



SAGE: Self-Assessment on Gender Equality

**Report of the study session held by the Alliance of European
Voluntary Service Organisations in co-operation with the
European Youth Centre of the Council of Europe**

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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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Introductory word by the Alliance Course Director

The document in front of you is created as a report on Study Session “SAGE: Self-Assessment on gender Equality”, a project developed by the Alliance of European Voluntary Service Organisations and organized in partnership with the Youth Department of the Council of Europe in May 2017. The main idea behind this Study Session was to design a self-assessment tool on gender equality, which would serve as a guiding document for the youth workers, staff of the organizations, volunteers and other stakeholders involved in implementation of international educational activities based on non-formal education methodologies, to assess their standing points on gender equality - in their lives, at work and at the educational events they host.

The group of 30 participants who have worked on the self-assessment tool, over the course of 6 days they have spent in European Youth Centre in Strasbourg, had as their aim to develop a tool which wouldn't be only used by the Alliance and its member organizations, but which would also serve as an open source for other organizations, trainers and youth workers in general interested in gender sensitivity in their work and the level they have reached in achieving it.

The main motivation of the Alliance to organize such an event could be found in the history of the International Voluntary Service (IVS) as a movement. As the first voluntary workcamp was organized in 1920, it already back then started promoting gender equality, by providing an opportunity to young women to equally participate in the first events. As the praxis that remained an essential part of IVS movement until today, we wanted to offer a space for the currently active youth workers throughout Europe and the world, to meet and discuss the importance of gender sensitive approach in IVS, as well to evaluate our values as well as where do we stand today with the gender equality in our societies, in our organizations and in our lives. Therefore, in the Annexes 3, 4 and 5 you may find three different tools developed by the participants of the Study Session SAGE: Self-Assessment Tool (personal level), Organizational Assessment Tool (organizational level), and Educational Event Assessment Tool (event level).

All of this wouldn't be possible without an immense support of the Youth Department of the Council of Europe and the European Youth Centre in Strasbourg, who have provided us not only with the financial means to make the Study Session possible, but also with the access to their publications on gender equality as well as an overview of all the other aspects of their work related to the topic. The Alliance is very grateful and invested in the important partnership we have been nourishing with the Council of Europe and its Youth Department over many years.

Dusan Milojevic,
Alliance Course Director

Intro to Alliance, IVS and context for the Study Session

The Alliance of European Voluntary Service Organizations is a network of 50 member organisations from 29 countries that cooperate in the field of international volunteering and every year set common aims to improve the quality and to maximize the impact of their volunteering activities. International Voluntary Service (IVS) projects are organised by Alliance members either on a national or regional basis but always in partnership with local communities. They engage the volunteer groups in a wide diversity of community development tasks including environmental, construction and renovation, social, cultural and archaeological work. **Voluntary work is considered as a tool to improve active citizenship and democratic, political participation.**

Amongst Alliance members there are many examples of projects which have pioneered new working methods and produced dynamic results: the most traditional and widespread form of IVS is the short term voluntary Workcamp in its many forms. International voluntary workcamps movement started in 1920s with a strong focus of equal participation of both sexes in all activities, in times when many countries didn't allow women to vote. We take pride in bringing this practice to today.

This Study Session is the result of a collaborative effort from the network members to increase youth participation and participation in democratic processes seen through the perspective of gender equality. These are issues that Alliance working groups and committees-commit to in their current strategic approach 2016-2018. Most recently, the Alliance has implemented a training course dedicated to gender, "Fair Play: Dealing with Gender Issues in IVS (International Voluntary Service) (July 2015). As a result of this project, Alliance has created a new task force – Gender Equality Task Force (November 2015) in charge of developing a strategic approach for implementation of gender sensitive approaches to IVS projects, more specifically how to promote gender equality and fight sexism in workcamps, but also within the working spaces of its members.

A preceding survey to the Study Session was conducted among more than 50% of Alliance membership in more than 100 workcamps, and analysed in a survey report on what are concrete and most frequent conflicts in the IVS projects and what are the further needs of Alliance members on this topic.

A direct follow-up of the Study Session is the mapping of gender inequality in workcamps and in working places of member organisations and the Alliance in order to tailor design a methodology to address them on different levels and by different stakeholders.

The main outputs of the Study Session are:

1. Initial work on the tools for personal, organisational and educational events assessment (see Annexes 3,4,5)
2. Guidelines for the Alliance for the development of the Policy Paper on Gender Equality to be presented to the Alliance Management Committee during the network's Joint Meeting (September 2017) and further on developed to be voted at the Alliance General Assembly in November 2017.
3. Critical analysis towards the Council of Europe in regards to gender equality practices (see Output 3, page 16)

Team of trainers

The coordinator of the overall project was **Dusan Milojevic**, Alliance Course Director, Alliance' staff member in charge for project coordination and management within the network, a senior trainer in Alliance since 2012, an expert in Gender issues, based in Germany, where he works as a project coordinator and trainer on topics related to gender equality, volunteering, intercultural learning and inclusion of youth with migration background and/or refugee status. He has also successfully completed the Council of Europe's Training of Trainers in Human Rights Education and is currently the only trainer with this specific educational background within Alliance.

Other trainers/contributors were:

Nadja Duhacek, a member of Gender Equality Working Group of the Alliance, is an activist, scholar and educator, actively involved in youth work and research on gender equality, as well a member of several NGOs in Belgrade, Serbia. The focus of her academic work is gender equality and gender representation in formal education, as well the study of sexual harassment in elementary and high school. As an activist involved in fight against gender based violence and discrimination, she has taken a key role in different Alliance events related to gender equality and is involved in developing the gender equality policy for the network.

Jelena Ristic Beronja, an activist and educator, one of the senior trainers of the Alliance of European Voluntary Service Organisations and its former Vice-President of 6 years. In the context of this Study Session, Jelena was an external contributor to the development of the methodology and follow-up plan for integration of the results in the Alliance context. She is

experienced in developing and managing various trainings, seminars, study visits, exchanges (as a manager or as a trainer) on a wide range of topics in the frame of youth work and leadership, policies on volunteerism, peer education, mobility, cultural identity and intercultural dialogue, developing long term trainings with the support of online learning platforms, networking and youth volunteering policy development on national and international level.

Ana Rodrigues Afonso has thirteen years of experience as project manager in the development field and as a trainer in non-formal education. She has co-founded several initiatives, being the most recent *Educação para a Liberdade* and *Impact Hub Lisbon*.

Ana Afonso started to work in the gender field in 2011 and since then she has developed and coordinated several international projects, mainly training courses and seminars. She has also fulfilled the role of gender and project officer in an international youth NGO in The Hague, Netherlands. Additionally, Ana writes a blog on gender equality and works as a freelance trainer on gender equality and human rights education. Ana within the study session was an Educational Advisor appointed by the Council of Europe.

Kafilat Adeola Naomi Aderemi, a member of Gender Equality Work Group of the Alliance, is a Nigerian-Greek raised in Niger, Nigeria, and Greece and is currently living in London. She is a graduate of speech and language therapy, currently working as a content curator, a research assistant for Yale University, activist and yoga therapist and founder of Warrior Woman, a rehabilitation program for trauma survivors. She has worked as a radio producer, program facilitator and social media coordinator for a youth diaspora organization (NGO) called Generation 2.0 for Rights, Equality, and Diversity. She is a member of the Alliance Europe's Gender working group. Adeola is also a passionate and certified yoga teacher, and very mindful about life. Adeola is currently working on raising awareness among the general public on issues concerning human trafficking and the empowerment of women and creating a platform for underrepresented women in the global media.

Javier Larios considers himself a *creative*, as he is bringing together creativity and activism through his work, both as a member of the External Relations Committee of Alliance of European Voluntary Service Organisations since 2013, as well as a freelance consultant on social media. Javier works for justice, peace and equality through media, design and communications. He has collaborated within several international organisations and institutions in Latin America and Europe, where is actively involved in youth work.

Profile of participants

The participants of the Study Session were selected according to different criteria, thus the final selection included:

- a) 8 Actively involved participants in the Alliance management through membership in 4 working groups / committees / task forces / Pool of trainers of the Alliance;
- b) 11 Staff and board members of the member organizations interested to assess how much are their organizations taking into consideration gender equality in their programmes and at work;
- c) 16 Youth leaders and active volunteers of member organizations interested in the topic of the study session;

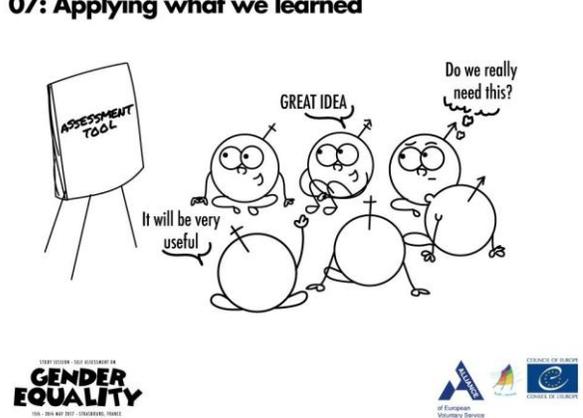
The Study session gathered overall 34 participants and trainers, coming from all the states which are members of the Council of Europe, including 2 participants coming from the Associate members of the Alliance, coming from other states that are not members of the Council of Europe.

Beside the 34 participants and team members, the Study Session benefited of having an expert guest, Jana Ganter, the Vice-President for External Relations of the Alliance, and Ana Rodrigues Afonso, member of the Pool of Trainers of the Youth Department who was the Educational Advisor appointed by the Council of Europe.

04: Access for all!



07: Applying what we learned



Intro to gender, description of the issue addressed

The overall goal of the Study Session was to enable the participants to explore the history of gender equality movement, as well as to learn how to get more active in promoting diversity and equal access to decision-making processes of young female youth leaders active in IVS projects - workcamps. In order to achieve that, the educational team prepared an extensive introduction to gender theories and equal rights, examining definitions used to identify important phenomena, as well as introducing social and women's rights. The session explored different ways to promote gender equality, as well as, the links between gender equality, human rights and democratic participation.

One of the objectives of the Study Session was to familiarize participants with the resources and policies available at the European level promoting active participation of young women and sexual and gender identity minorities in International Voluntary Service and within the Council of Europe priorities. With this introduction, we showcased different approaches to policy regulation on gender equality and provided necessary material to the participants. This supported them in achieving one of the set outcomes for the Study Session- the development of a self-assessment tool on gender equality which could easily be transferred and used among the Alliance member organisations as well as among our partner organizations, to assess how inclusive their projects are.

Description of the problem

There are numerous definitions of gender inequality, but the simplest one is the following. "Gender inequality can be defined as allowing people different opportunities due to perceived differences based solely on issues of gender. [...] Gender inequality and discrimination are generally discussed as pertaining to women, but anyone can experience gender-based inequality or discrimination." (Parziale, Amy *Gender Inequality and Discrimination*, SAGE publications, 2007)

Gender inequality remains a complex problem, although vast strides have been made during the 20th century in order to improve the living conditions and opportunities for women and sexual minorities (LGBTTIQ+) in Europe. Furthermore, problems stemming from gender inequality are exacerbated because there is a lack of knowledge and understanding regarding these issues, while feminist activists and theorists who work on them are often misunderstood and portrayed in a stereotypically negative ways.

Gender equality is now widely recognized as an important goal on a global and European level. Please see <http://www.un.org/womenwatch/daw/cedaw/cedaw.htm> as well as the following Gender Equality Strategy of the Council of Europe: <https://www.coe.int/en/web/genderequality/gender-equality-strategy>).

Definitions

Gender covers an immense amount of knowledge, and for the purposes of this Study Session, we used the set of definitions, which combine definitions from several sources created by the leading organizations and INGYOs dealing with the topics, such as ILGA, IGLYO, and others.

Biological sex: a medical term used to refer to the chromosomal, hormonal and anatomical characteristics that are used to classify an individual as female or male or intersex. It is often referred to as simply “sex,” “physical sex,” “anatomical sex,” or specifically as “sex assigned at birth.”

Gender identity: the internal perception of one’s gender, and how they label themselves, based on how much they align or don’t align with what they understand their options for gender to be. Common identity labels include man, woman, gender queer, trans, and more. It is often confused with biological sex, or sex assigned at birth.

Gender expression: the external display of one’s gender, through a combination of dress, demeanour, social behaviour, and other factors, generally made sense of on scales of masculinity and femininity. Also referred to as “gender presentation

Sexual orientation: the type of sexual, romantic, emotional/spiritual attraction one has the capacity to feel for some others, generally labelled based on the gender relationship between the person and the people they are attracted to. It is often confused with sexual preference.

Intersex: term for a combination of chromosomes, gonads, hormones, internal sex organs, and genitals that differs from the two expected patterns of male or female. Formerly known as hermaphrodite (or hermaphroditic), but these terms are now out-dated and derogatory.

Transgender: A person who lives as a member of a gender other than that assigned at birth based on anatomical sex.

Transsexual: a person who identifies psychologically as a gender/sex other than the one to which they were assigned at birth. Transsexuals often wish to transform their bodies hormonally and surgically to match their inner sense of gender/sex.

Heteronormativity: the assumption, in individuals or in institutions, that everyone is heterosexual (e.g. asking a woman if she has a boyfriend) and that heterosexuality is superior to all other sexualities. It leads to invisibility and stigmatizing of other sexualities. Heteronormativity also leads us to assume that only masculine men and feminine women are straight.

Some of additional resources we have used for preparation of this Study Session include the Gender Matters Manual available here: <http://www.eycb.coe.int/gendermatters/>.

For more resources on women's and gender studies used at the Study Session, please see the link: <http://atgender.eu/resources/databases/>

Survey analysis on most frequent gender conflicts in IVS - workcamps

In 2016, the Task Force on Gender Equality launched the survey about gender based discrimination which was created for volunteers, workcamp leaders, project partners and others who have been included in International Voluntary Service (IVS) projects such as workcamps, trainings or youth exchanges to express themselves on that topic. The survey was filled out by 100 people, with 94 of them connected to the gender topic in IVS projects. The latest are the ones that will be considered in the following numbers and facts.

Since 58 participant of the survey declared that they had witnessed gender conflicts, the Gender Equality Task Force requested to become Working Group to be able to fully address this issue and create a plan to raise awareness among the Alliance network and successfully bring better practices.

Out of the 94 answers related to the gender topic, 74 participants identified themselves as female, 18 as male and 2 as other.

Most of the conflicts that have been described happened within the whole group, which also included workcamp leaders and project coordinators. The biggest number of participants of the survey was volunteers/participants of IVS projects with 59 survey answers. They experienced gender based discrimination on all levels, including discrimination coming from workcamp leaders, project partners or the group itself. Other survey answers, which are connected to gender conflicts, were coming from 25 workcamp leaders, 9 project coordinators, and 1 facilitator.

Among those who answered that they have felt gender based discrimination, the list of problems/conflicts mentioned are (by order of frequency):

- 1) Sexist task allocation (more than 27 cases): separation between men and women for the tasks such as housekeeping, cooking, heavy tasks.

- 2) Sexist attitudes (more than 11 cases): reproduction of gender roles and stereotypes through language, “jokes” and attitudes.
- 3) Homophobia (more than 3 cases): discrimination and denying LGBTQ+ people legitimacy to speak for themselves.
- 4) Sexual harassment (more than 3 cases): sexual comments to women from men among volunteers, workcamp leaders and hosting organization.
- 5) Sexual abuse (1 case)

In this study, only the gender-based conflicts have been taken into consideration, although other identities as ethnicity, sexual orientation or religion might influence creating multiple forms of discrimination (Hankivsky, 2012). This highlights the need to identify the different forms of discrimination happening in the network and to have an intersectional approach.

Intersectionality: Multiple identities as gender, race, sexual orientation, ethnicity, social class, religion etc. intersect and do not act independently of each other, creating multiple forms of discrimination (racism, classism, sexism, heterosexism) (Hankivsky, 2012).

We now have to face the fact that there are gender based conflicts in the international voluntary service projects. It is now our responsibility to underline this issue and fight against it in every possible way. We cannot let sexual harassment or sexual abuse happen on the workcamps anymore.

Especially when we can all very easily be part of the solution: by taking actions and speaking up when we witness such issues. Indeed, out of the 58 stories we collected where people witnessed such conflicts, 22 were addressed: either by the people directly involved in the conflict, or by a workcamp leader that wasn't involved in the matter from the beginning. Out of that number, 14 situations were fully or partially solved in the end.

One astounding fact is that out of the 18 males that filled out the questionnaire, 12 said that they didn't experience any gender-related conflict. One participant even answered that the survey we conducted was ridiculous.

This kind of feedback perfectly shows why we need to raise awareness and why we need to speak up about equal rights and equal treatment no matter the gender, age, race, sexuality and nationality. This especially is important for international voluntary service which is meeting point and open space for any kind of differences.

We need to be able to provide safe space for everyone who is being involved in IVS projects on national or international level.

Reference: Hankivsky, O. (Ed.). (2012). An Intersectionality-Based Policy Analysis Framework. Vancouver, BC: Institute for Intersectionality Research and Policy, Simon Fraser University.



Stories of gender based conflicts in International Voluntary Service projects

Survey results

GENDER EQUALITY WORKING GROUP

1. Who are we?

In collaboration with participants world wide (100 surveys, 94 relevant to the topic of gender-based discrimination)



3. Main topic/category of the conflicts



4. How many conflicts were addressed?



What do we want?

EQUAL RIGHTS AND EQUAL TREATMENT

to everyone no matter gender, race, age, sexuality, nationality

**You have a story to share or you want more info about the survey?
contact us: gewg.coord@alliance-network.eu**

Methodological approach to the Study Session

Aims and objectives of the Study Session

The aim of the Study Session was to raise awareness about importance of gender equality in working spaces of International Voluntary Service (IVS) organisations: in our main activities – workcamps (local level) and in democratic participation activities such as General Assembly, seminars, courses and meetings (international level).

The Study Session was held in the inclusive and safe setting of the European Youth Centre for discussing questions that might be uncomfortable for many, but essential in youth work. These are, on one hand, the right to self-identification and respecting other people, and on the other hand, how to combat discrimination against women and how to include them and people who don't fit into the heteronorm in decision-making processes within the Alliance member organizations, and then, further one, to other youth organisations.

Our intention was for the Alliance youth workers to gain further knowledge of Sexual Orientation and Gender Identities (SOGI), learn skills and methods to work with them in their own organisations. We also supported participants to learn how to implement self-assessment on both personal and organisational level. Finally, we wanted them to question their own perceptions and stereotypes of gender roles, heteronormativity and LGBTQI+ persons, and be empowered to be active citizens who fight for equality. As a way to achieving this, we agreed on getting an external input by the Sexual Orientation and Gender Identity (SOGI) unit from the Council of Europe and get familiarized with the work they do.

General Objectives:

1. to increase awareness of systematic discrimination against women in society and to develop a self-assessment tool which would help us assess ourselves, as well as our own working spaces, so we can better understand how power relations work and how deep and institutional gender discrimination can be;
2. to raise awareness and critical thinking towards gender-based discrimination;
3. to gain basic knowledge of SOGI concepts and terminology and of different forms of discrimination based on SOGI;
4. to develop skills and gain knowledge on how to advocate for human rights education and gender emancipation through youth work.
5. to develop skills on how to implement gender sensitive approaches in daily activities with young people and how to work with young people who face discrimination.

Approach and working methods

The Study Session was based on non-formal educational principles, chosen in a way to allow the maximum of learning effects, meet the needs of the group and encourage high identification and ownership of the participants with the content and process. The trainers used real-life cases to reflect upon the gender based discrimination in IVS and increase participants' competences to develop gender sensitive approach in IVS projects. Such approach was based on the experiences of the participants and their organizations, related to gender based discrimination and sexism in the IVS projects. The content that is given and the capacities that are built should on the one hand be tangible and directly applicable, while on the other also leave space for maturing over time. The study session was based on the following principles:

- Learner-oriented approach: The starting points of the learning process were the participants' experiences, opinions and needs. The theoretical inputs and information sessions were intended to help participants develop their knowledge and motivation according to their own learning needs;
- Interactive approach: the non-formal educational methods used encouraged participants to contribute to enriching the quality and content of the activity;
- Experiential learning approach: participants drew conclusions based on experience from their own life and from the simulations organized during the activity.

The methods used included: group work, simulations and role play, artistic means of expression, discussions and debates in groups and plenary, theoretical presentations, case-studies, interactive analysis of relevant documents and materials, group dynamic and team building exercises.

An advisory group of experts who are members of Gender Equality Task Force have been providing mentoring support to the participants in the Study Session and have continued advising them along the entire training programme.

Please find the final programme in Annex 1 and the list of participants in Annex 2.

Main Output 1: Manuals for individuals and organisations on how to approach the challenges addressed

1. Self-assessment tool on Gender Equality

(based on Peggy McIntosh's White Privilege)

"I was taught to see sexism only in individual acts of meanness, not in invisible systems conferring dominance on straight cis-men over everyone else"

The self-assessment tool is created in accordance to the approach Peggy McIntosh used for her While Privilege Assessment Tool. It is created with an intention to offer any individual interested to assess their own experience of gender in/equality in the society, their lives and their working space. As such, it is a first step towards assessment of the organisation and its educational activities and a way to familiarise the staff, trainers, leaders and the volunteers on their values and beliefs regarding the gender equality. Please find the tool in Annex 3.

2. Organisational assessment tool

The developed Assessment Tool for the organisations is designed with an idea to provide an overview of important aspects NGOs should take into consideration in order to achieve gender sensitivity within their structures and events they are hosting. This questionnaire is not to provide answers but to collect data on gender representation within the organization, as a mapping method on where the organization stands, what are its' practices in hiring people, how safe is the working environment within the organization, how gender relates to all of it and how it intersects with some other social categories, such as ethnicity, ability and race. Please find the tool in Annex 4.

3. Educational Events Assessment Tool

This assessment tool is designed to fit organizations that provide International Voluntary Service events, or any other kind of educational events using non-formal education as the main methodology – workcamps, youth exchanges, trainings or seminars. For more extensive or case-specific situations or topics of interest, the form can be adjusted to reflect the needs of the organization.

This tool is intended to be used by both, organisational staff that is following the implementation of an educational event, as well by the youth leaders, trainers and the support staff of those events.

Please find the tool in Annex 5.

Main Output 2 - Draft of the Policy Paper on Gender Equality and proposed plan of action for the Alliance

One of the Outputs of the Study Session was also the first draft of the Alliance Policy Paper on Gender Equality. The draft developed during the Study Session is still work in progress, which was to be finalized during the upcoming meeting of the Gender Equality Working Group, in Rome in September 2017. The Joint Meeting of the Alliance working groups is an annual event where all the working groups meet with the Executive Committee in order to discuss the current issues and proposals for policy changes and policy developments. With joint forces, members of all groups provide feedback for all the documents proposed. Therefore, please observe this document as a work-in-progress.

Plan of action

The Alliance Policy Paper on Gender Equality is envisioned to be put in practice using the following plan of action:

Tool development phase

1. Prepare the self-assessment tool (by the reporting date)
2. Collect feedback on the tool itself (by the end of 2017)
3. To improve the tool based on feedback (in 2018)

Research strategy development phase

4. Make quotas for big and small MOs to be represented equally in the mapping (January 2018)
5. Study session participants commit their organisations to participate in the mapping (January 2018)
6. Create a Handbook for staff and workcamp leaders on how to use the tool (January 2018)
7. Prepare a report template (January 2018)
8. Distribute the template to MOs by (February 2018)
9. Collect reports (March 2018)
10. Distribute the template to leaders and trainers (March, April, May 2018)
11. Collect reports (July 2018)

Data analysis phase

12. Prepare and present the report on results of mapping within GEWG (August 2018)
13. Draft the proposal within GEWG to present at the Joint Meeting (August 2018)
14. Present the proposal at the GA 2018 to the MOs (November 2018)

Draft of the Alliance Policy Paper on Gender Equality

“Without community, there is no liberation...but community must not mean a shedding of our differences, nor the pathetic pretence that these differences do not exist.”
— Audre Lorde

1. What is Alliance?

The Alliance of European Voluntary Service Organisations is an International Non-Governmental Youth Organisation that represents national organisations which promote intercultural education, understanding and peace through voluntary service. The Alliance, founded in 1982, is presently made up of full, associate and candidate members in 28 countries worldwide.

2. How is Gender equality working group (GEWG) connected to Alliance?

The gender equality approach in the Alliance network aims to highlight that feminine and masculine roles do not refer to a biological fact but that they are social and cultural constructions. The socio-cultural construction approach also entails a hierarchy and domination of some men. The gender equality approach sheds light on the patriarchal system which has monopolized the interpretation of social realities and history in organised institutions and societies. The roles assigned to some men have encouraged the emergence, maintenance and hardening of discrimination against women. The gender equality approach makes it possible to implement strategies for establishing egalitarian workcamps, capable of guaranteeing fundamental rights for every volunteer. It permits reducing inequalities of rights/access and to correct the disequilibrium of power relations.

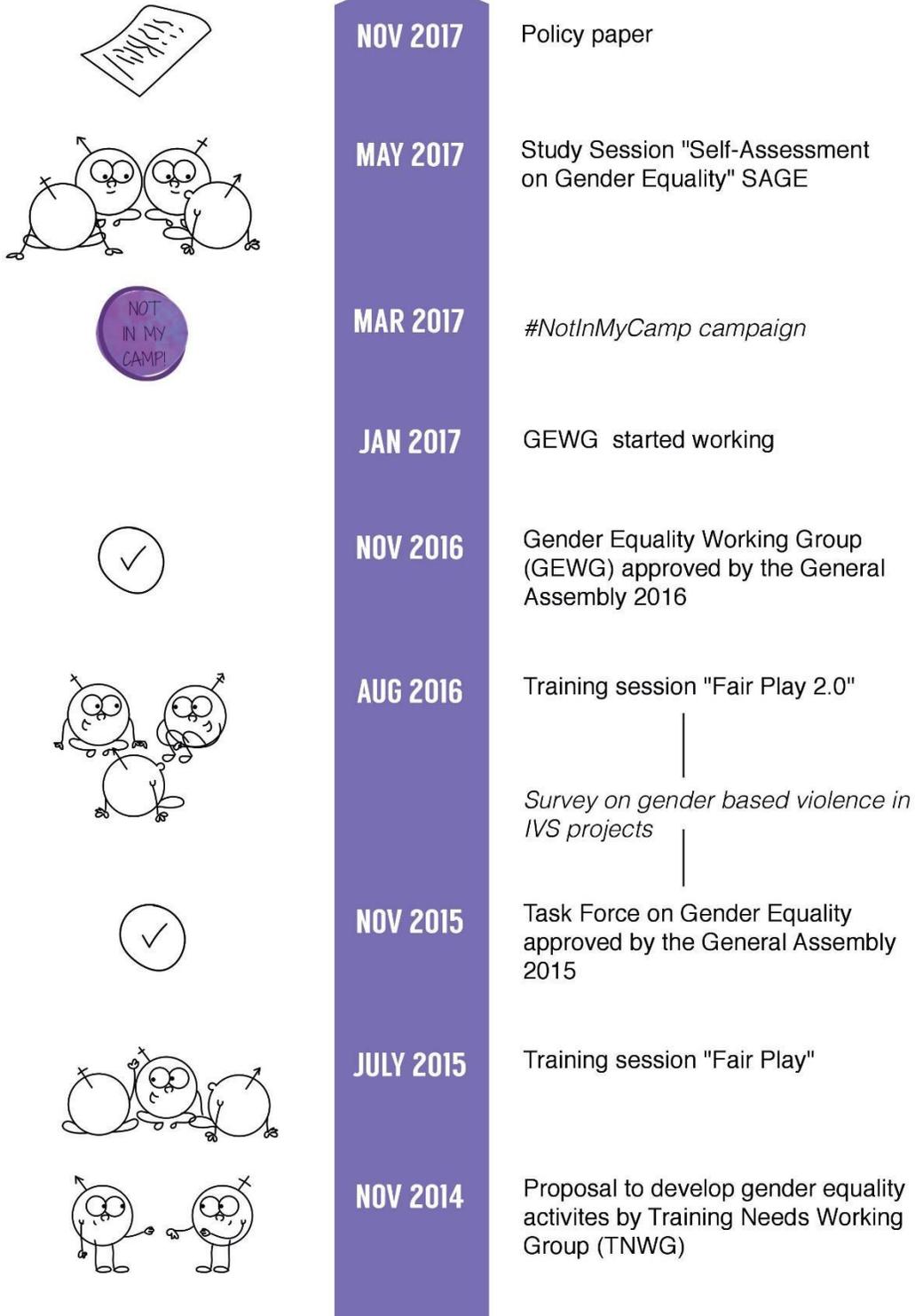
To reach its ultimate objective, neutrality, the gender equality approach supports the adoption of equal representation, power balance and empowerment of all genders.

GEWG is there to be a referent about the gender topic in the Alliance within the MO and to provide space for MO to approach the working group in case there is a need for it.

3. History of gender equality within the Alliance



DEVELOPMENT OF THE POLICY ON GENDER EQUALITY *within the Alliance*



4. Roadmap/objectives for GEWG (specific tasks which we want to achieve)

International Voluntary Service (IVS) is movement which has been active for more than 100 years and since the very first beginning everyone had a right to participate in the movement and contribute to the projects, no matter their gender, age, ethnicity or sexual orientation.

The Gender Equality Working group (GEWG) within the Alliance has set the following objectives to be achieved:

- GEWG will revise and change official documents of Alliance in order to adapt the language to be inclusive, so that those documents can reflect on importance of gender equality in IVS movements;
- GEWG will foster the communication on and discussion about topics which are considered as taboo topics (feminism, LGBTQI+, women's rights, sexual harassment, sexual assaults etc.) in the network and GEWG will ensure that all Member Organisations (MO) are aware how to talk about them in the local organisations;
- GEWG will launch the campaign "Not in my camp!" which will work on raising awareness and visibility of the importance of the topic and which will develop and deliver different educational activities ;
- GEWG will develop and deliver different educational activities such as trainings, seminars and study sessions together with Training Needs Working Group (TNWG);
- GEWG will work on empowering and inclusion of experts on the topic of gender equality coming from MO to be actively involved in educational activities;
- GEWG will develop and share toolkits and handbooks, which are relevant for the IVS projects among the MO;
- GEWG will create training models for workcamp leader trainings that can be implemented by MOs in their camp leader trainings;
- GEWG will develop workshop on gender equality for the LTTC;
- GEWG will develop an online course on gender equality for the Online Platform;
- GEWG will work on bringing awareness to possible gender based conflicts in the Alliance network organisations, volunteers, working group and leadership;
- GEWG will be promoting gender mainstreaming in our camps and campaigns;
- GEWG will work on creating a gender-neutral representation in all Alliance work camps, trainings and committees.

5. Campaign ``Not in my camp!``

Taking into consideration the past of the IVS and the fact that it started as a movement where women and men were encouraged to equally participate in the first ever workcamp almost a hundred years ago, when this was a revolutionary idea, we are wondering how come gender inequalities, and first and foremost sexism, still exist in our projects. Therefore we want to implement an ALLIANCE Campaign for gender equality in IVS which we can address our own network's needs and take a standpoint in a topic that has a big political weight in these days.

Not in my camp! Campaign has 4 different but connected stages in which it will address different needs and conflicts but also it will target different groups (camp leaders, volunteers, MOs, the community and other stakeholders involved in the ALLIANCE).

- **EDUCATE IT!** GEWG is sharing educational materials and strategies that can be used in the camps and in local trainings for camp leaders and volunteers on the ALLIANCE official webpage.
- **FIGHT IT!** We developed a Tumblr blog which has 2 active coordinators, who are available to assist camp leaders during the camp season with the gender based problems that are happening in the camp. Every leader will be able to write to the coordinators on the blog and expect an answer within a day, with recommendations and guidelines which he/she/ze could use straight away in the camp.
- **SHARE IT!** Same Tumblr blog is working as a platform for youth information, where everyone will be able to share contents relevant for the topic, latest news from around the world, articles and videos which are addressing feminism and gender equality in general etc.
- **ACTIVATE IT!** Common-action days throughout the year will be there to raise awareness of the important dates in the history when activists managed to make important steps towards the equality of women, LGBTQI+ members and other vulnerable groups whose discrimination is inevitably linked – Holocaust Remembrance Day (January 27th), Women's day (March 8th), IDAHOT (May 17th), Stonewall Riots Anniversary (June 28th), Transgender Day of Remembrance (November 20th), World AIDS Day (December 1st), Human Rights Day (December 10th)

Main Output 3 - Critical Remarks of the Council of Europe's practices on gender equality

1. One of the main remarks we, the Study Session participants, concluded on, is that providing space for discussion about gender equality (e.g. this Study Session) does not necessarily mean ensuring gender sensitive approach, which are two very different points. While documents of the Council of Europe focus on gender equality only on the line between men and women and therefore speak mostly on differences in their access to rights, we believe that lack of visibility to other sexual and gender identity minorities in Council of Europe documents indicates only partial gender sensitivity. This shows a discourse that needs correcting.
2. Having set the main remarks in the first point, it is to be said that the Morphee list and other documents should offer a 3rd option for gender identity, besides the traditional ones – male and female – in order to avoid revictimisation of participants who do not identify with either of the two traditional options.
3. Our suggestions on the introductions of the statistics on gender sensitivity in employability of the staff in the EYC are these – to analyse who is occupying the leading positions, who is working as support staff (as cleaners, cooks, etc.) and make a matrix which would include: gender, race, ethnicity and ability of each person and make an intersectional analysis on who occupies which position and how the power structures do or do not reproduce.
4. Further on, we recommend analysing the contents of the publications on gender equality and considering widening them up, not focusing only on equality between men and women, but also including other identities which do not fit to the traditional ones.
5. When it comes to the promotional materials on gender equality, used by SOGI unit on their webpage, we recommend content quality analysis and a revision of how the information is presented for the web; it has been commented by the majority of participants that it is unclear and doesn't provide an in-depth insight into the problematic of gender inequality.
6. Provide more detailed information given on the presentation of IDAHOT page (<http://www.coe.int/en/web/human-rights-channel/idahot>) – for example, instead of presenting only numbers, allowing an overview of which countries the numbers refer to.
7. The document published on the IDAHOT page named “Combating Discrimination on grounds of sexual orientation or gender identity” is too complex and it contains 112 pages, which is not web-friendly, and difficult to use for practical purposes, e.g. for smaller actors to get involved in fight against discrimination too. Providing translations of the document on the languages of the Council of Europe would allow grassroots approach to be implemented, as English can be limiting.
8. Gender Equality Strategy for 2014-2017 had a focus on men and women. For the period of the next three years, if one of the focuses is “preventing gender stereotypes and sexism”,

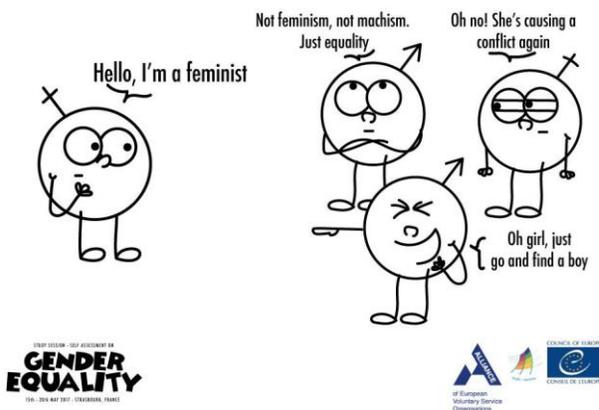
the Council of Europe should include a wider range of gender identities in its documents. According to the statistics, transgender people are more likely to get harassed, beaten or killed than other sexual and gender identity minorities, and yet, they are not getting enough visibility in the documents.

Summary evaluation of the Study Session by the participants

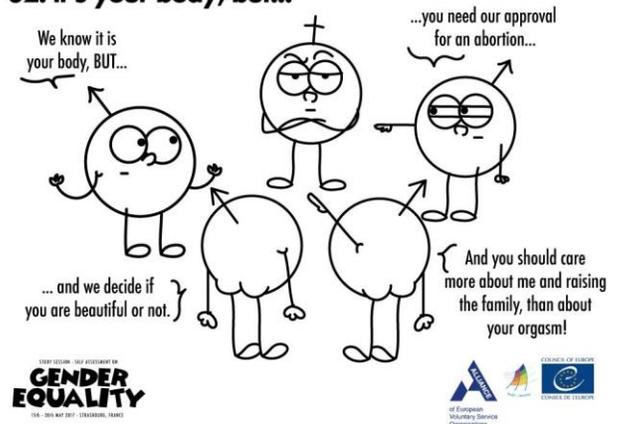
25 out of 29 participants filled in the evaluation. The full evaluation is attached to this report.

The aim is to raise awareness about importance of gender equality in working spaces of IVS organisations and in our main activities – workcamps (local level) and democratic participation activities such as General Assembly, seminars, courses, meetings	Objective 1: To increase awareness of systematic discrimination against women in society and to develop a self-assessment tool which would help us assess ourselves, as well as our own working spaces, so we can better understand how power relations work and how deep and institutional gender discrimination can be	Objective 2: To raise awareness and critical thinking towards gender-based discrimination	Objective 3: To gain basic knowledge of SOGI concepts and terminology and of different forms of discrimination based on SOGI	Objective 4: to develop skills and gain knowledge on how to advocate for human rights education and gender emancipation through youth work	Objective 5: to develop skills on how to implement gender sensitive approaches in daily activities with young people and how to work with young people who face discrimination
4,9 out of 6	5	4,7	4,2	4,1	4,4

01: The F-word in the room



02: it's your body, but...



Annex 1 - Programme of the Study Session



Study Session “SAGE: Self-Assessment on Gender Equality”

Organised by the Alliance of European Voluntary Service Organisations and the Youth Department of the Council of Europe

15-20 May 2017, European Youth Centre Strasbourg

Programme

DAY 1

15th May 2017 (Monday)

OBJECTIVES of the day:

1. get to know each other, create a team
2. provide basic info on Study Session and expected outcomes
3. identify expected learning outcomes for the Study Session
4. define and select tools to achieve the set learning outcomes
5. provide theoretical inputs on Alliance, its policies and tools

07.30 – 08.30	Wake up Yoga session
08.00 – 09.30	Breakfast
10.00 – 11.30	Welcome, Introduction to the European Youth Centre Strasbourg (EYCS), <i>Tina MULCAHY, Director of the EYCS</i> Getting to know each other
11.30 – 12.00	Break
12.00 – 13.30	Creating the Safe Space
13.30 – 15.30	Lunch break
15.30 – 17.00	Teambuilding activities Safe space (cont.)
17.00 – 17:30	Break
17.30 – 19.00	Who is who? Defining our roles within the Alliance
19.00 – 19.30	Reflection Groups
19.30 – 20:30	Dinner

DAY 2

16th May 2017 (Tuesday)

OBJECTIVES of the day:

1. introduce the Alliance and history of IVS through the gender lens
2. introduce the Council of Europe and its' work with special focus on promotion of gender equality
3. introduce basic history on feminism, different waves of feminism, as well general terminology
4. initiate first discussion on gender, gender roles, stereotypes, identity

07.30 – 08.30	Wake up Yoga session
08.00 – 09.30	Breakfast
10.00 – 11.30	Council of Europe's work on Gender Equality presentation by Evgenia GIAKOUMOPOULOU, SOGI Unit Gender Equality Guidelines as adopted by the Joint Council on Youth
11.30 – 12.00	Break
12.00 – 13.30	Alliance and Gender Introduction to the Survey analysis on most frequent gender conflicts in IVS workcamps
13.30 – 15.30	Lunch break
15.30 – 17.00	Feminism: The History

17.00 – 17:30	Break
17.30 – 19.00	Introduction to gender concepts and definitions
19.00 – 19.30	Reflection Groups
19.30 – 20.30	Dinner
21.00 – 22.30	Feminist Intercultural Evening

DAY 3

17th May 2017 (Wednesday)

OBJECTIVES of the day:

1. introduce Sexual Orientation and Gender Identity and Expression
2. take part in an joint action to mark IDAHO day
3. implement midterm evaluation

07.30 – 08.30	Wake up Yoga session
08.00 – 09.30	Breakfast
10.00 – 11.30	The No Hate Speech Campaign, presented by Stefan MANEVSKI IDAHOT Day Online Action <i>Preparing messages for the online action</i>
11.30 – 12.00	Break
12.00 – 13.30	Intersectionality and Privilege
13.30 – 14.30	Lunch break
14.30 – 15.30	Midterm Evaluation
15:30 – 20.00	Free afternoon
20.00 – 22:00	Dinner outside

DAY 4

18th May 2017 (Thursday)

OBJECTIVES of the day:

1. Introduce new terminology and discuss human rights context on consent
2. Define sexual harassment and discuss ways to fight it
3. Introduce different cases of gender based discrimination from the workcamps / working places and discuss way to deal with them
4. Introduce self-assessment tool developed for the personal assessment and discuss ways to transform it into tool that could be used in the workcamp or at work

07.30 – 08.30	Wake up Yoga session
08.00 – 09.30	Breakfast
10.00 – 11.30	Sexuality, Sexual Harassment and Consent in the Workcamp
11.30 – 12.00	Break
12.00 – 13.30	Being an Activist for Gender Equality, part 1
13.30 – 15.30	Lunch break
15.30 – 17.00	Being an Activist for Gender Equality, part 2
17.00 – 17:30	Break
17.30 – 19.00	Introduction of the Self-Assessment Tool
19.00 – 19.30	Reflection Groups

19.30 – 20:30 Dinner

DAY 5

19th May 2017 (Friday)

OBJECTIVES of the day:

1. To introduce concept of advocacy and lobbying
2. To analyse possibilities we as youth workers have to advocate
3. To work on development of the self-assessment tool
4. To analyse the outcomes and prepare the presentations for the following day

07.30 – 08.30 Wake up Yoga session

08.00 – 09.30 Breakfast

10.00 – 11.30 Advocacy on gender Equality, presented by Jana GANDER, Alliance of European Voluntary Service Organizations

11.30 – 12.00 Break

12.00 – 13.30 Practical activities with the Self-Assessment Tool

13.30 – 15.30 Lunch break

15.30 – 17.00 Practical activities with the Self-Assessment Tool

17.00 – 17:30 Break

17.30 – 19.00 Sharing and Feedback on Self-Assessment Tools

19.00 – 19.30 Reflection Groups

19.30 – 20:30 Dinner

DAY 6

20th May 2017 (Saturday)

OBJECTIVES of the day:

1. To give final round of feedback on tools developed
2. To identify possibilities for follow up activities and future steps
3. To do SWOT analysis and contextualize the usage of the self-assessment tool
4. To evaluate the event

07.30 – 08.30 Wake up Yoga session

08.00 – 09.30 Breakfast

10.00 – 11.30 Presentation of the final Outcomes

Round of feedbacks

11.30 – 12.00 Break

12.00 – 13.30 SWOT Analysis

13.30 – 15.30 Lunch break

15.30 – 17.00 Planning of the implementation of the self-assessment tool

Stakeholders and timeframe

17.00 – 17:30 Break

17.30 – 19.00 Final Evaluation of the Study Session

19.30 – 20:30 Barbecue in the German Garden and Farewell Party

Annex 2 – List of Participants



Study Session “SAGE: Self-Assessment on Gender Equality”

Organised by the Alliance of European Voluntary Service Organisations and the Youth Department of the Council of Europe

15-20 May 2017, European Youth Centre Strasbourg

List of participants

Participants

Armenia

Lilit ADAMYAN, HUI

Arpine YERITSYAN, HUI

Belgium

Antoine LESOIN, JAVVA

Simon GEERAERT, CBB

Ismail DAOUD, CBB

Rafael GEJYPAN, CBB

Czech Republic

Agata ROWNY, INEX-SDA

Hana GABLEROVA, INEX-SDA

France

Youenn ROUMEAS-NOEL, Concordia

Camille LEPELIER, Concordia

Mona LUCAS DE LEYSAAC, Concordia

Germany

David SCHLECHT, IJGD

Fatma MATAR, IJGD

Italy

Sara BERTOLINO, Legambiente

Valerio DI FEO, YAP Italy

Latvia

Victoria OKHAPKINA, Youth4Smile

Russian Federation

Denis DENISIUK, World4U

Serbia

Milica SLAVKOVIC, Young Researchers of Serbia

Milos PALOC, Young Researchers of Serbia

Natalija RADIVOJEVIC, Young Researchers of Serbia

Spain

Aldara ARANGO LEAL, DeAmicitia

Ana Cristina GONZALES, DeAmicitia

Turkey

Esra INAN, Genctur

Nur Banu KARTAL, GSM

Candeger SEN, GSM

Sezen OZTURK, GSM

Ukraine

Maksim IATSYNA, Union Forum

United Kingdom

Fatma Eda PELIT, UNA Exchange

Japan

Kazutomo SUZUKI, NICE

Guest speaker

Jana GANDER, Alliance of European Voluntary Service Organizations

Preparatory team

Dusan MILOJEVIC, Alliance of European Voluntary Service Organizations

Jelena RISTIC BERONJA, Young Researchers of Serbia

Nadja DUHACEK, IJGD

Javier LARIOS, VIVE Mexico

Adeola ADERIMI, Citizens in Action, Greece

Educational advisor

Ana AFONSO

Council of Europe Secretariat

Evgenia GIAKOUMOPOULOU, Sexual Orientation and Gender Identity (SOGI) Unit

Stefan MANEVSKI, Educational Advisor, Youth Department

Jackie LUBELLI, Programme Assistant, Youth Department

Annex 3 - Self-assessment tool on Gender Equality

Daily effects of patriarchal privilege

1. When I was a child, I was not limited or forbidden to play certain games because of my gender.
 - a) this happened all the time
 - b) this happened sometimes
 - c) this never happened

2. When I went to school, I was given pedagogical and curricular materials about members of my own gender and sexual orientation.
 - a) this happened all the time
 - b) this happened sometimes
 - c) this never happened

3. When I went to school, sexuality education was a mandatory class.
 - a) this happened all the time
 - b) this happened sometimes
 - c) this never happened

4. When I was choosing my profession, I could be sure that my decision to have children would not lower my chances to get the job I wanted.
 - a) this happened all the time
 - b) this happened sometimes
 - c) this never happened

5. I can make personal and professional choices in my life without people commenting that the biological clock is ticking.
 - a) this happened all the time
 - b) this happened sometimes
 - c) this never happened

6. I can walk alone through the streets of my village/town/city without fear.
 - a) this happened all the time
 - b) this happened sometimes
 - c) this never happened

7. I can travel alone, without being asked to reconsider, because others are concerned for my safety.
 - a) this happened all the time
 - b) this happened sometimes
 - c) this never happened

8. I drive a car or park badly, without anyone commenting that I have done this because I belong to my gender.
 - a) this happened all the time
 - b) this happened sometimes
 - c) this never happened

9. I can speak in public without speaking for my entire gender/those of my sexual orientation.
 - a) this happened all the time
 - b) this happened sometimes
 - c) this never happened

10. I can go home from professional meetings of organizations I belong to without feeling out-of-place, unheard or without being expected to make coffee.
 - a) this happened all the time
 - b) this happened sometimes
 - c) this never happened

11. When I participated in volunteer camps/volunteer activities, I never witnessed sexism.
 - a) this happened all the time
 - b) this happened sometimes
 - c) this never happened

12. When I participated in volunteer camps/volunteer activities, I felt safe and I did not experience sexual harassment.
 - a) this happened all the time
 - b) this happened sometimes
 - c) this never happened

13. When I was a leader of a volunteer camp, I was taken seriously and treated with respect. My gender did not play a role in this.
 - a) this happened all the time
 - b) this happened sometimes
 - c) this never happened

14. If I have low credibility as a leader, I can be sure that my gender/sexual orientation is not the cause.
 - a) this happened all the time
 - b) this happened sometimes
 - c) this never happened

15. I can think about and consider many options: social, political, imaginative or professional, without asking whether a person of my gender/sexual orientation would be accepted or allowed to do that.
 - a) this happened all the time
 - b) this happened sometimes
 - c) this never happened

16. I can point out sexism without being seen as self-interested or seeking personal gain.
 - a) this happened all the time
 - b) this happened sometimes
 - c) this never happened

17. I can point out homophobia without being seen as self-interested or seeking personal gain.
 - a) this happened all the time
 - b) this happened sometimes
 - c) this never happened

18. I can criticize the government of my country and talk about how much I fear its policies, without being called irrational, emotional or an angry bitch.
 - a) this happened all the time
 - b) this happened sometimes
 - c) this never happened

19. The media in my country do not objectify and sexualize my gender.
 - a) this happened all the time
 - b) this happened sometimes
 - c) this never happened

20. When I read a newspaper or watch TV, I can expect to see members of my gender adequately represented.
 - a) this happened all the time
 - b) this happened sometimes
 - c) this never happened

21. When I was a child I could express my emotions freely without being told that children of my gender should not do that.
 - a) this is relevant for me very much
 - b) this is somewhat relevant for me
 - c) this is not relevant for me at all

22. I can take parental leave from my job and no one will judge me based on my gender.
 - a) this is relevant for me very much
 - b) this is somewhat relevant for me
 - c) this is not relevant for me at all

23. I feel I can express a full range of emotions without people looking at me as weak.
 - a) this is relevant for me very much
 - b) this is somewhat relevant for me
 - c) this is not relevant for me at all

Annex 4 - Organisational assessment tool

1. Gender

2. Role in the organisation:
 - a) board member
 - b) organizational leadership
 - c) staff
 - d) other (please specify) _____

3. Gender Representation among the staff:
 - Men: %
 - Women: %
 - Other gender Identities: %
 - People of colour:
 - Ethnical minorities (Roma or other):
 - Sexual minorities (gay, lesbian, bisexual, trans):

Gender representation in strategic positions			
My gender is represented in positions with decision making power (board, leadership of the organization...)			
<i>Yes, representatives of my gender are majority</i>	<i>Yes, representatives of my gender are minority</i>	<i>No</i>	<i>I don't know</i>

Communication			
The official documents of my organisation use a gender sensitive language			
<i>Yes, they do</i>	<i>They do to a certain extent, but don't recognize gender minorities</i>	<i>No, they don't</i>	<i>I don't know</i>

The external communication of my organisation uses a gender sensitive language (social media, website, campaigns...)			
<i>Yes, it does</i>	<i>They do to a certain extent, but don't recognize gender minorities</i>	<i>No, it doesn't</i>	<i>I don't know</i>

The internal communication of my organisation uses a gender sensitive language (emails...)			
<i>Yes, it does</i>	<i>They do to a certain extent, but don't recognize gender minorities</i>	<i>No, it doesn't</i>	<i>I don't know</i>

Salaries		
The employees in my organisation covering the same position earn the same amount of money regardless of their gender		
<i>Yes, they do</i>	<i>No, they don't</i>	<i>I don't know</i>

Parenthood				
In my organisation, going on a parental leave affects one's job				
<i>Yes, always</i>	<i>Yes, often</i>	<i>Yes, occasionally</i>	<i>No, never</i>	<i>I don't know</i>
Women chances to be hired in my organisation are limited by their decision to have children				
<i>Yes, always</i>	<i>Yes, often</i>	<i>Yes, occasionally</i>	<i>No, never</i>	<i>I don't know</i>

Behaviour and Attitude				
I encounter sexist comments or attitudes in my organisation (jokes, cat-calling...)				
<i>Yes, always</i>	<i>Yes, often</i>	<i>Yes, occasionally</i>	<i>No, never</i>	<i>I don't know</i>
In my organisation, I can express my opinion freely.				
<i>Yes, always</i>	<i>Yes, often</i>	<i>Yes, occasionally</i>	<i>No, never</i>	<i>I don't know</i>
My opinion is taken into consideration in decision making processes				
<i>Yes, always</i>	<i>Yes, often</i>	<i>Yes, occasionally</i>	<i>No, never</i>	<i>I don't know</i>
I have witnessed sexual harassment episodes at work				
<i>Yes, many times</i>	<i>Yes, sometimes</i>	<i>Yes, rarely</i>	<i>No, never</i>	<i>I don't know</i>

Discriminatory acts				
The chances to be hired in my organisation are limited by the ethnical identity (people of colour, ethnical minority such as Roma or other ethnical minorities, etc)				
<i>Yes, always</i>	<i>Yes, especially women</i>	<i>Yes, occasionally</i>	<i>No, never</i>	<i>I don't know</i>
The chances to be hired in my organisation are limited by the disability (physical, mental, other disadvantages)				
<i>Yes, always</i>	<i>Yes, especially women</i>	<i>Yes, occasionally</i>	<i>No, never</i>	<i>I don't know</i>
The chances to be hired in my organisation are limited by the sexual orientation				
<i>Yes, always</i>	<i>Yes, often</i>	<i>Yes, occasionally</i>	<i>No, never</i>	<i>I don't know</i>

Annex 5 - Educational Events Assessment Tool

1. Gender:
2. Role in the event:
3. Type of event:

Application forms				
The application form gives the participants of all genders the freedom to express their gender identity adequately				
<i>Yes, it offers at least three different options – make, female and other</i>	<i>Yes, it offers an empty line where participants can specify they gender without guiding suggestions</i>	<i>Yes, it offers only the binary approach – male and female</i>	<i>No, we do not collect this data</i>	<i>I don't know</i>

Leadership training			
Trainings for camp leaders organized by my organization includes a workshop on gender equality			
<i>Yes, they do</i>	<i>Yes, sometimes</i>	<i>No, they don't</i>	<i>I don't know</i>
The workshop on gender equality focuses on all gender identities (male, female, trans, intersex, other) and sexual orientations (gay, lesbian, bisexual, asexual).			
<i>Yes, it does</i>	<i>Yes, focusing only on some identities and sexual orientations</i>	<i>No, they don't</i>	<i>I don't know</i>
A code of conduct to promote respect for all gender identities and sexual orientations was introduced to the leaders/trainers.			
<i>Yes, it was.</i>	<i>Yes, but is not necessary for everyone to know it.</i>	<i>No, it wasn't</i>	<i>I don't know</i>

Educational Materials		
All youth leaders receive educational material on prevention of sexual harassment and gender-based violence before they go to lead a workcamp		
<i>Yes, they do</i>	<i>No, they don't</i>	<i>I don't know</i>

The prep-meeting with the local host addressed the topic of gender identities, sexual orientations, women's empowerment (e.g. equal task division) and sexual harassment				
<i>Yes, always</i>	<i>Yes, often</i>	<i>Yes, occasionally</i>	<i>No, never</i>	<i>I don't know</i>

Language			
Gender-sensitive language was used during the workcamp/youth exchange/seminar/training.			
<i>Yes, always</i>	<i>Yes, sometimes</i>	<i>No, never</i>	<i>I don't know</i>

Facilities				
Venues where we host our educational activities take into consideration wishes of participant on sleeping arrangements and provide space for female only, male only, mixed or for other gender identities.				
<i>Yes, always</i>	<i>Yes, often</i>	<i>Yes, occasionally</i>	<i>No, never</i>	<i>I don't know</i>
Venues where we host our educational activities offer unisex bathrooms for the participants.				
<i>Yes, always</i>	<i>Yes, often</i>	<i>No, we prefer to have male and female bathrooms separate.</i>	<i>I don't know</i>	
A safe space for underrepresented gender identities has been created during the workcamp.				
<i>Yes, always</i>	<i>Yes, sometimes, depending on the level of awareness on gender equality of the leading/training team.</i>	<i>Yes, rarely</i>	<i>No, never</i>	<i>I don't know</i>
Behaviour and Attitude				
Participants of our educational events have reported sexist comments or attitudes in events we organize (jokes, cat-calling...)				
<i>Yes, always</i>	<i>Yes, often</i>	<i>Yes, occasionally</i>	<i>No, never</i>	<i>I don't know</i>
I have witnessed sexual harassment episodes at our events.				
<i>Yes, many times</i>	<i>Yes, sometimes</i>	<i>Yes, rarely</i>	<i>No, never</i>	<i>I don't know</i>
In our evaluation forms, we provide question related to reporting gender based conflicts and sexual harassment.				
<i>Yes, always</i>	<i>Yes, often</i>	<i>Yes, occasionally</i>	<i>No, never</i>	<i>I don't know</i>
In our organization, we have staff that is well equipped to deal with sexism, sexual harassment and other forms of gender based discrimination and violence and support leaders/trainers in their events, if needed.				
<i>Yes, we do</i>	<i>Yes, for some types of discrimination</i>	<i>No, we don't</i>		<i>I don't know</i>