Gender Equality in Youth Peacebuilding Projects

Report of the Study Session held by
The United Network of Young Peacebuilders
in co-operation with the
European Youth Centre
of the Council of Europe

European Youth Centre Budapest
29.11.2009 – 06.12.2009

This report gives an account of various aspects of the study session. It has been produced by and is the responsibility of the educational team of the study session. It does not represent the official point of view of the Council of Europe.

DJS/EYCB/UNOY/2010/53 Budapest, 16 September 2010

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Executive Summary

UNOY Peacebuilders, Peace Action Research Institute of Romania and Peace Dialogue NGO organised a Study Session at the European Youth Centre in Budapest from 29.11.2009 to 06.12.2009.

The topic of the study session was *Gender Equality in Youth Peacebuilding Projects* and brought together participants to discuss and reflect on these issues. A number of member organisations of the UNOY network were interested in gender, but not sure how to appropriately address the issue. The partners, which are members of or affiliated with the UNOY Peacebuilders' network, decided to organise *Gender Equality in Youth Peacebuilding Projects* to explore this issues further. The aim of the study session was to explore how youth peace NGOs can address and promote gender equality when implementing projects and activities. The specific objectives were to increase the gender awareness and knowledge of youth peace workers, provide youth peace workers with tools to gender mainstream their own organisation, give youth peace workers practical skills to ensure gender equality and sensitive work during project design and implementation and to explore practices in the field of gender related projects and policies. The session also aimed to enable participants to explore and plan follow-up projects addressing various gender-related issues.

Through a number of different methods, ranging from quizzes and movies to role plays and group discussions, the group considered these issues. The main topics included gender concepts, exploring how gender is related to inclusion and exclusion and how to ensure a gender focus in both projects and programmes. The participants were also able to provide workshops on a wide range of topics, from the role of stereotypes in fairytales to the human rights instruments linked to gender.

The main conclusion of the study session on Gender Equality in Youth Peacebuilding Projects was that youth organisations can and must include a gender perspective when implementing projects. Young people of all genders experience conflict differently. It is therefore important that youth peace organisations address gender injustice and are aware of the different challenges posed to young men and women. Gender mainstreaming youth peace organisations and projects can help address the different needs of young people of different genders most efficiently, as the gender perspective is included in all stages of project development. Gender equality is closely linked with the issue of inclusion and must be addressed in order to create projects that are not only inclusive themselves but also lead to inclusive outcomes and impacts.

The study session was an opportunity for youth peace NGOs to jointly explore how they can address gender inequality in their projects. The study session reached its aims and objectives to a large extent. Many participants were challenged to rethink their perceptions on gender, thereby increasing their awareness of the importance of gender. They received tools they could use in their daily work and had opportunities to explore follow-up projects with other youth organisations. The study session helped the partners to get a clearer idea of what kind of issues young peacebuilders are facing when trying to incorporate gender issues. Furthermore, the session made it clear that gender has different meanings to different people and that it is important to provide the tools to work on gender sensitisation. Finally, the organisers were able to learn effective practices, explore common problems and discover tools to address these issues.

Introduction

UNOY Peacebuilders – in cooperation with Peace Action Training, Research Institute of Romania (Romania) and Peace Dialogue (Armenia) – held a study session at the European Youth Centre in Budapest from 29.11.2009 to 06.12.2009 on *Gender Equality in Youth Peacebuilding Projects*. The purpose of this report is to give an overview of the programme and the outcomes of the week-long study session. The report is meant to be a resource for participants, a learning tool for future organisers of study sessions and a complete report of activities for donors.

Aims:
The purpose of the study session was to explore how youth peace NGOs can address and promote gender equality when implementing projects and activities. The outcomes of the study session will assist youth NGOs in UNOY Peacebuilders' network in improving their work and ensuring that gender equality is promoted and thereby creating a culture of peace and challenging structural violence.

Objectives:

- increase the gender awareness and knowledge of youth peace workers
- provide youth peace workers with tools to gender mainstream their own organisations
- give youth peace workers practical skills to ensure gender equality and sensitive work during project design and implementation
- explore practices in the field of gender related projects and policies and explore and plan follow-up projects addressing various gender-related issue

Organisers:

The implementation team consisted of 3 organisations: UNOY Peacebuilders, PATRIR and Peace Dialogue NGO. PATRIR has been a member of UNOY Peacebuilders for many years and the organisation has worked with UNOY Peacebuilders in the past. Peace Dialogue is one of the more recent organisations affiliated with UNOY Peacebuilders, but has a long history of working with individuals in the organisation on different projects. A fourth partner was also part of the planning process[1]. The study session was organised in co-operation with the Directorate of Youth and Sport of Council of Europe.

United Network of Young Peacebuilders
The Netherlands

The United Network of Young Peacebuilders (UNOY Peacebuilders) is a global network of 42 youth-led peace organisations and over 300 affiliates, active in the field of peacebuilding and conflict transformation. UNOY's International Secretariat, based in The Hague, contributes to the work of its members and affiliates through capacity building and advocacy. It also engages in a range of additional activities to support these two key functions, i.e. networking; sharing of information; advice and support through a pool of resource persons; research; fundraising and administrative support. Since its inception in 1989, UNOY Peacebuilders has organised a series of international work group meetings, training seminars and regional/global conferences. Furthermore, UNOY Peacebuilders has been actively promoting the UN declaration of the 'International Decade for

[1] NGO Vita from Kosovo (All reference to Kosovo, whether to the territory, institutions or population, in this text shall be understood in full compliance with the United Nations Security Council Resolutions 1244 and without prejudice to the status of Kosovo) was part of the initial planning process but due to unforeseen events could not take part in the actual implementation.

a Culture of Peace and Non-violence (2001-2010)' and is promoting the values and principles gathered in the Earth Charter as a guiding ethical framework for action.

Peace Action Training and Research Institute of Romania
Romania

Since 2001, **PATRIR** has become one of the leading international centres for training in the field of peacebuilding and conflict transformation, development, post-war rebuilding, reconciliation and resolution. PATRIR's key operations are in the areas of: peace support operations and support for/ engagement in mediation and on-the-ground peacebuilding processes; deployment of civil peace services and peace workers to the field; training and capacity building and enhancing capacities, applied knowledge and skills for peacebuilding and conflict transformation (including an important stream on gender). PATRIR's *Youth and Peacebuilding Programme* channels young people's energies and inspiration to enhance knowledge, capacities and possibilities for actions that are decisive in resolving conflicts, bringing alternatives to violence and waging sustainable peace. Every year, PATRIR organises the 16 Days Campaign against violence against women in Cluj-Napoca. The campaign includes trainings, workshops in schools, movies, public art and awareness raising.

Peace Dialogue NGO
Armenia

Peace Dialogue is a new NGO registered in Armenia. It unites people from different countries, including Armenia, Russia, Georgia, and Germany, who have worked for many years on peacebuilding in the Caucasus at large and in their respective countries.

The mission of Peace Dialogue is the promotion of the active participation of civil society on regional, national and international levels and the stimulation of a respectful dialogue between societies of conflicting parties, with a long-term goal of contributing to a peaceful resolution and prevention of conflicts. This is achieved though capacity building, strengthening of respect for human rights and democratic values, promotion of civil peace initiatives and advocacy on behalf of victims of conflict.

Peace Dialogue NGO believes that only through dialogue can peace be achieved. To this end, they have a vision of achieving multilayer dialogue on regional, national, and international levels in order to form a consciousness among society: that they are responsible for peace; that they are allowed to demand peace from the authorities of their countries; and to create conditions for common support for the representatives of societies of conflicting sides who realize that there is no alternative to the peaceful conflict regulation.

Directorate of Youth and Sport of the Council of Europe

The Directorate of Youth and Sport is part of the Directorate General of Education, Culture and Heritage, Youth and Sport of the Council of Europe. The Directorate elaborates

guidelines, programmes and legal instruments for the development of coherent and effective youth policies at local, national and European levels. It provides funding and educational support for international youth activities aiming at the promotion of youth citizenship, youth mobility and the value of human rights, democracy and cultural pluralism. It seeks to bring together and disseminate expertise and knowledge about the life situations, aspirations and ways of expression of young Europeans. It also encourages the development of youth associations, networks and initiatives, and promotes international co-operation.

Profile of Participants:

The participants at the study session were from a wide range of backgrounds. In total, 317 applications from 68 different countries were received.[2] The overall quality of the applicants was very high and qualifications, experience, background, geographical distribution, motivation, gender balance and age were taken into consideration when the team made the selection of participants. The participants were carefully selected through a rigorous selection process which included the whole implementation team. Attention was paid to selecting participants with background and interest in gender issues.

In the end, 29 dynamic young people came to the European Youth Centre in Budapest, each person with their own experiences and knowledge. 18 participants were female and 11 were male. The participants ranged in age from 21-37 and came from 19 different countries within the Council of Europe (CoE). Three participants from outside the CoE member states were invited to join the study session as well.[3] This was greatly appreciated by the group, as confirmed by individual participants during informal talks and through observation. The viewpoints from the participants from outside of the Council of Europe member states provided the group with additional perspectives and insights as well as good practices. It was also an opportunity for some of the participants from Council of Europe member states to interact with young people from outside Europe for the first time.

The participants represented different youth organisations with varying priorities, but all were working in the youth field. Some organisations were already working with various gender issues, whereas others were hoping to implement a gender aspect in their organisation.[4]

The participants came partly from UNOY Peacebuilders' network, as well as from organisations loosely or not affiliated with UNOY Peacebuilders. This provided an opportunity to explore the issues from a different range of backgrounds, and also an opportunity to strengthen links and explore new partnerships.

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[2] 54% of the applicants were female and 45% were male. Their ages ranged from 18 to 64 years old, however, the median age of applicants was 27 years old.

[3] The organisation aimed to invite 5 non CoE participants to attend the course. The participation of non CoE youth was part of UNOY Peacebuilders's gender program funded by Oxfam Novib. However, only 3 participants attended. The participants from outside the COE could have been selected even earlier to ensure that visas could be arranged on time. Alternatively, we would hold the study session in Strasbourg as it is easier for participants from outside COE to get visas to France than Hungary due to the cooperation with other Schengen countries. For instance, there are only 3 locations in Sub-Saharan Africa in which to get a visa for Hungary (Kenya, Nigeria and South Africa).

[4] A full list of participants can be found in appendix 2.

Programme Content:

The programme was set up during the preparatory visit in Budapest in August 2009. The programme was intense and ambitious, covering a wide range of activities and topics.[5] The training was non-formal with a focus on peer-to-peer learning. Methodologies used were group work, presentations, plenary presentations and workshops, open space discussions and individual reflection.[6]

Welcome and getting to know each other

The first day was dedicated to participants getting to know each other and setting the scene for the days that would follow.[7] The aim was to clarify the programme, explore fears and expectations and promote positive group dynamics. In order for a diverse group of people to open up and discuss a potentially controversial and at times difficult topic such as gender, it was important for people to be comfortable. Hopes and fears were listed and expectations were explored. The expectations of the participants ranged from learning more about gender mainstreaming and sharing effective practices, to developing concrete project ideas, to meeting people and experiencing life in Budapest.

Summary of Expectations:

- Find new partners and explore follow-up projects
- Understand gender mainstreaming
- Learn how to integrate gender into projects
- Share good practices, resources, methodologies and tools
- Share experiences and gain knowledge about peacebuilding
- Discover specific examples of gender in peacebuilding
- Understand how gender is perceived in different countries
- Learn how organisations are already integrating gender into their projects

Official welcome, introductions to the organisers and teambuilding

Antje Rothemund, Director of the European Youth Centre Budapest (EYCB) of the Council of Europe, gave a speech to the participants to welcome them to the EYCB. Ms. Rothemund explained that the Council of Europe is the oldest European organisation promoting human rights and the rule of law. The EYCB is a centre for non-formal learning with and for young people. The results of study sessions are incorporated into the policy system of the Council of Europe. Furthermore, participants are seen as multipliers and are expected to integrate the work they do into their communities and home countries. She also explained that peace and gender are at the heart of the youth sector program. The desire for peace was in fact the very reason that the COE was set up. Gender issues are also politically a hot topic, ranging from domestic violence and understanding masculinity to homophobia. There are still big difference between intentions expressed by countries and their actual actions taken on the topic of gender. However, education empowers young people to step up and work on positive change and to "be the change you want to see".[8]

[5] Please see appendix 1 for the programme.

[6] See the appendix 4 for a full overview of the various methods.

[7] Gender issues touch the core of people, and in order to make sure that the participants well-being was taken care of, the core implementation team were all presented to the group as trust persons that could be approached in case of difficulties. The group chose more than one trust person in order for the participants to approach the trust person that they felt they best could get along with or that could best understand them due to gender, age, background, language, etc. As the week progressed, the reflection groups were used as a moment to reflect not only on the individual learning and the day-to-day programme, but also to discuss sensitive issues related to gender.

[8] Original quote by Mahatma Gandhi, Indian political and spiritual leader (1869 - 1948): *You must be the change you want to see in the world.*

Afterwards, an introduction to the team members and organisers was given, as well as a more detailed introduction to the Council of Europe. The group also had to work out a number of teambuilding exercises and assignments in the *Mission Impossible* exercise in order to get to know each other, the venue, the programme and the local community.[9] Once the participants had learned each others names and got familiar with the venue, the official programme could start.

Gender concepts and inclusion Gender concepts and terminology were analysed on the second day of the programme. The third day gave participants a free morning to explore Budapest and get to know each other further. In the afternoon, the external expert Gal Harmat, lead the participants in a discussion on gender stereotypes. She continued the following day with a discussion on inclusion and exclusion. Additionally, she presented success stories of gender mainstreaming programs that had taken place around the world. These were examples of just a few individuals deciding to fight injustice and succeeding.

Gender Mainstreaming
After the introduction to concepts as well as exploring how gender is connected with peace and inclusion, the group started working on discussing how to gender mainstream youth peace organisations as well as how to make gender inclusive projects.

Participants Workshops
The second-to-last day of the session was dedicated to participants' workshops. Having a large group of resourceful people meant that there were quite a few workshops to choose from. In total there were four time slots, with two or more workshops taking place simultaneously. Participants signed up for the workshops that most interested them. Among the topics were re-writing children's stories from a gendered perspective, using theatre for change, gender tools, fundraising and women in Islam.[10]

Project Management and Wrapping-up
The final day was spent rounding up discussions, drawing conclusions and creating space for planning future projects. The project cycle was explained with a focus on gender equality. Participants were given explanation about the resource kit they had helped make themselves before the start of the study session by sending in the resource templates.[11] Additionally, more resources were presented by the team itself. The day ended with final evaluations and a revisit of the fears and expectations listed by the participants on the first day.

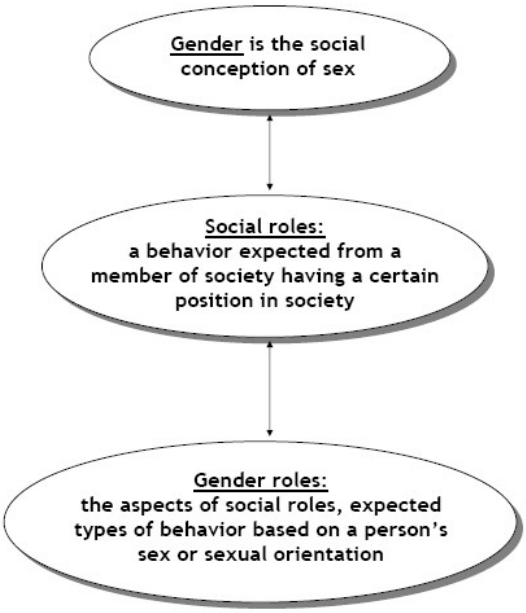
In addition to the activities during days, there were several evening events throughout the week that were also linked to the topic. These events were organised in order to create space for participants to interact and be social as well as to encourage further reflection and discussion on the topic. These activities included an evening out at a restaurant, a gender movie night followed by discussions, a presentation of the 16 Day Campaign on gender-based violence in Hungary, an organisational fair where participants presented their work and organisations and several social parties.

[9] See appendix 8 for the Mission Impossible.
[10] Please see appendix 5 for a full list of various participant workshops.
[11] All participants were asked in advance to find three gender-related resources in order to create a resource pack for everyone. Participants received templates for each resource: they had to include the title, author, link, what the resource was, their experience (if any) using it, the target group and a short section on the aim or purpose of the resource. The implementation team then compiled all of the templates into an easy-to-browse PDF document. This task enabled participants to do some preparatory research and gave them a practical tool that they can use in their future work. Additionally, it is an extensive guide for funding opportunities which is something that people are always in need ofThe resource pack can be shared upon request. Please email gender@unoy.org

Programme – Inputs & Discussions

Young people of both genders experience conflict differently. It is therefore important that youth peace organisations address gender injustice and inequality and are aware of the different challenges posed to young men and women. Gender mainstreaming youth peace organisations and projects can help address the different needs of young men and women more efficiently, as the gender perspective is included into all stages of project development. The study session was therefore dedicated to exploring how to gender mainstream youth peace organisations.

Exploring Gender Concepts



Gender, social roles, and gender roles
The group started the week by exploring what gender is. The definition presented was that gender is the social conception of sex.

Words associated with gender are: *Power, inequality, beauty, femininity, female power, responsibilities, diversity, stereotypes, social construct, patriarchy, perceptions, human rights, CEDAW, understanding, sexuality, empowerment, roles and responsibilities, family, hierarchy, children, religion, sex, prejudice, respect, identity, power structure, politics, discrimination.*

Gender is a social concept which regulates social relationships and roles. Social roles are behaviours expected from different members of a society with different positions in that society. However, people can have several roles in different social groups. Sometimes these roles are demanded, other times they are internalised. People chose if they want to meet these expectations or not. If one doesn't adhere to these social expectations one might feel excluded.

Gender roles are an aspect of social roles and entail expected types of behaviour based on a person's sex or sexual orientation. People can have social roles depending on their sex, for instance as a brother or sister. Gender roles are directly linked to social roles. For example, if you are a female living in a certain country, you will have specific expected social roles. In some cases, you can have internal conflicts and you may not want to meet those expectations, but you do anyway because they are expected of you.

Exercise: Remember a situation from your daily life in which you were expected to act as a boy, girl, woman or man. Tell your stories to each other. Who were the people involved in the story? What were the relationships between the actors in the story? How did it change your life?

The participants described situations happening within families, friends and at work. Some of the participants had similar experiences despite coming from different countries. The stories were all about perceptions we have or expectations we feel from society. The stories ranged from women not inheriting land in Kenya to male kindergarten teachers in Portugal.

Human Rights and Gender

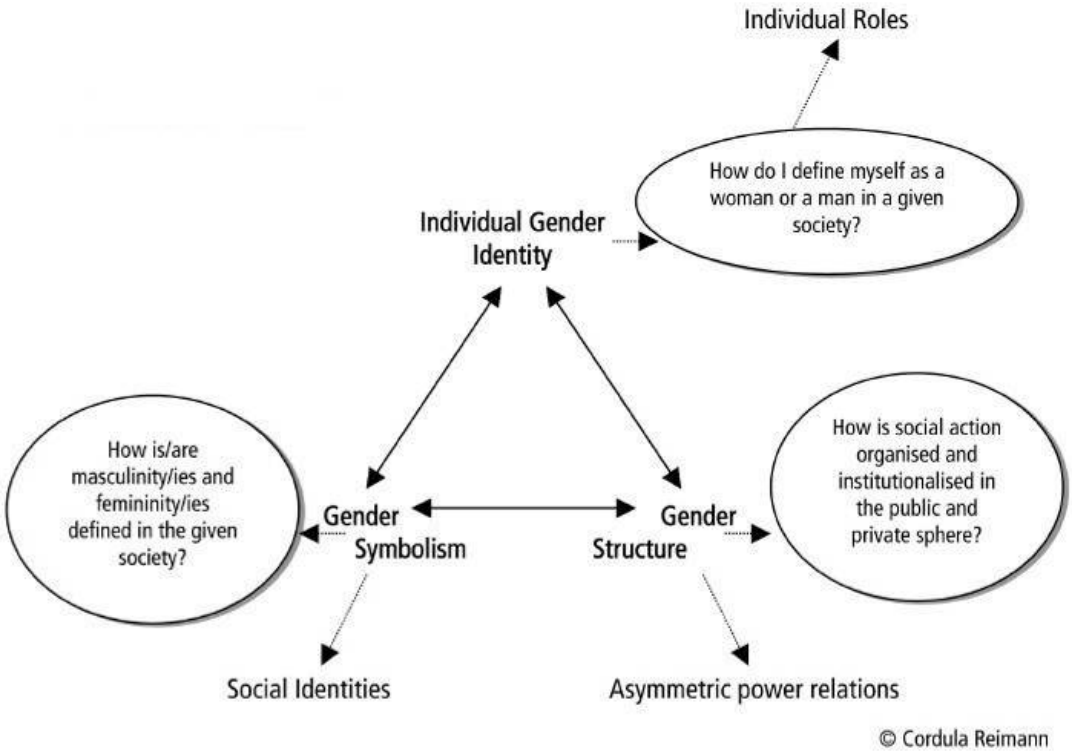
The Universal Human Rights Declaration was adopted in 1948. However, there are different perceptions on the connection of human rights to gender. Some may believe human rights are for men only, while others look at human rights from a gender perspective. Others say rights are universal and do not see why a specific gender aspect should be adopted. Gender rights are part of human rights, and are becoming more developed and closer to contemporary society. We are slowly coming to understand what human rights and equality actually are by looking at women's rights and gender. We need to work for the charter on human rights to be respected and work to prepare our society if they are not ready to accept the charter.

Gender Dimensions

According to Cordula Reiman, there are three dimensions to gender, which dictate our gender behaviour:

1. Individual Gender Identities
2. Gender Structure
3. Gender symbolism

The gender triangle helps participants to recognise how the gender and human rights depend on cultural and individual perceptions. Having perfect gender sensitive laws in different countries still does not mean that they are the basis for their implementation. In some cases, moral norms accepted by different cultures have more influence and impact on people than the laws themselves. Presenting the gender issue without understanding the roots of perceptions common for given societies means only half the topic is understood. Looking at the triangle, we can see that human rights are mainly within the structure of society, though the society also has gender symbols which are influenced by the culture, religion, customs, traditions, etc. Within the workshop on Gender Dimensions, the participants had the space to analyse what the spaces are in their own context in their own countries and communities for implementing their own rights.



Exercise: Think of an example when your or your relatives' rights were violated. Represent the story in a human sculpture and then analyse it according to the triangle.

The stories from the participants included all the elements of the triangle. The discussion focused on inheritance and the fact that in some countries women cannot inherit. This is an example of equal opportunity rights being violated. Throughout history this has been the case in many countries, but laws have changed it. Laws often change the social opinion even if the community is not ready for it. There was also a discussion on religion and human rights, as these may sometimes seem contradictory. One participant mentioned that basic human rights are universal, but suggested that some rights might have to be adapted to local contexts. One also has to be aware that it is a process and one cannot skip any steps. Finally, it is important to make a distinction between culture and religion as religion does not determine where you should sit in a bus.

Gender, Youth and Peace

Following the exploration of the topic of gender and its relation to Human Rights the participants also needed to clarify what violence, conflict and peace entail to enable them to have a common understanding of the ground concepts in the week to come.

Although often inter-used, conflict and violence are two distinctively different concepts. *Conflict* is defined as a situation in which the party(ies) perceive or experience incompatible goals. Words associated by the participants with conflict: *misunderstanding, confrontation, power, opportunity, transformation, different perspectives, war, dialogue, violence, victims, weapons, appreciation, negotiations, solutions, adrenaline, debate, cease fire, abuse, interests, economical interests, oil, resources, gender/women, progress, border, ideology, crimes against humanity, religion, values, nationality, patriotism, development, history, disasters, military forces, youth.*

Violence is defined as actions, words, attitudes, structures or systems which cause physical, psychological, social and environmental damages and/or prevent either the access to exercising a fundamental human right or the integral fulfilment of the human potential.

Peacebuilding is a change in social discourse in society. The definition of peacebuilding is often based on the Norwegian sociologist Johan Galtung, who said: "The mechanisms that peace is based on should be built into the structure and be present as a reservoir for the system itself to draw up... More specifically, structures must be found that remove causes of wars and offer alternatives to war in situations where wars might occur."[12] Words associated with peacebuilding in the group include: *Ending conflict, transformation, building society with compatible bodies, trust building, action against violence, building peaceful structures, learning and education, understanding, dialogue and collaboration.*

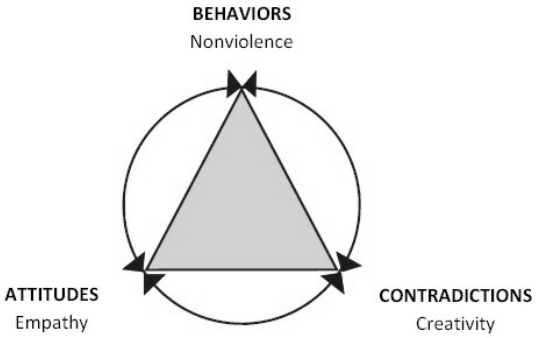
[12] Johan Galtung, "Three Approaches to Peace: Peacekeeping, Peacemaking, and Peacebuilding," in Peace, War and Defense: Essays in Peace Research, Vol II (Copenhagen: Christian Ejlers, 1976), 297-298.

The Conflict Triangle

The conflict triangle, also known as the ABC triangle, describes the path to transform a conflict into peace. The triangle includes elements that are often present in a conflict and each element influences and is influenced by the other elements.

Attitudes are for instance bias, norms, feelings, structures in our head. Behaviours can be rape and armed conflict. Contradiction is a issue or problem which cannot be solved within the logic or system that produced it. Examples of contradictions:

- Occupation-Freedom: You cannot be free under a system of occupation
- Peace-War: You cannot have peace in a system of war
- Freedom and Democracy: Colonial Occupation and Self Determination
- Claiming Our rights/security-Denying others: We cannot achieve our right by denying rights to others, we cannot achieve our security by denying security to others
- Human Rights: Patriarchy and Gender Equality



Exercise:
Give examples of three elements of violence from your societies, analyse them according to the triangle and then explore what communalities they face. What was the most striking aspect of each situation in other peoples' communities related to gender and the three forms of violence?

Participants noted both similarities and differences when comparing structural, cultural and direct violence. Some were very symbolic acts of violence – for example, men throwing apples at a bride in Armenia – and others were more recent phenomena due to technology. LGBT were facing problems in most countries.

Examples of different types of gender-based violence:

Direct Violence:

- violence against LGBT
- bullying handicapped youth
- sexual violence
- wife rape
- domestic violence
- murder

Cultural Violence:

- genital mutilation
- stereotyping, jokes and fairytales
- Xenophobia
- Muslim women discriminated in Europe

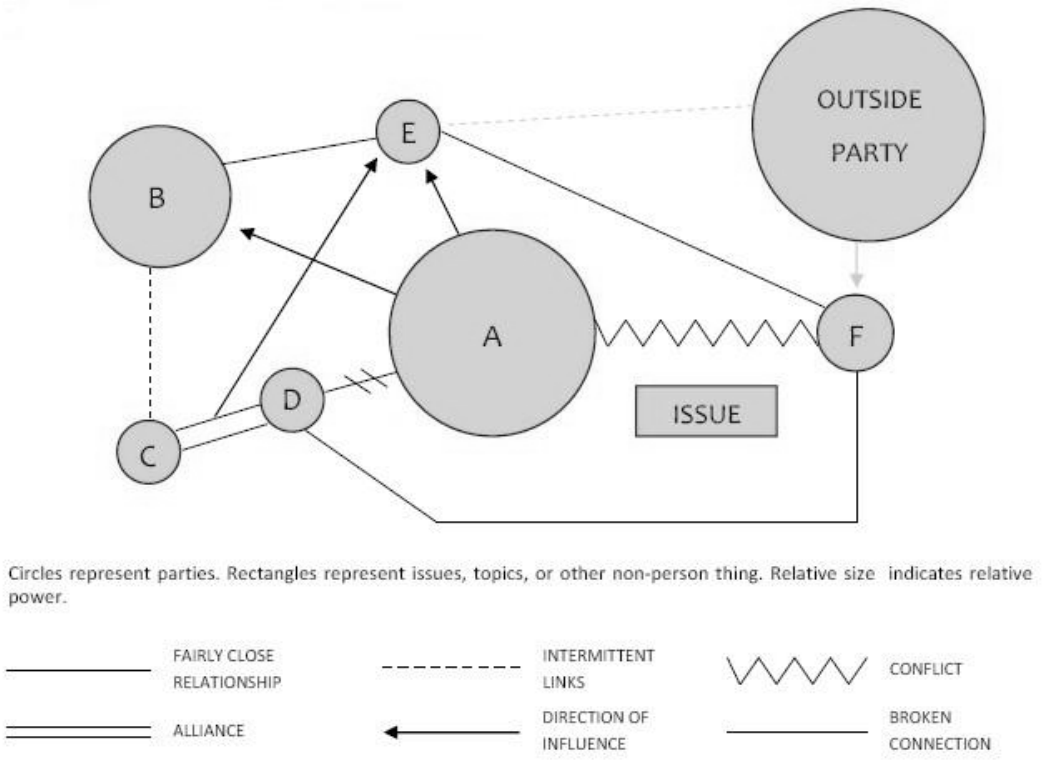
- restricitions on women cannot becoming priests or driving
- female and male stereotypes

Structural Violence:

- gender pay gap and unequal payment
- boys and girls have to take some classes based on their gender in school
- adultery law
- maternity/ paternity leave
- schoolbooks
- lack of child care facilities
- employment problems for young people
- compulsory military service

Conflict Mapping with a Gender Lens

Having established that violence comes in different forms including structural, cultural and direct, it is important to have the appropriate tools to analyse violence. The conflict mapping[13] tool is useful when analysing relations between groups. It can help you identify allies and antagonists and see relations between groups, etc. When mapping a conflict it is also important to analyse this also from a gender perspective.



[13] Fisher (2000). *Working with Conflict, Responding to Conflict Manual.*

The Wajir Story

To enable the participants to practice conflict mapping a short documentary was shown and analysed. *The Wajir Story* is a documentary that tells the story of women in Northern Kenya who started a peace movement and managed to stop further outbreaks of conflict. In the film, one can clearly see how women and men had different challenges in the conflict setting because of their genders. The women in Wajir involved a number of different groups and stakeholders, and established various structures to deal with outbreaks in the future. These women and men used their positions and tried to overcome the challenges facing them.

The documentary was used to complete a conflict mapping as it illustrates not only how important it is to map a conflict and how multi-facetted it is, but also the gender perspectives. The movie illustrates that peacebuilding is ultimately about the shared responsibility and positions between all member of a society.[14]

Exercise:
Introduction through "other people" lenses. Ex: *My name is Judith I am Gal's mom. She is my daughter and I am very proud of her because...* The exercise deconstructs the formal introduction. You look at yourself from different points of view and we chose the people dear to us. This exercise brings in feelings, relationships and context. The disadvantage is that people can lie, you can make assumptions about the people you are talking through, emotions are being shared and you are only seen through one perspective. This exercise can be done more thoroughly in small groups by being presented through five people.

Gender and Inclusion

Gender is not only a matter of the various roles people are expected to perform in society and the responsibilities they take up in their societies as it was illustrated in the Wajir Story. Ultimately, gender roles relates to inclusion and exclusion in society. People are socialised from an early age, and various advertisements from contemporary society and short clips were used to illustrate this.[15] We have all internalised the different social roles at an early age and bring these with us also when we do projects.

Inclusion – Exclusion
To illustrate how gender inequality can lead to exclusion, and how inclusion/ exclusion work in society, the group had to do a variation of the 'Human Knot'. Half of the group formed an outer circle, while the remaining group had to make a human knot. The group had to try to solve the knot, whereby the outer group was able to give advice to the ones stuck trying to untie in the knot.

The inside group felt a feeling of confusion at first, but then care, support and unity from the outer group. The challenge was the lack of birds' eye view, external support and basic needs. Some

[14] For more information on the Wajir story, please visit http://www.irenees.net/fr/fiches/documentation/fiche-documentation-639.html
[15] Advertisements: http://www.youtube.com/watch?v=v9NAxlrX7iY&feature=related, http://www.youtube.com/watch?v=o81TECVMtJA

participants felt the gender dynamic, others not. Some felt that men were more confident in giving directions, whereas some women were more attentive to care and compassion.

The outside group felt frustrated because they felt useless, disappointed, supported and confused. It was unclear what their role was supposed to be and no clear communication channel was formed. A better structure for operation would be useful to help solve the problem. Participants felt from a gender perspective that male voices were more dominant and male suggestions were repeated, whereas female suggested were left out.

When analysing as a group, the participants could find a lot of similarities to reality. If you live in a conflict region, and outsiders come in, you want them out of the way. Also, the outside didn't listen to the needs of the inside group. The inside group did not know the task of the other group, and also did not pause to ask. There were no clarifications about the roles of the groups. Also, if you are in the middle of a situation, it can be difficult to see gender at play. Finally, the outside group did not ask how the inside group got stuck and should have analysed the root causes first.

Exercise: The wind blows on ..., with a gender dimension
Rules: Cannot be finger-pointing or hateful. Cannot attribute roles that are stereotypical.
Examples: The wind blows on those who...

- like to play with kids
- like long hair
- are comfortable with how they look
- play sports
- are a good driver
- likes power
- likes jewellery
- take advantage of their gender

The exercise broke down stereotypes as some tasks that are sometimes very gender stereotypical were enjoyed or disliked by anyone, regardless of gender.

Overview of advantages and disadvantages of inclusion and exclusion

Throughout the various exercises on *gender and inclusion*, the group analysed the advantages and disadvantages of inclusion and exclusion. One needs to keep in mind what the results of exclusion are, both from a positive and a negative side. Ultimately, however, inclusive projects lead not only to successful projects, but also to a better society.

	Inclusion	**Exclusion**
Advantages	– creates diversity in the group – gives opportunities for self-development – creates better understanding of the needs of target group – raises awareness of rights and responsibilities – added value of diversity – can show other ways of living and learning – greater access to resources – more likely for project to be a success – create more empathy and understanding in group – creates equal opportunities for all	– enables keeping focus on a specific group or a specific need – creates safe atmosphere in the group – better and more efficient management of project – safe environment for dialogue – you can reach a critical mass
Disadvantages	– difficulties with creating group synergy – creates conflicts/ new and different levels of conflicts – psychological pressure that creates barriers to creativity within the group – the risk of loosing cultural identity/ diversity – reinforcing stereotypes – losing individual identity, alienation – mistrust with finances – too many needs to address – time-consuming	– losing effectiveness – lost perspectives – missed opportunities – lack of learning through diversity – lack of ownership – less sustainable – less success

Impact of exclusion and inclusion – 3 stories

Three different stories were told to illustrate what the impact of exclusion and inclusion can have on a society.

Volvo:
A decade ago, Volvo was a very popular car amongst men in Scandinavia and North America. Research was done to find out why the car was less popular in other regions. The company hired a Chinese woman to conduct the research and, to illustrate her point, she built a car that is proportionally bigger than an average Scandinavian man. The men sat in the car, and they hated it. They realised that women do not like the car as they had to put their chin on the wheel to drive, could not drive manually or approach the children in the back. Eventually, they started producing cars that are adjustable for different sizes and not only to the average Scandinavian or North American man.

Suddenly, Volvo cars became very popular and are regarded as very safe and comfortable cars that are also suitable for different people. Volvo became sensitive to the needs of different people and different genders, and could still make money!

Uganda:
Uganda had at some stage a 42% HIV/ AIDS rate. The Pope of the Catholic Church made a speech in which he stated that people should not use condoms and that HIV is the disease of the sinners. However, a group of nurses decided to disagree, despite potentially facing severe consequences. They started a training built on a fractal model. One person tells five other people, who then tell five other people. They gave seeds of beans as an encouragement to hear the lecture and they provided contraception, which was not easily obtained. They got nurses, teachers and social workers involved in the project.

Twenty years later, Uganda has a 10% HIV/ AIDS rate. The nurses changed the church, health ministry and government policy just by spreading the word and behaving differently.

Costa Rica:
Costa Rica cancelled its military drafting in 1948 and within two years decided to cancel its army. This backfired on the macho men who felt they needed to protect themselves and their women, leading to an increase of domestic violence by men against women. There were both political and economic reasons for this occurrence. The domestic violence increased in homes because men could no longer let out their violence towards outsiders. Twelve women started a radio station called Fire. They started to talk on the radio about domestic violence and the state needed to combat violence. The radio did not impress anyone. However, the women went to the CEDAW convention where each country has hearings every year. They asked for asylum for women who are beaten up at home. Canada and Sweden agreed to give asylum. This is shameful for a country as it looks like that they cannot protect their citizens, especially for a country that had demolished its army and invited the United Nations to open a university there.

Costa Rica decided to take action and within 10 years education for men and women was established, civil society was given greater structure and both the police and citizens were taught about the root causes of domestic violence. Now, Costa Rica has amongst the best security for women who are subject to domestic violence. Women are given a buzzer and if they feel at risk of being injured or killed can call a police officer to protect them.

Gender Mainstreaming

Establishing the importance of gender equality and inclusion leads to the question of how to ensure the continued commitment to gender equality. Gender mainstreaming is the strategy used to assess the implications of policy and programmes on different genders, as well as to make clear the concerns integral to the programmes. Gender mainstreaming may seem like a very technical concept that is difficult for youth workers to include in their day-to-day work. However, gender mainstreaming can be broken down into do's and don'ts as well as action verbs. By keeping it simple, gender mainstreaming can become a task that anyone can accomplish!

Do:

- Gender is a sensitive topic, make sure you create a safe space, set boundaries and close them properly
- Share experiences and effective practices
- Learn about the gender issues in the context of other countries
- Find common perspectives on gender problems
- Work creatively
- Respect the opinions of others and recognize the individuality of each person
- Remind yourself that both men and women are assigned gender roles
- Know that gender is also about LGBT issues
- Be gender sensitive
- Listen, be open and understanding
- Form networks
- Watch movies to better understand gender issues
- Believe in all people's abilities
- Consider your own situation and that of others
- Analyse all aspects of a situation
- Do things in a fun way
- Understand the different needs of men and women
- Map the problem for a better understanding of the context
- Use appropriate tools
- Apply gender lenses within group and outside group
- Use friendly language
- Be aware of all actors involved
- Recognise the intersectionality of different roles (gender, race, social class,etc.)
- Ensure that monitoring and evaluation efforts are not gender blind
- Know your limitations and resources
- Actively approach all stakeholders
- Make sure you are aware of cultural barriers
- Respect the needs of different groups
- Empower excluded groups
- Include your target group in your organisational structure
- Use insight/ views of diversity in your group
- Trust that the majority of the group has good intentions

Don't

- Make assumptions
- Stereotype
- Carry on without consultation/dialogue
- Open with too personal sharing, build intimacy/trust first
- Leave the answers of participants unanswered
- Think that only laws can change behaviour
- Expose people. Be sensitive to how you can get people to talk and open up on things they would normally not talk about
- Use too much theory
- Objectify
- Assign roles based on gender
- Act before you've analysed
- Forget how you are perceived by other people
- Be afraid of making use of your skills
- Talk too much without actions
- Dominate other people
- Intervene to quickly
- Let personal interests get in the way
- No blind interventions
- Presume minorities need help
- Don't feel pity
- Positive discrimination without being mindful of consequences
- Judge the difference but do acknowledge it

Action verbs

There are a few basic do's and don'ts that one should take into consideration when implementing projects and organising activities. However, in order to create a gender mainstreaming action plan, take a project where you felt that you did something meaningful and successful. Then break it down into action verbs in order to duplicate your success!

Example of a plan with action verbs:

What did you do in order to succeed?

Confrontation
- find needs
- observe
- analyse
- explore

Realisation
- understand the problem
- speak with supervisor
- discuss
- collect information
- brainstorm

Project writing
- ask for help from colleagues
- realise strengths and weaknesses

Fundraising
- brainstorm
- email and talk with donors
- realistic budgeting

Planning
- detail activities
- mobilise
- email
- motivate
- act

Implementation
- create participant database
- continued education
- provide resources
- experience
- evaluate
- learn from mistakes

Outcome
- feedback
- succeed
- reach conclusions
- summarize
- acknowledge
- reflect

By breaking a successful project into smaller pieces, you will be able to repeat it. The more you break it down, the easier it becomes to make it inclusive at all levels. The do's and don'ts list and the action plan will allow you to gender mainstream your organisation in a culturally-sensitive way. The steps are similar in all contexts, but it might be harder in some places. You can adjust it, adding more actions and verbs. The mechanisms of change are more or less the same all over the world. By working hard, you can duplicate your and others' success. The cultural differences simply mean that you will need to do more work and that more patience and humour will be necessary.

Organisational Gender Mainstreaming

Historical Background: Gender mainstreaming is closely linked to development and aid in conflict as the discourse came from development organisations. The historical background of gender mainstreaming comes from *women in development theories* in the seventies and *gender and development theories* in the nineties. Researcher and practitioners realised at a certain point that by not including different groups they were creating more unrest and conflict. Since then, organisations have used gender mainstreaming in order to create more equitable organisations and projects.

Gender mainstreaming definitions:
- Gender mainstreaming relates with the transformation of social gender relations, thus bringing transformation of relationships
- Gender mainstreaming relates to transformation of institutional structures of government or state, organisation
- Gender mainstreaming relates to transformation of dominant development paradigms that are considered inimical to women in particular, thus transforming paradigm, values, approaches

Gender mainstreaming entails assessing the different implications for women and men of any project or programme. Gender mainstreaming organisations require the inclusion of gender aspects in the

policies and strategies of the organisation. There are different possible approaches. The integration approach entails picking a policy and practice that already exists and applying it to your organisation. The transformational approach looks at how to make an environment more gender sensitive.

Gender mainstreaming of organisations must involve:

- Institutional policies
- Changes in organisational culture /attitudes of people
- Change in procedures and practices
- Changes in focus of the projects

In order to analyse your organisation, have a critical look at different levels of your own organisation in regards to:

Decision making:

- Who has which functions (for instance in board of directors, bureaus, presidiums, management team)?
- How are decisions made?
- How is power distributed?
- How is the relationship between the decision makers and the executive body?

Staff:

- How are staff hired?
- When are meetings convened?
- Who speaks the most during meetings?
- Who can speak? Are senior or junior staff able to comment, contribute and give feedback?

Funding:

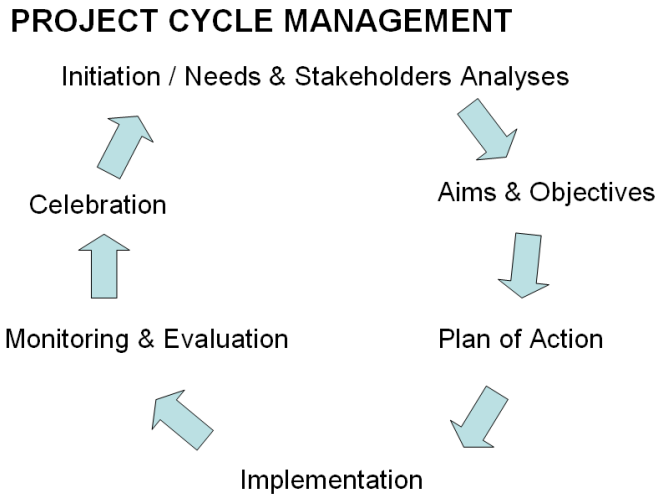
- Who is involved in fundraising?
- Who has access to funds and financial resources in the organisation?
- Who manages the finances?
- Who is informed about the finances within the organisation?

The participants analysed their own organisations, and below are some good practices and examples of how youth organisations are organised and managed:

- Co-presidency, with one male and one female
- Half-half men and women in the board of directors
- Transparency and communication throughout the organisation
- Staff members are present in board meetings and decisions are made by all
- The organisation is inclusive and attractive to volunteers of different genders. Active efforts to attract males into volunteer work, since NGO work in some countries is not financially sustainable.
- Positive discrimination to empower women or men to engage
- Quotas in boards and executive committee
- Equal power to all people involved in the board, thus ensuring equality in terms of influence of decisions
- Inclusive titles for workshops to attract more men
- Elections of directors rather than appointment
- Sensitive use of languages

Project Management Through a Gender Lens

It is important that not only organisations are gender mainstreamed, but also that projects are sensitive to gender issues. Project management is the discipline of planning, organising and managing resources to bring about the successful completion of specific project goals and objectives. A project is often divided into different phases, as illustrated below:



"Peace Trees Bethlehem" – An Example of Gender Mainstreaming in Project Management
To give an example of a project that followed the cycle and had a gender inclusive approach the participants were introduced to the *Peace Trees Bethlehem Project* and explained about the project while being guided through the cycle.

Initiation: In Al Khader, the public space in the centre of the village was abandoned. The place was unclean and there were several health issues.

Stakeholder and Needs Analysis: The project was initiated by a female schoolteacher, who approached the other teachers and parents to see what could be done about the deteriorated public spaces in the village. During a wedding, this issue was discussed by a male colleague with other males, and the female teacher among the women of the village. The project manager of the school talked to different children and youth of the school, while playing sports, about the problem of the dirty village areas. Through this multi-faceted approach the team of the school tried to list the problematic issues that resulted to the public space of the village not being kept clean, and how all people in the village could engage into a joint effort to improve the situation. The different stakeholders in the village came up with different needs that needed to be addressed for the project to succeed and to ensure that all stakeholders would be part of the project.

Needs:
- Social activity to counteract boredom
- Responsibility for public spaces needs to be enhanced
- Feeling of being invited and welcome in public spaces
- Empowerment of the local groups in the community that they can make a change in their realities.

The identified needs among the groups led to the formulation of project aims and objectives.

Aims and objectives:

The aims were designed in a SMARTI way:
Specific
Measurable
Achievable
Realistic
Timeframe
Inclusive

SMARTI aim: 40 families in the centre of the village of Al Khader and the municipality officials working on public planning will actively maintain, not litter and keep clean, the public areas in the centre of the village.

SMARTI Objective:

- 20 boys and 20 girls age 14-18 from the village of Al Khader will clean the main road of house garbage and plastic from the village square to the corner bakery in the first 2 weeks of August 2005.
- 20 boys and 20 girls and their fathers will plant 50 hedge trees on the main road of from the village square to the corner bakery in the first 2 weeks of August 2005.

Budgeting: From previous experience the project team knew that the women in the village would be asked to cook for the participants in the school events so money was reserved for hiring a cooking team so mothers and daughters could focus on helping out with cleaning the village areas and share the responsibilities of the public space with their husbands, fathers, sons and brothers.

Implementation: The activity was planned during the summer holiday to make sure everyone could participate, but also before the heat started. Planting trees was done on Friday and in the later afternoons so the fathers were available. A festival was organised with catered food to ensure that the mothers would come and that the daughters could stay for the planting and did not have to help cook. There were male and female team leaders and both were asked to speak for equal amounts of time. Females were empowered to speak publicly. Cleaning tasks were given to both males and females. Pictures of the cleaning process were taken of both men and women.

Monitoring & Evaluation: During the evaluation period interviews were held with the parents of the children that took part in the project and a meeting was held with the mayor. Pictures were taken before, during and after the activities. The team ensured that they had pictures of both girls and boys working on the cleaning. During the evaluation, the team also heard from youth leaders that boys and girls danced together more than normal during the closing party and that people from different Christian denominations mixed together.

Celebrating the Success: In order to celebrate the success of the project with a gender focus, one male and one female colleague closed the two week camp. The PR stories had photos with both girls and boys of different ages. The female colleague also gave interviews.

Realignment: After the project and the evaluation if was clear to the project team that the project in the future should also focus more on addressing the disempowerment of parents and use a female coordinator in a more public position.

Exercise: Split into small groups of 3-4. One existing project is chosen and, using this example, the group has to make it maximum inclusive, going through the project cycle and analysing where inclusion comes into play. It is also possible to use the tools given out by the team such as the gender mainstreaming checklist, project cycle question and the bicycle work break down structure.

The following questions and considerations were developed by the participants after analysing a number of projects:

Initiation/ Needs Analysis
- Do interviews and questionnaires prior to the project. Use gender-disaggregated data
- If you experience resistance from the target group, offer incentives and motivations
- Use informants and previous evaluations
- Dive into power relations among participants, including relations between the different genders
- Have personal meetings with the actors to find out their needs and how to involve youth
- Have personal meetings with, for instance, parents, kids, principals, ministry of education, etc.
- Think critically about how to include stakeholders of different genders

Aims and Objectives
- Use SMARTI to make inclusive aims and objectives
- Include different points of views
- Specify and break down aims and objectives
- Find out how different stakeholders have different needs (disability, gender, disadvantaged economically)
- Reflect on how the impact can be different depending on the gender of the participants

Plan of Action
- Develop a plan based on the needs
- Think of who are speaking to; who do you put in front and are the different groups represented?
- Be regionally sensitive as people from different places may have different needs
- Think of your timing and how this might affect your target group (for instance if you hold activities in the evening and how this affects the participation of men and women)

Implementation
- Strive for a gender balance
- Use mixed groups
- Ensure that everyone can come to trainings (not too difficult to get to, not too expensive); location is important
- Use the internet as a tool; be aware of it's consequences (some may not be able to participate if they do not have access to the internet or to a computer)
- Mixed implementation teams (gender, background) will have a better overview of needs
- Empower people to communicate about their needs and include them from the beginning
- Ensure rewards are not gender specific

Monitoring and Evaluation
- Ensure proper process documentation/ focus groups
- Know when to separate groups (i.e. interviewing in front of manager, mixed groups or alone may give different results)

- Speak one-on-one in evaluations, as men and women may bring different answers when not in the same group
- Include press monitoring and evaluate how the media reports on the project, also from a gender perspective
- Criteria of success should be developed by your target group
- Look for patterns in your evaluation (men/ women)
- Disaggregate data
- Re-align your project if you realise you need to do so

Celebration
- Invite partners and donors
- Have celebration in gender sensitive venues

Gender project management is like regular project management, you just need to be more inclusive!

Further Exploration through Workshops, Movies and Guest lectures

16 Day Campaign - External Guest Lecture

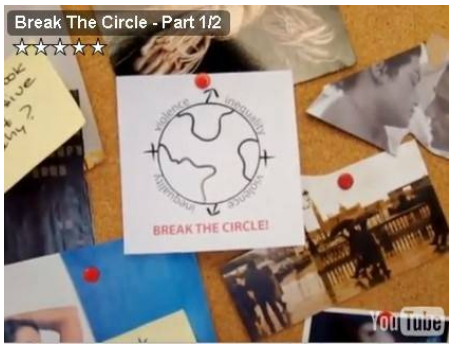
In order to provide the participants with an opportunity to learn more about gender issues in Hungary as well as to interact with organisations that work with gender, an optional presentation during the evening took place. Two representatives from Human Rights Initiative in Budapest came to the EYCB to give a presentation on the work they do and the 16 Day Campaign.

This presentation proved a great opportunity to continue discussing the concepts touched upon earlier that day as well as opening up for discussion issues that the group felt were important. The guest lecturers showed a gender movie that explained what gender is[16] and disseminated various useful materials.

Through interactive workshops, the participants explored gender concepts, for instance violence and gender.

Words associated with violence:
Abuse, attack, rape, unnecessary, crime, disturbing, physical, assault, threats, intervention, psychological, oppression, discrimination, power, first, unequal power.

Words associated with gender:
Culture, classification, family, roles, society, identity, action, sex, theoretical, power structure,



16 http://www.uniglobalunion.org/Apps/iportal.nsf/pages/btc_homeEn

Gender movies

To illustrate the vast topic of gender as well as to spark some debate on the topic, various movies were shown during the study session. For instance, Tough Guise: Violence, Media & the Crisis in Masculinity, is a documentary from 1999 examines the relationship between pop-cultural imagery and the social construction of masculine identities in the U.S. Iron Jawed Angels from 2004 tells the story of the Women Suffrage movement's fight for the right to vote and run for office in the United States in 1918. City of Men is a Brazilian movie taking place in a slum, favela, outside Rio de Janeiro. Telling the story of two young men, the movie illustrates in various ways how young men and women are victims of structural, cultural and direct violence.

Participants' Workshops

The participants came from a wide range of backgrounds and in order to give the opportunity for the participants to share their knowledge, a full day was dedicated to participants' workshops. The participants were informed of this in advance and the ones that were interested submitted a module outline. Two team members communicated with the participants regarding their workshops prior to the study session. The day before the workshop, the participants could chose which workshops they wanted to attend.

The workshops proved a unique opportunity to provide the space for some of the participants to share their knowledge and to get experience in facilitating a workshop. The participants had the opportunity to select workshops based on their needs and interests. The group also enjoyed working in smaller groups. In fact, some of the participants even wanted more room for participants' workshops. Some participants only realised after the workshop that they could have given one too, so more communication concerning the workshops could have been done to give more people the chance to lead a workshop. The workshops gave participants the opportunity to discuss issues that could not fit into the curriculum of the main study session. Therefore, the variety of workshops was greatly appreciated.

<u>Conflict Mapping</u>

The aim of this workshop was to give the participants an opportunity to learn more about conflict mapping and to work in groups to map a conflict with a gender perspective. In order to engage effectively in a peace action, one must first understand intimately the nature of the conflict you are working with. In peace work, if one does not understand one's conflict environment, there is a high chance that the peace initiative in question will be either misplaced and ineffective. Even worse, it may cause harm to its target group of people or escalate the conflict itself. In the longer term, it may reduce public faith in the overall potential of peacebuilding. Conflict analysis done for the purposes of peace work is different to an academic conflict analysis process in that it is always done for a practical purpose, and not as an end in itself.

As a process, it involves developing a coherent and multiparty mapping and analysis of the dynamics, context, issues, causes, actors and relationships involved in and shaping the conflict. This process has several key practical aims:

1. Identifying specific needs for peace work in the conflict
2. Finding entry points for peace actions in the conflict
3. Understanding relevant existing experiences and lessons learnt in peace work locally and internationally in similar situations

Conflict Context or Systemic Analysis: this includes many factors, including

- the structures and systems within which the conflict is happening,

- the conscious cultures and subconscious deep cultures of the conflict parties,
- the regional and international environment,
- interests and interventions,
- the patterns and behaviours of how the parties engage with conflicts and with each other,
- the existence or absence of institutions for dealing effectively within the conflict, and related conflicts regionally and internationally and
- the dynamics of engaging with them which may affect the conflict being analysed.

Some of the questions which can typically be asked as part of this component of a conflict mapping are – "What is happening now? Which factors are affecting the conflict today? Where are we in comparison to the overall conflict history? How might the conflict develop into the future?"

Root Causes and Contradictions which have given rise to the conflict. These may be perceived differently by different actors. It is important that a causes mapping not be subjective, biased, or attempt to be one dimensional (only seeing through the eyes of one party in a conflict). The fuller and more balanced and comprehensive – the more authentic – the mapping is the more effective it will be in helping to plan appropriate actions. Common areas mapped for causal conflict mapping include: Political, Economic, Social, and Security. Some of the questions which can typically be asked as part of this component of a conflict mapping are - "What was the disagreement about at first? What is the disagreement about now?"

Actors involved in, affected by and contributing to the conflict at the local, national, regional and international levels (including all 'Tracks'). A key element of an actors mapping is to map the issues, goals and interests of each of the actors. It can also be beneficial to identify how the actors see and perceive the conflict, their relationships with each other, and how they would frame their ultimate-desired outcome from this, an 'Actors Mapping' can also include identifying the legitimate goals and objectives of each actor. The questions which can typically be asked as part of this component of a conflict mapping are – "Who are the players? Who is benefiting? Who is suffering? How are they relating to each other? What do they say that they want? What do they really need?" The workshop gave the participants the opportunity to analyse any conflict of their choice.

<u>Prioritising in Gender Empowerment</u>

This workshop taught participants how to prioritise what is important in gender empowerment and how you gage what is important for others so that they are able to learn more about co-management structure. The 'Diamond Ranking Activity' challenged the participants to think about what is important in gender equality projects, like *target groups, hierarchy, structure, knowledge, gender analysis, flexibility, an open environment, planning, trust, action, leaders, evaluation, delegation, follow-up* and then physically form them into a diamond rank shape. Amongst the top priorities were knowledge, gender analysis, target group and evaluation. The second activity looked at the organisational principles of co-management in youth-led organisations. The group was asked what they thought the definition of the concept was, which led the group to share words and concepts like:

- sharing of responsibilities
- sharing power
- obligation
- mutual accountability
- teamwork
- trust
- participation
- inclusion
- decision initiation

Co-management is about sharing responsibility for making decisions. In co-management you avoid top-down decisions. Rather, you ensure collaboration and cross-involvement.[17] Co-management can also create inclusion and empower people.

Fundraising for Gender Projects

One of the reasons that the follow-up ideas of participants of training seminars are not implemented is due to the lack of funding and tools needed to start a project. The fundraising workshop focused primarily on how to initiate a fundraising process for a project specifically in relation to gender related projects and activities. The aim of the workshop was to introduce the participants to different types of donors and funds available for the different types of gender projects or activities, to know the basic steps to follow when engaging in a fundraising initiative and to acquaint the participants with the donor section of the resources booklet they developed themselves before the study session.

There are four main types of donors relevant to gender projects:

1. Women empowerment funds
2. Gender programs/funds
3. Minority issues funds
4. Health / reproductive health funds

Step by step build-up of a fundraising strategy includes:

1. Gathering necessary documents
2. Finding donors, calling or personally approaching companies and governments; look at the competition for ideas
3. Researching donors and discovering what to look for
4. Contacting donors using a direct approach or an explorative approach (email/call)

Fundraising might not be a popular activity among NGO workers but it is of vital importance to any project. Additionally, the workshop stressed that although meetings and personal contacts with donors can be difficult to arrange, they are usually rewarding in the long run, as donors are often able to provide you with input, knowledge and connections with others working in the same field. Donor contacts are about more than just money. Most participants recognised that making their projects more inclusive for women, men and LGBT youth does not necessarily imply that they should approach gender or women funds. It seems that fundraising for gender mainstreamed peace projects is not much different then any other peace project. In fact, the gender mainstreaming aspect might help by making the project more attractive to donors.

Gender and Development from a Human Rights Perspective

The aim of the workshop on '*Gender and Development from a Human Rights Perspective'* was to increase the participants' understanding of possible applications of gender development practices in the field of Human Rights work and for the participants to learn why gender equality is to be regarded as a key element of any development agenda that is cutting across all development sectors. The workshop included information on the essential concepts of gender like[18]: Gender equity vs. gender equality, gender gaps, gender budgeting, gender sensitization and gender mainstreaming and gender in the workplace.

[17] For best practices on co-management, please visit: http://co-management.info/

[18] For more information, please visit: http://www.un.org/womenwatch/daw/cedaw/cedaw.htm, http://www.un.org/womenwatch/daw/beijing/platform/declar.htm, http://www.unifem.org/campaigns/1325plus10/about-resolution-1325/

In addition, information about international human rights instruments that guarantee gender equality was provided (UNSCR 1325, CEDAW and BPFA). Hence, participants were also taught how to incorporate gender into planning future projects and initiatives.

Through a participatory approach including discussions and exercises, the participants were given the opportunity to share their views and experiences on gender, question the need for gender development and gender sensitization and to identify gaps in the application of Human Rights Instruments in the context of gender within their countries. Illustrative examples were used to further exemplify the theoretical concepts introduced. The examples were from a wide range of ongoing regional initiatives in the development field in the Middle East, with a particular focus on best practices and success stories that were recognized by the international community. Given the special cultural differences, particularly in the Middle East, the challenges were also highlighted and comprised a fair part of the discussion. Among the highlighted challenges were:

- Inherited cultural traditions that lead to the continuity of particular practices with regards to the division of social roles of men and women
- False beliefs and interpretations being attributed to Islam and introduced as part of the religion by particular groups who address the less fortunate and uneducated groups, and hence form opposing opinions to granting equal rights to women
- Existence of discriminatory laws against women, like nationality laws, labor laws in some countries, and personal status laws (that are not based on Islam, although sometimes attributed to religion rather than the culture of the country)
- Limited resources for funding gender-related projects, due to the fact that women's and girls' rights are seen as fulfilled by most men in Middle Eastern societies
- Limited participation of men as advocates for women's and girls' rights issues

An emphasis was also dedicated to the importance of forming partnerships among different development sectors to achieve effective change and create a positive impact (i.e. bringing together government parties/bodies, international development organizations, donors, and civil society organizations) to collaborate, as none of the listed parties would be able to yield change without the other.

17 participants attended this workshop, the outcomes were welcomed, and the content and discussion style were found very useful by the majority of the participants as indicated on the evaluation sheets provided for feedback by the end of the workshop session.

Gender Conceptual Apparatus: An "intellectual trick" or a way to address urgent issues?

This workshop focused on the conceptual foundations of the gender notion, which play a significant role both in the planning and implementation of project activities, with a focus on Belarus. Being one of the few states to have ratified all the international documents regarding gender non-discrimination, Belarus represents a unique example of distortions and discrepancy in gender issues. Having adopted the third declarative *National Plan for Ensuring Gender Equality*, Belarus has been not able to approve the respective law, which was submitted to the Parliament nine years ago and has never even been examined at Parliament sessions since then. According to Elena Gapova, founding director of the Belarusian Centre for Gender Studies, "In the Belarusian intellectual community gender is still interpreted as a pure intellectual trick, an insignificant and scientifically unfounded concept." In this way, being clear about what gender and gender-related notions mean constitutes both a true challenge and a precondition for effective implementation of gender related projects.

The aim of the workshop was for the participants to master the gender-related conceptual apparatus and to discuss the possibilities of integrating the knowledge gained into the project activities of the participants' organisations. The participants learned the conceptual terms of the gender theory (sex, gender, body politics ,sexism, feminism, "masculinism", gender mainstreaming, etc.) and how they differ from each other (in pairs: sex – gender, sexism – feminism – "masculinsm" ; 'glass ceiling' – 'glass cliff', etc.) and discussed the necessity of speaking the 'gender language' correctly for effective project management. The participants noted the importance of mastering the gender-related conceptual apparatus in dealing with gender related issues as it helped them understand terms and definitions and to practise content analysis.[19]

Women in Islam

The aim of this workshop was to understand the real position of women in Islam, to break down the stereotypes on women's issues in Islam, to show the different representations of women in Islam and to understand the development of women's attitudes before and after Islam in the Arab peninsula. Through brainstorming, individual thinking, presentation and discussions the participants explored this topic.

Gender Based Violence

This workshop introduced participants to the different types of gender based violence, to the statistics of that violence and to what is being done at a policy level. The participants were divided into pairs and each pair received the same story of two people fighting in a marketplace. One person beats the other person. The difference is that the sexes of the people and their relationship were different for each pair. Each pair then discussed how they would react as individuals, how the society/the involved families should react and how government/policy/legal system should react. Following the exercise the group came to the conclusion that there is a huge difference in how people react. If a woman was beating a man, most people would laugh and the man would be too embarrassed to tell anyone or ask for help. If it were two men, it would be considered a fight among men. If it were two women people would egg them on and cheer. If a man beat a woman most people would react and would want government reaction as well.

Module Forum Theatre

The Forum Theatre is a method for finding different solutions to a problem. It is also called the Theatre of the Oppressed and was developed by Augusto Boal. The aims of the workshop were to present situations of gender inequality, describe the feelings of people who are victims of gender inequality and discuss and find the best solution for solving a problem connected to gender inequality. A situation of gender inequality was presented as a scene with the participants taking different roles. After questions from the audience, the players repeated the scene once more and people from the public stopped and interacted in the play in a way they thought could solve the problem. Then there was a discussion about finding the best solution to the problem. The participants found the methods for solving problems connected to gender equality.

[19] Christodoulou, J. Glossary of Gender-related Terms: http://www.peacewomen.org/resources/1325/Gender-Glossary-updated.pdf Darrow, Whitney. I'm Glad I'm a Boy! I'm Glad I'm a Girl. Windmill Books, 1970.

Snow White or Prince Charming?

The system and processes of education in schools, although apparently gender neutral, actually directs young boys towards certain professions, while directing young girls towards others. This, in time, leads to a masculinisation and/or feminisation of particular professions, furthering and deepening processes of stereotyping. The textbooks used during classes are biased, displaying certain preferences in relation to some professions and educating young people in the framework of traditional gender roles. This workshop engaged the participants in a debate over the gender stereotypes in fairytales which are part of the early education of children and "predispose" them to traditional gender roles. The participants also discussed how to reach solutions in the framework of gender mainstreaming by engendering change in: textbooks' content, school curricula, teaching processes, teacher's behavior, etc. The participants developed fairy tales offering an alternative model, in keeping with the aims of the project.

Men's Role in Achieving Gender Equality

The notion of gender equality refers to all human beings developing their personal abilities and making life choices without the limitations set by stereotypes, rigid roles and prejudices. While the concept of gender equality is not new, what is relatively new is the concerted effort to revisit men's roles and identities in order to significantly increase men's involvement in working towards gender-equal societies. It is imperative to present key rationales, identify principal challenges and recommend strategies for engaging boys and men in efforts to achieve gender equality. Achieving gender equality requires systematic changes in policy and modes of social interactions at all levels of the society: home, work place, school, public services, media, and so on. Men continue to occupy positions of power and privilege in patriarchal social systems, and without their active involvement a gender equitable society will be neither achievable nor sustainable. However, if men were to take an active role in promoting gender equality, the entire society would benefit. The main aim of the workshop was to get men into action by identifying their common points of concern, to reframe those issues and to create a new vocabulary to formulate effective strategies for change. The workshop also focused on ways to develop partnerships between men and women working to achieve gender equality. The group brainstormed on what kinds of power men have in society and discussed why it is difficult to involve men in achieving gender equality, as well as how to engage men in promoting it.[20]

Men vs. Women: The Differences

The aim of this workshop was to analyse the social constructs of stereotypes, prejudices and mental representations and reflect on possible ways to challenge them. The workshop also focused on the differences between women and men and how to raise awareness about equality between women and men through a video presentation,[21] role games and discussions. By the end of the workshop, the participants were able to challenge stereotypes and prejudices regarding men and women and creatively reflect on gender issues, as well as being equipped with tools to use in future activities.

[20] Bowl, R. "Changing the Nature of Masculinity-A Task for Social Work?" Social Work Monograph, No. 30. Norwich: University of East Anglia, 1985.
Connell, R.W. "Report on the Role of Men and Boys in Achieving Gender Equality," 2003.
See http://www.un.org/womenwatch/daw/egm/men-boys2003/Connell-bp.pdf
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Barker, Gary. "How do we know if men have changed? Promoting and measuring attitude change with young men. Lessons from Program H in Latin America," 2003. See http://www.un.org/ womenwatch/daw/egm/men-boys2003/OP2-Barker.pdf
[21] http://www.youtube.com/watch?v=acSvQkghfps&NR=1

Main Outcomes of the Study Session

Conflict exists in our daily life, from conflicts with our friends and families to intrastate and interstate conflicts. Conflicts can be both violent and non-violent and may even offer an opportunity for change. Regardless of the dynamics of the conflict, it is clear that gender has to be part of the analysis when looking at these conflicts as well as considering potential interventions to transform these conflicts in a peaceful manner. It is generally accepted that in order to eliminate conflict and social injustice it is crucial to address problems of both women and men, girls and boys. Gender inequality contributes to social exclusion and individual misery.

Young people of all genders experience conflict differently and because of the different needs of young people it is necessary to consider gender differences in peacebuilding and youth work. If gender is not addressed, one may only worsen the problem. Projects and programmes that do not take into consideration the differing needs of men and women and their social, economic and cultural realities run the risk of being ineffective, inefficient and unsustainable. Therefore, any peacebuilding activity will not be effective if this problem is ignored. Finally, participation by all genders in building peace enriches the knowledge and skills of an organisation and improves the quality of its work.

Youth peace organisations should not only consider gender when developing and implementing projects. Gender should be anchored throughout all aspects of the organisation. Mainstreaming gender in the organisation itself will ensure the youth peace organisation reflects the aims it tries to reach in its gender sensitive projects. Gender mainstreaming is a political and administrative technique used to identify the impacts of existing structures and relations on gender, to predict and evaluate the outcomes of certain actions and to correct perpetuating injustices. It enables peace organisations to address gender injustices in all spheres of political, social and economic work. This technique considers the different needs of men and women most efficiently, as the gender perspective is included into all stages of project development. Gender mainstreaming is often perceived as work that should be done by official state administrations or large international organisations. It is also often seen as a set of requirements imposed by donors, which does not really make a difference in a small youth organisation. However, despite this belief, tools of gender mainstreaming are easy to apply to small youth peace organisations and may significantly improve their peacebuilding work.

The Study Session on *Gender Equality in Youth Peacebuilding Projects* highlighted how important it is to be gender sensitive in youth work, and how to effectively deal with gender in the projects of an organisation and in the organisations itself. Everyone can make their projects and organisations more inclusive and gender sensitive. All they need is motivation and a few simple techniques.

The project was an opportunity for the organisers, together with a group of motivated and experienced youth workers from all over Europe, to explore the challenges and realities of gender equality. The main learning point for UNOY Peacebuilders was that gender, even amongst young people who have already been exposed to gender issues, means different things to different people from across Europe. Many young peacebuilders are motivated to work on gender and know the importance of the issue, but do not have the tools or the knowledge to tackle it.

The study session resulted in a network of motivated youth from all over Europe, with knowledge and understanding of their problems, which could then be transferred onto their local work. The partners also built more relations with other youth organisations in the field of gender. However, it continues to be a challenge to find youth organisations working in the field of peacebuilding and gender mainstreaming. Most of our contacts are dealing with women's rights or gender-based violence, or are working on conflict, Human Rights and peacebuilding only.

The fact that UNOY Peacebuilders' members form outside of the COE states could apply was a great push to get the issue of gender equality in youth peace work on the agenda and in the consciousness of UNOY Peacebuilders' member organisations. It is helping to establish a gender policy which the network can accept and promote, providing members with tools to work on gender and providing the secretariat of the network with a basis to evaluate the status of gender equality within the member organisations.

In addition to the important results for the organisers, the participants were provided with knowledge, concrete tools and practical skills to address these challenges. Individuals shared the changes in their approach towards gender and explored the challenges of youth in regards to gender issues in their daily work. The main learning point for the participants was a greater awareness of the importance of gender in their projects and organisations. Furthermore, even though working on gender may seem like an impossible or difficult task, the participants learned during the session to break their projects down into action points. Also, some of the exercises illustrated the consequences of not taking gender into account and linked gender issues to exclusion and inclusion. The participants learned how gender affects us all in different ways, ranging from raising children to LGBT issues and the different roles of men and women in conflict. The participants also learned how to analyse a conflict through a gender lens. The exercise on "in-group"/"out-group" and being included or excluded was a powerful learning experience for the participants. It seemed that this exercise gave the participants an understanding of what inequality and an exclusive approach projects can result in. The participants seemed to have learned a lot from the training in the debriefing of the exercises provided by the external expert. Finally, participants became familiar with how to get funding for their projects, including the proper way to present themselves to donors in the quickest, most efficient, and most useful way. Good relations between participants were formed that will hopefully be a good basis for new projects and initiatives.

We are all, whether we acknowledge it or not, affected by gender. Gender relates to several of the priorities of the Council of Europe, including Human Rights Education. Gender equality is also deeply rooted in many of its conventions. Gender equality, equal participation by women and men and sensitivity to gender issues in the youth projects we engage in are all anchored in the Human Rights' conventions, women's rights' conventions and the European Human Rights' conventions. Gender is also at the core of a Culture of Peace. The topic of the study session relates to social cohesion and the *Inclusion of Young People* programme. Youth need not only to be listened to, but to be given the space to participate in the development of Europe. They also need to be given the chance to speak up for their rights. Gender equal opportunity to participate ensures that the needs and issues of both young men and women as youth from the LGBT community are heard and being represented. Gender plays an important role in the lives of youth as it is in young peoples' lives that gender roles are shaped and consolidated. The skills acquired by participants in the study session will in turn benefit the local communities and organisations in which they work. These organisations include projects all over Europe and contribute to the social cohesion and inclusion of young people around the world.

It is important that gender is acknowledged as an important topic. The danger of mainstreaming gender is that it often disappears. On the one hand, gender should be included in all aspects of youth policy at a European level. On the other hand, particular focus needs to be given in order to ensure that it remains on the agenda. UNOY Peacebuilders and many of the youth groups in the study session apply and implement other activities and exchanges with the financial help of the European Youth Foundation. Therefore, it is important that these projects are improved with regards to addressing gender equality and are more sensitive to how gender issues play out in the activities they plan and implement. Involvement by youth in campaigning and advocacy is important, as well as giving the space and opportunity for young people to discuss these issues through youth exchanges, training seminars, study sessions and other non-formal learning opportunities.

Follow-up Activities

From an organisational perspective, UNOY Peacebuilders plans to implement lessons learned from the study session and use them in further developing the network's gender programme. The session provided an excellent opportunity to learn from the most effective practices of other organisations. UNOY Peacebuilders will contact all participants a year after the session to find out how they have utilised the knowledge acquired and what projects they are working on related to gender. Additionally, a Facebook group was created for all participants to stay in touch and keep each other updated on activities.

During the study session, short video interviews were taken of the participants. This provided an opportunity for the participants to reflect and share their opinions on various gender issues. However, due to resources and time it has not been possible to edit the video yet. The original idea was to use some of the material for a gender toolkit to be published in 2010.

UNOY Peacebuilders will continue to develop its gender programme, one component being writing a toolkit on gender mainstreaming youth organisations. This toolkit will be a practical tool for young peacebuilders who would like to mainstream gender in their organisations. Input and outcomes from the study session will be included in the toolkit and once it is finished it will be distributed to all participants.

UNOY Peacebuilders is planning on utilising the conclusions and main learning points from the study session in the development of the UNOY gender policy for the network, incorporate the lessons learned in future trainings and explore follow-up projects. For instance, a job shadowing/ exchange is already being planned. Finally, based on the outcomes of the study session, UNOY Peacebuilders decided to develop a training in order to utilise the conclusions, outcomes and ideas generated during the study session and share them with a wider audience. In the fall of 2010, a week-long gender training entitled "Does Gender Matter?" will be implemented with funding from the European Youth Foundation.

However, it is not only the partners who have plans for follow-up activities. Many of the participants also came up with ideas they hope to implement in their organisations and in partnership with other participants. This includes a work exchange between Peace Child International and UNOY Peacebuilders to see how each organisation is setting up their gender programmes, working with men in rural communities in eastern Europe to gender sensitise them, creating a training of trainers workshop, compiling a gender dictionary, distributing educational resources for women, empowering women through small businesses and setting up an EVS project with a gender dimension.

Follow-up Projects

Below is a list of follow-up projects proposed by the participants:

- Work with fathers in ten regions in Azerbaijan
- Teaching in Ghana for two months
- Economic empowerment in rural border areas in Armenia
- Action for justice for peace in Portugal
- Youth exchange on intercultural learning on gender through the YIA
- Youth development project to teach business skills in Kosovo[22]
- Program for combating extremism through peace and a human rights program
- Establish peace clubs in the Pakistan
- Volunteer or short EVS program on gender empowerment in rural communities

[22] All reference to Kosovo, whether to the territory, institutions or population, in this text shall be understood in full compliance with the United Nations Security Council Resolutions 1244 and without prejudice to the status of Kosovo

- Project in rural communities to inform and train women in Albania
- Publish a gender dictionary based on a modern expert analysis of gender
- Skills education for IDP children in Georgia to build self-confidence and integrate them into society
- Training of Trainers (ToT) on gender with non-formal education techniques in
- Training course on gender equality and conflict management for 24 youth in Azerbaijan
- Campaign in 2010 with 11-17 year olds in Bulgaria on sexual and reproductive health
- Work exchange on organisational gender mainstreaming
- Advise and motivate member organisations in Swiss Youth Council to work on gender
- Publication on creative works from Armenia and Azerbaijan.
- Peace study in the Caucasus in 2010
- Safe cities for all projects in Egypt in the beginning of 2010
- Art festival to promote gender equality in Italy
- Expanding gender activities in Belarus

Final Conclusion and Recommendation

The study session was an opportunity for youth peace NGOs to jointly explore how they can address gender inequality in their projects. The study session reached its aims and objectives to a large extent.

Many participants increased their awareness about gender and their own perceptions on gender were challenged. They received tools they could use in their daily work and had opportunities to explore follow-up projects with other youth organisations. Furthermore, all the participants realised that gender means different things to people, and that it is important to provide the tools to work on gender sensitisation.

The study session helped the partners get a clearer idea of what kind of issues young peacebuilders are facing when trying to incorporate gender issues into their organisations. Finally, the organisers were able to learn effective practices, explore common problems and discover tools to address gender issues.

Summary of Participants' Evaluation

At the beginning of the study session participants were divided into reflection groups. Each group had an implementation team member acting as the group facilitator. These groups met on a daily basis to complete a brief verbal evaluation of that day and to give participants an opportunity to express their concerns. There was also an evaluation halfway through the session in which the hopes and fears from the first day were re-examined. During this evaluation, participants were generally positive about the progress of the session. They said that they felt at ease in the group and not afraid to voice their opinions. They believed that everyone treated each other with respect and that the discussions were fruitful. The biggest concern during this midterm evaluation was the lack of time and a worry that not all topics would be covered during the weeklong session.

On the last day, the reflection group completed a final evaluation of the session. Participants were given a double-sided piece of paper with evaluation questions and sections on it. There was also space for participants to leave general comments.

In the evaluation participants stated that their eyes were opened to the importance of including gender in organisations and projects. They said that stereotypes were broken down and that they experienced personal growth. A large majority stated that the course aims and objectives were fully realised. Overall, the general comments of the participants were very positive and they seemed to enjoy all aspects of the training. The most pressing issue was the lack of time to cover all intended topics in depth. With 29 dynamic participants, discussions were always intense and often could have continued had it not been for a need to move on with the programme. Another complaint was that not enough time was dedicated to peacebuilding. Peacebuilding was an official component of the session, but was perhaps given less attention as it was expected that the participants would already have basic knowledge of peacebuilding.

The participant workshops received overwhelming positive feedback. Participants enjoyed being able to directly learn from each other and gain the expertise the workshop givers had. The participants' workshops provided the opportunity to capitalise upon the existing knowledge of the group as well as to provide a setting in which to enable additional peer-to-peer learning. In fact, many participants would have liked to be able to attend all workshops opposed to having to choose one in each session.

Most participants stated that they would take what they had learned and implement the knowledge into their own organisations and future projects. The idea of constantly wearing a gender lens when looking at things was certainly one that seemed to make an impact and that will stay with participants.

UNOY's Study Session in Budapest 2009 was an attractive activity with motivated young people who really were working for what they believe in. Erald (Albania)

I gained new knowledge about conflict mapping and about gender mainstreaming. I understood how I can search donors and new funds. More information about other organisation's experience – Eliza (Georgia)

Thank you for an excellent week that you organized and spent with us. It was an intensive, challenging and fruitful week. We learned, found and shared many things from you and all other participants. I am happy that I experienced such a beautiful week in my life. I will do my best to use these experiences in my future practices. Hope in future you will hear good news from me and all of us. – Famil (Azerbaijan)

I learned new methods and tools (such as conflict mapping, the exercise of speaking about yourself from another person's perspective, etc.) and enjoyed socializing with other participants. Also, the study session was valuable because it helped me to find new contacts and hopefully some initiatives or projects will grow out of it. – Kadri (Estonia)

In my country gender is generally perceived as an intellectual trick, an insignificant and scientifically unfounded concept. Thanks to the UNOY study session, I now have many more arguments to convince my colleagues and partners that gender issues do matter. The study session made it obvious for me how far my organization is from being truly gender mainstreamed. I came out with practical tools to initiate changes and go much further than merely monitoring the standard indicators of gender breakdown. – Volha (Belarus)

The week in Budapest was inspiring, after all the session I realised how much work is still to do in gender mainstreaming in youth projects and in organisation. We had successful stories to learn from, excellent trainers and facilitators and amazing participants. I tried my best to give at least as I received. Thank you UNOY for creating this tool – Alex (Romania)

Rarely in one week am I as challenged, inspired, encouraged and mentally stretched as I was last week during UNOY's Gender Equality study session. The participants all had something to share meaning we've all gone home not only understanding the topic better but also with new ideas for projects, with new concepts. It reinvigorated my belief that we can create a world which is equitable to all genders peacefully. – Lydia (UK)

I just wanted to say thank you for having the study session. It was a week well spent, educative and entertaining. Thanks to you I am now more informed and go to meet people I can work with in future. I will be doing an article on gender and peace for a sister organization with whom I am also sharing information that I got from the training especially the tool-kits and the very interesting energizers. – Nancy (Kenya)

Summary of Team Evaluation

Overall, the team was very pleased with the implementation of the study session as well as its outcomes. The study session was well planned and coordinated. The team communicated well before and during the study session and were flexible enough to make adjustments to the programme depending on the needs of the participants. The whole team worked together in the preparation of the training which meant that individual team members had time to get into the topic and to build up knowledge before the actual study session took place. The role of the preparatory visit cannot be underestimated and was crucial to building the team. It also provided a common understanding about the aims, goals and programme of the study session.

One observation made was that there could have been more time for networking and discussions. The programme was very ambitious with several activities in the evenings and little time for spontaneous initiatives from the participants. The first day was also long, so the organisational introductions could have been spread over several days. There should also have been one short session in the beginning with basic theoretical input and a structured discussion of important concepts.

The time and effort spent on selecting the participants paid off during the study session, as the participants made up a very diverse and motivated group. It was also very interesting to have a few extra participants from outside of the Council of Europe as these participants could bring in additional viewpoints and experiences.

The participants welcomed the opportunity to give their own workshops as this gave them the chance to share their knowledge, and enabled other participants to learn more about topics they were interested in.

Appendices

1) Programme
2) Participants, organisations and countries
3) Resources
4) Methods
5) Participants Workshops
6) Group Contract
7) Gender and Peace Quiz
8) Mission Impossible

1) Programme

	30 Nov Monday	**1 Dec Tuesday**	**2 Dec Wednesday**	**3 Dec Thursday**	**4 Dec Friday**	**5 Dec Saturday**
9.30 – 11.00	Welcome	Exploring Gender Concepts	Free Morning	Gender Mainstreaming	Participants' Workshops	Resources to Develop Gender Projects
11.15 – 13.00	Introduction and Expectations	Exploring Gender Concepts (continued)	Free Morning	Gender Mainstreaming (continued)	Participants' Workshops (continued)	Follow-up
14.30 – 16.30	Mission Impossible	Gender, Youth and Peace	Gender Sensitive Project Management	Gender Mainstreaming (continued)	Participants' Workshops (continued)	To Be Confirmed
16.45 – 18.00	Gender Quiz Group Building	Gender, Youth and Peace (continued)	Gender Sensitive Project Management (continued)	Mid-term Evaluation and Networking Wall	Participants' Workshops (continued)	Final Evaluation
18.00-18.30	Evaluation	Evaluation	Evaluation	Evaluation	Evaluation	*Dinner*
Evening	Informal Networking	Organisational Fair	16 Day Campaign Presentation	Dinner in Town	Optional Movie Night	Farewell Party

2) List of participants, organisations and countries

Name	Country	Organisation
Erald Aga	Albania	AEGEE Tirane
Andranik Martirosyan	Armenia	Youth for Achievements Educational NGO
Armine Sadikyan	Armenia	Helsinki Citizens' Assembly (HVAR)
Levon Movsisyan	Armenia	Federation of Youth Clubs - Armenia (FYCA)
Arzu Huseynov	Azerbaijan	Association of Young Azerbaijani Friends of Europe
Famil Mammadov	Azerbaijan	COJEP-International
Gular Fataliyeva	Azerbaijan	Centre Women and Modern World
Volha Kananovich	Belarus	Information and Resource Centre New Eurasia Establishment
Elizabet Dimitrova	Bulgaria	Gender Education, Research and Technologies Foundation
Rana Korayem	Egypt	UNIFEM
Kadri Aavik	Estonia	Estonian Women's Studies and Resource Centre (ENUT)
Eliza Mchedlidze	Georgia	Association Children & Youth Rights Protection
Nina Gogoladze	Georgia	Non formal education youth centre Sunny House
Steffi Koch	Germany	Service Civil International (SCI) - Germany
Francesco Leone	Italy	Associazione Culturale Madart
Nancy Agunda	Kenya	Kazi Riziki
Linda Abazi-Morina	Kosovo	UNFPA
Gheorghe Zugravu	Moldova	Association of International Volunteering Moldova
Roderick Besseling	Netherlands	UNOY Peacebuilders
Sarah Brun	Norway	UNOY Peacebuilders
Gulalai Ismail	Pakistan	Coalition on the Rights and Responsibilities of Youth
Jose Pires	Portugal	Action for Justice and Peace
Anca Sandescu	Romania	UNOY Peacebuilders
Mihaela-Camelia Griga	Romania	Patrir
Teodor Alexandru Urs	Romania	Centrul de Voluntariat Cluj-Napoca
Nicole Cornu	Switzerland	National Youth Council of Switzerland
Yunus Emre Ustundag	Turkey	EU Project Volunteer Association
Lydia Morgan	United Kingdom	Peace Child International
Erin Melnick	USA (Sweden)	Student Association of Foreign Affairs

List of Implementation Team:

Name:	Country:	Organisation:
Menno Ettema	Netherlands	UNOY Peacebuilders
Lillian Solheim	Norway	UNOY Peacebuilders
Edgar Khachatryan	Armenia	Peace Dialogue
Bianca Cseke	Romania	PATRIR

Advisers and Experts:

Zara Lavchyan	Armenia	External Educational Adviser
Gal Harmat	Israel	External Expert

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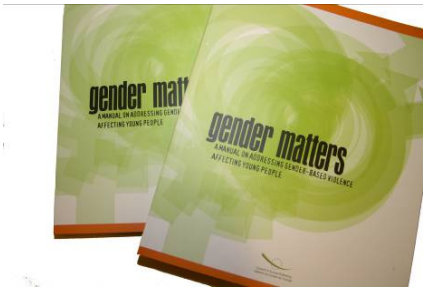
Note: *These are just some of the references, and do not include the extensive amount of resources given to participants in electronic format.*



Links to Online Resources
www.training-youth.net (publications and research)
www.coe.int/youth (publications)
www.coe.int/compass (manual and publications)

Links to Gender videos
Gemz Toy Jewelry for Kids from Fisher-Price Girls:
http://www.youtube.com/watch?v=o81TECVMtJA

Tel Aviv Beach World Cup Football:
http://www.youtube.com/watch?v=v9NAxlrX7iY&feature=related,

Bruno Bozzetto Men Women: http://www.youtube.com/watch?v=acSvQkghfps&NR=1

UNI Global Union. Breaking the Cycle
http://www.uniglobalunion.org/Apps/iportal.nsf/pages/btc_homeEn

List of Gender Acronyms
BPFA – Beijing Platform for Action
CEDAW – The Convention on the Elimination of All Forms of Discrimination against
GRB - *Gender*-Responsive Budgeting
GBV – Gender-based violence
LGBT - Lesbian, Gay, Bisexual, Transgender
UNSCR1325 – United Nations Security Council Resolution 1325 *Women, Peace and Security*

4) Methods:

Some of the specific methods used were:

Networking Wall: This was a flip chart sheet posted on the wall. Participants could write project proposals here and ask for partners to work with.

Hopes and Fears Wall: On the first day participants wrote their expectations for the study session on planets, their fears were written on meteorites. These were all posted in the 'universe'. Halfway through the study session there was an evaluation in which all fears were read out. If the fear was no longer present it disappeared into the 'black hole.'

Burning Issues Wall: Here participants could write down any pressing questions or issues they wanted to discuss.

Social Wall: This was yet another place where participants could write suggestions for social activities and invite others to join.

Open Space: As there were a lot of topics that participants would have liked to discuss but that could not fit into the program, one evening was made into an open space. There were four discussions going on simultaneously, each for 20 minutes. The topics were chosen by participants (they simply had to fill in the 'space' with a topic title). Participants could then informally discuss

issues such as sexuality in young girls, gender and the media, youth unemployment and safe sex among youth.

"The Human Knot": Participants were split into two groups and one group goes outside the room. Everybody left in the room forms a circle with their hands up. Each person should grab somebody else's hand at random, except for the hands of their neighbour. When all hands are connected, participants try to "untie" without releasing the hands. The outside group has no information about what is going on and comes back in to see. Observe the group dynamics between the inside and outside groups. If everything goes well participants should end up in one big circle.

Mission Impossible: Participants all had to work together to complete a variety of tasks such as fitting everyone on 6 chairs, interviewing people on the street, learning everybody's name and taking a group picture together.

"Name game": Participants organise their chairs into a circle and stand on them. They do not know each other, but they have to organise themselves into an alphabetical line (by name).

Getting to know each other: Participants all say their names and a gender related adjective that begins with the same letter as their name. For instance: Masculine Mark, or Sister Stacie.

Fishes of Men: Everyone stands in a circle and the "Fishes of Men" song is played. When a word in the song has an "f" in it, all the women sit down and the men stand up. If there is an "m" in the word, all the women stand and the men sit down.
I will make you fishes of men, if you follow me,
If you follow me, if you follow me,
I will make you fishes of men.

The Wind Blows On: The wind blows on ..., with a gender dimension (everyone who the wind blows on has to switch seats, the person who stands in the middle must say a new "the wind blows on…."). Rules: Cannot be finger-pointing or hateful. Cannot use stereotypical roles.

Gender Quiz: A short quiz with gender related questions. The quiz was given in the beginning of the study session to highlight and illustrate some of the key concepts, facts and issues surrounding the topic of the session. The quiz was completed in small groups and then discussed by everyone together. The quiz provided the opportunity for the participants to work together in teams, share knowledge, discuss and get to know each other. Some of the more controversial questions and answers were also debated in plenary.

Gender Associations: The group stands in a circle. One person begins by throwing a ball to someone else in the circle. That person then has to say one word they associate with gender and then throw the ball to someone else.

Flower Exercise: This is a ceremony of gratitude that was practised in Ancient Egypt several thousand years ago as a sign of appreciation. Say out loud what you are grateful and thankful for and give a flower to another person. The person passes on the flower to the next person. The person who received it cannot give it back to the same person.

Gendered Food: The participants had to bring 'gendered food' from their countries. Some of the examples of food included gendered nuts from Kenya, normally eaten only by men, gender equal bread from Sweden showing a hard-working male and female farmer on the packaging and 'feminine' tea from Switzerland.

5) Participant Workshops:

Workshop Title:	Name of Participant:
Conflict Mapping	Bianca Cseke
Prioritising in Gender Empowerment ('Gender Journey: A Youth Empowerment Toolkit')	Lydia Morgan
Fundraising for Gender Projects	Menno Ettema
Gender & Development from a Human Rights Perspective	Rana Korayem
Gender Conceptual Apparatus: An "intellectual trick" or a way to address urgent issues?	Volha Kananovich
Women in Islam	Yunus Emre
Gender Based Violence	Sarah Brun
Module Forum Theatre	Elizabet Dimitrova
Snow White or Prince Charming?	Mihaela Griga
Men's Role in Achieving Gender Equality	Guler Feteliyeva
Men vs. Women: The Differences	Francesco Leone

6) Group Contract

- Respect differences and cultural peculiarities; religious, ethnicity, gender differences
- Be friendly
- Mutual understanding
- If you feel uncomfortable, please share this with the group; do not keep in inside; bring it up so it does not affect you internally; if people have opposite opinions we should be able to feel free and safe to express them
- Confidentiality
- Respect the privacy of fellow participants
- Active and involved listening, trying to build on each others' ideas
- Personal responsibility to share or not to share
- Be mindful of your language and the way you express yourself
- Avoid conflicts with other participants
- Respect the ideas of people coming from opposing countries and conflict contexts
- Respect each other and listen to each other
- Give everyone the opportunity to speak; do not let one person dominate discussions
- Smile
- Remember that not everyone is a native English speaker
- The chair person is in charge but may not upset the group when cutting the discussion due to time restrictions

7) Gender and Peace Quiz

A selection of questions presented during the Gender and Peace Quiz. Correct answers are in italics.

1) What does CEDAW stand for?
Convention on the Elimination of all Forms of Discrimination against Women (CEDAW)

2) Which country is the only one that has signed, but not ratified, CEDAW?
☐ Saudi Arabia ☐ *USA* ☐ DRC ☐ Sierra Leone

3) What anniversary is CEDAW celebrating this year?
☐ 10 ☐ 20 ☐ *30* ☐ 40

4) In the ten major peace processes of the past decade, how many negotiators were women?
☐ 2% ☐ *6%* ☐ 10% ☐ 20%

5) In what year was the UN Resolution 1325 created?
☐ 1982 ☐ 1993 ☐ *2000* ☐ 2005

6) Of the 300 peace agreements for 45 conflict situations in the 20 years since the end of the Cold War, how many have addressed sexual violence in conflict situations?
☐ 0 ☐ *18* ☐ 39 ☐ 280
(Including Burundi, Aceh, DRC, Sudan/Nuba Mountains, Sudan/Darfur, Philippines, Nepal, Uganda, Guatemala, and Chiapas)

7) On average, how many women and girls are being raped every day in South Kivu, DRC?
☐ 10 ☐ 20 ☐ 30 ☐ *40*

8) Which country was the first to adopt 1325 as a national law?
☐ The Netherlands ☐ Switzerland ☐ *Israel* ☐ 40

9) As of September 2005, how many of the 18 peacekeeping and political missions have a dedicated full-time gender advisor?
☐ 2 ☐ *10* ☐ 13 ☐ 18

10) Who became Africa's first ever elected female leader?
Ms. Ellen Johnson-Sirleaf Liberia in November 2005.

11) What percentage of the estimated 60 million displaced persons from conflict and disaster regions worldwide are women and children?
☐ 30% ☐ 50% ☐ *75%*

12) What is the name of the prison infamous for sexual violence against male prisoners?
Abu Ghraib Prison

13) What does LGBT stand for?
Gay, Lesbian, Bisexual and Transgender

14) What is the biggest cause of injury and death to women worldwide?
☐ Conflict ☐ *Domestic Violence* ☐ Childbirth

15) What is the 'Don't Ask, Don't Tell' policy?
The policy bans gay, lesbian, bisexual or transgender people from serving in the military and prevents military officials from asking probing questions or pursuing investigations of soldiers suspected of being homosexuals. Any service member that openly reveals their homosexuality through words or actions is discharged from service.

8) Mission Impossible

Your mission involves completing the following tasks in 60 minutes:

1. Find out how many steps there are between the 4th floor and the ground floor.
2. Find out whom the youngest and the oldest persons in the group are and if anyone has a birthday during the training course.
3. Interview five people on the streets of Budapest to find out their opinion on the main problems concerning gender-based violence in Hungary.
4. Get the menu of the week of the European Youth Centre in Budapest.
5. Get a photo with everybody in the group in front of the Parliament Building.
6. Find the address and working hours of the closest shop to the European Youth Centre and list the fruits and vegetables on sale there today.
7. Get everyone to know the names of everybody else in the group.
8. Produce a short 1-2 minute campaign on the importance of gender and peace. Maximum number of participants on stage should be five.
9. Get 30 participants to sit on six chairs.
10. Write a song on “Gender” that everybody in the group is able to sing.
11. List the three sections in the library of the Youth Centre that are most relevant for this training program and most important for the participants to visit this week.
12. Set up a group of four participants to organize the goodbye party and optional movie night.