CHAPTER 3
Taking action against gender-based violence

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In this chapter, we look at some of the ways that young people can take action for human rights and against gender-based violence.

1. Protecting the victims/survivors

The first priority when responding to gender-based violence must be to respond to the needs of victims/survivors, and ensure that they are properly protected. A number of different institutions and organisations may play a role in offering this protection – e.g. social services, the police, and the courts. The state officially has a responsibility for support services, but in many communities they will be provided by third parties such as civil society organisations and in particular by women's organisations.

Responses to gender-based violence need to ensure:

- A victim-centred approach;
- Accessibility for all victims;
- Confidentiality and privacy for victims and survivors;
- The safety and well-being of victims/survivors (and any accompanying children);
- Full accountability for perpetrators;
- Effective access for victims/survivors to legal remedies and legal aid, free where possible;
- That power imbalances and gender inequality are taken into account when designing further support systems for victims/survivors, including possible empowerment strategies.

Some practical measures to respect these principles might include:

- Round-the-clock free telephone lines providing information, support and counselling;
- Immediate points of contact so that victims/survivors can easily access medical and legal services
- Provision of safe accommodation, for example: safety houses and shelters, opportunities for victims to keep using their home, with continual assessment of risk, relocation support for long term needs, etc.;
- Access to gender sensitive primary health care and specialist gender-based violence services;
- Advocacy and legal support, including free legal assistance, advice, advocacy, and court support services for victims/survivors.

• Accessible information about rights and entitlements, including free access to qualified and impartial interpreters and the translation of legal documents, where necessary or where requested;
• Emergency barring orders in cases of domestic violence;
• Access to counselling, both short and long term, including access to support groups;
• Facilitating the economic independence of victims/survivors from their abusers;
• Support for the professional and social reintegration of victims/survivors, focusing on ensuring their capacity to make decisions about their lives. This may include training, support finding work, support finding long-term accommodation, and assistance building a social network of support.

Prosecution of perpetrators needs to be built into policy measures to address gender violence. However, in addition to prosecution and punishment - where appropriate -work with the perpetrators of gender-based violence can also help to reduce the chances of their returning to patterns of violence. It is worth noting that in some cases of domestic violence, victims choose to return home and resume relationships. In such cases it is important that there are services available which work with perpetrators to reduce violent behaviour.

Such services might include the provision of counselling to address the root causes of violence, or training and education on gender-based violence. Work with men only groups is often helpful.

National helplines

The Secretariat of the Istanbul Convention maintains a list of national helplines available in Europe.
https://www.coe.int/en/web/istanbul-convention/help-lines

Essential Services for Women and Girls Subject to Violence

The United Nations Joint Global Programme on Essential Services for Women and Girls Subject to Violence has developed service delivery guidelines for services to be provided by the health, social services, police and justice sectors as well as guidelines for the coordination of essential services and the governance of coordination processes and mechanisms.

http://www.unwomen.org/en/digital-library/publications/2015/12/essential-services-package-for-women-and-girls-subject-to-violence

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2. Prevention of gender–based violence

Prevention plays a central role in efforts to eradicate and remove the root causes of gender-based violence. Youth work and human rights activism can make an important contribution to such preventative work.

This might include:

- Work to change attitudes, or questioning gender roles and stereotypes that make gender-based violence acceptable in society. This can be done through organising campaigns, training, peer-to-peer education, or by including a gender equality dimension in all aspects of education policies;
- Providing accessible information about what gender-based violence is, about its different forms, possible remedies and existing support measures. This might include producing leaflets or websites, working on social media campaigns, creating TV spots, or making information available in youth centres and schools;
- Training professionals to be able to identify, address and respond to gender-based violence. This might include providing training for teachers, youth workers, social workers, trainers, the police, the justice system, health care providers, etc.;
- Revealing the scale of the problem: gender-based violence is rarely discussed, and data at a local or regional level is often not available, or is incomplete. Many victims choose not to report incidents, and certain forms of violence (e.g. sexist hate speech) may not be punishable by law. It is very important that the extent of the problem is made clear;
- Awareness raising campaigns and policies to address gender inequality and gender-based violence can also help to raise the importance of the problem in the public eye. Such campaigns might use traditional means, such as posters, leaflets and websites, but might also utilise social media and flash mobs, for example;
- Empowerment programmes which strengthen the self-esteem and autonomy of those sections of the population which are more likely to be at risk of violence;
- Furthering gender equality and human rights education for everyone.

The four campaigns below are meant to be examples of global actions anf initiatives which may support local action by strengthening the global dimension of the issues and the action.

Voices against violence

UN Women, in partnership with the World Association of Girl Guides and Girl Scouts (WAGGGS) has developed a global non-formal education curriculum to engage young people in efforts to prevent and end violence against girls and women. "Voices against Violence" is a co-educational curriculum designed for various age groups, from 5 to 25 years. It provides young people with the tools and expertise to understand the root causes of violence in their communities, to educate and involve peers and others in the community to work to prevent such violence, and helps them to to learn where they can access support, if they experience violence.

http://www.unwomen.org/en/what-we-do/ending-violence-against-women/prevention

International Day against Homophobia, Transphobia and Biphobia

Since 2005,17 May has been observed around the globe as the International Day against Homophobia, Transphobia and Biphobia. It marks the date when, in 1990, the World Health Organization removed homosexuality from its list of mental disorders. 17 May has become an annual landmark, drawing the attention of decision makers, the media, the general public, commentators, local authorities, and others to the risks and difficulties faced by Lesbians, Gays, Bisexuals, Transgender or Intersex people, and by others who do not conform to majority sexual and gender norms. Coordinated by the IDAHO Committee 17 May is marked around the globe with political statements, street marches, parades, festivals, art and educational activities.

http://www.dayagainsthomophobia.org

#metoo (including names in other languages)

#Metoo is a hashtag which began in October 2017 and has since spread virally on social media. It has acted both to highlight the prevalence of gender-based violence and harassment in the workplace, on a global level, and to offer solidarity and support. #Metoo arose after a series of public claims of sexual misconduct arose, against a well-known American film producer. The hashtag has been used widely in many European countries, and denunciations cover different professions and areas of life: politics, sport, finance, cinema etc. The movement is reported to have extended to more than 85 countries, expanding the scope of the initial discussion and prompting the European Parliament to hold a special discussion on sexual harassment on 25 October 2017, calling, among other things, for the ratification of the Istanbul Convention by the European Union and its member states.

16 days of activism against gender–based violence

This is an international campaign, which runs each year from the 25th November - International Day for the Elimination of Violence against Women - to the 10th December, International Human Rights Day. It is seen as a time to galvanise action to end violence against women and girls around the world. The campaign originates from the first Women's Global Leadership Institute, coordinated by the Center for Women's Global Leadership, in 1991. Each year the campaign takes a theme – either a new one, or a continuation of a previous theme. Throughout the 16 days of the campaign, numerous organisations and movements run events dealing with particular areas of gender inequality, in order to bring attention to these issues and help to bring about change.

https://16dayscwgl.rutgers.edu

3. Building a human rights culture

Effective action requires not only responding to incidents of gender-based violence and working to prevent individual instances, but also building a culture based on alternative principles and values to those which underlie gender-based violence and discrimination. Human rights offer a set of values to inform our daily lives, and they establish minimum standards for full equality and a life in dignity. Effective work with young people and communities against gender-based violence also requires working for human rights.

Working towards a human rights culture with a gender perspective can take many forms. It may involve advocating and building support for strong institutions and for adequate state responses or mechanisms to address human rights violations and gender-based violence. Actions that could be taken include advocating for your country to sign and ratify the Istanbul Convention, and implementing its legal and political requirements.

Other possible actions might include advocating for the signature and implementation of the Lanzarote Convention, or the abolition of sterilisation as mandatory for sex reassignment, or forbidding the 'sex normalising' surgeries that exist in some countries and which operate on new born intersex without information being given to those involved, and sometimes without their consent.

Working for gender equality demands measures that will lead to substantive equality. Such work can involve empowering women and girls, and LGBT+ communities, to take part in community life, including creating spaces and opportunities for them to participate in decision making and policy design.

4. Gender in youth work and youth organisations

Where there are people, there are gender issues; and where there are people, there is the potential for gender-based violence. When young people work, organise, socialise and engage in education together, there will always be a gender dimension, and this needs to be taken into account.

Youth initiatives can play a role in responding to gender-based violence, from supporting young people's access to proper information about gender-based violence, to advocating for the change of laws and policies. However, youth organisations also need to inspect their own work, to see how, and to what extent, gender issues are addressed.

The best way to start this process of self-reflection is to analyse the ways in which gender features in the work of particular organisations and, generally in organisations or institutions delivering youth work. Gender mainstreaming does not mean simply counting numbers of young women and young men, nor does it necessarily demand running special activities for these groups, although this may be important. The following section invites you to reflect alone, or together, on gender matters in relation to your community and the organisation you work with. It should help you to take stock and provide you with ideas about what you could do more effectively to address gender in your work.

a) Community level

Reflect

- Is there widespread social and political recognition that gender-based violence is an issue?
- Are there laws in your country that protect victims of gender-based violence and punish perpetrators?
- Are these laws successfully applied? What are the enforcement mechanisms, and who collects the data?
- How are the issues of gender and gender-based violence reflected in local and national media?
- Who else works on gender-based violence? Are there other organisations carrying out work on the topic that you could learn from, or cooperate with?
- Are the issues of violence and gender-based violence addressed in schools?

Take action

Join coalitions and networks of organisations working on gender-based violence. There is no point in duplicating the work of other organisations, and work is often more effective when people and organisations cooperate. If you are just starting to address gender-based violence in your work you could benefit from joining a coalition, giving you access to other organisations' knowledge and expertise, contacts, training, and

research. You could offer a contribution based on providing a youth perspective on the issues discussed, and on expanding the outreach of the coalition.

b) Organisation level

Reflect

- How does your organisation address gender-based violence? How does it work on prevention (e.g. it reports cases of gender-based violence, it runs awareness-raising campaigns, etc.)?
- Who is involved in the decision making structures of your organisation? Are men and women equally represented? Can LGBT+ young people openly assert their identity and take part in your organisation? Are they part of any decision making structures?
- Do you consider the effect of decisions on different groups – e.g. on men, women, and those who identify as neither?
- Are you aware of gender-based violence experienced by young people in your organisation/group? Are such instances documented/acted upon/discussed? Are there mechanisms in place for reporting or supporting victims?
- Is gender equality viewed through a human rights lens, with a clear understanding that gender equality is not about "special rights", but about promoting everyone's dignity and rights to freedom and equality?
- Have the youth workers and youth leaders within the organisation been trained to recognise gender-based violence, and are they able to address it in their youth work, including by providing victims with information about rights and services they can access?
- Are your activities accessible to everyone? How is gender reflected in your selection processes and in communication with participants?
- What kind of resources do you use in your activities? Do these reflect and reproduce gender stereotypes and roles in the society – or do they question them?
- Is there provision for equality of opportunity and participation both with respect to participants, but also for teams or experts invited?
- Do you have a policy for addressing harassment or gender-based violence incidents that might occur in youth work contexts? Is this policy, including any contact persons, made explicit to participants?

Take action

Draft a gender policy document containing (a) statements of principle relating to gender equality (b) specific regulations about how these will be monitored and (c) mechanisms for safeguarding gender equality. The drafting of strategies and policies to promote gender equality can be an important process in itself, even before any strategy or policy is implemented. In participatory environments, such processes and documents need to be dynamic, and open to consultation and revision.

Domination techniques

In training, and in organisational contexts, it is important to consider the ways in which power relationships and gender norms are maintained. To highlight and analyse how the relationship between the sexes can be linked to power, the Norwegian social psychologist Berit Ås developed an analysis of domination techniques which incorporates the following points:

a) *Making invisible*: If nobody listens to what you say, you can easily stop talking.

   Marginalising people can be done through individual actions but can also be the effect of an environment, where it is difficult to make one's voice heard.

b) *Ridiculing*: Ridicule can be expressed in comments, insults and jokes, or in non- verbal communication which hints at the other's inadequacy. People may often play along with these dynamics to avoid being the subject of ridicule.

c) *Withholding information*: Those who hold important information may exercise power and influence. If information is not shared evenly among people in the same position, or if decisions are taken without involving everyone concerned, there is an inequality of power. It may be that important issues are discussed in informal groups, or that decisions have already been taken informally when the official body meets.

d) *Double punishment*: Double punishment means that whatever you do is condemned, or seen as wrong. A girl who is not involved in discussion may be seen as passive, boring and avoiding responsibility. On the other hand, if she gets involved, she may be pointed out for taking too much space and wanting to be "everywhere".

e) *Shame and guilt*: Creating feelings of shame and guilt is a powerful tool of oppression. Among boys, it may involve accusing someone of being 'girly', or not sufficiently manly. In families, feelings of shame and guilt may be used to control children's habits or actions, where these are likely to disrupt or where they conflict with established values. In youth contexts, people may be shamed for such things as not taking part, or sharing a joke.

f) *Objectification*: Objectification is normally associated with the kinds of sexualised images that circulate in the popular media. However, people can be objectified in organisational contexts, for example by being referred to in terms of their physical appearance, or by being included merely tokenistically because of their perceived identity.

g) V*iolence and the threat of violence*: The fear of being subjected to violence is a strong restraint on people's behaviour and freedom of movement. For example, having to take a longer route home in order to avoid violence, and not daring to go out at night for fear of violence are everyday realities for many young people.

c) Language

Reflect

- Do you use a gender binary system of reference in application forms or in communication with young people?
- Do you use gender normative titles such as Ms/Mr in documents?
- Are you able to detect sexist language, and respond appropriately?
- Do you explain choices, such as using gender-neutral pronouns, to participants and youth workers?

Take action

Review and, if necessary, create a series of template documents for your organisation, by removing all gender normative titles and including gender sensitive language. This may be difficult to do in some languages, so you may need to see if any such attempts have already been made by others, and discuss possible solutions with colleagues.

d) Safe environments and facilities

Reflect

- If you work in a youth centre, have staff been trained on questions of gender equality - including any staff involved in providing services? If you work in a school, or are holding sessions in another establishment, have you discussed such issues with those with responsibility for the establishment?
- When running residential projects, do you take into account the comfort of participants - in terms of accommodation, sharing of rooms, the safety and security of venues and the local neighbourhood?
- Do you accommodate for specific needs (e.g. by allowing someone to accompany a participant, if necessary)?
- Have you developed a code of conduct with participants?
- Do you have emergency contacts for participants? Are you aware of any particular issues you may need to take into account when communicating with emergency contacts? For example, in the case of an LGBT+ participant, do you know if they are "out" to the emergency contact?
- In the case of minors, are you aware of what it may be appropriate or inappropriate to communicate to parents?
- Is there an allocated "trust member" of the educational team that participants can either seek advice from, or appeal to, in cases of discrimination? Is the allocated person aware of issues which might require recourse to legal action?

Take action

Work with "single sex" groups in youth work is often used to help young people to address prejudice, stereotypes, and questions about gender norms, and to provide a space for them to explore issues such as sexuality and gender identity. Such groups can help to bridge the gap between society's expectations and self-realisation. You could also think of these groups in terms broader than gender: a girls-only group should include transgender girls, if they want to join. You could also organise support groups for young intersex people, or for young lesbian and gays. The same principle should apply: to provide a safe space, where questions relating to gender identity and gender-based violence can be discussed.

An effective group should provide members with a feeling of belonging, with tools to deal with problems and conflicts that might arise in everyday life, and with increased self-awareness.

Project examples

The Youth Department of the Council of Europe has adopted a set of Guidelines on integrating and mainstreaming gender equality into the intercultural activities of the Council of Europe and its partners: *https://www.coe.int/en/web/youth/gender-equality-guidelines*

In Chapter 2, the activity 'No Violence in Here' can be used to support you to devise a policy for action, and to prevent gender-based violence in school. You could adapt the activity to start a similar discussion in your organisation.

The International Lesbian, Gay, Bisexual, Transgender and Queer Youth Student Organisation (IGLYO) has developed a toolkit on addressing norms with young people, ***Norms Criticism***, with the aim of supporting young people to deconstruct norms affecting their lives and identities, and to be able to self-identify and express themselves independently of sexual orientation, gender identity, gender expression, sex characteristics or bodily diversity, and without violence and hatred.

A similar resource, **Break the norm!** is also available at *https://www.coe.int/en/web/youth/gender-equality* - courtesy of the Living History Forum and RFSL Ungdom (Sweden)

Amnesty International's 'My Body, My Rights' campaign promotes sexual and reproductive rights for everyone around the world. The campaign advocates for governments to stop using criminal law to control people's sexuality and reproduction and ensure that people have easy access to sexual and reproductive health services, education and information. It also advocates for the empowerment of people to make decisions over their bodies and the prohibition of all forms of discrimination and violence. The campaign involves research, awareness raising through online and offline actions, petitions, and other advocacy efforts: *https://www.amnesty.org/en/get-involved/my-body-my-rights/*

Giuvlipen (feminism in Romani language) is a feminist Roma theatre company from Bucharest. They have produced and staged theatre plays and performances that explore the intersection of racism and sexism in the experience of Roma women, with the aim of breaking down stereotypes and prejudice both in the Roma community and in society at large. *www.Giuvlipen.tumblr.org*

'Phenja – Violence has no colour' was a project implemented by the Association for Roma Women Rights Promotion (E-Romnja) in the period 2014-2016, focusing on working with Roma communities in Romania to explore and expose gender-based violence against Roma women. *www.e-romja.ro*

LGBT Youth Scotland provides online support to young people through a LiveChat feature of their website, providing the opportunity to chat with trained youth workers in real time about questions of sexual identity, coming out, relationship issues, bullying, and sexual health. *https://www.lgbtyouth.org.uk/yp-online-support*

5. Developing an initiative or a strategy addressing gender–based violence

Any action requires planning. Planning should be carried out together with the members of your group/organisation, to ensure that you focus on what your group wants, what they are able to do, and the best ways of achieving this. The section below offers a simple way of structuring a plan and organising work with a group in order to help them achieve their aims effectively.

Step 1: Know yourselves

You can use the reflection questions above to reflect critically on the work of your group or organisation on gender and gender-based violence. However, before beginning, you may also want to review the knowledge and skills that exist in your group, as well as on participants' interests.

A SWOT analysis is an effective way of doing this. Such an analysis also looks at the circumstances outside the group which might influence what you may be able to do.

The acronym SWOT stands for:

Strengths: things the group is good at doing

Weaknesses: things the group is less good at doing

Opportunities: possibilities existing outside the group that might be utilised to benefit the action

Threats: things outside the group that might get in the way of the aims of the action.

Step 2: Make choices

How does a group choose which issue to work on? In most cases, people in the group will have issues that they think are important and want to work on. The main difficulty may be in arriving at a common agreement about which issue to choose, and about the best way to approach it.

You will need to keep all members of the group behind the final decision, so do not rush a discussion about issues: give them plenty of time to air preferences and talk through the advantages of choosing one rather than another. Remind them that there may be opportunities to address other concerns later on. Remind them also that the most important thing is that the group stays together to work through an action - so if one person is strongly against a particular choice, it may not be worth pursuing. Try to reach consensus in the group, rather than going for a majority decision.

Knowing the problem

A problem tree provides a useful tool for analysing the issue you will be working on. This is a method of breaking down an issue, looking at causes and consequences, and placing it in the context of other problems in society. A problem tree can be useful both in providing a better understanding of an issue for the group, and in helping to approach a solution in a more strategic way. You can find an example of a problem tree at the bottom of this chapter.

This is the procedure a group would use to draw up a problem tree for their own issue:

- Start by writing down the problem that you wish to tackle in the middle of a large sheet of paper.
- Underneath it, write down all the things that contribute to the problem, and link these up to form the roots of the original problem. Take each root at a time and think about its causes, writing down the things that contribute to this 'root'. Keep tackling each root until you can take the exercise no further. Be aware that the tree may have deeper roots than you think!
- You may also want to extend the "branches" of the tree in the same manner: these will be the consequences of your original problem. You may find that what you began with as your main concern is actually the root or branch of a different tree.

When you have finished, take a look at your tree:

- Should you tackle the task you originally set yourself or one of its contributing factors first?
- Has the tree helped you to think of ways to go about tackling this problem?

Step 3: Identify the solution(s)

It is important to know what you would like to happen as a result of your action! What would count as a success? Get the group to think about what they are trying to achieve, and how they will measure whether or not they have been successful. They may find it useful to go back to the problem tree and use this to identify concrete solutions. In general, attacking the roots will lead to solutions further up the tree.

Be mindful that changes in policy are often difficult to bring about, but not impossible. The group needs to be realistic about what it can hope for: remind them that even a "small" result can be an invaluable contribution to resolving a larger problem. Effective campaigns are nearly always built up from exactly such "small" actions, and anything achieved by your group can either be built on later on, or picked up by other activists concerned about the problem.

It may be helpful for the group to brainstorm some general reasons for taking action. This may help them to pick out those which are most relevant to their own issue, and to identify a number of specific objectives that they feel it is realistic to achieve.

Step 4: Planning your action

Your group has now decided on an issue and has an idea of what they might be trying to do. It is time to decide on the methods they will use to achieve their aim.

   a)   Which problem do you want to address?

This step is simple: it will be the result of the problem tree exercise that the group carried out. If you did not carry out the problem tree activity, try to get the group to formulate the problem they want to address as accurately as possible.

   b)   What is your target audience?

Unless you are hoping to resolve the problem immediately, the target audience for your action may not be the person or people who can make the final change that you are looking for. Your action is quite likely to be no more than a step towards making the change; for example, you may be trying to alert the public to an issue, in order to put pressure on the government. Or you may be trying to set up a local group so that the group can work on the issue you are concerned about. Your target audience may consist of more than one group of people.

   c)   Which changes do you hope to see?

This question again relates to your action, but not necessarily to the final change you might be aiming for. You may be able to generate interest in the problem, which will encourage others to take action in different ways, and that, in turn, may be enough to bring about a change in company policy or in government regulations applying to those companies.

In this box you need to think about what the action is meant to achieve, and how you will know whether or not you have succeeded.

   d)   How is change expected to come about?

This question is not yet about the mechanism that the group decides to use, it is about how the action is supposed to work, and will often relate to the psychology of changing people's minds or making people realise that they need to do something differently. It is a very important question that is often forgotten, and ignoring it could affect the impact of your action.

   e)   What means will you use to influence your audience?

In this stage you should decide on the exact course of action to be taken by the group. The choices will have been narrowed down by moving through the previous steps. The group should now be able to draw up a list of possible actions which could help to bring about the transition identified in the previous box. Encourage them to think creatively, and look back at some of the suggestions in this chapter. Try again to reach consensus over the final choice.

Step 5: Getting organised

There is one final stage before taking the ideas of the group out onto the public. It is highly recommended that the group draws up an action plan to decide on organisational matters. Although this may not be essential for a simple action, it is a useful habit for any group, and will ensure that tasks are divided out equally, according to skills and preferences. It should also ensure that nothing is forgotten!

They will need to decide:

- Which tasks need to be carried out?
- Who is going to undertake the different task(s)?
- When are they going to be done?

Step 6: Monitoring and evaluation

It is vital to take some time after the action is finished to debrief the group and assess what went well, and what could have gone better. If we are talking about a more complex project, you might want to ensure a monitoring mechanism and regular group meetings to assess how things are going, what could be changed and done better. This can be done at the end of each action in the project.

The following questions may be useful as a framework for conducting an evaluation discussion with your group:

- What are your feelings after the day of action? (This can be done as a brief run round the group.)
- What did you feel went well?
- Was anything more difficult than you had imagined it to be?
- Was there anything unexpected?
- Do you think there are any lessons we could learn for next time?
- Did we achieve what we set out to do?
- Did we achieve anything else that perhaps we had not foreseen?
- Do you feel satisfied with yourselves, and would you like to try something like this again?
- What shall we do next?

The problem tree[1]

You may use the example of this problem tree to explore the realities of gender-based violence in your community or organisation and strategise your campaigns, action or education activities.

You may also use the problem tree to as an educational tool to work with young people to create a deeper understanding of gender-based violence:

- Explain that in order to understand and respond to gender-based violence, we need to see it as a problem with numerous connections to socialisation and power relations in society. It can thus be useful to look at the underlying causes of gender-based violence.
- Show participants the "Gender-based violence tree" and tell them that they will be working in groups to identify some of the things which lead to gender-based violence (the "roots"of the tree), and some of its the effects (the "branches").
- Explain the logic of the tree image. Every box which leads up the tree to another box is answering the question "why?". This is true for the branches as well as the roots. You could take an example of gender-based violence to illustrate this in more detail, such as "domestic violence is a private matter of the family" leads to / is renforced by "reports of domestic violence are not followed-up by the police". It is also possible to discuss how some of these causes and effects nourish or justify each other.

  The roots: when participants work down the tree, starting from gender-based violence itself, they are exploring answers to the question "why does this happen?". They should fill the "roots" with as many reasons as possible. Give them an illustration of how one "cause" will have its own causes. For example, ask them why sexist jokes abound. Prompt with questions about where we "learn" negative things we believe about LGBT+ people or "feminists".

  The branches: here participants need to explore the possible consequences of items lower down the branch. Ask them what could happen to an individual or to a group which is victim of gender-based violence. Ask them what might happen as a result of that.
- Divide participants into groups and give them a piece of flipchart paper to draw their tree on. Tell them to write the following text, or an example of your own, in the 'trunk' of the tree and then to complete as many branches and roots as they are able to. You can provide this example has been posted on the Internet: *We need to concentrate on curing gays, not tolerating them!* Or this one from a news headline: *One woman in ten is victim of violence in her own home*[2].
- Give the groups some 20 minutes to complete their trees. Ask the groups to present their results and show their trees to the others.
- Debrief the activity, focusing on the relations between trees and branches , how difficult it was and where it is possible or necessary to introduce change. You may also want to address "vicious circles" in the tree: for example, mistrust in the police forces results in fewer reports of violence, which reinforces the feeling of impunity and superiority… where to stop the circle?

Endnotes

1 This activity is adapted from the activity "Roots and branches" in Bookmarks, the manual to combat online hate speech through human rights education, Council of Europe, 2016.
   https://www.coe.int/en/web/no-hate-campaign/bookmarks-connexions

2   Le Monde, 17 January 2019

SEXIST HATE SPEECH

EFFECT — Violent attacks against women

EFFECT — People get hurt

EFFECT

What could happen as a result of people saying this?

Why do people say this?

CAUSE — Everyone else is saying negative things!

CAUSE

CAUSE

CAUSE

CAUSE — No-one gets punished

CAUSE