EQUALITY

GENDER   opportunities

identity

CHOICES

democracy

independency

freedom

women's rights

sexuality

human rights
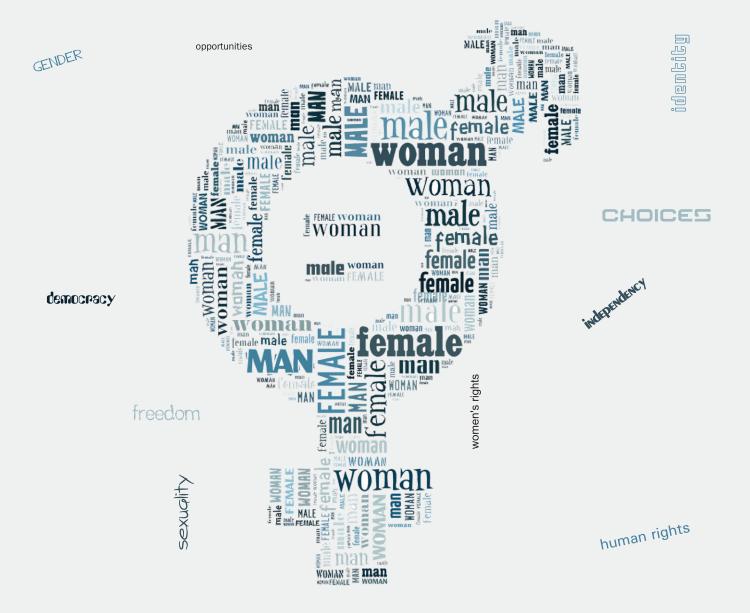

MANUAL ON GENDER DEMOCRACY
FOR PEER EDUCATORS

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Skopje, April, 2015

SCHÜLER
HELFEN
LEBEN

Содржина

Foreword

Republic of Macedonia is a country where the democratization process lasts during the past 20 years. Numerous reforms, as freedom of speech, independent media, active participation of citizens in decision-making processes, Law on Equal Opportunities for Women and Men, increasing the participation of women in the Parliament to 30% etc.,were achieved and are still being achieved.However, some aspects of democracy in their true meaning have remained untouched. These aspects are mainly related to women's issues, such as equal pay, equal distribution and availability of social services for single mothers and housewives in the rural and urban areas, and most importantly, dealing with the various forms of gender-based violence has never been in the focus. Another aspect needs to be taken into consideration when it comes to tackling violence against women as a phenomenon that exists in the country for decades. As a society that promotes patriarchal values and specific gender roles in the family, the roots of gender-based violence are closely related to the culture of tolerance of different forms of violence against women.Furthermore, the tendency existing in the last few years to return to the traditional values is more present, and the policy to increase the birth rate is not accompanied by measures that enable gender equality between women and men.The oppressive practices toward women's individual development and their self-actualization in all the aspects of living has been existing for decades, and this trans-generational transfer contributes to the strengthening of the existing and creation of new modern ways of promoting sexism and misogyny, which in turn contributes to the strengthening of the various forms of gender-based violence, including domestic violence.

For change to take place we need to focus on young people, i.e. to raise the level of knowledge and awareness about the consequences when direct or indirect violence and oppression against women and girls happens.

The purpose of the project "From Gender Inequality to Gender Democracy", of which this manual is the result, is social mobilization of active, informed and gender sensitive young population which is a basis for creation of a society that promotes gender equality and democracy in their full meaning.Through participation in trainings for peer educators, 60 high school students were given the opportunity to improve their understanding of gender issues and concepts, and to learn about the methods and techniques for transferring knowledge to their peers. They had the opportunity, in a safe and secure environment, to develop new skills, learn more about their rights, discuss about the imposed negative gender stereotypes and prejudices and to discover new ways of thinking and behavior, which in turn, is the first step towards change and gender equality in all areas of life. With the educational workshops held by peer educators in several cities, over 250 young people got familiarized with some of the basic concepts of gender democracy and discussed about the ways of transforming the traditional patriarchal system of values, changing notions of "manhood" and what are the characteristics of gender democratic society.

The Manual on Gender Democracy for Peer Educators consists of two parts: theoretical and practical. The first part covers all the key concepts related to gender democracy, and the second part consists of 12 practical exercises which are a good start to encourage discussion among peers.

The democratic society must understand and incorporate gender democracy. Without this important part, it would not be democratic.

National network to end violence against women

and domestic violence

1. PEER EDUCATION

In the United Nations Population Fund manuals [1] on Peer Education it is defined as a process where trained and motivated young people engage in informal and organized educational activities with their peers (those similar to them in age, origin/background or interest) within a specified time period.The activities are aimed towards development of their knowledge, attitudes, beliefs and skills on a certain subject or in a specific area.

Peer education can be performed individually or in groups, and in different settings:schools and universities, youth clubs, civil society organizations or in any place where young people gather.

Examples of peer education activities:

- Organized sessions with students from secondary schools, with use of interactive techniques like quizzes, role plays and case studies;
- Theatre play in a youth club, followed by group discussion; and
- Informal conversations with young people in a disco regarding various types of behavior that can lead to risks to their health, as well as where more information and assistance can be obtained.

Peer education is applicable todifferent populations and age groups and, most importantly, for different purposes.

1.1 Why peer education?

A young persons' group of peers has a big influence on the manner in which he/she will behave.Young people get most of the information related to particularly sensitive issues or cultural taboos from their peers.Therefore, through such activities the peer educators use their influence in a positive way.It is important that in peer education it is much less likely to experience the educator as a figure of authority that lectures the others how to behave, while it is more likely to experience the process of peer education as receiving advice from a friend with similar concerns and understanding of how it is to be young.

1.2 The role of the educator

The educator's role is to share their knowledge with the group and, more importantly, to encourage and support the process of sharing experiences and knowledge between all participants.It is not desirable for them to act as experts that know everything, but they should rather show openness in the process of experiential learning and seek new skills and serve as role models who practice what they speak.By showing that they understand the feelings, thoughts and experiences of their peers the educators can create an environment in which the participants will feel safe and comfortable to explore sensitive issues.

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[1] UNFPA (2005).*Youth Peer Education Toolkit – Training of trainers manual :*
UNFPA (2003).*Peer Education – Training of trainers Manual :*

In one of the manuals for empowering young people through peer education[2] the following has been stated as positive results of peer education for educators themselves:

Skills

- Planning and preparation:ability to plan and prepare educational session for young people
- Time management and organizational skills
- Research skills
- Presentation and public speaking
- Facilitation / lecturing:ability to support young people to explore sensitive topics
- Supporting the others for equal participation
- Flexibility:ability to think fast and to react and to adjust/modify some exercise if required by the situation.

Attitudes

- Leadership
- Self-confidence regarding the ability to influence and educate others
- Self-confidence regarding the ability to be an effective instigator of change in community
- Motivation to proceed with involvement in positive activities

Knowledge

- In-depth understanding of the relevant topic/issue
- Understanding the strategies that enable positive changes in the educational institution or the community
- Methods of facilitating and teaching

1.3 Important aspects of a workshop and Methods of work

Establishing common rules
At the beginning of the workshop the group should identify and agree on common rules of work.The educator should pay attention to include some crucial rules in the list (careful listening, active participation, mutual respect, etc.)and once it is complete to place it in a visible place in the room and occasionally remind the participants of these rules in the course of work.

Ice breakers
These activities help the participants to get to know each other as well as to reduce the initial tension which is expected to occur in a new group of people.

Warm up and energizers
The warm ups are used to start a session in a positive way or to restore the energy of the group if it dropped during the previous sessions.

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[2]Mediterranean Institute of Gender Studies (2012). *Youth4Youth: A manual for empowering young people in preventing gender based violence through peer education*

<u>Wrapping up/closing</u>
At the end of each session or work on a topic it is advisable that the educator wraps up by briefly summarizing the whole work and highlighting the most important things and/or drawing relevant conclusions.

Peer education gives the possibility to use different methods of work:

<u>Lecture/Presentation</u> - when using this method the participants are more passive and the educator has the opportunity to present certain information in a short period of time.It can be used as an introduction to a topic and then be followed by interactive exercises as discussion, quiz etc.

<u>Brainstorming</u> – it enables participants to give ideas without previous thinking and in that manner as much as possible ideas are gathered in a short time.All ideas and suggestions are written even when there is repetition and then they are grouped.The brainstorming can be followed by discussion or short lecture.

<u>Group work</u> - key working method in any training that provides active involvement of the participants and thereby improves their understanding, awareness and skills.This method also allows the participants who are more introverted and hardly ask any questions, to express their views and opinions.Each group works on a task for a stated period of time and then each group presents their part to the other participants.It is important that the educator ensures that the groups understand the tasks and he/she is available during group work for additional clarifications.

<u>Group discussion</u> - excellent method for better interaction between the educator and the group, where information is shared in both directions as opposed to teaching.When using this method it is important that the educator focuses on the previously established rules of work and pays attention that the discussion does not go in another direction.

<u>Role-play</u> - frequently used method due to the high degree of interactivity, and involves use of techniques based on theater.It is a good way to convey information, to create motivation, potential for building skills and opportunity to inform the participants about the services available in the community.

<u>Case study</u> - this method allows overcoming the gap between theory and practice by giving the participants the opportunity to apply the theoretical concepts by analyzing and addressing given realistic problems and life situations.The information contained in the case study are usually complex and in most of them there is no one clear and obvious solution.

2. DEFINING GENDER

2.1 Gender and sex

The term "sex" refers to the biological and physiological characteristics that define men (male) and women (female), i.e. number and type of sex chromosomes, hormones, internal reproductive anatomy and external genitalia.These characteristics are universal and generally permanent.Exceptions are the cases of intersex people in which, since birth, these features are neither fully typically male nor fully typically female.Intersex people should not be confused with transgender people whose gender identity is different from that which in the culture is associated with their sex at birth and are willing to undergo medical interventions for changing their natural sex.

Sex is a fact of human biology, but gender is not.The term "gender" is used to describe any socially ascribed characteristics, roles, activities and responsibilities associated with what it means to be a man or a woman in a given society.Girls and boys are not born knowing how to dress, speak, think or react.From the moment a boy or girl is born they are treated differently, for example female babies are dressed in pink and male babies in blue, girls play with dolls and boys with cars and guns.These are just social "norms" and they can be changed.There is no reason why boys could not wear pink or why girls could not play with a set of tools instead of dolls.

Examples of statements that relateto sex or gender.

Statements for men and women	
1. Men can not give birth to babies, women can.	Sex
2. Small boys are strong, and small girls are gentle.	Gender
3. Boys' voice mutates during puberty, girls' voice does not.	Sex
4. Women can breastfeed babies, men can feed them by bottle.	Sex
5. The majority of construction workers in our country are men.	Gender
6. In many countries, women engaged in agriculture are paid less than men.	Gender
7. In many cultures women cook, but famous chefs in restaurants are men.	Gender
8. Girls need to find a good husband and boys need to find a good job.	Gender

In the Facilitator's Guide of the Pan American Health Organization [3] the following characteristics of gender are stated:

Relational - because it does not refer to women or men in isolation, but to the relationships between them and how these relationships are socially constructed.

Hierarchical - because the established differences between women and men, that are far from being neutral, tend to attribute greater importance and value to the characteristics and activities associated with what is masculine and to produce unequal power relations.

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[3]Workshop on Gender, Health and Development- Facilitator's Guide,Washington, D.C: PAHO, 1997.

Changing over time - even though gender is historical, the roles and relations do change over time and, therefore, have definite potential for modification through development interventions.

Context specific - there are variations in gender roles and gender relations depending on the context: ethnic group, socio-economic group, culture etc., underlining the need to incorporate a perspective of diversity in gender analysis.

Institutionally structured - because it refers not only to the relations between women and men at personal and private level, but to a social system that is supported by values, legislation, religion, etc.

Three related advances were made possible by the introduction of the concept of gender:

1. all differences between sexes that seemed to be social and arbitrary, regardless of whether they really varied from one society to another or were just considered susceptible to change, have been gathered in a single concept;
2. the use of a single term (gender) rather than the plural (sexes) meant that the focus was shifted from two separated parts of the principle of division, and the feminists could focus on the way in which this division has been constructed and conducted;
3. and finally, the concept of gender has left space for the idea of hierarchy and power relations, which meant that the division can also be viewed from another perspective (Delphy, 1996; according to Freedman, 2001).

However, despite the numerous advantages of the use of the concept of gender, it remains a problematic notion that seems to have lost some of its "revolutionary" potential as it becomes accepted for general use.Today gender moves uneasily between being just another word for sex and contested political term (Oakley, 1997; according to Freedman, 2001). When talking about men and women in the context of gender, the implication that masculinity and femininity are social constructs can actually suggest differences rather than inequality of power (Oakley, 1997; according to Freedman, 2001). Furthermore, gender is sometimes seen as something that is relevant only for women, because gender was easily appropriated by feminists to explain the subordinate position of women in the society, although recently there seems to be a turnaround in studies and research on masculinity (Freedman, 2001).

2.2 Concepts related to gender

2.2.1 Gender roles and gender stereotypes

In UNDP's Gender Awareness and Development Manual gender roles are defines as norms or beliefs in a given society/community or other special group, that condition which activities, tasks and responsibilities are perceived as male and female. Gender roles are affected by age, class, race, ethnicity, religion, and by the geographical, economic and political environment.Changes in gender roles often occur in response to changing economic, natural or political circumstances, including development efforts.

They are usually classified as productive (generating income and wealth), reproductive (care for human life) and community managing (decision-making and establishment and maintenance of order, structures and systems in the community).

Gender stereotypes are closely related to gender roles.Gender stereotype is generalized view or preconception of the attributes or features that women and men should have, as well as the roles they both need to have.The stereotype on which features are "male," includes characteristics like:competitiveness, courage, strictness, aggression, activity, whereas the following are considered as "female" traits:cooperativeness, timidity, permissiveness, passivity and tenderness (Kenig, 2011).

There are four basic types of gender stereotypes:

1. Personal characteristics - for example, women are expected to be passive and submissive, while men are expected to have high self-esteem and be aggressive.

2. Behavior in the home - for example, it is assumed that women have better developed skills and abilities related to childcare, while the repairs in the home would best be made by a man.

3. Professions – for example, usually nurses, secretaries, teachers are women, while doctors and construction workers are men.

4. Physical appearance - for example, women are preferably petite and graceful, while men are tall and athletic.

Stereotypical ideas for men and women can be harmful because they limit our potential for full development of human capabilities.By accepting these stereotypes we limit our activities, i.e. we limit ourselves in the choice of our behaviors, skills and abilities, and, for example, men are discouraged to participate in "women's work" like childcare, while women are deterred from the selection of roles traditionally "male" as engineering.This does not mean we cannot enjoy in the representation of the qualities that are usually associated with our sex, but that it is important to make independent choices about what we do.

Gender stereotypization is particularly harmful when it influences the violations of fundamental human rights and freedoms.For example, "rape within marriage" because it is considered that the woman is the property of her husband, even though in many countries such violence against women is criminalized.Another example is the shift of focus on the behavior and the clothing of victims of sexual violence, instead on punishing the perpetrators.

Most young people are aware of the expectations of men and women to behave or act in a certain way.They feel the pressure that to a certain degree is imposed on them by the family, their peers, the community and the media, to conform to the sometimes conflicting stereotypes in order to "fit in."Girls, for example, should be beautiful, thin, caring, gentle and humble, but also (in total opposition) they are expected to be attractive, provocative and flirtatious.Boys should be strong, tough, "macho", but also caring and sensitive.Men are expected to support the family, and women to be "super women" responsible for the care of children, but also to manage to balance the care of the home with the career.

Even though such "gender norms" have changed over time, however they still contribute for harmful divisions by assigning men and women different degrees of freedom and different levels of privileges, status and values by the society.Even among men and women of certain groups who do not conform to the "ideal norm", such as "feminized" men, "butch" women, lesbians and transgender persons, they are assigned different levels of privileges, status and value.

It is important to understand that people perceive inequality and violence, not because they generally differ, but because they are different in comparison with the desired ideal, which is shaped by social constructs of gender.

What most strengthens young people is the process of reviewing the validity of the rigid gender norms, together with the usurpation of their right to be valued and respected – and their responsibility to respect and value others, regardless of how they are conformed to these norms.

2.2.2 Gender identity

Masculinity and femininity, or one's gender identity refers to the extent to which individuals perceive themselves as male or female, taking into consideration what it means to be male or female in a society (Stets and Burke, 2000). According to the American Psychological Association, gender identity relates to the feeling that a person has of themselves as male, female or transgender person.When gender identity and biological sex of a person are not congruent, he/she can identify as transsexual person or another transgender category.

Transgender - common term describing the different communities of people whose gender identity is different from the one they were assigned at birth; identities that cause the binary male/female gender system given in the culture; any person that transcends the conventional definitions of women and men and whose self-identification or expression challenges the traditional representations.This includes, but is not limited to, the identities such as:androgyne, genderqueer, transvestite, bigender, masculinity of center and many others.

2.2.3 Other concepts and definitions

Gender awareness
Gender awareness is an understanding that there are socially determined differences between women and men based on learned behavior.They affect their ability to access and control resources.This awareness needs to be applied through gender analysis in projects, programs and policies.

Gender sensitivity
It encompasses the ability to acknowledge and emphasize the existing gender differences, issues and inequalities and incorporate them into strategies and actions.Gender sensitivity does not mean that we no longer recognize the differences between men and women.

Gender equity

Fairness and justice in the distribution of resources, possibilities and benefits between women/girls and men/boys.Equity derives from recognizing that for historical and structural reasons, certain groups face disadvantages and therefore must be taken contextualized measures to ensure that their disadvantage is not eternal.

Gender equality

The concept of gender equality goes beyond the focus on equal treatment and is based on the importance of results.It stands for different treatment of the groups in order to put an end to inequality.Gender equality means that women and men enjoy the same status.Gender equality means that women and men have equal conditions to realize to the full extent their human rights and potential to contribute to the national, political, economic, social and cultural development, and to benefit from that development.

Gender mainstreaming

The process of making an assessment of the impact of any planned action (including legislation, policies or programs) on women and men in all areas and at all levels.The ultimate goal is to achieve gender equality.

2.3 Gender discrimination

Any act, practice or policy of distinguishing, exploitation or limitation of people based on their collective identities (gender, race, class, ethnicity, sexual identity, religion, etc.) thus endangering or preventing the exercise or the protection of their human rights and freedoms is called discrimination, regardless of whether there is a conscious intention for it or not.Discrimination can be direct or indirect, but in both cases it has an effect of denial of equal opportunities and rights of an individual based on personal characteristics.

Direct discrimination is any act, practice or policy of unfavorable treatment, exclusion or restriction resulting in deprivation or violation of equal recognition and enjoyment of human rights and fundamental freedoms, compared with the treatment that another person had in the same or similar situation.

Examples of direct discrimination:
- A woman surgeon has not been accepted to work in the department of surgery with the explanation that it is "men's work" and that "there is no place for a woman in those circles."
- A woman was fired from work because of her pregnancy.In addition to being unlawful, the dismissal for pregnancy is also discriminatory, because a man would never face such a problem.
- In the media, a woman politician is asked questions about her family and children and the time spent in the home, while men politicians are only asked questions related to their work.
- Man and woman at the same job position take different salaries.Unless the employer gives an appropriate, non-discriminatory reason for the difference in

pay, such as the man having a wider range of duties than the woman, it is considered to be direct discrimination.
- Men must pay for entrance in the discotheque, while for women there is free entrance in the discotheque.

Indirect discrimination is putting any person in an unfavorable position compared with other persons, by adopting regulations or criteria or by taking certain actions that by content are seemingly neutral (except when the mentioned provisions, criteria or practice are objectively justified by a legitimate aim, and the contents of achieving that aim are appropriate and necessary).

Examples of indirect discrimination:
- The police forces have an advertisement with standards for appointment of officers, and one of the criteria is height of 1.78 cm.This requirement applies equally to all candidates, but there are few women who match this request.Although the first impression is that the appointment of officers is on equal basis for men and women, we come to the conclusion that women are in a less favorable position compared to men.
- When dismissing workers on the ground of redundancy, the employer first selects the part-time workers rather than the full-time workers. Since there are more women than men part-time workers, this practice has disproportionate harmful effects on women.Unless the employer can justify this practice it is considered unlawful indirect sex discrimination.

In the context of gender issues, **structural discrimination** can also be mentioned.This type of discrimination occurs when significant structures in the society, like family, government, labor market, education, etc., through establishment of standards, policies or behaviors continuously oppresses a particular social group.For example, the banks approve loans based on factors such as amount of monthly income, work experience, other debts.It is generally known that women are more frequently out of the labor market, unemployed, and those who work are paid less than their male counterparts.It is also much more likely that a woman will have a break in the career due to pregnancy and further care for the children.Hence a single mother is less financially secure than a single father or two-parents family.Taking into consideration these factors, the bank is less likely to approve a loan to a woman than to a man.This negatively affects women as well as the whole society when women do not have equal access to credit.

Making a distinction between these types of discrimination is important for the promotion of gender equality and understanding of the types of discrimination that occur in different areas of the society.Direct and indirect discrimination can be reduced by changing the existing laws and policies, while for reduction and elimination of structural discrimination, there is a need of change in beliefs, values, the way that boys and girls are treated, as well as men and women, what relationships exist and how the society is organized.Education is one of the most important tools to prevent structural discrimination by breaking down stereotypes and prejudices.

People are determined by a set of different personal characteristics.Sometimes a person can have more than one feature that will make him/her subject to discrimination.The discriminatory treatment is not always triggered by intolerance to one of these features isolated from others.When discrimination is based on more than one feature, it is called **multiple discrimination**.

Studies of the European Agency for Fundamental Rights show that multiple discrimination is a very real phenomenon, for example for the vulnerable groups such as Roma women in the access to health care or for the elderly persons with disability as a result of their poor housing conditions.

Examples of multiple discrimination:
- During a job interview, a young woman is asked questions about her marriage, her plans for the future, if and when she plans to have children and similar.The young woman faces a discriminatory treatment by the employers because she is likely to go on maternity leave.She is discriminated not only due to her age - it is not something that applies to all young people.She is discriminated not only because she is a woman – this problem does not apply to all women in general.She is discriminated because she is a young woman.
- Hotel refuses request to work from a man of African descent who is applying for the position of valet.The hotel employs women of African descent and men who belong to the white race like chambermaids.The candidate of African descent is rejected due to the assumption that it is very likely that he will steal from the guests or the hotel.The reason for this less favorable treatment is not the race or gender of the candidate, but the assumption based on the combination from the features belonging to gender and race.

2.4 Gender democracy

Open democratic society offers many benefits to its citizens.It gives them the right to choose for their lives, allows the development of their potential as human beings and life free from fear, harassment and discrimination.It provides protection through legislation, and the right to choose the legislator or to remove him if he does not fulfill his duties.It guarantees freedom of speech, religion and association.It provides independent judiciary.Through the principles of rule of law, it ensures universality and equality of all before the law.Freedom of the media allows disclosure of corruption, abuse and incompetence.The different opinions and views of the media allow alternative interpretations of news and events.

Strong democracy encourages the existence of an active civil society, and opens a public debate on various issues while also allowing disagreements with the government.This democracy offers many opportunities for involvement of the citizens in the public life.A functioning democracy has a moral obligation to refugees, visitors and other nations.Many of these responsibilities are embodied in international conventions and agreements.These are the starting points for monitoring the existence and respect of democracy in a society.

Women always had an important role in democracy.Democracy requires the needs and interests of all citizens to be heard, discussed and regulated.Women represent half of the

population and their voice in the democratic process must be heard.Democracy needs women to be real democracy, and women need democracy if they want to change the system and the laws that prevent them to be equal.

The term gender democracy promotes the intention of creating democratic relations between women and men.Gender democracy identifies the processes that are necessary to democratize the relations between women and men in the framework of representative democracy at national and international level.However, the efforts to increase the quantitative level of participation of women in the existing political, social and economic structures do not go hand in hand with the radical critique of the current gender and social relations.

The term gender democracy connects several aspects, and the meaning can be explained precisely through those aspects.

- ❖ Giving central importance of gender by placing gender equality in the first place; addressing sexism, misogyny and inequality, analyzing patriarchy and power, changing gender roles, redistribution of power, creating a new definition of masculinity.
- ❖ Giving central importance to equality through investment in the well-being of all, investing in women and girls - not only in services for them, but also building economic equality and stability, improving the conditions of socially disadvantaged girls and women.
- ❖ Engaging the community by promoting activation of leaders who will focus on prevention of gender-based violence, redefining the culture as a liberal and open, opposing all forms of oppression, including homophobia.
- ❖ Prevention of male violence by addressing the abuse in private and public life, prevention of domestic violence from parents, forced marriages, harassment in honor of the family, teaching the community leaders to back the victims of violence and punish the perpetrators.
- ❖ Building solidarity through preparedness for response.
- ❖ Redesigning power ensuring that it is divided in egalitarian, dynamic way, it is mutually given, agreed, intentional, and it is accumulated in order to be distributed.

3. GENDER AND SOCIETY

3.1 Gender and family

The perception of the roles in the home and in the family is still primarily aimed at women, with housework and caring for the family being traditionally her burden.

Since both sexes are affected by achieving balance between the private and the professional life, the division of roles in the family and the home is a key indicator of the degree of gender equality in a society.

Globally, women, whether employed, unemployed or inactive, on average spend much more of their time in the household then men.

In the Republic ofMacedonia, the traditional division of duties in the family is still prevalent.According to the Survey on the use of time developed by the State Statistical Office, men spend most of their time at work, while women spend most of their time in household responsibilities.Women spend most of their time in the household cooking, them washing the dishes and performing the other household chores.

On average, working women spend 3 hours more than working men in household activities, and unemployed women even 4 hours more than unemployed men.

It is interesting to note that men who have no partner and no children devote significantly more time on domestic activities than their fellows with partners, and especially single fathers.

According to these data, women in Macedonia have more restrictions in the other areas of the society due to their domestic responsibilities.When asked whether they agree with the view that "the mother should put the care of her children ahead of her career" from the research conducted by Reaktor[4], three-quarters (74.1%) agreed, of which more than half (54.1%) fully.

Of great importance to facilitate the duties of women is the existence of available care centers for children and elderly people.In this sense, rural women are in a much more unfavorable position than women in urban areas, because in many rural areas precisely these services are lacking, so women are forced to be at home and take care of the household, becoming completely economically dependent on their husband.

3.2 Gender and economy

Women in Europe and in the world are in a very less favorable position on the labor market compared to men, due to the frequent occurrence of insecure contracts, precarious freelance work, permanent difference in salary (average of 17.6%), which has its

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[4] National Study: Women in Macedonian Economy, Reaktor, Skopje, 2010

consequences on their life earnings, social security and pensions.All this contributes to the risk of increasing the rate of poverty, particularly among retired women.

The participation of women in the labor market in Macedonia is still very low and unsatisfactory.This problem is especially noticeable in the rural areas.Compared to the average of the European Union, the employment rate of women in Macedonia remains very low.Despite the introduced measures for subsidizing and financial assistance to women - entrepreneurs, the problem remains to be one of the most important in our society.

According to the Report from AkcijaZdruzenska of 2010, there is a high gender gap in the rates of employment and activity in the labor market.Of the total number of active population in the labor market 61.4% are male, while 38.6% are female.As for the inactive population, the percentage of women is 65.0%, while for men it is 35.0%.From the performed overview of the central activities in the field of employment, the number of women targeted with the active programs and employment measures is symbolic in relation to the total number of unemployed women.The analysis of active measures shows inappropriate treatment of women in employment policies.

According to the study by the European Commission[5], the main factors affecting the low activity in the labor market for women are:tradition, culture, poor education and skills, ethnicity combined with education, availability and cost of services for children and care for older family members, existence of discrimination in the labor market, etc.The study highlights the connection between education and the gender gap in the field of labor market.Women with higher education are more active in the labor market than men with higher education.This information is really important, not because of the necessary connection between education and the labor market, but because of its comparative importance.Therefore, the policies for improvement of the educational level of women, especially those from the ethnic minorities, will increase the activity of women, and thus their employment.

Discrimination against women still exists in job postings through seemingly neutral requirements in advertisements such as:photography, knowledge of a language or possession of driver's license.There is most discrimination in the ads concerning jobs related to work with clients and in the ads which are characterized by gender stereotypes of "male" and "female" professions.This division of sectors in which women work and sectors where men work continues to exist due to the deeply-rooted traditional and patriarchal views.Women are most common in the sector of health, social work, education, etc., due to the perception of the woman as "someone who cares about others."

Also noticeable is the very small percentage of women in managerial positions or women in boards of large companies, while on the other hand, women are mostly in the garment and textile industry in places that are among the lowest paid in the country.

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[5]Labour Market in the Former Yugoslav Republic of Macedonia, A Study for the European Commission Employment , Social Affairs and Equal Opportunities DG, 2009

All this contributes to the long-term effect that occurs as a result of lower incomes of women in relation to men, because of the type of jobs, resulting in a lower level of pension.

3.3 Gender and politics

According to the real power of making key policy decisions, despite the progress that has been achieved in terms of women's participation in politics, the political sphere in Macedonia remains predominantly male.

In 1990, the first post-transition elections, 5 women (4.1%) out of 120 deputies were elected in the Macedonian Parliament. At the second elections, in 1994, 4 women were elected to be members of the parliament.With 3.3% women in the Parliament, Macedonia was at the bottom among the European countries in relation to the participation of women in politics.In 1998 the percent of women in the Parliament was 6.6%.

The main achievements for the increased participation of women in politics in Macedonia are due primarily to the non-governmental sector, i.e. the women's organizations.Through campaigns and lobbying for changes in the electoral laws by introducing quotas and especially with the changes in the Electoral Law in 2006, which stipulates that at every three places on the candidates' lists, one should belongs to the underrepresented sex, with the possibility for the State Election Commission to refuse to recognize the list that will not meet these criteria, the results of increased participation of women in the political life in Macedonia were achieved.

In 2006 the percentage of women - parliamentarians increased to a number of 37, and after the last elections in 2014, 33.9% of the members of parliament are women (total of 41 from 123 MPs).With that, Macedonia is above the European and the world average in representation of women in the Parliament.

However, despite the high number of female participation in the highest instance of decision making in the state, the question remains about the real impact of women in decision-making.

On the other hand, looking at the local level, the participation of women in mayoral positions is extremely unsatisfactory.After the last elections, from 80 municipalities, only four women were selected as mayors. The legal provisions do not provide any solutions to the representation of the sexes in relation to the mayoral elections, which is one of the reasons for this situation.

Looking at the world, and even in the neighborhood, there is a growing number of women who occupy the highest positions in the states.In Serbia there are women presidents of the parliament in two terms, Slovenia and Kosovo have women - prime ministers, Croatia elected a woman as president of the state, while we have only two female ministers, for interior and for culture, whose power of decision-making and influence can also be brought into question.

3.4 Gender and media

For the media it can be said that they are a picture of the society in which we live.The media are responsible to show as reliably as possible the reality and to promote the real values in one society.However, the media are not just a tool that shows the reality, but they actively participate in its creation.The public voice they produce introduces or excludes certain values.They make choices about what and how they will communicate something, in what way and how accurately.

Like other social and cultural values, so the commitment for gender equality is implemented by means of raising public awareness.A key part of this process are, of course, the electronic media.

About gender equality and gender democracy mostly speaks the presence of women as actors in the public political, cultural and social discourse in the media.According to the research by the Agency for Audio and Audiovisual Media Services, in the monitored programs (in May 2012), as guest in TV shows and as persons who made statements in the capacity of professional and political authorities appeared 732 men versus 165 women.In contrast, in the entertainment programs greater presence of women is noticeable, compared to men.

The image of women that prevails in the entertainment programs is objectifying and sexualized, while the one that is created in the informative programs is an image of social passivity, helplessness, and subordination.Where we encounter authoritative presence of women in politics or women with specific expertise, gender is relativized and "neutralized" instead of being affirmed.

The representation of women and female bodies in percentage by far exceeds the presentation of men and male bodies and therefore female appearance in the media is largely reduced to decorative or of status of a passive participant.Even in entertainment shows, men outnumber women in making statements and giving opinions and women acting as "decoration."

Where women appear, they are usually presented in a passive or submissive role (primarily in the informative programs) or as objectified and sexualized body, pretty face without views (except regarding romantic-sexual issues).

We can take television programs in the field of health as an example:the doctors, the officials of institutions, the directors, the experts presented in the reports are, with rare exceptions, almost always men, while women appear in the illustrative visual material as nurses or patients.

The media are not only part of the problem of discrimination, but also part of the solution to the problem.Media and media professionals have a major role in the fight against

discrimination.Without the media, as part of the wider civil society, we cannot imagine the fight against all forms of discrimination.

The media can make a significant contribution to articulating of the voices of various citizens, regardless of their gender, race, ethnicity, race, religion, social status, age, physical and mental abilities.This is achieved by responsible journalism, defined by the Institute for Media Diversity from London as "fair, accurate, balanced, sensitive and inclusive."

3.5 Gender and education

Education plays a key role in the situation of gender equality and in the most direct way affects the status and position of women in the society.

The key documents in the field of education, such as the Law on Primary Education and the National Strategy for Development of Education do not treat the issue of equal opportunities for learning achievements of boys and girls.The gender dimension is not mentioned anywhere, even though the National Program for Development of Education provides *curricular changes in the values* (emphasizing civic identity, human rights, etc.).The schools do not have official written documents and strategies that promote equality between girls and boys and determine competencies in the areas of monitoring of the real situation.

According to the research by the Bureau for Development of Education[6], gender equality in the access to enrollment and in the treatment in the school environment exists only on a declarative level.

The data from previous years for enrolled students in primary education show that there is a relative balance of enrolled boys and girls.

The situation with the enrollment is similar in the general secondary education. In the vocational schools with four-year program the boys are present in greater numbers, and in some occupations like construction, geodetic, mechanical, electro, wood processing, agricultural, boys are represented with more than 80% of the total number of enrolled students.In the textile and textile-leather vocation, economy, law and trade, girls are represented with over 70% of the total enrolled students.

As regards higher education, the analysis show that girls account for a larger percentage of students enrolled and that the percentage is growing rapidly in graduation in favor of female students.In the analysis of statistical data regarding the choice of vocations in study, there was a high gender imbalance.The number of girls who enroll in universities that are traditionally male is significantly low.

The larger number of girls graduated and with masters degrees from universities in Macedonia, especially in the social sciences, is in contradiction with the state of the labor market.We come to a conclusion that, even though girls and women are more devoted to

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[6] Analysis of the conditions in the education system, http://www.umd.gov.mk/analiza_obrazovanie.aspx

education than boys and men, for many of them the way of professional development ends with the completion of university or postgraduate studies.

3.6   Gender based violence

According to the Council of Europe Convention on preventing and combating violence against women and domestic violence [7] (Istanbul Convention), the first comprehensive international document relating to this issue, violence against women is a violation of basic human rights.It is a manifestation of historically unequal relations between women and men, which is the reason for predominance of men and discrimination against women.

Violence against women and domestic violence is a serious social, family and personal problem.According to numerous statistics, worldwide, every third woman is a victim of some kind of violence.In the family, victim of violence can be any member, but most frequent victims are women, children and the elderly.

Violence always implies abuse of power in relationships that are not based on equality.It is a set of behaviors designed to control other persons through the use of force, intimidation and manipulation, as well as any other action that may cause danger, cause physical or psychological pain, cause a feeling of fear or personal danger or damage to the dignity and similar harassment.

Types of violence against women and domestic violence:
- all forms of physical violence
- psychological violence, threats and coercion
- economic violence
- stalking
- sexual violence and sexual harassment
- forced marriage
- female genital mutilation
- forced abortion and forced sterilization
- acts committed in the name of so-called "honor"

In addition to these, there are other types of violence:violence against persons with disabilities, sexual harassment in the workplace, violence in intimate relationships, human trafficking, violence in same-sex relationships, violence against women immigrants or refugees, pre-natal selection, femicide, internet violence and other.

Physical violence is defined as:use of physical force or threat that it will be used on the victim, or physical contact between the perpetrator and the victim which disturbes the physical integrity of the victim.Physical violence includes all forms of physical abuse, ranging from "mere slap" to murder and attempted murder.Some of the most commonly used forms of this violence:hitting, pushing, plucking, scratching, burning, injuries with various objects, etc.

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[7]http://www.coe.int/t/dghl/standardsetting/convention-violence/convention/Convention%20210%20Macedonian.pdf

Psychological violence implies:insults, jealousy, possessiveness, emotional suffering of the woman, verbally aggressive behavior, controlling behavior, intimidation, threat of injury to the victim or her close etc.Very often, over time, the victim of this kind of violence is losing faith in herself and loses faith that she can make any decisions by herself.

Sexual violence is defined through several specific behaviors:rape, unwanted sexual intercourse, touching the private parts of the body, forced unwanted sexual contact or attention (voyeurism, exhibitionism, incest, pornography), degrading treatment (offensive sexual comments), exposure to pornography and pimping.

Economic (material) violence relates to:full control over the victim's earnings, forced labor, complete control over the family budget etc.That puts the victim in a state of complete economic dependence on the perpetrator of violence.

The most common type of violence that women suffer is psychological violence.

Another type of violence that becomes more present is **homophobic** and **transphobic violence.**The attacks on people due to their sexual orientation or gender identity are often driven by the desire to punish those who are considered to defy gender norms and are considered a form of gender-based violence.Violence can take place in different settings:on the street, in parks, in schools, in the workplace, at home, in prisons and police cells.It can be spontaneous or organized, committed by individuals or by extremist groups.

The consequences of exposure to violence are numerous and affect:
> ➢ the physical and mental health of those directly exposed, but also those who are observers of violence,
> ➢ the family, and
> ➢ the society.

Most common effects on the physical health of the victim:psychosomatic disorders resulting from long-term stress, headaches, physical damage to parts of the body, limbs injuries, disability and etc.Some of the consequences to the **mental health** of the victim are:low self-esteem, anxiety, neurotic reactions (depression, aggression, suicide, sleep disorder, eating disorders), alcohol abuse, problems with concentration, disorientation, aggression towards self and others, post-traumatic stress disorder, instability in partner relations, reduced work function etc.The consequences on the **family** include:dysfunctional relations between the members, family breakdowns, children with disorderly conduct, emergence of social pathological disorders among the members, occurrence of alcoholism and other addictions, poor relations with the neighbors and the wider environment etc.Finally, the consequences on the **society** include:reduced work capacity among victims who are employed, reduced productivity, increased sick leave due to health problems as a result of violence, increased number of women welfare recipients, increased number of children without parental care, children with increased anti-social behavior etc.

It is estimated that the number of victims of some sort of violence is much higher than the official, because many victims do not report the violence and suffer for a long time.The reasons why victims do not report and suffer violence are:shame, fear, guilt, prejudices and

stereotypes, unfavorable economic situation, long and sometimes inefficient legal and judicial procedures for protection of women and prosecution of the perpetrator etc.

The problem of gender-based violence requires a comprehensive response from the institutions of the state, starting from raising the awareness of the population, taking measures to prevent the killings driven by hatred, violent attacks and torture, opening of appropriate number of services for victims, appropriate services for working with the perpetrators, programs for reintegration of victims in the society, as well as monitoring systems for victims and perpetrators of violence.

3.7 Gender and sexuality

According to the definition of the World Health Organization, which was expanded in 2006:"Sexuality is a central aspect of being human throughout life and encompasses sex, gender identities and roles, sexual orientation, eroticism, pleasure, intimacy and reproduction.Sexuality is experienced and expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviors, practices, roles and relationships. While sexuality can include all of these dimensions, not all of them are always experienced or expressed. Sexuality is influenced by the interaction of biological, psychological, social, economic, political, cultural, ethical, legal, historical, religious and spiritual factors."

In our country, sexuality still a taboo topic that has been insufficiently addressed either in the families or in the educational institutions, because sexuality is often seen as something that is part of the privacy of a person, something that concerns intimate sexual needs and erotic pleasures.

Personal thoughts and opinions, often under the constraints of the environment and the influences of the environment with prejudices and wrong perceptions, are impediments to an open approach to this issue.Our conceptions of gender identity, as well as sexual attitudes and affinities that are associated with them, are formed in such an early age that as adults we take them "for granted."Facing the young people with the intimate needs and desires causes confusion, embarrassment and discomfort, that also occur in adults when they need to direct their sexual development and respond to the multitude of questions.

Scientists and researchers have different opinions about the extent to which the innate biological characteristics have a lasting influence on our gender identity and sexual activities.Studying gender and sexuality is one of the most exciting areas of modern sociology which has seen the fastest growth.

One of the most marginalized groups in our society is the LGBTI (lesbian, gay men, transgender, bisexuals and intersexual) population.Discrimination based on sexual orientation and gender identity, homophobia present in every part of society, especially in education, as well as almost non-existent interest in decision-making for this problem, do not help build a democratic society based on respect for human rights, but rather stimulate the further stigmatization of this vulnerable social group.

The lack of comprehensive laws for protection against discrimination based on sexual orientation and the absence of political will to raise the issues of human rights of sexual minorities especially concerns if we take into account that there is still a high level of fear and stigmatization against members of the LGBTI community.Research shows that the majority of citizens do not approve of homosexuality, as well as that for a large part of Macedonian citizens it is not acceptable for their neighbors to have sexual relations with persons of the same sex.

Also, a big problem is that the Republic of Macedonia has no official data that would present the particular situation of violations of human rights and discrimination against the sexual minorities.There is no institution for human rights that conducts continuous monitoring of these problems in a systematic way.

3.8 Sexual and reproductive rights

WHO in 2002 offered an unofficial working version of the definition for sexual health:"Sexual health is a state of physical, emotional, mental and social well-being in relation to sexuality. It is not merely the absence of disease, dysfunction or infirmity. Sexual health requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination and violence. For sexual health to be attained and maintained, the sexual rights of all persons must be respected, protected and fulfilled."

Reproductive and sexual health draws attention to the reproductive processes, functions and the reproductive system at all stages of life.

Sexual and reproductive rights include the human rights that are already recognized by national laws, international human rights documents and other common documents.These rights include the right of all persons, without coercion, discrimination or violence, to:

- the highest attainable standard of sexual health, including access to sexual and reproductive health care services;
- seek, receive and impart information related to sexuality;
- sexuality education;
- respect for bodily integrity;
- choose their partner;
- decide to be sexually active or not;
- consensual sexual relations;
- consensual marriage;
- decide whether or not, and when, to have children and
- pursue a satisfying, safe and pleasurable sexual life.

According to the estimates by the World Health Organization, each year due to complications related to pregnancy and childbirth, nearly 350,000 women die.Most of these women belong to the economically most underprivileged people living in the poorest parts of the world.Many of the deaths could be avoided by improving women's access to quality care before, during and after pregnancy and childbirth.Achieving "universal access" to

reproductive health is one of the Millennium Development Goals of the United Nations.World Health Organization also says that safe, legal abortion is a "fundamental right of women, regardless of where they live," and unsafe abortion is a "silent pandemic."

It is necessary to accept certain principles and approaches to advocacy of promoting sexual health and wellbeing.We need a positive approach to sexuality that recognizes the fact that every human being is a sexual being during its life cycle.Women and men must have the right and possibility of free choice in relation to all aspects of their lives, including their sexual lives.The health care system must ensure that sexual programs are implemented and to offer services according to these principles.The programs and services must meet the needs inherent in each sex and may not promote stereotypes or double standards on gender or sexuality.Since women in general have less access to information, services and education, the programs should actively address the gender imbalance through interventions that empower women to protect themselves from sexual diseases.

4. FEMINISM

Feminism is a term that denotes a set of ideologies, social movements and theories aimed at defining, establishing and defending equal political, cultural, economic and social rights of women.Feminism is generally concerned with improving the position of women in the society and liberation of women from sexism, violence and traditional female roles.

The history of the modern feminist movement is divided into three "waves."In the manual for participants at the Women's Conference in 2010, the following characteristics of each of the three waves are listed:
- The first wave focused their struggles primarily on gaining legal rights, such as the right to vote (women's suffrage) and property rights.Although the first activities of women related to the requirements for equality date from the 15th century, still the first wave of feminism truly began in the late nineteenth and early twentieth century.
- The second wave was related to the ideas and activities of the movement for liberation of women from the beginning of the 1960's, as well as the campaigns for legal, social and gender equality of women.Some of the key issues that were in the focus of the feminist movement were about pay equity, rape, domestic violence, pornography and sexism in the media, as well as reproductive rights.The fight for reproductive rights included a fight to have information about, and access to, birth control, as well as the struggle to decriminalize abortion.
- The third wave emerged in the 1990's in part as a continuation and a reaction to the perceived failures of the second wave.Although women achieved significant gains in the second wave, equality was still a distant dream.Race and class are becoming important issues within the movement - which was dominated by white middle-class women.

During the 20th century various approaches developed within the framework of the feminist movement, such as liberal feminism which is supported by feminists who believe in the existing social system, which should be repaired and not destroyed; socialist feminists, on the other hand, emphasize the necessity of joint action with other oppressed groups and classes, like leftist parties, anti-imperialist movements, labor organizations, LGBTI movements, anti/alter-globalists, etc.The main source of gender inequality, according to them, is not patriarchy, but the class exploitation arising from patriarchy; radical feminism considers the capitalist hierarchy controlled by men a defining feature of female oppression and considers it necessary reconstruction of society.There are other branches of feminism like eco feminism, conservative feminism, Marxist feminism, anarchy - feminism etc.

"It is perfectly natural for the future woman to feel indignant at the limitations posed upon her by her sex.The real question is not why she should reject them: the problem is rather to understand why she accepts them.- Simone de Beauvoir

"Woman's degradation is in man's idea of his sexual rights.- Elizabeth Cady Stanton

5. YOUTH ACTIVISM

Young people and their involvement in the community play an important role in social development.Youth involvement in community development processes allow them to be active participants in shaping the development of the local community and contribute to building a healthy civil society and creating effective youth policies.Through the inclusion of young people in community development and cooperation with adults they acquire:skills, confidence, self-esteem and leadership skills.

Collaborating with young people is becoming more acceptable to non-governmental organizations that provide services for young people, as well as to the governmental and other institutions with the power to decide.The contribution and involvement of a quarter of the population - those younger than 18 years - makes sense as a matter related to civil rights important for the achievement of more inclusive democracy.Adolescents and even teens can contribute to campaigns aimed towards change of the norms of the community and realization of certain public policies.

Young people can serve as models and as peer educators, they can influence their parents and other adults and detect real problems.Young people can challenge the conventional thinking, keep the attention of the decision makers and attract the attention of new media.

Youth organizations aim to increase the participation of young people in the social life, especially in the processes of promoting changes.The basis of their functioning is equal treatment of all individuals, as well as support for young people who show interest to be active.The inclusion of gender equality in their work is a very logical step since the organizations working on human rights, active participation of citizens, young people from minority groups, intercultural learning, anti racism or discrimination, certainly indirectly include this aspect.

It is especially important for youth organizations to start to focus their work specifically on gender equality and to raise awareness among their peers, but also in the general population, about the inequality that exists in the society we live in, and to challenge the deeply rooted structures to begin to change.The aim is to show that this issue is a priority and that we cannot afford to grow into a bigger problem and only then to devote due attention, that is to act preventively.Very often when working preventively on an issue of general interest, it is perceived as unnecessary because there is no current problem like other conditions in the country that must be urgently addressed.Youth work and youth activism, as well as the implemented preventive activities, so far have proved the benefit of identifying the potential problems and their addressing before they get out of control.The key idea of preventive activities is that knowledge can produce action.

Why is youth activism important?
1. Creating good youth policies that will contribute to identifying the needs of young people in the direction of finding effective ways to meet these needs.
2. Encouraging young people to actively participate in decision-making that refer to them.
3. Improving the position of young people in the society

6. PRACTICAL PART

The practical part of the manual consists of exercises elaborated in detail that relate to the theoretical part of the topics covered.In order to develop effective learning process during a workshop, it is advisable to encourage the participants to get practical experience through active participation in the exercises and understanding of key concepts and messages that are being elaborated.As a Chinese proverb says, "I hear, I forget.I see, I remember.I do, I understand."

6.1 MALE AND FEMALE NETWORKS OF WORDS

Objectives: Creating networks of words about the attitudes in the society on what it means to be a man or woman.Introduction to the concept of gender.
Skill: To enable students to define the term gender and distinguish which features attributed to men or women are biological, and which are socially determined.
Needed materials: Blackboard, chalk
Duration:45 minutes

Instructions:
Divide the participants in groups of 4-5.Explain to them that you will discuss the topic of "Gender" (what society considers it means to be male or female).Each group should create a network of words that are commonly associated with a man or a woman.*To better explain the concept of "network of words," it is best to give an example (dog - sweet, obedient, active, loyal, playful).*

Give each group 3-4 minutes to make a network of words for "man" and another 3-4 minutes for a network of words for "woman."Draw two columns on the board and write "man" above the first and "woman" above the second. Under each word draw another two columns and write "biological" above the first and "social" above the second.Ask the members of the group:

- What characteristics do you associate with man?Are these characteristics biological or socially determined?
- If some characteristics are marked as biological, and are socially constructed, ask:If a boy does not have this characteristic, does that mean that he is not male?

Do this with each group, until you have all the characteristics in the column for "man."Usually these are the words associated with man:physically strong, not emotional, sexual predator, heterosexual, financially successful and stable, head of the family, cool, father, proud, powerful, athletic, brave, fearless, funny, loyal to his friends.

Repeat this process for the characteristics associated with woman.Most common examples of words:careful, quiet, submissive, talkative, communicative, good listener, nurtured, emotionally strong, well-organized, multi-tasking, practical, non-violent, modest, good-looking with curves, mother, physically weaker than men.

Leave 10 minutes for group discussion.Some of the characteristics of men and women are biological (for example, only men's voice mutates during puberty, only women can give birth and breastfeed).Most of the characteristics are socially determined.Male and female roles that are socially determined are called gender roles.

Ask the group if they have seen this term previously.Ask them if they agree with all the aspects of how women should behave in their life.And how men should behave.What do you think gender equality means?

6.2 STEREOTYPES

Objectives: Making a difference between generalization and stereotypes, identifying examples of stereotypes in their environment.
Skill: Developing sensitivity for the position in the society of those groups who are negatively stereotyped.
Needed materials:board or flipchart, newspapers and magazines
Duration:45 minutes

Instructions:

Introduction (10 minutes)

- The educator should write on the board several categories of people (old persons, girl, boy, disabled persons) and ask the group to describe these categories.All should be written on the board so that everyone can read.
- In the end, the educator summarizes the participants' views, to find the connection between the categories, and together with the group to decide whether the mentioned attributes are positive, negative or neutral.
- The educator should explain the difference between generalization and stereotype.
- A discussion should be encouraged through the questions: "Where have you received these views?", "Do you think that they are from your personal experience, from the media, the family or from friends?"

Group work (10 minutes)

The participants should be divided in groups of 5-6. Each group is given a newspaper or magazine, or if it is possible to use different media (including television or books).The participants are given time to look through the materials and to find photos or texts that represent some of the stated documents.The list of categories can be supplemented by the participants.Stereotypes can be positive, negative or neutral.Each group should make a presentation in front of all the participants (10 minutes).

Discussion (10 min)

Encourage the group to answer the following questions:

- "What similarities did you find in the groups that are positively stereotyped?And what in those negatively stereotyped? "

The educator can use to possibility to emphasize that:the generalizations that are negative about some groups are called prejudice. Prejudice is almost never based on real, personal contacts with the group or its members.

Conclusion (5 minutes)

- What are sources of stereotypes?
- What conclusions can be drawn about generalizations and stereotypes? (for example, generalizations and stereotypes are part of all cultures, they are found in the media, in the views of the family and the friends.Negative stereotypes are based on fear.)

Ask the participants if they can recall some situation when they were stereotyped in positive or negative way.How did they feel?

6.3 DISCRIMINATION – POWER, PRIVILEGE AND EQUALITY

Objectives: Enabling students to discuss power relations in society, to identify how holding power relates to the experience of privilege, discrimination, and oppression, and to relate these issues to their own experience; strengthening analytic and problem-solving skills.
Materials: Blackboard, chalk
Duration:90 minutes
Description: The participants identify and think about the relation of social power in the community and the experience with privilege or discrimination.
Preparation: In the following list add those groups of people that are relevant for your environment. Do it before the session starts.

Groups with unequal power in the society:
Rich people – Poor people
Men – Women
Heterosexuals – Homosexuals
Boss – Worker
Politician – Citizen
People with disability - People with no disability
Majority ethnic group – Minority ethnic group
Majority religious group – Minority religious group
People considered attractive – People considered unattractive

Instructions:
1. Draw a line on the board for two columns.Label the first column "greater power/privilege" and the second column "less power/privilege."Explain the students that you will discuss concepts of power, privilege, and equality in their own lives, and in the society.

2. From the list "Groups with unequal power in society," read the first example:Rich people – Poor people.

3. Ask:Which group will go in the "greater power" column?Which in the "less power" column?Remind the students that these characterizations are not absolute truth.

4. Write the answers in the appropriate column.Continue with the rest of the list, writing the answers in the columns.

5. Ask:

- Look at the list of groups that tend to have more privilege in society.Can you find a group in the list that you identify with personally?Do you agree that this group generally enjoys more power in the society?Write a few sentences describing an experience you had or heard about that illustrates this power difference.*(Allow 10 minutes for students to think and write.)*
- Look at the list of groups that have less privileges.Thinkif you also identify personally with any of these groups.Do you agree that the group you chose tends to have less power and fewer privileges?Write a few sentences describing an experience you had or heard about that illustrates this power difference.*(Allow 10 minutes for students to think and write.)*
- Raise your hand if you found that you identified with at least one group on each list.Do most of us know what it is like to enjoy greater privilege and to have less power and privilege?
- Ask for a few students to read their examples about being in a group with less power or privilege.*(Do not pressure anyone to read.)*

6. Discuss (with 1-2 answers to each question):

- What do you notice about the treatment that people in less privileged groups receive?*(Probe for:those without power are often discriminated against or oppressed.)*
- What emotions can this treatment provoke among people with less power?*(Write the emotions on the board.It should be words describing emotions, not descriptions of something that happened.)*
- What do you notice about the feelings or emotions listed?

7. Return to the two lists and discuss:

- Think about the concept of equality.Take the first pair as an example (rich - poor).How can you complete the sentence:"Equality between rich and poor people……."What comes to your mind?*(There is no one correct answer.)*
- Do the same with the remaining pairs in the list.Try to use different words or to get other ideas.*(The number of pairs analyzed will depend on the time you have.)*
- Does anyone know the Universal Declaration of Human Rights?Read:*"All human beings are born free and equal in dignity and rights.They are endowed with reason and conscience and should act toward one another in a spirit of brotherhood."*(Discuss about what does Article 1 of the Declaration mean.)

9. Discuss about the following question:*What must happen for everyone to enjoy the same rights and to achieve equality?*Close with a discussion on what each of us individually can do in our daily life to promote greater equality and non-discrimination.

6.4 <u>DISCRIMINATION – "She doesn't work"</u>

Objectives: Discrimination against women is a violation of human rights.
Skill: To put emphasis on discrimination against women and to encourage the participants to prevent it.
Needed materials: Simplified version of the Universal Declaration of Human Rights, the text "She doesn't work", board or flipchart
Duration:90 minutes

Instructions:
- Read or invite one participant to read the text "She doesn't work."
- With the whole group, make a list of things, responsibilities that a wife has.
- "Brainstorm" on what the participants think are the reasons why the husband thinks that his wife doesn't work. Encourage the participants to think of more reasons.For example, it could be because she doesn't earn, or because he thinks his job is more difficult (spend 5-10 minutes on this part).
- Then, "brainstorm" on reasons why the wife's responsibilities are work.For example, her work time (spend 5-10 minutes on this part).
- The educator should explain that Articles 1 and 2 of the Universal Declaration of Human Rights especially emphasize gender equality.Read these two Articles.
- Ask the group members to divide in groups of two.Each pair should make a list of responsibilities that need to be done in the home.After 5 minutes, each pair should read the list.The educator will write all the suggestions on the board or the flipchart.
- Divide the participants in groups of 4-5. Give each group instruction to write questions related to the responsibilities in the home.The objective is to discover the housework in their home.The questions should be formulated so that more will be discovered about the person that will be interviewed.

Examples of questions:
- Who cooks in your home?
- Does the husband and the children help in the housework?
- How long does it take to complete all the obligations in the home?
- Does the wife have another job?

Then the groups should work together and to make a mutual questionnaire.The educator is assisting them during the whole exercise.

Finally, give them a period of one week in which to interview as many men and women.

Organize one short session to reveal the results and where each group will state one important thing that they discovered with the interviews.

Use the following questions to help the participants to analyze their results:

- Have you discovered something that surprised you?
- How do you feel about the things you discovered?

- Did what you discovered change the way you think about the work of women in the home?Why yes and why no?
- Can some of the responsibilities in the home be made by men?
- Are there things, responsibilities that can be done only by the woman?
- Would young men like to do this work, obligations in the home? Why yes and why no?
- Is it right that all the work is done by women?
- What can be done in the schools, workplaces, homes, and in the society in general to contribute towards equality between women and men?
- Has the role of women and men changed in the recent years?
- How could you contribute for this change?
- What changes need to occur un the future?How can we instigate these changes?
- What is your role in the creation of changes?

Encourage the participants to share the results from their research.If possible, share them on some web-portal.

"SHE DOESN'T WORK"

"Do you have any children?" – the doctor asked him.
"16 born, but only 9 survived." – the husband answered.
"Does your wife work?" – asked the doctor.
"No, she doesn't, she stays at home" - answered the husband.
"How does she spend her day?" – asked the doctor.
"Well, she gets up at 4 am to bring water and wood, starts the fire and prepares breakfast.Then she goes to the river to wash the clothes. Then she goes to the city to buy groceries for the house and in the afternoon she begins to prepare the lunch."
"Do you come back from work then?" – asked the doctor.
"No, she brings the lunch to the field where I work, around three kilometers from the house where we live" – answered the husband.
"And then?" – continued the doctor.
"Then she feeds the pigs and the other domestic animals.And, of course, she takes care of the children during the whole day.In the evening she begins preparing the dinner so that it could be ready when I get back home."
"So she goes to bed after dinner?" – asked the doctor.
"No, I go to bed, she finishes some things around the house and goes to bed around 9 pm."
"But you said that your wife doesn't work?" – commented the doctor.
"Yes, I already told you.She doesn't work, she stays at home."

6.5 ADVANTAGES AND DISADVANTAGES

Objectives: Discrimination against women is violation of human rights.
Skills: This exercise helps the participants to reconsider their positions and views on the different treatment of men and women in society.
Needed materials: Simplified version of the Universal Declaration of Human Rights, papers and pens
Duration:60 minutes

Instructions:

Form small groups of boys and girls (make sure that the number of boys and girls in the groups is approximately the same).Explain to the participants that the list they will make will be used for discussion.

Ask the boys to make a list of advantages and disadvantages of being a girl.And the girls to make a list of advantages and disadvantages of being a boy (10 minutes).

The lists should have the same number of advantages and disadvantages.Then each group of boys should be joined with a group of girls.The girls' group should read their list and answer the reactions from the members of the boys' group.Then the boys should also read their lists and answer the questions from the girls.

Open a discussion on how this exercise is related to the simplified version of the Universal Declaration of Human Rights.

The following questions should be used to encourage the discussion:

1. Was it easy to list the advantages and disadvantages of being male or female?Why yes and why no?
2. how did you feel while you were writing the lists?Did you write characteristics that can be called sexist?
3. Do you think that these divisions of people are real?Do they apply to the people (men and women) that you know?
4. Was this activity useful for you?Why?Did you learn something you didn't know before?
5. What did you learn about gender stereotypization?

Note:This exercise can also be used with other grounds of discrimination, such as religion.

6.6 "THE IMAGINARY LAND"

Objectives: To familiarize the participants with the idea of rights on the basis of needs and to introduce them to the Universal Declaration of Human Rights.
Skill: To learn that we appreciate the rights depending on the situation we are in, but they should always bear in mind that one right in a particular moment is important to someone.
Needed materials: Simplified version of the Universal Declaration of Human Rights
Duration:90 minutes

Instructions:

Form small groups of 5-6.Read the following scenario:"Imagine that you discovered a new land where no one has lived before and where there are no laws and rules.You and the other members of your group will live on this land.You don't know what social position you will have in the new state." Each group member should list three rights that he/she believes must be guaranteed for all in the new state.Then all the group members should discuss the stated rights and to make a mutual list of 10 rights (to be written on a flipchart).Next is a presentation of the lists made by each group.The educator should write all the rights listed by the participants on a separate flipchart.For those rights that are repeated only put hyphens.When all the presentations are finished, identify if there are any rights that are contradictory.Check if any of the rights can be placed in the same group.When the main list is completed compare it to the Universal Declaration of Human Rights.Discuss about the similarities and the differences between the two lists.

Use the following questions to draw conclusions:

- Did you change your mind about which rights are more important during this activity?
- What will our life be like if we exclude some of these rights?
- Are there any rights that you would add to the list now?
- Was there any right not mentioned by the others in some of your individual lists?
- Why is it useful for us to make such lists?

If you have time, ask the participants to mark on the list three rights that they personally consider to be most important, or without which they wouldn't be able to live.Then ask them if they think that the situation in the country has influence on their choice.Why yes and why no?If they want, the participants can make a list of group rights that they would like to be respected in their school (not to be insulted, humiliated, their views to be respected etc.)Ask the participants what would they do if some of their rights is violated.

6.7 <u>WOMEN AND MEN IN LEADING POSITIONS</u>

Objectives: Reflection and analysis of a problem of gender inequality.Development of analytical skills and critical thinking skills.
Materials: Blackboard and chalk
Duration:90 minutes
Description: The participants reflect on how women are represented in leading positions, what are the differences in their leading of the states/companies and how they are perceived by the public.
Preparation: Think about examples of women in leading positions, women presidents of states, presidents of companies, prime ministers etc.

Instructions:

1. Introduce them to the topic with the following questions:
> • Think about presidents of states.What sex are they usually?
> • Think about presidents of big companies.What sex are they usually?

2. Discuss why they think that men are often heads of state and large companies.

3. Continue with encouraging them to think:
> • Try to think about one woman president of state of prime minister.
> • Try to think about one woman president of big company.

4. They should all name one woman president of state or president of company.

5. On paper they should write all the characteristics that come to their minds about those women. (Give them about 10 minutes to think and write.)

6. Let everyone read one characteristic and then discuss whether these characteristics give a stereotypical image of a woman or frame her in a certain type of leader.

7. Discuss how these characteristics differ from the characteristics that would be listed for a man president.Do women need to work twice as hard, or to occupy certain positions, in order to get to the level of their colleagues - men?

8. Then discuss about these questions:
> • What do you think, why there has been no woman president or woman prime minister in our country?
> • What do you think, is it possible to have a woman president in our country in the coming years, and elaborate the answer.
> • What needs to change for a woman to be at the leading position in our country?

9. Finish the discussion with the question of what they personally can do for greater equality of women and men in politics and the economy in our country.

6.8 WOMEN AND MEN IN MEDIA

Objectives: Thinking and analysis of what they encounter daily in the media.Thinking about the ideals represented in the media and what young people should aspire to.Development of analytical skills and critical thinking skills.
Materials: Newspapers, magazines
Duration:90 minutes
Preparation: Think about the ways in which women and men are usually represented in the media.If possible, take a daily newspaper or a magazine as an aid for discussion.
Description: The participants identify the ways in which men and women are represented in the media, they relate that to the way of looking at men and women in their cultures and environments.They think about the consequences of such views.

Instructions:

1. Give introduction to the topic with the following questions for discussion:
   - Do you think men and women are represented differently in the media?
   - If there are any, what are the differences in the representation of men and women in the media?
   - Are there differences in different media (print, television, social media, etc.)?
   - Do you think that a certain stereotype is imposed in relation to of representation of men and women in the media?

2. Separate them in groups according to the place of sitting and give them a couple of newspapers or magazines they can look through.If they want, they can write.(Give them 10-15 minutes for discussion in small groups or writing.)

3. Ask if there are any volunteers who want to share the example they were considering.Encourage them to share as many examples as possible.

4. Discuss:

   - Do they think there is a stereotypical presentation of women in the presented examples?
   - What are the stereotypes encountered in the examples?
   - What are the other stereotypes seen in the media in relation to representation of men and women?
   - What do they think contributes to it?
   - What do they think needs to be changed?
   - What will the change in the stereotypical representation of men and women in the media contribute to?
   - Do they think women are in a less favorable position then men?
   - Do they think that women are in a better position?
   - Are women subject to a certain female ideal in the media?What is that ideal consisted of (smart, pretty, attractive, housewife…)?

5. Let them look at the example again and let them think about what needs to change in the specific example for equal treatment of men and women and loss of stereotypes.(Give them around 10 minutes.)

6. Encourage them to share their thoughts with the others (but do not force them.)

7. Finally, discuss about how to perceive the media, with critical and analytical thinking.

6.9 GENDER BASED VIOLENCE

Objectives: Enabling students to present at least two ideas for action against violence against women; improving their skills in problem solving and public speaking.
Materials: Blackboard and chalk
Duration:90 minutes (1-4: 45 minutes and 5-7: 45 minutes)
Preparation: The students need to have previous knowledge about the problem of violence against women.
Description: In small groups the students develop strategies for elimination of violence against women and present their strategies in the form of television report.

Instructions:

1. Divide the students into groups of four or five.Explain that half the groups will prepare a television report and half will prepare a presentation to the government.

2. Ask:"Who is responsible for ending violence against women and girls?""

3. Explain:
   - Think about some strategies or programs to reduce violence against women.
   - You have 40 minutes to prepare a 5 to 10 minutes presentation (half of the groups a television report, and half a presentation to the local or national government).
   - In the presentation you should assume that your audience already has some knowledge about the problem of violence.Your job is to show what positive actions are being taken to respond to the problem.
   - Try to include what has been done (or can be done) by young people, as well as by adults, in everyday life; by local organizations and communities; by the government or the United Nations agencies.
   - You should also consider how to involve men and boys in these activities.

*For presentations to the local/national government, explain:*You will inform the government officials about the activities that have been taken by groups and individuals.Explain how the government should respond.Some of the students can play the role of the government officials, and some can be experts or citizens.
*For the television presentation, explain:*Remember that you need to focus people's attention and be as brief and clear as possible.Use human-interest stories to show the work being done to address the problem of violence.The presentation should be personal and engaging.
4. Make sure that everyone understands the assignment.Tell the groups that they have 40 minutes to prepare.Then circulate among the groups as they work.

5. Before the presentations begin, give the groups 5 minutes to review their presentation.

6. Ask all of the groups to deliver their presentations.Take notes on their program ideas.

7. After all of the presentations have been heard, ask:
- How difficult was it to think of ways to reduce violence against women?
- What are some of the common themes or ideas that different groups had for working with women?
- What about for working with men and boys?
- Which ideas do you think are best and why?
- Does everyone have a responsibility to work toward ending violence against women?
- What can you do, as young people, to end violence against women in families, schools, and the community?

6.10 <u>VIOLENCE IN INTIMATE RELATIONSHIPS</u>

Objectives: To enable students to discuss attitudes about violence in intimate relationships and ways to promote relationships based on respect; to strengthen creative writing and performance skills.
Materials: Blackboard and chalk
Duration:90 minutes (can be divided in two sessions)
Preparation: Think and/or read about violence from your point of view.Be aware that talking about violence is difficult for many people, either because of their personal experiences or their belief that it is a private matter. Never put students on the spot.
Description: Students develop short skits exploring respect and violence in intimate relationships.They discuss how to promote respect in their own relationships.

Instructions:

1. Introduce the topic.Explain:
- In this activity we will discuss and analyze the various types of violence that young people can sometimes experience in intimate relationships.
- You will have about 15 minutes to prepare a short skit involving an intimate relationship — unmarried, married, or same-sex couples.
- Your skits should help us think about how to ensure that relationships are based upon respect.

2. Divide the students into four groups (or fewer, depending on the total number of students), with four or five members in each group.
- *Tell the first two of the groups:*Prepare a brief skit (under five minutes) showing an intimate relationship that involves violence.The violence can be physical or psychological.Try to be realistic, using examples of incidents that you have witnessed or that you have heard about.
- *Tell the other two of the groups:*Prepare a brief skit (under five minutes) showing an intimate relationship based on mutual respect.Show how people in relationship handle a conflict without resorting to violence.

3. Circulate as the groups prepare their skits; offer help as needed.

4. After they are ready, call the groups with the skits demonstrating violence to present their skits to the others.After each skit, ask if those who watched have any questions.Then ask what characteristics of an individual or of a relationship lead to violence.

5. Follow the same procedure for the skits demonstrating respect, but at the end ask what characteristics of an individual or of a relationship make a relationship healthy and nonviolent.

6. Facilitate a discussion based on the following questions:
- What are the different forms of violence in intimate relationships?(*Probe for:control, coercion, shouting, threatening, as well as physical violence.)*
- What are the characteristics of a violent relationship?*Write responses on the board under the heading "Violent Relationships.")*
- Why do many young people feel powerless to do anything about domestic violence?Are they really powerless?
- What characteristics make a relationship healthy?What is necessary to achieve a relationship based on respect?*(Write responses under the heading "Respectful Relationships.")*
- Were the examples used in the skits realistic?Do you see these situations in your daily live?Do you see healthy relationships as those shown in the skits in your daily lives?
- Is physical violence used primarily by men against women, or are women equally violentWhat factors do you think enhance the risk of violence in a relationship?
- Do you think it is possible to form an intimate relationship based on respect?What can we do individually to construct healthy intimate relationships?

6.11   CASE STUDIES FOR SEXUAL AND REPRODUCTIVE HEALTH AND RIGHTS

Objectives: To enable students to describe how intimate relationships and sexuality are related to the possibility to exercise our human rights.
Needed materials: Board, chalk, copies of the case studies (you can put the first part on one side and the second on the other)
Duration:60 minutes

The participants need to have basic knowledge of sexual and reproductive rights.Write these questions on the board before starting the exercise.

1. How do you feel after hearing Alexandra's story?
2. Which of sexual and reproductive rights are related to this case?
3. Do you think that there is human rights violation here?Why?
4. Who is responsible?List everyone who bears some responsibility for what happened.

Instructions:

Today we will talk about true stories related to sexual and reproductive rights.Ask someone from the participants to read Alexandra's story (read only the first part of the story.)Then encourage the participants to write answers to the above stated questions in their notebooks.

For each question ask one or two from the participants to read their answers, and then the whole group can comment.After that read the second part of the story.Open a discussion with the following questions:

1. How do you feel now after you know the outcome?
2. How might the case have been different if the victim had been wealthy (or male, or heterosexual)?
3. What attitudes must be changed to protect this sexual right?

Repeat these steps for each case study (allow ten minutes per case.)
After completing all of the case studies, conclude the workshop by asking:

• Do you know of similar cases?
• Which rights were violated?
• Have you heard of any other kinds of sexual rights violations in your city?
• What must be done to stop it?

Case studies

Alexandra
Part one:Alexandra's story
When Alexandra, a young Polish woman with vision problems since childhood, became pregnant, she was advised by the doctors that her pregnancy and delivery posed the risk of irreversible eye damage.The Polish law allows women to have abortions when their health is in danger.However, the doctors refused to issue Alexandra a certificate authorizing an abortion, so she was left with no choice but to carry her pregnancy to term.

Part two:What happened to Alexandra?The birth resulted in further deterioration of Alexandra's eyesight.She became unable to work, dependent on assistance for day-to-day activities and childcare, and became wholly reliant on public assistance.Alexandra's case was taken to the European Court of Human Rights, which found that governments have a duty to establish effective mechanisms for ensuring that women have access to abortion where it is legal.The court awarded her significant financial damages in recognition of her anguish and suffering.

Amina
Part one:Amina's story.Amina is a divorced Nigerian mother of three.After she had been dating Mohammed for 11 months, he asked her to have sex with him, promising to marry her.She agreed and became pregnant.Mohammed, however, did not marry her, and she gave birth to a baby daughter out of wedlock.She was charged with adultery under religious law.Mohammed swore that he was not the father and was allowed to go free, but Amina was

convicted of adultery and sentenced to death by stoning.Even though she appealed, the verdict was upheld. Her execution was deferred for two years so that she could nurse her baby.

Part two:What happened to Amina?Following another appeal, Amina was acquitted and the verdict was revoked.The judges agreed that she had not had sufficient opportunity to defend her case.The government denies that she had been condemned to be stoned to death. After some time she remarried.

Fatima

Part one:Fatima's story.Fatima, an 11-year-old West African girl, overheard her parents discussing her circumcision.She was frightened because she remembered how her elder sister had returned from the ceremony, in pain and miserable.She also thought about her best friend, who had been in and out of the clinic because of severe infections caused by her circumcision.Fatima did not want to experience what she saw the other young girls around her go through, and she begged her parents not to do it.They did not listen to her pleads because they believed she would be unmarriageable if she were not circumcised, and at the same time they thought she was too young to make the right choice. Fatima's sister, however, had heard of an organization in town that worked to educate local families about the dangers and health risks of female genital mutilation (FGM).She asked the organization's staff to visit their home and to speak with their parents.

Part two:What happened to Fatima?The worker from the organization convinced Fatima's parents that circumcision was dangerous to their young daughter's health and that there were other ways to mark her passage into womanhood.Today Fatima is happily married and grateful that her parents were so open-minded and liberal.She works for the same organization that helped her avoid FGM, educating girls in school about how to talk to their parents about this harmful practice.

Matthew

Part one:Matthew's story.Matthew is a homosexual university student in the United States.One night, two young men pretended to be gay and offered him a ride home from a bar.Matthew went with them, but instead to the campus, they took him to a remote area, robbed him, tied him to a fence, and beat him brutally.They left him there to die.Matthew was found 18 hours later, still tied to the fence, by a cyclist, who first thought that he was a scarecrow.Matthew was still alive, but in a coma.

Part two:What happened to Matthew?Matthew's skull was shattered and his brain severely damaged.His injuries were too severe for doctors to repair.He never regained consciousness and died five days later.The murderers were arrested, and each received two consecutive life sentences.Matthew's story drew national attention because it was hate crime.The hate-crimes legislation was even extended to include hate crimes against gays, lesbians, women, and people with disabilities.Matthew's mother established the Matthew Shepard Foundation, which seeks to "replace hate with understanding, compassion, and acceptance" through education, outreach, and advocacy.

Lakshmi

Part one:Lakshmi's story.Lakshmi, a young girl from Nepal, was forced into marriage at the age of 12 and was exploited at her husband's house.Unable to bear her situation, she escaped and returned to her parents' home, but her parents forced her to go back to her husband."On the way, I managed to escape, and a kind lady helped me," Lakshmi said."She said her sister was working in a factory in another part of Nepal and she could get me employed there. All that I needed to do was to sell clothes."On the way, Lakshmi was drugged and taken to India."When I arrived there, I learned that I was sold for 15,000 Indian rupees." Lakshmi said."I was beaten when I refused to be a sex worker. For one year I was trapped in the brothel.The police raided the brothel and I was rescued and sent back to Nepal.By then I was 14 years old."

Part two:What happened to Lakshmi?When she returned to her parents, they refused to accept her.She later married but has tested positive for HIV.Whether she contracted the virus when she was forced into sex work or after marrying is not clear.

6.12 GET INSPIRED!CREATING CHANGE!

Objectives: To increase the participants' motivation and confidence for their ability to create change.
Needed materials: Board, chalk, copy of quotes by famous persons
Duration:70 minutes

Instructions:

Explain the participants that at this workshop you will discuss the meaning of the word social justice and change of the world we live in, even if it is a very small change.Together we will look at several quotes by people who invested themselves and made some change.Read the list of quotes and choose the one that inspires you most.Write it in the notebook.Think about what the quote means.Try to answer the following questions:What do you think is the message of the quote?Why is it important for you, why did you choose it?What would it mean if you try to apply this quote in your life (if you already apply it discuss that.)Give them 10 – 15 minutes to think.

After everyone is ready, ask them to share it with the group (point out that if they don't want to read everything they have written they don't need to.)

After all the participants have read what they have written, continue the discussion with the following question that will serve as conclusions:

- What are the key messages that you draw from these quotes?
- What are some of the positive personal benefits social justice activists enjoy?
- What are some of the challenges and risks?
- Is it important for ordinary citizens to take action on issues that they care about?

In the end, you can give them homework to find a way to share the quotes they chose with other people – family, friends, and to discuss their meaning.

QUOTES ON SOCIAL JUSTICE AND ACTIVISM

- ❖ *Be the change that you want to see in the world.- Mahatma Gandhi was considered by Indians as the father of their nation. He inspired nonviolent civil disobedience, which led to India's independence from Britain and inspired movements for civil rights and freedom around the world.*
- ❖ *Washing one's hands of the conflict between the powerful and the powerless means to side with the powerful, not to be neutral.- Paulo Freire, an influential Brazilian educator who pioneered educational practices to raise the critical consciousness of the poor.*
- ❖ *Freedom is not something that one people can bestow on another as a gift. They claim it as their own and none can keep it from them.- Kwame Nkrumah, founder and first president of modern Ghana and an influential Pan-Africanist.*
- ❖ *Responsibility does not only lie with the leaders of our countries or with those who have been appointed or elected to do a particular job. It lies with each of us individually.- His Holiness Dalai Lama, spiritual leader of Tibetan Buddhists and an activist for Tibetan autonomy.*
- ❖ *Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.- Margaret Mead, American cultural anthropologist.*
- ❖ *The world is a dangerous place, not because of those who do evil, but because of those who look on and do nothing.- Albert Einstein, a Nobel Prize-winning theoretical physicist, best known for the theory of relativity.Activist against nuclear testing and racism.*
- ❖ *It's the little things citizens do.That's what will make the difference.My little thing is planting trees.- WangariMaathai, Kenyan environmentalist and political activist.She founded the Green Belt Movement and the first African woman to receive the Nobel Peace Prize.*

Annex 1

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Simplified Version ofthe

UNIVERSAL DECLARATION OF HUMAN RIGHTS[8]

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Summary of Preamble

The General Assembly recognizes that the inherent dignity and the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world, human rights should be protected by the rule of law, friendly relations between nations must be fostered, the peoples of the UN have affirmed their faith in human rights, the dignity and the worth of the human person, the equal rights of men and women and are determined to promote social progress, better standards of life and larger freedom and have promised to promote human rights and a common understanding of these rights.

A summary of the Universal Declaration of Human Rights

1. Everyone is free and we should all be treated in the same way.

2. Everyone is equal despite differences in skin colour, sex, religion, language for example.

3. Everyone has the right to life and to live in freedom and safety.

4. No one has the right to treat you as a slave nor should you make anyone your slave.

5. No one has the right to hurt you or to torture you.

6. Everyone has the right to be treated equally by the law.

7. The law is the same for everyone, it should be applied in the same way to all.

8. Everyone has the right to ask for legal help when their rights are not respected.

9. No one has the right to imprison you unjustly or expel you from your own country.

10. Everyone has the right to a fair and public trial.

11. Everyone should be considered innocent until guilt is proved.

12. Everyone has the right to ask for help if someone tries to harm you, but no-one can enter your home, open your letters or bother you or your family without a good reason.

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[8]Amnesty International International Secretariat (2001).*First Steps:A Manual for Starting Human Rights EducationPeer Education Edition,* Amnesty International International Secretariat, London, 2001.

13. Everyone has the right to travel as they wish.

14. Everyone has the right to go to another country and ask for protection if they are being persecuted or are in danger of being persecuted.

15. Everyone has the right to belong to a country. No one has the right to prevent you from belonging to another country if you wish to.

16. Everyone has the right to marry and have a family.

17. Everyone has the right to own property and possessions.

18. Everyone has the right to practise and observe all aspects of their own religion and change theirreligion if they want to.

19. Everyone has the right to say what they think and to give and receive information.

20. Everyone has the right to take part in meetings and to join associations in a peaceful way.

21. Everyone has the right to help choose and take part in the government of their country.

22. Everyone has the right to social security and to opportunities to develop their skills.

23. Everyone has the right to work for a fair wage in a safe environment and to join a trade union.

24. Everyone has the right to rest and leisure.

25. Everyone has the right to an adequate standard of living and medical help if they are ill.

26. Everyone has the right to go to school.

27. Everyone has the right to share in their community's cultural life.

28. Everyone must respect the 'social order' that is necessary for all these rights to be available.

29. Everyone must respect the rights of others, the community and public property.

30. No one has the right to take away any of the rights in this declaration.

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