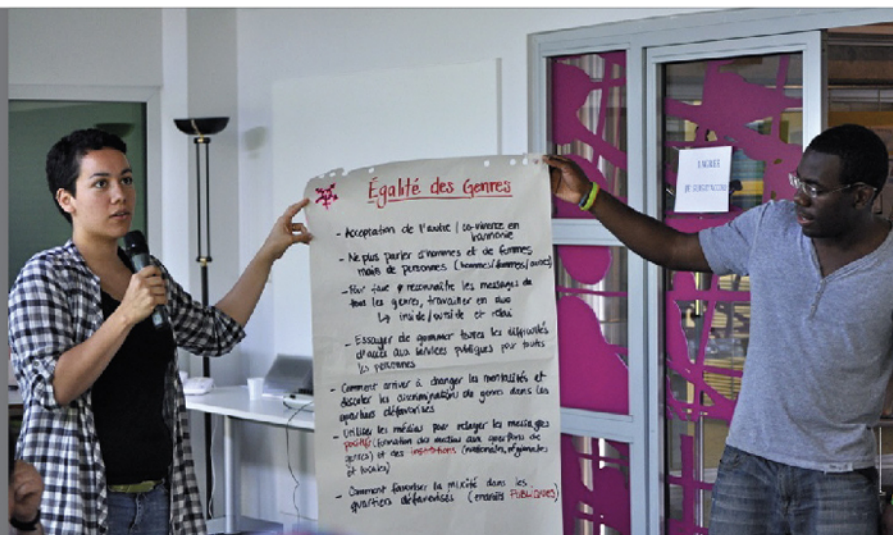




Access to Social Rights for Young People from Disadvantaged Neighbourhoods

Seminar on Gender Equality in Youth Projects

23-27 June 2010 at the European Youth Centre Strasbourg



Documentation



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Access to Social Rights for Young People from Disadvantaged Neighbourhoods

Seminar **Gender Equality** in youth projects



Documentation

The opinions expressed in this report are those of the participants of the seminar and of the documentalist and do not necessarily reflect the official position of the Council of Europe.

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This documentation has been compiled and edited by **Gisèle Evrard** with the help of the educational team of the seminar “Gender Equality in youth projects” held on 23-27 June 2010 at the European Youth Centre Strasbourg:

Monika Grzywnowicz
Nadine Lyamoury-Bajja
Dariusz Grzemny

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AN OBSTACLE
By Charlotte Perkins Gilman

I was climbing up a mountain-path
With many things to do,
Important business of my own,
And other people's too,
When I ran against a Prejudice
That quite cut off the view.

My work was such as could not wait,
My path quite clearly showed,
My strength and time were limited,
I carried quite a load;
And there that hulking Prejudice
Sat all across the road.

So I spoke to him politely,
For he was huge and high,
And begged that he would move a bit
And let me travel by.
He smiled, but as for moving! --
He didn't even try.

And then I reasoned quietly
With that colossal mule:
My time was short -- no other path --
The mountain winds were cool.
I argued like a Solomon;
He sat there like a fool.

Then I flew into a passion,
and I danced and howled and swore.
I pelted and belabored him
Till I was stiff and sore;
He got as mad as I did --
But he sat there as before.

And then I begged him on my knees;
I might be kneeling still
If so I hoped to move that mass
Of obdurate ill-will --
As well invite the monument
To vacate Bunker Hill!

So I sat before him helpless,
In an ecstasy of woe --
The mountain mists were rising fast,
The sun was sinking slow --
When a sudden inspiration came,
As sudden winds do blow.

I took my hat, I took my stick,
My load I settled fair,
I approached that awful incubus
With an absent-minded air --
And I walked directly through him,
As if he wasn't there!

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I. EXECUTIVE SUMMARY

1. Rationale and background of the seminar

The Council of Europe, the continent's oldest treaty organisation which groups together 47 countries, is promoting human rights, democracy and the rule of law. Promoting these values, the Council of Europe pays a particular attention to gender-related issues. To name some of the institution's developments in this area of work, it is worth mentioning the Gender Equality Division within the Directorate General of Human Rights and Legal Affairs. In 2009 Committee of Ministers reaffirmed its commitment to achieve a real equality between women and men by means of a declaration called "Making gender equality a reality". Activities and measures for the equality between women and men are carried out under the authority of the Steering Committee for Equality between Women and Men (CDEG). Gender mainstreaming is part of the main strategy to achieve gender equality, engendering of all policy processes with the aim to meet the needs of both women and men groups. As a response to gender-based violence, a two-year campaign on Combating Violence Against Women, including Domestic Violence was initiated in 2006.

Within the framework of its Human Rights Education Youth Programme, the Directorate of Youth and Sport has already addressed gender equality, and in particular gender-based violence, through various activities such as seminars, study sessions and training courses. The experiences collected throughout these activities are also reflected in the production of various educational resources for youth leaders and youth workers such as "Compass – A Manual on Human Rights Education with Young People" and its revised version, "Gender Matters – A manual on addressing gender-based violence affecting young people", and "Compasito – a Manual on Human Rights Education for Children".

In October 2009 and within its "Social Cohesion and the Inclusion of Young People" work priority, the Directorate of Youth and Sport organised a seminar aimed at consolidating the experience of the Directorate in its work in addressing gender-based violence affecting young people and to develop recommendations on how to work on this topic in the future. One of the recommendations from that seminar was to organise a follow-up activity on gender equality.

In 2009, the Youth Directorate initiated the Enter! project on access to social rights of young people from disadvantaged neighbourhoods. Young people from disadvantaged neighbourhoods are often socially excluded and prevented from fully benefiting from information available to empower them and enable their full and active involvement in their communities and society at large. Living in suburbs at the periphery of big metropolis, they are equally concerned with globalisation and the impact which media and the transmission of information have on new lifestyles. In the context of Enter!, "access" therefore includes the access to information and counselling as a means to empower young people and youth workers, to improve the work towards ensuring innovative and effective youth work/youth policy responses to exclusion, discrimination and violence affecting young people in multicultural disadvantaged neighbourhoods.

2. Why a seminar on Gender Equality in Enter! ?

This seminar "Gender Equality in Youth Projects" has been organised in the larger framework of the Enter! project on access to social rights for young people from disadvantaged neighbourhoods. The seminar addressed the issue of gender equality, especially in disadvantaged neighbourhoods, through a fruitful sharing of ideas and experiences on how gender equality can be promoted and mainstreamed in youth projects. The 26 participants of the seminar agreed upon a set of recommendations on how to ensure gender equality in youth work with young people in disadvantaged neighbourhoods.

The objectives of the seminar were the following:

- To identify challenges young people in disadvantaged neighbourhoods face in relation to gender equality;
- To explore current trends of gender mainstreaming in youth work;
- To exchange experiences and good practices of gender mainstreaming in youth projects and youth work in general;
- To explore ways of ensuring gender equality in youth projects with and by young people from disadvantaged neighbourhoods;
- To analyse and make proposals on how the principles of gender equality in youth work with young people from disadvantaged neighbourhoods can be implemented in European youth policy

3. *Main issues addressed during the seminar*

Around the central issue of gender equality, other ones related to gender mainstreaming, to youth projects in general and/or to projects developed within Enter! have been brought up and discussed by the participants during the seminar and are described hereinafter. A more holistic approach to the question of how to address gender equality in disadvantaged neighbourhoods is reflected in the recommendations developed by the participants.

Issues that were addressed in greater details:

- The definition of “gender” and of related terms. It appeared clearly that there are very different understandings of the term gender and of terms related to it, such as gender identity, gender expression, transsexuality, etc. In the same line, participants insisted on the importance to use adequate terminology when addressing gender equality at large, and of the implication this has in terms of concrete programmes and actions at all levels and in all spheres;
- The urgent need to clarify what gender mainstreaming is about, and how to ensure that policy-makers get beyond the dichotomy men-women;
- The importance of developing an intersectionality approach when addressing the issue of gender. Participants’ experience highlighted the need to pay attention to the interdependencies between different intersecting inequalities. “Intersectionality” means to overcome the risk to merely juxtapose inequalities rather than intersecting them, not giving equal importance to the different inequalities. Categorising or clustering people into “defined gender and identity groups” generates a threat, especially in terms of policy making, to exclude or marginalize certain groups and processes instead of developing a holistic approach and a common ground to future actions;
- Dealing with gender equality in disadvantaged areas with a particular attention to the phenomenon of “insider-outsider” and how to build trust and cooperation between different groups;
- Integrating gender equality in education and training, as an integral dimension of human rights education;
- The role of training activities focusing on gender equality understanding gender at large (see the issue of the current predominant dichotomy men-women);
- The need for youth organisations, especially those representing specific gender identity

groups (e.g. LGBT groups), to gather their efforts and better coordinate their work on gender issues;

- The challenge for such seminar to face and deal with a rather unbalanced expertise between experts on gender and gender equality and those who have a large experience in working with disadvantaged groups / in disadvantaged neighbourhoods and to therefore address both the issue of gender equality and of gender equality in disadvantaged neighbourhoods issues at the same time.

Through group's sharing, presentations, and debates, the seminar succeeded to provide a general theoretical insight into the concept of gender equality and what are nowadays challenges related to the issue, when it comes to policy making and grass-roots work.

4. Conclusions

The outcomes of the seminar have been evaluated positively by the participants and the organising team, particularly in view of the very ambitious aim of the activity and given the very limited time available.

The main results of the seminar have been the definition and the exploration of the concept of gender equality as such as well as the recommendations developed by the group of participants. It explored in depth the challenges gender mainstreaming represent in nowadays societies, the ambiguity it still bears at political and social level as well as the difficulty to address the issue of gender at large in disadvantaged neighbourhoods. Moreover and besides general proposals for follow-up, the participants also developed concrete recommendations on how to address the issue of gender equality in disadvantaged neighbourhoods as well as to create synergies between the different actors and in a transversal manner.

During the evaluation the participants and the team have welcomed the investment of the Directorate of Youth and Sport on the issue of gender, even though the focus has been up to now mainly on gender-based violence – with what it implies - rather than on gender equality as such. For this reason, it is important to mention that participants unanimously highlighted the need to further broaden the approach to gender and gender equality to become as inclusive as possible. This is a necessary step as well as a sine qua non condition to ensure further efficient work on such issue in disadvantaged neighbourhoods.

As mentioned on the point about the main issues tackled during the seminar and partly linked to the previous ones, one of the main difficulty of the seminar was to deal with a wide range of expertise either in gender and gender equality issues or on working in disadvantaged neighbourhoods. The requirement to deal with both areas of work simultaneously and in an integrated manner prevented the group to reach very clear conclusions. This demonstrated that further work is needed and all the participants showed a very clear dedication to further work in that direction, with the help of the institutions.

5. Recommendations from the seminar

The participants in the seminar developed a list of recommendations which can be organised in four categories:

1. Promoting gender equality as a response to discrimination, violence and exclusion in disadvantaged neighbourhoods;
2. Promoting gender equality in multicultural youth work in disadvantaged neighbourhoods;

3. Promoting gender equality through the development and the implementation of youth policies;
4. Education and training as a tool to promote gender equality in disadvantaged neighbourhoods.

The recommendations are addressed to national, regional or local governments and structures, among others, as well as to youth organisations and other stakeholders.

The recommendations produced by the participants will be taken into account together with other recommendations resulting from other Enter! activities. As such, they need to be seen from a complementary perspective.

General recommendations

- “Gender equality” is more than a state of mind or an attitude; it is a right and a pre-requisite for young people’s identity development. To ensure gender equality requires explaining the concept, encouraging knowledge’s development, supporting awareness-raising initiatives rather than solely dinning into people through laws, directives or isolated policies;
- The participants of the seminar recommend the member states of the Council of Europe to adopt a more intersectorial approach to gender-related policies as well as to consider gender mainstreaming in youth, social and other relevant policy developments;
- “Gender” should not be understood only in terms of sex but also in terms of identity;
- The Council of Europe should introduce a specific training for trainers on gender equality, taking into consideration the conclusions and outcomes of this seminar. This will allow a more comprehensive approach to the concept of gender equality at large and will provide all actors and practioners with a much more accurate knowledge and understanding of the issue. This is a necessary step in the work around gender issues and integrate those in youth work as well as to go beyond the dichotomy man-woman. Part of such training should encompass ongoing support and counselling of young people;
- Capacity-building of youth workers and of their structures is fundamental in addressing gender equality in youth projects in disadvantaged neighbourhoods. Such process requires investing in proper resources, training, support and recognition of competences mechanisms. It also calls for more awareness-raising in formal learning structures such as schools, where part of the curriculum should explicitly address gender equality issues through human rights education, involving not only the students but also their families and teachers in the process;
- There is a lack of information in relation to gender-based discrimination in disadvantaged neighbourhoods and specific youth research on gender equality in disadvantaged neighbourhoods should be encouraged, with a particular attention to gender discrimination based on cultural and socioeconomic backgrounds;
- Last but not least, a more gender inclusive terminology should be used at all levels (including school books) and by all actors and practioners in order to be more representative of the population.

Promoting gender equality as a response to discrimination, violence & exclusion in disadvantaged neighbourhoods

- To raise awareness about multiple identities¹ as a response to discrimination, violence, and exclusion through campaigning and the creation of focus groups in local youth organisations as well as in schools;

¹ Multiple identities in this case refer to persons’ self-identified and self-perceived gender (e.g. female, male, intergender, etc) as well as to the gender roles and how we behave, often referred to as social constructs.

- To favour the creation of intersectional units in governmental structures in order to transversally address the question of multiple identities;
- Partnerships between media and NGOs in order to create a more positive image of disadvantaged neighbourhoods as well as to raise awareness about gender equality as a tool to promote access to social rights for young people in those neighbourhoods;
- To work on the capacity building of youth organisations and the multiplying potential of the youths they work with through human rights education and training.

Promoting gender equality in multicultural youth work in disadvantaged neighbourhoods

- To develop national inclusion and participation strategies focusing on disadvantaged groups facing multiple gender discrimination based on ethnicity and socioeconomic backgrounds, which may require adjusting non formal learning activities ensuring all young people's full participation;
- To consider the issue of gender equality in disadvantaged neighbourhoods in political programmes' development;
- To ensure equal participation of young people from disadvantaged neighbourhoods and from all genders at all levels.

Promoting Gender Equality through the Development and the Implementation of Youth Policies

- To put emphasis on the implementation and monitoring of gender equality recommendations and policies focusing on disadvantaged neighbourhoods;
- To establish regional advisory gender units for monitoring such processes as well as for collecting information about gender equality and gender mainstreaming;
- To involve young people and youth workers active on gender equality in disadvantaged neighbourhoods in relevant decision-making processes;
- To establish training programmes for teachers on issues ensuring gender equality and combating ethnic discrimination;
- To enhance the political participation of women (with a particular attention to migrant women, women from minority groups or in rural areas) and support their empowerment with adequate programmes and resources.

Education and training as a tool to promote gender equality in disadvantaged neighbourhoods

- To support the organisation of trainings for young men, young women and youths from other groups (such as LGBT ones) on their rights to access public services, which therefore implies training for the staff of those services ;
- To combat school drop-outs through the development of alternative programmes and support measures, for instance through the establishment of support mechanisms for young single parents currently studying;
- To include family planning, sexual and gender education in formal and non formal learning programmes and activities. In relation to formal learning, this may include developing training for teachers on sexual education, including gender concepts;
- To promote and support classes about intercultural diversity in order to prevent multiple gender discriminations based on ethnicity and socioeconomic background.

II. FRAMEWORK OF THE SEMINAR

1. *Background*

The Council of Europe is the continent's oldest treaty organisation, founded in 1949 and has presently 47 member states.

The training programme of the Council of Europe's Directorate of Youth and Sport promoting the building and strengthening of open and democratic European societies. This programme is based on a philosophy of participation, democracy and intercultural exchange for young people who are in a position to act as "multipliers". The knowledge and experience gained at international seminars and training courses can be used by and for young people all over Europe.

The 8th Council of Europe Conference of Ministers responsible for Youth held in Kiev in 2008 adopted the Agenda 2020 "The future of the Council of Europe youth policy", which sets objectives and priorities of work for the youth field for the years to come.

- The ENTER! Project

Within its work priority "Social Cohesion and Inclusion of Young People", the Directorate of Youth and Sport of the Council of Europe initiated a three-year project to share experiences and develop innovative and effective youth work and youth policy responses to exclusion, discrimination and violence affecting young people in multicultural disadvantaged neighbourhoods.

The project, run with the support of the Flemish Agency of Foreign Affairs, draws on the experience of the Council of Europe youth sector in developing non-formal learning and training of youth workers in order to explore ways of responding to challenges faced by young people and youth work institutions.

The project is being developed with the following objectives in mind:

- To address situations of conflict and exclusion of young people living in multicultural environments through non-formal education and youth work projects;
- To develop conceptual and practical means of translating intercultural dialogue into the realities of youth work;
- To explore and identify means for innovative youth work projects with young people at risk of exclusion and violence;
- To initiate, support and evaluate thirty-five innovative pilot projects with a high multiplier effect across Europe;
- To address situations of exclusion, conflict and violence affecting young people through partnerships between youth work, youth policy and local authorities;
- To consolidate results of the "all different – all equal" European youth campaign in relation to diversity, participation and human rights.

The core element of the Enter! project is a long-term training course for youth workers/leaders working in disadvantaged neighbourhoods with young people who face difficulties in exercising their social human rights. The course aims at developing their skills and competences in setting up projects for inclusion and in sharing them with colleagues across Europe. The projects of the participants should serve as a basis for policy recommendations on the access of young people to social rights.

In addition to the training course and its support measures, the project includes seminars (such as this “gender equality” one) and meetings in 2010 and 2011 which aim at complementing the work done with youth workers by deepening specific issues and themes and especially connecting the course and the project with the other priorities of the youth policy agenda of the Council of Europe.

2. *Why this seminar?*

In the past 9 years, the Council of Europe’s Directorate of Youth and Sport, especially within the framework of its Human Rights Education Youth Programme, has focused its work on working against violence, and in particular gender-based violence, through various activities such as seminars, study sessions and training courses. The experiences collected throughout these activities were brought together in the production of an educational resource for youth leaders and youth workers: ‘Gender Matters – A manual on addressing gender-based violence affecting young people’.

In October 2009 and within its “Social Cohesion and the Inclusion of Young People” work priority, the Directorate of Youth and Sport has organised an experts’ seminar with the aim to bring together experts involved in the different activities that have taken place in relation to gender-based violence to consolidate the experience of the Directorate of Youth and Sport in its work in addressing gender-based violence affecting young people and develop recommendations on how to work on this topic in the future. One of the recommendations coming from that seminar was to organise this one – dealing specifically with gender equality.

This seminar has been organised in the larger framework of ENTER! project on access to social rights for young people from disadvantaged neighbourhoods, identifying responses to how these challenges can be tackled in youth work in order to ensure full gender equality.

Enter! is a three-year project that the Directorate of Youth and Sport of the Council of Europe initiated to address access to social rights of young people from disadvantaged neighbourhoods. This also concerns the access to information and counselling as a means to empower young people and youth workers to improve the work towards ensuring innovative and effective youth work/youth policy responses to exclusion, discrimination and violence affecting young people in multicultural disadvantaged neighbourhoods.

3. *Aim and objectives*

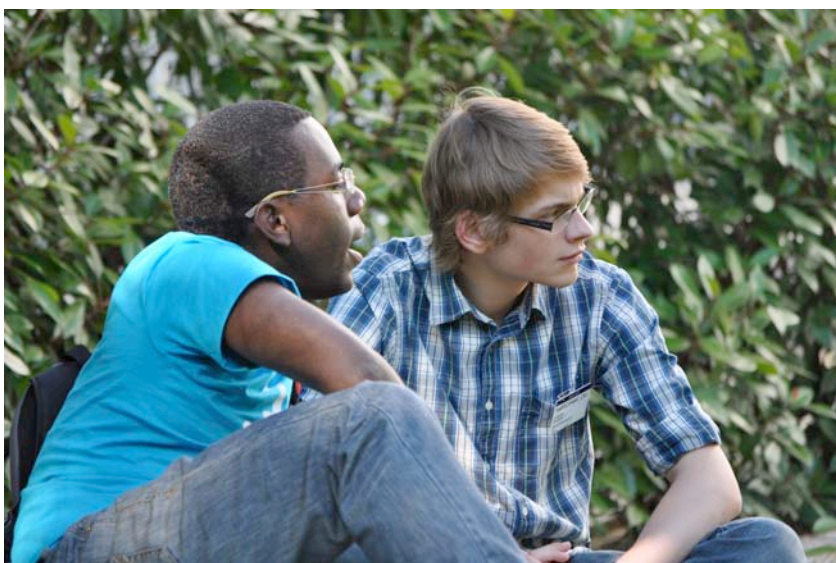
The aim of the seminar was to share ideas and experiences on how gender equality can be promoted and mainstreamed in youth projects and develop recommendations on how to ensure gender equality in youth work with young people in disadvantaged neighbourhoods.

The objectives were:

- To identify challenges young people in disadvantaged neighbourhoods face in relation to gender equality;
- To explore current trends of gender mainstreaming in youth work;
- To exchange experiences and good practices of gender mainstreaming in youth projects and youth work in general;
- To explore ways of ensuring gender equality in youth projects with and by young people from disadvantaged neighbourhoods;
- To analyse and make proposals on how the principles of gender equality in youth work with young people from disadvantaged neighbourhoods can be implemented in European youth policy

4. *Format and Methodology*

The activity has been based on the principles of non formal education and the meeting was designed as a mutual learning situation, where participants shared experience and ideas related to the topic of the seminar. The programme of the meeting ensured providing space for individual as well as group reflection and debate, encouraged exchange of best practices, group-work,



theoretical inputs and helped to create the theoretical and practical framework in which participants reflected upon existing examples of youth work practice in relation to gender equality. In addition, participants explored how they could further develop their practices, made recommendations and generated synergies among each others' work.

5. *Target group*

The seminar brought together 26 participants such as representatives of governmental institutions, of youth organisations, researchers and young people living in multicultural disadvantaged neighbourhoods.

The seminar was aimed at youth workers and social workers, active members of youth organisations, as well as at young people not being part of youth organisations, youth researchers and policy makers who have experience in implementing the principles of gender equality in youth work practice or are interested in exploring further how these principles can be put in practice in youth projects targeted at young people coming from disadvantaged neighbourhoods. Eight participants were also involved in the long term training course on the access to social rights for young people from disadvantaged neighbourhoods (Enter! Project).

6. *Programme of the seminar*

Wednesday, 23 June

Arrival of participants

19.00 Dinner

20.00 Welcome evening

Thursday, 24 June

9.30 Official opening of the seminar, by **Mr Ralf-Rene Weingärtner**, Director of the Directorate of Youth and Sport of the Council of Europe

9.50 Getting to know each other

11.00 Break

11.30 Exploring the concept of gender equality

13.00 Lunch

14.30 ENTER! Project from A to Z, by **Mr Rui Gomes**, Head of Education and Training Division of the Directorate of Youth and Sport of the Council of Europe

15.15 Introduction to the seminar

- aims and objectives

- programme and methodology

- expected outcomes

- expectations from the seminar

15.40 Council of Europe and its work in gender equality, by **Mr Dariusz Grzemny**, Educational Advisor, Directorate of Youth and Sport of the Council of Europe

16.00 Break

16.30 Sharing youth work practices in gender equality projects and initiatives from participants' organisations

19.00 Dinner

20.30 Organisational market

Friday, 25 June

9.30 Programme of the day

9.40 Gender Equality in Multicultural Youth Work - Challenges and Successes – input by **Ms Banafshe Hejazi**, independent consultant and human rights activist from Sweden

11.00 Break

11.30 Identifying challenges to gender equality in participants' realities – working groups

13.00 Lunch

14.30 Reports from the working groups

15.15 Gender mainstreaming - concepts, trends and multicultural issues – input by **Prof. Annie Cornet**, Director of the Research Unit on Gender and Diversity in Management, University of Liège, Belgium

16.00 Break

16.30 Discussion with the speaker

17.15 Sharing youth work practices in gender equality projects and initiatives from participants' organisations

20.00 Dinner out

Saturday, 26 June

9.30 Programme of the day

9.40 Recommendations on how to ensure gender equality in youth work with young people in disadvantaged neighbourhoods in working groups

13.00 Lunch

14.30 Presentations of the recommendations

16.00 Break

16.30 General conclusions by *Ms Gisèle Evrard*, the documentalist of the seminar

17.15 Planning follow-up to the seminar

18.00 Closing of the seminar

19.00 Dinner

Sunday, 27 June

Departure of participants



III. SEMINAR'S SESSIONS AND OUTCOMES

1. *The concept of gender equality*

Before going into “definitions” of what are “gender” and “gender equality” concepts, the participants were given the opportunity to first share their opinions in relation to those concepts through a “where do you stand” exercise. The part below highlights the different statements participants were given (in the green frames) as well as some of the comments which arose.

Men have more power than women

Les hommes ont plus de pouvoir que les femmes

I agree, because...

- Nowadays, the society tends to favour men and women have less political power. Still, that doesn't mean that women are inferior.
- Women are less represented or taken into consideration in decision-making processes and have less political power

I disagree, because...

- Everybody have the same rights. We are all equal.
- There is a clear difference he it comes to men and women, but the rights are equal

I am not sure, because...

- What is the context? Which “level” are we talking about? Where? Are we talking in general terms?

I agree, because...

- The needs of women are different than those of men.

I disagree, because...

- Gender equality means the same rights and opportunities for all. But that does not mean having the same roles, in the same contexts...
- The word “same” should be replaced by “equal”
- In terms of rights, I agree. But then physically (for example) men and women are not equal...
- We talk about equal opportunities. But gender equality does not mean that we are not the same; we have different needs. And good governance in this context means to respond to the different needs of the different people.

I am not sure, because...

- In terms of policy, I agree. But when it comes to practice, we do not have the same opportunities and we do have different needs.

Gender equality means that things should be the same for everybody

L'égalité des genres signifie que toutes les choses devraient être les mêmes pour tout le monde

In youth organizations people of all genders have the same say

Dans les organisations de jeunes, les personnes de tous les genres ont la même influence

I agree, because...

- We do have the same say and the right to express ourselves, also in decision-making processes.
- In my organisation we deal with trans-gender, and we all have the same say
- Usually, the voice of trans-gender is very "silent". There is a lack of knowledge about trans-gender and even about "gender". So it is hard to give the space for expression...

I disagree, because...

- It is not the gender which defines a possible influence or not but the history of the person, the experience...
- ...it should be so, but...
- It is changing, but still not totally equal.

I am not sure, because...

- LGBT are supposed to pay more attention to this, for instance. But there are still gaps between men and women and the fact of dealing with LGBT or with such issues in general does not necessarily guarantee a total equality in terms of say.

I agree, because...

- If there are no organisation targeting LGBT people, we won't talk about them, they won't be visible and they will never be included in anti-discrimination laws. Their voices have to be heard.
- There is a need for such organisation because they have the understanding, the knowledge and the expertise.
- For the moment, we need them to transform people's mind, to have an influence.
- LGBT people face multiple kinds of discriminations: in their community, at national level, at school... For many, this is still a disease.

I disagree, because...

- LGBT issues should be mainstreamed.
- This would mean to exclude and finally to still discriminate. We are all equal.
- I just don't see the point...

I am not sure, because...

- I wish we would not need them. This is my dream. Still, I recognise that right now, they are needed.
- If it is a matter of rights of LGBT people, then I agree. But in general, I think this would be another form of segregation and discrimination.

LGBT (lesbian, gay, bisexual, transgender) people need special LGBT organizations

Les personnes GLBT (gays, lesbiennes, bisexuels et trans) ont besoin d'organisations spéciales pour GLBT

I wouldn't hesitate to dress in clothes of the other sex in public

Je n'hésiterais pas à porter des vêtements d'une personne du sexe opposé en public

I agree, because... *(note: they all agreed)*

- Maybe I should actually start to dress as a woman ;-)
(said by a woman)
- What does "other sex" mean?
- Why would you hesitate to do so? The social context?
- There aren't so many differences nowadays anyway, especially when we talk about women. It is different for men though *(note: several participants mentioned that in their country it would be very difficult for a man to dress as a woman)*.
- A question to the men who said that they agree: would you be ready to dress as a woman?? Answer: yes.

I agree, because...

- Since gender equality is influenced by many different factors, I do not see it achievable in some specific countries, for instance because of religious and /or cultural factors. It would be very difficult.
- The development of "gender" is a complex process, which is – among other factors - influenced by culture. Therefore gender equality is also linked to cultural perceptions and expressions.

I disagree, because...

- Engagement makes everything possible.
- I cannot work on gender equality if I would not believe that we can achieve it. It will be long and difficult, but still.
- It will be long. In so many countries, gender equality is even not a point on the agenda...
- We talk about equality, not about equity. Equality is about equal chances and opportunities at the law level; but looking to the facts, to reality, equity does not exist.

I am not sure, because...

- Some of our societies are just not ready. Too patriarchal, too strictly men oriented.

Achieving real gender equality will never be possible

Une réelle égalité des genres ne sera jamais possible

Men from disadvantaged neighborhoods are more sexist than others

Les hommes des quartiers défavorisés sont plus sexistes que les autres

I agree, because...

- I am confused about my position. Maybe in some cases men lack information, education and this may generate more sexism...
- I think men are perceived as more sexist because this is also made more visible, especially in disadvantaged neighbourhoods. Still, the same happens in more advantaged areas too.

I disagree, because...

- The point is precisely that issues related to gender equality or to gender violence (by men over women) in disadvantaged neighbourhoods are more reported. It does not mean that men are more sexist. There is also a lack of awareness-raising about gender equality.

Following a presentation about *gender and gender equality* (please refer to page 35 for the PowerPoint presentation) and in order to respond to the need of the group to define specific terms, Monika Grzywnowicz clarified some of them as follows²:

Sex → the biological sex, assigned at birth and stated in your passport, identity document. Usually sub-divided into “male” and “female”.

Gender → is commonly used interchangeably with sex, but when sex refers to biology; gender refers to e.g. gender roles and how we behave, often referred to as social constructs.

Gender expression → how you express your gender through – for instance – clothing accessories, hair, voice or body language. Might be masculine, feminine, both or something else altogether.

Gender identity → a person’s self-identified and self-perceived gender. Might be female, male, intergender, etc.

Trans-gender → individuals whose gender expression and/or gender identity differs from conventional expectations based on the physical sex they were born into, and which was registered for them juridically at birth. Trans-gender people have any sexual orientation.

Transsexual → a person who identifies as, or desires to live and be accepted as, a member of the gender opposite to that assigned at birth. Many transsexuals also want to change their bodies. These physical changes are collectively known as sex reassignment therapy and often include hormones and sex reassignment surgery (SRS). References to and “pre-operative”, “post-operative” and “non-operative” transsexual people indicate whether they have had, or are planning to have sex reassignment surgery.

Intergender → a person identifying between or beyond the traditional genders, or choosing not to identify at all. Intergender is a type of gender identity.

² Definitions of terms provided by ANSO (Association of Nordic and Pol-Balt Lesbian, Gay, Bisexual, Transgender and Queer Student Organizations) - Trans Brochure, developed during the project “Students for Transgender Inclusion” in 2008.

2. The work of the Council of Europe in relation to gender equality

The Council of Europe has already quite a vast experience in the area of gender. The work done by the Directorate of Youth and Sport (DYS) has concentrated so far more on violence, sometimes on gender based violence and not so much on the overall issue of gender itself. All activities run on these issues were placed in the specific context, that is:

1. The Human Rights Education Youth Programme – launched in 2000 with the aim to bring human rights into the mainstream of youth policy and youth work practice;
2. The Council of Europe integrated project “Responses to violence in everyday life in democratic society” – launched by the Secretary General of the Council of Europe in 2002 for a period of three years with the aim to assist member states in the implementation of policies and also in the development of practical tools for the different actors concerned, in accordance with the common values by which these states are united in the Council of Europe;
3. Numerous activities within the youth sector addressing the issues of violence and gender based violence as well as encouraging and involving young people in the activities for prevention of gender-based violence.

The following Directorate of Youth and Sport’s seminars on violence, including gender-based violence, were held by the Directorate of Youth and Sport throughout the past 9 years:

- Violence Against Young Women in Europe - 2001
- Youth Against Violence - 2001
- Learning from Violence - 2002
- Violence in Schools – a Challenge for the Local Community - 2002
- Youth Work with Boys and Young Men as a Means to Prevent Violence in Everyday Life - 2003
- Youth Work with Fan Clubs as a Means to Prevent Violence in and around Sports Arenas - 2003
- Young People: Partners in Preventing Violence – 2004
- Several study sessions organised by youth organisations in cooperation with the European Youth Centres of Strasbourg or Budapest, such as- for instance- “GenderQueer University: Questioning Norms in Higher Education” (ANSO, March 2010), “I am here: Intercultural and Ethnic Diversity with LGBTQ Youth Communities” (IGLYO, February 2009) or “Youth against gender discrimination and homophobia” (EEE-YFU and KPH, October 2009)

All the above-mentioned seminars produced recommendations for different actors working with the issues of violence and gender based violence. Recommendations were summarised in the publication “Young People and Violence Prevention – Youth Policy Recommendations” and identified three directions to be followed addressing gender-based violence in youth work, i.e. domestic violence, masculinity and homophobic violence. Then, the Council of Europe’s 7th Conference of European Ministers responsible for youth took place in Budapest on 23-24 September 2005. The work of the ministerial conference took into consideration the recommendations from the previous activities of the Directorate of Youth and Sport and its partners and the issue of gender-based violence was specifically mentioned in the final declaration produced: *“In order to prevent gender-related violence, notably against children and young people, homophobic violence and the sexual exploitation of children and young people, governments should include a priority focus on gender equality, sexuality and power in*

their youth policy agendas”³.

The Directorate of Youth and Sport initiated a series of training courses that specifically focused on addressing gender-based violence affecting young people in 2004, 2006 and 2008:

- The “Training Course on Gender-based Violence” (2004) developed awareness about gender-based violence and gender mainstreaming in human rights education and non-formal educational activities;
- The “Training Course on Addressing Gender-based Violence Affecting Young People” (2006) developed the competences of participants and enabled them to train other youth workers and trainers on addressing gender-based violence affecting young people through non-formal education;
- The “Training Course on Gender Matters” (2008) developed the competences of trainers to address gender-based violence affecting young people through youth work and non-formal education.

The Directorate of Youth and Sport of the Council of Europe also produced “Gender matters” – a Manual on Addressing Gender-based Violence Affecting Young People” which was developed as a result of and with input from the educational and training programme (series of the above mentioned training courses) and was published in 2008.



The growing interest from international non-governmental youth organisations to organise study sessions in cooperation with the DYS, not only on the issue of gender-based violence, but also on other issues of gender can be seen as a significant achievement of the work of the DYS in this field.

However, the DYS has faced several challenges when working on the issues of gender:

- Mainstreaming gender across priority areas – should we do it or not? The challenge is that the work on gender-based violence issues is set within the Human Rights Education programme and it is a difficulty when gender is not mainstreamed;
- Lack of, or very little co-operation between the sectors of the Council of Europe;
- Different legal and cultural backgrounds at national levels across Europe, which, for example, in some cases results in the approval of organizing governments

European activities) to address the issues of gender in general during an event, but not referring to homophobia and related issues;

- Gender-based violence is often seen as violence against women or domestic violence only, i.e. the aspects such as homophobia can be ignored or excluded.

It is important to mention that the Council of Europe has a Gender Equality Division within the Directorate General of Human Rights and Legal Affairs.

In 1988, the Committee of Ministers affirmed (with the Declaration on Equality of Women and Men) that equality between women and men is an integral part of human rights and that sex-related discrimination is a challenge for the recognition, enjoyment and exercise of human rights and fundamental freedoms. Generally, in the perspective of the instruments used for the protection and

³ Final declaration, 7th Conference of European Ministers responsible for youth, 23-24 September, 2005, Budapest Hungary , page 4

promotion of human rights, the Council of Europe seeks to combat any interference with women's freedom and dignity (for example violence against women, trafficking in human beings), to eliminate discrimination based on sex and to promote a balanced representation of women and men in political and public life. In 2009 the Committee of Ministers reaffirmed its commitment to achieve a real equality between women and men by means of a declaration called "Making gender equality a reality".

The Council of Europe is committed to and does implement a wide scope of promotional activities and measures for the equality between women and men that are carried out under the authority of the Steering Committee for Equality between Women and Men (CDEG) that prioritises actions as follows:

- Action against trafficking in human beings;
- Combating violence against women;
- Gender mainstreaming;
- Equality and democracy: women in politics and decision-making;
- Equality: a common issue for women and men.

Gender mainstreaming, which is used as a main strategy to achieve gender equality and which implies engendering of all policy processes with the aim to meet the needs of both women and men groups. The following achievements have to be mentioned:

- In 2001 policies and practices in the school system were examined with a view to devising ways and means of promoting gender mainstreaming at schools and a report on the promotion of gender mainstreaming at Schools was published in 2004 which presented the different ways for promoting this strategy through, inter alia, teacher training.
- Recommendation CM/Rec (2007) 13 on gender mainstreaming in education was prepared jointly by the CDEG and the Steering Committee for Education (CDED).
- The Report on Gender Budgeting (2004) containing guidelines to assist member states on the introduction of a gender perspective in the budgetary process and A handbook on practical implementation of gender budgeting published in 2009.
- An Informal Network on Gender Mainstreaming that meets once a year to exchange information and to discuss ways of integrating this strategy in a specific field.
- Two recommendations recently adopted by the Committee of Ministers, i.e. Gender Mainstreaming in Education (2007) and the Inclusion of Gender Differences in Health Policy (2008).

In 2003 the Committee of Ministers adopted Recommendation Rec (2003) 3 containing guidelines to assist member states in promoting an increased participation of women in decision-making. The importance of this recommendation lies in a fact that it defines balanced participation as a minimum representation of 40% of both sexes in all decision-making bodies at the political and public level. The monitoring procedure on the implementation of Recommendation Rec (2003) 3 was completed in 2005 and 2008 by means of the drawn up questionnaire on gender-segregated data on the participation of women and men in political and public decision-making. The results showed that:

- Two member states where women are heads of state (elected): Finland and Ireland, and two heads of government: Germany and Ukraine;
- Only three member states that had reached the recommended minimum of 40% of women in their national parliament: Sweden 46%, Finland 41.5% and the Netherlands 41.3%.

The Council of Europe organised as well several campaigns dealing with different gender issues.

The pan-European Campaign to Combat Violence against Women, including Domestic Violence, was

carried out during 2006-2008 aiming at raising awareness that violence against women is a human rights violation. It urged member states to demonstrate political will by providing adequate resources to deliver concrete results in this field and promoted the implementation of effective measures at national level, through legislation and national action plans. The Final Activity Report of the Task Force⁴ proposed the drafting of a constraining legal instrument to combat violence against women.

The Council of Europe Campaign to Combat Trafficking in Human Beings which was launched in 2006 under the slogan “Human beings – not for sale” and was ended in 2008. Altogether, 41 member states participated in the campaign. An important achievement was that, when the Council of Europe started the campaign there were only 15 national plans of actions against human trafficking, but when it ended, there were already 30 plans on how to work with the topic. The campaign was carried out at three levels: intergovernmental, parliamentary and local/regional levels, and revised the policy at these three levels. The campaign helped to identify the need in drafting a constraining legal instrument which would see the issue of human trafficking from the global point of view, and would go beyond the recommendations or specific actions, and deal with the prevention of human trafficking, protection of victims and prosecution of the perpetrators of this crime. The campaign was the starting point in drafting the Council of Europe Convention on Action Against Trafficking in Human Beings (CETS No. 197) which marked the end of the campaign. The Convention was adopted and opened for signature in May 2005, entered into force on 1st February 2008; so far 27 countries ratified it.

3. *Input about “Gender Equality in Multicultural Youth Work – Challenges and Successes” by Ms. Banafshe Hejazi*

→ Please refer to the page 36 for the PowerPoint presentation.

Introduction

In the past ten years, Banafsheh Hejazi has combined academic studies with professional employment, volunteer work and board member positions in the field of human rights. She holds a LLM in Law and Politics of International Security (the Netherlands) and a BA in Gender Studies and Human Rights (Sweden). Recent work experiences include working as the information officer of the International Fellowship of Reconciliation’s Women Peacemakers Program in the Netherlands and as the gender methodologist of the Latin America Groups in Bolivia. She has also (co)organized and facilitated training courses through the networks of and for the youth directorate of the Council of Europe. Since March this year, Banafsheh is working at the National Touring Theatre (Riksteatern), as a coordinator at the chief of staff office in Stockholm, Sweden.

Contact information: banafem@yahoo.com / banafsheh.hejazi@riksteatern.se

The objective of the input was to shed light on gender equality in multicultural youth work from an academic activist perspective; the crossroad where theories meet grassroots action. Ms. Hejazi presented two case studies which introduced two different “entry levels”, that is the “insider” and the “outsider” approach. The ambition was to through the two case studies establish an understanding of theories behind the approaches, as well introducing the content and the results of the projects.

The academic activist approach is relevant in such projects since grassroots action develop and challenge theories that many times are conceptualized in rather isolated and homogeneous “bubbles”, the academia. Meanwhile, multicultural youth work that often takes an intersectional approach (may they be a conscious decision or not), need to be part of constructing and sometimes deconstructing concepts that often define them (e.g. “honor killing”). It is a matter of active citizenship and

⁴ [http://www.coe.int/T/E/Human_Rights/Equality/EG-TFV\(2008\)6_en.pdf](http://www.coe.int/T/E/Human_Rights/Equality/EG-TFV(2008)6_en.pdf)

democracy to, as young people, particularly from marginalized areas, take part in questioning ideas and paradigms that deeply forms (for better and for worse) their daily life.

The two projects – or case studies- Ms. Hejazi referred to are: Terrafem (representing the “minority” and the human right movement) and Elektra (representing the “majority”). After an explanation about what those two projects are about, she provided the group with a list of what she called “successes, challenges and a few paradoxes” coming out of the two projects implementation, a sort of general analysis she made out of her experience as human right activist and as youth worker.

Some of the highlighted challenges are:

- The need to go through necessary (but frustrating) debates, internally and externally;
- The disproportionate focus on one specific migrant group - the forgotten “non/Muslim” and “others”;
- The risk of getting hijacked by political parties;
- The sad acknowledgment of certain undemocratic tendencies in some organisations;
- The tendency for some older leaders to take over, to not “let go”;
- The limitation of set performances (Elektra) - when does a satire become stereotyping?

Some of the highlighted successes are:

- More people know about their rights and responsibilities;
- Some issues are not as taboo as before (e.g. honor killing);
- A higher mobilization of “migrant” women and youth (especially of younger ages);
- More youth engaged and empowered (especially when talking about individuals) → spin offs;
- A relocation of resources and mainstreaming of “minority” perspectives;
- More focus on those themes in academia, which sets ground for policymaking (and media coverage);
- Spin offs: more “insiders-outsiders” mixed projects;
- “On-lineization” of projects (Facebook, YouTube) → reaching more youths;
- A rejuvenated theatre (Elektra): a different vision the role of culture & culture consumers;
- More diverse casting (Elektra);
- Better engagement with the (new) audience.

Some of the highlighted paradoxes are:

- A polarization of “migrant” civil society organisations;
- A certain engagement by political/public figures → migrants and migrant youths as a political actors;
- New civil society organisations, new forums.

Questions and Answers

Note: Ms. Hejazi preferred allowing questions to first be answered by the participants themselves. This is the reason why for one question there may be several answers.

Q: Your approach in relation to the various perspectives (insider – outsider) is a very good one, according to me. We also try to do it in my organisation. However, how do you reach the point where outsiders and insiders can really get connected? Especially when both groups are somehow part of your own identity, when you are both. Any good practice?

A1: The organisation in which I am involved in was one of the first actively dealing with women issues in Roma communities. Of course some organisations dealing with women issues existed, but none was specialized on women in Roma communities. I attended several activities, to talk with women, to chat, to see how they were organised. Coming from such community but

being a journalist, I always felt treated as a “well-educated person”, somehow not fitting with the traditional image. I tried to get over this feeling but to still share my experience with younger women. Trust helps. If you manage to gain trust, you can really achieve a lot. It helps raising voices. Of course getting trust is a hard process, especially if you are seen as an outsider. But when you share your experience, you discover common points, common moments, common situations, and it makes things easier. I addressed myself to the leading woman in the community, and the trust of the others followed naturally. We learnt together. I did not want to take any position within that organisation but I rather wanted to support their work and other women who decided to take an active and/or leading role in it, as in the board. I also tried to connect with other women associations. We have a lot of minority groups facing very different challenges.

A2: It is also important to keep in mind our own prejudices towards the others, as we often tend to forget them. We have to address them, to talk about them.

A3: We are all working in multicultural contexts. And it is not easy to know when you are an outsider and when you are an insider. Where I work, I always need to label myself. How can we “fight” against those labels? I learnt to know myself through different places and through different labels. I know my context very well (LGBT), I know the realities inside the movement and I am therefore able to confront the label some give me. But at the same time, this also allows me to confront people from outside. I can’t control what people think, but I can still act. I can argue a lot with both insiders and outsiders. But such process with outsiders is a different one, it is another type of argument, of discussion. It is about deconstructing ignorance, which is what leads to labelling. It also helps you to think about why we have all these labels, to question levels of definition. While with the insiders, it is more about myself; it is about deconstructing my own stereotypes.

A4: Categorisation leads to prejudices and discrimination. However, one’s identity also grows through categorisation, through the belonging to a group, a community, through similarities and differences. Categorisation or labelling is not a bad thing as long as it is not judgmental.

A5: About labels: Older people feel maybe more comfortable with the question of identity, and see it easier to deal with labels. You indeed cannot control what people think, how they label you. You sometimes also need to find or get back to your own bubble, simply to recharge yourself, to get enough energy to work with the outsiders. Labelling is also instinctive, it is sometimes about what we are not, or about how insecure we may feel. We also label our “own” people, in our own bubble, the insiders.

Q: What is a multicultural society? How can we promote multiculturalism?

A1: Taking the example of Atlanta, Georgia → there are ethnic groups such as from Caucasus, Greece, India. Those are culture-based groups with people who even don’t know at all their “country of origin”. I am not sure, since this has been mentioned previously, that there is less racism in the United States, for instance. You have about 30 millions of people in jail, and most of those are Afro-America men, and there isn’t absolutely one study that can demonstrate that those have more tendencies to commit crimes than others. It is the same in Europe; most people arrested are from minority groups and it is not because they are supposedly more likely to commit crime. So no, I am not sure that the US is less racist. But it has surely a shorter historical experience in relation to such issue. The US is based on multiculturalism. But if you compare Sweden with Holland, for instance, Holland has a colonial history that allowed more contacts with foreign cultures that Sweden did not have.

A2: In East Turkey, you have Kurdish people, who are also Muslims. Now, whichever country where honour killings happen tries - in principle - to do something about it. However in Turkey, it is somehow “normal”, partly because it still happens so often. The problem is not Sweden.

The problem is not Turkey. The problem is isolation of cases and reactions. Maybe NGOs dealing with such issue should be more in contact with each other, try to talk about it, react together, at the same time.

A3: It is difficult not to personalise problems. In multicultural spaces or contexts, there are always representations, stereotypes, and prejudices. The point is how to find a way to really decrease cultural difference within a still multicultural space. Honour killings can happen everywhere, in the States as everywhere else.

A4: About normalisation: There are good feminist groups and Human Rights defenders ones active in Turkey and dealing with honour killings. And the more they are known, the more visible. People are already talking more about the issue. And it goes against the typical Middle Eastern behaviour. All over if you look at the pattern (the patriarchal structure), you don't look at it as a cultural thing. You still look at it as from which country this is coming from or where this is happening. This is the problem. And I believe those questions are really interesting ones for your session on challenges...

4. *Input about “Gender Mainstreaming – concepts, trends and multicultural issues” by Prof. Annie Cornet*

→ Please refer to the page 39 for the PowerPoint presentation.

Introduction

Annie Cornet is Professor of Human Resources and Theory of Organisation at the Hec-Ulg University (Belgium) - UER Management. She is also the Director of the Research Unit on Gender and Diversity in Management where issues such as (among others) feminine entrepreneurship, gender mainstreaming, gender budgeting, employment-based discrimination, age management, are addressed.

The presentation of Professor Cornet focused on gender mainstreaming and addressed the group with the following key questions: what is gender mainstreaming? How does it relate to sex, gender and culture? What is the concept of intersectionality? What is the analysis of the situation at the moment? How to integrate gender issues in our actions: formulation of gender policies? How to evaluate our action?

Professor Cornet presented two possible definitions of gender mainstreaming: “*an analysis of decision-making processes aiming at incorporating the prospect for equality, in all the fields and on all the levels, by the actors generally involved in policy-making*” (Council of Europe (1998: 16) “*...though allowing to distinguish, in the foreseen interventions, the unexpected side-effects which could keep on carrying inequalities*” (Secrétariat à la Condition Féminine, Québec).

She also highlighted the difference between sex (biological) and gender (a social construction of female, masculine or another identity, as well as the role to take and place to get within the family, work environment, social group/life and policy). According to Professor Cornet, the notions of “gender and culture” vary in time, are influenced by their cultural context, are part of a process of socialization/training which transmits values, standards, roles, attitudes, behaviours, to and through family, friends, social group(s), school, media, etc.

The presentation also included a brief presentation of the concept of intersectionality, which consists of: denouncing an independent analytical approach of each dimension of diversity, a process which requires a different and additional approach of the target groups, an approach by “juxtaposition”.

General overview of the current situation :

- Questioning process about the homogeneity of the target groups;
- Crossing of diverse social relations
- Combination of several dimensions and characteristics influencing:
 - the construction of individual identities;
 - the representations/understandings which influence professional paths;
 - the interactions on the labour market;
 - organisational behaviours.

How to integrate the issue gender in our actions? Examples of questions and guidelines for analysis and policy formulation.

- Clarify who are the potential beneficiaries;
- Does the analysis of the target group highlight sexual stereotypes (behaviours, attitudes, roles, etc.);
- An analysis of the target group highlighting situations of inequalities between men and women (access to the resources, capacity and degree of participation in the decision-making processes, etc);
- Is it necessary to differentiate the necessary measures as well as the objectives for women/girls than for men/boys?
- Is there a fair and equal representation of men and women involved in the definition of those policies and actions?
- Is there any kind of objective aiming at reducing sexual inequalities?

Implementation: examples of questions.

- How are the financial resources distributed (gender-budgeting) in comparison to the composition of the target group? Is it proportional?
- What about human and other types of resources (material, working spaces, etc.)?
- Do communication policies linked to the actions undertaken avoid reproducing gender-sexual stereotypes or the so-called “invisible sex” (the false neutral)?
- Do the instruments designed to evaluate and monitor the actions include gender (sex) indicators?
- Are the actors involved aware of the importance to fight against gender-sexual stereotypes and closed definitions?

Evaluation : examples of questions.

- Who are the real beneficiaries (proportion men-women) in comparison to the expected ones?
- Are the objectives achieved, in particular those related to gender (sex) equality?
- Were the resources sufficient and used in a balanced manner?
- Did the investments make it possible to reduce gender (sex) inequalities noted between the men and women/boys and girls?
- Which are the unexpected consequences and effects (positive or negative) on the gender-sexual stereotypes, or on situations of inequalities?
- Did the actions reduce or rather reinforce the inequalities?

To conclude...

To do gender mainstreaming is:

- To act for gender equality;
- To be more effective (to better fulfil gender mainstreaming’s mission and to socially achieve its goals in a more efficient manner);
- To be more effective (to better use the available resources);

- To be socially responsible.

Questions and Answers

Q: I may agree with the theory and with academic examples, but not so much with a gender-based approach, meaning not with a men-women functionalism. There are changes, there is an acculturation process: we have to go beyond the concept of man-woman, masculine and feminine, of the boys and girls roles when it comes to children. Sex doesn't determine gender. What about the group imaginary? Not only in terms of education, but also in terms of interaction, of life. Why don't we talk about social styles?

A: We are indeed talking about sectoral and functional approaches and visions of gender in this case, not about a rational one. We may disagree, but I believe that there is a need to play with the same cards in order to be able to influence or change the rules, meaning the way the question of gender is dealt with. There is a very limited space dedicated to policies and to the question of power in relation to different social groups.

Q: I have a different vision than the one you exposed, less "heterosexual". My questions are: what is the space given to those who neither feel as woman nor as man in gender mainstreaming? What is the role of gender mainstreaming in disadvantaged neighbourhoods?

A: In relation to the dichotomy man-woman, we have to be aware that gender mainstreaming is developed around it. Nonetheless, the point is to see where such vision can lead us to, understand what it can generate in terms of future changes, in demonstrating the plurality behind the mere definition of masculine and feminine. The question is how do we use gender mainstreaming in the reality, in the workfield. We have to continue to question things such as positive discrimination, which is even worse because it addresses only one group. Gender mainstreaming is not a recipe, it is a tool and it is up to us to see how to use it. It is a bit as a fridge full of elements or ingredients that we have to work with.

Q: And what about gender mainstreaming in disadvantaged areas? If gender mainstreaming is a tool and if such tool is integrated in all level, dimensions and activities organisations and structures develop, why are the competencies and motivations to work on such issue by the different departments (in the government for instance) disappearing? If we want to do everything, we end up doing nothing... Especially in disadvantaged areas: what is your view in relation to how is gender mainstreaming interpreted or integrated in those areas (or how it should be integrated)?

A: The difficulty is about the fact that equality policies are based on the model of positive action, developed by specialists and experts in equality issues, and applied in various policies adjustment processes. Gender mainstreaming is about dealing with gender issues in all policies and sectors. We must have the "gender reflex".

Q: Taking the example of Italy where I am studying policy-making, gender, migrants, etc are all very separated issues. What about a transversal approach that would also be transectoral, more inclusive? This would prevent, for instance, to approach a migrant woman from two different perspectives, the one of a migrant and the one of the sex.

A: Gender must be transectoral! It is a personal as well as a political opinion. Segmenting is risky and does not work. Now, it is important to state that the man-woman function in our societies is also a cultural issue (even in legal contexts where in numerous cases wives are still dependent on their husband). People's standards of living are also a factor to consider: better wages for women mean in most situations more independence). I give such examples to highlight how important it is to take everything into account. It is the same when it comes to the differences between disabled men and disabled women.

Q: Could you share with us best practices in terms of youth policies, education and training?

A: Well, there are different workfields addressing either the issue of men or the issue of women. We all know that. Also, there are far too many stereotypes; for instance in an educational or a vocational training context, a young Moroccan woman from a disadvantaged area may be given the option to learn about sewing, which would not be the case in privileged areas. The orientation young people are given are the projections of a life project. A young woman may still be looked as a future housewife. And I believe that advices are still influenced by the question of gender as well as by the different cultural and social stereotypes people have.

Q: I work as a trainer for local government staff and our training follow a similar approach as the one you describe, as well as a similar manual. Still, what can you suggest to make local governments more aware of the gender mainstreaming and see it as an “attractive” issue? It is not the case so far but many groups depend on the initiatives a government may take. There is a need for much more work on gender issues. So, how to make it look as a real important one?

A: To convince, it is not enough to have a motto about equality. It is about reaching the priorities of the target group of the lobby action (for instance, a manager, or a director). It is of course also about implementing what we preach for, to focus on efficiency.

Q: Do you think that sometimes we may want to go quicker than what our societies are able and ready to accept, quicker than what social changes allow?

A: Too quick? No! It is never fast enough... But it is important to very well prepare the argumentation line we'll take. For example, how to address the question of gender in sport, especially with young people? How to tackle in an efficient manner the issue of sexual orientation in the changing rooms? And this is actually valid if we enlarge the debate to the question of gender identities...

Q: Taking your example of sport events: why do we have to focus so much on the differences? Why can't we rather be all together? By focusing on men or women, we exclude a lot of other people; we cannot assume whom we have in the group. About changing rooms and taking the case of gays and lesbians: why is it considered as a “problem” or a difficult situation? It is the same about toilets: why can't we just have one single bathroom with separated toilets? I agree, it is never too fast for people to get their rights. We just started to speak up... and maybe we're considered too fast precisely because we just started...

A: It is indeed important to question stereotypes, to challenge them. This opens the way to new concepts. Why is the question of gay or lesbian) in changing rooms a problem? It is not for me, but many organisations have named it so. And the point is to see for whom it is a problem: for colleagues? For the people themselves? In any case, we have to deal with it and look for solutions. I am not a toilet designer, but it could be interesting to call the attention of the architects who design them, before they are built, and integrate such question or condition in the call for proposals. And this is valid for all types of constructions.

Q: Talking about gender equality and gender mainstreaming in our societies is quite normal nowadays. But what's the difference between gender mainstreaming and feminism? For me, one has a more negative connotation...

A: Some people present gender mainstreaming as a tool for feminism, a service for the rights of women, against men's dominating power. But many people also practice gender mainstreaming without being a feminist. Is feminism defined as a way to analyse men's power relation over women?

Q: I have a different opinion in regard to the fact that gender mainstreaming is about the dichotomy

man-woman and that we cannot change it. Yes, we can change it! We have the power to change such definition.

A: Absolutely! We agree on this! But then what is the term you will use when talking to a politician? Sometimes there is a need to categorise when you address certain groups. But of course you can change it, through education for example. Today's youths are tomorrow's politicians...

5. *Proposals for follow-up*

The participants in the seminar developed a list of recommendations. Although the latter are mainly targeting specific stakeholders and groups, such as policy-makers, researchers and youth organisations, they also address a number of Institutions as well as national, regional or local governments and structures, among others. These recommendations produced by the participants will be seen together with other recommendations resulting from the different Enter! seminars. As such, they need to be seen from a complementary perspective.

Among the various proposals, the group of participants insisted on the need for the Council of Europe to develop and implement a specific training for trainer on gender equality, taking into consideration the main points raised during this seminar. This will allow a more comprehensive approach to the concept of gender equality at large and will provide actors and policy makers with a more accurate knowledge and understanding of the issue.

IV. APPENDICES

1. *Presentation of ENTER! Project by Mr. Rui Gomes, Head of Education and Training Division of the Directorate of Youth and Sport of the Council of Europe*

→ Introduction

ENTER! is a three-year project (2009 - 2011) developed by the Directorate of Youth and Sport of the Council of Europe and it is part of the work priority on social cohesion and inclusion of young people.

This project comprises several activities. The core element of this project is a two-year course based on an online platform - **ENTER! Long term training course on Access to Social Rights for Young People from Disadvantaged Neighbourhoods**.

Other activities part of the ENTER! project are: Consultative Meeting on Youth Information and Counselling (June 2010), Seminar on Gender Equality in Youth Projects (June 2010), Expert Seminar on New Ways of Participation in Multicultural Youth Work (June 2010), Joint seminar on Youth Policy Approaches (December 2010) and Youth Congress (2011).

A reference group for the further development, monitoring and evaluation of the project has been established, bringing together the different stakeholders of the project at European level, including youth researchers and youth workers.

Aim of the project

The three-year project aims at “*developing youth policy responses to exclusion, discrimination and violence affecting young people in multicultural disadvantaged neighbourhoods*”. It is seen as a vehicle to develop the impact of non-formal education interventions in relation to the social rights of young people on European, national and local youth policy realities.

Objectives

The objectives defined for the project are the following:

- To address situations of conflict and exclusion of young people living in multicultural environments through non-formal education and youth work projects;
- To develop conceptual and practical means of translating intercultural dialogue into the realities of youth work;
- To explore and identify means for innovative youth work projects with young people at risk of exclusion and violence;
- To initiate, support and evaluate up to thirty innovative pilot projects with a high multiplier effect across Europe;
- To address situations of exclusion, conflict and violence affecting young people through partnerships between youth work, youth policy and local authorities;
- To consolidate results of the “all different – all equal” European youth campaign in relation to diversity, participation and human rights.

→ Project elements

A consultative meeting on the project took place in the beginning of March 2009 in Budapest to set a clearer framework to the project, review the current needs and issues related to the project aims, take stock of already existing initiatives, define the overall approach and develop an operational model for the planning and implementation. Finally, a network of potential partners for the project was

established. A detailed report of the meeting with its concrete results and recommendations is available.

The project will do so primarily through a **long term training course (LTTC)** that will prepare and support youth workers and youth leaders working in disadvantaged neighbourhoods with young people who face difficulties in exercising their social human rights. The course will develop their skills and competencies in setting up projects for integration and in sharing them with colleagues across Europe.

Each participant will be asked to develop a **concrete project with young people**, based on active participation, intercultural learning and human rights education. These projects will also provide the practical basis for learning about how to promote social rights of young people and how to best use youth research for youth policy action.

The experience gained from participants' projects will serve as a basis for the **development of policy recommendations** on the access of young people to social rights.

A [seminar on gender equality in youth projects](#) in June 2010 will continue the work done by the Directorate of Youth and Sports on gender “matters” and gender based violence, with a special focus on gender equality in disadvantaged neighbourhoods. Some participants of other activities within the ENTER project might be invited.

A [consultative meeting on youth information and counselling](#) will look at the access to information for young people and youth workers in disadvantaged neighbourhoods. The meeting will take place in June 2010 and links will be made with the LTTC through some projects of participants or by inviting some participants to join.

An [expert seminar on new ways of participation in multicultural youth work](#) will take place in June 2010 and focus on the participation of young people from disadvantaged neighbourhoods. Some participants of the LTTC might be invited to participate in the seminar.

A [joint seminar](#) with DGIII Social Cohesion and the Congress of Local and Regional Authorities in Europe (CLRAE) will be organised in December 2010 on the **access of young people to social rights**, with a focus on youth policy approaches and responses. This seminar should contribute to the development of a concrete policy document taking into account the overall project results.

→ *Partners*

In order to ensure a multi-sectorial approach to the project, various stakeholders and partners will be involved.

A direct cooperation with the **Congress of Local and Regional Authorities in Europe** will ensure the support of local authorities in the project implementation phase of participants, and the experience of the **Directorate of Social Cohesion of the Council of Europe** will be taken into account. The statutory organs of the youth sector attach great importance to the issue of social cohesion and inclusion. They will be naturally involved in all phases of the development of the project as well as in the monitoring and evaluation.

The **European Youth Foundation** could possibly fund individual pilot projects.

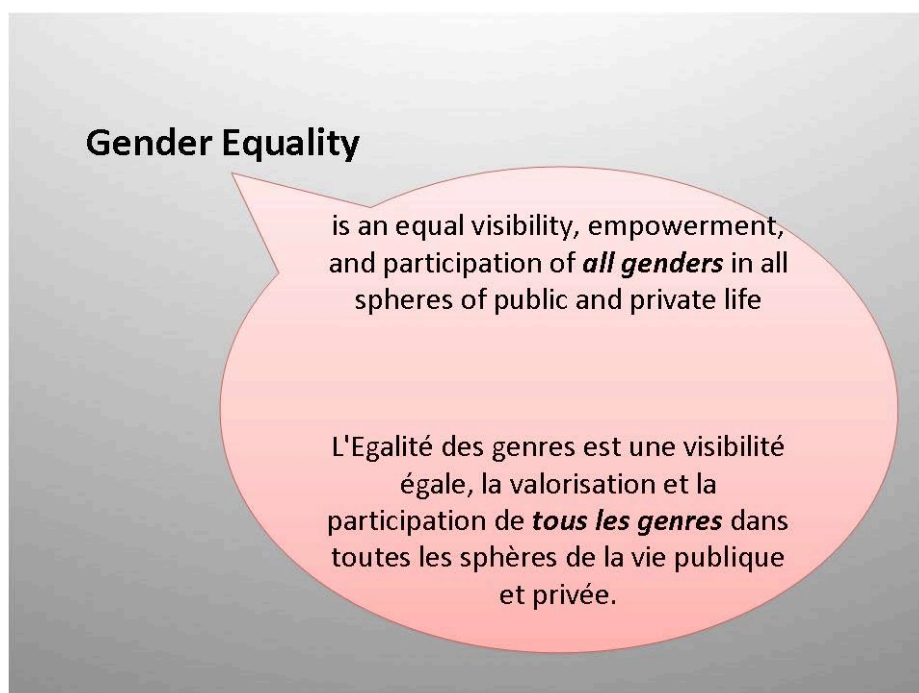
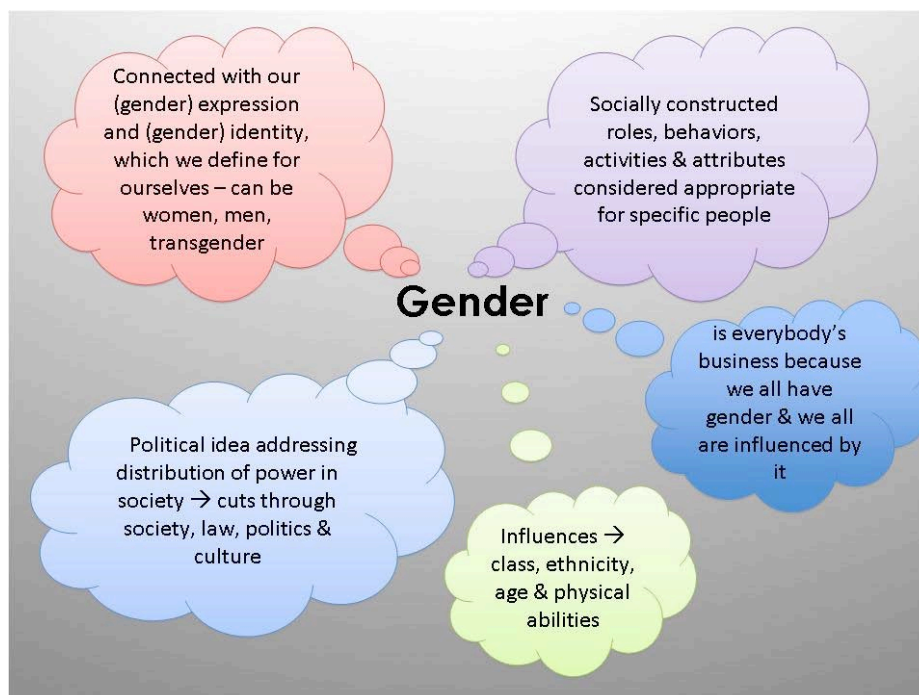
The **European Youth Forum** could contribute to the preparation and evaluation of the project, also through the input of researchers etc.

The **Salto Youth Resource Centre on Inclusion and on Participation**, as well as the **National Agencies of the Youth in Action programme of the European Commission** may also be involved in the support and funding of participants' projects and in the dissemination of results.

A **reference group** for the further development, monitoring and evaluation of the project has been established, bringing together the different stakeholders of the project at European level, including youth researchers and youth workers. It is expected that this model of steering and monitoring the project may also be applied at local level in the participants projects, hence enhancing the importance of inter-sectorial and inter disciplinary cooperation for reaching meaningful and sustainable results.

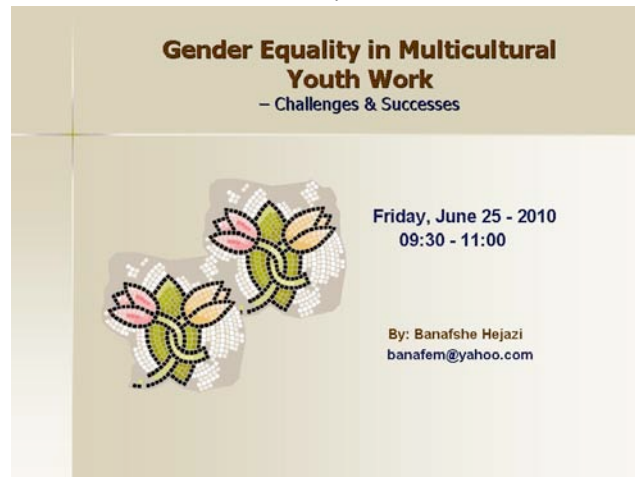
For more information about ENTER!: <http://enter.opencontent.it/eng>

2. *Input on the concepts of “gender” and “gender equality” by Monika Grzywnowicz, member of the preparatory team of the seminar.*

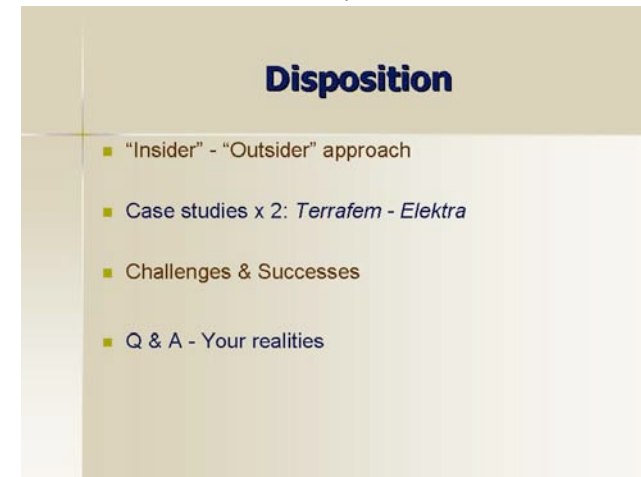


3. **PowerPoint presentation “Gender Equality in Multicultural Youth Work - Challenges and Successes” by Ms. Banafshe Hejazi**

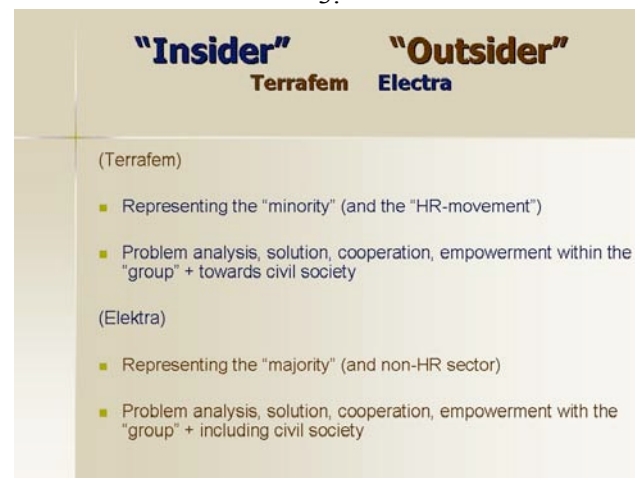
1.



2.



3.



4.



5.



Reactions from target groups, media, authorities and general public

- Right time, right profile, right sociopolitical climate
- Golden egg of authorities
- Active part of the bipolar discourse (universalism vs cultural relativism)
- Necessary (but frustrating) debate


6.



Elektra (2001)

- Established from a need (instigator>"honor killings")
- Modern version of the Greek tragedy Elektra by Sofokles
- Run by Swedish actor/director
- Gender integrated
- Swedish & "migrant" actors - "migrant" youth involvement from start (incl. prison mates)
- Various languages & religious symbols
- From suburbs to upper class areas and stages
- WS & debates w audience (audience relation development)
- School tours

7.



Reactions from target groups, media, authorities and general public

- Right time, right profile, right sociopolitical climate
- Golden egg of the media - but also Highly criticized (also by T)
- Spin offs: Elektra's Sisters, Elektra's Brothers, The Elektra Show, The Elektra Project, Sharaf Heroes and Sharaf Heroines

8.

Successes & Challenges
... and a few paradoxes

- Necessary (but frustrating) debate - internal & external
- More people know about their rights and responsibilities
- Not as taboo as before
- A bit more silent, more established, no great need to stick out
- Disproportionate focus on one specific migrant group - the forgotten "non/Muslim" "others"
- Polarization of "migrant" CSOs
- Mobilization of "migrant" women and youth (esp. younger ages)
- Engaged and empowered many youth (spec. indiv.) --- Spin offs

9.

Successes & Challenges *... and a few paradoxes*

- Relocation of resources / mainstreaming of "minority" perspectives
- More focus on the themes in academia, which sets ground for policymaking (and media coverage)
- Spin offs: More insider-Outside mixed projects
- On-lineization of projects (FB, YouTube) --- reaching more youth

10.

Successes & Challenges *... and a few paradoxes*

- Rejuvenated theatre - the role of culture & culture consumers
- More diverse casting
- Better engagement with the (New) audience
- Limitation of set performances - when does satire become stereotyping?

11.

Successes & Challenges *... and a few paradoxes*

- Engagement by political/public figures - Migrants and migrant youth as a political actor
- Risk of getting hijacked by political parties
- Certain undemocratic tendencies in org
- Older leaders taking over, not letting go
- New CSOs / New forums

4. PowerPoint presentation “Gender Mainstreaming – concepts, trends and multicultural issues”, by Prof. Annie Cornet

1.



**Gender – mainstreaming
ou
Approche intégrée de
l'égalité entre les sexes**

Annie Cornet / EGO / UER Management/ Hec-
Ulg annie.cornet@ulg.ac.be

3.



Sexe et genre

- Sexe: différences biologiques entre filles et garçons
- Genre:
 - constructions sociales du féminin et du masculin, du rôle et de la place des femmes et des hommes, de leur place dans la famille, dans l'emploi, dans la vie sociale et politique

Annie Cornet / EGO / UER Management/ Hec- Ulg annie.cornet@ulg.ac.be

2.

**Mainstreaming –
approche intégrée et/ou différenciée**



- « *analyse des processus de prise de décision, aux fins d'incorporer la perspective de l'égalité, dans tous les domaines et à tous les niveaux, par les acteurs généralement impliqués dans la mise en place des politiques* ». Conseil de l'Europe (1998:16)
- « en permettant de discerner, dans les interventions projetées, les effets insoupçonnés porteurs d'inégalités ». Secrétariat à la Condition Féminine (Québec)

4.



Genre et culture

- Genre :
 - varie dans le temps
 - influencé par la culture / le contexte
 - processus de socialisation / d'apprentissage qui transmet des valeurs, normes, rôles, attitudes, comportements
 - « transmetteur » : famille mais aussi ami-e-s, école, médias, etc.

Annie Cornet / EGO / UER Management/ Hec- Ulg annie.cornet@ulg.ac.be

5.

Intégrer le genre dans ses actions



- Identifier si les actions menées sont susceptibles de toucher de la même façon les filles et les garçons?
- Si non, comment interpréter ces différences ?
- Est-ce une affaire de « sexe » ! La même chose pour tous les garçons et les filles ?
- Un croisement sexe et milieu social ?
- Influence des normes culturelles, des groupes de référence ?

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6.



- Comment éviter que les actions soient:
 - sources d'inégalités entre les filles et les garçons
 - de renforcement des stéréotypes associés à l'un et l'autre sexe
 - d'enfermement dans les rôles assignés à l'un et l'autre sexe
 - de segmentation entre les sexes
 - de hiérarchisation du féminin et du masculin

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7.

Cela suppose

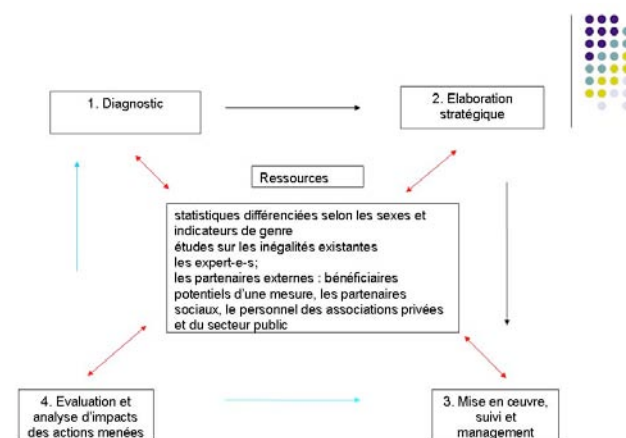


- De rencontrer les réalités « différenciées » des garçons et des filles dans l'élaboration des politiques mais **sans renforcer les stéréotypes** (naturalisation des différences)
- **De questionner** « le neutre »
- De réduire les situations d'inégalités construites autour des différences biologiques (sexe) entre les garçons et les filles

Annie Cornet / EGD / UER Management/ Hec- Ulg annie.cornet@ulg.ac.be

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8.



Annie Cornet / EGD / UER Management/ Hec- Ulg annie.cornet@ulg.ac.be

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9.

Diagnostic et formulation d'une politique



- Qui sont les bénéficiaires potentiels? (disposer de données sexuées garçons-filles)
- L'analyse du public-cible met-elle en évidence des stéréotypes sexués (comportements, attitudes, rôles des filles et des garçons)?
- L'analyse du public-cible met-elle en évidence des situations d'inégalité entre les filles et les garçons (accès aux ressources, pouvoir et degré de participation aux processus de décision)?
- Y a-t-il lieu de définir différemment les mesures envisagées et les objectifs pour les filles et pour les garçons?
- Y avait-il une juste répartition des hommes et des femmes dans les acteurs qui ont participé à la définition de ces politiques et actions ?
- Des objectifs de réduction des inégalités sexués ont-ils été identifiés?

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10.

Mise en oeuvre



- Comment se répartit l'affectation des ressources financières (gender-budgeting) en regard de la composition du public-cible ?
- Quid des ressources humaines et autres moyens mobilisés (locaux, etc.) ?
- Les politiques de communication autour de l'action menée évitent-elles de reproduire les stéréotypes sexués ou « l'invisibilité d'un sexe » (le faux neutre)?
- Les tableaux de bord prévus pour évaluer l'action et assurer son suivi comprennent-ils des indicateurs sexués ?
- Les acteurs de l'action sont-ils sensibilisés à l'importance de lutter contre les stéréotypes sexués et les déterminismes sexués?

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11.

Différents dispositifs d'action



Egalité de droit

Egalité des chances

Actions positives:

- cibler un public discriminé pour lui permettre d'être dans une situation d'égalité des chances

Discriminations positives

- viser une égalité de fait – processus de rattrapage, temporaire

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12.

EVALUATION



- Qui sont les bénéficiaires réels (répartition garçons-filles) et comparaison avec les bénéficiaires escomptés ?
- Les objectifs recherchés sont-ils atteints, notamment les objectifs liés à l'égalité garçons-filles?
- Les ressources ont-elles été utilisées de manière équitable et étaient-elles suffisantes?
- Les investissements consentis ont-ils permis de réduire les inégalités constatées entre les garçons ou les filles ?
- Quels sont les effets inattendus (positifs ou négatifs) sur les stéréotypes sexués, les situations d'inégalités ?

Ces actions ont-elles réduit ou renforcé les inégalités constatées?

Annie Cornet / EGD / UER Management/ Hec- Ulg annie.cornet@ulg.ac.be

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13.

Pour mener une politique de gendermainstreaming, il faut des ressources !



- Des statistiques sexuées permettant d'identifier les écarts entre les sexes.
- La consultation d'expert-e-s méthodologiques (*mainstreaming* de genre) mais aussi de contenu (ex: sport, scolarité, médias, etc.)
- Des études existantes mais aussi de nouvelles recherches ou des compléments à des recherches existantes.
- La mobilisation des partenaires externes : groupe d'usagers, représentants d'associations, partenaires sociaux, etc.
- Des indicateurs quantitatifs et qualitatifs permettant de comparer la situation des filles et des garçons dans l'espace et dans le temps.
- Des outils d'animation pour questionner les stéréotypes sexués (cf Equal)

Annie Comet / EGD / UER Management/ Hec- Ulg annie.comet@ulg.ac.be

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15.

En conclusion



Faire du gendermainstreaming c'est:

- Agir pour l'égalité
- Etre plus efficace (mieux remplir sa mission et atteindre ses objectifs)
- Etre plus efficient (mieux utiliser les ressources disponibles)
- Etre responsable socialement

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14.

Facteurs de succès



- Engagement fort de la part des équipes dirigeantes
- Sensibilisation, informations et formations sur l'importance d'intégrer le genre dans ses actions à destination :
 - Du personnel
 - Des partenaires
- Mise à disposition d'outils et ressources
- Mise en place d'une structure et culture organisationnelle qui évite de reproduire les stéréotypes sexués
- Intégration de la prise en compte du genre dans les politiques de gestion des ressources humaines, notamment:
 - Les objectifs à atteindre ;
 - La description des tâches ;
 - L'évaluation du personnel (accountability).
- Mise en réseau des expertises et partage des connaissances et compétences.

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16.

Envie d'en savoir plus



- Bases de données Digma (outils)
www.amazone.be
- Manuel sur le gender mainstreaming réalisé pour l'IEFH- Institut pour l'égalité des femmes et des hommes (Belgique).
www.iefh.belgique.be

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5. *Outcomes of the working groups on “identifying challenges to gender equality in participants’ realities”*

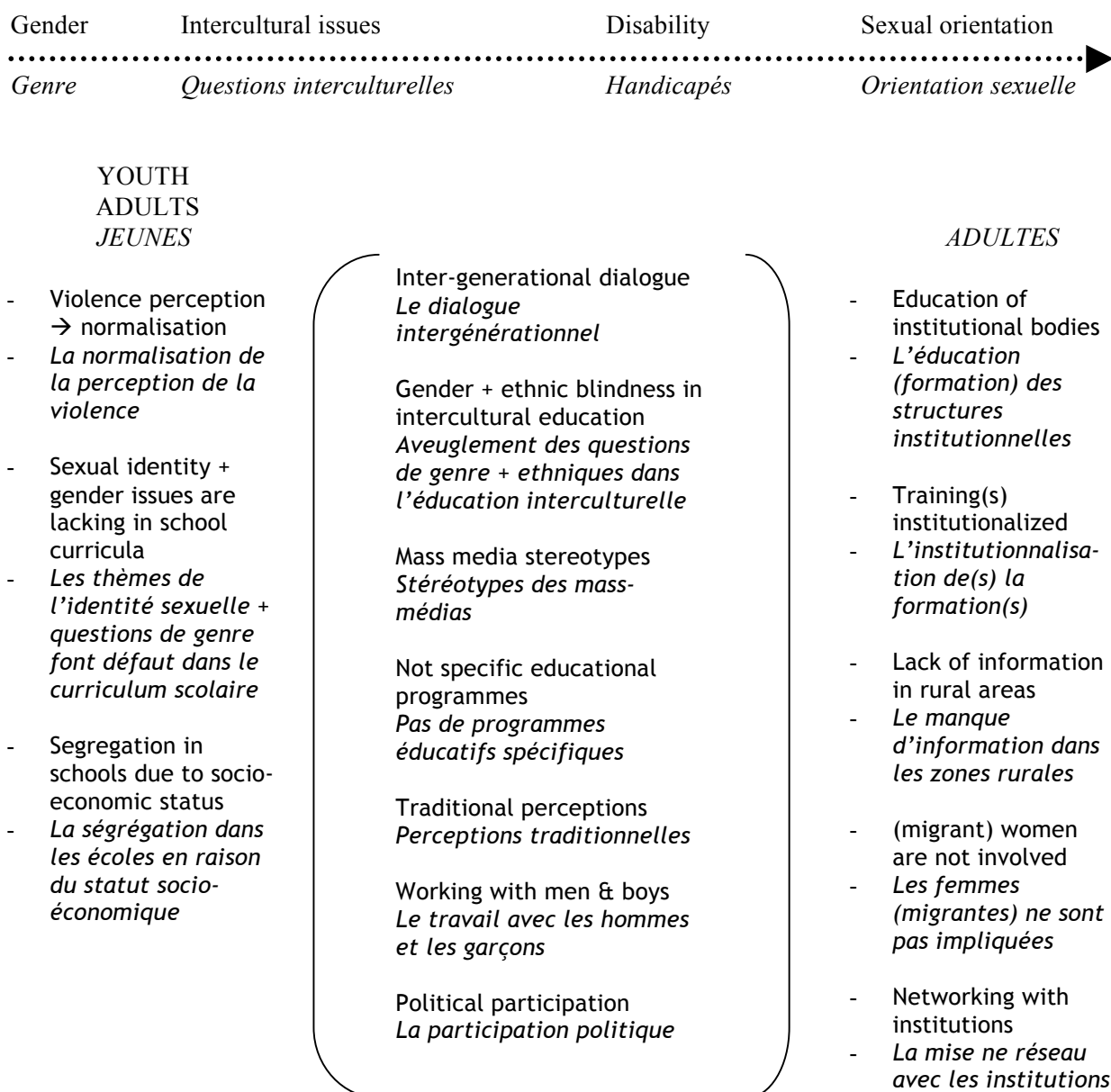
Group 1

- Acceptance of the other – living in harmony
- *Acceptation de l’autre - convivialité en harmonie*
- To not talk about men and women but about people (men, women, and others)
- *Ne plus parler d’hommes et de femmes mais de personnes (hommes, femmes et autres)*
- Recognition that the message is about all genders, and to achieve doing so: work in duo → inside/outside and link both
- *La reconnaissance du fait que le message traite tous les genres et afin d’atteindre cet objectif: travail en duo → interne (initié)/externe (non initié) et faire le lien entre les deux*
- Try to erase all obstacles to access to public services for all people
- *Essayer de gommer toutes les difficultés d’accès aux services publics pour toutes les personnes*
- How to manage to change mentalities and talk about gender discriminations in disadvantaged neighbourhoods
- *Comment arriver à changer les mentalités et discuter des discriminations des genres dans les quartiers défavorisés*
- Use media as a tool to pass on positive messages (media training about gender issues) and those of the institutions (national, regional and local)
- *Utiliser les medias afin de relayer les messages positifs (formation des medias aux questions de genre) et des institutions (nationales, régionales et locales)*
- How to favour mixed groups in disadvantaged neighbourhoods (in public places)
- *Comment favoriser la mixité dans les quartiers défavorisés (endroits publics)*

Group 2

Line of inter-sectorial approach

La ligne d'une approche inter-secteurs



Group 3

- Notion of insider / outsider
- *La notion d'interne (initié)/externe (non initié)*

- Inclusion of men/boys/all other groups
- *L'inclusion des hommes, des garçons et de tous les autres groupes*

- Resistance of local governments (resistance = sort of «not good will”) and of structures to implement concrete action plans on gender equality
- *Résistance des gouvernements locaux (résistance = manque de bonne volonté) et de structures pour l'application/mise en oeuvre de plans d'action d'égalité des genres*

- Eradication of domestic violence
- *L'éradication de la violence domestique*

- Eradication of violence on dating (for youths) → also psychological
- *L'éradication de la violence « on dating » des jeunes → aussi psychologique*

- Double discrimination based on ethnicity
- *Double discrimination basée sur l'ethnicité*

- Private/public dimensions (of domestic violence, etc)
- *Les dimensions privées/publiques (de la violence domestique, etc)*

Group 4

- Families are happy about boys' participation while girls are held back due to their parents' concerns → advantages of having elder/older persons to relate to parents
- *Les familles sont heureuses de la participation des garçons tandis que celle des filles est mise de côté (retenue) en raison des préoccupations des parents → avantages d'avoir des personnes plus âgées auxquelles se référer*
- More boys participate in leisure time activities while more girls participate in workshops
- *Il y a plus de garçons qui participent aux activités de loisirs mais plus de filles qui prennent part à des ateliers*
- Challenges to get the approval of the authorities / being held back due to gender identity
- *Défit d'obtenir l'approbation des autorités / retenue en raison de l'identité de genre*
- To face our own prejudices/stereotypes and to overcome them. Use of experience to help the others.
- *Faire face à nos propres préjugés/stéréotypes et comment les surpasser. Utiliser l'expérience afin d'aider les autres.*
- To change people's opinions and attitudes = change their identity. Can be achieved through: knowledge and more information, using media in a positive way, being aware that it is to about "understanding" but about learning and empathy
- *Changer les opinions et les attitudes des gens = changement d'identité. Peut être atteint grâce à plus de connaissance et d'information, à l'utilisation des médias d'une façon positive, la prise de conscience que ce n'est pas tant une question de « compréhension » sinon d'apprentissage et d'empathie*
- Communities contradict themselves
- *Les communautés s'auto-contradisent*
- Minority groups have prejudices against majority groups
- *Les minorités ont des préjugés vis-à-vis des majorités*
- Labels: are they important? When power/politics and funding become an issue
- *Les étiquettes: sont-elles importantes? Quand le pouvoir/les politiques et les fonds deviennent un sujet réel*

Group 5

Internal challenges - <i>Les défis internes</i>	External challenges - <i>Les défis externes</i>
Lack of awareness about Human Rights <i>Manque de sensibilisation à la question des Droits Humains</i>	Double and multiple discrimination <i>Discrimination double et multiple</i>
Lack of education <i>Manque d'éducation</i>	Lack of relevant legislation and gap when it comes to their implementation <i>Manque de législations et fossé quant à leurs applications</i>
Lack of motivation (of different groups) to raise their voices <i>Manque de motivation (des différents groupes) à se faire entendre</i>	Lack of political empowerment of minority young women in decision-making <i>Manque de valorisation/encouragement de jeunes femmes issues de minorités dans les prises de décisions</i>
Lack of resources <i>Manque de ressources</i>	Media coverage and image <i>La couverture médiatique et les images véhiculées</i>
Domestic violence <i>La violence domestique</i>	Human Rights versus cultural traditions <i>Les Droits Humains versus les traditions culturelles</i>
Inter-generational issues <i>Questions intergénérationnelles</i>	Stereotypical image of the situation, generalisation → misuse of gender inequalities as a way to create a negative image of the community <i>Image stéréotypée de la situation, généralisation → mauvais usage des inégalités de genres afin de créer une image négative de la communauté</i>
Lack of political participation <i>Manque de participation politique</i>	Lack of religious participation <i>Manque de participation religieuse</i>
Lack of structures to deal with those issues <i>Manque de structures afin d'adresser ces questions</i>	Lack of youth research <i>Manque de recherches ciblées sur les jeunes</i>
Movements need to be strengthened <i>Les mouvements ont besoin d'être renforcés</i>	
Women are not always supportive to each other (example of political participation) <i>Les femmes ne s'entraident pas toujours (exemple de participation politique)</i>	
Lack of access to information <i>Manque d'accès à l'information</i>	
Stereotypes about being different within the community <i>Stéréotypes vis-à-vis des différences au sein de la communauté</i>	
Lack of role models <i>Manque de modèles (de rôle)</i>	
Cultural traditions as an obstacle to participation <i>Les traditions culturelles en tant qu'obstacle à la participation</i>	

6. *Examples of participants' youth work practices in gender equality projects*

PERSEFONE - Italy

Name: Persefone – Percorsi di partecipazione e sviluppo

Main mission of the organisation:

The purpose of the association is to put together the professional experiences of the members in a new project with the aim of promoting an example of development based on participation, on integrated approach and on social, economic and environmental sustainability

Target group(s): public/private bodies, youth and adult

Main activities:

- social analysis and participative planning, assistance and supervision of the processes involving stakeholders' inclusion;
- planning and management of public events that promote individual and collective human rights;
- studies and scientific research;
- management of projects regarding exchange initiatives and contacts between territories

Address: Via Giovanni Battista Vico 25, 10128, Torino, Italy

c/o Torino Youth Center in Via Faà di Bruno 2, 10153, Torino, Italy

Phone: +39 393 5326269

E-mail: info@associazionepersefone.org

Website: <http://www.associazionepersefone.org/>

Other (Skype, Twitter, etc): Skype

Name of the project

Voci nel silenzio – La violenza nega l'esistenza (Voices in the silence – Violence denies existence)

This campaign is organized by Piedmont Region in connection with the “Regional plan to prevent violence against women and to support victims of violence.

Persefone selected the stories of violence, took contacts with the experts and organized all the workshops.

Main aim and objectives of the project, duration, target group

Aim: To denounce, to inform and to create awareness about the issue of domestic violence

Objectives:

- to make people aware about violence in relationships;
- to give people, in particular young people, the tools to recognize intimate violence in intimate relationships
- to provide people with a service offered by experts working on different levels on domestic violence
- to offer young students the opportunity of getting aware of domestic violence and try to find some concrete solutions
- to denounce the extremely high percentage of violence in intimate relationships

Duration (or dates):

November 2008 – November 2009

The projects started in Torino in Piazza San Carlo (S. Carlo square) on 6th and 7th of March 2009. It has been presented in the main squares of all provinces of Piedmont Region:

Vercelli – 13/03/2009

Novara – 21/03/2009

Liceo classico Gioberti (High school in Torino) – 12-13/05/2009

Alessandria – 31/10/2009

Asti – 7/11/2009

Cuneo – 16-17/11/2009

Biella – 17/11/2009

Orta S. Giulio (NO) – 6-9/11/2009

Venaria Reale (TO) - 20-26/11/2009

Target group(s): general public, young people

Type of activities within the project

The idea of the project is based on the international format “Silent Witness”. People can “meet” the stories of violence written on these figures of women that are spread in the square. People can read and reflect on these stories.

During the two days in Torino, Persefone organized

- workshop with some experts working on different levels on domestic violence: people could choose which experts they wanted to talk to and then they could have a conversation with him or her;
- all the workshops for high school students that came from all over the region to read the stories and then to discuss them with a facilitator; each group of students was assigned to a guide that introduced them the projects and all the activities and the stories of violence, and to a facilitator;

How was/is gender equality promoted and/or mainstreamed in your project?

The project itself force people to reflect about the problem of gender equality, with a main focus on the relationship between women and men.

The workshops were organized to give an opportunity to students to discuss all the themes about domestic violence and gender based violence, often starting from the equality between men and women and the perception that the students themselves had of this equality. During the workshops were also introduced by the facilitators the issue of domestic violence between homosexual people: students were provide with information about the concepts of gender, gender roles, sexual orientation, gender identity.

Learning points (lessons learnt) from the project?

The domestic violence is a very huge problem that affects anyone without differences of any kind. It is important to learn how to recognize it and to recognize our role as observer as a very important one.

Comments, remarks...

You can find anything about this in this website (unfortunately everything is in italian):

http://www.meltinglab.it/index.php?option=com_content&view=article&id=551:voci-nel-silenzio-la-violenza-nega-lesistenza&catid=3:newsflash

ARCIGAY - Italy

Name: Arcigay – Italian Lesbian and Gay Association

Partners:

- Wiener Antidiskriminierungsstelle für gleichgeschlechtliche Lebensweisen, Office against discrimination based on sexual orientation, situated in the municipality of Vienna; <http://www.magwien.gv.at>
- KPH, Campaign against homophobia, polish association that promotes human rights for lgbt people <http://www.kampania.org.pl>
- Colegas, LGBT spanish association associazione spagnola with lots of committes in many spanish towns <http://colegaweb.org>

Main mission of the organisation: Contrast discrimination based on sexual orientation

Target group(s): main focus on homosexual people

Main activities: political lobby, educational activities, networking, counseling

Address: Via Don Minzoni 18, 40128, Bologna, Italy

Phone: +39.051.0957241

E-mail: info@arcigay.it

Website: <http://www.arcigay.it>

Other (Skype, Twitter, etc):

Name of the project

Schoolmates

the website of the project (unfortunately is only in Italian)

<http://www.arcigay.it/schoolmates/ITA/progetto.htm>

Main aim and objectives of the project, duration, target group

Aim: to provide students and teachers with the tools to make schools safer place to spend time together

Objectives:

- - to contrast and prevent homophobic bullying and bullying in general;
- to raise awareness about lgbt issues in the schools
- to provide students and teachers with tools to recognize situation of violence, discrimination or exclusion

Duration (or dates):

The project started in 2006 and counted a research on these issues, a training seminar and then the workshops that were run in some Italian cities (Bologna, Modena, etc.) and in Vienna, Warsaw, Madrid.

In these years many other workshops based on this projects have been run in schools.

Target group(s): students from 11 to 18, teachers

Type of activities within the project
<p>Workshops based on non-formal education methodologies organized in way that makes it possible to adapt them in different contexts and multiply them</p> <p>There are two similar programs, one for students and one for teachers</p> <p>Some examples of activities: workshops, simulation, play roles, brainstorming, and so on.</p>
How was/is gender equality promoted and/or mainstreamed in your project?
<p>The program is focused on homophobia but with a general attention on all the issues regarding identity. Sexual orientation is strongly connected with all aspects of identity, so we can't talk about gender equality without talking about all the other aspects of identity.</p>
Learning points (lessons learnt) from the project?
<p>Everyone is different for something but this is a richness and not a starting point for discrimination or bullying.</p>
Comments, remarks...
<p>Part of the project has been the production of three manuals, one for students, one for teachers and one for facilitators so if you need some information or materials, please contact me and i'll try to take contact with the national organization :)</p>

MIGS - Mediterranean Institute of Gender Studies, Cyprus
<p>Name: Mediterranean Institute of Gender Studies [MIGS]</p> <p>Main mission of the organisation: MIGS promotes and contributes to projects of social, political, and economic themes relating to gender with an emphasis on the Mediterranean region. The Institute recognises the multilayered levels of discrimination against women and accepts that this discrimination takes different forms. It is committed to the elimination of this discrimination using a combination of research, advocacy and lobbying, as well as trainings, conferences, and other activities.</p> <p>Target group(s): Policy makers, migrants, adolescents, young people, women, the general public, teachers.</p> <p>Main activities: Research, lobbying, conducting training workshops especially with youth, capacity-building of migrant organisations, awareness-raising campaigns, media watch.</p> <p>Address: 46 Makedonitissas Avenue, Box 24005, Nicosia 1703, Cyprus Phone: :+ 357 22 351274/76 (ext. 114) E-mail: info@medinstgenderstudies.org, georgina@medinstgenderstudies.org Website: www.medinstgenderstudies.org Other (Skype, Twitter, etc):</p>
Name of the project

Young Migrant Women in Secondary Education: Promoting integration and mutual understanding through dialogue and exchange

Main aim and objectives of the project, duration, target group

Aim: The main aim of the project is to explore how the intersection of gender and ethnic stereotyping produces forms of exclusion and marginalization as experienced by young migrant women in the context of secondary education, and to identify the gaps between mainstream integration measures and young migrant women's needs using a critical gender perspective. The project also aims to develop policy recommendations aimed at improving the quality of existing structures and services in the educational context to reflect the different needs of young migrant women.

Duration (or dates): 18 months

Target group(s): Policy makers in Education, young migrant women

Type of activities within the project

- A comparative literature review to map existing integration policies in the education system;
- The undertaking of new research in each participating member state, using qualitative methods in secondary school context with students, parents and educators to examine if current policies address their needs and experiences and take into account factors such as diverse religious background, migration paths and statuses, language needs;
- The organization of homogenous and cross-ethnic discussion groups in the 5 countries with the aim to provide insights, analysis and knowledge of the experiences of young migrant women as well as identification of good practices reflecting their specific needs. The discussions will also involve European experts on gender and ethnic relations;
- Draft recommendations on how to implement more flexible and focuses measures that address the different and specific needs of young migrant women in the secondary education;
- The organization of press conferences in all partner countries to present the research results;
- Creation of transnational cooperation networks through the organization of a one-day workshop in Cyprus;
- Publication of [project information leaflets](#);
- Publication of a resource book which will incorporate the activities of the project including best practices policy recommendations for the future;
- Organization of a conference involving key stakeholders and experts with the main theme being the development of an integration model responsive to the particular needs of young migrant women in the secondary education.

How was/is gender equality promoted and/or mainstreamed in your project?

One of the main purposes of the project is precisely to promote gender equality by identifying specific factors that might inhibit young migrant women from accessing their right to education in terms of quality education as well as realising their full potential.

Learning points (lessons learnt) from the project?

The project just started a few months ago but a policy review will be ready soon from all the partner countries to the project and will be published on MIGS website as well as distributed to relevant stakeholders. MIGS shall forward it to the Department of Youth and Sport and to the coordinators of the ENTER project.

CIDADÃOS DO MUNDO/BUÉ FIXE, Portugal

Name: CIDADÃOS DO MUNDO/BUÉ FIXE

Main mission of the organisation:

The NGO "Citizens of the World" was initially created as a movement, by technical staff of different United Nations agencies, who - in their spare time - developed initiatives to raise awareness on issues not always sufficiently discussed and with no consensus within the UN. Within this perspective, it has developed particular action to mobilize the international community to provide awareness and concrete support to the needs and rights of vulnerable groups such as child soldiers, young women, people living with disabilities and the groups more directly infected and affected by HIV / AIDS.

Despite the movement continuing to develop their informal activities at international level, it felt the need of an organizational structure reason behind the creation of the NGO "Citizens of the World Association." The Association is, therefore, a legal instrument that holds in its scope, the initiatives that fit in within its statutory requirements and continues to work as a movement with the degree of autonomy and responsibility specified by particular procedures.

Today, driven by a group of people with extensive experience in their areas of expertise, it develops programs and initiatives to promote social, economic and cultural inclusion and equal opportunities for those living in particular situations of risk in order to contribute to the fulfilment of their human and individual rights.

To achieve this, outreach programs - directly engaging the active participation of the target groups - are developed, in order to provide adequate support to reduce HIV infection and discrimination of those living with HIV/AIDS or vulnerable due to individual or environmental factors.

Target group(s): Our target group are addressed to Young Girls, Young Migrants, Young People living with HIV/Aids and Young People with Special Needs

Main activities:

EXAMPLES OF PROJECTS ORGANIZED IN THE PAST

First Meeting of People and Professionals Vulnerable to HIV/AIDS due to their Mobility
Empowerment and Support to Young People living with HIV/AIDS in the Sofala Province (Mozambique) so that they may create self help groups on sustainable counseling, health and social services.

Production of Information, Education and Communication tools and services adequate to specific groups of Young People coming from Portuguese Speaking Communities and Countries in Africa created within the permanent participation of the target groups such as Teenage Mothers, Young People Out of School, Young Girls and Young Men living in particular vulnerable communities, Women living with HIV, Women affected by Domestic Violence among others.

Address: Rua de Campolide, nº51, 6 Esq, 1070-026, Lisboa, Portugal

Phone: 00 351 919105868 or 00 351 968551077

E-mail: grupobuefixe@gmail.com

Website: under construction

Other (Skype, Twitter, etc):

Name of the project

Youth Media to promote the Access of Young People Living in Disadvantaged Neighbourhoods to

Social Rights
Main aim and objectives of the project, duration, target group
<p>Aim:</p> <p>The aim of this project is to inform Young Migrants coming from Portuguese Speaking Country in Africa and Second Generation of African Migrant people about their opportunities, skills and information related to basic social rights in education and healthy in Lisbon disadvantaged neighbourhoods lived by Migrant people.</p> <p>We intend to use the existing human and material resources on communication, to establish awareness and bridges so that this specific group may exercise, in a sustainable manner, their social rights.</p> <p>Young Portuguese-speaking African Migrants living in Portugal will work to integrate in the existing Youth Magazine, radio program and blog issues regarding Social Rights.</p> <p>Youth meetings will also engage this particular group in discussions around various topics of interest, in order to mobilize concrete actions to promote social inclusion, intercultural dialogue and full exercise of our citizenship.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • To initiate issue regarding social right in radio show, in existing youth Magazine and blog, regarding opportunities related to job opportunity, training, news, seminar, and basic public service for young migrant people. • To increase skills in social inclusion, intercultural learning, human right, intercultural dialogue and youth participation of Young migrant People in Portuguese society in one year. • To support and educate young Migrant people to develop skills regarding basic social right • To plan o and organize workshop for young people regarding social right, social inclusion, human right, intercultural leaning, and youth participation in non formal education to empowering young migrant people in all the Lisbon disadvantaged neighbourhoods living by young migrant people. <p>Duration (or dates): one year(01/05/10-01/05/11)</p> <p>Target group(s):</p> <p>The target group of this project is young African Migrant People coming from Portuguese Speaking Countries and second generation of migrant. The mean obstacles are social, economical, educational and cultural.</p>
Type of activities within the project
The type of the activity is do an run radio show, Magazine, blog and organise workshop
How was/is gender equality promoted and/or mainstreamed in your project?
The gender equality is included in the all the activity of the project
Learning points (lessons learnt) from the project?

We started last month, so we wait for the some lessons learnt.

FISHBOWL YOUTH, Ireland

Name: Fishbowl youth

Main mission of the organisation:

Supporting Young people in designing, developing and organising their own events, projects and or activities, we give young people a chance to develop their interests and to create a space for socialising.

Target group(s): youth 15 years and over

Main activities:

Youth Activities

Activities organised directly by and for the youth in East Clare who are either members of the youth club or regulars in the drop-in on Friday evenings. Some activities are: drop-in, bands project, workshops on relevant issues: drugs/sex/gender etc., fundraising activities, film / dance/ massage workshops, language lessons, etc.

Training and international youth work.

Training events and /or seminars supporting the general vision of Fishbowl.

The hosting and sending of young people on exchanges or international training courses.

EVS, mainly sending

Exchanges/seminars and Training courses are generally developed by the young people themselves with the help of the leaders.

Democracy Project,

Focussing on government systems in schools between Italy and Ireland

Address:

Gleann Glas
Main Street
Tuamgraney
Co. Clare
Ireland

Phone: 00353 87 6906593

E-mail: info@fishbowlyouth.org

Website: www.fishbowlyouth.org

Other (Skype, Twitter, etc):

Name of the project

Fishbowl youth L.G.B.T. friendly drop-in

Main aim and objectives of the project, duration, target group

Aim: To provide a safe confidential space where young people can express themselves free of judgment and ridicule,

Objectives: To help young people find their way in the world and to be free to whom you are.

Duration (or dates): 2002 until ?

Target group(s): L.G.B.T.S young people

Type of activities within the project
As the L.G.B.T youth friendly drop-in is just at the beginning stages we do not have defined activities set but the hope would be to have youth exchanges with other groups in Europe and for the young people themselves to develop a programme of activities to which suits their needs. We will be encouraging the young people to design and organise these activities.
How was/is gender equality promoted and/or mainstreamed in your project?
We are amalgamating the existing mainstream youth group with the L.B.G.T youth to try and encourage youths of all genders and identities to respect each other's differences and learn from new experiences and to challenge themselves to a new perspective on situations and to allow an open mind to issues and difficulties that others may face and to be a peer support to the people around them.
Learning points (lessons learnt) from the project?
We hope to enlighten the minds of young people to the world around them and to show them that we are all different in our own right and that being different is what makes us who we are. The most important thing to remember is that the hearts in us all beat the same way, so no matter our religion, culture, sexual orientation, sex, race or ethnic identity we are all equal.
Comments, remarks...
We are the first amalgamated group of Lesbian Gay Bisexual Transgender and Straight young people in Ireland. We started with a dream that many people thought unrealistic and turned it into reality. We plan to make great changes in our area and look forward to connecting with the groups from around Europe and indeed the world (never stop dreaming).

ASSOCIATION AU DELA DES PONTS, France
Name: Badia RAIHANI
Main mission of the organisation: Association Au Delà des Ponts
Target group(s):
Main activities: Animation culturelle de quartier
Address: 71 route du Rhin 67000 Strasbourg
Phone: 03 69 22 54 20
E-mail: b.raihani@audeladesponts.fr
Website: en cour de réalisation
Other (Skype, Twitter, etc):
Name of the project
Découvrir le livre autrement

Main aim and objectives of the project, duration, target group
<p>Aim: Un objectif qui nous tient particulièrement à cœur est d'avoir un lieu où les jeunes filles et les jeunes femmes puissent se rencontrer, échanger, s'informer, autour d'un livre, d'un sujet d'actualité, un témoignage, d'un film. Deux après-midi par semaine leurs sont réservés, afin de répondre aux mieux au besoin de chacun, il y aura deux groupes : un de 12 à 18 ans et l'autre de 18 à 30 ans, le but étant de faciliter leur intégration dans la société, renforcer leurs capacités de communication. Proposer un accès aux informations, au droit, à la culture.</p> <p>Objectives: donner l'envie et le plaisir de la découverte du livre et de son contenu, attiser la curiosité, aider les habitants du quartier à se familiariser avec le livre et à se l'approprier en tant qu'outil.</p> <p>Duration (or dates): de octobre 2010 à janvier 2012</p> <p>Target group(s): les jeunes de 12 à 18 ans et de 18 ans à 30 ans.</p>
Type of activities within the project
<ul style="list-style-type: none"> • Formations aux droits sociaux, ateliers thématiques (formel ou non formel) • Organiser des sorties dans des lieux institutionnels, culturels • Mise en place des animations (création de livre, atelier BD). • Offrir à la population locale des cours d'alphabétisation
How was/is gender equality promoted and/or mainstreamed in your project?
<p>Découvrir un livre sur le droit de la femme, table ronde...</p>

LES SCOUTS, Belgique
<p>Name: Les Scouts</p> <p>Main mission of the organisation: mouvement de jeunesse – éducation non formelle</p> <p>Target group(s): enfants et jeunes (filles et garçons) de 6 à 18 ans sont animés, jeunes adultes 18 - +/- 25 sont animateurs en régions wallonne et bruxelloise de Belgique</p> <p>Main activities: éducation non formelle par l'action, le jeu, la découverte, la rencontre, la vie en petit groupe et la nature</p> <p>Address: rue de Dublin 21, 1050 Bruxelles (Belgique)</p> <p>Phone: (+32) (0)2 508 12 00</p> <p>E-mail: lesscouts@lesscouts.be</p> <p>Website: www.lesscouts.be</p> <p>Other (Skype, Twitter, etc):</p>
Name of the project
<p>Ouverture et Développement</p>
Main aim and objectives of the project, duration, target group
<p>Aim: plus de mixité – diversité (de genre, sociale, culturelle...) au sein de nos groupes, toucher un plus</p>

<p>large public.</p> <p>Objectives:</p> <ul style="list-style-type: none"> - Créer de nouveaux groupes à taille humaine pour que toutes et tous y trouvent sa place - Plus d'ouverture à la diversité au sein de nos 414 groupes locaux <p>Duration (or dates): en permanence</p> <p>Target group(s): nos 414 groupes locaux et les enfants et jeunes partout en Wallonie et en region de Bruxelles-Capitale</p>
<p>Type of activities within the project</p>
<p>Animation, sensibilisation des scouts et de leurs animateurs, formations des animateurs et des formateurs</p>
<p>How was/is gender equality promoted and/or mainstreamed in your project?</p>
<p>Proposition d'activités de sensibilisation : jeux, livres, dvd...</p> <p>Articles de promotion dans nos revues</p> <p>formation des animateurs</p>
<p>Learning points (lessons learnt) from the project?</p>
<p>La diversité est parfois difficile à atteindre (il semble en effet parfois plus simple de ne "scouter" qu'entre semblables, mais tous nos groups ayant investi du temps et de l'énergie dans la diversité et ayant fait le choix de l'animation en coeducation en sont ravis.</p>

7. *List and profiles of the participants*

Albania

Mirjeta Ramizi

ORGANISATION'S NAME:
Equity in Governance Project

Mirjeta Ramizi, Albanian independent consultant on Gender Issues, trainer on “Basics of Gender for the Local Government” and Coach on mainstreaming gender issues in the local policies. Expert on minority issues related to vulnerable communities (disadvantaged Roma and Egyptian communities). As far as her academic background is concerned, she has completed a Master on “Local Human Development and International Cooperation” at the University of Florence in Italy and graduated for Social Work from University of Tirana.

Armenia

Kristina Grigoryan

ORGANISATION'S NAME:
“Skills” NGO of Women with Special Needs

Kristina is currently studying linguistics and political science and works in SKILLS, an NGO focusing on Women with Special Needs. The NGO provides support to women with special needs and their family members to improve their social well-being and their integration in the society through arts and crafts trainings, creation of employment opportunities, organization of special cultural events and mediations.

Azerbaijan

Agshin Asgarov

ORGANISATION'S NAME:
Human Rights in the XXI Century-Azerbaijan

Belgium

Florence Depierreux

Organisation's name:
Les Scouts, Association des Scouts Baden-Powell de Belgique

Florence a une formation en sociologie, orientée développement, migrations et mouvements sociaux. Elle a travaillé pour Caritas International, une ONG accueillant des demandeurs d'asile en Belgique. Ensuite, elle a travaillé comme formatrice en droit de l'homme et équité de genre à la frontière haitiano-dominicaine. Depuis deux ans, Florence est chargée des projets "ouverture" chez les Scouts asbl en Belgique. Cela signifie qu'elle soutient les initiatives visant à accueillir toujours plus de diversité au sein de notre public : plus de mixité sociale et culturelle. Plus, concrètement Florence construit, propose et anime des outils de sensibilisation à ces thématiques et des activités facilitant l'intégration de jeunes issus de minorités sociales et/ou culturelles dans un groupe local ainsi que des formations sur ces thématiques pour nos animateurs. Florence soutient les groupes locaux rencontrant des difficultés, notamment difficultés basées sur les conflits interculturels.

Bulgaria

Alexandra Raykova

Organisation's name:
FERYP

Croatia

Danijela Lovric

Organisation's name:
Youth Centre for non-formal education-Creators, not consumers

CYPRUS

Georgina Christou

Organisation's name:
Mediterranean Institute of Gender Studies [MIGS]

FRANCE

Aouir Fadela

Organisation's name:
Centre Sociale et Culturel Papin

Badia Raihani

Organisation's name :
Au-delà des Ponts

GEORGIA

Tamar Katsitadze

Organisation's name:
IDP Women Association "Consent".

Tamar comes from Tbilisi. She works for the IDP women association CONSENT. The association works with women from Abkhazia and South Ossetia, who live in settlements and collect centres. Tamar studied law at the Tbilisi State University. Promoting her country, Tamar states that Georgia is a beautiful country with its nature, history, culture and hospitality. However, she also fell in love with Strasbourg and EYC.

GREECE

Mary Drosopoulos

Organisation's name:
United Societies of Balkans

HUNGARY

Szandra Gonzalez

Organisation's name:
Human RightS Initiative

Szandra Gonzalez works at a youth awareness-raising and capacity building organization called the Human RightS Initiative (HRSI), located in Budapest, Hungary. Her work focuses on LGBTQ (Lesbian, Gay, Bisexual, Transgender and Queer) rights, women's rights, Roma rights and in multiculturalism within youth work.

IRELAND

Dympna Dooley

Organisation's name:
Fishbowl Youth

Dee considers herself to be a human rights activist. She does however focus her work on L.G.B.T. rights and equality and multiple identities as well as the need for gender equality within the LGBT community and society as a whole. Dee has recently learned a new word for this, called 'intersectionality'. Through this seminar, Dee wanted to gain knowledge and learn how to maybe bring the experience and work of others to the group she works with.

ITALY

Marta Gianello Guida

Organisation's name:

Persefone – Percorsi Di Partecipazione e sviluppo

Marta lives in Turin in Italy and is 24 years old. She is attending University in Turin and her course is called "Policy and Social Services". Marta has been "working" for almost 4 years as a youth trainer and facilitator in high schools, on topics such as sexual identity issues, LGBT issues, intercultural issues, GBV issues and in general HR issues. Marta has been part - as an activist – in three local committees of Arcigay (national Italian gay and lesbian association). She is also part of Persefone - Percorsi di partecipazione e sviluppo, which works mainly on participation and education. Last, Marta is also vice-president of Giosef Unito, a youth association in Turin where she is also in charge of the educational activities.

Mohamed Marfoq

Organisation's name:

Liberi Tutti

LITHUANIA

Kazimieras Celiesius

Organisation's name:

Lithuanian Liberal Youth

Kazimieras works with NGOs promoting tolerance, acceptance, and humanistic values. He is a member of the Lithuanian Liberal Youth organisation and also edit an LGBT rights magazine called *Homo*. Some people call him "naïve" for often being a tad too idealistic yet he believes that if you do not have the aim, you will never be able to come close to a result. Kazimieras hopes that by meeting and discussing with the international community he is able to get ideas, learn from others and possibly avoid fatal mistakes in his NGO work.

MOLDOVA

Mariana Buruiana

Organisation's name:

**Ministry for Youth and Sport
Republic of Moldova**

Mariana works on youth issues and youth policy in the Ministry for Youth and Sport from Republic of Moldova. She has expertise in public policies, non-formal education, democracy and youth participation, citizenship education, student governance, youth information. Mariana's principle of living is: Be Yourself, live your life!

PORTUGAL

Dynka Amorim dos Santos

Organisation's name:

Citizens of the World/Bué Fixe

Miguel Araujo

Organisation's name:

Portuguese National Youth Council

Miguel is 28 years old and is a member of the board of the Portuguese National Youth Council, where he is responsible for Employment and Social Affairs. Miguel has a degree in International Relations.

RUSSIAN FEDERATION

Tamila Enginoeva

Organisation's name :

**Branch Office of “International Rescue Committee
Inc” (USA) Cooperation in the Russian Federation**

Tamila works in the International Rescue Committee in Chechen Republic (South Russia) as Programs & Projects Coordinator Assistant/Interpreter. However as a volunteer, she participates in all projects which are implemented by the IRC in Chechnya. Many of the projects address youths, their problems and possible solutions as for instance, Empowering Youth to Be Catalysts for Stability, Educate Youth in Disadvantaged neighbourhoods, Support Youth to Start Own Business through business trainings and grant distributions, etc.

After a problematic period and two devastating wars, Tamila thinks that it is now time to address human rights, and especially women's and gender equality. Her organisation will launch a new project on gender issues, called “Enhanced Protection of Women and Girls in Chechnya and Ingushetia by supporting local mechanisms to effectively address gender-based violence”. The main objectives are: Survivors of GBV and marginalized women in Chechnya and Ingushetia have access to quality, women-centered care and support services; Increased local capacity to recognize GBV as harmful and to engage in GBV prevention and conduct awareness promotion. It will start mid July/beginning of August 2010.

S E R B I A

Selena Puric

Organisation's name:

Centre for Empowerment Education and Connecting Youth

Selena Puric is from Belgrade. She is one of the coordinators of the youth organization Center for Education, Empowerment and Connecting of Youth, founded in 2008. She works in civil society sector and in non-governmental organizations since 2006, on gender and gender-related issues. Selena started as a volunteer in Shelter for Women and Children Victims of Violence, Belgrade. She took part to the World Conference of Women Shelters-Shelters in Transitions-problems and solutions, in 2008. At the moment, Selena mostly works as a youth researcher.

S P A I N

Simona Obreja

Organisation's name:

SOS Racismo Madrid and Grsp Society

Simona is a Euro-optimist in all senses of the term and started getting involved in many European issues related to human rights, migration, issues, cooperation and development, equal rights, European citizenship and active participation. After obtaining her PhD in International Relations, European Union and Globalization, Simona started to get involved in different NGO's projects because she felt like there is so much to do in so many areas in order to improve at all levels. Her role at SOS Racism Madrid relates mainly to raising awareness through practical examples, legal guidance, non- formal education (trainings, courses, seminars on the legal rights of the immigrants coming to Spain). Simona is really happy to share this new experience with the participants at the Gender Equality expert meeting in Strasbourg and is sure that apart from valuable ideas, we will manage to put up with great initiatives of cooperation between our organizations in order to get to very positive results at a greater level (glocal = global/ local level).

T U R K E Y

Esra Bayhan

Organisation's name :

TOG (Community Volunteers)

T H E F O R M E R Y U G O S L A V R E P U B L I C O F M A C E D O N I A

Elez Bislim

Organisation's name:

Association of Citizens Sumnal

Elez is from Skopje-Topaana. He is the coordinator for international cooperation, manages the centre's technical equipment but is also responsible of the computer classes, human rights courses, social activities in the community Topaana. He also deals with the English classes offered by the centre. Elez is a participant of the ENTER!, long-term training course of the Council of Europe.

Ramiza Sakip

Organisation's name:

Forum of European Roma Young People

Ramiza is a Roma activist from Macedonia and has been working for 15 years on Roma issues. She graduated at the Faculty of pedagogy "Ss.Kliment Ohridski" as elementary teacher on Macedonian language in 1997. Ramiza is a board member and treasurer of the Forum of European Roma Young People – FERYP. She is also member of the Advisory Council on Youth of the Directorate of Youth and Sport and representing it in the Reference and Support Group of the ENTER project.

UNITED KINGDOM

Zoë Croot

Organisation's name:

Derby Equality and Human Rights Youth Network

Zoë works for the Derby Equality and Human Rights Youth Network. The network is run by young people and aims to give them empowerment through ownership of the organisation. The Network wants to educate young people on their rights, give them self-esteem and build their skills and knowledge. It also provides training to their volunteers to become Human Rights Educators. This allows them to educate other young people from their communities on their human rights and issues that may affect them or those around them. Through the seminar, Zoe wanted to become better informed about gender equality and to be able to take this back to the Network in order to share what she learnt as well as implement good practice regarding gender equalities.

Facilitator

Monika Grzywnowicz - Consultant trainer

Documentalist

Gisèle Evrard

Lecturers

Banafshe Hejazi

Prof. Annie Cornet

Directorate of Youth and Sport, Council of Europe

Ralf-René Weingärtner - Director of Youth and Sport, Council of Europe

Rui Gomes - Head of Education and Training Unit

Nadine Lyamouri-Bajja - Educational Advisor

Dariusz Grzemny - Educational Advisor

7. *Bibliography – Webography*

119th Session of the Committee of Ministers (Madrid, 12 May 2009) - Declaration: Making gender equality a reality:

<https://wcd.coe.int/ViewDoc.jsp?id=1441675&Site=CM&BackColorInternet=C3C3C3&BackColorIntranet=EDB021&BackColorLogged=F5D383>

Coyote 13 - Gender mainstreaming in Intercultural Dialogue

<http://youth-partnership.coe.int/youth-partnership/documents/Publications/Coyote/13/mainstreaming.pdf>

Enter! Project

<http://enter.opencontent.it/eng>

Agenda 2020

http://www.coe.int/t/dg4/youth/News/News/022_Kiev_2008_en.asp

Directorate General of Social Cohesion

http://www.coe.int/t/dc/general/mandat_EN.asp?#P538_41760

Council of Europe- Activities related to social cohesion

http://www.coe.int/t/dg3/default_en.asp

Council of Europe – Gender Equality division

http://www.coe.int/t/dghl/standardsetting/equality/default_en.asp

Articles and documents on multiculturalism, gender, and youth.

Gender Mainstreaming – An Overview (United Nations)

<http://www.un.org/womenwatch/osagi/pdf/e65237.pdf>

Institutionalizing Intersectionality in the European Union? Policy developments and contestations (Authors: Emanuela Lombardo; Mieke Verloo)

<http://www.informaworld.com/smpp/content~content=a916357059~db=all~jumptype=rss>

Tracing Transitions: Young people, Nationality and Difference

NIKK Magazine:

There is an increasing interest in Finland on nationality, nationalism and processes of differentiation embedded in these. The Academy of Finland has initiated a Research Programme on Marginalisation, Inequality and Ethnic Relations in Finland, where a broad range of research is represented. One of the projects focuses on young people's transitions, following their paths through post-sixteen education and training into the labour market and higher education and analyzing how gender, ethnicity and sexuality intertwine.

<http://www.nikk.no/?module=Articles;action=Article.publicShow;ID=404>

Hijab chic

NIKK Magazine:

Arranged marriages, genital mutilation, honour-related murders – and hijabs. In the public debate, these tend to be treated as part of the same package. Why does the debate not focus on turbans, capes, caps – and hijabs? Or slimming, shaved legs, bridal veils – and the hijab?

<http://www.nikk.no/?module=Articles;action=Article.publicShow;ID=1105>

Young men take a stand against honour-related oppression

NIKK Magazine:

He was about to have his sister married off. Now Farman Sediq is involved in Sharaf hjältar (Sharaf heroes) and works to counter this culture of honour.

- I'm proud to be a Kurd from Iraq, but I'm also proud to stand for human rights.

<http://www.nikk.no/?module=Articles;action=Article.publicShow;ID=1080>

Young Muslims Critical of Patriarchal Interpretations of Islam

NIKK Magazine:

Young practicing Muslims in Norway do not challenge the “natural” and “God-given” divided gender system, which emphasizes the physical, psychological and emotional differences between men and women and their complementary “natures”. However, like Muslim feminists, many of them are critical of the patriarchal interpretations of Islam and instead highlight the egalitarian teachings of the Koran. The tense relations between the complementary and the egalitarian are reflected in the attitudes of young Muslims to questions on the rights of women and gender equality.

<http://www.nikk.no/?module=Articles;action=Article.publicShow;ID=598>

Definitions

Definitions of terms - ANSO (Association of Nordic and Pol-Balt Lesbian, Gay, Bisexual, Transgender and Queer Student Organizations) - Trans Brochure, developed during the project “Students for Transgender Inclusion” in 2008.

<http://www.scribd.com/doc/33016393/ANSO-Trans-Brochure>

Most definitions conform to the UN Economic and Social Council formally defined concept:

Mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality.

United Nations. 'Report of the Economic and Social Council for 1997'. A/52/3.18 September 1997.

Poem

Perkins Gilman, Charlotte. (1992). *An Obstacle*. ©The Feminist Press, 1992. Extract from *Literature and Gender*. (1996). Lizbeth Goodman (ed). Routledge in cooperation with the Open University. pp.vi.

The ENTER! project on the access to social rights for young people from disadvantaged neighbourhoods was set up in response to the growing concern and attention of the European Steering Committee on Youth and the Advisory Council on Youth, the governmental and non-governmental partners of the youth sector of the Council of Europe, to matters of social cohesion and inclusion of young people.

ENTER! is an inter-sectoral project of the Directorate of Youth and Sport of the Council of Europe for the development of youth work and youth policy responses to exclusion, discrimination and violence affecting young people in multicultural disadvantaged neighbourhoods.

The central component of the project is a long-term training course that prepares and supports youth workers and youth leaders working in disadvantaged neighbourhoods with young people who face difficulties in exercising their social human rights.

In addition to the training course, the project includes a series of activities that bring together the experiences of other sectors of the Council of Europe and of various dimensions of exclusion, discrimination and violence.

Gender equality is one of the most important cross-cutting dimensions in youth work and youth policy. The Directorate of Youth and Sport has regularly paid attention to gender equality issues notably, within its Human Rights Education Youth Programme, with the publication of the manual Gender Matters about addressing gender-based violence affecting young people.

The seminar "Gender Equality in Youth Projects" has been organised in order to look into the specific challenges faced by young people in disadvantaged neighbourhoods when it comes to gender issues and how these can be addressed through youth work projects and policy measures.

This documentation provides an insight into the issues discussed and the conclusions and recommendations of the seminar participants.



The Council of Europe has forty-seven member states, covering virtually the entire continent of Europe. It seeks to develop common democratic and legal principles based on the European Convention on Human Rights and other reference texts on the protection of individuals.



www.coe.int/youth
www.coe.int/enter
youth-enter@coe.int



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