



LESSONS LEARNT

DISCRIMINATION & VIOLENCE TOWARDS YOUNG MINORITY WOMEN IN EUROPE

**Report of the Study Session held by WFM – Young Women from Minorities
In co-operation with the European Youth Centre of the Council of Europe**

European Youth Centre, Budapest

2nd - 9th April, 2006



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.

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WFM – Young Women from Minorities

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CHAPTER 1

Introduction to the Study Session

1.1 “Lessons Learnt” – Discrimination and violence towards young minority women today

The globally prevalent gender-based violence and discrimination against women, in particular young women, are still today part of many women’s daily reality, irrelevant of their ethnicity, sexual orientation, religion/beliefs, age, ability and social and economic status. Violations against the most fundamental human rights occur, even though the vast majority of the states have ratified conventions and treaties protecting such rights and freedoms. European countries may be pioneers in the promotion and protection of human rights in general; particularly women’s and minorities’ rights, yet young minority women are often subject to multiple discrimination and violence.

Such infringements constitute critical obstacles to the integration, development and empowerment of young minority women, who have much to offer to the further democratisation and fortification of Europe and its multicultural and ethnic societies.

The idea to organise this Study Session is an outcome of previous WFM (young Women from Minorities) rights-based training and research activities, where the above-mentioned dilemmas and challenges have been put forward with both local and regional perspectives. Activity after activity, WFM has witnessed the changing characteristic of the much-discussed and debated issue of gender-based violence and discrimination: it has only started to become less of a taboo and more of a concern, both within minority communities and decision-making bodies.

The purpose of this meeting was to bring together young minority women of Europe living diverse and similar realities, to discuss the many forms of discrimination and violence they face today in a safe and respectful environment. WFM aims to develop further strategies, encourage more cross-border initiatives and disseminate concrete methods on ways to combat and challenge gender-based violence and discrimination, share good practices and review lessons learnt from previous actions implemented by participants and WFM alike.

WFM intends to continue pursuing its main reason of existence, that is, empowering young minority women to become active citizens and further fuel the process of training and awareness-raising activities and actions, in order to reduce social exclusion and gender-based violence. The need to face human rights violating challenges are as necessary as naming and claiming the many success stories that have been taking place, thanks to the young minority women who continue their efforts to make Europe a better place for themselves and the coming generations.

1.2 Main issues discussed and main learning points for participants

The main issues discussed were:

- Violence and discrimination against young minority women in Europe;
 - Domestic violence
 - Violence based on sexual orientation and gender
 - Repression of minority women in nowadays Europe
 - Areas of unequal opportunities of minority women
- Introduction into Human Rights Education;
 - Concrete experience with HRE processes via implemented selected activities from Compass – A manual on Human Rights Education with Young People
- Intercultural learning;
- Discussions on tools and instruments to combat discrimination and violence available on

European level;

- European Youth Forum
 - Funders – Mama Cash
 - Council of Europe
 - Local organizations and projects (networking and working on joint projects)
- Project management - planning and developing projects.

By means of evaluation participants expressed that the study session was thematically very relevant as it offered them a possibility to revise and reflect on their own perception and experience of discrimination and violence towards young minority women in the nowadays society and compare their perceptions and experiences with other participants'. The participants also felt it was very important for them to get familiar with different learning processes as promoted by the Council of Europe such as the effective influence of the non-formal education approach and the aspect of intercultural learning that were present throughout the whole event. The personal approach to the topic was highly appreciated, as the participants saw it as the best way to learn from each other about discrimination and violence toward young minority women in their own countries/communities and cultural backgrounds, especially around current challenges young minority women are faced with. In the evaluation forms it was also pointed out, that the participants thought it was very useful for them to get familiar with the existing tools and organizations that they can further utilize in their work; such as the input on fundraising and project management.

The evaluation of the programme clearly showed that it was the right time to hold a study session on discrimination and violence towards young minority women as all the participants were highly motivated to work and share experience during the study session, they also appreciated the chance to be concretely faced with the possibility to explore some of the issues more in depth – via peer-to-peer discussions (small groups) or via incited expert speakers.

1.3 Aims and Objectives

Main Aim

The aim of this meeting was to bring together young minority women from Europe in order to explore, in a safe and respectful environment, the many forms of discrimination and violence they face today and look for possible responses to current challenges they are confronted with.

Objectives

The main objectives were:

1. To disseminate and learn from developed initiatives, good practices and success stories on working against discrimination and violence targeted at young minority women;
2. To explore and re-define current challenges faced by young minority women in relation to discrimination and violence;
3. To further develop participants' areas of competences to act against discrimination and violence on the local, national and European level;
4. To learn how human rights education and intercultural learning can be actively used in intervention and prevention of gender-based violence and discrimination;
5. To identify and provide relevant information on institutions / organisations, tools and actions available on the European level;
6. To actively encourage and facilitate the exchange of information, knowledge, experience and ideas;
7. To strengthen WFM network and encourage new partnerships and joint projects.

1.4 Participants

The Study Session involved a total of 39 people including 27 participants, all young women, coming from Albania, Armenia, Cyprus, Finland, France, Ireland, Italy Kenya, Latvia, Macedonia, Malta, Moldova, Portugal, Romania, Sao Tome, Spain, Sudan, The Netherlands, Turkey, UK and the USA.

All participants, living and working in member states of Council of Europe, brought together a diverse range of minorities issues present in Europe today and the experience of different NGOs, networks, institutions and groups active in minority youth work.

The Study Session was intended for 30 young women who:

- Were between 18 and 30 years of age;
- Were able to work in English;
- Identified as a minority or worked with minority issues;
- Had experience in working against discrimination and/or gender-based violence or were interested in starting to work with these issues;
- Could act as multipliers within their organisation/community;
- Were committed to participate in the whole duration of the session;
- Were committed to set up follow-up activities (projects, etc.) after the Study Session.

A list of participants is enclosed in APPENDIX A.

Besides the participants, the Study Session featured a four-member preparatory team, an education advisor, and six invited experts.

CHAPTER 2

Preparing the Study Session

2.1 The team

The members of the preparatory team were:

- | | | |
|---------------------|-------------------|-----------------|
| 1. Jasna Magic | (Course Director) | [Slovenia] |
| 2. Klaire Connor | | [Scotland (UK)] |
| 3. Emilia Astore | | [Italy] |
| 4. Ruth Baldacchino | | [Malta/Ireland] |
| 5. Dariusz Grzemny | | [Poland] |

The Educational Advisor was Dariusz Grzemny. During the first preparatory meeting, the team members and the educational advisor agreed that Dariusz would be part of the preparatory team throughout the Study Session.

2.2 Preparatory meetings

Preparatory meetings were an important part of the Study Session, both for the team and the success of the session. Meetings took place before, during and after the session. Each phase played a good role in achieving the aims and objectives of the Study Session as well as providing the space to consolidate the team members' relations. Besides these meetings a mailing group was set up for the team members to communicate with each other.

Pre-Study Session

The first preparatory meeting took place between the 20th and 22nd January at the European Youth Centre in Budapest (EYCB). All the members of the team were present, as well as the educational advisor. During this meeting we discussed our roles and expectations as team members, and had intensive discussions on the application for the Study Session. This helped all members to get a clearer picture of the Study Session but also helped in the distribution of tasks required before, during and after the Study Session.

The second preparatory team meeting took place between the 17th and 19th February in Scotland. During this meeting the team selected the Study Session participants.

The third meeting before the Study Session took place a few days before the start of the Study Session itself. This last meeting before the session helped the team finalise the programme elements, clear any doubts and/or questions, which may have arose as well as preparing any final materials for the week to come.

During Study Session

The preparatory team met every day, after the programme sessions were over. Every day the programme ended with the Re-groups, which was a space where participants could reflect on the day and the way the week was proceeding, in an informal manner. Besides being a way of evaluation, this space was considered as feedback for the preparatory team to take, think and act upon. After re-groups, the preparatory team would meet and discuss any issues which may have arisen during the day (including the re-groups).

We found these meetings during the Study Session to be useful for both the Study Session itself and us, as team members. The meetings provided the team with support on both the personal and working level; and in turn this was reflected in the work we carried out during the Study Session.

Post Study Session

After the Study Session was over, the preparatory team met for the last time on the Sunday (9th of April 2006) evening. The official programme was over and the team used this meeting to go through the various stages of evaluation. We analysed the feedback received from the participants, but also evaluated the week and the team's work on a personal level. We discussed our work during the week and the ways we felt about that work, also pointing out the strengths and weaknesses we together worked upon during this experience.

CHAPTER 3

Programme

This chapter aims to provide an overview over the main issues, which were brought up and discussed during the Study Session. It displays the findings and presentations, including feedback, which was received from the participants.

First the main programme elements are discussed which are followed by the thinking and ways of methodology that was used to implement the programme topics. This is followed by a breakdown of the whole programme with details on the methods and discussions taking place.

3.1 Methodology: Non-formal Education

“The Assembly recognises that formal educational systems alone cannot respond to the challenges of modern society and therefore welcomes its reinforcement by non-formal educational practices.

The Assembly recommends that governments and appropriate authorities of member states recognise non-formal education as a de facto partner in the lifelong process and make it accessible for all. “

(Coun Eur 2000).

With the aim and objectives in mind, we had to think how we could best achieve them through the week. Following discussions on different aspects of issues related to discrimination and violence experienced by young minority women, we made sure that the programme enabled the participants with enough time and space to express their ideas and experience as well as to share those and develop concrete projects and follow-up activities.

We considered that this could best be achieved through the use of non-formal education. This pedagogical concept is based on a peer-to-peer form of learning. The organisers of events using non-formal education are responsible for the framework in which the learning process can take place, as well as being responsible for guiding the process of non-formal education, and the participants are responsible for giving the input. Non-formal learning means a less theory-based way of learning and gaining knowledge through the exchanging of experiences. It also includes developing conclusions and recommendations upon this basis. As characterised by the Council of Europe’s support for such form of learning, this is the way for international networks to exchange and develop their knowledge. The main characteristics of non-formal education and non-formal learning are:

- Organised educational process taking place alongside mainstream systems of education and training;
- Individuals participate on a voluntary basis and as a result the individual takes an active role in the learning process, making it learner-centred;
- It does not typically lead to certification.

This concept has proved to be very useful for WFM as it creates a safe environment for its participants to exchange information and develop networking. It is often forgotten how young minority women are systematically silenced, thus such environments provide the space for them to fully expressed themselves. Not only does this lead to a special group dynamic during the study sessions or trainings organised, but it also creates an environment that encourages information exchange more easily. Another characteristic of non-formal education is that the outcomes are not pre-set but chosen by the participants, the evaluation is made by the participants in terms of their personal satisfaction and whether the programme met their individual needs at the time. We have witnesses through many activities using this methodology

that this methodology has a multiplier effect on those participating, as they consequently act as an empowering agency for those participating and their colleagues at their home organisations.

For the sake of this report and by way of summarising, non-formal education is then characterised by:

- Learner-centeredness;
- Voluntary participation;
- Democratic learning environment;
- Learning by doing – concrete, but at the same time universal;
- Value-based motivation;
- Creative, inventive and challenging atmosphere;
- Accessibility to everyone.

“Learning is the keystone: It is the original matter out of which all education is created. Somewhere along the learning continuum, we become too purposeful with assisted learning (education in its widest sense). When we control this and individualise it, we learn what we want for as long as we want and stop when we want, we are engaging in informal education. When we surrender our autonomy and join a programme and accept its externally imposed discipline, we are immersed in formal education. When we step into a pre-existing learning programme but mould it to our own circumstances, we are engaged in non-formal education.”¹

3.2 Main programme elements

The seven-day programme (APPENDIX B) was composed of various elements, which reflect the methodology and approach just described. The preparatory team, together with the educational advisor discussed and implemented various non-formal education concepts and elements in this Study Session. Amongst these were:

- i. Re-groups
- ii. Committees
 - a. Report Committee: the role of this committee was to support the preparatory team and the Study Session through report writing. The members of this committee took notes and minutes of all the sessions (workshops, lectures, discussions), and later compiled them and presented them to the preparatory team. Having this Committee was very useful for all; it made the process of report writing more fluid and the information presented to our members is then clearer and detailed.
 - b. Journalistic Committee: the role of this committee was to provide a lighter view of the Study Session. This Committee of ‘journalists’ was responsible for the creation of 2 newsletters and documenting the whole event by taking pictures.
 - c. Social Committee: the role of this Committee was to take care of the “social” aspect of the Study Session, mainly thinking of activities and games for the evenings when the formal programme is over. Amongst the activities held were a Movie Night, a Pyjama Party, Henna Painting, and a Good Bye Party.

¹ Looking again at non-formal and informal education - towards a new paradigm, <http://www.weiterbildungsblog.de/archives/000488.html>, 4th January 2007

- iii. Small working groups
- iv. Plenary sessions
- v. Round-table discussion
- vi. Presentations
- vii. Individual Work

In order to create a safe environment the preparatory team used a number of structural elements, which led to a certain commitment and involvement of the participants. One element worth mentioning in detail is the “Re-groups”. Re-groups, short for Reflection Groups, are a daily element in the programme, in which participants come together by the end of the day. Assigned to a fixed group at the beginning of the week, this space serves to:

1. Evaluate the day, which gives important input to the preparatory team in order to see where the programme is heading, whether it needs any adjustments but also to bring forward participants’ expectations.
2. Reflect on the day: participants’ talk about what they have heard and learnt, what they liked and did not like. This leads to a deeper understanding of the week-flow besides serving the participants as a tool in their personal learning process.
3. Discuss how participants feel: as stated earlier a study session is not only a learning environment but also a space where participant can personally express and expose their views and personalities, meet similar persons and make new friends. This may lead to a certain degree of emotional involvement, which leaves the participant wanting to discuss it. The re-group is a safe environment where one can address personal issues as well, considering the fact that at the beginning of the week it is established and agreed amongst the re-group participants that any personal issues raised within the re-group should remain within that group.

In line with the ‘philosophy’ of the Re-Groups, the objectives of this kind of space are somehow loose, because the participants should somehow make it their process and define what they want to discuss. However, as general objectives of the Re-Groups one can define:

On the Knowledge dimension (least important for HG):

- To clarify concepts of the day which are not clear to participants (yet).

On the Skills dimension:

- To listen to and understand the fellow participants;
- Clarifying/communication skills in an intercultural context.

On the Attitudes dimension:

- Allow for listening;
- Empathy;
- Be sensitive to the group;
- Respect and challenge the group;
- Encourage and communicate;
- Patience / engage / amount of own personality;
- To listen to and to be listened to.

There is a wide range of methods available in order to structure the Re-Groups. Proposed methods/exercises include COMPASS – A Manual on Human rights Education² (hereafter referred to a COMPASS) - exercises ‘Weather Report’ (p. 63), ‘High and Low’ (p.62) as well as other (DOMINO) exercises³.

² Available on-line at: <http://eycb.coe.int/compass/en/contents.html>.

³ Available on-line at: <http://eycb.coe.int/domino/default.htm>.

3.3 Programme day-by-day

The following is a breakdown of the Study Session programme. It illustrates the different methodological elements as described above. Within this study session we felt it was important to appoint a “chair” of the day: the role of the Chair was to open the morning plenary sessions, introduce the daily programme, brief the participants with the relevance of the day to the whole week, and make announcements about any updates and technicalities related to the Study Session programme and logistics.

Opening of the Session

The Study Session opened with the welcome evening on Sunday (2nd April). The team organised a set of name games/getting to know each other activities and provided the first relevant technical information to participants.

The Study Session was officially opened on Monday morning.

3rd April – Monday

Morning Session: Introduction to the Programme & Needs and Expectations

Aims / Objectives:

- To welcome participants officially;
- To Present the team / organizing organization and their role ;
- To present participants with background, aim, methodology and practicalities concerning the study session;
- To introduce participants to the environment they will be working in;
- To introduce participants officially to each other;
- To establish participants needs and expectations towards the topic of the study session and preparatory team;
- To establish basic ground rules of this conference – how the participants will work and communicate with each other.

Jasna Magic, course director of the Study Session, welcomed participants and introduced the team and officially opened the programme. The first part of the morning was spent presenting the background of the Study Session, the main programme elements and an explanation of the methodology to be used during the week. The morning session also covered the needs, expectations and contributions of participants towards the Study Session.

Results / Outcomes

The first session featured opening / welcome note on behalf of the preparatory team, introduction and short overview of the programme and the flow of the week, including explanation of the study session background, explanation of the methodology to be used during the week to come (peer-to-peer education and non-formal education), presentation of the expected follow-up and a Q(estions) & A(nswers) session.

In the “Needs and Expectations” session, the participants shared their expectations, needs and contributions first on an individual level (buzz groups) then in smaller working groups and finally via group presentations the outcomes and questions to:

- What do I expect;
- What do I need;
- What can I contribute;

Were shared and briefly discussed in the plenary.

Monday Afternoon Session: Getting to Know Each other

Aims / Objectives:

- To get to know each other in the context of the course;
- To start the learning process on a personal level;
- To bring in participants' background through the topic of the study session;
- To create an environment that is open to the different realities and experiences of participants;
- To share personal motivations;
- To get acquainted with and discuss the validity of widely used definitions of discrimination and violence and start exploring the issue in a group setting.

Methodology

Various short “get to know each other” activities were taken and adopted from COMPASS as well as another useful tool Education Pack⁴ (for example Map the Europe Silent Floor, Definitions Trade etc). All the activities implemented were modified and combined in order to correspond to the topic and objectives of the Study Session as well as suit the competences of the team members that were responsible for their implementation.

Results / Outcomes

On account of interactive afternoons that involved just the right amount of energizers as well as other short dynamic activities that focused on either sharing personal stories and experiences or presenting one's cultural context the participants were coming from, the participants had the opportunity to get to know another better on an individual level (via working in pairs) as well as through smaller working groups. Participants shared their experiences and information mostly by sharing information on:

- Personal habits
- Team work
- Working experience
- Personal motivation

The short activities implemented made the participants face their diverse background and embrace their diversity as well as prepared them for a week of working together.

4th April 2006 - Tuesday

Morning Session: Discrimination and Violence (APPENDIX C)

Aims / Objectives

- To reflect on how our identity is constructed and influences the way we are;
- To analyze the concept of discrimination, its roots and consequences;
- To introduce the concept of direct and indirect discrimination and victimization;
- To reflect on what positions in life we take when it comes to discrimination and violence;
- To prepare participants for the afternoon session where they will explore examples of violence in their lives.

⁴ Available on-line at: <http://eycb.coe.int/edupack/default.htm>

Methodology:

On building this common ground of understanding, a number of questions were posed by the facilitator, among them being: What is discrimination? How is it perceived?

As a way of noticing and acknowledging our own prejudices, the plenary had to respond to several small quiz questions, identifying the authors of one phrase and the country of origin of the other author⁵.

The reason for the exercise was to show that we all have different perception on a variety of things, motivated by our knowledge, guessing, intuition, etc. The participants were also confronted with the following question: “Has there been any discriminatory content within the provided documentation? Do we come across such language now?”

Having completed the quiz and the discussions following that, the plenary proceeded in discussing the issue of discrimination. In doing so, the plenary addressed a number of case studies where the teams discussed whether the case study addressed was discriminatory, whether such behaviour exists in the participants’ country of origin. The aforementioned case study produced a number of discussions, interactions within the group on what constitutes discrimination, personal realities, the issue of positive/reverse discrimination, the rights of individuals, and clash of rights.

Afterwards, the plenary concentrated on the definition of terms followed by a brief analysis on each. Terms discussed were:

Direct discrimination: There is a direct action on you because of your background, culture, gender, sexual orientation, religion, etc.

Indirect discrimination: puts one in a disadvantage through an apparently neutral provision, criteria or practice.

Harassment: infringes human dignity. (e.g. physical contact, verbal harassment, visual display of posters, graffiti, isolation, refusal to co-operate, exclusion from social activities, coercion, unfair criticism). It was also pointed out that the debate on the issue of harassment is so broad and people can take the issue to extremes.

Victimisation: when one is punished for acknowledging/stating the discrimination that has taken place on your expense.

Violence:

1. It is about power.
2. It can have a wider array of consequences: physical, material, and psychological.
3. The victims and the perpetrator can be individuals or groups.
4. The act can be of physical, emotional, sexual, or material nature.

The questions the preparatory team following the presentation of the definitions addressed to the plenary in relation to the topic were the following:

- Can discrimination be combated by law?
- Aren't there better means like education?
- Don't you think that an anti-discrimination legislation is an infringement to the freedom of expression?

⁵ For the whole activity please see: COMPASS – A Manual on Human Rights Education, All Equal, All Different, pg. 89 - 90

Introduction to Discrimination and Violence Part II

The second part of this activity aimed at introducing the discussion on the topic of discrimination by making the participants share their experiences, in small groups. The exercise – *Four Positions* – involved having four contexts to which two questions are asked. Participants were then asked to write down their experiences. The two general questions were:

- Would you act differently today?
- And if yes, why and how?

The following are the four positions in which the participants had to put themselves reflect and write down their experiences:

- 1st Position: Describe one situation, in which you were discriminated against / treated unfair by another person.
- 2nd Position: Describe one situation where you were discriminatory against someone else.
- 3rd Position: Describe one situation, in which you witnessed an act of discrimination and didn't do anything against it.
- 4th Position: Describe one situation, in which you witnessed an act of discrimination and did act against it.

Outcomes / Results (Plenary discussion)

As the result of the conversation some participants acknowledged that most of us have already been in all of the four positions. We are frequently discriminated against, for many reasons, depending on our reality, background, but we also discriminate against others. It is very important to avoid discussing things in a general way but rather to start identifying our own faults, mistakes and to learn how to deal with different situations. Further comments resulting from this discussion focused on the ways discrimination is hidden. We tend to be politically correct and always pretend to be nice. There should be a limit to being able to justify your acts. There are different levels of awareness on discrimination issues. There's conscious and unconscious discrimination.

Proposed exercise

Draw a tree. On the roots write the reasons for discrimination and on the leaves write the consequences. Then turn it upside down and analyse it. You might be surprised with what you see.

Tuesday Afternoon Session: My Reality, Myself

We all live in different realities. We all have or had different experiences, which shape our reality or realities. However, most of the time we are not aware of our own reality and this results in our alienation from the rest of the community or society. Some argue that this alienation is a result of the power structures and discourses present in the societies we live in. Unless we get to know and try to understand ourselves, we cannot face, deal and overcome our challenges.

The following questions were the basis of this afternoon activity

- What is my reality as a woman? As a minority? As a human being?
- What are the markers, which distinguish me as woman and minority?
- How am I treated as a young minority woman?

Aims and Objectives

One of the aims of this activity was to raise questions in relation to our individual identities in our everyday realities and the second, more important one, was to raise awareness of the different 'markers', which distinguish our bodies and place us in various positions within our societies. In other words, this activity (and also other sessions in this Study Session) was about discussing individual identities and to look at the participants individual selves so that they can better work towards eliminating discrimination and violence. In order to identify the participants own selves as they work with others, especially young minority women, it is important to understand aspects of there own identity because everyone is a reflection of the societies in which they live.

Methodology

For this exercise, the participants began by moving their chairs into the centre of the room. A team member used a flip chart to map out the responses. The conversation continued in the circle, with questions, answers and prompts. Afterwards, the participants were asked to draw on sheets the aspects of identity they share. The second part of the activity originated from the "Who Are I" activity adopted from COMPASS.

The questions asked were:

- What do you see before starting to talk to a stranger?
- What do you talk about when you meet a stranger?

Amongst the most common replies were:

1. Name
2. Job, occupation, what do you do in life?
3. Nonverbal communication, gestures
4. Country/city/town/village
5. Hobbies
6. Family and relationships
7. Weather
8. Intentions
9. Sexuality/sexual orientation
10. Age
11. Clothes
12. Marital status
13. Context of conversation
14. Gender

These responses were mapped out on the flip chart, and the participant talked about how their judgment causes us to act differently toward different people.

Following this, the participants were given a sheet of paper and asked to put our names in the centre. They were then asked to draw 8-10 aspects of their identity that are important to them.. They then had to walk around and write down a person's name if they shared a similar aspect. Afterwards, they then sat back down in the circle and reflected on the activity: which aspects did they share with others? Did they have any aspects that were not shared by anyone?⁶

Outcomes / Results

The outcomes of the exercise helped the group to identify and discover things about each other. By comparing aspects of identities we could identify the areas that we have in common, but also establish where we differ. The participants later also discussed the aspects of identity and tried

⁶ Source: COMPASS - Who Are I, pg. 257 - 259

to establish which components of identity one is born with and which people choose by themselves – which aspects of identity are social constructs and which are inherent and fixed. The participants also shared what they learned about themselves with comparing identity stars and shared their ideas on diversity in the group.

5th April 2006 - Wednesday

Morning session: Useful tools and instruments: round-table discussion with guests

Aims and Objectives:

- To introduce guest from international as well as local level organisations that work on women projects;
- To introduce best practices and recommendations when it comes to local or European projects;
- To share ideas and exchange experience in relation to implementation of various project;
- To share useful information with regard to existent projects or projects in the making;
- To share recommendations and experience with regard to funding and other sponsorship.

Methodology

The first session of the day – a round-table discussion – saw a series of presentations providing the participants the opportunity to learn from various best practices / examples, the participants were also introduced to the various activities of international bodies, their projects, campaigns and project application deadlines.

The presentations focused on the work and/or results of projects of:

- Labrisz Lesbian Association
- WFM Media Project
- Living Library project

Labrisz Lesbian Association

Labrisz (Budapest) was established in 1989 with the purpose of enhancing the visibility of lesbians in Hungary and providing a safe space for lesbian women in their first steps of “coming out”. The organisation began as a small group of 5 - 6 women, making a small newspaper, which could be ordered by women in the country. Then the decision was that all these women ordering the paper should be meeting at a point. Labrisz evenings – following the name of the amateur paper – started to be held once a month. The organisation was also interested in community building for lesbian women, re-enforcing women’s identities and consciousness about being lesbian or bisexual.

With the strengthening of the organisation, other kinds of programmes joined this initial activity. Currently Labrisz are doing a school project among the other activities of the organisation. The programme began in 2000 and it is about getting to know more about lesbians and gays. The aforementioned project is a response to invitations from schools with teachers requesting sessions for discussions of gay and lesbian issues in Hungary, problems they face, what kind of forums are available and how someone can join the organisation. In addition to this, through the school visits, the organisation is given the chance to address the stereotypes gays and lesbians are faced with in Hungary.

The association also published a book series, a collection of essays on lesbian identity, “coming out” lesbian fiction, and a handbook related to the school programme, namely a teachers’ guide for teachers who are interested in addressing this issue in schools. The project also contributed to a report for the discrimination of gays and lesbians in Hungary published in collaboration

with two other gay/lesbian associations. The organisation also published a Human Rights volume, entitled: “*Human rights. Sexual orientation after Amsterdam*”. Finally, other activities organised by Labriz include discussion groups, lesbian film festival (last year the first lesbian festival was held), a lesbian identities festival, and the newsletter publishing. There is also a working team, which makes movie-documentaries and feature films, which are shown in the LGBT festivals. In addition the organisation is setting up an archive of movies and documentaries..

The guest speakers also acknowledged the fact that having presented all this work, they are aware that being LGBT in rural areas is difficult. Recognising the current realities in Hungary, people find it more difficult to come out and express themselves in rural Hungary.

WFM Media Project

WFM aims to bring together minority women throughout Europe and beyond, making them work together in the several issues that concern women. Among its work, WFM organises training and other activities. In 2000 the organisation began working on a project entitled: “attitudes and expectations for minority women”. The project was an outcome of a study developed in Lisbon (Portugal), Turin (Italy), Stockholm (Sweden) and Cork (Ireland). The objectives focused on the better understanding of minority women, and the challenges they face towards/in the process of their integration in the society. In addition, the project also aimed at getting the world to know how minority women felt: their perceptions about themselves. Lastly, the project also aimed at informing, including youth organisations on the status of minority women in the society, the problems they face, and the activities taking place with regard to the development of policies and projects taking into consideration minority women. The aforementioned study structure was carried out through interviews, where 100 minority women were interviewed.

Outcome of this study – the development of another project: gender minorities and the media. Main objective of this project is to provide information and analysis on the media’s portrayal of minority women across European countries and provoke discussion. The idea is to inspire future work in this area. The project will be ongoing until the end of 2008 and there is still the possibility of people to join in the activities. Among the countries taking place are; Bulgaria, Belgium, France, Sweden and the UK.

Moreover, regarding WFM’s activities, there is a new activity coming up, involving Latin American, African and Asian countries. Activities of the project include: diagnostic studies at national and European levels. The idea is to see how the media in each country portrays minority women covered by the project and makes comparisons on the issues and problems raised for every country. The project team is creating a website for their Media Project which will be ready soon. Lastly, with regard to the Media Project, there will be a training course in Lisbon in July to raise awareness of women in the media and engage discussion on the issue. Concluding, the long term idea and impact of the project is the creation of a Media Monitoring Unit on an EU level established/located in France.

Living Library Project

The representative of the Council of Europe informed the plenary over a local project, which the Council of Europe has shown interest in and has so far been implemented in at least 5 other European countries.

The project is called “the Living Library” and was invented by a Danish NGO – Stop the Violence. It is a project to prevent and fight against discrimination and violence, while at the same time create visibility on human rights issues. As of 2003 “the Living Library Project”, became part of the CoE human rights programme.

The project mainly focuses on the traditional idea of: the library as a meeting place but takes it a few steps further and invents a space where the library is a meeting space between people – readers - who are courageous enough to meet their prejudices; in form of “people” books. The innovation of this methodology is to give an answer to a common problem for people who work on human rights projects promoting intercultural dialogue, which is the problem of wide access. From the start the project has shown that there is a clear need and desire of people to do something and learn. The library’s purpose is to create a meeting place for people to interact.

Organisation of the project mainly involves setting up of a library like a normal library, where people through the advice of librarians borrow books – books being live persons in this case. One reading can take not more than one hour. In other words, with 120 readers there can be 120 hours of discussion between people who have never met before. The ‘Books’ represent groups that frequently face stereotypes. This is a very demanding job and that’s why the project works with representatives of organisations. Depending on the organisers and the library: one can find Refugee books, African ex-prisoners, police officers, people with disabilities, lesbians and gays, etc. The library, however, cannot work without rules, which are primarily set by the organisers. Initially, the organisers brief the books on their role, as well as the librarians. The job of the librarian is to describe what the project is about, that is, in the library catalogue the reader can find the most common stereotypes, prejudices etc. evaluation: some things can be and some can not be measured.

Outcomes / Results

After the presentations of the projects and organisations by the guests of the round table, the participants had the chance to actively participate in the interactive discussion about the projects presented. Most inquiries were directed at the Living Library Project although there was quite some interest expressed in the projects carried out by Labris. Participants had a lot of questions on how to fundraise for projects and where to look for potential sponsors. The guests / experts gave some useful recommendations on where to look for funding, who to contact and what to watch out for. There were also useful recommendations and best practises shared with regard to partners when carrying out projects, promotion of the project as well as appealing methodology and elements / phases of different projects.

Wednesday Morning session: **Presentation of tools: European Youth Forum (FYJ)**

Aims / Objectives:

- To present YFJ as an organization - mission and objectives;
- To present the field of human rights and equality within YFJ;
- To present to the participants the possibility of support of YFJ towards minority NGOs;
- To present the campaign: diversity, participation & human rights and inform the participants of the need for active involvement;
- To present the projects and funding opportunities that YFJ is working with.

Methodology

Maxim Cerruti (member of the Secretariat of the European Youth Forum) presented the organisation and explained the YFJ’s aims, structure, work on different policy areas and its communications. We also learnt how the European Youth Forum participates in thematic events at European level such as:

- The European Union’s campaign for Diversity Against Discrimination 2002-2007;
- The Council of Europe’s Campaign on Diversity, Human Rights and Participation starting in June 2006;
- The European Year against Discrimination – 2007.

Presentation of the new 2006/2007 “All Different, All Equal” Campaign – Diversity, Participation and Human Rights:

Priorities for this campaign are:

1. Diversity
2. Participation
3. Human Rights

Partners in the Campaign:

- Council of Europe and its structures (Statutory Bodies, PACE, CLRAE, ECRI, other Directorates);
- 46 Members States of the COE + 2 European Cultural Conventions. NCCs;
- European Youth Forum and other (Youth) NGO's;
- European Union /European Commission/European Parliament;
- Civil society (donors & sponsors, culture, sport, business...).

Implementation and Management:

1. Steering Group: COE's Joint Council, YFJ, European Commission;
2. Secretariat COE staff members recruited for the Campaign;
3. Project Units: Planning and implementing all aspects of the campaign;
4. National Campaign Committees (NCCs): all relevant stakeholders.

Outcomes / Results

This session pointed out, what was already pre-assumed by the team, namely that a lot of activists working on local and regional level rarely use the opportunities and networks that exist within EU and beyond. Many organisations are not aware of all the on-going projects/campaigns of many minority or human rights organisations working on EU level. Many are also not aware of funding opportunities on European level, which can provide the activists with either expertise or opportunity for a joint cross-border project. As a few youth NGOs working on EU level are joined under an umbrella organisation- the European Youth Forum this session proved to be a very useful one for the participants as it presented them with an overview of local VS European aspect of working on minority or human rights related topics. It presented useful to the participants with regard to the presentation of relevant existent (youth and/or human rights related) networks, project opportunities and funding opportunities, but it also presented them with concrete opportunity of getting actively involved on international level via participation at “All Different, All Equal” Campaign – Diversity, Participation and Human Rights.”

Wednesday Morning session: Presentation of tools: Council of Europe: DYS

Aims and Objectives:

- To present CoE and especially Directorate of Youth and Sport as a supporter of this Study Session;
- To present the field of human rights and human rights education within CoE;
- To present the funding opportunities and other NGO support within CoE.

Outcomes / Results

Through this presentation the participants learnt about the different aspects of the CoE and ways in which organisations can use it as a tool for development. The CoE offers expertise (through trainers, for example), facilities (like the European Youth Centres) and financial support. Individuals/organisations can get involved through the different Priority programmes which focus on:

- Human Rights Education and Intercultural dialogue;
- Youth participation and democratic citizenship;

- Social Cohesion and inclusion of young people;
- Youth policy development.

Other possibilities/resources within CoE DYS:

- Publications
- Training Courses
- HRE Resources

Wednesday Afternoon session: Activities on Human Rights Education

Wednesday afternoon was dedicated to promotion of human rights education through activities and methods as described in COMPASS. There were three simultaneous activities taking place:

- Activity on religion and spirituality
- Workshop on Women’s sexuality
- Activity on Domestic Violence⁷

Aims and Objectives

The overall aim of this afternoon, consequently all the activities, corresponded with one of the main aims of this Study Session, namely:

- To learn how human rights education and intercultural learning can be actively used in intervention and prevention of gender-based violence and discrimination;

Activity on Religion and Spirituality

The activity on Religion and Spirituality focused specifically on how individuals distinguish between their religious beliefs and their spirituality and how these two notions depend on the social context we originate from.

Methodology

The methodology of this activity was the combination of methodologies of two educational activities from COMPASS: - Silent Floor and Where Do You Stand?

The Silent Floor activity allows participants to reflect on words and write freely on a shared sheet of paper. Participants could either write their own thoughts, reflect on someone else’s, or both. This allowed participants to exercise creativity, reflection, meditation, and use time to explore their feelings. The Where Do You Stand? activity allowed participants to debate a controversial topic that is written on the flip chart. Participants would stand on one side labelled “I agree” or the other side “I disagree.” This activity allowed participants to look directly at each other and to engage in skills of cooperation, critical thinking, challenges each other to think differently, and explain their thought processes.

In the beginning the participants were split into two groups and given a flipchart to reflect on the words “religion” and “spirituality.” This was Silent Floor, the participants then had to write whatever came to mind and could not speak to one another. Then, the groups switched and were asked to write reflections or responses that the previous group had written. Then the next phase was introduced and there was not a chance to reflect on the “Silent Floor” results. The next phase used the methodology of “Where Do You Stand”, which is an opposite of the “Silent Floor.” Here the participants were firstly presented with a controversial statement (e.g. Religion and Feminism do not go hand in hand) and then asked to stand on either side of the room, one labelled “I Agree” and the other “I Disagree.” After choosing a side, a participant was to argue her point of view it and with that influence the opinions of the members of the other group.

⁷ For a detailed description of aims and objectives and methodology of this activity please see: COMPASS – A Manual on Human Rights Education, Domestic Affairs, pg. 114 - 119

After this exercise, the participants returned to Silent Floor and read each other's responses. These responses reflected on each of the exercises and how both were beneficial and which one the participants liked or disliked.

Outcomes/Results

The participants reflected – silently and verbally – on the notions of religion and spirituality and shared their experiences in connection to their beliefs and spirituality coming from their social contexts. This activity clearly showed the gap that exists between eastern and western European perception of religious concepts, lifestyles and traditions. It was a “wake up” activity for many participants coming from especially western European countries as they were faced with many barriers and obstacles young women are nowadays still facing in the Eastern Europe when it comes to their education, opportunities and various lifestyles.

Workshop on Women's Sexuality

This session aimed to talk about sexuality in an open and focused forum. During the workshop the participants silently thought about:

1. Sexuality
2. Discrimination and violence related to Sexuality

Methodology

Participants were asked to think about these concepts and consider the relationships between them, and write down any ideas, words, questions which come to mind.

Sexuality

Concepts, phrases and words which were written down included: Patchwork, expression, relationships, continuum, indefinable, reproduction, freedom, media, fluid, identity, queer, LGBT, religion, heterosexuality, sexual and reproductive rights? marriage, sex, is the way to live our interior part, emotions and feelings, disability.

Discrimination & Violence in relation to sexuality

Concepts, phrases and words which were written down included: Female Genital Mutilation, labour market, labelling, stereotyping and prejudices, culture, environment, conversion therapy, constraints, fear, state, rape, gender stereotypes/roles, LGBT phobia, separation, assumptions, heteronormative, politics, marriage, laws, homophobia, biphobia, transphobia, laws, education, state and religion.

Outcomes/ Results

The participants discussed issues around sexuality, discrimination and violence and talked about the possibility of coming with a campaign to challenge these issues. The following are brief examples of the discussions that took place:

- Sexuality – some women seem to find it difficult to discuss the issue of sexuality, still a taboo.
- Labels – heterosexual, lesbian, gay, bisexual, transgender – they put people in boxes and restrict.
- Marriage also limits people and may not be a choice for some people. Marriage is also a means of control from the persons in power and patriarchal. It also limits people's relationships...what about those individuals who want relationships with more than one person?
- Freedom is the key to sexuality and to challenge discrimination and violence.
- Sexuality and persons with disability, a person suffering from mental health difficulties and learning disabilities – society's message is that these people do not have sexuality. Sexuality of such minority groups is not discussed.

- Safer sex media campaigns need to be directed and open to all sexual orientations since some lesbians and gay men believe that they are safe from contracting HIV/STIs. Safer sex should be tailored to specific target groups, since the needs are different from one group to another.
- Conversion therapy still taking place even though it is considered unethical for psychiatric professionals and psychologists to carry out such practice. This concept is also being used within religious institutions and the new concept of ex-gay movement. In some countries out-dated psychology text are being used which still state that homosexuality is a mental health problem.

The overall conclusion of this activity was that sexuality cannot be defined and labels limit people from living their life freely. Sexuality should be kept open. Individuals in terms of sexuality face various challenges. Everyone has to do more to change the limited cultural attitudes towards sexuality in general. Collaboration from all persons irrespective of their gender, sexuality, etc is the key to change.

6th April 2006 - Thursday

This day was characterised with “meeting the locals”, as well as starting to think about developing the participant’s own projects through consolidating and transferring what participants brought with them and what they have learnt so far. As is typical with Study Sessions, this day was also the day where participants had a free afternoon.

Morning Session: Meeting the local organisation “NANE”

Aims and objectives:

Part of WFM’s mission is that wherever it holds an event, it would like to support the local women’s movement and feel a part of its surroundings. Therefore a Hungarian local women organization was invited to introduce their projects and present their experience with regard to the situation of women in Hungary. By inviting a representative of women’s local organization NANE to the Study Session we wanted foremost to:

- Expose participants to the present day situation regarding equality of women in Hungary;
- Increase the awareness of the existing local women projects that can be adapted to other environments.

Presentation / Outcomes (APPENDIX E)

Local organisation NANE was presented by Gyorgyi Toth. NANE is a Hungarian grass roots women’s’ NGO which was established in 1994 by 11 women. Gyorgyi explained how the early 1990s was a period where people were finally allowed to speak and address social issues freely. The first project was a Hotline for battered women and children. Another project targets trafficking prevention, and is directed to people vulnerable to becoming trafficking victims. People using the hot lines mainly talked about the problems of the institutions, police, visiting nurses, child protection authorities etc. As the plenary was informed in the most part, the callers complained that all these institutions are rather part of the problem of gender-based violence than the solution. It seems this is the angle of NANE as well; the organisation proceeded with multiplication programs, i.e. trainings, small publications – flyers, a series of books, tools on the site of the organisation where interested parties can print and use.

Following discussions with professionals there is the conclusion and realization of the excessive need for addressing the legal framework of the country; i.e. there is the will of the people even in high places to act, yet the legislation does not allow them to. The organisation works heavily on lobbying, initiating legal changes, carrying law proposals, monitoring how laws are applied, proceeding with evaluations, shadow reports etc. The organisation has developed strong and

good ties with police authorities, providing trainings and information on related issues. In addition the organisation is also in contact with MPs and other relevant bodies for lobbying on their issues. The projects NANE is currently running are:

1. Silent Witness Exhibition - Remembrance and speak out
2. Public education campaign
3. Hotline counselling

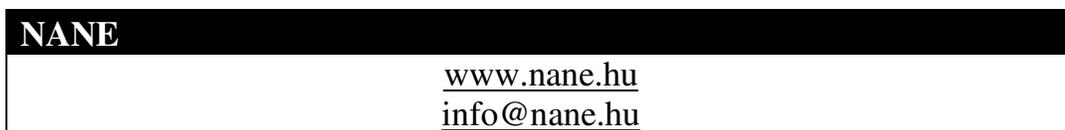
One of more interesting projects for the participants was the project Silent Witness Exhibition. Please find a more detailed description of the project below.

Working with the media – The silent Witness Exhibition

The idea originated in the US. Every US state has at least one exhibition. NANE was the initiator of the first exhibition outside the US⁸.

The idea is to have as many cardboard figures as equals the number of victims of domestic violence registered per a year in the country. The idea with these life size figures is to make the problem tangible. On the chest of figure there is the story, the name, the date of death, country, etc, making these stories very visible and shockingly close to all present or passing by the exhibition. On preparing the shields for the figures, the volunteers of NANE revise the police and press reports.

The figures are used and presented on more visible points (city centre, in front of important meeting points, in front of relevant buildings etc), on international women's day, on all saint's day, as well as during the 16 day period between November 16th or 26th international day of stopping / eliminating violence till December 10th International Human Rights day. Within the frames of this project NANE is cooperating with Amnesty International Hungary.



Thursday Morning Session: Consolidation and Transfer of Learning

Aims and Objectives:

- To reflect on the learning process participants went through during last days
- To analyse ones own role in work against discrimination and violence
- To recognise participants' follow-up to the study session
- To further associate participants with WFM and its mission and activities
- To reflect on what participants learnt so far and how it can be used in their follow-up project ideas
- To prepare participants for the next step – planning concrete actions

Methodology

The participants had to break into small groups to share their background and experiences in relation to the development of projects with others. After this they started thinking of ideas for projects that they can develop by themselves or with other participants. In the project preparation phase, the preparatory team presented each group with guidelines that helped participants to keep focused in their brainstorming and discussion of ideas. The guiding questions were the following

⁸ For more information on Silent Witness project go to: <http://www.silentwitness.net/sub/colleges.htm>.

1. What is your role in your community when it comes to work against discrimination and Violence?
2. What can be done concretely in this respect? (Project, action, etc.)
3. What concrete project/action would you like to develop after this Study Session?
4. What support will you need in order to do it?:
 - A From your organisation;
 - B From your partners and the rest of the local / international community;
 - C From WFM
5. How the things you have learnt in this Study Session can be helpful in developing this idea?

Outcomes / Results

The groups took around 50 minutes to talk about the role each of its members has in their own organisations. It was also important to try to understand each ones motivation to carry on with the work they've started in the session. It was of course difficult at first to think about project ideas. The time that was given for reflection seemed insufficient because the participants come from different realities, have different fields of work, different groups etc. Nevertheless, participants were very successful in sharing their interest and aspirations for the future. Some of the ideas for projects that have emerged during the Study Session and were especially appealing for participants to, either develop in the context of this Study Session, or try and adapt in their local reality were:

1. The Living library
2. The Silent Witness Exhibition

7th April 2006 - Friday

Friday Morning Session: Project Development – Making the Case

Aims and Objectives

The goal of this was to present the participants with the opportunities to learn, How to build capacity in measuring and strengthening the impact of your project and in using that to 'make your case' towards donors and other stakeholders.

Methodology

The key concept used here was 'social change'. Mama Cash representative presented the 'making the case' tool which is used for monitoring and evaluation of the impact of women's rights work.

Mama Cash Presentation (APPENDIX D)

Mama Cash's mission is "to be a source of capital for women's rights, now and in the future, and to support women that advance women's rights with self-initiated activities"; and through her support invest in various priority themes, mainly: 1) bodies, 2) art, culture and media, 3) peace and security, 4) voices and active agents and 5) economic justice.

Since 1983, Mama Cash has supported a large number of women's groups worldwide. The organisation focuses on supporting small and new women's groups with pioneering and groundbreaking initiatives, and give priority to those groups that, because of the nature of their work, have difficulty obtaining funds from other sources.

Women's groups are often very competent in describing and analyzing the issues and challenges for women in their community or context. Based on these needs, groups are also able to develop innovative strategies to transform the given situation and improve the lives of women. However, it shows that many women's groups lack proper strategies and instruments to evaluate and analyse the impact of their work, as well as the language to communicate the (expected or real)

impact of their work. Most women's groups, when they describe the impact of their work, only refer to quantitative results – the 'product' resulting from their activities - and do not mention the *social change* brought about.

At the same time, many foundations work with complex application and reporting guidelines. Small and newly established women's groups, without much experience in fundraising and reporting, need tools to build their capacity in the field of development of their proposals. Mainly for project funding to donors, in such a way that the impact, and thus the importance, of their project is clear; and monitoring and evaluation of their activities, resulting in a clear analysis of the connection between the activity (strategy) and the achieved results and impact. Women's groups have to 'make the case' for their work, which means they have to formulate clear indicators to show the positive impact of their work

Outcomes / Results (APPENDIX D1).

What the "making the case" tool can do for women's groups and organisations:

- It enables organisations to identify and measure the most important social change results of your work;
- It enables organisations to improve their strategic planning for future activities;
- It enables organisations to communicate the impact of their work: to generate information for funders and others who need to understand the results of their investments.

mama cash foundation

www.mamacash.org

Friday afternoon session: Developing Projects

Main areas of working groups that were formed after the Consolidation and transfer of Learning Session (Thursday) were:

1. Living library
2. LGBT & Disability
3. Education – Youth Exchange/Training
4. Domestic Violence (e.g. Silent witness project)
5. Acting at grass roots – local level (rural areas)
6. Lobbying at political/national and international level

Aims and Objectives:

- To present participants with creative environment for project development;
- To encourage participants to work in teams;
- To encourage the participants to listen to other's experience and accept each others opinion;
- To encourage decision making processes and implementation of gained knowledge;
- To encourage participants in using contacts gained during the conference.

Methodology

After presentation of available groups, the participants went into working groups (number of participants in the group was varied: between 2 and 6). The groups had a given task to develop a project and each group was presented with steps to produce a project. Within the provided guidelines the participants needed to define:

1. Title, name of the project
2. Background, social analysis
3. Aim(s)
4. Objectives
5. Strategy & Approach
6. Plan of action/activities
7. Resources needed
8. Evaluation

It was agreed that the groups will present their project at the end of the session (before the evaluation) in the plenary for further discussion and feedback.

8th April 2006 - Saturday

Morning session: Project Development – Presentation and outcomes

More details on the resulting ideas and developed projects can be found in the next chapter: Outcomes of Session and Follow-Up.

Saturday Afternoon Session: Evaluation Session

Aims and Objectives:

1. To reflect on the learning process
2. To collect participants evaluations and feedback on the Study Session
3. To conclude planning the follow-up to the Study Session
4. To award participants with the certificates
5. To close the session and prepare for the farewell party

The last session started with a presentation the projects developed by participants and also feedback given by the rest of the group. Participants presented briefly the outline of their project idea, partners involved and the next steps to be taken in order to make it real. Discussion followed these presentations and the projects proposals.

This was followed by a slide show of digital pictures recalling the moments of the Study Session and afterwards participants were asked to fill in the provided evaluation form. This session was ended by a “visual evaluation” – the Flower Garden – where each participant was given a paper flower and asked to write on the flower the answer to the following question:

- What are you taking with you from this experience you went through at the EYCB?

After writing one or two words participants were asked to fold the petals of the flower and put it onto the water. The flowers then opened up and bloomed... Accompanied with slow background music, participants then walked around and read what was written on the flowers. After forming a circle around the garden of flowers, all could say their last comments and give any feedback (this was accompanied with a twist: participants could not use the words: Happy, See you, Thank you).

CHAPTER 4

Outcomes of the Session and Follow-Up

The previous chapter illustrated the Study Session programme in details. This included the programme structure, the discussions taking place, the guest speakers and the different spaces created by the Session for the participants to discuss the theme and related issues. On a general level, the week was structured in three parts, with the first being the introduction of the theme of the Study Session and the essential concepts such as discrimination, violence, identities and similar. The second part featured the reflection on these notions and providing examples of tackling discrimination through the presentation of best practices (Labrisz, WFM, Living Library Project, NANE). These presentations, accompanied by those on the European Youth Forum, the Council of Europe and Mama Cash, provided participants with tools they could use within their future work. This led to the third part of the Study Session where consolidation and transfer of learning took place. In other words, using what we have listened to, watched and shared, and then transform that into more practical and participatory activities/projects. After detailed presentations and discussions on project development, participants were asked to find common interests, sit down together and discuss ways to proceed from here.

Participants used the Study Session as a platform to launch their ideas, actions and projects. This chapter gives a general overview of these projects, together with WFM's direction and the participation in the "All Different, All Equal Campaign".

Co-operation between participants was encouraged through the creation of an interactive mailing list (yahoo group). In addition, participants were added to the WFM mailing list, on which participants and their organisations (from this Study Session and previous WFM activities) can share good examples, and discuss issues amongst each other. Moreover a contact list CD-rom with all pictures, slide shows, and presentations was produced and given to every participant.

4.1 Projects developed by participants

Groups working on developing projects on topics of:

1. Living library;
2. LGBT & Disability;
3. Education – Youth Exchange/Training;
4. Domestic Violence (e.g. Silent witness project);
5. Acting at grass roots – local level (rural areas);
6. Lobbying at political/national and international level,

All of the groups came out with different ideas for projects. The following project descriptions are a reflection of the outcome of the work carried out by these teams.

A. ARSE Group – Action Research for Social Equality Group

Title, name of the project:

Action Research for Social Equality Group

Background, social analysis

- Effective methods for sharing information to different social groups are needed – and since lots of different methods already exist, a forum for sharing that information and practices should be built;
- A network of researchers, volunteers and professionals enthusiastic about working with migrant populations is required;

- Different realities in different countries;
- Create opportunities for full participation of immigrants into European societies to improve economic and social conditions;
- Create awareness;
- Increase awareness of current realities and challenges to improve economic and social conditions of migrants in Europe;
- Working towards anti-racist, multicultural, multilingual existence.

Aim(s)

To develop effective strategies to improve social/economic conditions and opportunities for migrants in European society through exchange of good practices, strategies and lessons learned.

Objectives

1. Borderland identities – support;
2. Citizenship – information services on how to apply etc;
3. Information about how to organize daily life in the new country;
4. Integrate the isolated immigrant workers into their own communities;
5. Find methods applicable in information and integration services.

Strategy and Approach

Create a professional working group under organisation WFM for sharing information on methods. Possibly organising a Study Session (or any other meeting opportunity) in the future where information, methods etc. collected in the previous phases can be shared.

Creating a proper network - create an online group that works in various fields with varied expertise to share and offer. This widens the group, which is already rooted in local community and local links.

Plan of action/activities

- Blogger for blogs;
- Yahoo-group;
- Web-site;
- Updating information about the legislative etc. changes related to migration in respective countries every 3 months;
- Apply to WFM as a working group;
- Online-meeting every 2 months (more often in necessary).

Resources needed

- WFM's support and approval for a new working group;
- Internet resources (free web space, training);
- Information sources (research, literature, guides);
- NGO's resources;
- Individual (human) resources;
- Funding.

Evaluation

- Quarterly evaluation
- Annual report

B. Challenging Attitudes: Exploring the barriers faced by Disabled LGBT Youth

Social Analysis

1. Disabled LGBT Youth face multiple discrimination;
2. There is lack of visibility of disabled LGBT youth;
3. Some LGBT organisations are inaccessible to disabled who identify as LGBT;
4. Presumption that disabled person do not have a sexual identity;
5. Lack of recognition of disabled LGBT persons within both respective communities;
6. Lack of organisations and networks, both LGBT and disabled organisations working on this issue.

Aim

To bring together people who work with disabled LGBT youth, in order to explore the barriers that disabled LGBT young people face in society and to look for possible responses to these issues.

Objectives

- To sensitise participants to issues of sexuality and disability;
- To explore and define the barriers and difficulties faced by disabled LGBT young people;
- To explore and share experiences through intercultural learning and learn from current initiatives and best practices when dealing with the issue;
- To encourage participants to develop their own initiatives to challenge the barriers in their respective countries;
- To equip participants with the adequate tools to develop projects and campaigns locally, nationally and internationally on the issue;
- To encourage participants to create a network and future partnerships working with disabled LGBT youth;
- To develop a toolkit of methodologies and best practices that can be used on a local/national level.

Strategies and Approaches

1. The project consists of two key elements:
 - a. A training/Study Session
 - b. Creation of an online toolkit
2. The time frame set for this project is two years;.
3. Possible organisers include: international LGBT organisation and/or partnership between national LGBT and disability organisations.

Resources Needed

- FUNDING – COE – event to be held at one of the European Youth Centres;
- Combination of LGBT and Disability experts to organise the session.

Evaluation

- A report will be compiled after the session providing evaluation of aims and objectives, methodologies and overall project success;
- The toolkit will be available online, and the evaluation of this will be ongoing with continual updates.

C. Living Library Project International

Background Social Analysis

The general/overall realization of the imperfect communities we live in, with prejudices, stereotypes, racism, fears and lack (or worse) miss information, render this innovative project a pressing need for the re-socialization of our world.

Living Library Project International

- Countries working on the Project – Latvia, Spain, Macedonia, Turkey, Italy, Cyprus.
- Aspiring to work on an international network and implement the project in parallel under the WFM initiative for the “all different all equal” 2006- 2007 campaign.

Aim(s)

Initiate Social Dialogue – Enable individuals to recognise their existing realities (stereotypes, prejudices), generate momentum for bringing about change and build a culture of interculturalism, respect and understanding to sustain the change.

Objectives

- Develop awareness of stereotypes and prejudices and the negative consequences they create;
- Provide the opportunity for the civil society to enlarge its contacts, and for NGOs to present their work on civil society participation and human rights;
- Bring people closer together – the project builds on interpersonal (and intercultural) communication and interaction;
- Introduce a novel idea on learning by sharing and story telling;
- Develop critical thinking.

Strategy and Approach

- Mobilize the local NGO community, institutions and experts in developing the questions for the needs analysis;
- Submit the questionnaires for realising the needs;
- Communicate with previous Living Library Projects for best practices;
- Organise (a) working session(s) for designing the Living Library project. Invite “experts of the living library project. Set up the methodology, decide on the books, and select already used material for translation in local languages;
- Target funding bodies and lobby for funds;
- Training of involved bodies - books, librarians;
- Decide on the time frame and duration of the project (when, how, location, how long) – consider the project as part of a bigger festival, and/or as a stand alone project;
- Assign tasks and decide on project management team;
- Design an evaluation process (assign and internal evaluation methodology and identify an external evaluating body);
- Design/Decide on the public approach, wide dissemination/information on the project – mass media coverage etc.

Plan of Action/Activities

1. Set a timeline of the project and its activities;
2. Promotion of the events and activities- Press releases/press conferences, informative leaflets;
3. Dissemination of information (schools);
4. Festival (to accommodate the Living Library Project);
5. Street performing (as part of the festival activity);
6. NGO stands (part of the festival activity);
7. Youth activities (prior to the festival, during and after);

8. Reaction Book – visitors will be able to add to the project by noting down their reactions through creative means of writing, drawing, or even performing if so desired.

Resources Needed

- Funds;
- Human resources (individuals to volunteer for books, librarians, administrators, etc);
- Local logistics for implementing/planning the project;
- Project management practices (telephone, Email, Fax and other administrative practices for communication and coordination);
- Training for the librarians and books;
- Space for trainings;
- Translators;
- Location and facilities in running the festival and the living library project within it;
- Experts for the trainings of the librarians and books;
- Tents.

Evaluation

1. Design a methodology for internal evaluation of quantitative and qualitative nature. The internal evaluation should take place while the project runs on local levels and international level in terms of the team coordination, cooperation and timing of activities and meeting of deadlines.
2. External evaluation will be carried in relation to the local practices and regulations and should be carried by an external body assigned following an open – transparent call for tenders. Ideally the external evaluating body can carry an additional medium term evaluation approximately 6 months following the end of the project to measure the social, political and cultural impact of the activity.

D. STOP!!!

Title of the Project

STOP!!!

Background/social analysis

Violence in all forms, especially domestic, is a reality of everyday life in society as a whole.

Aim of the project

To achieve domestic violence reduction and prevention, to change the current realities by reaching out to young people aged 15-22 (both women and men).

Project Objectives

Raise awareness on the existence and dimension of domestic violence in the community, of the causes and effects of the domestic violence phenomenon, as well as of the possible remedies to this negative factor within the community.

This will be achieved through:

- Education;
- Trainings of small groups of youngsters on Human Rights and domestic violence;
- Practical sessions / meetings – local and international
- International experience exchange by the representatives of the targeted groups

Strategy and approach

Non-formal education through trainings, discussions, meetings, lectures, seminars, workshops, publications, media influence, and practical work, sharing of experiences, and collaboration with NGOs acting in the field at local and national level, involvement of experts in various fields linked to domestic violence, as well as collaboration with local and national authorities.

Action plan/activities

The project will start in rural communities by first raising awareness to small groups of young people aged 15-22 about the domestic violence issue and will gradually expand to larger groups and urban areas.

Methodology:

- Meetings and lectures given by experts in the medical, psychological, legal, administrative fields, as well as by human rights trainers;
- Discussions; involvement of schools reflected in enabling students to openly discuss, in a secure environment about the facing realities in this field;
- Sessions, workshops, publications, media workshops, practical work,
- Good experience exchange between the project target groups' representatives (group of youngsters aged 15-22).

Resources Needed

For the implementation of the project the following resources are needed:

1. Human resources (staff and experts);
2. Material resources (equipment, supplies, etc.);
3. Informational support;
4. Financial support (funds).

Evaluation

The project will be evaluated both during the project implementation (through the reports of staff, experts involved and participants' feedback) and at the end (by the final tests, quantitative and qualitative monitoring).

E. Zero Tolerance to FGM: Young Somali Women against FGM (FGM-Female Genital Mutilation)

Title of the project:

Zero Tolerance to FGM: 'young Somalian women against FGM'

Background / Social Analysis

FGM is still practiced by Somali immigrants in Europe. The target group of this project are young Somali women (18-30) from Europe, who are already aware and are able to work on or organise a campaign. The women/girls from Somalia still face the fact that FGM is practiced on them. In the Somali community a lot of awareness rising is still needed, together with a change of mentality. It is also important to start working on the issues of safety/ protection of the women, information dissemination, and empowerment of women. To reach this, a dialogue in the Somali community should start, which would in the long term lead towards a concrete social and tradition change.

Aim(s)

The aim is to present young Somali immigrant women from Europe with a chance to meet and work together, so they can share experiences and ideas related to the topic of FGM. One of the main aims of the meeting is a production of a campaign at European level with the aim to make FGM history.

Objectives

1. To discuss the topic of FGM to find out which aspect the meeting should focus on;
2. To share experiences, ideas, best practices and recommendations;
3. To share what has been done in the countries so far in relation to FGM now and to compare the differences and the similarities;
4. Training about methodology that would make FGM history;
5. Training on Project Development;
6. Production of a campaign that can be implemented in each country;

Plan of action/activities

Organisation of an international seminar; a youth exchange which will take place in The Netherlands and bring together around 30 women participants from different European countries between the age of 18 and 30.

Resources needed

1. Funding: from a specific organisation who gives away funds for women organisations like Mama Cash;
2. Experts / resource persons;
3. Educational materials, resource books
4. Experienced and sensitive team of organisers

4.2 WFM – Lessons Learnt: Outcomes pursuing objectives of the organisation

Young Women From Minorities (WFM) is a European non-governmental organisation created out a project set up during the Council of Europe's Youth Campaign "All Different - All Equal". The aim of WFM is to bring together and promote the work undertaken by Minority Young Women in Europe.

The organisation's main objectives are to:

- To combat discrimination against women on all levels, in particular young women;
- To empower young women and promote the principle of active participation (active citizenship) on a social as well as political level;
- To represent young women's issues on the international level and with that directly influence the youth agenda of key players/institutions on the European level.

When comparing these objectives with some of the objectives of the Study Session (cf. 1.2 Aims and Objectives) it can be clearly seen the activity itself was following the objectives of the organization. Furthermore, we, at WFM, at our activities always look at the challenges young minority women face on a daily level and that have been put forward on a local, regional as well as international level. At our Study Sessions and training courses we strive to foremost develop further strategies that would help with the integration of young minority women, encourage more cross-border initiatives and disseminate concrete methods on how to combat the discrimination, share good practices and review lessons learnt from previous actions implemented by participants and WFM. As this is, in a longer version, our main objective, we will within our projects and activities continue to empower young minority women to become active citizens and further fuel the process of training and awareness raising activities and actions, in order to reduce, discrimination, social exclusion and gender-based violence of minority young women.

In addition to that the activity has reinforced the WFM network; all the women who attended the session were added to the existing and very lively "WFM members" yahoo group. Some of the women became active members by joining the organisation also on an organisational level by submitting the membership form. Both are now a part of the WFM network and are actively

contributing to the dissemination of information and now have access to more information and opportunities open to young minority women. There were initiatives of joint projects, such as creation of different networks (or strengthening of the already existent networks), also among members themselves, this can be clearly seen from the developed projects that were submitted and presented at the end of the activity. As an organization, WFM is willing to actively support all the projects as long as they are within the objectives of the organisation. All of the activities planned during the project development phase are expected to be followed up, either in a form of an event as presented at the Study Session (if applicable) or in any other modified form. As all of the participants are now part of the WFM network, they have the opportunity to plan further, search for initiatives and ideas and actively share any progress with all of the other members of the network.

4.3 Take action! WFM and the “All Different - All Equal” Youth Campaign on Diversity, Participation and Human Rights

"All different, All equal" is the call of the Council of Europe for Diversity, Human Rights and Participation. In 1995 – 50 years after the end of World War II – the Council of Europe ran a European Youth Campaign entitled “All Different – All Equal” in order to reinforce the fight against racism, anti-Semitism, Xenophobia and Intolerance. Nevertheless the struggle – 10 years afterwards – still goes on. For this reason, from June 2006 to September 2007, the Council of Europe will run a new Campaign for Diversity, Human Rights and Participation, based upon the same slogan and using the same successful logo. The 2006-2007 Campaign is being organised in partnership with the European Commission and the European Youth Forum.”

*Taken from:
All Different - All Equal” Youth Campaign official website -
<http://alldifferent-allegal.info/?q=node/35>*

In January 2007 WFM intends to organise a “*Training Course for Minority Youth Leaders in Human Rights Education*”, which will take place in Turin, Italy. This project is a result of previous training courses, seminars and Study Sessions organized by WFM and GIOSEF – UNITO since 1995 at local, national and European level, which have identified Human Rights Education as a key tool for the empowerment of minority youth at European as well as local level. WFM, as a result of the 1995 campaign, is fully aware of the potential social impact and multiply effect of the new campaign. For this reason the organisation has been since June 2006 fully involved in the preparation of the campaign at European level and with the National Campaign Committee in Italy, and intends to share its experience in the fields of training and education during the whole course of the campaign. The project anticipates international and local partners such as:

- **University of Turin** - Italy
- **Associazione Alouanur** – Italy
- **ADAE NCC ITALY** – Italy
- **Informational Centre LEGEBITRA** - Slovenia
- **Cabo Jovem** - Portugal
- **YHDESSA – yhdistys / TOGETHER association** - International
- **IGLYO – International Gay, Lesbian, Bisexual, Transgender and Queer Youth and Student Organisation** – International
- **YEN – Youth Express Network** - International
- **HREYN – Human Rights Education Youth Network** - International

Aims of the course

The course will aim at gathering 25 minority youth leaders and activists from Italy, Finland, UK, Slovenia, Belgium, Portugal, Spain, The Netherlands and Poland. The participants will receive training on how to use and adapt various concepts and methodologies connected with human rights education to their different local realities and within their (multi) cultural contexts. At the end of the training the participants will have developed knowledge and skills on how to continue raising awareness and start developing programs and projects on human rights education. In addition the course will serve as a platform on how to include human rights education programs within the existent local, national and European training and education activities in the fields of diversity, social inclusion and youth participation.

On the longer run, the project aims at contributing to the development of a society where human rights are understood, defended, promoted and respected. This can be achieved by raising awareness, empowerment, taking and encourage action and developing civic responsibility of minority young people in Europe today.

Objectives

This training will strive:

1. To develop a sense of individual self-respect and respect for others as a value for human dignity;
2. To promote understanding and respect for cultural diversity particularly towards different national, ethnic, religious, linguistic and other minorities and communities;
3. To mainstream gender equality and intercultural learning in youth work;
4. To promote and further develop initiatives for active citizenship of young people;
5. To develop knowledge and understanding of participants in key concepts of human rights and human rights education such as freedom, justice, equality, human dignity, non-discrimination, democracy, universality, rights, responsibilities, interdependence and solidarity;
6. To explore the educational approaches and activities of Compass and discuss how to use them and adapt them to different contexts and target groups;
7. To ensure space, time and support for the preparation and implementation of Human Rights Education activities during the All Different – All Equal Campaign;
8. To support cooperation and partnerships to create an international network of multipliers active in Human Rights Education with young people in Europe.

The project will involve a relevant number of young people in the local context thanks to the cooperation with the intercultural centre Alouan, Turin which has developed a strong experience in the field of intercultural mediation with young migrants and natives in the city of Turin, with GIOSEF – UNITO, local youth and students organisation active in youth training and peer information, with the local branch of Amnesty International, the University of Turin and the Department of Youth Policies of the Municipality of Turin which is a partner of WFM since 2001.

The programme has been developed, with partners working with young people at different levels, including the street work of the intercultural mediators of the city of Turin which will guide the participants of the training course through different areas of the city, mapping social exclusion of local youth as a starting point for the analysis of the educational approaches and activities that will be used during the course.

The international partners will play a key role not only for the preparation and development of the training programme, they will also ensure the multiply effect at international level of the knowledge and skills developed in participants.

CHAPTER 5

Conclusions and Recommendations

After listening to an introduction to the concepts of discrimination and violence, discussions on the various interpretations then followed. The plenary had concluded that discrimination occurs when the person “feels” discriminated, and this is one explanation as to why in court cases it is the offender(s) who has/ve to prove s/he was not discriminatory against the victim.

It was agreed that discrimination is not easily identifiable. We have to take a lot of things into consideration; however, the “feeling” of discrimination plays quite a significant role in the whole issue/debate of discrimination. Most of the participants admitted to have been discriminated throughout their lives, however different sessions through the week also revealed that most of us have also discriminated against others (either consciously or unconsciously). Thus, it is very important to avoid discussing discrimination in a general way but rather to start identifying our own faults, mistakes and learning how to deal with different situations.

When naming our identities, and identifying our different realities, we are able to compare and contrast. This makes it easier to recognise positions within the group we are in, the organisation we work for and the communities we live in. Knowing our position helps us to relate to our own communities, which could be marginalised but also to the dominant communities/cultures, which are marginalising us. Questioning our positions means questioning different power relations, which exist in each of our societies, and by questioning those power relations we will be questioning issues, policies, laws and structures, which reinforce our marginalised positions.

During the Study Session, we had the opportunity to listen to different guest speakers who shared best practice examples adopted or carried out by their respective organisations. We heard about the way Labrisz (Hungary) managed to get in the Hungarian educational system; that despite the apparent small scale of this programme, Labrisz have been able to access different schools, students and teachers, and inform them about the realities of lesbians, gay and bisexual people in Hungary. We also heard how the urban/rural divide still pervades and that being lesbian or gay in the country is still very difficult and is met with discrimination, harassment and violent attacks. WFM presented us with two projects, which they have undertaken in the recent years. We saw how research can be used as a best practice to promote awareness and increase the visibility of young minority women, who most of the times are systematically silenced by existing power relations. Together with the WFM media project, we heard about the Living Library project – a “living” example of how breaches of human rights, discrimination, violence and marginalisation can be challenged. Through such projects and programmes participants we were able to see how our identities and realities spur innovative ideas to combat discrimination. Another local organisation invited at the Study Session was the women’s organisation NANE, which was established in the early 1990s in Hungary. NANE speaker – Gyorgyi Toth – explained the role of NANE in developing 2 hotlines for battered women and children and another one targeting those vulnerable to trafficking. We got to hear the ethical issues behind having such hotlines, but also the difficulties and successes of NANE through its established programmes (such as exhibitions and the hotlines). Another guest speaker – Maxime Cierruti from the European Youth Forum (YFJ) – gave an overview of the YFJ and its work, policy areas and thematic events in which YFJ is involved. Amongst these and of particular relevance to the Study Session is the “All Different, All Equal” campaign for 2006/2007 with priority areas focus on diversity, participation and human rights. Another tool, which was presented, was an overview of the work of the Council of Europe’s Directorate of Youth, and its priority programmes. These sessions provided the participants with examples of best practices and well as tools, which can be used / multiplied in respective organisations/countries.

Important programme elements of the Study Session and also elements of non-formal education were workshop sessions and working in small working groups. The workshop sessions aimed to use educational activities/methods to better understand human rights and human rights education and promote participation and intercultural learning. Outcomes from all sessions were considered highly relevant for the participants and the implementation of all sessions was very positively assessed. In the activity on Religion and Spirituality, the methods (Silent Floor and Where Do You Stand?) proved to be good ways to access and reveal participants knowledge and skills. The participants agreed on the importance of using such methods to deal/work with controversial or sensitive ideas. Within the sexuality workshop, participants discussed various aspects of sexuality and how it translates into discriminatory acts in our communities. Amongst other things, we discussed the ways child sexual abuse needs to be tackled through educating parents, teachers and children that certain intimate gestures are not allowed by strangers, friends or members of the family. Professionals working with children should also be educated and given tools on how to help these children and who to refer them to. Moreover it was agreed that sexuality cannot be defined and labels limit people from living their life freely. Sexuality should be kept open. Various challenges are faced by individuals in terms of sexuality. Everyone has to do more to change the limited cultural attitudes towards sexuality in general. Collaboration from all persons irrespective of their gender, sexuality, etc is the key to change.

The guest speakers and the workshops provided the participants with examples of best practices and discussions to develop their own ideas. The Study Session's last parts focused on the consolidation and transfer of learning, which meant taking what we've learnt and shared and start thinking how to develop that into action and projects. Groups were formed out of shared interests and participants worked in small working teams to develop their ideas. With further 'coaching' on project development and hearing the ways we should 'make our case' to donors coming directly from a funder, the teams were encouraged to develop ideas into more tangible projects. Esther Vonk (Mama Cash) facilitated a workshop where she explained how women's organisations or organisation working towards women's rights should strengthen their impact and learn to present their solid case to donors.

Participants came up with five different project follow-ups, as we saw in the previous chapters. The projects range in ideas, target groups, methodologies and strategies, yet they share one issue – that of targeting young minority women, challenge negative attitudes and change policies through targeted research.

Overall Recommendations of the Study Session in brief	
◆	Recognising the vulnerable position of young minority women in different social and cultural systems is needed and necessary;
◆	The development of policies and guidelines for non-discrimination and equality should be actively encouraged and supported all over the world especially in the countries of Eastern and Southern Europe;
◆	Creation of new and/or strengthening of existing networks enable sharing of good practices and resources;
◆	Educational programmes to educate parents, teachers and children as a preventive measure to sexual abuse should be more actively developed and encouraged;
◆	The economical position of young minority women on a higher European agenda should be addressed and equality measures should be applied;
◆	Further education and training opportunities should be available to volunteers and

professionals working with children and young minority women;

- ◆ Better provision of tools on how to help young minority women should be insured;
- ◆ More active action should be taken to change the limited cultural attitudes towards sexuality, race, disability, ethnicity, religious beliefs etc;
- ◆ Collaboration between different social actors/agents irrespective of their gender, age, religious background, racial/ethnic background, sexuality, disability, socio-economic status should be encouraged and increased.
- ◆ Young minority women should have the equal opportunities on social as well as political levels with regard to an aspects and spheres of life especially when it concerns education, access to information, and equal participation in the public life.

CHAPTER 6

Acknowledgements

Here we would like to take an opportunity to thank various actors, who made this Study Session successful and an enjoyable event.

First and foremost, we would like to thank the Council of Europe and its Directorate for Youth and Sport for its everlasting support when it comes to organising study sessions. Massive “Thank yous” go particularly to EYC Budapest for hosting us and helping us with all the technicalities, visas and other never ending questions coming from the team or (to-be) participants. Thank you Zsuzanna Molnar, all the reception staff and technical persons working with us during this event – we sincerely thank you for your patience, support and care the participants and preparatory team needed throughout our stay.

Gigantic “Thank you” goes to the guest speakers who enthusiastically agreed to participate and enrich this event with their presence and information. Thank You, Anna and Dora for presenting their courageous work and projects of the lesbian association Labrizs; Thank You to Erzsebet Banki for acquainting all of us with highly innovative Living Library project; Thank You to Gyorgyi Toth from NANE for giving us many ideas for future projects and Thank You to Maxime Cerruti and Esther Vonk for equipping us with relevant information and tools that will surely come in handy in the future!

Thank you, Annette Schneider – our supervising educational advisor – for being simply the most patient person in the whole wide world. This report as you know would have not been the same without you!

A huge thank you also goes to our educational advisor, Dariusz. We would like to thank you not only for your educational support but also for being a wonderful friend and a significant and valuable preparatory team member.

Last, but not least, we want to thank all the women – the participants – who have, with their participation and input created an unforgettable event and an amazing learning experience.

You made this Study Session an event to remember!

Thank you!

Jasna Magic
Emilia Astore
Klaire Connor
Ruth Baldacchino and
Dariusz Grzemny

Preparatory team

APPENDICES:

A. List of Participants

Name	Surname	Country	Organisation
Delia	Mihailov	Romania	N/A
Arus	Aramyan	Armenia	Fund against violation of law
Ayse	Atis	Turkey	Izmir Local Agenda 21
Silvia	Bonatto	Italy	GIOSEF (Jeunes Sans Frontieres de l'Université de Turin)
Natalia Maria Vlada	Buga	Moldova	Association of Disabled Students "GAUDEAMUS" from Moldova
Maria	Matuschenco	Moldova	
Anitya	O'flynn	Ireland	EYFA (European youth for(est) Action)
Bev	Craig	UK	IGLYO
Natalia	Culava	Moldova	GenderDoc-M
Ayfe	Erdogan	Turkey	GSM Youth Services Centre
Colette	Farrugia Bennett	Malta	Malta Gay Rights Movement
Harlin	Ruiz davies	France	Conseil Nantais pour la Citoyenneté des Etrangers, CNCE
Kaili	Christina	Cyprus	Cyprus Family Planning Association
Quirine	Kemper	The Netherlands	Jonge Socialisten in de PvdA Working group Girls in politics, supporting emancipation of minority women
Katja	Kuortti	Finland	City of Helsinki, Social Services Department, Unit of Immigrant Services
Erato	Kyriakou	Cyprus	Cyprus Family Planning Association
Maha	Mahmoud	Sudan / UK	WAG (Women Action Group)
Tatjana	Mitevaska	Macedonia	Organization of Women of Macedonia - Youth
Sihana	Nebiu	Macedonia	Women Union NORMA-F
Manuela	Tavares	Portugal	WFM
Diane S	Nititham	USA	Women's Education Research and Resource Centre (WERRC), University College Dublin
Jonila	Shytaj	Albania	YMCA (Young Men Christian Associate)
Narvina	Sinani	Albania	Agenda 21
Silva	N'zinga	Santomese/Portugal	Kabo Jovem
Inese	Vigante	Latvia	Resource centre for women "Marta"
Vickie	Kairo	Kenya / Belgium	NA
Noemi	Orella	Spain	NA
Elia	Petridou	Cyprus	Cyprus Neuroscience and Technology Institute (in the process of being renamed to Future Worlds Centre
Sumeyya	Sezer	Turkey	Giresun Hegem Organisation

B. Programme

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8.00 - 9.00		Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	going saying goodbye... home... finally some sleep... going home...
9.30 - 11.00	arrivals... welcome... all set for the week...	<i>Energizer</i>	<i>Energizer</i>	<i>Energizer</i>	<i>Energizer</i>	<i>Energizer</i>	<i>Energizer</i>	
		Intro programme; methodology presentation	Intro to Discrimination & Violence	Rount-table discussion	<i>NANE:</i> Meeting the local women's organization	Fundraising	Developing Projects	
11.00 - 11.15		coffee break	coffee break	coffee break	Coffee break	coffee break	coffee break	
11.15 - 13.00		Needs, expectations and contributions	Intro to Discrimination & Violence	Tools presentation	consolidation and transfer of learning	Project Management	Developing Projects: Making the Cas	
13.00 - 14.30		lunch	lunch	lunch	lunch	lunch	lunch	
14.30 - 16.00		<i>Energizer</i>	<i>Energizer</i>	<i>Energizer</i>	free afternoon	<i>Energizer</i>	<i>Energizer</i>	
		getting to know each other	My reality	workshops		Developing Projects	Project Presentation	
		coffee break	coffee break	coffee break		coffee break	coffee break	
16.00 -			coffee break	coffee break	coffee break	coffee break	coffee break	

16.15							
16.15 – 18.00		group- building	current challenges	workshops		Developing Projects	Evaluation
18.00 – 18.30		re-groups	re-groups	re-groups		re-groups	re-groups
19,00	Dinner	dinner	dinner	dinner	dinner in town	dinner	Dinner
	welcome evening 20.30	intercultural evening 20.00	<i>nite @ the movies</i>				Farewell party

C. Discrimination & Violence (Additional information)



Lessons Learnt
YWFJ Study Session
EYCB, 2 – 9 April 2006

DISCRIMINATION And VIOLENCE

Is it discrimination?

The Security Personal of the bar-restaurant "Four Roses" is advised to hinder Roma People entering the place. The argument of the owner, why he decided to do so, is that there were quite a lot of robberies in the restaurant within the last months and that he wants his guests to feel secure.

Is it discrimination?

Mr. Schulze, German citizen, was sent to work for an affiliated company of his German enterprise in London. From the beginning he was treated in an uncomfortable way by his colleagues. After two weeks they started to greet him with "Heil Hitler" including the "Nazi" form of salutation.

Is it discrimination?

Advertisement within the real estate part of a daily newspaper:

Apartment for rent. 75 m², 2 ½ chambers with balcony.
Kitchen, Bathroom adapted completely new. Only for married couples.

Is it discrimination?

A big Polish Enterprise producing electric bulbs is putting the following advertisement:

Do you want to start a career within a leading enterprise of the electricity branch?
We offer apprenticeships to young people who want to start their job career within a booming branch.
Preferably young people with a Roma background.

Direct discrimination

Direct discrimination shall be taken to occur where one person is treated less favourably than another is, has been or would be treated in a comparable situation, on any of the grounds.

Indirect discrimination

indirect discrimination shall be taken to occur where an apparently neutral provision, criterion or practice would put persons having a particular religion or belief, a particular disability, a particular age, a particular sexual orientation or any other specific feature at a particular disadvantage compared with other persons

Harassment

unwanted conduct related to racial or ethnic origin taking place with the purpose or effect of violating the dignity of a person and of creating an intimidating, hostile, degrading, humiliating or offensive environment

Forms of harassment

- physical contact ranging from touching to serious assault;
- verbal harassment through jokes, offensive language, gossip and slander, sectarian songs, letters etc;
- visual display of poster, graffiti, obscene gestures etc.
- isolation or non-co-operation at work, exclusion from social activities etc;
- coercion ranging from pressure for sexual favours to pressure to participate in certain groups or activities;
- intrusion by pestering, spying, stalking etc;
- unfair and excessive criticism, publicly insulting the victim or constantly changing or setting unrealistic work targets.

Victimisation

Article 9

Victimisation

Member States shall introduce into their national legal systems such measures as are necessary to protect individuals from any adverse treatment or adverse consequence as a reaction to a complaint or to proceedings aimed at enforcing compliance with the principle of equal treatment.

Example of victimisation



EXAMPLE OF VICTIMISATION

An employee working in a company gives evidence against the personnel manager accused of discrimination because of the way job applicants are questioned to find out about their sexual orientation. If the employee is subsequently dismissed for no substantive reason, then he or she has the right to take legal action against the company on grounds of victimisation.

Questions

- Can discrimination be combated by law? Aren't there better means like education?
- Don't you think that an antidiscrimination legislation is an infringement to the freedom of expression?
- Do you really think that discrimination occurs in your country?

Violence

"the use of force, overt or hidden, with the aim of obtaining from an individual or a group, something one does not consent freely." (Domenach)

"the use of physical force with the objective of damaging or causing prejudice to people or to property; action or behaviour characterised by the tendency to cause corporal damage or to forcibly coerce individual freedom" (McKenzie)

"a direct or indirect action, concentrated or distributed, aimed at damaging a person or destroying either her physical or psychological integrity, her belongings". (Michaud)

Violence

- is about power;
- it can have a wide range of consequences, physical, psychological, and material;
- the victims and the perpetrator can be individuals or groups from almost any age range;
- the nature of the violent actions can be emotional, sexual, material and/or physical.

D. Mama Cash (Additional information)



(who is she)

- Mama Cash is the oldest international women's fund in the world
- Since 1983, Mama Cash has raised over €25 million and supported more than 5000 women's groups
- Mama Cash funds women's initiatives around the world

(she believes)

- that women are leaders and have the right solutions for improving their own lives and future
- that small initiatives effect large changes, especially when they address issues previously unheard of or silenced in society

(her vision)

- Mama Cash strives for a peaceful and just world where women and girls are free to make their own choices, develop their talents and skills and help shape the future of their societies.

(her mission)

- To be a source of capital for women's rights, now and in the future, and to support women that advance women's rights with self-initiated activities.

Mama Cash -2005

(strategic grantmaking)

seeking opportunities for social transformation through:

- core funding of women's groups and organizations
- capacity building support
- linking and learning
- measuring social change impact

Mama Cash -2005

(she supports)

- women's groups working to promote women's rights
- cutting-edge and pioneering initiatives
- small and new women's organizations with limited access to resources
- activities by and for marginalized women

Mama Cash -2005

(she invests in)

- Women demanding control over their own bodies
- Women using art, culture and the media to transform society
- Women working towards peace and security
- Women making their voices heard, and being active agents seeking influence and control
- Women fighting for economic justice, looking for solutions to end exploitation and poverty

Mama Cash -2005

D1. Mama Cash – Making the Case (Additional information)



social change is:

existing situation
+
strategies to change the situation
+
accelerators (factors that advance your progress)
+
inhibitors (factors that slow or stop your progress)
=
expected and/or unexpected results

Social change is structural and cultural

Structural

Change occurs within society's institutions:
Government; Economy; Workplace; Family

Cultural

Change occurs in the way people do things:
Society accepts the increasing presence of women in legislative positions as normal and appropriate.
People demand the equal treatment of women and girls in all aspects of society.

change occurs on micro and macro level

Macro Level:

change reflects national or global indicators:

Unemployment Rate
Voting Rate
Affordable Housing
Education
Population

Micro Level:

change reflects how individual lives are impacted:

Obtaining a job
Access to voting rights
Access to quality education

change results from proactive and reactive efforts

Proactive efforts

are designed:

- *Planning
- *Goals
- *Strategies
- *Research and development

Reactive efforts

may be necessary to respond to current conditions:

- *External environment is often beyond our control.
- *Unforeseen situations force us to respond.

The Five Indicators of Social Change

Shifts in Definitions

The issue is defined differently in the community or larger society.

Shifts in Behavior

People are behaving differently in the community or larger society.

Shifts in Engagement

People in the community or larger society are more engaged.

Shifts in Policy

An institutional, organizational, or legislative policy or practice has changed.

Maintaining Past Gains

Past gains have been maintained.

measuring social change

Shift in definition

To what extent has an issue been reframed?

Is it viewed differently in your community or the larger society as a result of your work?

questions to measure social change

shift in definition

- Existing definition: how was the situation defined at the start of your work?
- Goals: what did you want the new definition to be as a result of your work?
- Strategies: what strategies did you use to make the shift in definition happen?
- Change in direction: did the strategies you used to accomplish this shift in definition change during the course of your work?
- How well did you meet your goal of redefining this issue?

evidence

- results that happened as the consequence of the implementation of a strategy or plan
- results that can be measured or quantified
- Results that produce an impact affecting a change in definition, action, behaviour, influence...

categories

- Visibility
- Laws and policy
- Community action and organising
- Services
- Individual, community and societal practices
- Alliance building
- Availability of resources
- Public attitude
- Scale and replicability
- Leadership and representation
- Documentation, research and knowledge

measuring your social change impact

Making the Case offers a way to understand what indicates that social change has happened, so you can measure what has changed as a result of your work, improve your strategies and convince others of the importance of your work



women's funding network www.wfnet.org

mama cash www.mamacash.org

E. NANE (Additional information)

NANE Women's Rights Association Hungary

Internet: www.nane.hu

E-mail: info@nane.hu

Mail: 1447 Bp. Pf. 502.



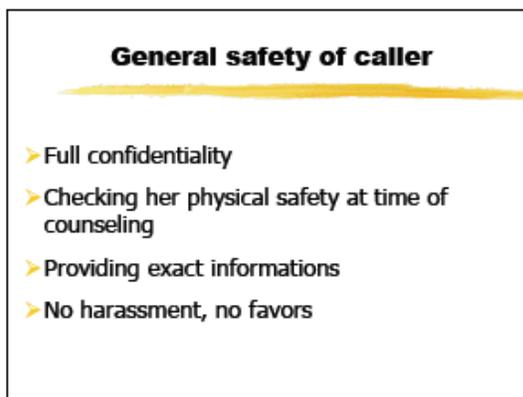
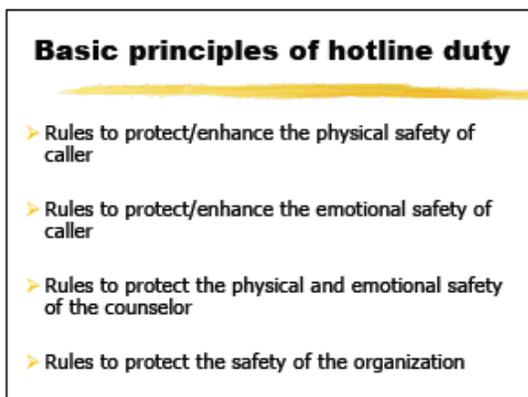
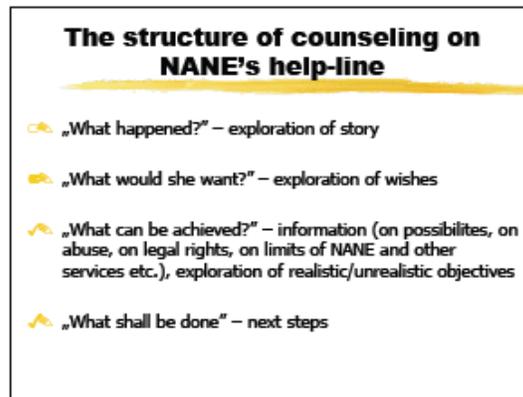
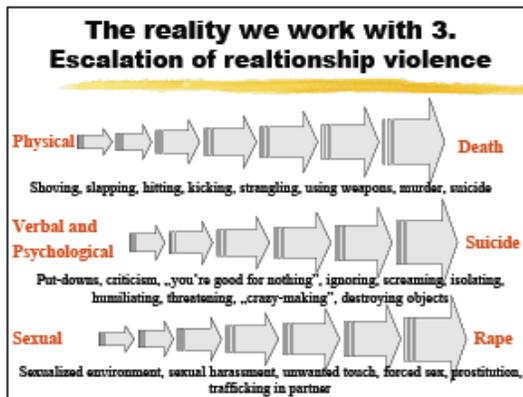
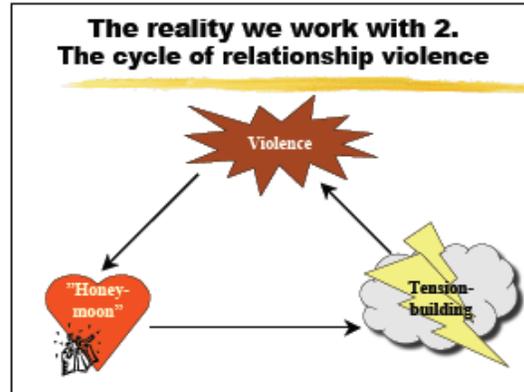
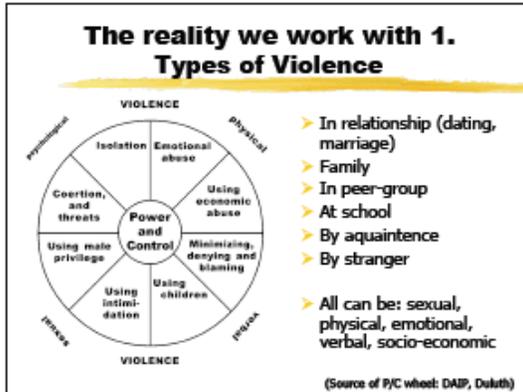
NANE Women's Rights Association

- Grassroots non-profit, non-government organization
- Established in 1994

Main activities

- Direct support (help-line for abused women, youth and children; prevention info-line on trafficking in persons)
- Multiplication (training, small publications, books)
- Lobbying: initiating legal changes, law proposals, monitoring, evaluation, shadow-reports etc.





Emotional safety of caller

- Being non-judgmental
- No minimizing, denying and blaming her for the abuse
- Respecting and trusting her concerns, feelings, fears, decisions
- Taking a firm moral stand against abuse
- No advice, but information
- Questions we avoid: „Why?“, „Really?“
- Helping her identify her feelings, wishes, strengths, resources and options

Safety of counselor

- Not responsible for the problem of another person
- Responsible for rules and the process of counseling
- Not trying to „redeem“ caller
- Aware of limits of counseling
- Aware of limits of counselor (her own prejudices, triggers, processes etc.)
- Not to give out phone number/address/name any other personal information

Safety of organization

- Confidentiality of address is up to the decision of the organization – to be respected at all times by all staff/volunteers
- Personal info on other counselors is strictly confidential (regarding names, phone numbers, addresses, shifts, etc.)

Working with the media - The Silent Witness Exhibition

- The idea originated in the USA.
- Every U.S. state has at least one exhibition.
- NANE created the first exhibition outside of the U.S.

