



The Handbook



Co-funded by
the European Union

Project name: EmpowHer, Agreement number: ID KA210-VET-D45D462B

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

Contents

01

INTRODUCTION

02

WHERE ARE WE SO FAR?

03

OUR BEST PRACTICES

04

OUR METHODOLOGY

05

CONCLUSION

S E C T I O N

01

I N T R O D U C T I O N



Co-funded by
the European Union



WHAT IS EMPOWERHER

EmpowHer is a project born from a dual need: to disseminate the principles of the *Istanbul Convention* clearly, accessibly, and interactively, and to train personnel in schools, training centers, and both formal and non-formal learning environments on the topics of gender equality and gender-based violence.

Gender-based violence is both a cause and a consequence of **gender inequality**. It affects women and girls of all ages, but it is particularly harsh for those with limited access to education and in a situation of economic dependence, leading to poverty and social vulnerability.

The **Istanbul Convention** is the broadest-reaching international legal instrument establishing binding **obligations to prevent and combat violence against women**. It outlines what countries must do to prevent and combat gender violence and domestic violence.

Achieving this goal requires that personnel in schools, training centers, and both formal and non-formal learning environments are familiar with the Convention, follow its principles and guidelines, and have the appropriate tools to address those topics.

To accomplish this, our project aims to train those involved in education through two main tools:

- 1) Local workshops and dissemination events on the Istanbul Convention and gender-based violence prevention. These will not only address the topics from a historical-legal perspective but will also share interactive and creative methodologies to increase the engagement of the target audience.
- 2) A manual guide containing best practices on gender equality and prevention. This will consist of a theoretical first part, explaining the main articles of the Istanbul Convention and some



methodologies to effectively convey them based on the age group being addressed. The second part will include exercises to build and tailor workshops or lessons independently.

The **target** group of the project is the **teaching staff** of schools, formal and non-formal training centers, and youth learning environments.

We have observed that in the countries involved in the partnership, **activities** related to gender issues, are entrusted to **third-party** organizations and entities. This is because there is **insufficient training** for those already working within learning environments, leaving them without the necessary tools to autonomously address such important and delicate topics.

However, we have chosen to specifically target this group to promote greater integration of these issues into **regular programs** and to provide them with the ability to identify any violence and guide

young individuals who may be affected appropriately.

To promote inclusivity, we reached out to those operating in **contexts at high risk of social exclusion**, such as suburban socio-economically deprived areas and environments with a high rate of school dropout.

In this way the youngster of those areas will have access to educational offerings focused on combating gender disparity and violence, thus providing tools for the prevention and exit from situations of physical, psychological, and economic abuse.

In this perspective, the project has been addressed to both a female audience to strengthen their self-awareness and make them more conscious of their rights, and a male audience that, through the proposed courses, can recognize and correct sexist, patriarchal, and violent attitudes and thoughts.

THE ISTANBUL CONVENTION

The **Istanbul Convention**, also known as the *Council of Europe Convention on Preventing and Combating Violence Against Women and Domestic Violence*, is a **human rights agreement** that prohibits violence against women and domestic abuse.

The convention entered into force on **1 August 2014** and has been **signed by 45 countries** including the *European Union*.

Ever since the **1990s**, the Council of Europe has promoted several measures to encourage the protection of women against abuse like for example the adoption of the *Council of Europe Recommendation Rec(2002)* of the Committee of Ministers to member states on the protection of women against violence in 2002 and the beginning of an international campaign to end violence against women. In 2008, the Committee of Ministers decided to prepare a draft for this future Convention.

The main goals of this Convention are “to protect women from all forms of violence and prevent, prosecute, and end violence against women and domestic violence, to advance substantive equality between men and women, including through women's empowerment, and to end all forms of discrimination against women”. In order to achieve these purposes, the Convention qualified the violence against women as a “violation of human rights and a form of discrimination”. The Convention reaffirmed that women's rights are the same as men's rights which need to be considered as human rights in general.



Moreover, these violences can be multiple. Indeed, the Convention states that *"physical, sexual, psychological or economic harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life"* need to be considered as violence against women. It's a big improvement because many States were not taking into account psychological harm against women or humans in general.

But, the most significant improvement of this Convention in the field of human rights, is the role that the State parties need to play. Indeed, Article 5 states that *"Parties shall take the necessary legislative and other measures to exercise due diligence to prevent, investigate, punish and provide reparation for acts of violence covered by the scope of this Convention that are perpetrated by non-State actors"*. It means that the States need to respect the Convention and prosecute perpetrators of these violences against women. For example, States parties shall criminalize several offenses such as forced marriage (article 32),

psychological violence (article 33), stalking (article 34), physical violence (article 35), sexual violence including rape (article 36), female genital mutilation (article 38), forced abortion and sterilization (article 39) and sexual harassment (article 40).

The Convention also prevents violence by obliging ratifying states to make investments in education, expert training and training programmes for perpetrators of violence. The State Party should provide adequate support services (e.g. a national free phone line, shelters and medical, psychological and legal assistance). Finally there is an obligation for the States to collect data on gender-based crimes.

This list of violence against women and the numerous obligations that have the State Parties normally should permit a better protection of women in Europe but we can see today that the implementation of the Convention is not absolute and that some countries like for example France are not using in their judgments the Convention when women's rights are at stake.

IN SUMMARY

The Istanbul Convention has 4 pillars:

- **Prevention**
- **Protection**
- **Prosecution**
- **Coordinated Policies**

The Istanbul Convention specifies several forms of gender-based violence that are to be criminalised, these are:

- psychological violence stalking
- physical violence
- sexual violence (including rape)
- forced marriage
- female genital mutilation
- forced abortion
- forced sterilisation
- sexual harassment
- domestic violence (physical, sexual, psychological or economic)

The Istanbul Convention sets also out the obligation to ensure that culture, custom, religion, tradition or **so-called honour** are not regarded as justification for any of the acts of violence covered by its scope.



SECTION

02

WHERE ARE WE SO FAR?



Co-funded by
the European Union

ITALY

In Italy, the Chamber of Deputies unanimously approved ratification of the convention on May 28, 2013, while the Senate approved the text with only one abstention, which was then converted into law on June 19, 2013.

Despite the importance and historical significance of this document, there are still many prejudices in Italy concerning the contents of the Convention considered almost a threat by conservative right-wing parties.

On May 10, 2023, the European Parliament voted on the European Union to adopt the Convention: the first with 472 in favour, 62 against and 72 abstentions, and the second with 464 in favour, 81 against and 45 abstentions. Among those abstaining were Italian MEPs from Lega and Fratelli d'Italia. According to the head of the Fdl delegation an abstention related to disagreement in the method of the majority vote and the substance because of concern that the Convention could be instrumentalized about so-called gender issues.



The Convention specifies that "the term 'gender' refers to socially constructed roles, behaviours, activities and attributes that a given society considers appropriate for women and men." Gender roles, the treaty premises, contribute to and support violence against women. The issue of "gender" or so-called "gender ideology" has come under criticism from Christian organisations and conservative and far-right movements around the world, and it is presented, falsely and unfoundedly, as a thesis that claims to deny the biological difference between men and women is the point around which much of the discussion about the Istanbul Convention has developed, mostly in an instrumental manner.

In Italy, controversies related to the effective protection and safeguarding of women who experience violence are not new.

In fact, on March 2, 2017, Italy was condemned by the ECHR (European Court of Human Rights) following a case of failure to intervene against a woman who was experiencing episodes of gender-based violence. This kicks off the enforcement program under Article 46 ECHR. In practice, the convicted state is kept under review by the Council of Europe's Committee of Ministers until such time as it demonstrates that it has applied everything requested of it.

Italy submits an action plan, however, which is deemed deficient first in 2018 and then in 2020.

One of the big weaknesses lies in the lack of data: data on protection orders, the number of complaints received, the average response time of the authorities, and the number of protection orders implemented.

In the latest report compiled by GREVIO, the independent body in charge of monitoring the Convention, it is found that there are also positive



aspects and steps forward in the implementation and effective compliance with the convention in Italy, but there is still much to be done in the area of especially secondary victimization, especially about the narratives reported in the media.

Points of concern also concern grey areas of intervention to protect women, especially concerning an intersectional contrast to gender-based violence.

Recently, a Shadow Report was produced and forwarded to GREVIO by the Italian Disability Forum that considers the specific situation of girls and women with disabilities who are victims of violence in Italy, an aspect that is often considered secondary or not considered at all.





One of the problems found is the fact that the implementation of the National Strategic Plan on Male Violence Against Women 2021-2023 is entrusted to the Regions, that these regulate the matter unevenly, and that only in a few cases is mention made of intersectional discrimination that affects, among others, women with disabilities.

Any awareness and prevention campaigns do not target girls and women with disabilities, particularly those with intellectual and/or psychosocial disabilities, nor are they provided with differentiated language and media tailored to different communication needs. Also of concern is the situation of migrant, asylum-seeking and refugee women arriving in Italy, even in light

of the policies announced by the government in recent days. In most cases, these women have experienced various forms of sexual and gender-based violence, both in their countries of origin and in countries of transit.

Finally, the role of anti-violence centers and women's associations and civil society has been somewhat reduced by the Plan itself, with the risk of not adopting a gender approach, as required by the Istanbul Convention. What emerges once again is a poor and slow disbursement of funds, vis-à-vis anti-violence centers. Nor is it any better on the judicial side, as widespread inertia on the part of judicial authorities in Italy persists in taking measures to protect women, their sons and daughters.

France

France has ratified the Istanbul Convention on the 4th of July 2014. For this reason, the GREVIO Committee, a group of experts on combating violence against women and domestic violence, has analyzed France's implementation of the Convention in its legislation.

In a report published on 19 November 2019, the committee found that the French authorities have made efforts but that the situation was not in line with the provisions of the Convention. The committee addressed 9 priority issues and stated that much progress is needed to remedy the situation.

The significant gaps identified concern, in particular, the fact the definition of sexual assault and rape is not based on the absence of free consent but requires the use of violence, coercion, threat, or surprise. The Committee also notes in its report the inadequacies of the criminal law response to violence, which indicate a difficulty in ensuring that perpetrators of all forms of violence covered by the Convention are held to account.



In particular, the report notes that the judicial practice of *correctionnalisation*, which allows the crime of rape to be reclassified as a sexual assault offense and tried before the correctional court instead of the assize court, minimizes the seriousness of rape and places the consequences of the dysfunction of the judicial system on the victims.

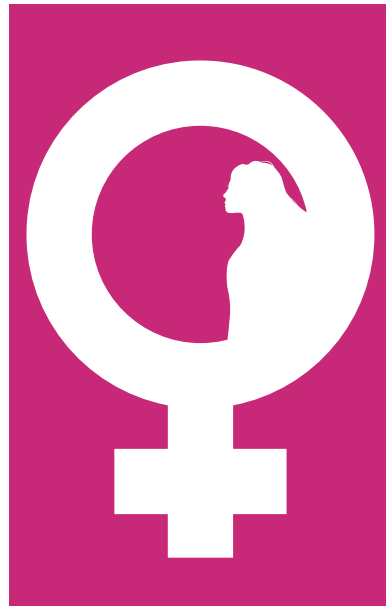
This observation was also made in a report by the General Inspection of Justice in October 2019, known as the "mission on conjugal homicides", which noted, among other things, twenty dysfunctions in the prevention of femicide, in the feedback and follow-up of sentenced perpetrators. In particular, it was noted that the tools for protecting victims were still very little used by the justice system.

The major problem in France is not necessarily the lack of tools for preventing and combating such violence but the lack of use of these tools and the lack of coordination of actors in combating and preventing it. Indeed, we can clearly state that the laws are there. European law, national law, and international law are existing and are protecting women and men on the same footing.

In theory, all individuals are equal and have the same rights. But in practice, the protection between the 2 genders is not the same. So what could be done to protect vulnerable people?

The only thing that can be done in a juridical way is to finalize and refine some legislation. For example, in France, it would be important to incorporate the crime “femicide” in the national legislation and to have laws as protecting as the one in Spain.

However, the only way to change the mentality and have a better protection of women in France and more generally in Europe is to educate. Education and actions are the keys. Indeed, the formation of adults but also the education of the younger ones to learn how to handle their emotions and how to develop empathy would permit a better awareness of vulnerable people. But more importantly, it's by changing the mentality and the society that the law could be used and applied in practice. The justice system represents the society of the country.



There is not a big difference between France and Spain regarding violence against women. Violence exists in both countries. The only difference is the social construction behind women's status and their protection. The Spanish society is aware of the violence and is protecting women by applying their national penal code and the Istanbul Convention. On the contrary in France, society doesn't want to accept the fact that there is a necessity to protect women, so it's logical that there is no “good” application of the legislation. Thus, it's by talking, doing action and trying to impose changes in European society that maybe one day women will be on an equal footing with men juridically and socially.

Turkey

The Istanbul Convention, officially known as the Council of Europe Convention on Preventing and Combating Violence Against Women and Domestic Violence, has been a focal point of debate and discussion in Turkey. Signed in 2011 in Istanbul, the convention aims to address and eradicate violence against women and domestic violence. Over the years, its implementation and relevance in Turkey have sparked controversy, reflecting broader societal attitudes and political dynamics.

Turkey ratified the Istanbul Convention in 2012, demonstrating a commitment to combating gender-based violence and promoting gender equality. However, recent developments have placed the convention at the center of political and social discourse. In March 2021, President Recep Tayyip Erdoğan announced Turkey's withdrawal from the convention, citing concerns about traditional family values and an alleged misuse of the convention to undermine the country's social fabric.



The decision to withdraw from the Istanbul Convention has generated both support and opposition within Turkish society. Critics argue that the convention is essential for protecting women's rights and combating gender-based violence, pointing to the alarming rates of domestic violence in the country. They view the withdrawal as a step backward in the fight for gender equality and the protection of vulnerable individuals.

On the other hand, supporters of the withdrawal emphasize the need to preserve traditional family values and argue that the convention is incompatible with Turkey's cultural and social norms. Some critics claim that the convention has been misused to advance a political agenda rather than genuinely addressing the issues it was designed to tackle.



The Turkish government's decision to withdraw from the Istanbul Convention has been defended by officials who assert that the country remains committed to combating violence against women. They argue that domestic legislation and measures will be implemented to address the concerns raised by the convention, but critics remain skeptical of these assurances.

Turkey's withdrawal from the Istanbul Convention has not gone unnoticed on the international stage. The move has drawn criticism from human rights organizations, women's rights advocates, and foreign governments. Concerns have been raised about the potential impact on women's rights and the broader struggle against gender-based violence, leading to calls for reconsideration.

The controversy surrounding the Istanbul Convention in Turkey reflects the complex interplay between cultural values, political considerations, and the imperative to protect human rights. While the government asserts its commitment to addressing the issues covered by the convention through alternative means, the international community and domestic critics continue to monitor developments closely. As Turkey navigates the path forward, the discourse surrounding the Istanbul Convention underscores the ongoing struggle to balance tradition and progress in the pursuit of gender equality and the elimination of violence against women.


SECTION

03

OUR BEST PRACTICES




Co-funded by
the European Union



During the course of the project, partners mapped the different target areas and researched good practices in the field of preventing and combating gender-based violence. In particular, the research was based on a dual matrix: at the European level and the local level.

The objective of this mapping is to identify existing proposals at the local and international levels, understand their strengths and weaknesses, and the replicability of the actions carried out.



| NAME OF THE PROJECT | CASA DELLE DONNE LUCHA Y SIESTA |
|---|---|
| Proposer name | Lucha y Siesta |
| In brief, what is the purpose of the proposal and how does it work? | Since its inception, the Lucha y Siesta Women's House has become a focal point in Rome for combating and preventing gender-based violence. The space is located inside an abandoned building that has been reused as a shelter for women who have suffered violence and a gathering space for workshops and activities to prevent and counter gender violence. Various activities take place within the house: appropriate training for anti-violence workers; a social tailor shop; projects and workshops on consent and recognition of gender-based violence in all its forms. |
| Indicate the potential beneficiaries/targets of the proposal | The main beneficiaries of the activities that take place within Casa Lucha y Siesta are women who have experienced situations of violence. However, the space is open to the entire community with special attention to children and adolescents |
| What significant outcomes has the proposal? | Since its establishment 14 years ago, Lucha y Siesta has been a safe space for women victims of violence and abuse. Despite the difficulties involved in managing a space under constant attack from institutions and private individuals who want to buy it, Lucha y Siesta continues its work to prevent, raise awareness and combat gender-based violence from a transfeminist perspective. |
| Select the main areas with respect to the theme of women rights | Awareness Training and employment legal and psychological support languages |
| What expressive/artistic medium is used to convey the message? | Over the years the Lucha y Siesta house has shared its messages through the illustrations of different artists in the area. one example is the Luchadoras campaign, in which each artist produced an image of the feminist struggle against gender-based violence. |
| What is the size of the project? (national, territorial, local...) | Local |
| What elements make the proposal a good example to use as a reference? | Lucha y Siesta represents a good model of reusing a disused space, for social purposes. It is a good practice of how activists and associations from below can transform a space and make it accessible to the community. |
| What elements make the proposal relocatable? | Lucha y Siesta represents a space for discussion, debate on practices to prevent and combat gender-based violence, which can be exported to other realities through widespread training or exchange of ideas. |
| Budget allocated/expected | N/A |
| Website | https://luchaysiesta.org/ |
| Social | https://www.facebook.com/lucha.ysiesta |

| NAME OF THE PROJECT | DONNE PER STRADA |
|---|--|
| Proposer name | Associazione Donne x Strada |
| In brief, what is the purpose of the proposal and how does it work? | Donne x Strada is an association that offers concrete help to victims of gender-based violence while providing concrete tools to prevent the recurrence of those dynamics. Claiming the fundamental and inalienable right to return home safely, promoting concrete collective participation, re-educating society against gender-based violence, and psychologically supporting anyone suffering from discrimination. The association promotes "The Purple Points" Project, which aims to create safe places for women. Safe places are defined as any commercial establishment, that can to offer itself as a place where a person who is afraid of being a victim of gender-based violence turns for help. The project involves raising awareness among all staff about harassment and violence and providing informational materials within the business establishment itself. To date, there are nearly 100 purple dots throughout Italy. |
| Indicate the potential beneficiaries/targets of the proposal | Women of all ages |
| What significant outcomes has the proposal? | The goal of Women on the Street is to make the city safer and more informed with respect to resources in the area. To date, they are training the first 100 businesses. In addition, the association offers a network of appropriately trained psychologists, advocates, doctors and gynecologists who can offer assistance at capped prices. |
| Select the main areas with respect to the theme of women rights | Awareness Legal, psychological and medical support network |
| What expressive/artistic medium is used to convey the message? | The association conveys its projects through audiovisual materials and social content. Is also involved in prevention and awareness. |
| What is the size of the project? (national, territorial, local...) | National |
| What elements make the proposal a good example to use as a reference? | The network's ubiquity and nationwide presence make the project an interesting practice in combating and preventing gender-based violence. Especially for youngster, walking down the street at night can be problematic and scary. Being able to rely on a support network is a practical solution and a way to put the issue of gender-based violence back at the center of public debate. |
| What elements make the proposal relocatable? | The project was born from a simple idea: to make the streets safer by raising awareness and monitoring safe places. This idea, as well as the map on the site, can be easily reused in other contexts, repurposing it according to the specific needs of the area. |
| Budget allocated/expected | N/A |
| Website | https://donnexstrada.org/ |
| Social | https://www.facebook.com/DonnexStrada |

| NAME OF THE PROJECT | REGENERART |
|---|---|
| Proposer name | 149th School, DOMNA Associazione di promozione sociale, Frauenmuseum Berlin e.V., I.I.S. Via Salvini, 24, INITIATIVES POUR UNE FORMATION EFFICACE ASBL, Liceul de Arte Dinu Lipatti, , UNIVERSITEIT UTRECHT |
| In brief, what is the purpose of the proposal and how does it work? | Gender equality is a necessary condition to achieve growth and social cohesion and a key element in the prevention of VAW. REGENERART aims to promote art and creativity as innovative tools to increase the competences of secondary school teachers and students to re-think gender roles and stereotypes towards a more equal and inclusive society, free of gender-based violence against women (GBVAW) and discriminations |
| Indicate the potential beneficiaries/targets of the proposal | Secondary school teachers and students |
| What significant outcomes has the proposal? | IO1 is a self-paced online course (10-15 hours to complete) that builds the capacity of secondary school teachers to understand how gender stereotypes are constructed and GBVAW dynamics reproduced using art as a reading lens. IO2 is the YIMAGE Manifesto, a call to action developed by students from IT, RO, BU urging artists to use their art to fight against gender stereotypes and GBVAW. It was developed in 3 different graphic versions. IO3 is the REGENERART online exhibition space, hosting unpublished artworks produced by EU students that used artistic tools to contribute to the fight against GBVAW. The online space will hopefully host more artworks of the like. IO4 is a downloadable Textbook that includes both the learning content of the REGENERART e-learning course as well as feedback and anecdotes from teachers and students who participated in the project. |
| Select the main areas with respect to the theme of women rights | Deconstruct gender stereotypes, prevent gender based violence |
| What expressive/artistic medium is used to convey the message? | Visual arts |
| What is the size of the project? (national, territorial, local...) | International (6 countries) |
| What elements make the proposal a good example to use as a reference? | The project has successfully involved 2000 students, 100 teacher and they have produced 100 new artworks. Regenerart several consultable documents and has been selected as a good practices in the Erasmus+ program |
| What elements make the proposal relocatable? | The project can be easy relocatable in every art school even in just some of the outputs. |
| Budget allocated/expected | N/A |
| Website | https://regenerart.eu/ |

| NAME OF THE PROJECT | MULTI-YEAR ACTION PLAN FOR GENDER EQUALITY 2023-2025 |
|---|--|
| Proposer name | Region Grand Est (France) |
| In brief, what is the purpose of the proposal and how does it work? | Reinforcement of educational actions at destination for the youngster; creating a tool for awareness of sexual and gender-based violence; awareness of young people's career path; The deployment of a plan to combat harassment and sexual violence and sexism in regional transport; Raising awareness and training of health professionals, social workers and medico-social; Professional support for women victims of violence; The deployment of safe places; Support for the fitting of accommodation for women victims of violence; The provision of emergency kits for women victims of violence |
| Indicate the potential beneficiaries/targets of the proposal | Young people mostly in high schools. |
| What significant outcomes has the proposal? | Acting towards young people to fight against sexual and sexist violence. Support the public in the fight against violence against women in terms of training, employment and health. Structure the network of actors in the fight against violence against women. Develop support actions for women who are victims of violence |
| Select the main areas with respect to the theme of women rights | Education Training, employment and health |
| What expressive/artistic medium is used to convey the message? | Animation of high school and cultural life. Awareness tools. Designing a game that raise awareness on gender equality. |
| What is the size of the project? (national, territorial, local...) | Local level |
| What elements make the proposal a good example to use as a reference? | This project can be implemented in many areas, in particular that of work and education. Indeed, the Region Grand Est will train job seekers in the prevention of gender-based and sexual violence. |
| What elements make the proposal relocatable? | Grand Est Region wanted to work with young people to create a gender-based violence awareness tool. In December 2022, the Regional Council of Jeunes led a reflection on the "violence meter", an awareness tool on consent and gender violence. Presented as a ruler, "the violent meter" thus recalls what falls within or no violence through a gradation of colourful, 3 segments to assess whether the romantic relationship is healthy or toxic. The exchanges gave rise to the design of a new tool entitled the "Relatio'mètre", this tool aims to raise young people's awareness of violent relational couples and to give insurance to victims of violence. It can be done in every European school to raise awareness among young people. |
| Budget allocated/expected | More than 3.5 millions Euros |
| Website | https://www.grandest.fr/fonctionnement-de-la-region/egalite-femmes-hommes/ |
| Social | https://www.instagram.com/laregiongrandest/?hl=fr |
| Infographic/brochure/ppt | https://www.grandest.fr/wp-content/uploads/2023/04/plan-dactions-2023-2025-vf.pdf |

| | |
|---|---|
| NAME OF THE PROJECT | "RAISING AWARENESS AND TRAINING IN THE FIGHT AGAINST GENDER-BASED AND SEXUAL VIOLENCE IN THE WORKPLACE THROUGH AN ESCAPE GAME" |
| Proposer name | MEDEF |
| In brief, what is the purpose of the proposal and how does it work? | This project is a giant escape game that permits raising awareness of the fight against sexism and sexual harassment in the workplace. It allows you to discover the right gestures and behaviours to adopt for a less stressful work environment. The game consists of two moments: a 36-minute team game, followed by a 20-minute debrief by an expert on the theme. |
| Indicate the potential beneficiaries/targets of the proposal | Employees and employers |
| What significant outcomes has the proposal? | This Escape Game aims to promote the power of the game to raise awareness and more easily address subjects often considered taboo. By working as a team, the participants find themselves faced with specific situations. They must then adopt the behaviour that seems to them to be correct. Following the game, an expert will review these situations and discuss the right behaviours to adopt. This game raises employee awareness of sexism and sexual harassment in a fun, educational and engaging way. This format is an effective, interactive and united solution to improve the working environment. |
| Select the main areas with respect to the theme of women rights | Employment Training Work environment |
| What expressive/artistic medium is used to convey the message? | Team building, communication, expression. |
| What is the size of the project? (national, territorial, local...) | National level |
| What elements make the proposal a good example to use as a reference? | The Escape Game is particularly effective in making awareness campaigns more effective. Immersion through the escape game in a theme too serious that safety, disability or even sexism at work makes it possible to bring everyday situations to life, raise awareness of inappropriate behaviour, and raise awareness of good practices. The escape game is followed by an expert debrief to link the game and its main messages and answer questions from participants. The playful approach makes the experience more intense for the participants, they are engaged and active, which promotes the memorization of the messages and the move to action in the application of good practices daily. |
| What elements make the proposal relocatable? | An escape game is easy to conceive and to put in place in every environment. It can be done in the workplace but also in the public place like for example in municipalities or even in school to raise awareness not from a theoretical point of view, but from an educational and practical point of view. |
| Budget allocated/expected | N.A. |
| Website | https://www.medef.com/fr/ |
| Social | https://x.com/medef?s=20 |
| Infographic/brochure/ppt | https://www.medef.com/uploads/media/default/0010/04/10936-guide-escape-game.pdf |

| NAME OF THE PROJECT | E-QUALITY PROJECT |
|---|---|
| Proposers name | Women of Mediterranean East and South European Network; SMART UMBRELLA MANAGEMENT SOLUTIONS E.E.; Solution: Solidarité & Inclusion: Agrupación de Profesionales para el Desarrollo Internacional APDI; Lega delle autonomie locali; KUNSILL LOKALI L-GHARBUNIVERSIDAD CARLOS III DE MADRID |
| In brief, what is the purpose of the proposal and how does it work? | An online questionnaire addressed to municipalities has found that the knowledge of the EU Gender Equality Strategy on the part of public administrations is very limited, as it is the recognition of the importance of promoting gender culture and equality, especially when it comes to the design and delivery of services. E-QUALITY project will therefore address the need to actively work toward ensuring women's participation in society, starting from the environment where political decisions and measures are taken, namely Municipalities. |
| Indicate the potential beneficiaries/targets of the proposal | Administrators' and Municipalities employees' |
| What significant outcomes has the proposal? | By the realization of a NEW TRAINING CURRICULA FOR PUBLIC BODIES and the Development of a DIGITAL INTERACTIVE PLATFORM & GUIDELINES TO ACHIEVE GENDER EQUALITY. Those results will lead to the following outcomes: The provision of municipalities and their employees with useful tools and skills to address gender and women's equality issues within their working environment and by promoting civil society actions and initiatives; Increasing the soft and hard skills of municipal employees to upscale their working performance; Increased knowledge among beneficiaries on key topics related to gender equality and how they can be declined and incorporated into local policies and regulations. |
| Select the main areas with respect to the theme of women rights | Promoting gender equality; Inclusion, promoting equality and non-discrimination; Creating new, innovative or joint curricula or courses |
| What expressive/artistic medium is used to convey the message? | Training : face to face and remote training; Digital platform |
| What is the size of the project? (national, territorial, local...) | European level |
| What elements make the proposal a good example to use as a reference? | The Online Platform contains different kinds of content, that will respond to the needs of municipalities' workers by giving concrete examples and recommendations to better address gender issues and thus contribute to the achievement of gender equality objectives. The platform will include different sections with the following contents: Best Practices; European Guidelines and Recommendations about gender equality, Documentation Centre; Training: The Platform will also be the place where the material and training modules developed with the project will be made available. |
| What elements make the proposal relocatable? | The training model has taken into account the different local administrative systems in the different countries involved (Italy, Spain, France, Malta, Greece) and will try to produce a model that can be used at the European level. |
| Budget allocated/expected | 195 000€ |
| Social | https://www.instagram.com/equality_project_erasmus/ https://www.facebook.com/profile.php?id=100088378924626 |

| NAME OF THE PROJECT | ENHANCEMENT OF PARTICIPATORY DEMOCRACY IN TURKEY: MONITORING GENDER EQUALITY PROJECT PHASE II |
|---|---|
| Proposer name | CEİD-İzler |
| In brief, what is the purpose of the proposal and how does it work? | The project known shortly as CEİD-İzler pursues the following objectives: Enhancing indicator-based monitoring capacity and awareness of civil society organizations with their focus on gender equality; encouraging organizations engaged in rights-based monitoring to incorporate a gender perspective into their work; supporting local governments in developing, implementing, and monitoring their policies from a gender equality perspective; and encouraging the adoption of the approach of indicators-based gender equality monitoring by civil organizations, local governments and the public sector. |
| Indicate the potential beneficiaries/targets of the proposal | Supporting the incorporation of international norms and standards developed for GE into legislation, enforcement, and monitoring policies in Turkey; Mapping and reporting of GE-related problem areas; Contributing to the institutionalization of an independent, scientific, and mainstreamed rights-based monitoring strategy in Turkey by developing gender-sensitive monitoring indicators; Contributing to the realization of gender equality through gender-sensitive and rights-based monitoring; Encouraging civil and public organizations to support and adopt this approach in their work to promote the indicator-based monitoring of GE and Supporting civil society organizations engaged in advocacy activities in this field and, in the longer term, creating a large network of civil organizations engaged in rights-based monitoring in Turkey. |
| What significant outcomes has the proposal? | Providing and raising awareness about gender equality |
| Select the main areas with respect to the theme of women rights | Gender equality |
| What expressive/artistic medium is used to convey the message? | Online trainings |
| What is the size of the project? (national, territorial, local...) | Both territorial and national Provinces: Adana, Ankara, Gaziantep, Istanbul, Izmir, Trabzon, Eskişehir, Mersin and Samsun |
| What elements make the proposal a good example to use as a reference? | Enabling rights-based monitoring organizations to include a gender equality perspective in their monitoring activities and supporting the activities of public institutions responsible for monitoring the implementation of gender equality policies. |
| What elements make the proposal relocatable? | Insufficient resources/reports presenting the current state of gender equality in Turkey by international norms and standards, Lack of indicators that measure, evaluate and monitor the gender sensitivity of public policies and institutional services implemented at both central and local levels insufficient monitoring capacity of practitioners (public institutions) and NGOs |
| Budget allocated/expected | 1.628.000 Euro |
| Website | https://en-ceidizler.ceid.org.tr/ |
| Social | https://instagram.com/ceidizleme |

| NAME OF THE PROJECT | STRENGTHENING CIVIL SOCIETY CAPACITIES AND MULTI-STAKEHOLDER PARTNERSHIPS TO ADVANCE WOMEN'S RIGHTS AND GENDER EQUALITY IN TURKEY |
|---|--|
| Proposer name | United Nations |
| In brief, what is the purpose of the proposal and how does it work? | The project aims to contribute to advancing women's rights and gender equality in Turkey by supporting civil society. UN Women, in partnership with Flying Broom Foundation, Foundation for Solidarity with Women (KADAV), KAMER Foundation, the Turkish Women Union and will implement joint projects on ending violence against women and girls and women's access to justice and human rights mechanisms. Flying Broom Foundation will support women's access to justice by providing free online legal counselling to women as well as training targeted at lawyers. Foundation for Solidarity with Women will work with women who are at risk of violence and have challenges in accessing support mechanisms in Istanbul. KAMER Foundation will provide support to women survivors of violence through its branches in 23 provinces as well as its 17 partner civil society organizations. Turkish Women's Union will work to increase women's access to justice in partnership with women's counselling centres of municipalities and bar associations. |
| Indicate the potential beneficiaries/targets of the proposal | UN Women will further support 18 women's organizations and women-led civil society organizations through "small grants" to strengthen their capacities to advance women's rights and gender equality. |
| What significant outcomes has the proposal? | The implementation of gender equality. The added value of strengthening the dialogue between public institutions and civil society organisations. |
| Select the main areas with respect to the theme of women rights | All areas where women take place in. |
| What expressive/artistic medium is used to convey the message? | Banners and brochures that civil society organizations use while exhibiting their practices in outdoor places. Social media accounts that civil society organization can share their practices regarding women's rights and gender equality and also convey their main targets and ideas to the public. |
| What is the size of the project? (national, territorial, local...) | National |
| What elements make the proposal a good example to use as a reference? | Providing financial and technical support to 22 civil society organizations. |
| What elements make the proposal relocatable? | Being a supporter of civil society and women's rights and gender equality in Turkey. |
| Budget allocated/expected | Approximately EUR 4,5 million funding that financed by UN |
| Website | https://turkiye.un.org/en/about/about-the-un |
| Social | https://instagram.com/fethiyekadindanismanmadayanisma https://instagram.com/kovedadanaigshid https://instagram.com/lotuskadindernegiigshid |

| | |
|---|--|
| NAME OF THE PROJECT | FOSTERING A COMPREHENSIVE INSTITUTIONAL RESPONSE TO VIOLENCE AGAINST WOMEN AND DOMESTIC VIOLENCE IN TURKEY |
| Proposer name | European Union and Council of Europe Action |
| In brief, what is the purpose of the proposal and how does it work? | It aims at strengthening institutional mechanisms in Turkey to coordinate and effectively apply the standards of the Council of Europe Convention on Preventing and Combating Violence against Women and Domestic Violence (Istanbul Convention) and developing knowledge and skills of key authorities responsible for preventing and combating violence against women and domestic violence, protecting victims/survivors and prosecuting the perpetrators of violence. Activities will be conducted within the scope of the Action for the following groups: Judges and prosecutors working on cases of violence against women and domestic violence; Law enforcement officers, including the police and gendarmerie; Administrative authorities in provinces (governors and sub-governors); Support service officials working in SONIMs, shelter houses, etc.; Judicial support officials working in judicial interview rooms. |
| Indicate the potential beneficiaries/targets of the proposal | The overall objective of the Action is to contribute to better prevention, prosecution and protection against all forms of violence against women, in line with the Istanbul Convention. |
| What significant outcomes has the proposal had? | Institutional mechanisms to co-ordinate and effectively apply European standards, notably the Istanbul Convention are strengthened. Increased knowledge and skills are applied by relevant authorities when dealing with cases of violence against women, including sexual violence. |
| Select the main areas concerning the theme of women's rights | Istanbul Convention The Rights of Women Gender Equality |
| What expressive/artistic medium is used to convey the message? | Revision and development of training materials Round tables and Seminars Specialised training Preparation of guidelines/checklists |
| What is the size of the project? (national, territorial, local...) | International |
| What elements propose a good example to use as a reference? | Being a step for strengthening the Istanbul Convention and preventing or combating violence against women. |
| What elements make the proposal relocatable? | The a need to foster the Istanbul Convention and take precautions about violence against women and domestic violence. |
| Budget allocated/expected | 800.000 EUR |
| Website | https://www.coe.int/en/web/portal/home |
| Social | https://www.facebook.com/jip.horizontal.facility/ |

SECTION

04

OUR METHODOLOGY



Co-funded by
the European Union



OUR METHODOLOGY

Among the goals of EmpowHer is the construction of alternative educational models for the study of the Istanbul Convention and the recognition of forms of gender-based violence.

The partners, after exchanging good practices among themselves at the local level, have been able to think about non-formal forms of education to promote the prevention and recognition of gender-based violence in all its forms, from the most obvious to the lesser known, such as economic violence or gender stereotypes in languages.

The compass for this path of awareness and recognition is always the Istanbul Convention,

which is the starting document at the European level to proceed to a proper and integrated analysis of this phenomenon and the shortcomings that still characterize member states in their domestic policies.

The challenge was to choose non-formal educational methodologies, from theatrical techniques to visual and experiential ones, in order to propose alternative models of study aimed both at a general audience and at women directly affected by the phenomenon of gender-based violence.

Thus, during the local activities, each partner experimented with practical exercises to propose a more direct, less formal and more interesting study and analysis of the Istanbul Convention for young people. Starting from themselves, their own experiences and current events, experiential workshops were organized in each country that were highly appreciated by the participants.



SAMPLE

WORKSHOP
PROPOSAL RELATED
TO WOMEN'S
EMPOWERMENT

EXERCISE 1

INTERACTIVE EXERCISE PLAN

TARGET GROUP

Women with a
different backgrounds

WHAT DO YOU NEED

- Google slide presentation
- Video
- [Flipgrid platform](#).
- [Kahoot Quiz](#).
- [Feedback Post-Survey](#).

HOW TO EXECUTE

1. Introduction to the Project and Aims:
 - Objective: Familiarize participants with the project's goals and objectives.
 - Activity: Present a comprehensive overview using a [Google Slides Presentation](#).
2. In-depth Discussions on Gender Equality and İstanbul Convention:
 - Objective: Encourage open discussions on violence against women and gender equality.
 - Activity: Utilize a [Video Presentation](#) and discuss key aspects using another [Google Slides Presentation](#).
3. Mentimeter Tool for Word Cloud and Open-Ended Questions:
 - Objective: Obtain diverse perspectives on the İstanbul Convention and gender equality.
 - Activity: Conduct an interactive [Word Cloud Exercise](#) using the Mentimeter tool.
4. Group Exercises with Flipgrid:
 - Objective: Promote collaborative thinking and video-based insights.
 - Activity: Divide participants into groups and facilitate tailored questions using the [Flipgrid platform](#).

TIPS AND SUGGESTIONS

5. Interactive Quiz with Kahoot:

- Objective: Test participants' knowledge on the İstanbul Convention and related topics.
- Activity: Engage participants with a fun and competitive [Kahoot Quiz](#). Share the [Kahoot Report](#) for review.

6. Feedback and Conclusion:

- Objective: Gather insights for continuous improvement.
- Activity: Conclude the exercise with a feedback session. Participants can share their thoughts through the [Feedback Post-Survey](#), and review the [Feedback Results](#).

This interactive exercise plan for the EmpowHer Erasmus+ project aims to create a dynamic learning environment, encouraging active participation and collaboration. The use of various tools such as Google Slides, Mentimeter, Flipgrid, and Kahoot provides a well-rounded approach to achieving the exercise objectives. Feedback from participants will guide future sessions, ensuring the continuous effectiveness of the EmpowHer project.

EXERCISE 2

THE IMPACT OF THE GENDER-BASED VIOLENCE

TARGET GROUP

Women

HOW TO EXECUTE

1. The participants will look at various examples (scenarios) of gender-based violence and they will discuss the consequences for the individuals concerned by these violence and for the society. This exercise is adapted from the exercises created by the Council of Europe on the theme of gender violence.
2. Make copies of the stories that can be found below. Prepare two pieces of flipchart paper, with the headings "Consequences on victims" and "Consequences on society".
3. Ask participants if they have heard of gender-based violence. Discuss it briefly through a PowerPoint presentation. This presentation should include the different examples of gender-based violence that exist and the definition of gender-based violence. A small part should be allocated to the Istanbul Convention.
4. Divide the participants into groups of three to four. They'll talk about a little story. After reading the scenarios, they ought to respond to the last set of questions. Give the participants twenty minutes so they may talk and respond to the questions.

WHAT DO YOU NEED

- 8 to 30 participants
- 60 minutes
- Small or big room depending on the number of participants
- Materials needed: PowerPoint presentation, copies of stories and flipchart paper

TIPS AND SUGGESTIONS

1. Request that the group gather to discuss and share their solutions. They ought to read the narrative aloud to start. The outcomes of the other group might be discussed by the other participants.
2. Write the group's responses on the flipchart paper after they have presented their ideas on how violence affects both society and its victims. Read the group's summary responses following each presentation and inquire if there is anything they would like to add or modify.
3. After the end of the activity, a debriefing should be done in order to know the general impression of the participation about the activity and to discuss the consequences of the gender-based violence. You can ask the following questions:
 - Which examples of gender-based violence can you identify in this story?
 - What are the likely consequences of violence for the victim?
 - What are the possible consequences for society as a whole

You need to use the word “victim” in this activity which is a word with certain negative connotations. Some people prefer to use other terms, such as: person targeted by violence or affected by violence. However, the word victim is used in several international human rights instruments such as the Istanbul Convention.

So make sure to emphasize that the only person responsible to violence is the perpetrator. It is never the victim's fault.

The different scenarios or example of activities (that are from the Manual on addressing gender-based violence affecting young people of the Council of Europe) of the gender-based violence are the following:

Scenario 1: The government of country X pushed a new law through parliament which decriminalized marital rape, on the grounds that rape is “not possible” between people who are married. The government also passed a law removing sexual orientation from the list of factors classified as leading to hate crime. Which examples of gender-based violence can you identify in this story? Who is the victim and who is the perpetrator? What are the likely consequences of violence for the victim? For society?

Scenario 2: Bernadette works as an accountant in a large company. She has recently received numerous missed calls from an unknown number. When she tried to call back, there was no response. She did not worry until recently, when she received several text messages from a different number. These made her feel uncomfortable, as the texts were very explicit: they called her a slut, suggested that she loves sex and described her body in detail. The last message was even threatening: "I dream about raping you and I will do it one day. You'll love it!". She did not know what to do so she told her friend about the messages, but the friend suggested that she calm down. However, she did offer to drive Bernadette to and from work every day. Bernadette felt slightly relieved, but recently, she noticed an unfamiliar man near her block of flats, looking at her. Which examples of gender-based violence can you identify in this story? Who is the victim and who is the perpetrator? What are the likely consequences of violence for the victim? For society?

Scenario 3: Martina (15) met Sasha (17) at school. She had always liked him, so she couldn't have been happier when he asked her for a date. After two dates, she was sure she was in love. On the third date Sasha invited her home and started telling her how beautiful she was, and at one moment he touched her leg. Martina said nothing, but when he started to stroke her, she removed his hand. He suggested that they should

undress and make love. She said it was too soon for her and that she wanted to wait until they knew each other better. He insisted and started to undress her. She wanted to leave but he forced her onto the bed by force and started to undress her, touching her in between the legs. She screamed and tried to free herself, but Sasha was too strong. Which examples of gender-based violence can you identify in this story? Who is the victim and who is the perpetrator? What are the likely consequences of violence for the victim? For society?

Scenario 4: Melinda, a high school teacher, wrote a letter to colleagues informing them that in a few months' time, she would be undergoing sex reassignment surgery from male-to-female. Melinda had worked in the school for 5 years, and twice had been chosen by students as the best teacher of the year. Just one month after Melinda's surgery had begun, at a meeting for all parents of the school the school board made an announcement about Melinda's status. About 20 parents wrote in to protest, requesting that Melinda be removed from the staff. The school board decided to dismiss Melinda in September, on the basis of parents' complaints. Melinda decided to fight for her rights and lodged a legal complaint against the school. Which examples of gender-based violence can you identify in this story? Who is the victim and who is the perpetrator? What are the likely consequences of violence for the victim? For society?

EXERCISE 3

DISCOVERY VOICE

TARGET GROUP

Women

WHAT DO YOU NEED

minimum 8 maximum 20
people

- 1 hour
- A large space
- Music: no
- Material needed: note cards,
note card containers

HOW TO EXECUTE

1. Prepare in advance handwritten notes of the articles contained in the Istanbul Convention. Roll them up, close them and arrange them in containers divided according to the principles of the Convention. Arrange the containers with the cards in the center of the space and ask the participants to arrange themselves in a circle.
2. Ask the alle participants to open the cards, read them silently, and choose at least one that is central to their life experience
3. Collectively share the reading of the articles chosen by the participants, dwell on the discussion of the themes that naturally emerge
4. Closed the reading, ask participants to divide into pairs, keeping previously chosen cards with them
5. Exercise on vocal actions: reading the articles by modulating the voice according to the actions of the workmate.
6. Closing activity discussion

TIPS AND SUGGESTIONS

While reading the articles, it is possible for participants to experience a sense of the text's distance from reality and thus discouragement.

It is imperative, that the presenter insists on the positive and affirmative value of the legal instrument, as a beacon to move awareness then shift resignation to action.

The next part of the activity is in fact designed to move energy into affirmative forms.

The positive value of empowerment, especially for women comes from the possibility of bringing out one's voice but not in isolation accompanied rather by the help of the partner's movements.

It is necessary to allow some time for the voices to be fully expressed.

The work is done in pairs.

Simultaneously all pairs.

Demonstration of one pair at a time is to be avoided, in order not to have emotional blocks related to performativity.



SAMPLE

WORKSHOP
PROPOSAL RELATED
TO THE PREVENTION
OF GENDER-BASED
VIOLENCE

EXERCISE 1

LIFE CHORUS

TARGET GROUP

Students

WHAT DO YOU NEED

- minimum 8 maximum 20 people
- half an hour
- A large space to which it is possible to post poster
- Music: no
- Material needed: posters, stools

HOW TO EXECUTE

1. Prepare posters in advance in an attractive graphic form summarizing the contents of the Istanbul Convention, divided according to the 4 P's (Pillars) : Prevent, Protect, Prosecute, Integrated Policies.

Prepare two additional posters on the concepts expressed in the Preamble and the chapter on Migration and Asylum and place them in the room at standing reading height

2. Ask the participant(s) to walk around the room and read whispering posters

3. After an initial collective whispered reading give them a social context in which these phrases can be spoken. For example:

We are inside a church

4. Arrange within the space one or two

stools and ask the participants to listen to what is happening

5. Continue to provide social contexts, at least 5. Alienating contexts from the text.

After church, e.g., bar, stadium, popular tavern,

6. Closing of the exercise with specific context: e.g. feminist demonstration

7. Closing activity discussion

TIPS AND SUGGESTIONS

One of the first exercises to confront the text in a light way. The playful atmosphere immediately contributed to group sense-making.

The absurdity of reading a legislative text in everyday modes brought an abstract, distant, formal text back to real life, thus close to the participants.

People, chorally, read the same texts several times, the principles were memorized by activating physical and emotional memory. It is important that the person conducting the exercise directs toward the dimension of nonsense and choral and playful energy, by actively participating in the construction of this and by encouraging participants to let go of their inhibitions

EXERCISE 2

OUR DAILY SEXISM

TARGET GROUP

Everyone

WHAT DO YOU NEED

- 6 to 20 participants
- 45 minutes
- Small size room or big size depending on the number of participants.
- Material needed:
PowerPoint presentation of the Istanbul Convention, flipchart paper, tape and markers.

HOW TO EXECUTE

1. This exercise is adapted from the exercises created by the Council of Europe on the theme of gender matter.
2. Make 4 signs on pieces of flipchart paper and stick each one in a different corner of the room. The signs should stated:
 - Nothing
 - Respond to the person who did it
 - Report the behaviour
 - Something else
3. Ask participants if they know what hate speech, sexism and the Istanbul Convention are. Show them after the presentation about the Istanbul Convention and tell them the importance of this international agreement. Also if they don't know what is sexism or/and hate speech, give them the definition.
4. Tell participants that they will look at examples of sexist hate speech. Point out the signs in the corners of the room and explain that you will read out several different scenarios. Participants should choose which of the following options best fits what they would do: nothing, respond to the person who did it, report the behavior or something else. Additionally, tell them to head to the corner that most closely matches how they will likely react once each scenario has been read out. They ought to be truthful.

5. After presenting the first scenario, let participants some time to choose their position. After they've chosen an opinion, ask a few members of each group to justify their decision. Proceed with the situations.
6. Participants should be questioned about the effects of sexist hate speech on the individuals it targets, on bystanders (those who witness it), and on society at large.
7. Ask the participants a few questions to get their input as you wrap up the session. You may inquire, for instance, about how the activity went and if participants already come across hate speech online or sexism.

TIPS AND SUGGESTIONS

You need to use the word “victim” in this activity which is a word with certain negative connotations. Some people prefer to use other terms, such as: person targeted by violence or affected by violence. However, the word victim is used in several international human rights instruments such as the Istanbul Convention.

So make sure to emphasize that the only person responsible to violence is the perpetrator. It is never the victim's fault.

The different scenarios or example of activities that are from the Manual on addressing gender-based violence affecting young people of the Council of Europe:

Scenario 1: A boy from your school commented on one of your photos on Facebook, saying: “You look hot. I would not mind putting my tongue into your mouth”

Scenario 2: Someone posted a photo of you on snapchat. The picture had been taken secretly, while you were taking a shower after a sports lesson

Scenario 3: In a discussion on social network, your brother boasts about how many girls he shagged. He also says that all women are just “bitches”.

Scenario 4: Your best friend put the following post onto his social network: “Women are made to stay at home and take care of children. History teaches us that they are good only at that.”

Scenario 5: Your friend told you that she had been raped by her boyfriend. He also posted a photo of her online, with the comment: “I finally got her”

Scenario 6: During an online game, other gamers sent you messages like: “you should cook something instead of being here” or “did you check your man has enough beer at home”.

Scenario 7: Your friend regularly posts online jokes picturing women as inferior to men and as “sex machines”.

Scenario 8: A girl in your class told you that she has received nasty text messages calling her “pervert tomboy”, “disgusting lesbian” and “ugly pig”, and making fun of her “big tits”. Some boys from your class have been pulling her hair and laughing at her in school

EXERCISE 3

BREAKING CHAINS:

EMPOWERING VOICES AGAINST GENDER-BASED VIOLENCE"

TARGET GROUP

Young people
(18-25 years old)

WHAT DO YOU NEED

- Flipcharts or whiteboards with markers
- Post-it notes and pens
- Multimedia equipment (projector, screen)
- Printed resources on GBV statistics and helpline information
- Handouts with key information and contact details for support services

HOW TO EXECUTE

-Introduction (30 minutes):
Welcome and icebreaker activities to create a comfortable atmosphere.
Brief overview of the workshop's objectives and the importance of addressing GBV.

-Understanding GBV (60 minutes):
Presentation on the various forms of GBV, including statistics and real-life examples.
Group discussions on societal attitudes, stereotypes, and the impact of GBV.

-Interactive Activities (60 minutes):
Role-playing scenarios depicting different forms of GBV to encourage empathy and understanding.
Small group activities exploring healthy relationships and communication.

-Legal Framework and Support Services (30 minutes):
Presentation on local and international laws addressing GBV.
Overview of available support services and how to access them.

-Empowerment Strategies (45 minutes):
Group brainstorming on ways to create a safe and supportive community.
Sharing success stories and empowerment strategies.

-Q&A and Open Discussion (15 minutes):
Inviting participants to share thoughts, questions, and personal experiences (if comfortable).

TIPS AND SUGGESTIONS

-Create a Safe Space:

Emphasize the importance of confidentiality and respect for diverse perspectives.

Use inclusive language and avoid making assumptions about participants' experiences.

-Facilitate Open Dialogue:

Encourage participants to share their thoughts and questions openly.

Ensure a non-judgmental atmosphere that fosters trust and understanding.

-Provide Resources:

Distribute information packets with relevant statistics, helpline numbers, and support services.

Create a list of recommended readings and resources for ongoing education.

-Feedback Mechanism:

Incorporate feedback forms to understand participants' experiences and gather insights for future workshops.

-Follow-Up:

Offer information on how participants can stay involved in community initiatives addressing GBV.

Provide contact details for follow-up questions or support.

Remember, the key to a successful workshop is fostering an environment where participants feel heard, respected, and empowered to make a positive impact.

S E C T I O N

05

C O N C L U S I O N S



Co-funded by
the European Union



CONCLUSIONS

Anticipating the impact of the manual, the proposed methodology, and the outlined pathways, we envisage a substantial elevation in activities dedicated to combating discrimination and gender-based violence within school programs.

This envisioned progression signifies more than just an increase in initiatives; it marks a transformative shift toward fostering a truly inclusive educational environment for women and girls. As a result, we expect not only heightened awareness but a tangible acceleration of female empowerment.

This holistic approach is poised to facilitate the identification of instances of violence, offering a proactive means of intervention. By integrating comprehensive strategies within the educational framework, the manual aims not only to address immediate issues but also to lay the groundwork for preventing future abusive behaviors. The overarching goal is to create a culture within schools that actively promotes respect, equality, and the well-being of every individual, thereby contributing to the formation of responsible and empathetic citizens.



Moreover, the methodologies proposed in the guide are strategically designed to contribute to the integrated development of key skills among youth, especially those in disadvantaged contexts.

By seamlessly incorporating these methodologies into the regular lesson plan, the guide becomes a dynamic tool against female school dropout rates and labor market marginalization.

It not only equips young individuals with the knowledge and skills needed to navigate complex societal challenges but also empowers them to become advocates for positive change within their communities. As the content of the Istanbul Convention

becomes more widely understood and embraced, we believe that this heightened awareness will serve as a catalyst for civil society.

Empowered with knowledge, individuals and advocacy groups are likely to demand greater respect for the convention's principles.

This can manifest not only through local governments but also on a broader scale within the European Parliament.

Whether through urging ratification or encouraging rejoining efforts, the collective voice of an informed and empowered civil society has the potential to shape policy and foster a more just and equal society.

“Too often being undocumented means a woman’s experience of violence remains invisible. Ten years after its signature, we celebrate the Istanbul Convention as a landmark effort to tackle the ongoing scourge that is violence against women – and to lift up all women, without distinction based on migration status or any other ground.”

Michelle LeVoy - Director of PICUM



Le Tre Ghinee



**Co-funded by
the European Union**

Project name: EmpowHer, Agreement numberID KA210-VET-D45D462B

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.