environments that eliminate gender-based violence.

Volunteers are a crucial component of this relationship and can be seen as strategic partners in carrying out activities such as campaigns, surveys, documentaries, or festivals, as long as the institutional framework of the project allows for such flexibility.

Proposals for working with the teams of the host projects include:

- Conducting a survey to assess how they relate to each other.
- Holding working meetings to solidify agreements and reinforce the Committee's principles transmitted through its daily work.

Drafting contracts or minutes that define the forms of violence, and specify actions, interventions, or procedures to address them within the framework of the project. We would like to remind you that the "Call to action" section provides suggestions and the "Laying the groundwork" section presents a comprehensive conceptual framework on gender-based violence.

Annex 3: Guiding questions for organisational assessment on violence prevention

A self-assessment survey can be a valuable tool for measuring and analyzing employee perceptions and identifying areas for improvement in creating a healthy and safe workplace.

The following thematic axes and accompanying questions serve as guidelines for conducting a workplace survey:

1. Decision-making: This axis assesses employees' perceptions of their decision-making authority and influence within the workplace.

a) Do you feel that your opinions and comments are considered and valued?
b) Are important matters affecting your work life communicated to you in a timely manner?
c) Are there mechanisms in place for employees to raise concerns or propose solutions in the event of conflict or potential violence situations?

2. Organisational clarity: This axis measures employees' perceptions of alignment between their responsibilities and objectives, and the organisation's operations and administration.

a) Do you feel that you have access to necessary information and receive adequate feedback to effectively perform your duties?
b) Are the responsibilities of each position clearly defined?
c) Do you feel that workloads and responsibilities are fairly distributed and assigned?
d) Are promotions and recognition based on merit and performance?

3. Leadership: This axis evaluates employees' perceptions of the relationship between those in leadership positions and those in operational or technical roles, with a focus on the consideration given to the direction the organisation takes.

a) Do people with leadership roles communicate their expectations?
b) Do you consider those with leadership positions are accessible and it's easy to talk to them?
c) Do you consider that there is abuse of power or behaviour that does not correspond with the assigned work relationships within the organisation?

4. Motivation: This axis assesses employees' perceptions of the organisation's ability to provide support for achieving both work-related and personal goals.

a) Do you feel that the organisation cares about your well-being beyond your role as an employee?
b) Are you recognized for a good job performance?
c) Do you feel that you should be in a higher position within the organisation due to the responsibilities you carry?

Annex 4: Schematic of a response and referral route

Who is reporting the potential case of sexual violence?

A THIRD PARTY

to someone in the NC/ a mentor/ project coordinator or to the NC sexual violence focal person

1ST CONVERSATION:

- that person listens assertively and with empathy
- informs them about ICYE's principles and procedures
- informs them about potential medical, legal and psychological support for the victim
- decides with third party on the next steps

After the conversation:

- inform NC focal person (in case someone else conducted the 1st conversation with the third party)
- open a file for the case and write the incident report

In parallel, NC implements measure to ensure the well being of the third person reporting the case

NC conducts an evaluation of potential risks for other stakeholders

In parallel, decide together with the third party on who will talk to the victim and ask them about whether the NC can contact them

Third party talks to the victim

NC focal person to have the 1st conversation with victim

Third party reports to the NC on decision of the victim

Victim does not want to follow up on the case, nor talk to the NC

Victim agrees to talk to the NC => to continue with 1st conversation with victim

Update the incident report according to decision of the victim

Include the case in the set of data that the NC anonymously reports to the IO for the global annual review report

THE VICTIM THEMSELVES

to someone in the NC/ a mentor/ project coordinator or to the NC sexual violence focal person

1ST CONVERSATION*

- that person listens assertively and with empathy
- informs them about ICYE's principles and procedures
- agrees with the survivor on the next steps

In parallel:

- Inform NC focal person (if someone else took the report)
- Open a file for the case and write the incident report
- Remember to continuously update this report throughout the investigation

In parallel conduct protection and response measures:

- Make sure the survivor is safe and removed from the contact of the perpetrator/ violent environment
- Identify and contact necessary support structures (e.g. medical, legal, psychological)

In parallel, conduct an evaluation of risks/ ensure safety and protection of other potential victims

Decision of the survivor to report to the authorities

YES

Cooperate with the local authorities (police, justice system) as needed

Support the survivor/ refer them to legal services in accordance with their wishes

NO

Investigate internally

In accordance with the survivor, define possible actions on restorative justice/ compensations

Continue the discussions with the survivor and monitor their well being

Keep in contact with the survivor and monitor their well-being over time

Include the case in the set of data that the NC anonymously reports to the IO for the global annual review report

For all reported cases: Store documentation in a safe space for future reference and compile lessons learned from the case and its investigation into actionable items and/or adjust procedures to strengthen your committment to prevent and respond to sexual violence.

* in this first conversation - if possible - the victim together with the person they report the case to should decide on the following:
- protection measures (e.g. does the victim need to change their host family, host project, do they want to return home)
- evaluation of support services (will they need to access medical, psychological, legal services)
- who should be informed (e.g. family, sending NC, friends)
- whether the survivor is thinking of reporting the case to the authorities (if applicable under national law)

Annex 5: Additional reading

Gender Toolkit - Free to be You and Me - Service Civil International

Michael Kaufman's article on the 7 P's of men's violence: https://michaelkaufman.com/1999/10/the-7-ps-of-mens-violence/ (also in Spanish)

Anti-racism Toolkit for International Voluntary Service – deconstructing the centuries of colonialist regimes have perpetrated discriminatory actions and internalised biased beliefs into our mind, cultures, and our communities can further help us to speak out against sexualized violence.

- English Version: https://www.icye.org/wp-content/uploads/2022/08/Toolkit_ENreduced.pdf
- Spanish Version: https://www.icye.org/wp-content/uploads/2022/08/Toolkit_ENreduced.pdf

ICYE International Office
Große Hamburger Straße 30
D-10115 Berlin

Germany

Telephone: +49-30-28 39 05 51

www.icye.org

icye@icye.org

www.facebook.com/icyeio

www.instagram.com/icye.federation