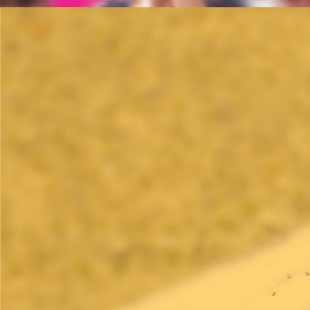# PARTICIPATION OF YOUNG WOMEN AND GIRLS FROM DISADVANTAGED GROUPS

in political and public decision-making processes at local level

Toolkit
for local authorities and
civil society organisations

COUNCIL OF EUROPE

CONSEIL DE L'EUROPE

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ACKNOWLEDGEMENTS

DIVISION OF ELECTIONS AND CIVIL SOCIETY (DG DEMOCRACY)

The Division of Elections and Civil Society (Directorate General of Democracy) at the Council of Europe provides advice and technical assistance to the member states on various aspects of elections, such as capacity building of electoral stakeholders and raising voter awareness.

In the field of capacity building, the Division of Elections and Civil Society works closely with election commissions to ensure that election commissioners are familiar with national election regulations and that they observe voters' rights when performing their duties. The division also works to enhance the capacities of other relevant electoral stakeholders, such as the bodies in charge of oversight of campaign and political party financing (for example, the State Audit Office of Georgia) or media coverage of election campaigns (such as the Audiovisual Co-ordination Council of the Republic of Moldova).

In this field, special attention is paid to enhancing the capacities of non-governmental organisations (NGOs) in charge of domestic observation of elections (more than 5 000 domestic observers were trained ahead of the 2014 early presidential elections in Ukraine, for example). Furthermore, in order to guarantee access to information for domestic observers, an e-learning course with a certification based on two handbooks on report writing techniques and international standards in elections has been put at their disposal.

The division also contributes to raising awareness of the importance of participating in elections as voters and candidates. It assists national election administrations in developing voter education and information campaigns, with a special focus on women, first-time voters and persons belonging to national minorities (such as awareness-raising campaigns for first-time voters in Albania).

In addition, the technical assistance work has been carried out with a view to updating the Council of Europe Recommendation Rec(2004)11 of the Committee of Ministers to member states on legal, operational and technical standards for e-voting. At the 1289th Session of the Ministers' Deputies on 14 June 2017 the Committee of Ministers adopted a new Recommendation on standards for e-voting. The new Recommendation, CM/Rec(2017)5, which follows the previous Rec(2004)11, was developed to ensure that electronic voting complies with the principles of democratic elections, and is the only international standard on e-voting in existence to date.

Council of Europe Electoral Laboratory (Eleclab) concentrates on the division's research and thematic work in order to innovate and produce useful and relevant guidelines in various areas of electoral matters ranging from primo voters, to better representation of women to modern strategic planning. Since 2019, the Division bases its assistance and support activities in line with URSO methodology for electoral co-operation — Useful, Relevant, Sustainable and Owned. URSO toolkit for strategic and co-operation planning is available on-line as well as an app in the nearest future. Its primary audience are national electoral stakeholders who are continuously engaged in electoral reforms, in particular, central electoral commissions.

Contents

INTRODUCTION

At present, hundreds of thousands of Ukrainian women and millions worldwide belong to disadvantaged groups. This means they have a higher risk of experiencing difficult life circumstances due to the influence of adverse external and/or internal factors. They may be discriminated against on several grounds: as women and as representatives of the one or more disadvantaged groups to which they belong.

It is extremely difficult for women to defend their own interests, both locally and nationally, as their influence on the system of governance and the decision-making process is limited. This is especially evident at a local community level. It is local government that resolves the social and household issues that determine the quality of people's life. This is why it is essential that women, especially young women from disadvantaged groups, have the opportunity to influence the decision-making process, both through direct participation in government and through active public engagement.

Effective participation of young women and girls from disadvantaged groups in community life is essential to building a healthy, inclusive and democratic society. This is especially true given the context of the decline in young people's participation in conventional political processes. As stated in the preamble to the Revised European Charter on the Participation of Youth in Local and Regional Life: *"The active participation of young people in decisions and actions at local and regional level is essential if we are to build more democratic, inclusive and prosperous societies. Participation in the democratic life of any community is about more than voting or standing for election, although these are important elements. Participation and active citizenship is about having the right, the means, the space and the opportunity and where necessary the support to participate in and influence decisions and engage in actions and activities so as to contribute to building a better society"*[1].

Therefore, standing at the crossroads of these issues, our toolkit offers a new perspective on engaging young women and girls from disadvantaged groups in the public and political decision-making process at local level. Young women and girls from disadvantaged groups have considerable potential for influence in the public and political spheres, which can and should be enhanced through new, interactive forms and teaching methods.

The purpose of the toolkit is to offer tools to increase the participation and engagement of young women and girls from disadvantaged groups in the government of local communities, in particular, and in the processes of political

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[1] Revised European Charter on the Participation of Youth in Local and Regional Life. — https://rm.coe.int/168071b4d6

and public decision-making. This will give their actions consistency, effectiveness and extra motivation for further public and political activity.

Unlike other sources on civil and political participation, gender equality and women's engagement in political processes, this toolkit offers a comprehensive curriculum to increase the engagement and participation of young women and girls from disadvantaged groups in decision-making processes at local level. We focus on young women from disadvantaged groups as a specific group whose public and political potential is not sufficiently expressed within their communities. We offer you a synergistic approach, as we believe that by building the capacity of all community members, we strengthen the community as a whole.

The toolkit is also intended for local government and civil society representatives who are concerned about the problems of young women and girls from disadvantaged groups and are ready to apply the proposed training tools and methodology for greater engagement and participation of these disadvantaged groups in public and political processes at local level.

KEY FACTS AND RECOMMENDATIONS

Empowering women in decision-making processes at a local community level is important in both the global and national contexts. There are a large number of international legal instruments that focus on gender equality in terms of access to governance, as well as the balanced representation of women and men in politics. Relevant standards and recommendations are contained in both United Nations[2] and Council of Europe documents[3], as well as in documents produced by other international organisations at a European level[4].

According to the World Organisation of United Cities and Local Governments (UCLG), about 20% of local councillors and only 5% of mayors worldwide are women[5]. As of 2019, the representation of women in regional assemblies in the European Union is 33.3%. The share of women who head these institutions is 22.2%. The representation of women in regional executive bodies is currently 35.6%. The share of women chairing regional executive bodies is 14.8%[6].

In Ukraine, the level of representation of women in local authorities is as follows: 46% of women in village councils; 18% — in city councils; 15% — in regional councils; female heads of amalgamated territorial communities — 14%[7].

Recently, there has been a trend towards an increase in the number of women elected to local governments in Europe. Between 2008 and 2018, the number of women elected representatives on local councils increased by an average of 15%[8].

It should be noted that, generally, the level of women representation in local self-government bodies, although gradually increasing, remains low. At the same time, the participation rate of women from disadvantaged groups is not counted, but can be estimated to be even lower than of women in general.

In this context, it should be noted that a significant number of women and girls in the world belong to disadvantaged groups. These include, in particular, women

[2] The International Covenant on Civil and Political Rights (ICCPR); The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW); Sustainable Development Goals (SDGs); Governing Council Resolution 20/7 of April 2005: Gender equality in human settlements development; UN-Habitat Policy and Plan for Gender Equality and the Empowerment of Women for 2014–2019.

[3] European Convention on Human Rights; European Social Charter; Revised European Charter on the Participation of Young People in Local and Regional Life; Council of Europe Convention on preventing and combating violence against women and domestic violence; Recommendation Rec(2003)3 of the Committee of Ministers to member states on balanced participation of women and men in political and public decision making; Recommendation CM/Rec(2018)4 of the Committee of Ministers to member States on the participation of citizens in local public life; Council of Europe gender equality strategy 2018-2023 gender equality for the years 2018–2023.

[4] European Commission: Strategic engagement for gender equality 2016–2019; Women's Participation in Political and Public Life: Decision No. 7/09, 17th OSCE Ministerial Council; The European Charter for Equality of women and men in local life, 2006.

[5] The World Organisation of United Cities and Local Governments (UCLG). — https://www.uclg.org/en/Locally_elected_women_to_BeCounted_to_achive_SDG5

[6] 2019 Report on equality between women and men in the EU — Publications Office of the European Union, 2019.

[7] Office of the Deputy Prime Minister of Ukraine. — https://www.kmu.gov.ua/ua/news/zbilshennya-predstavnictva-zhinok-v-organah-miscevogo-samovryaduvannya-maye-stati-trendom-gennadij-zubko

[8] Women in politics: a CEMR study. — Council of European Municipalities and Regions.

and girls with low educational attainment, low-income, unemployed, rural women, women with disabilities, women in forced or early marriages, women from ethnic/religious minorities, refugees, internally displaced women, women living with HIV/AIDS, drug addicts, women serving sentences and more. They are more exposed to public prejudice and stereotypes, intolerance, discrimination, and social exclusion.

Young women and girls belonging to disadvantaged groups face multiple discrimination in their daily lives, which in the end significantly diminishes their motivation and opportunities for active engagement and participation in public and political processes. An effective course of action would be to begin enhancing opportunities for participation in public and political processes at local level, in the communities where these young women and girls live.

Consequently, influence on development and decision-making in communities is possible both through direct participation in representative bodies of local self-government and through public engagement in the work of local authorities. The level of women's representation and participation in local self-government bodies depends, of course, on favourable conditions being in place in each country. These are an effective gender quota in local elections, transparent and effective rules to counter sexism and discrimination at different levels of political life, and policies and activities within parties aimed at ensuring the balanced representation and participation of women and men in decision-making processes, as well as at creating a safe environment — free from prejudice, sexism and discrimination at local self-governance bodies. At the same time, a number of other measures are needed to strengthen the opportunities for young women and girls to participate in public and political processes. These include, among other things, carrying out systematic work with local branches of political parties' to involve as many women as possible, including from disadvantaged groups, in their ranks, and promoting the success stories of women in local government, and the widespread implementation of awareness-raising measures to overcome existing gender stereotypes in society, as along with the introduction and implementation of educational outreach programmes aimed at nurturing leadership skills among young women and girls from society's most disadvantaged groups. When designing and implementing such programmes, it is crucial to consider components that address the following aspects:

Psychological and emotional aspects

There is a need to increase young women's and girls' awareness and understanding of their own potential to influence their lives, families, and communities. Given the specific characteristics of a particularly disadvantaged group to which young women and girls belong, training should offer tools for finding their own motivation, developing self-confidence and determination, together with self-management and self-control skills.

Meetings with successful women leaders, sharing success stories, personal experiences in terms of achieving goals, reconciling work and personal life, family and career — all of this together can be a powerful motivating factor for participants.

When devising programmes and practices to empower women, it is essential to include components that promote awareness of the power dynamic between members of the disadvantaged group and other members of society.

Political and legal aspects

The training should be aimed at improving their knowledge of human rights, the exercise of these rights and the legal mechanisms for their protection in cases where their rights have been violated, especially in cases of discrimination and sexism.

In order to involve young women and girls from disadvantaged groups more effectively in public and political processes, it is necessary to familiarise them with the system of local self-government bodies and how they are formed and the processes of drafting, adopting and implementing decisions taken at local and regional level. In addition, young women and girls from disadvantaged groups should be encouraged to apply public and political participation tools by being informed about existing forms and instruments of this kind of participation, and by devising and implementing projects aimed at developing their communities.

Interpersonal and managerial aspects of leadership

As a result of training, young women and girls from disadvantaged groups should acquire the knowledge and skills necessary for critical and analytical thinking, effective communication and interpersonal communication, and establishing and directing teamwork.

The curriculum should include practical knowledge of the ways in which women's groups are democratically organised and managed and ways of networking with other women's groups and civil society organisations.

The capacity of women from disadvantaged groups to engage in politics should be enhanced by nurturing women's personal competencies: leadership; awareness of public, political and electoral processes; and effective communication skills.

One effective way of engaging women from disadvantaged groups in the community-based decision-making process is to devise and implement projects at local level. Therefore, along with advocacy skills, participants

need to be given a general overview of the project management basics applicable at community level. Particular attention should be paid to the quality of project presentation.

RECOMMENDATIONS

For local self-government bodies

- Collect quantitative and qualitative data on women and girls from disadvantaged groups in your community in order to meet their needs in your work and use the data to enhance and adopt local development plans.

- Promote and support initiatives and devise programmes aimed at empowering young women and girls from disadvantaged groups to participate in local community governance.

- Create opportunities for young women and girls from disadvantaged groups to obtain the basic knowledge and professional skills necessary for their active public and political engagement in community life. When designing the curriculum, be sure to consider the needs of the appropriate group and the level of the participants' preparedness.

- Involve women, particularly young women from disadvantaged groups, in the process of decision-making at local level.

- Initiate local government internship programmes, as well as long-term mentoring programmes, for young women and girls from disadvantaged groups.

- Involve, encourage, and support young women from disadvantaged groups, together with their associations, in the development and implementation of projects aimed at developing your community.

- Raise awareness of local government staff and local councillors on gender equality to improve understanding of structural barriers, existing standards and best practices in this area.

For non-governmental organisations

- Develop personal and leadership development training programmes for young women and girls from disadvantaged groups. Implement and coordinate these programmes jointly with local authorities and the private sector to ensure their sustainability. When designing the curriculum, be sure to consider the needs of the appropriate group and the level of the participants' preparedness.

- Provide participants with a basic knowledge of their rights, the ways in which they can exercise these rights, and existing legal remedies if they are violated, particularly in cases of discrimination and sexism.

- Provide participants with practical training tools for the analysis of public, economic, political and cultural processes, as well as tools for communication and co-operation with local authorities and the creation and implementation of projects aimed at developing local communities.

- Include information about local NGOs and women's associations in training programmes for young women and girls from disadvantaged groups', as along with practical knowledge about creating and managing these organisations, and information about forms and methods of networking with other NGOs and women's associations.

- Organise meetings with woman/women and man/men community leaders for young women and girls from disadvantaged groups to share success stories and goals. This will promote greater motivation for their public and political activity.

STRUCTURE OF THE TOOLKIT

In Part I, we provide an overview of the general context of the role of women in public and political decision-making processes at local level. In particular, we will touch upon the regulation of these issues in the documents of the United Nations, the Council of Europe, the Organization for Security and Co-operation in Europe (OSCE) and other international institutions. There are also statistics on the participation of women in the work of local authorities in European countries and Ukraine in particular. The particular factors and problems associated with the participation and involvement of various disadvantaged groups of women in the work of local self-government bodies in political and public decision making processes are analysed separately.

Part II of the toolkit offers an overview of the proposed curriculum to increase the involvement and participation of young women and girls from disadvantaged groups in local community-based political processes. This section contains, amongst other things, methodological guidelines for the organisation and implementation of the curriculum, its adaptation to a certain context, in particular, a definition of the criteria for the selection of participants, their preparation and evaluation, forms of formal and informal communication, and feedback. This section also provides guidance on the thematic and substantive content of the curriculum. Special attention is paid to the motivation of the participants, development of their leadership skills and empowerment, advocacy, creation and presentation of local community development projects and the management of these projects.

The Appendices contain examples of practical exercises for group and individual work. This part of the toolkit is particularly valuable because it enables participants to put into practice all of the theoretical knowledge they have gained. We also suggest that you familiarise yourself with the Good Practices guide: it contains examples of projects that have involved the participation of women and girls from disadvantaged groups in public and political life.

Finally, the *Glossary and References* will help anyone who is interested in becoming more familiar with these issues.

Who can benefit from this toolkit?

This toolkit is designed for local authorities and non-governmental organisations that seek or intend to enhance the capacity of young women and girls from disadvantaged groups to participate actively in public and political processes at local/regional level. The suggested curriculum contained herein can be used as a model but should be tailored to the needs of the selected target group. It can be implemented jointly by local authorities and NGOs, enabling them to engage with each other's support and expertise. International and private sector partners may also be involved in organising these training programmes. Accordingly, funding for such a training curriculum can be provided either from the local budget, from the private sector and/or from NGO grants, or through co-financing from several of the above sources.

PART I. GENERAL CONTEXT

A. Women in political and public decision-making processes at local level: international and European context

Gender equality policy and women's engagement in public and political processes have long been in the sights of the international community. Gender equality, including ensuring gender parity in the decision-making process, has been identified as a priority area in a number of international legal documents drawn up and adopted by various international organisations.

In particular, *"Achieving gender equality and empowering all women and girls"* is one of the *UN Sustainable Development Goals.* As part of the *2030 Agenda,* this goal aims to ensure, among other things, the full and actual participation of women and equal leadership opportunities for them at all levels of decision-making in political, economic and public life. In this context, it is worth mentioning some of the states' commitments referred to in the UN documents, such as:

- to ensure the equal right of men and women to the enjoyment of all civil and political rights *(International Covenant on Civil and Political Rights (ICCPR) of 16 December 1966);*

- to take all appropriate measures to eliminate discrimination against women in the political and public life of the country and, in particular, to ensure that women on equal terms with men have the right to participate in the formulation and implementation of government policy and hold public office, and to exercise all state functions at all levels of government management *(The UN Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) of 18 December 1979);*

- to involve women in decision-making and empowerment at all levels of government (the local, municipal and national levels), as well as to implement gender mainstreaming at local government level, in particular with regard to resource allocation and basic services *(UN-Habitat Resolution 20/7 of 8 April 2005).*

Although the quota system and other affirmative action policies help to increase women's representation and participation in local government[9], women are still often underrepresented in local government. Many women find it challenging to work in party systems dominated by men. In most cases, the direct political influence of women and men is also disproportionate, with women often having difficulty interacting with party leaders, finding ways of being heard, and pursuing their own political priorities.

Gender equality is one of the key priorities of the Council of Europe. The work of the Council of Europe in the field of human rights and gender equality has

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[9] UN-Habitat Policy and Plan for Gender Equality and the Empowerment of Women for 2014–2019.

led to the emergence of comprehensive legal instruments and policy guides to improve the status and empowerment of women and ensure the effective realisation of gender equality in the member states and beyond[10]. These include the *European Convention on Human Rights, the European Social Charter, the Council of Europe Convention on preventing and combating violence against women and domestic violence (Istanbul Convention),* and a number of recommendations from the Committee of Ministers and resolutions of the Parliamentary Assembly of the Council of Europe (PACE) on the balanced participation of women and men in decision-making processes and in all areas of public life[11].

The Council of Europe Gender Equality Strategy 2018–2023 sets out six key goals, including *"achieving balanced participation of women and men in political and public decision-making".* The representation of women and men in any governing body involved in political or public life should not be less than 40% of each sex[12].

To achieve this objective, the Council of Europe member states should consider, amongst other things, introducing measures for women that could facilitate the effective combination of their political activity with family and professional life, and introducing a mandatory or recommended quota system as a tool for achieving the necessary minimum number of same-sex candidates on the electoral list, and/or quota of women's seats in local councils, local executive bodies, and the various committees and administrations created by local authorities[13].

In this respect, the activities of the Council of Europe are aimed at promoting and supporting actions that popularise women's participation in elections at national, regional and local levels, together with actions empowering women candidates and elected officials, especially women from disadvantaged groups, to participate actively in public and political processes at various levels. In implementing gender equality policies, specific attention should be paid to young women's participation in public and political decision-making processes. In this context, the Council of Europe emphasises the special role of local and regional authorities, particularly in developing a medium-term plan of action to address inequalities between young men and young women and to implement and evaluate measures empowering girls and young women[14].

In order to ensure equal opportunities and enhance the participation of girls and young women in public and political life, the *Revised European Charter on the Participation of Young People in Local and Regional Life* proposes regional-level measures that:

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[10] The Council of Europe Gender Equality Strategy 2018–2023.

[11] Some important recommendations and resolutions are listed in the Appendices contained herein.

[12] Recommendation Rec(2003)3 of the Committee of Ministers to member states on balanced participation of women and men in political and public decision making.

[13] Recommendation CM/Rec(2018)4 of the Committee of Ministers to member states on the participation of citizens in local public life.

[14] Revised European Charter on the Participation of Young People in Local and Regional Life, 2003.

- enable girls and young women to receive detailed information about vocational training courses;

- help to master professional skills through scholarships and special training courses in professions, including those that are traditionally considered to be typical for men;

- educate girls and young women in public affairs, empowering them to perform top-level responsibilities based on women's quotas;

- fund public services that assist girls and young women.

Other European organisations, including the EU[15], the OSCE[16], the Council of European Municipalities and Regions[17] and United Cities and Local Governments (UCLG)[18], also pay attention to the achievement of gender equality and balanced representation of men and women in politics. Therefore, the implementation of international standards at national level and in the lives of local communities is a logical and consistent step.

Currently, in many countries, women are underrepresented in local self-government bodies, so their influence on decision-making processes is limited.

As of 2019, the representation of women in regional assemblies in EU countries has remained unchanged since 2017 (33.3%). However, there was a slight increase in the proportion of women who head these institutions, which reached a new high of 22.2% (compared with 21.5% in 2017). Regional assemblies comprise at least 40% of each gender in five (Belgium, France, Finland, Spain and Sweden) out of 20 member states with a regional level endowed with self-governing powers. On the other hand, men occupy more than four out of every five senior positions in Italy, Romania, Slovakia and Hungary. The representation of women in regional executive bodies decreased from a total proportion of 36.0% as of November 2017 to 35.6%. The proportion of female heads of regional executive bodies has increased from 14.4% to 14.8% over the last year[19].

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[15] 2019 Report on equality between women and men in the EU–Publications Office of the European Union, 2019; European Commission: Strategic engagement for gender equality 2016-2019.

[16] Women's Participation in Political and Public Life: Decision No. 7/09, 17th OSCE Ministerial Council.

[17] Women in politics: a CEMR study/Council of European Municipalities and Regions; The European Charter for Equality of Women and Men in Local Life, 2006.

[18] UCLG Standing Committee on Gender Equality — https://women.uclg.org/about-standing-committee

[19] 2019 Report on equality between women and men in the EU. — Publications Office of the European Union, 2019.

Figure 1. Participation of women in the work of EU regional executive bodies and assemblies (2018)

	33,3%	European Union
Sweden	47,4%	
Spain	47,2%	
France	47,2%	
Finland	45,8%	
Belgium	40,3%	
Denmark	38,5%	
United Kingdom	36,2%	
Netherlands	32,1%	
Austria	31,3%	
Germany	31,2%	
Croatia	28,5%	
Poland	26%	
Latvia	26%	
Portugal	24,3%	
Czech Republic	21%	
Italy	19,6%	
Romania	17,5%	
Slovakia	14,2%	
Hungary	12,1%	
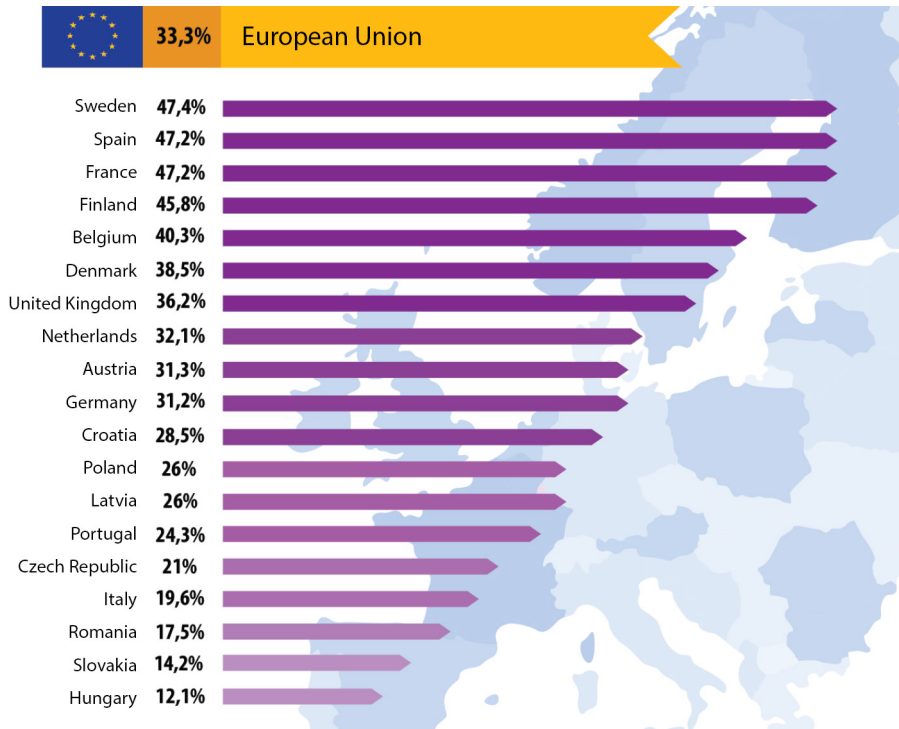
Source: *https://ec.europa.eu/info/sites/info/files/aid_development_cooperation_fundamental_ rights/annual_report_ge_2019_en_1.pdf*

In Ukraine, the level of representation of women in local authorities is still insufficient in view of Council of Europe standards and requires further legislative and practical mechanisms to achieve gender balance. The only exceptions, in this case, are village and settlement councils, where female representation reaches 46%. According to the results of the last local elections in 2015, only 18% of the city councillors and 15% of the regional councillors elected were women, and only 14% of amalgamated territorial communities elected women as heads of these communities. The highest percentage of women's representation may be seen in Khmelnytsky Regional Council — 21.4%, and the lowest is in Odessa Regional Council — 8.3%[20].

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[20] Office of the Deputy Prime Minister of Ukraine — https://www.kmu.gov.ua/ua/news/zbilshennya-predstavnictva-zhinok-v-organah-miscevogo-samovryaduvannya-maye-stati-trendom-gennadij-zubko

Figure 2. Number of women in Ukrainian local government (2018)
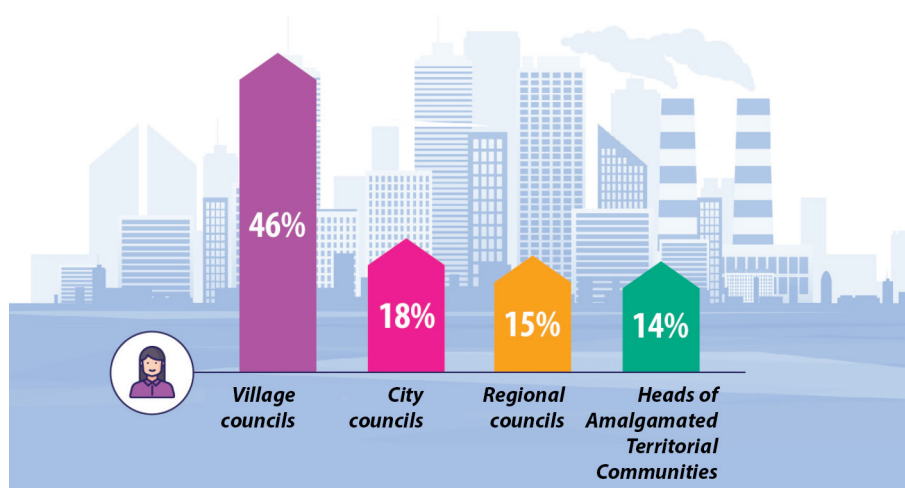
Source: website of the Government of Ukraine, following the link
https://www.kmu.gov.ua/news/zbilshennya-predstavnictva-zhinok-v-organah-miscevogo-samovryaduvannya-maye-stati-trendom-gennadij-zubko

It is worth noting the trend that an increasing number of women are being elected to local governments in Europe. According to research conducted by the Council of European Municipalities and Regions (CEMR), the number of female local council members increased by an average of 15% between 2008 and 2018[21].

B. Disadvantaged groups of women: characteristics and issues

The European Institute for Gender Equality defines the term "disadvantaged groups" as groups of persons who experience a higher risk of poverty, social exclusion, discrimination and violence than the general population, including but not limited to ethnic minorities, migrants, people with disabilities, isolated elderly people and children.

Vulnerability to discrimination and marginalisation is the result of social, cultural, economic and political conditions, but not of the capacities inherent in certain groups of people. Women and girls belonging to these groups are often subject to multiple discrimination and gender-based violence. They also have limited access to protection, support, and redress when their rights are violated[22].

When analysing this definition, it may legitimately be asked whether it is possible to draw up a clear and complete list of disadvantaged groups. However, in our

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[21] Women in politics: a CEMR study / Council of European Municipalities and Regions.

[22] Disadvantaged groups / European Institute for Gender Equality — https://eige.europa.eu/thesaurus/terms/1429 thesaurus/terms/1083

opinion, on the basis of the essential meaning of this term, such a list will change constantly depending on the current state of the socio-economic and cultural development of a certain society.

We should pay particular attention to the similarity of the terms "disadvantaged groups" and "vulnerable groups." The term "vulnerable groups" refers to persons belonging to or considered to be disadvantaged or marginalised. However, it is important to understand that the stereotypical notion of "vulnerability" as a characteristic of women is masked by the fact that traditional gender roles put women in a disadvantaged position. It puts them at risk of becoming even more vulnerable to discrimination and violence. For this reason, our recommendation is to use the term "disadvantaged groups" in modern research alongside the term "vulnerable groups"[23].

We also wish to draw attention to the term "social disadvantage", which, according to *Recommendation CM/Rec(2015)3 of the Committee of Ministers of the Council of Europe to member states on the access of young people from disadvantaged neighbourhoods to social rights,* should be understood as: *"a lack of access to the instruments required by every person for self-sufficiency and sustainable autonomy; disadvantage is viewed as the process through which some groups of young people or other individuals are systematically denied (whether by design or neglect) the opportunity and/or means to fully enjoy social rights (as defined by the European Social Charter), which in effect represents a violation of their human rights. The experience of disadvantage may include a lack of independence; incentive; responsibility; self-respect and respect from others; health; education; information; employment; adequate financial support; social, cultural and financial capital; responsive support systems and participation."[24]*

Today, many women and girls around the world belong to disadvantaged groups. These include women and girls with low educational attainment (basic secondary education or below), low-income, unemployed, rural location, women and girls with disabilities, women and girls who are forced to get married or to get married early, women and girls who belong to ethnic/religious minorities, refugees and internally displaced women and girls, women and girls living with HIV/AIDS, women and girls living with drug addiction, and others.

A 2019 OSCE-led survey on "Violence against women: Experiences of disadvantaged women"[25] notes that some groups of women' are more at risk of violence, and women from disadvantaged groups often face specific problems. A significant number of discriminatory factors affecting women are interrelated. Poverty, low education and early and forced marriage are the main factors that increase the likelihood that women and girls will experience various forms of violence, especially physical and psychological abuse.

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[23] Vulnerable groups / European Institute for Gender Equality — https://eige.europa.eu/thesaurus/terms/1429

[24] Access of young people from disadvantaged neighbourhoods to social rights: Recommendation CM/Rec(2015)3 adopted by the Committee of Ministers of the Council of Europe on 21 January 2015. — https://rm.coe.int/168066671e

[25] OSCE-led survey on violence against women: Experiences of disadvantaged women — https://www.osce.org/secretariat/430007?download=true

In addition, the findings of this survey show that belonging to a minority group, being a refugee or an internally displaced person, and disability are factors that are often associated with poverty and discrimination and that also carry an increased risk of violence. In turn, the norms and attitudes that surround a woman's subordination to a man, lay the blame on the victims and consider violence to be a private issue are common among former refugees/displaced women, women with low educational attainment, and women belonging to ethnic/religious minorities.

Social norms and attitudes, which are also rooted in poverty among disadvantaged groups, contribute to gender inequality and violence against women and girls. The prevalence of such norms can also help create an environment of gender inequality, tolerance of abuse and fear of expression in society.

Women and girls from disadvantaged groups face additional barriers to accessing social services. In some cases, these barriers appear as a result of discrimination by social service providers and authorities that should assist women and girls. A qualitative study has shown that this is especially true of women and girls from certain ethnic minorities, including Roma women. Many women belonging to disadvantaged groups also claim that they cannot access services because of their economic dependency.

The above-mentioned *Recommendation CM/Rec(2015)3 of the Committee of Ministers of the Council of Europe to member states on the access of young people from disadvantaged neighbourhoods to social rights* states, among other things, that young women living in disadvantaged areas are generally more likely than others to be at risk of social exclusion and therefore need additional support to exercise their social rights.

In order to better understand the issues that women from disadvantaged groups may face, we will provide some information on these groups.

▶ ***Migrant women and girls.*** During 2015–2017, more than one million asylum seekers arrived in European countries in search of protection and a safe living environment for their children[26]. Migrant and refugee girls are particularly vulnerable to sexual exploitation or sexual abuse. In some cases, refugee and migrant reception centres do not have programmes to help identify victims of trafficking or the support measures that would enable them to be referred to emergency services (including psychological support). Centres often lack vocational training or training programmes for women and girls.

In general, migration can have both a positive and a negative impact on women. Life circumstances may either provide these women with a higher degree of economic and personal independence, or push them into a situation of legal and economic dependence (most often on a husband or an employer), which leads to lower qualifications and an increased risk

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[26] Recommendation Rec(2003)3 of the Committee of Ministers to member states on balanced participation of women and men in political and public decision making.

of poverty. Women with irregular or undocumented migration status are at increased risk of violence, exploitation and discrimination. They often do not have access to medical care. At the same time, they do not report discrimination and the crimes they suffer, for fear of being deported or being threatened and blackmailed by those who exploit them. It can be argued that women's opportunities for self-fulfilment, including in the public and political sphere, depend to a large extent on the national legislative framework and practical measures aimed at offering asylum and integrating asylum seekers into a country and a community.

▶ *Rural women and girls.* According to Eurostat, the estimated population of urban areas in Europe should increase by 24.1 million by 2050, while the rural population will decrease by 7.9 million[27]. These data point to the growing importance of rural areas in food security and biodiversity. In Ukraine, one in three women lives in a rural area[28].

The Organisation for Economic Co-operation and Development (OECD) estimates that bridging the gender gap in the workforce by 2030 could lead to an average potential growth of 12% in the total economy in OECD countries. If women had the same access to productive resources as men, they could increase their farm productivity by 20-30% and increase their total agricultural output[29].

According to a United Nations Population Fund survey, women and girls in rural areas are discriminated against in access to decision-making, employment, health, education, and other basic services: 48% of women living in rural areas are denied access to medical services; 67% of women in rural areas do not have internet access at home; 32% do not have access to drinking water at home; 21% of women in rural areas have a bank account; the average monthly wage of women employed in agriculture, fisheries, forestry, and related industries is 85.5% of men's wages; 36% of women in rural areas do not participate in decision-making in their communities[30].

▶ *Women and girls with disabilities.* Women and girls with disabilities are subject to multiple and cross-sectoral forms of discrimination, which limit them in exercising their human rights and fundamental freedoms, among other things, especially with regard to equal access to education and employment, access to health services, including sexual and reproductive health; access to justice and equality before the law, opportunities to participate in political and public life, to live independently and to be fully-

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[27] Urban Europe — statistics on cities, towns and suburbs — patterns of urban and city developments / Eurostat — https://ec.europa.eu/eurostat/statistics-explained/index.php/

[28] State Statistics Service of Ukraine, 1 January 2016 — http://database.ukrcensus.gov.ua/_Pxweb2007/ukr/publ_new1/2016/dem_total_2016.pdf

[29] The professional status of rural women in the EU — http://www.europarl.europa.eu/RegData/etudes/STUD/2019/608868/IPOL_STU(2019)608868_EN.pdf

[30] Empowering rural women — https://ukraine.unfpa.org/sites/default/files/pub-pdf/Factsheet% 20IWD2018%20UKR.pdf

fledged members of society and to have the freedom to make their own choices[31]. The UN and the World Bank estimate that more than a billion people in the world have some form of disability. The worldwide prevalence of disability in the population of women aged 18 years and older is 19.2% compared with 12% for men[32]. Out of the 80 million people with disabilities living in the European Union, 46 million are women and girls, representing 16% of the EU's total female population[33].

In all, 2.8 million people with disabilities live in Ukraine and more than one million of them are women of working age. Only one third of them have a job, the others are seeking employment[34].

It should also be pointed out that the intersection of race, ethnicity, social class, age, sexual orientation, nationality, religion, gender, disability, refugee or migrant status or other status creates a multiplying effect that increases discrimination against women and girls with disabilities. Stereotyping related to the combination of disability and gender has a particularly serious impact on the sexual and reproductive performance and related rights of women with disabilities. Harmful stereotypes about women with disabilities include the belief that they are asexual, incapacitated, irrational and/or hypersexual. There are cases where women and girls with disabilities are forcibly subjected to sterilisation and abortion or other forms of fertility control.

It is much more difficult for women with disabilities to gain opportunities to influence decision-making. Data from 19 countries show that, on average, women with disabilities are less likely to be law-makers, senior officials or executives than their peers without disabilities and men with or without disabilities[35].

The accessibility of electoral rights, namely the right to vote, plays an important role in influencing the decision-making process at any level. Among the obstacles to the exercise of this right is the existence of non-inclusive voting procedures, including non-inclusive polling stations[36]. Only 12 out of 28 EU member states meet the access standards at all polling stations. Moreover, most standards are targeted only at people with physical

[31] UN General Assembly Resolution No. 72/162, 19 December 2017.

[32] Making SDGs count for women with disabilities — https://www.un.org/development/desa/disabilities/wp-content/uploads/sites/15/2019/10/Making-SDGs-count-for-women-with-disabilities.pdf

[33] Report on women with disabilities (2013/2065(INI)) Committee on Women's Rights and Gender Equality — http://www.edf-feph.org/sites/default/files/ep_report_for_women_with_disabilities.pdf

[34] Guide to the intersectional approach to the implementation of the CEDAW Convention and CRPD in Ukraine — https://decentralization.gov.ua/uploads/library/file/431/5.pdf

[35] Disability and Development Report: Realising the Sustainable Development Goals by, for and with persons with disabilities, 2018 — https://www.un.org/development/desa/disabilities/wp-content/uploads/sites/15/2019/07/disability-report-chapter2.pdf

[36] EDF Alternative Report on the Implementation of the UN Convention on the Rights of Persons with Disabilities — http://www.edf-feph.org/sites/default/files/2015_03_04_edf_alternative_report_final_accessible.pdf

disabilities. There are no opportunities to accommodate people with visual impairments, people in need of high-level support, or people with learning disabilities and their families. Political party materials are rarely available in alternative formats. Political rallies, election events and the broadcasting of election debates are mostly never available to people with disabilities.

▶ ***Roma women and girls.*** The Roma are the largest ethnic minority in Europe and have been an integral part of European society for centuries. Despite efforts at national, European and international levels to improve the protection of their fundamental rights and promote social inclusion, many Roma face prejudice, intolerance, discrimination and social exclusion in their daily lives. They are marginalised, and a proportion of them are in a state of poverty and experience extremely poor socio-economic conditions. A significant number of the issues that Roma women face are related to access to medical and educational services, job opportunities, housing and the inability to exercise their public and political rights.

Access to housing is one of the four most important areas covered by the Roma integration goals set out in the EU Framework for National Roma Integration Strategies (the EU Roma Framework) up to 2020[37]. High-quality housing in non-segregated areas with access to utilities and infrastructure is a key factor for Roma integration. Roma women, among others, have limited access to health services. Participation in the health insurance system is a major prerequisite for access to most healthcare services (except for the basic life-saving package). Almost every fifth member of the Roma community does not have health insurance even if they have paid work[38].

Education is a key factor in empowering and mainstreaming progress for the social integration of Roma. Compared with the general population and Roma men, in particular, Roma women have significantly less access to education. For example, among Roma women, 23% said they could not read or write, and 19% said they had never attended school. The gender gap in education can be widened by the problem of early marriages. About 2% of Roma girls between the ages of 10 and 15 are identified as "traditionally married" or cohabiting, and about 16% of young Roma men and women between the ages of 16 and 17 are legally or traditionally married or cohabiting[39].

Increasing employment opportunities for Roma women is important as it can enhance their financial independence and the support they provide to their families. It will also improve living standards and provide young Roma women and girls with future prospects.

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[37] An EU Framework for National Roma Integration Strategies up to 2020 — https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1444910104414&uri=CELEX:52011DC0173

[38] Roma survey — Data in focus. Poverty and employment: the situation of Roma in 11 EU member states — https://fra.europa.eu/sites/default/files/fra-2014-roma-survey-employment_en.pdf

[39] Discrimination against and living conditions of Roma women in 11 EU member states — https://fra.europa.eu/sites/default/files/fra_uploads/fra-2014-roma-survey-dif-women-2_en.pdf

C. Participation of young women and girls from disadvantaged groups in local self-government and political and public decision-making

In this toolkit, we consider it appropriate to identify two ways in which women can influence decision-making in a community. They can influence these processes as active citizens through tools of public influence and participation, or as community representatives elected to a local council.

As previously mentioned, the representation of women in elected bodies, in particular women from disadvantaged groups, can be increased through both legislative (for example, the introduction of quotas) and practical measures. The latter are directly linked to the involvement of women in participation in public and political processes, because the involvement of young women and girls in active civic participation is a step forwards towards the further development of their political careers as local or national MPs. Their involvement and participation in the community-based decision-making process will, first and foremost, help to address the issues that discriminate against these women and girls, and will create a strong grassroots initiative that can shape the foundations for gender-sensitive policies, both locally and regionally, and, in the long run, nationally.

Enhancing political participation of women from disadvantaged groups will generally help to create an inclusive political process, combat discrimination, and improve the welfare of the community as a whole.

According to the Council of Europe's standards and recommendations, member states should implement policies that promote public participation in the lives of local communities and enable local authorities to apply a variety of participation instruments within the national legal framework[40]. In this context, the *Guidelines for civil participation in political decision making adopted by the Committee of Ministers in 2017*,[41] which, among other things, offer forms of involvement, are useful. They are as follows:

- provision of information (provision by authorities of the widest possible access, both offline and online, to key documents and information without restrictions on analysis and re-use of such information);

- conducting consultations (collecting the views of individuals, non-governmental organisations and civil society at large on a specific policy or topic through various means and tools, such as meetings, public hearings, focus groups, surveys, questionnaires, etc.);

- maintenance of dialogue (exchanges of opinions between public authorities, individuals, non-governmental organisations and civil society at large;

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[40] Participation of citizens in local public life: revision of Recommendation CM/Rec(2001)19 of the Committee of Ministers.

[41] Guidelines for civil participation in political decision making — https://rm.coe.int/guidelines-on-civil-participation-in-political-decision-making/168076e135

- for example, by establishing different platforms as a permanent space for dialogue and participation, which may include regular public hearings, public forums, advisory councils or similar structures);

- promoting active involvement of citizens (for example, through the establishment of working groups or committees for the co-development of documents, as well as of policies and laws ultimately requiring a decision by the appropriate public authority).

It is essential that the authorities involve young people, including young people from disadvantaged groups, such as ethnic, national, social, sexual, cultural, religious, and linguistic minorities, in such processes. In order to achieve genuine involvement of young people, including women and girls from disadvantaged groups, in community affairs, authorities can use various instruments, including:

- educating young people about the forms and methods of public participation;

- informing young people about opportunities, activities or projects that may be of interest to them;

- using various information and communication technologies to convey such information to young people and to receive feedback from them;

- supporting the development and implementation of young people's projects and initiatives, thereby recognising the importance of their involvement in community life and volunteer work.

Therefore, in the next section of this toolkit, we will offer methodological guidance on the design and implementation of a training programme to enhance the capacity of young women and girls from disadvantaged groups to participate actively in public and political processes[42]. Local authorities and local NGOs may use this programme model when designing and conducting appropriate training activities in their communities. These educational programmes will increase the chances that young women and girls from disadvantaged groups will subsequently be elected to local self-government bodies.

[42] Revised Charter on participation of young people in local and regional life.

Figure 3. Positive effect of the participation of women from disadvantaged groups in the management of local communities

Redistribution of community development priorities for the benefit of the socially oriented plans and projects;

Launching and appropriately financing existing social programmes to combat discrimination;

Creating barrier-free space and versatile design that is accesible for all community residents;

Educational work to overcome social stigma;

Formation of grassroots initiatives to abolish discriminatory legislation and practices.

When they are sufficiently represented in elected self-governing bodies, women from disadvantaged social groups will be able to rely on various mechanisms to protect their rights, combat discrimination and uphold equal opportunities, including by:

▬ establishing local councillors' associations aimed at protecting the rights of women from disadvantaged groups;

▬ nominating women from disadvantaged groups in society to make up the composition of the executive authority of the community;

▬ initiating social programmes in villages, cities, districts and regions aimed at combating discrimination;

▬ revising community development priorities with due regard for the interests of different population groups, particularly women from disadvantaged groups;

▬ implementing good practices in the protection of the rights of women from disadvantaged groups.

In this section, we offer methodological guidelines on organising and implementing a training programme to enhance the capacity of young women and girls to participate actively in the public and political processes of their communities.

A. Identifying the training programme's target audience

Planning and organising a training programme starts with identifying the target audience. We recommend focusing, first and foremost, on the biggest and most disadvantaged group of women and girls in your community. The curriculum must be tailored and implemented according to the needs of the respective group. On the other hand, there is no restriction on the creation of "mixed" training groups, which may include representatives from various disadvantaged groups of society. However, in this case, it is necessary to clearly determine whether the proposed curriculum will meet the needs of all participants and achieve the expected outcome.

It is advisable to use gender-disaggregated data in addition to the gender profiles of the settlements (if any) to determine the target audience of the training programme.

As this training programme is designed for young women and girls from disadvantaged groups, it is also important to take into account the age of the participants, whom we will refer to as "young people". In accordance with the objectives of the EU Youth Strategy pursued by the Council of Europe and the European Union, *young people are persons between 13 and 30 years old*. [43] [44]

Accordingly, when forming a training group, we suggest the following age groups of participants:

13 to 17 years old

18 to 24 years old

25 to 30 years old

Such an approach will help to form a more homogeneous group, in accordance with the different level of psychological and emotional development and life experience of the participants. For a higher-quality training programme, the

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[43] Council of Europe and European Commission Research Partnership: Report of the Research Seminar 'The Youth Sector and Non-formal Education/Learning: working to make lifelong learning a reality and contributing to the Third Sector', Strasbourg 28–30 April 2004.

[43] Glossary on youth. The EU-CoE youth partnership — https://pjp-eu.coe.int/en/web/youth-partnership/glossary

training modules should be delivered using the appropriate psychological techniques and materials that reflect the specifics of and differences between the various age groups.

Co-operation with general education institutions is recommended in order to engage participants in the 13 to 17 age group, and with higher education institutions in order to engage participants in the 18 to 24 age group.

In order to determine the selection criteria for participants, the following questions should be answered:

- What is the purpose of the activity?

- What is the target audience of the activity? Who will the activity be aimed at? (see below for the participant' selection criteria)

- What resources are available or can be mobilised to implement the training programme? How many participants can be involved in the training?

Once these questions have been answered, selection criteria can be formed.

For example: the programme/training on women's participation in the decision-making process in territorial communities. Participants: women belonging to a specific disadvantaged group in society, aged 18 to 24 years old. Region: specific area/district/town. The programme/ training will be held for 20 young women, with priority being given to young women who will attend the training on a given topic for the first time.

B. Participant selection criteria

Selection criteria should be included in the training announcement. To make the selection process easier, the use of electronic forms (e.g. Google Forms) is recommended. This way, applications will be collected in a single electronic file and this will simplify the selection process.

Depending on the topic, the purpose of the activity and the desired level of preparedness of the participants, the questionnaire may include questions requiring short or detailed answers. The list of criteria may include:

- Region/city/town where the participants reside;

- Whether they belong to a specific target group;

- The participants' ages;

- Level of education and previous experience of participation in non-formal educational programmes, internships, trainings on similar topics, etc.;

- Previous experience of participation in decision-making processes in the community, interaction with local authorities, public work;

- Previous experience of projects and advocacy campaigns;

- Reason for participating in the proposed training programme;

- Further plans or visions for the future use of the knowledge gained during the training.

C. Organisation of training and engagement of trainers (experts)

Regardless of who initiates the programme, in order to successfully implement it, it is necessary to identify a team responsible for organising all activities during the training programme, selecting participants and selecting trainers (experts) and mentors, setting up and supporting communication with them, and communicating with partners, including representatives of local authorities. This team should consist of at least:

- a programme manager;

- a programme assistant;

- a financial assistant;

- a psychologist.

In order to make the training more successful, it is also important to establish effective communication between the local authority and the organisation initiating or involved in implementing the programme. This is necessary so that the development of future projects by the participants in the training are supported, piloted and implemented in the respective community with the participation and assistance of the local authority.

The selection of trainers, experts and mentors should be made according to the content of the training modules. When selecting trainers, we recommend that you pay due attention to their CVs, first and foremost, focusing on their level of expertise and practical experience in delivering such training activities, their understanding of the specific and particular issues covered by the training programme for women from disadvantaged groups or women, who belong directly to such a group, and their attitude towards human rights and gender equality issues. When selecting mentors, it is advisable to engage woman/women and man/men opinion leaders from the respective community, recognised human rights advocates, successful political figures, etc.

D. Communication during the educational process and after the completion of the training (formal and informal communication)

As a rule, participants in the training programme, having acquired new knowledge and skills in a safe learning environment, feel insecure and anxious about applying their new knowledge and skills in real life. Therefore, the programme manager should outline how the participants will receive follow-up support and feedback.

Communication between trainers, mentors, and participants should be more formal and involve the use of monitoring and evaluation tools. Forms of communication should be discussed in the first meeting with the participants. The organiser of the training programme will explain to the participants the proposed forms of communication, its frequency, and the tools.

Suggested forms of communication may include:

- Individual or group meetings;

- Telephone conversations;

- Email correspondence;

- Communication in social networks (creating groups, group chats);

- Announcements;

- Feedback, follow-up consultation by request or by appointment.

The frequency of communication is determined by the organiser together with a team of trainers and mentors and then agreed with the participants. For example, a small group meeting with a mentor may take place once a week, one-on-one meetings (telephone conversations, closed group discussions in social media) – once a fortnight, or by appointment, once every few days. Emailing is used as needed to provide information and/or send training materials.

Informal communication

Informal communication is initiated by a team of mentors and trainers. Typically, participants in a long-term training programme build informal relationships on their own, but a team of mentors and trainers can help to organise informal meetings by:

- Combining participants into microgroups (3-4 participants in each).

- Offering microgroups tasks to be carried out by participants outside the classroom.

- Providing tools with which microgroup members can support each other.

- Discussing how microgroups interact with mentors.

Upon completion of the training, participants and the project team may continue with informal communication within the pre-established online communities and periodically hold personal meetings to share their own success stories, support each other, circulate announcements about interesting activities, etc.

E. Feedback

Feedback is the part of the learning process that leads participants to conduct self-analysis, a powerful means of acquiring new experiences.

The trainer (or team of trainers) should be attentive enough to notice changes in the behaviour of the participants and to respond to them at the appropriate moment.

The best "trainer-participant" feedback strategy is to help the participants to self-assess their changes and to come up with appropriate conclusions and plans for further actions. In no event should trainers evaluate and interpret these shifts, even if participants are asked to comment on the changes and to decide whether or not they were "correct".

Feedback is not criticism or advice. Feedback only provides the recipient with information about his/her actions, the results and their consequences. The recipient makes the decision and is responsible for the consequences.

Feedback is directed at a behaviour or situation or at finding a solution, it is specific (not general) and timely.

Feedback usually results in collaboration and the beginning of change.

How to provide feedback:

- use the "I-message" model;

- comment on a specific situation or behaviour;

- make sure the comments meet the needs of the participant;

- only provide feedback when it can bring about positive change;

- avoid generic non-specific messages;

- do not ask questions that cause participants to justify themselves;

- the information should be brief, concise and clear.

Feedback is provided under the "what was good and what you think could be improved" rule. Before the trainer (or group of trainers) provides feedback, participants can self-assess and evaluate their work — in this case, a person will take a more responsible attitude towards the training.

__Recommendations on how to provide and receive feedback:__

The provider:

- Focuses on the behaviour, not the person.

- Bases feedback on observation, not conclusions.

- Provides a description, not an evaluation.

- Shares information/ideas but does not advise or instruct.

- Speaks specifically without generalising.

- Responds immediately, without delay.

- Focuses on changing aspects, not on factors beyond the control of the recipient.

- Combines the positive and the negative, rather than evaluating the purely positive or the purely negative.

The recipient:

- Perceives without self-defence.

- Listens attentively without interrupting or denials.

- Recognises without ignoring.

- Clarifies rather than looks for hidden implications.

- Discusses when needed, rather than refusing to answer.

- When we contact the group for feedback, we ask the participants to say what, in their opinion, was good (liked) and what could be improved.

F. How to use the training modules and adapt them to a specific context

Clearly define the goals of your training programme according to the needs of the participants:

- What should participants learn during the training programme/session?

- What skills do they need to exercise?

- Can you check how well the information was received by the participants?

Assessment of the group's training needs. In order to develop a training programme that meets the needs of the participants and can be successfully mastered, it is firstly necessary to evaluate their needs, background knowledge, skills, and previous experience. Quite often, it is this stage of educational activity that suffers a lack of attention, which leads to inadequate preparation of the training programme (the educational material does not correspond to the level of educational, professional and psychological preparedness of the participants; it is either too complicated or, conversely, too simplistic, or the proposed practical exercises do not meet the actual situations the participants face on a daily basis, etc.).

To avoid this, we recommend that you start the training with a module/ training session dedicated to assessing the needs and level of the participants' preparedness. The approximate duration of this module should be one day. The involvement of a psychologist is a must in this module/session in order to correctly assess the emotional state and psychological barriers of particular target group members, which should also be taken into account when further shaping the training programme.

Adaptation of exercises and the training programme to a certain context. According to the results of the needs assessment and the level of the participants' preparedness, the programme manager, together with the team of trainers, should adapt the training modules to the identified needs, taking the level of complexity into account. The proposed content of the training modules may be found at the end of this section. They are divided according to the participants' varying levels of preparedness.

Particular attention should be paid to the adaptation of exercises and practical tasks. Exercises are the tools we work with: before including an exercise in a training programme, or before recommending an exercise for individual work, do it yourself, and make sure that the exercise will meet the objective. Set out questions for the participants and conclusions to which you will "steer" the group well in advance.

It is the responsibility of the training team to direct, adjust, and adapt the exercise precisely to the participants' needs.

Practical issues. When considering the feasibility of using a particular method, analyse the practical questions of whether or not it is possible to use actual facts or to give and analyse real-life examples.

Development of training modules. After conducting the assessment of needs and the level of the participants' preparedness, the content of the training modules and the agenda should be drawn up, allowing time for getting to know one another and setting the group up for work, time for information messages and mini-lectures, time for practical exercises, time for the evaluation of completed work and feedback, as well as time for breaks.

We would advise you to prepare the training programme in such a way that one day is allocated to each module. A comprehensive training programme should consist of at least eight training days, corresponding to eight training modules (we suggest the indicative content of each module at the end of this section).

Figure 4. Example of planning (timing) of a one-day training session/ module

Time	Activity	Type of activity
Training day/module		
09:30-10:00	Registration of participants	
10:00-10:30	Trainers' greetings, presentation of the programme	Messages from trainers
10:30-11:00	Introduction, setting the rules, expectations from participants, filling out a questionnaire	Individual/group
11:00-11:30	Coffee break	
11:30-13:00	Training session 1	Mini-lecture, work in mini-groups, work in a large group
13.00-14.00	Lunch	
14:00-15:30	Training session 2	Mini-lecture, work in mini-groups, work in a large group
15:30-16:00	Coffee break	
16:00-17:30	Training session 3	Mini-lecture, work in mini-groups, work in a large group
17:30-18:30	Evaluation and summing-up of the training results	Feedback from participants

**Size of the group.** Taking into consideration our previous experience of organising similar training programmes and the effectiveness of work in groups, we recommend that you form a group based on the following parameters: minimum number of participants — 8 persons, maximum number of participants — 25 persons.

The assistance of additional facilitators as well as extra time to perform some of the individual exercises and tasks with the participants may be needed. If you can afford to spend extra time, be careful not to delay the exercise or assessment. Try

to divide the participants into small groups for evaluation, and then invite the participants to present the results. If you arrange role-playing games, it is possible to split the group into pairs or to define a role for each group. If you have a small number of participants and the exercise involves small group work, reduce the number of small groups rather than decrease the number of people in each small group. In this way, it will be possible to ensure a diversity of views and to maintain the discussion within the group.

Time allocated for exercises. Some tasks and exercises may take longer than planned. Therefore, when planning the programme, it is advisable to consider the possible complexity of the tasks, depending on the level of the participants' preparedness, and plan the time for such tasks accordingly. At the same time, it is crucial to follow a pre-designed plan and set aside enough time to implement it.

Evaluating the effectiveness of the training. Usually, the participants' newly acquired knowledge and skills are evaluated in a questionnaire format. The same questions on the topic of the training are asked at the beginning and at the end of the activity. Different online services (such as Kahoot, Classmarker, etc.) may also be used for this purpose.

G. Contents of proposed training modules

MODULE 1

Training needs assessment

Goal

To assess the level of the participants' knowledge and preparedness at the beginning of the training programme. Identify what information, skills, and competencies are needed for the participants to increase their participation in the public and political life of the community.

To determine further content and expected outcomes of the training programme, taking into account the results of the initial assessment of the participants' knowledge.

Duration

One training day.

Topics to be covered

- Defining the general context for the given group (cultural, social, economic, political conditions).

- Determining the level of the participants' knowledge and preparedness at the beginning of the training programme:

  ▶ what is the current level of the participants' knowledge and skills;

  ▶ what knowledge and skills the participants need to obtain;

  ▶ what are the gaps in the participants' knowledge and skills;

  ▶ what steps should be taken to ensure a sustainable training outcome.

- Defining content and training plan.

- Defining evaluation criteria.

Analysing potential obstacles and opportunities which may arise during the training process.

The training programme team, along with the trainers and mentors will have:

- analysed the general context for the given group, as well as possible risks and obstacles to the implementation of the training programme;

- identified the current level of the participants' knowledge and skills, as well as gaps therein;

- identified measures to be taken to address the identified gaps and to ensure the sustainability of the training process;

- determined the content, the level of the training programme's complexity (basic or advanced) and evaluation criteria;

- defined the psychological needs of the participants.

Notes

This module is crucial for further effective implementation of the training programme. It is designed, first and foremost, for the team conducting the training programme — the organisers, trainers, and mentors, so that the programme offered by them fully meets the participants' needs. In addition, the first module provides the participants with a good opportunity to get better acquainted with each other.

During the module, we recommend using such methods as interviews, questionnaires, surveys, focus groups, group discussions, and observations.

MODULE 2

Human Rights and Gender Equality

Goal
To provide participants with insights and a basic knowledge of international legal instruments and mechanisms for the protection of human rights and freedoms, gender equality and gender mainstreaming.

Duration

One training day.

Topics to be covered

Basic level:

- International documents and standards on human rights and gender equality.

- National mechanism for ensuring equal rights and opportunities for women and men.

- Gender stereotypes and ways of countering them.

- Types and forms of discrimination.

- Sexism and the ways in which it manifests itself.

- Legal mechanisms for the protection of violated rights.

Advanced level:

- Current situation in terms of ensuring gender equality at national and regional/local level.

- Gender mainstreaming and gender analysis in local communities' planning and development.

- Non-discrimination in public communications.

Basic level:

- Participants familiarised themselves with key international and national documents on human rights and gender equality.

- Participants mastered such concepts as "discrimination", "multiple discrimination", "gender stereotypes", "sexism", "positive actions", "gender equality", "gender mainstreaming".

- Participants became aware of and able to identify gender stereotypes, various forms of discrimination, and sexism.

- Participants gained knowledge and skills to protect their rights through existing legal mechanisms.

Advanced level:

- Participants understand and are able to apply gender mainstreaming and gender analysis at a basic level for the purpose of generating and implementing community development projects.

- Participants have information about the situation in terms of ensuring gender equality in their community, region, country (in the public, political, economic, cultural and security sectors).

- Participants know how to communicate without using discriminatory and stereotyped messages or statements.

Notes

In this module, the following exercises from Appendix 1 may be used: 1–9, 12, 16, 18, 19.

At this stage, it is essential to focus on developing practical skills for using legal remedies and combating sexism and discrimination, so that participants are not only aware of possible solutions but also able to apply them (e.g. they know how to make appropriate complaints/statements/appeals to the relevant authorities; they know about existing national "hotlines" for gender-based violence and free legal aid services, etc.).

MODULE 3

Women's Participation in Public and Political Life at Regional and Local Level

Goal To enhance the participants' capacity to take an active part in local community/regional development and in decision-making processes at local/regional level.

Duration

One training day.

Topics to be covered

Basic level:

- System of state bodies: status, powers, division of functions and competences.

- Structure and powers of local self-government bodies.

- Tools and means to engage citizens in the local/ regional decision-making process.

- Public participation in local self-government and community/regional development.

Advanced level:

- Forming local self-government bodies. Electoral process and participation in elections.

- Modelling the public participation process (in game simulation format).

- Good practices in co-operation between civil society and local authorities in decision-making processes at local/regional level.

Basic level:

▬ Participants acquainted themselves with the system and structure of state and local self-government bodies.

▬ Participants have mastered such concepts as "local community", "public participation", "local community development".

▬ Participants know and are able to put into practice a variety of tools for citizen engagement in decision-making processes at local level.

Advanced level:

▬ Participants gained knowledge of the electoral system and procedures, as well as the ways in which local self-government bodies are formed.

▬ Participants understand the specifics of public engagement in decision-making processes at local level.

▬ Participants analysed good practices in the involvement of women from disadvantaged groups in decision-making processes at local level.

▬ Participants took part in modelling citizens' engagement in the decision-making process.

Notes

In this module, the following exercises from Appendix 1 may be used: 1–6, 10-13, 21.

MODULE 4

Political and public engagement: contacts and opportunities
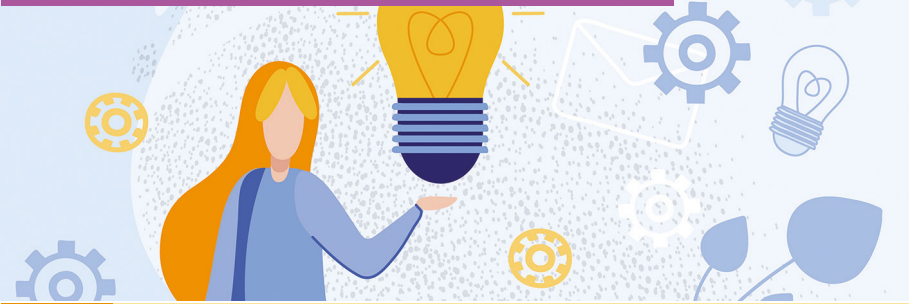
Goal
To establish lines of communication between the participants and local authority representatives and opinion leaders in their respective communities, and work out possible forms of co-operation.

Duration

One training day.

Topics to be covered

Basic level:

- Getting to know and networking with representatives of local self-government bodies and local authorities in the community.

- Getting to know and networking with local community opinion leaders.

- Familiarisation with the work of local self-government bodies and other local authorities in the community (possible format: study visit to the local self-government body; participation in public hearings, etc.).

- Forms of co-operation between the local authority and civil society in a particular community.

Advanced level:

- Familiarity with the community development plan and programmes/projects that are being implemented in order to complete it.

- Analysis of ways and methods used by the local authority to apply gender mainstreaming in its activities, as well as the extent to which the needs of different population groups are taken or not taken into account.

Basic level:

- Participants established communication and personal contacts with representatives of the local self-government body and other local authorities in the community, as well as with its public opinion leaders.

- Participants acquainted themselves with the work of the local authority; for example, they visited the respective body for study purposes, participated in committee meetings, public hearings, etc.

- Participants were informed about formats and methods of co-operation between citizens and the authorities in the respective community.

- Possible ways in which the participants in the training programme could co-operate with the local authorities are identified.

Advanced level:

- Participants are informed about the community development plan, current projects and programmes that are being undertaken in order to implement it.

- Participants are informed about how and to what extent the local authority in their community applies gender mainstreaming in its activities.

Notes

In this module, we recommend that you use group or general discussion formats, round tables, business breakfasts, study visits, etc.

Communication with representatives of the local self-government body and other local authorities in the community, as well as with public opinion leaders, can take place in both formal and informal formats accompanying the networking process and establishing personal contacts. During this training session, additional moderators/facilitators may be required if there are a large number of participants (15–25 persons) in the training group.

MODULE 5

Leading and Achieving Success

Goal To develop the participants' leadership qualities and skills, deepen the participants' understanding and perception of leadership, enhance the participants' leadership potential, and provide participants with knowledge about leadership influence techniques and working methods to improve their emotional state.

Duration

One training day.

Topics to be covered

Basic level:

- The nature and essence of leadership.
- Leadership styles.
- Identifying own leadership potential and defining leadership goals.
- Leadership development.
- Self-introduction and public speaking.
- Leadership and team building.
- Self-control and emotional intelligence.

Advanced level:

- Political leadership.
- Forming own leadership style.
- Crisis communications and strengthening leadership in emotionally tense and problematic situations.
- Developing assertive communication skills (non-aggressive confidence).

Basic level:

- Participants became aware of their leadership capacities and learned about leadership styles.

- Participants defined their leadership goal.

- Participants developed self-control skills: self-respect and self-confidence; self-identification, including awareness of their rights, responsibilities, values, strengths and weaknesses; ability to set goals; adequate self-esteem.

- Participants acquired basic self-introduction and public speaking skills.

- Participants acquainted themselves with the basics of team building and interaction between the leader and other team members.

- Participants developed stress management and time management skills, learned tools and instruments for positive thinking, and mastered relaxation techniques.

Advanced level:

- Participants acquainted themselves with good examples of women's political leadership and identified the features of political leadership.

- Participants identified their own leadership style and ways of improving it.

- Participants mastered and refined practical skills in crisis communication.

- Participants mastered and honed practical skills in assertive communication.

Notes

In this module, the following exercises from Appendix 1 may be used: 1–6, 11, 12, 21.

As part of this module, we recommend that you organise an inspiring meeting with women leaders in the local community to share their personal experiences and success stories.

MODULE 6

Advocacy Basics

Goal

To provide participants with knowledge and practical skills in advocacy, its types and stages, as one of the tools to achieve social and democratic changes in the community/region.

Duration

One training day.

Topics to be covered

Basic level:

- The concept and essence of advocacy.

- Types of advocacy.

- Stages of advocacy.

- Preparation for advocacy, identification of problematic issues and stakeholders concerned.

- General overview of advocacy methods.

Advanced level:

- Application of SWOT analysis in advocacy.

- Organisation of advocacy activities.

- Creating coalitions and partnerships.

- Choosing effective advocacy methods.

- Evaluation and monitoring of advocacy results.

- Good examples of women's rights advocacy campaigns at regional/international level.

Basic level:

- Participants understand what advocacy means.

- Participants gained knowledge and skills in physical and digital security in the advocacy process.

- Participants are able to identify and explain a problem.

- Participants are able to analyse a problem (for example, by visualising the "problem tree": the main problem is the trunk, the consequences are the branches and leaves, the roots symbolise the causes of the problem; this can also be done through schematic analysis).

- Participants can identify the stakeholders involved in the process (for example, defined by the following groups: opponents; beneficiaries; decision makers).

- Participants can identify the primary and secondary target audience.

- Participants receive general information about advocacy methods.

Advanced level:

- Participants are able to formulate advocacy goals and objectives. For example, by applying SMART criteria, i.e. defining tasks:

    Specific,

    Measurable,

    Achievable,

    Relevant,

    Timebound.

- Participants know how to evaluate their potential to solve a problem (for example, by using SWOT analysis).

- Participants gained skills in forming coalitions.

- Participants gained skills in monitoring and creating a work plan.

- Participants gained knowledge of different advocacy methods: direct lobbying; information letters and statements; reports on a given problem; communication with decision-makers; organisation of educational events, practical seminars, conferences; organisation of peaceful assembly; publication of newspapers, leaflets, posters; use of online resources to disseminate and collect information.

Notes

In this module, the following exercises from Appendix 1 may be used: 1–6, 15–17, 20, 21.
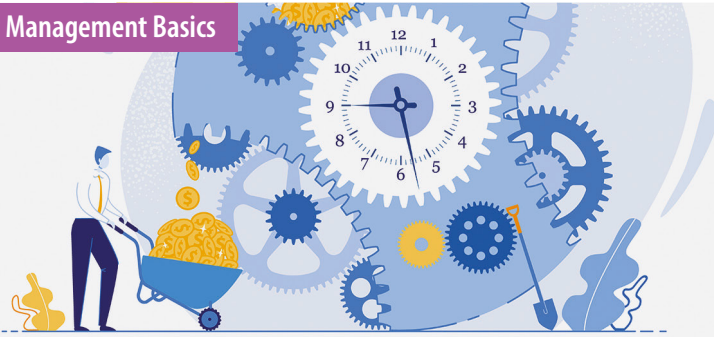
Goal To provide participants with the basics of project management and the step-by-step procedure for creating a project model.

Duration

One training day.

Topics to be covered

Basic level:

- The concept of project management.

- What project management entails.

- The project team.

- Financial resources of the project.

- Main stages of project implementation.

Advanced level:

- How to form a project team, allocate and delegate team responsibilities.

- Initiating the project.

- Project planning.

- Project implementation and monitoring.

- Closing the project and reporting.

- Fundraising.

- Creating a project model.

Basic level:

- Participants understood what project management is and how to apply it in their activities.

- Participants acquainted themselves with the main principles and stages of project implementation.

- Participants gained knowledge of the required qualifications for becoming a project manager or other team member.

- Participants gained knowledge of the means and sources of funding for the project.

Advanced level:

- Participants gained knowledge of the project team members' selection process.

- Participants gained knowledge of the distribution of functions within the project team.

- Participants gained in-depth knowledge of the specific features of each stage of project implementation.

- Participants were familiarised with the forms and types of project reporting (financial, narrative, etc.).

- Participants acquainted themselves with the possible sources of project funding and means of fundraising.

- Participants enhanced their project writing skills.

Notes

In this module, the following exercises from Appendix 1 may be used: 1–6, 17, 20.

Development and presentation of a local community/regional development project

Goal To develop participants' skills in devising their own projects aimed at local community/regional development.

Duration

One training day.

Topics to be covered

- Determining the project topic (tailored to the needs of the specific community/region).

- Defining the project goals, objectives and expected outcomes.

- Identifying partners and other stakeholders.

- Identifying project funding sources.

- Developing a project proposal.

- Formulating a project budget.

- Developing a timeline for the implementation of the project proposal.

- Developing indicators to assess the implementation of the project proposal.

- Devising a reporting plan for project implementation.

- Presenting the project proposal.

Expected outcomes

Basic level:

- Participants developed their own project proposals aimed at local community/regional development.

- Participants gained knowledge and practical skills in preparing project documentation (project proposals, plans, reports, etc.).

- Participants prepared and delivered presentations on their project proposals to relevant stakeholders.

Notes

Depending on the level of preparedness and prior experience of the participants, a team of project trainers and mentors should assist the participants in the preparation and development of the project presentation plan. Such presentations should be prepared and delivered by all participants in the training programme.

Representatives of local self-government bodies and other local authorities, public opinion leaders of the respective community, and partner organisations should be invited to participate in the final module for networking and future implementation arrangements for the presented projects.

APPENDIX 1. EXERCISES

It is suggested that you use the example exercises below in your training programmes, provided that they are adapted to the given context. The proposed exercises were designed using different sources[45].

A. Examples of practical exercises for group work:

📋 1. "Self-introduction" EXERCISE

Goal:	self-actualisation of participants in the training space;
Duration:	up to 40 minutes;
Key topics:	getting to know one another, beginning of training, icebreakers.

Procedure

Participants sit in a circle. The trainer invites the members of the group to give the following information one by one (in a circle):

- ▶ name;
- ▶ hobby;
- ▶ two of their best character traits;
- ▶ an interesting episode or memorable life event.

Trainers and other team members may ask the participants additional questions.

Important information

The way in which issues should be presented will be demonstrated by the trainers' personal examples. By asking a question, the trainer shows the participant that he/she is interested in getting information and this helps a person to become more open.

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[45] Guidelines for trainers to develop and conduct trainings — K., 2016. Authors: T. Fulei (leader of the working group), N. Burukovska, T. Budnychenko, H. Savchenko — http://nsj.gov.ua; — Compass: Toolkit for human rights education with young people, 2012 edition — fully revised and updated — https://www.coe.int/ru/web/compass; — Dovbach A. Strong We: Mobilising and building the capacity of communities vulnerable to HIV. Methodological training toolkit — Kyiv: ICF "International HIV/AIDS Alliance in Ukraine", 2013 — 272 p. http://aph.org.ua/wp-content/uploads/2016/08/mob_preview.pdf

📋❗ 2. "Getting to know each other" EXERCISE

Goal:	self-actualisation of participants in the training space;
Duration:	up to 40 minutes;
Key topics:	getting to know one another, beginning of training, icebreakers.

Procedure

The exercise is performed in a circle. All participants say their names one by one. After the circle has been gone around once, each person first names the participant sitting to their left, and then the participant sitting to their right. If the participant gets the name wrong, other group members can help.

Important information

Do not turn the exercise into a memory test. In the future, the procedure can be made more complicated, for instance, by asking group members to change places so that new people are sitting next to them.

📋❗ 3. "Self-portrait" EXERCISE

Goal:	self-actualisation of participants in the training space;
Duration:	up to 40 minutes;
Key topics:	getting to know one another, beginning of training, icebreakers.

Procedure

Participants sit in a circle. Everyone has to describe herself in the third person. For example, Nina is a 28-year-old woman of small stature. She has dark hair and green eyes. She wears glasses. After a brief description of her appearance, the participant should continue with a description of character traits. Other members of the group may ask questions to clarify the details, but these are also addressed in the third person.

Important information

The trainer needs to manage the self-description and questioning process. The questions should essentially be reflective of an interest in a person and focused on obtaining additional information.

📋 4. "Introducing others" EXERCISE

Goal:	self-actualisation of participants in the training space;
Duration:	up to 40 minutes;
Key topics:	getting to know one another, beginning of training, icebreakers.

Procedure

Participants work in pairs. Participants who do not know each other should preferably be paired together. Afterwards, every participant has some time to put questions to their partner, with the aim of collecting as much information about her as possible. Time should be planned in advance, but no more than ten minutes should be allocated to each person. Then, the pairs reverse roles.

After 15–20 minutes, the participants return to the circle, and everyone introduces their partner, relaying the information they have learned. After each participant has been introduced, they are provided with an opportunity to correct inaccuracies, add or explain some points, and answer questions from other participants.

Important information

It is better for the trainer to offer the participants a list of questions they may use in the process of collecting information. Examples:

> ► *By what name do you prefer to be called?*

> ► *What is your hobby?*

> ► *If you wanted to change something about yourself, what would it be?*

> ► *What would you like to tell the group about yourself?*

> ► *What would you like to do in the future?*

> ► *What are the personality traits that you most dislike in others?*

📋 5. "The Rules" EXERCISE

Goal:	building up a constructive atmosphere for work;
Duration:	10–15 minutes;
Key topics:	rules, self-actualisation.

1 Discuss the rules with the participants and explain why they need to be adopted

2 Suggest rules to the group, keeping the following order:

- ▶ arrive on time;

- ▶ be positive;

- ▶ do not criticise;

- ▶ speak briefly, one by one, stay on topic;

- ▶ personalisation;

- ▶ voluntariness;

- ▶ privacy;

- ▶ other rules suggested by the group.

3 Discuss and agree each of these rules with the group.

4 Invite the group to use the open palm gesture if they violate the rules.

Theoretical information to initiate discussion:

▬ To arrive on time is to show respect for yourself and others. Awareness of the right of others not to have their time wasted.

▬ To be positive means to be positive in expressions and attitudes towards others, to strive for a constructive solution to all issues.

▬ Don't criticise — our meeting is a dialogue. Each point of view is a personal reality, based on one's own experience. Another person's point of view is what the other person sees, hears, and feels. Some may not like this position because people often think that understanding a position means sharing it. But understanding is important in itself. To criticise is to put one's own point of view above another person's.

▬ Speaking briefly and in turn means offering the opportunity to speak as well as to hear.

▬ Personalisation means speaking on your own behalf. Awareness of your position. To volunteer is to participate in training at will, to realise that the choice was made when deciding to attend the training. The training has its own rules of procedure. These are the rules that all those who have decided to participate must follow.

▬ Privacy means that personal information is not discussed or disclosed as part of the training. At the same time, people should be aware that this is a rule of personal security. And they themselves have to decide and understand their

responsibility for the amount of information they share with the general public. During the course of the training, some participants may not be in their usual roles, so the other participants should accept what they see, and not discuss or condemn them outside of the training.

Adopting these rules is an exercise in learning the basic rules of conduct for the effective operation of the group. It is a means of regulating group processes and avoiding problems in interaction. It is important not only to set out these rules but also to adhere to them both during the training and in everyday life. This first exercise should be dynamic and positive. The following days/training sessions also begin with the "Rules", which will allow for them to be analysed in more detail during the learning process.

6. "Expectations Tree" EXERCISE

Goal:	to review the participants' expectations of the training, talk about possible fears. Provide feedback on the relevance of the training programme's content in relation to the participants' expectations;
Duration:	10–15 minutes;
Key topics:	actualisation of the subject of the training programme, self-introduction;
Materials:	flipchart, markers, post-it notes.

Procedure

The trainer draws a schematic tree on the flipchart paper in advance. Participants are handed post-it notes (for example, yellow and green). The trainer invites the participants to write down their expectations of the training on the pieces of paper of one colour, and their fears on the pieces of paper of the other colour. After everyone has written down their thoughts, the trainer invites everyone to come up one by one to the flipchart with the painted tree and to read out their expectations and fears. Then the participant pins the paper on the "crown" of the tree. The trainer briefly comments and adjusts expectations as needed (if the expectations go beyond the information provided during the training). After all participants have pinned their pieces of paper, the "Tree" is placed in the training space. If a participant leaves a piece of paper blank, the trainer suggests that she adds her expectations or concerns later, but always sticking the pieces of paper on the "Tree".

Important information

This exercise can have variations where, instead of paper, the trainer prepares images of leaves, flowers, bees, etc.

📋! 7. "The History of Human Rights" EXERCISE

Goal:	to promote an understanding of human-rights concepts from a historical perspective;
Duration:	30 minutes;
Key topics:	human rights, history of human rights, discrimination;
Materials:	projector, laptop. Rules of procedure. Watching the "Short History of Human Rights" video https://youtu.be/hxad0Shovl8.

Procedure

After watching the video, discuss the following questions with the participants:

1 What do you understand by "human rights"?

2 Why do you think human rights are violated?

3 Whose rights do you think are most frequently violated?

4 In your opinion, what are the most common forms of discrimination in society? What factors cause it?

📋! 8. "Express train compartment" EXERCISE

Goal:	to enhance understanding of the terms "stereotype" and "prejudice", to identify the participants' own stereotypes;
Duration:	40 minutes;
Key topics:	human rights, history of human rights, discrimination;
Materials:	flipchart, markers, prepared list of passenger roles.

Procedure

The trainer prepares a list of passengers on the flipchart in advance. The trainer invites the participants to familiarise themselves with the list of potential passengers and give their impression of what they imagine these characters are like and, if necessary, clarifies this.

Task 1. Imagine you are travelling by train to another city. There are four seats in your compartment, one of them is yours, the other three should be occupied by three people on the proposed list. Choose three characters who you would be most comfortable travelling with and three whom you would never want in your compartment.

Task 2. Form groups of three people. Now you are in a compartment for four people, your task is to choose the fourth satellite. Reflection. Each group sets out who they chose and who they didn't, and why. The trainer attaches the explanation to the flipchart. Upon request, the participants talk about their personal choices. The following questions are suggested for general discussion:

1 Was it difficult to reach a common opinion?

2 Why did the different groups respond differently?

3 Why did the groups' answers sometimes converge?

4 Why didn't you want to have a certain person in your compartment?

▶ When does fear drive us, when is it nasty, when is it hostility?

▶ To what extent are they justified in each case?

List of characters for the "Express train compartment" exercise

The following characters may be included in the list:

▬ Roma woman

▬ LGBTI (lesbian, gay, bisexual, transgender, intersex) person

▬ Young person, HIV positive

▬ A neatly dressed woman with a little child

▬ Muslim in traditional dress

▬ Old rural woman with a big sack

▬ Foreign student

▬ Teenager who looks like a drug addict

▬ Former prisoner

▬ Police officer

▬ Girl/boy with disabilities on a folding wheelchair

▬ Krishnaite

▬ A person of another ethnic group (race) who eats strange-smelling food

▬ A person with disabilities

▬ Military

▬ Internally displaced person

▬ Immigrant

Goal:	to rethink the essence of unequal opportunities, develop critical thinking, understand own role in combating injustice;
Duration:	40 minutes;
Key topics:	human rights, history of human rights, discrimination;
Materials:	printed roles for the participants in the training.

Roles for the exercise (printed and distributed randomly to participants):

▶ You are an UNEMPLOYED SINGLE MOTHER with an 8-year-old child.

▶ You are a BANK MANAGER'S DAUGHTER. You are studying economics at university. You are 19 years old.

▶ You are a MILITARY CONTRACTOR. You are serving in the army/armed forces of your country. You are 36 years old.

▶ You are a PERSON WITH A DISABILITY. You use a wheelchair.

▶ You are a ROMA GIRL; you have not even completed secondary education.

▶ You are a 25-year-old PROSTITUTE.

▶ You are an UNEMPLOYED EDUCATOR. You taught a foreign language. You do not speak the language of your country of residence.

▶ You are a STUDENT AT A VOCATIONAL TECHNICAL SCHOOL. An orphan. Raised in an orphanage.

▶ You are the DAUGHTER OF AN AMBASSADOR OF A DEVELOPED COUNTRY. You are 18 years old. You currently live in the country you are studying in.

▶ You are a RETIRED PERSON. You worked all your life in a shoe factory. You live in a regional city centre.

▶ You are a TEACHER OF UKRAINIAN. You live in the Crimea. You are 47 years old.

▶ You are HOMELESS. You are 27 years old. You live in the capital of your country of residence.

▶ You are the GIRLFRIEND OF A YOUNG PAINTER WHO IS A DRUG ADDICT.

▶ You are a LESBIAN. You are 30 years old.

▶ You are a POLITICAL REFUGEE. You are 40 years old.

▶ You are an INTERNALLY DISPLACED PERSON due to a military conflict in your country. You now reside in another part of the country that is under the control of the state authorities.

▶ You are an HIV-POSITIVE WOMAN who owns a law firm.

▶ You are a STUDENT OF AFRICAN ORIGIN studying at a regional educational institution abroad.

▶ You are an INFORMATION TECHNOLOGY SPECIALIST, born in Bangladesh, working for an IT company in Zaporozhye.

▶ You are a STUDENT (woman) at the technical school located in the district centre of the Donetsk region, which is under the control of the Ukrainian state authorities. You are 17 years old. Your dad is originally from Nigeria, you have never seen him.

Procedure

Participants receive role cards and are carefully familiarised with the "roles" they will "perform" in this exercise. To help the participants, the trainer reads the following questions out to them, dwelling on each of them to give them time to think and understand the overall picture of their lives:

▶ What was your childhood like?

▶ What kind of house did you live in?

▶ Which games did you prefer to play?

▶ What did your parents do?

▶ What is your daily routine now?

▶ How do you participate in public and political life?

▶ What do you usually do in the morning, afternoon and evening?

▶ What is your lifestyle?

▶ Where do you live?

▶ How much do you earn per month?

▶ What do you do in your leisure time?

▶ How do you spend your holidays?

▶ What fascinates you the most and what are you afraid of?

The trainer invites the participants to stand on the start line and tells them to listen to a description of certain life situations and events. If they can answer "Yes" to the situation or event, then they should take a step forwards. Otherwise, they must remain where they are.

"TAKE A STEP FORWARDS" situations and events (read out by the trainer)

▶ You have never experienced any financial difficulties.

▶ You have a wonderful home with a telephone and a TV.

▶ You feel that your language, religion and culture are respected in the environment in which you live.

▶ You feel that your opinions on social and political issues are significant and being heard.

▶ Other people advise you on various issues.

▶ You are not afraid of being stopped by the police.

▶ You know where to go for advice or help if needed.

▶ You have never felt discriminated against because of your origins.

▶ You have sufficient social and medical care.

▶ You can go on holiday once a year.

▶ You can invite your friends over for dinner.

▶ You have an interesting life and you are optimistic about your future.

▶ You feel you can learn and pursue the profession you have chosen.

▶ You are not afraid of being attacked or harassed on the streets or by the media.

▶ You can vote in national or local elections.

▶ You can celebrate the most important religious holidays with your relatives and close friends.

▶ You can participate in an international seminar abroad.

▶ You can go to the theatre or cinema at least once a week.

▶ You are not afraid for the future of your children.

▶ You can buy new clothes at least once every three months.

▶ You can build a relationship with the person you are in love with.

▶ You feel that your competence is valued and respected in the community in which you live.

▶ You can use the Internet and benefit from it.

▶ You are not afraid of the consequences of climate change.

▶ You can use any Internet website without fear of censorship.

At the end of the exercise, the trainer starts asking the participants what transformations happened during the game and how they feel about them. Then the trainer continues discussing the issues raised and the participants' understanding of them.

▶ Do people feel that they are one step ahead or not?

▶ Ask those who moved forwards very often, at what point did they start to notice that others were left behind?

▶ Were there moments when someone felt that their basic human rights were being ignored?

▶ Can people guess each other's roles? (Allow participants to share their roles during this part of the discussion.)

▶ Was it easy or difficult to play different roles? How do they imagine the person whose role they played?

▶ Does this experience reflect society in a certain way? How?

▶ What human rights issues have come into focus for each role? Can anyone say that human rights in their situation have been degraded or denied them?

▶ What are the first steps you can take to address inequality in society?

📋❗ **10. "The Sun. My identities and communities" EXERCISE**

Goal:	to enable participants to better understand the term "community", analyse the different communities each participant belongs to, actualise their own experience of activity and participation;
Duration:	30 minutes;
Key topics:	public participation, human rights;
Materials:	notepads and pens.

Participants are instructed to:

1 On a separate piece of paper, draw a circle in the centre and write the word: I. Now, write down at least 20 roles, identities that you have, in the form of the rays of the sun: gender, professional, social, public, political. For example: *I am a woman, psychologist, living with a disability, mother, wife, artist*.

2 Look again at these different sides of you and mark the ones that you have in common with other participants. For example: *I was trained as a psychologist at university and share common interests with my colleagues. When I started defending my rights to a barrier-free urban space, as a woman with a disability, I found other women who were also defending their rights, now we plan our activities together.*

3 Tell other participants in a shared circle about the communities you are a member of. What brings these communities together? What role do you play in them? What is mobilising your community?

An example of a participant's answer: *I am an artist and in my free time I like to paint cityscapes, but I use a wheelchair and it is difficult for me to get into some parts of our city. So I suggested that other women in wheelchairs begin to assert their rights to move around the city.*

Reflection and conclusions:

Not all roles, interests, or identities bring people together into communities. For example, as a mother and daughter, I belong to a family that we will not call a community in the general context. At the same time, if single mothers come together to address their pressing issues, we can talk about a community of single mothers. I can fish, but I do not feel that I am part of the community of fishermen or associated with them. But, for example, if the city government decides to build a waterfront, I will join the activists who will protest against it.

Community is a natural form of human self-organisation based on one or more characteristics. Communities or action groups have their own natural laws of growth and decline that you need to understand when planning to work with them.

A community is a group of people who feel they have enough in common, for whatever reason, to share a common purpose, aspirations, and structure.

Key features of a community:

▶ Geography, common behaviour

▶ General self-identification

▶ Common interests and needs

▶ Connection and recognition of the overall purpose

An important criterion is that people communicate with each other on the issues that unite them.

Each of us belongs to several communities at once. Women from disadvantaged groups can be included in many communities on various grounds: women with disabilities, single mothers, HIV-positive women, rural women.

📋 11. "My motivation for activism" EXERCISE

Goal:	to update the basic motivation of the participants in the training to protect their own rights and interests, as well as the rights and interests of other members of their communities; jointly discuss and work out motivation methods for initiative group members and potential community leaders;
Duration:	40 minutes;
Key topics:	public participation, leadership, activism;
Materials:	notepads, pens, flipcharts, paper, markers.

Procedure

Instructions for participants:

1 Recall your experience of being actively involved in a grassroots group or community organisation. What attracted you most to this activity? What most filled you with energy? What made your eyes sparkle? Write down everything mentioned on individual pieces of paper.

2 Share the results of your work. Everyone will name the main personal activism trigger and then place the papers next to similar ones. How can we sum up each group of motives in one word or phrase?

3 Split into mini-groups (you can divide by the number of group motives). The task for each group is to define, based on their own leadership experience, working methods and approaches for the initiative group that enable the members of the initiative group to follow their motives. Write down these methods on the poster.

4 Each group shares their experiences.

Reflection and conclusions:

We have seen that there are many things that motivate people to take part in action groups and community organisations. You have been able to analyse from

a personal perspective the approaches and methods that will help other leaders in their daily work to encourage the participants' motivation.

Issues for debriefing:

▶ What was the most important issue for you as a community/initiative group leader in your motivation analysis?

▶ Can you analyse the motivation of each member of your initiative group on the key motives for activism?

▶ Based on the results of this analysis, what new methods of work with the group will you use in your practice?

Leaders' motivation

People join a community of activists or become regional leaders because of their very strong motivation. The main personal motivations for participating in a community activity are:

1 Security. In the pyramid of basic human needs, developed by psychologists, in particular Abraham Maslow, the need for security implies the need to feel the predictability and stability of the world, the presence of strong defenders, order, structure, unchanging rules, and guarantees. The real world, which stigmatises women from disadvantaged groups, cannot give a sense of security. That is why it is essential to create a systematic and mutually supportive feeling within the initiative group.

2 Support from the group. It involves the need for unconditional acceptance, freely-given love, affection, warm friendship, and a sense of belonging to a family, group or team. To meet this need, people come to community centres, trainings, and mutual aid groups.

3 Authority and power of life. Many activists and leaders come to public life through a need for power. This is natural. The need for power can be considered from several perspectives:

▶ the need for self-respect, a sense of self-competence, power, independence and freedom;

▶ the need for external recognition, appreciation of one's own dignity by others, high status, prestige;

▶ the need to manage and influence processes that relate to oneself and others.

4 Self-actualisation and personal growth. This need is the need for growth, the desire to update and use all of the possibilities of the body. Updating begins with an awareness of one's place and purpose, an understanding of one's abilities and directions of development. Often, participation in the

actions of the initiative group gives a strong impetus for one's own personal development.

5. Professional development. A kind of need for self-actualisation, aimed at the desire to help people in situations that the person has previously been able to resolve independently. It is important for many people to participate in providing useful services, even without payment. Other members of the group may want to be involved in managing the organisation, finances and logistics.

12. "Perfect leader's skills" EXERCISE

Goal:	to motivate community leaders and participants in the training to independently analyse their own leadership approaches and skills;
Duration:	40 minutes;
Key topics:	public participation, leadership, activism;
Materials:	notepads, pens, flipcharts, paper, markers.

Procedure

Instructions for participants:

1. Think about the skills that an ideal leader should possess. Please write down each skill on a separate piece of paper. Draw this quality or skill (schematically, simple symbol) next to the desired ones (7–10 minutes)

2. Jointly create a map of the perfect leadership qualities and skills on the wall. Come up to the wall and attach your pieces of paper using sticky tape. If you spot common qualities being listed, move them into one group and add your drawing by the side. We will then end up with a set of qualities embodying an ideal leader in an illustrative format.

3. We propose that each participant should write down all of these key skills in a notebook. Exchange thoughts about each of these qualities/skills and write down a situation in which you displayed this quality in your work with the initiative group and/or the decision-makers.

4. Identify a group of three and talk about which skills you have implemented and to what extent.

5. Share your work in a group.

Reflection and conclusions:

▶ Now, recalling your recent success stories as a leader, what do you feel while looking at a portrait of the "perfect leader"?

▶ Which of your leadership qualities do you value the most?

▶ What leadership qualities do you want to develop in the near future? What are you going to do to achieve this?

Important information

There is no "ideal" community leader. People with any educational background can become very effective leaders in society. Their attitudes, mindsets, behaviours, and skills are far more important than the positions they hold or the experience they have.

Community leaders need to be able to motivate people and build good and trusting relationships with different personalities. They need to be committed to the community development process and ready to participate in society when it is most appropriate for the community members.

It will most likely be easier for the community members to work with those leaders who are closest to them in terms of certain characteristics, such as gender and age. Those who act as mobilisers or catalyst leaders will have a great understanding of their community and the relationships that exist within it, which, in turn, will help to gain a greater understanding of that part of society itself. Those who live in a particular community can use their knowledge of particular localities. They can form good social connections. Therefore, leaders should be members of the community they will work with, where possible.

Positive role models. It is essential that a leader is not just a member of a group or community, but also a person who represents a positive role model for somebody living with HIV and AIDS, a rural woman, a single mother, etc.

Leaders from outside the community may find it easier to ask controversial questions about social or cultural issues and to represent the community on a decision-making level. They can produce new ideas from the experience of mobilising different communities. Such leaders can exist in the early stages of community development until the potential of community leaders grows and the group becomes independent.

Language is an important aspect in the process of community mobilisation. Community leaders need to communicate in the language of its members. If you expect community members to speak in another language or in a language that is used only by a certain number of members, this can seriously affect community involvement and trust. There are no literacy or education requirements for community leaders.

There is no "perfect leader". Even using that notorious quality, charisma, as an opportunity to influence people will not make anybody an ideal leader. In fact,

if a leader performs his/her tasks well, then he/she is appropriate for a particular community. There are some very important parameters of leadership potential that simply require development.

First and foremost, a leader should see and set goals for the members of the community who have teamed up with him/her to accomplish these goals.

When we talk about the approaches and attitudes which a leader should possess, we mean:

> ▶ the desire to explore and perhaps refute their own thoughts and beliefs;

> ▶ sincere respect for all members of the community;

> ▶ lack of condemnation and acceptance of others;

> ▶ understanding that different people may have different perspectives;

> ▶ confidence that a community can work effectively.

Leadership skills are about permanent self-improvement. The following skills will be necessary:

> ▶ good communication skills, especially the ability to listen and to hear;

> ▶ good facilitation skills and an ability to analyse the specific issues and needs of the community;

> ▶ mastery of adult learning techniques;

> ▶ awareness of political, gender and cultural issues and attitudes;

> ▶ the ability to engage in a discussion in a meaningful way, in particular by refuting common stereotypes and prejudices.

Other skills and knowledge which may be required at different stages of the community mobilisation process include:

> ▶ an ability to unite people around a common goal;

> ▶ an ability to identify capacity-building needs in the community (e.g. leadership skills, collaboration skills and partnerships);

> ▶ an ability to mobilise resources to achieve a common goal;

> ▶ advocacy skills;

> ▶ project planning and management skills.

Learn from others. People and organisations that initiate community mobilisation for the first time should carefully analyse and evaluate their own capabilities and resources.

Possible weaknesses and risks as well as ways of addressing them need to be identified before starting work with communities. In order to understand the aspects of further work, skills and knowledge that need to be strengthened, it is initially better to visit communities that have successfully undergone this mobilisation or organisations that have experience in community mobilisation. It will also be very useful to build partnerships with people and organisations that can be helpful in developing one's potential and skills.

📋! 13. "Where did we all start? " EXERCISE

Goal:	in the leaders' or initiative group training, to analyse what has become a catalyst for community processes, as well as the way community-level dialogue has evolved;
Duration:	30 minutes;
Key topics:	public participation, leadership, activism;
Materials:	notepads, pens, flipcharts, paper, markers.

Procedure

Instructions for participants and questions for reflection in the group:

▶ Tell the other members of the group about the first time you heard of the movement you are currently in.

▶ What external events preceded the first group meeting?

▶ What internal events sparked the desire to get together to defend your rights?

▶ How would you describe the different dynamic stages within your group at that time?

📋! 14. "Problem Tree " EXERCISE

Goal:	to visualise the main problems in the field of gender equality (or other selected issues) and their causes;
Duration:	30 minutes;
Key topics:	public participation, activism;
Materials:	notepads, pens, flipcharts, paper, markers.

During this exercise, participants will draw tree trunks, roots and branches to identify problems relating to the protection of the rights of women from disadvantaged groups, as well as the causes and consequences of these problems.

Using a problem tree helps to:

▶ provide a visual and safe way of looking deeply into the participants' problems;

▶ discuss the main causes of problems and their results;

▶ identify the issues underlying these problems;

▶ start discussing possible ways of preventing problems and minimising their negative effects.

During the discussion about each cause and effect, participants should be asked "Why is this happening?" until they run out of ideas. This will help them to understand and discuss as many related issues as possible, not just the superficial or major ones.

This exercise can become confusing and complicated. Consistent step-by-step instructions will help, there is no need to give out all of the information right away.

How to use the "tree"?

1 Explain the purpose of the exercise and ask the participants to select any issue relating to the protection of their rights. For example, "high level of domestic violence towards women living in rural areas" or "a ban on adoption by HIV-positive women".

2 Draw a large tree trunk and write or sketch a problem on the tree trunk.

3 Ask the participants to discuss and identify all of the root causes of the problem. Draw/write them on the tree roots, identifying them as the root causes.

4 Choose one of the key reasons. Ask "Why is this happening?" This question will help participants to identify "minor" causes. Draw or write down the minor causes as small roots, originating from the main roots of the tree.

5 Do the same for every major cause.

6 Ask the participants to identify the main consequences of the problem. Ask them to display the results as tree branches.

7 Choose one of the main consequences. Ask the participants "Why do you think this is happening?" so they can discuss "after-effects". Ask them to depict and record these results as small twigs that grow out of the larger ones.

8 Repeat the same with the other main results.

9 After the exercise, invite the participants to discuss what conclusions they have drawn from this exercise about the problem tree. For example, how are

the causes and consequences of the problems connected? What are the main causes of the problems?

10 Participants can now turn a problem tree into a problem solution tree to plan their future work.

Prioritise problems that need to be solved. You may not be able to discuss and identify all of the key causes. Therefore, it is important at this stage to discuss and agree with community members what the key problems are for them in terms of focusing attention and efforts on overcoming them. The following questions might help you to prioritise the problems.

How serious is the problem? For example, does the problem affect many people in the community at the same time? Does it cause serious consequences for the people affected by it? It is also essential to discuss the potential outcomes of a problem, for example, to analyse the extent to which the situation might worsen, unless action is taken to address it.

To what extent is the community concerned about a given problem? If a community is concerned about a problem, it will be easier to mobilise in order to solve it. If there is no concern in the community about a problem, then it may not be a priority. In this case, it is important to discuss with members of the community why a particular issue is not so important to them.

For example, the problem may seem to affect only a small number of people. Perhaps they consider this problem to be potentially serious?

Do the current measures contain weak points in overcoming the problem? Are other organisations working on addressing a given problem? Is their work effective?

Co-ordination of goals and objectives

It is the right time for the team, initiative group, or community network to agree on the purpose and objectives of the mobilisation process for advocacy. You can start by analysing the priority issues and needs and think about how you would like to change this situation in the future.

A vision chart can also help in defining a common goal (for example, providing access to shelter services for all women from disadvantaged groups). The goal should reflect the overall change that is expected to be achieved in the long run.

Coming back to the "problem tree" and "decision/task tree", the way of achieving the goal could be determined. The tasks will form a wish list of accomplishments in overcoming prioritised problems. A framework for joint planning, activities, and monitoring is created through task-setting. It is very important that task-setting is SMART-based. In order to formulate the task, we need to answer the following questions clearly:

▶ What will be the result of mobilisation or a given activity?

▶ Who are the key target groups in the mobilisation process?

▶ To what extent can mobilisation solve the problem or meet an existing need?

▶ Where will this mobilisation or activity take place?

▶ Who will the activity be aimed at?

▶ What tools does the community have to solve the problem?

▶ When will the mobilisation or activity end?

<div style="color:blue">Important information</div>

__SMART tasks__

Clearly formulated and specific tasks are often referred to as SMART, which stands for:

S (specific) — particular or, in other words, precise — that is, the task clearly describes what will be accomplished.

M (measurable) — it is possible to measure the completion or non-completion of a task (for example, the final quantitative indicator).

A (achievable) — the task is realistic.

R (relevant) — completing the task will help to achieve a common goal.

T (timebound) — clearly indicate the time of the task.

Examples of SMART tasks:

A year later, 200 rural women will be trained and actively involved in decision-making processes at local level.

Within two years, the number of women from disadvantaged groups on Advisory Co-ordinating Councils will increase to 50.

📋! 15. "Action Plan" EXERCISE

Goal:	to create a simple matrix defining the subject and object, together with the timing and necessary resources for a particular activity;
Duration:	40 minutes;
Key topics:	public participation, leadership, activism;
Materials:	notepads, pens, flipcharts, paper, markers.

This exercise is especially useful in planning various activities in communities and groups as well as with individuals.

The exercise helps to plan and define:

▶ an activity;

▶ a potential service provider/contractor;

▶ a timeline for the implementation of the activity;

▶ the resources needed to perform the activity.

This exercise is very useful after setting the tasks.

1 Draw an action plan matrix.

2 Ask the participants to identify ways and goals to solve the problem.

3 Ask the participants to think about potential activities that will help to make these decisions, and write them down in the left-hand column.

4 Ask the participants to identify who will be responsible for carrying out each activity. Are they going to implement it on their own? Will they do it in collaboration with others? Or will other people or organisations do it? Write down the name of the designated person or organisation in the appropriate column.

5 Ask the participants to determine the timeline for the activity. Should something be done right now? Should it be done in the very near future (in a few weeks/months)? Or later (in a few months)? After setting the indicative timeline, ask the participants to set the specific dates in the appropriate column.

6 Ask the participants to think about the resources they need to successfully complete each activity. These can be physical (such as stationery, office equipment, transportation), financial or natural resources. Write down these resources in the last column.

7 Agree with the participants on who will take responsibility for monitoring each action. Write down the names of these people next to each activity.

8 Ask the participants to review the action plan as a whole. It is important to make sure that nothing is overlooked and that the plan is realistic.

Important information

Being precise and detailed is important during the discussion of activities. Help the participants to break down the overall activity into several sequential actions.

Remember that if stakeholders are not present during the discussion and outlining of roles, their consent and point of view should be obtained before finalising the plan.

Sample action plan matrix

Actions	Implementors			Implementation timeline			Resources needed
	Us	Us with others	Others	Now	Soon	Later	
Action 1							
Action 2							
Action 3							
Action 4							
Action 5							

📋❗ 16. "Legislation and Policy Matrix" EXERCISE

Goal:	to draw up a matrix to analyse the impact of the legislative and policy framework on the rights of women from disadvantaged groups;
Duration:	40 minutes;
Key topics:	gender equality, activism;
Materials:	notepads, pens, flipcharts, paper, markers.

Procedure

1 Discuss with the participants the concepts of a "legislative framework" (laws, regulations of national and local importance) and "policy" (a specific course of action adopted at state or organisation level).

2 List all community-based laws and policies that concern women from disadvantaged groups, such as inheritance and property laws, regulatory testing for HIV policies, and the rights of people living with HIV/AIDS and people vulnerable to infection, the Family Code and others. Think carefully about how laws and decisions affect the lives of women from disadvantaged groups.

3 Draw or write the name of each law or decision on a card.

4 Create a matrix consisting of four rows and four columns (as in the sample). Explain the column headings. Draw or write indicative headings in the columns.

5 Consider each card with laws and decisions separately. Together with the participants, determine the level of impact on the problems of women from

disadvantaged groups of each law/decision: high, medium, low. Discuss why this is happening.

6 Discuss the difficulty level of making a change to the law/decision: high, medium, or low.

7 Add all cards to the matrix blocks according to the level of impact and availability of the changes: High-impact laws and decisions that are difficult to change are placed in the upper right blocks.

8 Discuss possible ways of changing laws and decisions. Discuss who should be involved in this process.

9 After the exercise, look at the matrix as a whole. Discuss how appropriate it is and make any additions or changes, or move the cards as needed.

10 Discuss what, based on the matrix, we can say about the impact of laws and decisions on the rights of women from disadvantaged groups.

11 Discuss what laws/decisions require change and define these changes. Set priorities for the work of those who should participate in it.

Important information

This exercise involves active discussion. Remind participants that having conflicting opinions or disagreeing is absolutely normal.

This exercise helps to:

▶ determine to what extent laws and policies take into account the concerns of women from disadvantaged groups;

▶ determine the level of impact that laws and policies have on community activities;

▶ identify the extent to which current laws/decisions discriminate against women from disadvantaged groups;

▶ identify which laws and policies are most likely to change, and why.

Sample legislation and policy matrix

Probability of changes/level of impact	High	Medium	Low
High			
Medium			
Low			

17. "Low-hanging fruit" EXERCISE

Goal:	determining measures to achieve the advocacy goal;
Duration:	40 minutes;
Key topics:	advocacy, activism;
Materials:	notepads, pens, flipcharts, paper, markers.

Procedure

During this exercise, a tree with fruit should be drawn. The tree symbolises a project or programme. The fruit hanging on the tree symbolises the activities and services necessary to achieve the advocacy goal. If fruit is low-hanging, then this activity will be easier to accomplish. If fruit is high-hanging, it will be more difficult to perform.

1 Explain to the participants that the purpose of this exercise is to discuss activities and services that will be easier or more difficult to implement, as well as the opportunities and barriers that may arise in the implementation of these activities and services.

2 Ask the participants to draw a tree with high- and low-hanging branches.

3 Ask the participants to write down on individual cards new activities or services that they consider necessary to protect the rights of women from disadvantaged groups.

4 Explain the idea of this exercise to the participants: the lower the fruit is hanging, the easier it is to pick it from the tree, and according to this principle, some results and actions may also be more accessible. Accordingly, the fruit hanging higher up the tree will be harder to pick.

5 Ask participants to place activities and services as if they were fruit (low or high hanging).

6 Ask the participants to discuss possible obstacles to the implementation of these activities and services, as well as the opportunities available to them. If they want to move "fruit" lower down or higher up during the discussion, let them do so.

7 Ask one of the participants to summarise the work with the tree, while everyone else can ask her questions and add comments.

8 If the tree was created in such a way that it cannot be stored (for example, painted on the ground), it would be nice if someone could create a copy of it on paper for further use in the exercise results.

Important information

Make sure participants have a chance to discuss opportunities and barriers before placing the cards on the tree.

18. "Table of gender roles" EXERCISE

Goal:	to consider and define the different roles of men and women as perceived by the participants. To discuss how these various roles affect the lives of men and women, especially in relation to women from disadvantaged groups;
Duration:	30 minutes;
Key topics:	human rights, gender equality;
Materials:	notepads, pens, flipcharts, paper, markers.

Procedure

The exercise helps to:

- find a safe way to discuss important gender issues, including the aspects of culture and traditions;

- identify the different roles of men and women in the economy, community, family and sexual relations;

- determine how these different roles affect the lives of women from disadvantaged groups, and how women's behaviour influences these roles;

- start a discussion about how gender roles are changing or should change and why.

Procedure:

1 It is best to use gender roles tables in groups of up to eight people.

2 Draw the table according to the example below. Fill in the table with the column headings "Economy", "Community", "Family", "Sexual Relationships" and the row headings "Women", "Men".

3 Discuss the role of men and women in the economy. Write down or show highlights using the drawing. Invite the participants to discuss the following questions:

▶ Why do men and women perform such different roles?

▶ What are the positive and negative impacts of these roles on the lives of women and men in general?

▶ What are the positive and negative impacts of these roles on the lives of women and men in terms of the rights of women from disadvantaged groups?

4 Repeat the discussion of these issues for each column in the table — community, family, and sexual relationships.

5 Having completed the exercise, invite the participants to discuss the information in the table.

Possible issues for discussion:

▶ How are the different role groups linked? (for example, how are the roles of men in the economy interconnected with the roles of women in sexual relationships?)

▶ Who dominates economic, community, family and sexual relationships?

▶ In what ways does this influence the need to be modified?

▶ What can be done to change it?

▶ How do these gender roles affect women from disadvantaged groups?

Important information

Make sure that all participants have a clear understanding of the meaning of each column, for example, what "economy" means in that actual case.

The table can also help to create an understanding of how gender roles differ in various fields of community life, for example, in different age groups of men, or between men living in rural and urban areas.

Gender roles table template

	Economy	Community	Family	Sexual relationships	Positive aspects	Negative aspects
Women						
Men						

19. "Gender Myths" EXERCISE

Goal:	to discuss different myths and stereotypes about how men and women should think, feel, look and behave;
Duration:	30 minutes;
Key topics:	human rights, gender equality;
Materials:	notepads, pens, flipcharts, paper, markers.

This exercise helps to:

- find a safe way to discuss myths/stereotypes about how men and women should think, feel, look and behave;

- discuss what people think about gender myths and how they affect their lives, especially in terms of the rights of women from disadvantaged groups;

- start a discussion about what gender myths should be changed and how this can be done.

1 Before starting the exercise, prepare 4-6 examples of gender myths. These will be common thoughts about how women, men, girls, and boys should think, look, feel, and behave. Examples that can be included: "men are strong, women are weak" or "birth control is a woman's responsibility".

2 Divide the participants into two groups and ask one of the groups to speak on behalf of the opposite sex.

3 Read aloud one of the gender myths. Ask the participants to discuss whether they agree with the statement or not. Ask them to be guided by various items of information in expressing their position. For example, they may use some words from a song, stories, or radio programmes.

4 According to the same principle, discuss other gender myths.

5 Bring groups together and ask them to discuss and compare their results.

6 After completing the exercise, invite the participants to discuss what conclusions they have drawn from the exercise.

📋! 20. "Working group negotiations" EXERCISE

Goal:	to develop public speaking and communication skills and the ability to present different perspectives and negotiate;
Duration:	30 minutes;
Key topics:	advocacy, public speaking;
Materials:	a sheet of paper with role descriptions.

Procedure

The trainer outlines the issues to be negotiated between different influence groups. Participants are divided into teams each representing a specific group.

While brainstorming, the group determines which solutions to the problem are most suitable and what should be done to solve the problem in the best possible

way. Furthermore, all of the proposals put forward are discussed and substantiated. The best ideas are selected, as along with the speakers who will represent the group. The speakers take turns in presenting the group's position. The next stage is the negotiation stage, which involves all parties. The purpose of the negotiations is to find a compromise.

Example topics for negotiation:

▶ constructing wheelchair ramps in all public institutions in the community;

▶ optimising the number of kindergartens in communities (closing a certain number of institutions, introducing bus routes);

▶ educating Roma children in community schools.

Possible influence groups:

1) Human rights activists

2) Representatives of local authorities

3) Parents of children attending kindergartens and schools

4) Journalists

5) Representatives of educational institutions.

Add-ons: Invite participants to discuss advocacy campaigns on specific topics including the next steps:

▶ Draw up a request for access to public information;

▶ Develop a proposal for submission at the next co-ordination meeting on the given issue;

▶ Schedule a round table or focus group.

🗒! 21. "Cobweb discussion" EXERCISE

Goal:	to develop public speaking and communication skills and the ability to present different perspectives and negotiate;
Duration:	45 minutes;
Key topics:	advocacy, public speaking;
Materials:	a sample exercise written on a flipchart sheet; a thesis prepared for the work.

The trainer groups the participants into pairs. Each pair is invited to construct a cobweb discussion based on the model shown on the flipchart. After 10 minutes, each pair contemplates the proposed thesis.

The trainer emphasises that at this stage of the exercise, the participants should not seek a solution to the problem, there are several reasons why the answer to the proposed question may be "Yes" or "No".

After the participants have stated reasons for both views, they join another pair. Both pairs discuss their drafts for five minutes. After the discussion, the trainer invites each group to discuss the problem and reach an agreement on the final solution. The decision can be written at the bottom of one of the sheets. 10 minutes are available for discussion. At the end, each group presents a decision and provides arguments.

Sample "cobweb discussion"

Yes	Should the government encourage local communities to create gender-responsive budgets	No
_____ _____		_____ _____
Conclusion _____		

B. Examples of practical exercises for individual work

For the purposes of individual work or group work outside the training space, the team of trainers can use the following exercises:

- ▶ **"Problem Tree" exercise**

- ▶ **"Low-hanging fruit" exercise**

- ▶ **"The Legislation and Policy Matrix" exercise**

- ▶ **"Table of gender roles" exercise**

- ▶ **"Action Plan" exercise**

The above-mentioned exercises require deep immersion in the context. Therefore, during the training, the participants analyse the methodology proposed by the exercises, and after that, they are tasked with mastering these techniques in their own community and in their own context.

Establishing communication with trainers or mentors is an important part of the individual work:

▶ communication time;

▶ form of communication (by phone, email, etc.);

▶ the working method of mentors or trainers — feedback, consultations.

"Grow UP" Girls' Leadership Academy (Ukraine)

Goal. To develop leadership skills among young women and girls from disadvantaged groups and improve their knowledge in the fields of electoral and legislative processes and their project management skills.

Content. The project was implemented in 2018 by the NGO Women's Rights Protection League "Harmony of Equals" with the support of the Council of Europe project "Supporting the transparency, inclusiveness and integrity of electoral practice in Ukraine". The Academy participants were selected based on the ideas/ projects submitted to improve the life of a particular community. These included projects to open up access to non-formal education for women in rural areas, social adaptation of women with children with disabilities, the establishment of a creative public space, the implementation of inclusivity principles, the exercise of voting rights by internally displaced persons, and many more. All of the ideas and projects presented during the Academy received mentoring support from the trainers, and the people who put them forward were invited to participate in the high-profile Second Ukrainian Women's Congress held in Kyiv on 7–8 December 2018.

The "GrowUP" Girls' Leadership Academy consisted of a three-day intensive training course for 15 girls from disadvantaged groups in society (girls with disabilities, representatives of national minorities, girls from low-income families or deprived of parental care).

The training course for the participants was conducted by politicians, political strategists, local councillors, PR and communication experts, and Council of Europe experts on gender issues in particular.

Outcomes. The "GrowUP" Girls' Leadership Academy helped girls to believe in themselves, to deepen and develop their knowledge and skills in relation to the electoral process and gender equality, and to identify areas for further personal growth. In particular, the participants were able to implement their own regional projects on youth development and non-formal education dedicated to the needs of people with disabilities at local level, and a feature film project for girls with disabilities. In addition, former participants became ambassadors of the international "Girl2Leader" movement and became interns in local self-government bodies in their cities.

More information about the project: http://harmony.org.ua/projects

The "Women 4 Leadership" project, "Empowering women to participate in the decision-making process" training programme
(the Republic of Moldova)

Goal. Empowering women to participate in decision-making processes at local and national level, including the elections in 2018-2019.

Content. The "Women 4 Leadership" project was implemented by the "Institutum Virtutes Civilis" Association and the CONTACT-Cahul Centre in partnership with United Nations Women in Moldova and funded by Sweden.

The project was implemented in 2018 and 2019 with the participation of national and international experts. The training for women leaders was focused on topics such as: developing civil service skills; effective methods of public communication; electoral law and experience of women's participation in local elections; state finance; the role of women in public administration; communication with the media during the election campaign; interaction with voters; women's participation in the election campaign.

In 2019, the project was transformed into a platform for dialogue, training and joint action by women leaders. The platform is inclusive and aims to provide representation for women from diverse groups: national communities, women with disabilities, young women and others who currently have limited access to decision-making processes.

Outcomes. The training raised over 60 women's awareness of the current legislation and improved women's personal tools for election campaigning at different levels in the Republic of Moldova.

More information about the project: https://moldova.unwomen.org

ENGAGE "Supporting Migrant Women as Integration Leaders" (EU)

Goal.

▶ To develop an accredited Leadership Integration curriculum for women migrants that supports the acquisition of key skills that are important to their new role as integration leaders in their communities.

▶ To create a development programme for educators, trainers, and adults working with migrants.

▶ To develop a cascade model of integration, where each trained female leader attracts at least five migrant women to the micro-network.

▶ To provide a toolbox with integration resources for migrants.

Content. ENGAGE is a European project aimed at supporting the role of migrant women as integration and community leaders. Immigration is not a new phenomenon for Europe, and migrant communities have always made a major

contribution to the economic development of EU countries and to the cultural diversity that characterises modern European society. Women have always played a significant role in the development of society. Supporting migrant women and refugee women in their quest to become leaders of integration in their communities can have a positive impact on the integration process.

The basis of ENGAGE is the creation and implementation of new training programmes and a set of flexible and adaptive training resources. These resources will help women to become ambassadors of integration and leaders in their communities. They will also be useful for educators aiming to provide migrants and refugees with the necessary education, knowledge and skills.

__Outcomes.__ The main outcomes of the project will be reflected in development and implementation:

- ► A curriculum for migrant women who are potential future leaders that will include components for group and self-study.

- ► A digital toolkit with integration resources (materials).

- ► Vocational training programmes for educators working with migrants.

- ► An E-Learning Portal and digital tools with all project resources.

__More information about the project:__ http://www.engageproject.eu/en/

Training of formal and informal rural community leaders on gender mainstreaming in rural community mobilisation processes
(Ukraine)

__Goal.__ To decentralise power by enhancing the capacity of local men and women leaders to make and uphold community decisions at various levels.

__Content.__ The project was implemented by the Ukrainian Women's Fund in 2015. It offered a series of trainings in rural settlements with the participation of village heads, village deputies and settlement councils, local entrepreneurs, farmers, and representatives of the public sector. In addition to theoretical knowledge and motivational exercises, much attention was paid to discussing community mobilisation plans and projects to address specific problematic issues.

__Outcomes.__ As a result of the project, rural communities, their formal and informal leaders and managers, state and local governments, non-governmental organisations, agricultural service co-operatives, and credit unions have improved their ability to mobilise rural communities to solve strategic and ongoing problems, identify and solve public problems including gender mainstreaming, promote the full participation of women and men in the socio-economic development of their village, develop partnerships for the gender mainstreaming strategy in rural development, and promote effective decentralisation of power at local level.

__More information about the project:__ https://uwf.org.ua/project_activities/ Agroinvest

"LEADER" School of political participation for girls and women with disabilities (Ukraine)

__Goal.__ To motivate girls and women with disabilities to participate in the political life of their community and to provide basic skills that will help them to take their first steps in politics and governance.

__Content.__ Conducting educational and motivational training for girls and women with disabilities aged 17–27 years.

__Results.__ The five participants who achieve the highest marks in the final exam will receive a scholarship for internships within the central government authority in Kyiv or in international organisations.

The project is being supported by the International Foundation for Electoral Systems (IFES), the United States Agency for International Development (USAID), Global Affairs Canada and British Government assistance.

__More information about the project__: https://www.ffr.org.ua/projects/shkola-politichnoi-uchasti-dlya-divchat-ta-zhinok-z-invalidnistyu-liderka

Women's Political Engagement Studios
(Ukraine)

__Goal.__ To enhance the leadership skills of women from the Donetsk and Luhansk regions and internally displaced women, to prepare them for the upcoming local and parliamentary elections.

__Content.__ Three stages of study in different cities, intensive interactive training and practical exercises, and learning the best local self-government practices in one of the Ukrainian cities. The project is being implemented by the Ukrainian Foundation, with the support of the Press, Education and Culture Division of the US Embassy in Ukraine.

__Outcomes.__ Acquiring new knowledge and skills in leadership, project management, personal safety, psychology, as well as an understanding of political processes, communication, electoral law, and organisation of local community work.

__More information about the project:__ https://www.facebook.com/theUkrainianCore/

Gender [46] — the socially constructed roles, behaviours, activities and attributes that a given society considers appropriate for women and men.

Gender analysis[47] — the systematic collection and analysis of information on gender differences and social relations in order to identify, understand and respond to gender inequality. This also includes gender-disaggregated data. For gender analysis, all data should be gender-disaggregated to measure the impact of laws/decisions/activities on men and women.

Gender equality[48] entails equal rights for women and men, girls and boys, as well as the same visibility, empowerment, responsibility and participation, in all spheres of public and private life. It also implies equal access to and distribution of resources between women and men.

Gender stereotypes[49] — preconceived social and cultural patterns or ideas whereby women and men are assigned characteristics and roles determined and limited by their sex. Gender stereotyping presents a serious obstacle to the achievement of real gender equality and feeds into gender discrimination. Such stereotyping can limit the development of the natural talents and abilities of girls and boys, women and men, their educational and professional preferences and experiences, as well as life opportunities in general.

Gender mainstreaming[50] — the (re)organisation, improvement, development and evaluation of policy processes so that a gender equality perspective is incorporated into all policies at all levels at all stages by the actors involved in policy-making.

Gender sensitivity — the ability to recognise existing gender differences and gender-based discrimination in society, and integrate these aspects into strategies and actions. The opposite concept is "gender blindness" — the inability to identify and recognise any manifestation of gender inequality, discrimination, and sexism in various spheres of society.

Gender-neutrality — an approach to policy, legislation, social institutions, etc. that avoids the distribution of individuals' roles by sex or gender in order to prevent discrimination that comes from understanding that some social roles are more acceptable to the representatives of a certain sex or gender[51].

Discrimination against women[52] — any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the

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[46] The Council of Europe Convention on Preventing and Combating Violence against Women and Domestic Violence.

[47] "Povaha" ("Respect") glossary. A campaign against sexism — https://povaha.org.ua/hlosarij/

[48] The Council of Europe Gender Equality Strategy 2018–2023.

[49] Ibid.

[50] Recommendation Rec(98)14 on gender mainstreaming.

[51] "Povaha" ("Respect") glossary. A campaign against sexism — https://povaha.org.ua/hlosarij/

[52] The UN Convention on the Elimination of All Forms of Discrimination against Women.

recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field.

Women from disadvantaged groups — women who belong to or are considered to belong to groups defined as underprivileged or marginalised.

Multiple discrimination — a situation in which a person and/or group of persons is discriminated against in any form on the basis of more than one attribute at a time.

Sexism [53] — any act, gesture, visual representation, spoken or written words, practice or behaviour based upon the idea that a person or a group of persons is inferior because of their sex, which occurs in the public or private sphere, whether online or offline, with the purpose or effect of: i. violating the inherent dignity or rights of a person or a group of persons; or ii. causing physical, sexual, psychological or socio-economic harm or suffering to a person or a group of persons; or iii. creating an intimidating, hostile, degrading, humiliating or offensive environment; or iv. constituting a barrier to the autonomy and full realisation of human rights by a person or a group of persons; or v. maintaining and reinforcing gender stereotypes.

Social disadvantage — a lack of access to the means necessary for each person to gain autonomy and independence; a process in which certain groups of young people or others are systematically denied access (intentionally or by neglect) to opportunities and/or means that could fully enable them to exercise their social rights (as defined in the European Social Charter), which is in fact a violation of human rights. Social disadvantage leads to loss of independence, life motivation, responsibility, self-esteem and respect for others, the disadvantage is also associated with a lack of access to healthcare, education, information, employment, adequate financial support, social, cultural and financial capital, support systems and participation [54].

Good practice — a method or technique that has been generally accepted as superior to any alternative. According to the idea of good practices, in any activity, there is an optimal way to achieve the goal, and this method, which has proved to be effective in one place, may be just as effective in another. The purpose of disseminating good practices is to provide an opportunity to identify and use what already exists.

Women's participation in decision-making — actions taken by the community of women and/or by an individual woman aimed at influencing the decision-making process.

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[53] Recommendation CM/Rec(2019)1 of the Committee of Ministers to member States on preventing and combating sexism.

[54] Access of young people from disadvantaged neighbourhoods to social rights: Recommendation CM/Rec(2015)3 adopted by the Committee of Ministers of the Council of Europe on 21 January 2015.

REFERENCES

International acts in the field of gender equality

United Nations Acts

- The UN Convention on the Political Rights of Women (1952)

- The International Covenant on Civil and Political Rights (1966)

- The UN Convention on the Elimination of All Forms of Discrimination against Women (1979)

- The Beijing Declaration adopted at the Fourth World Conference on Women (1995)

- The UN Sustainable Development Goals (Goal 5. Gender Equality) (2015)

Council of Europe Conventions and other Acts

- The European Social Charter (1961)

- The Revised European Charter on the Participation of Young People in Local and Regional Life (2003)

- The Council of Europe Convention on preventing and combating violence against women and domestic violence (2011)

- The Council of Europe Gender Equality Strategy 2018-2023 (2018)

- The European Charter for Equality of Women and Men in Local Life drawn up by the Council of European Municipalities and Regions (2006)

Recommendations of the Committee of Ministers of the Council of Europe

- Recommendation No. R (85)2 on legal protection against sex discrimination

- Recommendation Rec(98)14 on gender mainstreaming

- Recommendation Rec(2003)3 of the Committee of Ministers to member states on balanced participation of women and men in political and public decision making

- Recommendation CM/Rec(2007)17 on gender equality standards and mechanisms

- Recommendation CM/Rec(2007)13 on gender mainstreaming in education

- Recommendation CM/Rec(2008)1 on the inclusion of gender differences in health policy

- Recommendation CM/Rec(2010)10 on the role of women and men in conflict prevention and resolution and in peace building
- Recommendation CM/Rec(2012)6 on the protection and promotion of the rights of women and girls with disabilities
- Recommendation CM/Rec(2013)1 on gender equality and media
- Recommendation CM/Rec(2015)2 on gender mainstreaming in sport
- Recommendation CM/Rec(2015)3 on the access of young people from disadvantaged neighbourhoods to social rights
- Recommendation CM/Rec(2017)9 on gender equality in the audiovisual sector
- Recommendation CM/Rec(2018)4 of the Committee of Ministers to member States on the participation of citizens in local public life
- Recommendation CM/Rec(2019)1 on preventing and combating sexism

Council of Europe's website dedicated to combating sexism "Campaign. See it. Name it. Stop it!"

https://www.coe.int/en/web/human-rights-channel/stop-sexism

Compass: toolkit for human rights education with young people

https://www.coe.int/ru/web/compass

A guide for women and men in local politics "Preventing and combatting sexism at the local level in Ukraine"

https://rm.coe.int/preventing-and-combatting-sexism-at-the-local-level-in-ukraine-eng-web/16809ee57f

Balanced political participation of women and men with a minimum of 40% representation of each sex in any decision-making body in political and public life is one of the Council of Europe's strategic goals. Today, women are still underrepresented in politics in Europe and all over the world. Despite the standards established and measures taken by countries, quite often these do not meet the protection and integration needs of women and girls from disadvantaged groups.

This toolkit is intended for local authorities and non-governmental organisations with the purpose of enhancing the capacity of young women and girls from disadvantaged groups to participate in decision-making processes at both local and regional level. It offers a training programme that can already be used as a model and be adapted to the needs of a particular target audience. The toolkit contains examples of exercises for group and individual work as well as examples of good participation practices involving women and girls from disadvantaged groups in public and political life.

www.coe.int

The Council of Europe is the continent's leading human rights organisation. It comprises 47 member states, including all members of the European Union. All Council of Europe member states have signed up to the European Convention on Human Rights, a treaty designed to protect human rights, democracy and the rule of law. The European Court of Human Rights oversees the implementation of the Convention in the member states.

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