

**Addressing
Gender-Based
Violence Globally**

Insight. Impact.

*Educational Toolkit to combat
gender-based violence*

Insight. Impact.

An educational toolkit to combat gender-based violence

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The background is a solid purple color. Overlaid on this are white line art illustrations. There are several hands of different sizes and orientations, some open and some with fingers slightly curled. There are also stylized houses or buildings with multiple windows. A network diagram consisting of small circles connected by lines is also visible, appearing in the upper right and lower left areas.

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About this compendium



Our aim: combating gender-based violence

In 2025, the World Health Organization (WHO) reported that nearly one in three women worldwide have experienced physical or sexual violence by an intimate partner, or sexual violence by a non-partner, at some point during their lifetime ¹. This corresponds to an estimated 840 million women and girls globally who have been left to deal with the traumatic consequences of violence, not counting those whose experiences remain unseen or unreported.

WHO also reports that this figure has hardly changed over the past 25 years. While sexism and patriarchal social structures affect women and queer people everywhere, the persistence of male-dominated power structures and continued levels of violence reflect broader structural barriers to gender equality ².

The IUSY annual work plan InsightImpact: Addressing gender-based violence globally was implemented in 2025 with the goal of educating political youth activists about the ongoing global crisis of gender-based violence. The work plan aimed to strengthen the efforts to prevent and address violence by raising awareness of its multiple, intersectional dimensions and by developing educational methods to support political education and activism.

You are holding the result of this process in your hands. This compendium is intended to support you in conducting activities in your own context. Choose the methods from this toolkit that best suit your group's needs, and ensure that all participants are able to contribute meaningfully to the shared goal of ending gender-based violence.

1_ World Health Organization (2025), Lifetime toll: 840 million women faced partner or sexual violence, news release, 19 November, Geneva. Available at: <https://www.who.int/news/item/19-11-2025-life-time-toll-840-million-women-faced-partner-or-sexual-violence>

2_ UN Women (2025), Delivering impact for zero violence: UN Women's progress to end violence against women and girls 2022–2025. Available at: <https://www.unwomen.org/en/digital-library/publications/2025/12/delivering-impact-for-zero-violence-un-womens-progress-to-end-violence-against-women-and-girls-2022-2025>

Facts and figures

An estimated **840 million women** globally have experienced physical or sexual violence by an intimate partner, or sexual violence by a non-partner, at some point during their lifetime.³



Women and girls account for approximately **61 per cent** of detected victims of human trafficking globally.⁶



On average, at least **137 women and girls** worldwide are killed every day by an intimate partner or a family member.⁵



Eight per cent of women aged 15 years and older report having experienced sexual violence by someone other than a partner at least once in their lifetime.⁴

3_ World Health Organization (2025), Lifetime toll: 840 million women faced partner or sexual violence, news release, 19 November, Geneva. Available at:

<https://www.who.int/news/item/19-11-2025-lifetime-toll--840-million-women-faced-partner-or-sexual-violence>

4_ Ibid.

5_ UN Women (2025), Facts and figures: Ending violence against women. Available at: <https://www.unwomen.org/en/articles/facts-and-figures/facts-and-figures-ending-violence-against-women-progress-to-end-violence-against-women-and-girls-2022-2025>

6_ Ibid.

The European Youth Foundation (EYF)

The European Youth Foundation (EYF) is a fund established in 1972 by the Council of Europe to support youth activities that promote human rights, democracy and social inclusion. It provides financial and educational support to youth organisations across Europe.

The EYF's core mission is to:

- ◆ strengthen young people's participation in democratic life
- ◆ support human rights education and youth work
- ◆ promote equality, diversity and inclusion
- ◆ address discrimination, violence, and social injustice

Gender equality and the prevention of gender-based violence are long-standing priorities within the EYF's funding framework, reflecting the human rights standards of the Council of Europe.

Normative framework

The EYF's work is grounded in the normative framework of the Council of Europe. Key instruments include the following.

Istanbul Convention

The Council of Europe Convention on Preventing and Combating Violence against Women and Domestic Violence, commonly known as the Istanbul Convention, is the most comprehensive international treaty addressing gender-based violence (GBV).

Council of Europe

Gender Equality Strategy 2024–2029

The strategy was adopted by the Committee of Ministers to guide the organisation's work on gender equality over a six-year period. It builds upon existing human rights standards and responds to both long-standing and emerging challenges across Europe.

The six strategic areas are:

- ◆ preventing and combating gender stereotypes and sexism
- ◆ preventing and combating violence against women and girls and domestic violence
- ◆ ensuring equal access to justice for women and girls
- ◆ achieving balanced participation of women and men in political, public, social and economic life
- ◆ ensuring women's empowerment and gender equality in relation to global and geopolitical challenges
- ◆ achieving gender mainstreaming and including an intersectional approach in all policies and measures.

Includes modules on gender equality, sexism, violence, and discrimination with the focus on critical thinking and participatory learning.

Educational tools and resources

The Council of Europe, often in cooperation with youth organisations and EYF-funded initiatives, has developed a range of practical educational tools which are widely used in non-formal education.



Compass

Manual for human rights education with young people. Includes modules on gender equality, sexism, violence, and discrimination, with a strong focus on critical thinking and participatory learning.



Gender matters

A manual specifically focused on gender equality in youth work. It addresses patriarchy, power relations, intersectionality, GBV, and supports youth workers in designing safe, inclusive spaces.

HELP online course on violence against women and domestic violence

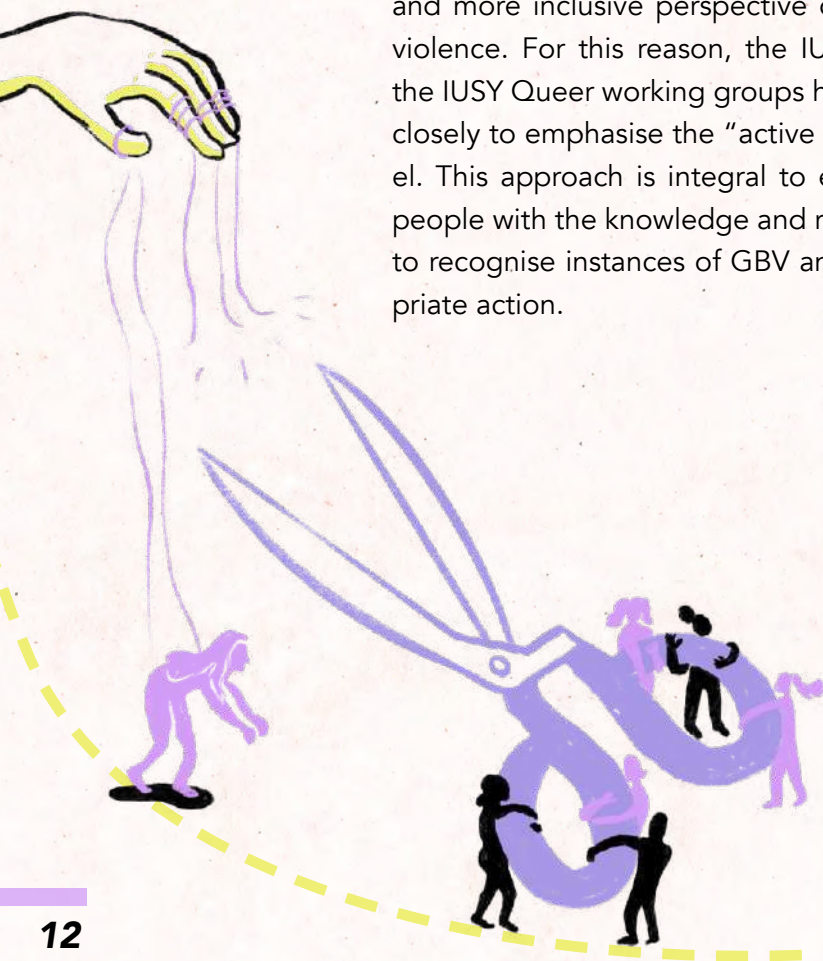
One of the key HELP courses relevant to youth work on GBV. The course explains gender-based violence as a human rights violation, introduces international and European legal standards, addresses prevention, protection, prosecution, and coordinated policies. It also highlights the importance of victim-centred and survivor-sensitive approaches.



Our context: the IUSY annual work plan 2025

Under the headline *InsightImpact: Addressing gender-based violence globally*, IUSY conducted three activities in 2025 aimed at empowering member youth organisations to recognise and prevent gender-based violence, while fostering critical reflection on societal attitudes and organisational practices.

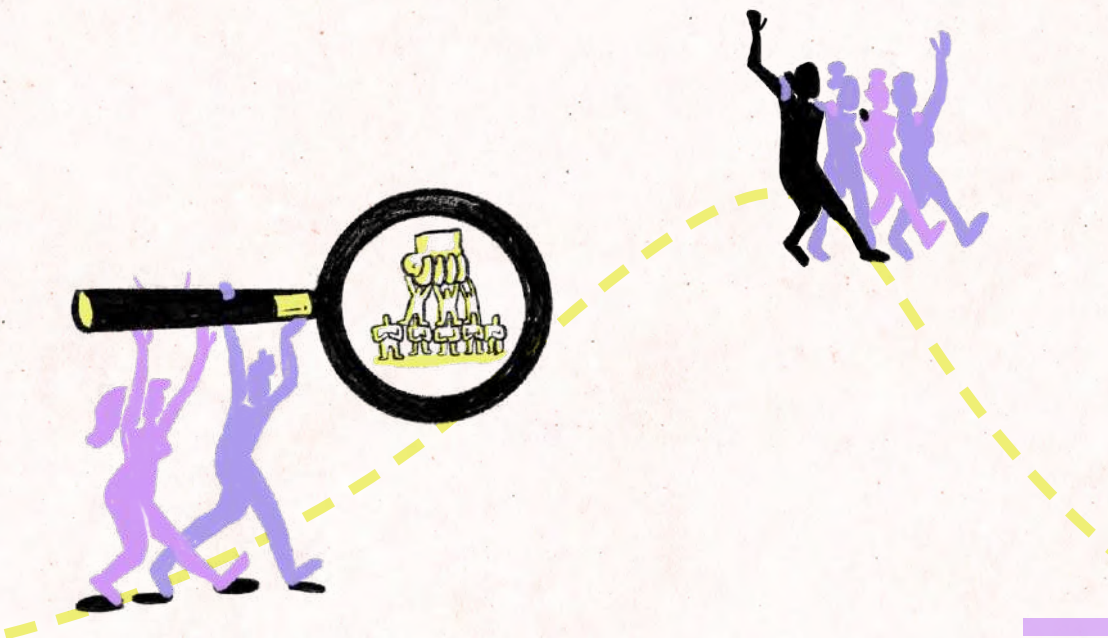
IUSY's approach highlights the need for a broader and more inclusive perspective on gender-based violence. For this reason, the IUSY Feminist and the IUSY Queer working groups have collaborated closely to emphasise the "active bystander" model. This approach is integral to equipping young people with the knowledge and resources needed to recognise instances of GBV and to take appropriate action.



By focusing on power relations, intersectionality, and bystander intervention, the work plan sought to deepen understanding and enable IUSY members to actively combat harmful behaviours within their communities. This, in turn, supports the development of progressive and supportive bodies within IUSY that prioritise gender equality and human rights.

The activities also highlighted the importance of collective responsibility in addressing gender-based violence, encouraging young people to become proactive allies in creating safer environments.

In addition, the work plan addressed the need for organisational introspection within IUSY. Through reflection on personal biases, privileges, and internal structures, participants were encouraged to examine how societal norms and power dynamics contribute to gender-based violence.



Feminist multipliers

| Sarajevo

In April 2025, 19 participants from IUSY member organisations met in Sarajevo, in cooperation with the IUSY Feminist Working Group, for the international activity “Feminist multipliers”. They worked on definitions of concepts related to gender-based violence, and discussed how sexism and violence manifest in their home regions, as well as how feminist activists are fighting back. Participants also reflected on their realities within their own organisations, and explored how to establish structures to prevent violence from occurring.

During the activity in Sarajevo, the group engaged with local NGOs working in the field of violence prevention and feminist activism. Their input later contributed to the development of this toolkit, for which we are particularly thankful.

Queer multipliers

| Lisbon

In the city hosting EuroPride 2025, 14 activists met in Lisbon, in cooperation with the IUSY Queer Working Group, for the international activity “Queer multipliers”. Their work focused on exchanging experiences from queer communities across Europe, West Asia and Latin America, as well as discussions on how to strengthen resistance to global setbacks affecting queer communities.

The activity focused on the history of the queer movement, its struggles against violence, and in particular how gender-based violence is experienced and challenged within the LGBTIQ+ community. In this context, several ideas that informed the development of this toolkit were generated.

Pedagogy of gender-based violence | Vienna

Finally, around half of the participants from both activities met again in Vienna in September 2025 to work on this toolkit during the activity “The Pedagogy of Gender-Based Violence from a Queer Intersectional Organizational Approach”. They examined how to translate the struggles against gender-based violence into educational activities, as well as how to design, implement, and evaluate them.

The result of this process is the present publication, which can be used to support the implementation of educational activities aimed at creating safer, more self-aware and harm-free environments at local and global levels.



Implementation guide



So, how do I run a session on gender-based violence? This is certainly not an easy topic to access or talk about, yet it is necessary in order to demonstrate solidarity with all those affected by violence.

Education is key to learning how to react when someone ridicules violence against women and queers, or uses domination techniques to push their point through.

This guide was created for facilitators who want to:

- ◆ tackle gender-based violence as a topic for the first time
- ◆ genuinely contribute to creating safer and accountable spaces
- ◆ prioritise listening and reflection over giving presentations

This compendium is therefore not primarily filled with theory, essays, or extensive learning materials on the topic. We have taken those elements into other projects. Instead, this toolkit aims to encourage (political) youth organisations to break the silence and act against gender-based violence – now!



The role of a facilitator

Facilitator - not teacher, lecturer or moderator. We use this term intentionally to describe a person who enables participants to engage in meaningful conversations. Facilitators listen, ask questions, provoke critical thinking and help steer the group in a certain direction - towards an aim that is commonly agreed upon.

The use of language

Inclusive language matters. Try not to use masculine forms (he/him) by default. When referring to someone whose gender you do not know, use "they/them" pronouns instead, for instance: "This author is cool. They made us think a lot!". Keep in mind that some people prefer "they/them" pronouns regardless of their gender. Respecting your participants is central to good facilitation and should be among your highest priorities.

Prepare first, embrace the chaos second

When you are planning to organise an activity using this toolkit, start by preparing. Read up on the topic of the session, familiarise yourself with the key terms, concepts and messages, and be ready to respond to questions from participants who may be engaging with the topic for the first time.

At the same time, try not to be overly rigid with your schedule. Sometimes participants need more time for discussion, or the conversation may move in directions you did not anticipate. Embrace this felt chaos as part of the educational process, and allow participants to take ownership of the discussion.

Sensitivity when talking about violence

Many people have experienced some form of violence in their lives. Many also have words, images, or topics that can be triggering and make it difficult to continue a conversation. This should always be taken into account when facilitating sessions on gender-based violence.

Be patient, take breaks as a group, and warn participants in advance about sensitive content. Finally, make it clear that stepping out of a conversation is always an option, and that no one will be judged for choosing to do so.



Risk awareness and care (facilitator note)

Many activities in this toolkit invite participants to reflect on personal experiences, local realities and organisational dynamics related to gender-based violence. These discussions may involve power imbalances and can be emotionally demanding.

Facilitators should be aware that:

- ◆ participants may feel uncomfortable speaking openly, especially when hierarchies are present
- ◆ disclosures of discrimination, harassment or violence may occur some participants may fear judgement or consequences for speaking up
- ◆ To support safer and accountable spaces, facilitators should: explicitly remind participants that sharing is voluntary
- ◆ set clear conversation boundaries, including expectations around respect and confidentiality
- ◆ encourage participants to speak from their own perspective and avoid naming individuals
- ◆ intervene or pause the activity if discussions become unsafe

If serious concerns arise, facilitators should acknowledge what has been shared and, where appropriate, refer participants to relevant support or safeguarding structures.

Compendium to combat gender-based violence





Theories and facts

Introduction to gender-based violence and violence against queers

Aim of the activity

This activity is best suited for groups with limited prior knowledge of gender-based violence at the global level.

Participants engage with key definitions and share how gender-based violence manifests in their home regions.

They reflect on the situations in their respective countries and discuss tools which can be used to **prevent and combat gender-based violence**.

Time and materials needed

90'

You will need at least **1 hour and 30 minutes** for this activity. For groups larger than 15 participants, an additional 15 minutes may be required.

If conducted in person, prepare markers, paper cards, and a (white)board to display them.

If conducted online, ensure that you have an accessible online whiteboard ready for visualisation.



Contents and supporting materials

◆ **Statistics on gender-based violence**

Consult the annual reports of the World Health Organization on violence against women.

◆ **Definition of gender-based violence (GBV)**

Unequal power relations between genders lead to psychological and physical violence. Women and queers are structurally and individually the most exposed to GBV.

◆ **Example definition of hate crime**

A crime, often an act of violence, motivated by prejudices and discriminatory views.

◆ **Example definition of discrimination**

Unfair treatment, both structural and individual, of a person or group based on characteristics such as gender, sexual orientation, ethnicity, religion, or other aspects of identity.

◆ **Example definition of sexual orientation**

Sexual orientation describes romantic and/or sexual attraction. Categories may refer to the gender of the person one is attracted to (for example, bisexual or homosexual), or to whether and how people experience attraction at all (for example, aromantic or demisexual).

◆ **Example definition of gender identity**

Gender identity describes a person's deeply felt and lived experience of gender, which may or may not correspond to the gender assigned at birth.

IMPLEMENTATION PROCESS

1.

Introduce the activity to the participants.
Outline each step of the activity and clarify your aims.

5'

"Welcome to our activity. Today we will talk about violence based on gender in our societies."

"First, we will look at key terms and definitions. Then, we will share situations from our local contexts. Afterwards, we will..."



2.

Set up conversation rules for the session, for example, listening to each other, active listening, using inclusive language, and warning others when speaking about sensitive topics.

"What is important for you when having a group conversation?"

10'



3.

Facilitators present cards with the words. Together with the participants, they discuss the meaning of each term and their relationship to gender-based violence.

20'

gender based violence

sexual orientation

gender identity

hate crime

discrimination

"Look at the terms written on the cards. What comes to your mind when you read them?"



Work towards a shared understanding of the terms with the group.

► Use the definitions in Contents and supporting materials for guidance.

4.

Divide participants into smaller groups. Depending on the context, groups can be formed by country, world region, or randomly. Participants discuss examples of GBV from their local contexts. They may draw on news reports, personal experiences or observations from activist work.

20'

"We want to better understand how GBV manifests in our societies. Please collect examples from your context."



"Write down examples of GBV from your country or region so you can share them later."

Ask participants to take notes so they can share their examples in the next step.

5.

The groups report back to the plenary and present their example cases. Facilitators invite all participants to suggest ways to combat gender-based violence in each case.

30'

"Please briefly present your cases so that we can discuss how gender-based violence can be addressed."



If possible, ask a co-facilitator or volunteer to note the cases and suggested approaches on a whiteboard or flipchart.

6.

Wrap up of the activity by highlighting what you talk about during this activity.

10'



Concepts and the privilege walk

Aim of the activity

This activity aims to facilitate a conversation about the concepts of gender and sexuality in order to **highlight why gender is relevant when discussing violence in our societies**. Basic terms and concepts are introduced and discussed, and context is provided to **support the deconstruction of gender norms and assumptions**.

Time and materials needed **100'**

You will need at least **100 minutes** for this activity.

Contents and supporting materials

- ◆ **Introduction video on sexual orientation and gender identity**
<https://youtu.be/xCMmZUu07IQ>
- ◆ **More background information on privilege walks**
<https://europeers.org/news/the-privilege-walk-an-exercise-about-power-and-privilege/>
- ◆ **An alternative activity to the privilege walk**
<https://thesafezoneproject.com/activities/privilege-for-sale/>

IMPLEMENTATION PROCESS

1.

5'



Introduce the activity to the participants. Outline each step of the activity and clarify your aims.

2.

15'



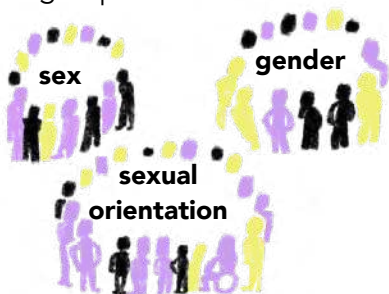
Show the introduction video on sex, gender and sexual orientation. Before continuing the activity, invite questions and clarifications from the participants.

▶ See contents and supporting materials

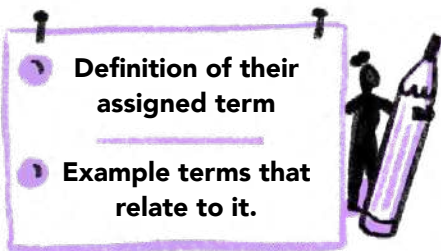
3.

15'

Divide the participants into three groups. Assign one term to each group:



Provide each group with materials to write down:



4.

20'



Each group presents its results. Together with the participants, facilitators discuss whether the definitions are accurate, and whether the examples fit the respective terms.

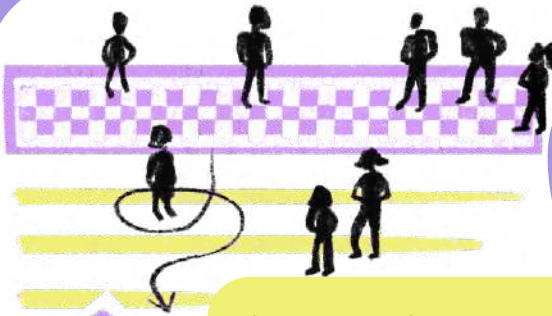
5.

Introduce the "privilege walk". Remind participants that participation is voluntary and that they may leave the activity at any time.

30'

Decide in advance whether participants should close their eyes during this activity.

Participants line up next to each other. The facilitator reads out eight statements.



Read the statements slowly and give participants enough time to reflect and move.

If the answer is "no", participants take one step back.

If the answer is "yes", participants take one step forward.

STATEMENTS

1. "I have been praised for doing something because of my gender."

2. "I have seen someone punished for not following gender expectations."

3. "In my culture or family, boys or men were not allowed to... (for example, cook, cry, or express emotions)."

4. "In my culture or family, girls or women were expected to..."

(for example, stay at home, look a certain way, or be polite)."

5. "I was told I should not cry because of my gender."

6. "I was encouraged to play with toys considered appropriate for my gender."

7. "I was expected to help with certain chores because of my gender."

8. "I have felt pressure to dress or act in a certain way because of my gender."

6.

Ask participants to remain where they are standing.

Highlight the invisible starting line where everyone began.

Facilitate a debrief conversation using some of the following questions.

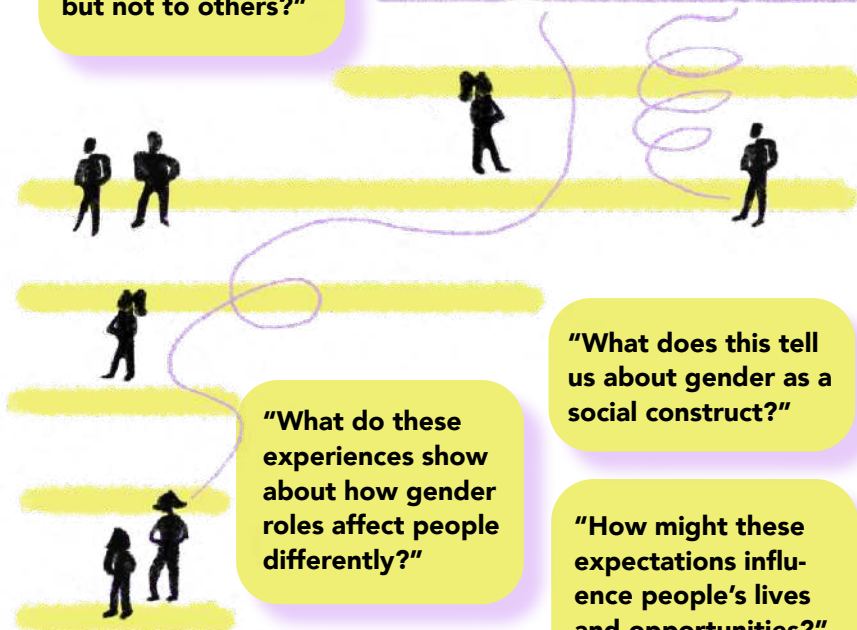
15'

"How did it feel to step forward or stay back?"

"What did you notice about the line? Did everyone experience this in the same way?"



"Why do you think some statements applied to some people but not to others?"



"What does this tell us about gender as a social construct?"

"What do these experiences show about how gender roles affect people differently?"

"How might these expectations influence people's lives and opportunities?"

Support participants in reflecting on their positions and linking them to privilege in our societies.

The pyramid of violence

Aim of the activity

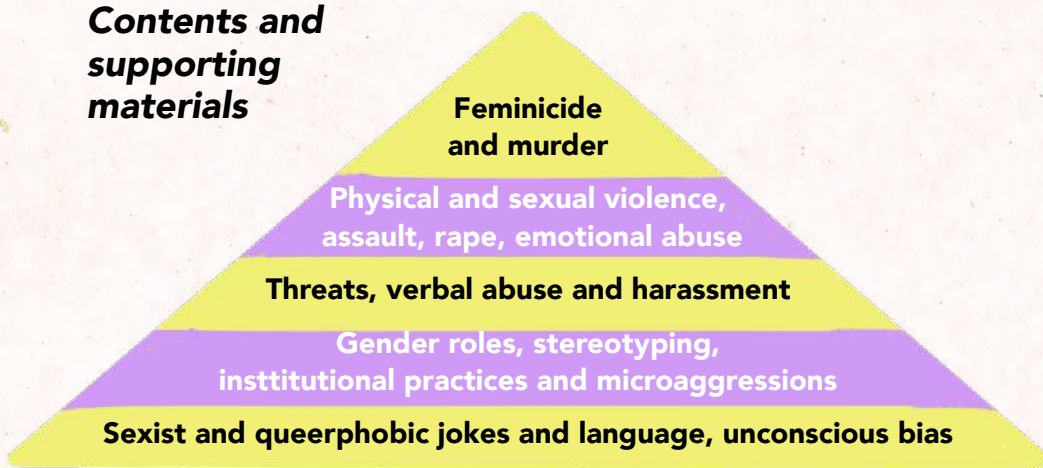
This activity presents the “pyramid of violence”, a commonly used model that illustrates how seemingly **small acts of harassment and sexist language** can contribute to a broader **system of gender-based violence**, thus leading to serious harm. The pyramid helps participants understand how violence can escalate even when it is not actively noticed or challenged. It provides a theoretical foundation for further discussion on gender-based violence.

Time and materials needed

60'

You will need at least **60 minutes** for this activity. Ahead of the activity, prepare the required visualisation. You can either use a presentation, or draw a pyramid with five horizontal sections on a poster, which you will complete together with the group during the session.

Contents and supporting materials



IMPLEMENTATION PROCESS

1.



5'

Introduce the activity to the participants. Outline each step of the activity and clarify your aims.

2.

Start with an open discussion by asking:

15'

"What forms of violence do you know?"

Collect key points together with the participants.

3.

Distribute cards with the following terms:

15'

femicide

murder

physical violence

assault

emotional abuse

verbal or online threats

verbal abuse

rape

harassment

reproducing gender roles

microaggressions

unconscious bias

workplace structures

sexist and queerphobic jokes

stereotyping

language

"These categories overlap in real life. The pyramid helps us understand escalation, not to neatly separate experiences."

"Our aim is to show how violence can escalate, from seemingly small behaviours to actions that threaten lives."

Reveal the visualisation of the pyramid. Ask participants to sort the cards into the appropriate levels of the pyramid in order to illustrate different forms and stages of violence.

If you conduct this activity online, you can use interactive boards such as Mural or Flinga.

4.

Debrief with the participants using guiding questions such as:

20'

"Was this task easy or difficult for you?"
"How did you feel while thinking about the topics raised in this activity?"
"Would you place any of the cards differently, or would you change anything?"

5.



5'

Answer any remaining questions and wrap up the activity.



Tools for activists

Countering gender-based violence in political youth organisations

Aim of the activity

This activity is aimed at **members of political youth organisations** and works specifically within this context. It seeks to **question power structures, leadership dynamics, and experiences of violence** within organisational settings.

The activity facilitates **critical conversations on preventing and combating gender-based violence within political youth organisations**.

Time and materials needed

100'

You will need at least **100 minutes** for this activity.

Contents and supporting materials

- ◆ **The struggle for equality: A toolkit for the feminist fights IUSY Toolkit for the feminist fight (2019)**

<https://iusy.org/action/news/post/struggle-equality-toolkit>

- ◆ **International Falcon Movement - Socialist Educational International (IFM-SEI) Handbook: Activities preventing sexual violence in organisations**

https://ifm-sei.org/wp-content/uploads/2017/12/I-Act-Handbook_EN.pdf

1.

Introduce the activity to the participants. Outline each step of the activity and clarify your aims.

5'

2.

Divide participants into groups according to their organisations, countries and/or regions, depending on the context.

30'

Ask the groups to discuss and write down answers to the following questions:

"Is gender-based violence discussed in your organisation? If yes, how? If not, why?"

"Is someone in your organisation mandated to deal with gender-based violence or discrimination?"

"Does your organisation have any policies in place to address gender-based violence or discrimination?"

This activity works best when groups write down their answers with markers on a large poster.



3.

Groups share the results of their discussions with the plenary.

20'



4.

Pair each group with another group. These larger groups discuss possible improvements and solutions to gender-based violence within each other's organisations.

30'

Ask them to reflect on the following questions:

"What measures can make our movements safer?"

"How can these measures be implemented within our organisations?"

"What role can international exchange play in countering gender-based violence?"



If there is an uneven number of groups, form one group of three or have facilitators join a group.

This activity works best when groups write down their answers with markers on a large poster.

5.

Groups share the results of their discussions with the plenary.

20'



6.

Wrap up the activity by summarising the key discussion points and outcomes.

5'



Confronting domination techniques

Aim of the activity

Harassment and assaults often remain uncommented within organisations. Yet gender-based violence does exist in non-formal youth structures, as it does in all sectors of society. This activity aims to **empower individuals to directly address such situations by recognising and confronting domination techniques.**

Time and materials needed

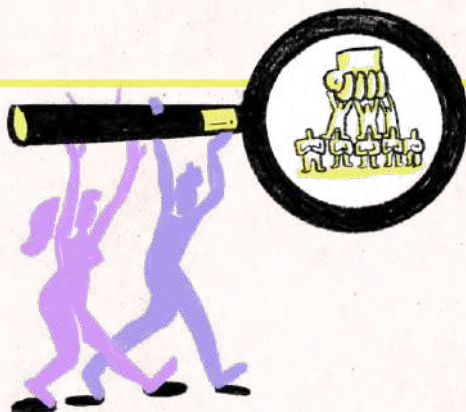
90'

You will need at least **90 minutes** for this activity.

Contents and supporting materials

Information sheet on domination techniques

See annex.



IMPLEMENTATION PROCESS

1.

Introduce the activity to the participants. Outline each step of the activity and clarify your aims.

5'

2.

Create a word cloud using the question:

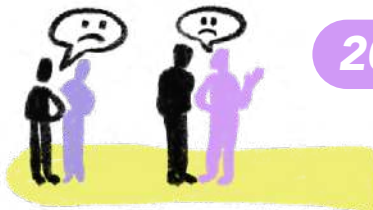
15'



"How would you like discrimination to be addressed during this activity?"

"What do you expect from others in discussions?"

3.



20'

In pairs, participants discuss situations in which they felt unsafe expressing their opinion openly. They may write down what made them feel this way.

4.



5'

Participants who wish to do so may share their experiences with the wider group.

5.

Facilitators lay out cards displaying different domination techniques, for example:

15'

ridiculing

**underrating
and insults**

**pirating
proposals**

**withholding of
information**

**double
punishment**

**making
invisible**

Facilitators ask the group:

"Do you recognise any of these concepts?"



Step by step, they go through the domination techniques and explain them together with the participants.

► **Use the information sheet in the annex to prepare definitions in advance.**

6.

Wrap up the activity by summarising the key points discussed.

5'



Reflections and accountability



Code of Conducts



Aim of the activity

Creating a code of conduct is important for activities that involve sensitive topics. It helps ensure that **everyone feels comfortable sharing their experiences** and provides participants with tools to challenge statements and the flow of discussions when needed.

As a **shared community agreement**, a code of conduct sets out common understandings of how to discuss, interact, and make decisions during an activity.

Talking about how we talk is not optional, but essential for **creating non-violent and accountable spaces**. For this reason, developing a code of conduct takes up a dedicated place in this toolkit.

Time and materials needed

60'

The length of the discussion can vary greatly depending on the group size. Plan at least **60 minutes** for this activity, and do not hesitate to extend it if needed.

Contents and supporting materials



Helpful material on developing community agreements

<https://www.nationalequityproject.org/tools/developing-community-agreements>



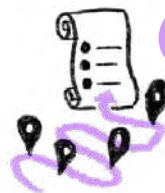
Example code of conduct

See annex.

IMPLEMENTATION PROCESS

1.

Introduce the activity to the participants. Outline each step of the process and clarify your aims. Explain what a "code of conduct" is and why it is important for the upcoming activities.



10'

2.

To start the process, ask participants to reflect individually on the following questions:

15'

What do you need to feel safe in a group?"

"What makes you join a conversation?"

"What do you expect from others?"



You can adapt these questions to the needs of your activity. If collective decision-making is planned, you may add a question such as: "How do we want to make decisions together?"

3.

Next, participants pair up to exchange their reflections. Together, they consider:

30'

"What do we have in common?"
"Where do we see differences?"
"What do we want to include in the code of conduct?"



4.

Each pair reports back to the group and contributes their points to the shared code of conduct. Facilitators write down all contributions in a visible, open and transparent way.



30'

4.

Each pair reports back to the group and contributes their points to the shared code of conduct. Facilitators write down all contributions in a visible, open and transparent way.

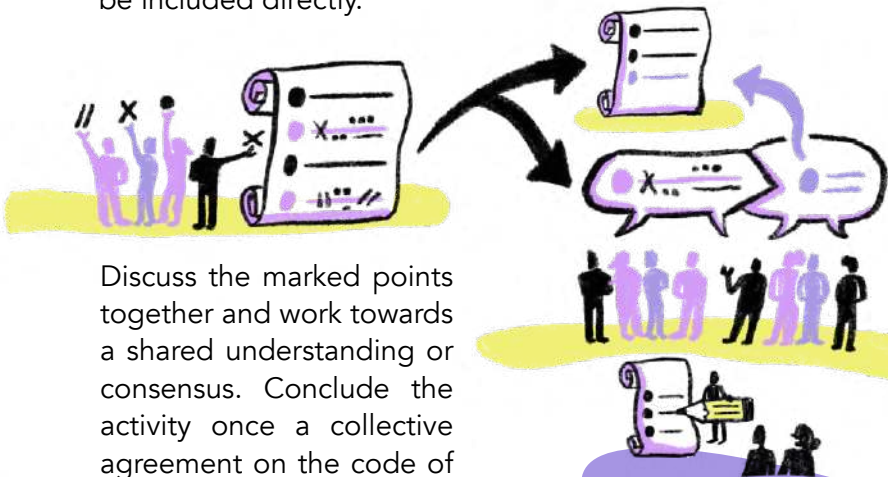
30'



5.

Hand out stickers or markers and invite participants to mark the points in the draft code of conduct which they would like to discuss further. All unmarked points can be included directly.

30'



Discuss the marked points together and work towards a shared understanding or consensus. Conclude the activity once a collective agreement on the code of conduct has been reached.

This step may take longer depending on the group size.

A code of conduct can be revisited and adapted during the activity. Nothing is set in stone.

Accountable and safer spaces

Aim of the activity

Activists are often already familiar with the concept of safer spaces. However, this concept also has limits. By introducing and developing the idea of **"accountable spaces"**, it is possible to encourage critical exchange grounded in honest and respectful feedback. This activity supports discussion with participants about **what makes educational spaces constructive and inclusive**, and highlights **the role of sexism and gender-based bias in shaping group dynamics**.

**Time
and
materials
needed** **60'**

You will need at least **60 minutes** for this activity. If you include the optional step, plan for at least **90 minutes**.

Contents and supporting materials

- ◆ **Introduction essay: "Beyond safer space" by Roxanne Manning, PhD**

<https://roxannemanning.com/beyond-safe-space/>

- ◆ **Critique of safe and brave spaces**

<https://medium.com/@elise.k.ahen/safe-and-brave-spaces-dont-work-and-what-you-can-do-instead-f265aa339aff>

1.

Introduce the activity to the participants. Outline each step of the activity and clarify your aims.

5'

2.

Start with a brainstorming exercise using the question:

10'



"What do you need to feel safe in a group?"

"Think about what makes you feel safe in a group."

Visualise the responses as a word cloud on a whiteboard or poster.

3.

Participants work in pairs to discuss the question.

20'



"What are the limits of safer spaces?"



Take notes to support the next step.

4.

Introduce the concept of "accountable spaces" to the participants.

20'

"Now that we have reflected on what safer spaces are and their limits, let's look at another concept: accountable spaces."

► You may draw on the material listed in Contents and supporting materials.



5.

Divide participants into small groups of two to four people. Ask each group to write down three principles that are needed to make a space accountable.

20'

If you want to deepen the discussion, you may also ask:

"Is feeling safe and holding each other accountable a contradiction?"

6.

Each group presents its three principles. Visualise the contributions to create a shared overview.

20'



"We will collect your principles for accountable spaces to create an overview that can help us build such spaces together."

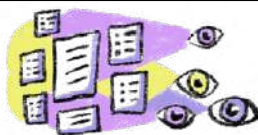
If a group mentions a point that has already been raised, invite them to say "Bingo!" (or another agreed signal). They can skip points that have already been covered.



7.

Wrap up the activity by looking back at the material created together.

5'





Queer dimension of gender-based violence

Patriarchy and queerphobia

Aim of the activity

This activity is designed to highlight different dimensions of patriarchy and queerphobia, and how these concepts can be used in activism. Participants work on shared definitions, explore the connections between these phenomena, and discuss strategies for countering them.

Time and materials needed

150'

You will need approximately **2 hours and 30 minutes** for this activity.

Contents and supporting materials

◆ **Suggested definition of patriarchy**

Patriarchy is a system that places older, able-bodied and gender-conforming men in positions of power within families and societies. It is sustained through the domination and exploitation of women and gender non-conforming people. Patriarchy is reflected in everyday practices and stereotypes, as well as in structures and institutions such as states, religions and organisations.

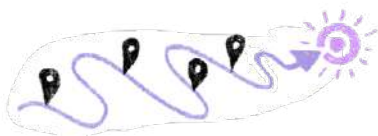
◆ **Suggested definition of queerphobia**

Queerphobia is a term used to describe forms of discrimination, harassment, and exclusion directed towards queer people, including, for example, lesbian, gay, bisexual, pansexual, trans, intersex, agender and non-binary people. It often intersects with other forms of discrimination, creating overlapping and compounding forms of oppression.

IMPLEMENTATION PROCESS

1.

Introduce the activity and make your aims and methods transparent.



5'

2.



20'

Ask the group to share their understanding and definitions of "patriarchy". After collecting responses, introduce the suggested definition of patriarchy.

► Contents and supporting materials

3.



20'

Ask the group to share their understanding and definitions of "queerphobia". After collecting responses, introduce the suggested definition of queerphobia.

► Contents and supporting materials

4.

Explain that queerphobia is often used to enforce binary gender roles and heterosexual norms. One example is how homosexual men are frequently associated with ideas of the "feminine", suggesting that homosexuality is inherently not "masculine".

20'



After discussing these intersections, invite participants to reflect on who is impacted, and on the broader effects of queerphobia within patriarchal societies.

A scholar you may refer to for this activity is Judith Butler, who argues that gender is performed and reinforced through social norms.

5.

Divide participants into small groups and introduce the following prompt:

20'

"How are gender conformity and/or queerphobia enforced in this context? What are some subtle and obvious examples?"

Assign each group one of the following contexts:



legal system



media and culture



workplaces



family



education

6.

Groups report back to the plenary and share key insights from their discussions.

20'

7.

Ask participants to reflect on the following question:

20'

"What is one specific action you can take to challenge patriarchy and queerphobia in your personal life and within your organisation?"

Participants fill in a template with the following fields:

What is the issue at hand?



What can I commit to?



What influence do I have?



8.

Discuss the contributions from the previous step and wrap up the activity by looking back at the process, key discussions and outcomes.

15'

Intersectional perspectives on gender-based violence

Aim of the activity

Intersectionality has become one of the most frequently used concepts in feminist movements. This activity introduces intersectionality as a framework for understanding **how different forms of discrimination overlap and interact**, and why this perspective is essential when analysing and addressing gender-based violence.

Time and materials needed

120'

This activity usually takes **two hours**, but may take longer in groups larger than 20 participants. Read the materials carefully in advance and prepare the activity accordingly. Have a whiteboard or posters and markers ready for visualisation.

Contents and supporting materials

◆ **Suggested definition of intersectionality (Oxford Review)**

Intersectionality is a concept introduced by Kimberlé Crenshaw in 1989 that helps explain how different forms of discrimination and inequality interact. Rather than being shaped by one aspect of identity alone, people experience privilege and oppression through the combination of factors such as gender, race, class, sexuality or disability.

◆ **Kimberlé Crenshaw - "The urgency of intersectionality"**

<https://youtu.be/akOe5-UsQ2o>

◆ **Why socialists care about intersectionality**

https://youtu.be/a5J1j4Sc_6M

1.

Introduce the activity to the participants. Outline each step of the activity and clarify your aims.

5'

2.

Collect examples of discrimination together with the participants. Visualise the contributions as a word cloud on a board or poster.

Examples may include:

sexual orientation

sex or gender

disability

age

residency or passport

religion or belief

class or wealth

race or racialisation

"What forms of discrimination do you know?"



3.

Draw an intersection on a board or poster. Explain the concept of "intersectionality" by combining two examples from the previous step.

20'



Invite participants to suggest further examples of intersecting forms of discrimination

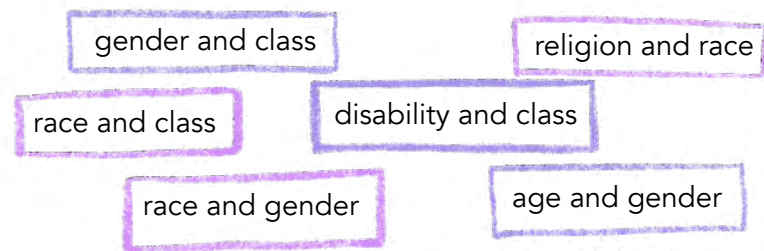
"What happens when someone is affected by more than one form of discrimination?"

► **Contents and supporting materials**

4.

Divide participants into small groups of three or four. Each group draws a card from a box that shows a combination of forms of discrimination, for example:

40'



Prepare the cards ahead of the activity.



Groups discuss what a person affected by both forms of discrimination might experience in their society. Ask participants to take informal notes to present later.

Depending on the group, you may invite participants to share personal experiences if appropriate.

5.



30'

Groups present their reflections to the plenary.

6.



5'

Wrap up the activity.

Global struggles of queer communities

While we were in Lisbon during EuroPride 2025, we began collecting stories and struggles of queer communities from around the world. This collection is now hosted by IUSY on a Padlet and can be expanded during the annual meetings of the IUSY Queer Working Group.

The Padlet is a growing project that can be used to support education on gender-based violence. Many stories of queer resistance are stories of confronting and surviving violence, while others focus on creating safer and more resilient spaces.



Aim of the activity

The IUSY Padlet on queer struggles offers a wide range of example cases, both historical and contemporary, from different regions of the world. These cases can be used to learn about names, stories, movements and struggles beyond one's own context. They encourage further research, spark curiosity about the **history and present of queer resistance**, and support participants in reflecting on their own local realities.

Time and materials needed

The duration of this activity can be adapted depending on how many example cases participants are asked to explore. As the Padlet continues to grow over time, the activity can be expanded accordingly.

Contents and supporting materials



IUSY Padlet: queer struggles

<https://padlet.com/iusy/global-lgbtqi-rights-and-resistance-map-stories-of-struggle--hvngu6wr7nvuae5d>

There are many ways to use the Padlet in educational activities. Treat it as an open-source collection of queer struggles that participants can explore independently or in groups.

Invite participants to form small groups, select a number of cases, and discuss the information they find. Facilitate a conversation about the similarities and differences between the cases, including the forms of violence experienced and the strategies of resistance used.

Where appropriate, encourage peer research and invite participants to contribute new stories to the Padlet. In this way, the activity becomes part of an ongoing collective effort to document and share queer histories and struggles.



Annex

All annex content is available
in the following folder:



TOOLKIT ANNEX





**INSIGHT
IMPACT**

ADDRESSING GENDER-BASED
VIOLENCE GLOBALLY