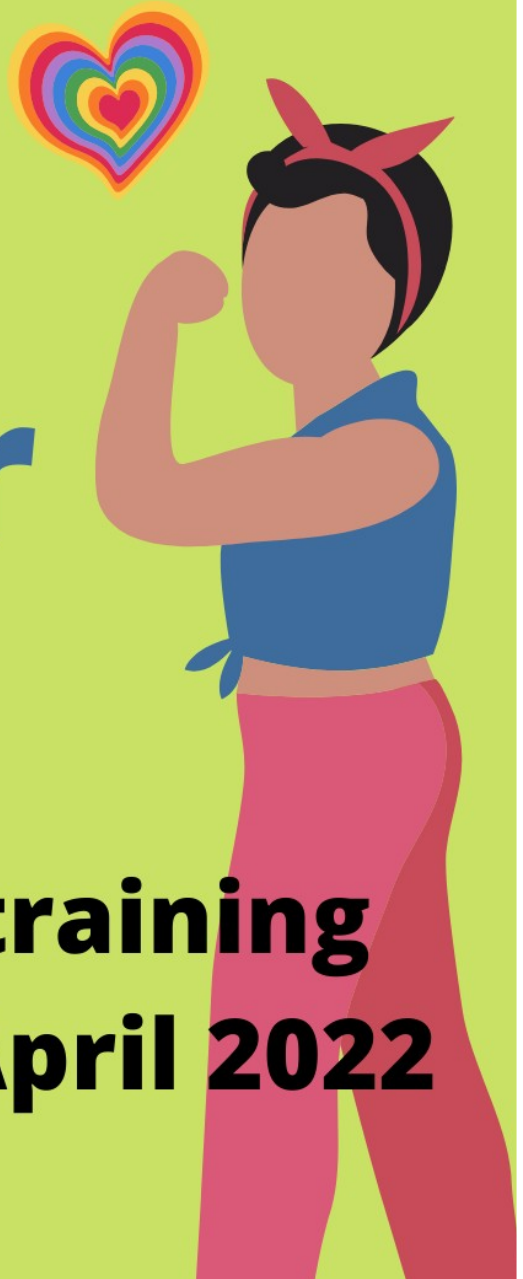


# The Gender Effect

**International training  
Rome | 10-16 April 2022**



**An Extension to the  
"Free to be you and  
me" Toolkit**



This booklet is an extension to the "Free to be you and me" Toolkit and is the outcome of the international Training „The Gender Effect“ organised in Rome from 10-16 April 2021 by Service Civil International Italy (<https://sci-italia.it>)

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**Content**

Introduction:.....2  
Part 1: Empowerment and Safety.....2  
    1. Empowerment.....3  
    2. Creating a safer space.....4  
Part 2: Methods.....5  
    Gender Unicorn vs. Gender Bread Person.....5  
    Methods to address and react to violence.....5  
    LGBTQIA+ Methods.....7  
Part 3: Resources.....8  
    Suggested Links.....8

## Introduction:

This Booklet is an outcome of “Gender Effect”, an international Training financed by Erasmus+ and it is an extension to the “Free to be you and me” toolkit. If you want to use this Booklet it is helpful, when you have a look in to this Toolkit as well. You can find it here: <https://sci.ngo/resource/free-to-be-you-and-me/>

**What is the Free to be you and me Toolkit?** The “Free to be you and me” toolkit has been developed by the SCI Gender Blenders working group and SCI International. It is based on the work of young people and youth workers who participated in a series of SCI international activities on the topic of gender. The toolkit aims to support non-formal education (NFE) trainers, youth workers and the coordinators of international volunteer projects/camps and exchanges to address Gender and Sexuality in their work. The content and workshops were selected to be applicable in international volunteer camps, the preparation of volunteers for such projects, Youth Exchanges, youth work in general and with other age groups.

The “Free to be you and me” toolkit tries to provide comprehensive information on gender and sexuality along with step-by-step procedures and easy-to-use implementation tools to help educators engage in best practices when educating youth, and/or other groups.

**What is SCI?** Service Civil International, or short SCI, is an international peace movement. Which is independent: It is not a religious organization and is not affiliated with any political party. SCI is a network of activist, who want to promote a culture of peace by organizing international volunteering projects and peace education.

**What was Gender Effect?** During this international Training, a Groupe of 26 international participants reflected, learned and shared about issues around gender and sexuality in (international) youth and volunteering projects. A few years ago, research about gender-based discrimination within SCI volunteering camps was published and it showed the many ways how gender oppression/ discrimination/ violence/ etc. exist within our projects. In many projects, we still face a sexist division of work, sexual harassment, sexist and queerphobic jokes or sometimes also just a lack of awareness around gender and LGBTQIA-related issues. During the training we tried to answer the following questions: How do we react to this? How can we create safer spaces?. As a result of our discussions, we came up with some recommendations and additions to the “Free to be you and me” Toolkit. That we summarized in this Booklet. The structure of this booklet is based on the toolkit to make the common use as easy as possible.

## Part 1: Empowerment and Safety

We think that two aspects are important for youth workers to keep in mind in order to create gender-inclusive projects: empowerment and creating a safer space. We will introduce both of these to you in this chapter.

## Empowerment

**What is empowerment?** Making participants feel like they can be themselves without shame, can fully realize themselves in a group and leave the group with more confidence also in the outside world. To achieve empowerment, self-help, self-advocacy-groups, self-education and self-empowerment-campaigns are important sources. Empowerment needs to focus on collaboration, a strength perspective, subject-centeredness, a context of orientation, solidarity professionalism and partisanship.

**Where does empowerment as a concept come from?** The concept of “empowerment” has different origins. Partially they lie in the Civil Rights Movement in the US, the Pedagogy of the Oppressed by Paulo Freire and different movements for the rights of people with disabilities.

### Methods for Empowerment:

- SWAT-Analysis
- Theater of the oppressed
- Internships and Volunteering
- Storytelling / Living library
- Self-help & support-groups
- Involve people into decision-making & structures which shape their life (e.g. Group Agreement)
- Open Space
- Doing art, music, creative stuff
- Playing with gender expression (e.g. through Drag)
- Creating community on social media
- Silent Exhibiton
- Action-focused workshops

## Dos and Don'ts for Empowerment

### Don't:

- Take control of the situation from/out of other people
- Speak, decide for people or make assumptions, explore or ask what the people need
- Give up
- Forget to look at yourself
- Force opinion/actions
- Put individuals in the spotlight
- Think the method works for everyone
- Make the message hard to understand
- Ignore other problems
- Whataboutism: look at many perspectives/ problems, focus on the subject at hand.

### But do:

- Create safer spaces only for like- and openminded peer groups (e.g. LGBTQIA+ youth), youth at risk and their allies
- Be aware of privileges
- Take the environment of the person into account
- Try to see what people can do with their own resources
- Create opportunities: money, projects, conditions, jobs. Give people tools to act
- Be empathetic, listen actively, raise your voice, support, and encourage others. Give everyone the space and time they need. Ask people what they need. Cooperate with other people, Act collectively, Share personal stories for inspiration. Encourage to use their potential
- Self-educate on this topic
- Advocate for protection by law and government
- SWOT (strengths weaknesses opportunities threats. Analysis channel your energy)
- Give everyone the space and time they need
- Recognize and value minority needs in a group

## Creating a safer space

*“It was a safe environment save space, we set boundaries and I guess that these boundaries helped people think through others' experiences and to not cross those boundaries. [...] On the first day it took us three hours because we took the time to explain to each other why we need it: what does it mean, for example, to get consent for touching or whatever and I think that it would be nice to have a short introduction on those things and what can mean boundaries, what can mean consent, what can mean respecting each other...”*

- Quote of one participant of “The Gender Effect” after the training

This quote shows that it is very important to talk about different needs of each participant in the beginning of each training to create a safer space. In the “Free to be you and me” Toolkit you can find a checklist to which we recommend to add the following points.

[the chapter Creating a safer space is on page 13-16]

### Physical safer space checklist:

- Make sure to create a comfortable and clean space for people who menstruate to deal with their periods. Provide some free pads / tampons in that space, if possible.

[you can find the checklist with the other point on page 16]

### Dealing with conflicts checklist:

- Remember that conflicts are emotionally driven – if someone is in strong emotions, provide them space to deal with it, maybe offer your support during this process

- Deescalate the situation, try to find a shared vision of solution. Be ready to take the role of a mediator.

- Support the person affected - map their needs and do your best to fulfill them.

- Support the person with inappropriate behavior, they may need some education on the topic or explanations.
- Remember to later check on people involved, their emotions and needs might change during the time.

[This is a new section we recommend to add to the checklist]

## Part 2: Methods

In this section, we want to give some feedback to some methods and tools out of “Free to be you and me” and introduce to you some new methods.

### Gender Unicorn vs. Gender Bread Person

The “Free to be you and me” toolkit describes both methods “Gender Bread Person” and “Gender Unicorn”. In order to introduce basic terminology around gender identity, sex and sexual orientation, in most cases we recommend the method “Gender Unicorn” rather than the method “Gender Bread Person”. Gender is complex and the method “Gender Bread Person” unfortunately does not reflect this complexity accurately, which also makes it incorrect.

If you want to depict an even more complex and correct picture than the Gender Unicorn, we recommend the Flying Gender Unicorn. This is an addition to the Gender Unicorn. You can find it easily online, e.g. here:

<https://www.adelaide.edu.au/student/wellbeing/ua/media/1521/theflyinggenderunicorn.pdf>

### Methods to address and react to violence

#### Method: Violence Barometer

Please have a look on the method in the toolkit Free to be you and me on page 54. The following sentences can be an addition to those already mentioned in the description.

- If you have been asked to give your personal documents to anyone while studying/working abroad
- If you have been asked to pay for recruitment fees, or relocation services for a job abroad after you have applied and entered the interview/recruitment process,
- If you have been refused to be employed because you have small children,
- If you have been asked about your family building/getting pregnant plans at a job interview or throughout university admission process.
- If you have been told to reconsider a decision to have an abortion by a medical professional.

#### Method: “Something bad has happened...”

Unwelcomed or inappropriate behavior, or a bad situation (trigger warning: sexual harassment and violence) may happen to every person because of their gender or completely regardless of it. It is important to know that whenever you were deprived of your dignity, autonomy over your body, right to have a say or express an opinion, right to receive the equitable educational or professional opportunities, or whenever you have been refused

the right to receive proper professional help by police, medical services or administration – it is never your fault and you may continue to look for a resolution that meet your needs.

**In a case of psychological violence** it is important to have a trusted person who you may refer to in order to take the journey to your emotional safety together with you. It may be your class teacher, the project coordinator, the school psychologist, a close friend that you trust, a family member who loves you truly.

**In case of being discriminated against and being refused equitable opportunities:**

- If being asked questions around civil status, family planning or number of kids (at job interview, university admission interview), state that those are inappropriate and that you would feel more comfortable not to disclose personal information – this is your right by law.
- Contact the antidiscrimination authorities in the place where the wrong doing happened;
- Share in social media the name of the company/university that acted that way in your case so that other people at least may get prepared.

**In case of suspicion of/or attempt of trafficking:**

- If you consider a study/job related move to another country, always check if the university, or the recruitment agency are licensed.
- Always tell a trusted person where are you going and share contact details. Keep in touch.
- Memorize the phone number of the embassy of your country.
- The EU emergency number for contact with local police, emergency help, fire brigade is 112, use it if you feel in danger.

**In case of physical attack:**

1. For the person affected (PA)

- The wrong doing is not your fault, you have not provoke this and you do not deserve it. It may You need help.
- Get in touch with a person you trust,
- Visit a specialist based on the particular needs, that emerge from the wrong doing – you might need to see a psychologist, a doctor, a police officer. Any police officer in any city is entitled to and obliged to take your report of a wrong doing and act on it. Any practicing doctor may give you a proof that you have been through an episode of (gender based/home) violence.
- Emergency contraception and/or blood test for transmissible diseases might be needed.

2. For witnesses of the wrongdoing, or friends and family members of the person affected:

- Stay by the person affected and try to take them to safety both emotionally and physically.
- Ask for and review the needs of the person affected, by looking and listening with empathy.
- Feel for, support and do not judge

- Be patient
- Contact a professional if needed.

3. For professionals (social workers, camp managers, nurses, doctors).

- Comfort the person affected that seeks for your help – look, listen and connect with them with empathy. Take their problem seriously.
- Consult the person affected on the available options for dealing with the after effects of the wrong doing and partner the decision for next steps based on the resources, needs and readiness of the person affected.

## LGBTQIA+ Methods

### Method: Queer Gender ABC

**Topic:** terms around queerness

**Aim:** learning new terms, deepen knowledge (no previous knowledge necessary, it's about associations)

**Target audience:** any age

**Group size:** min. 10 people

**Allocated group:** depends on group size, min. 30-45min

**Method:** writing, discussion; good as a starting game to get in the topic

**Materials needed:** a black board or a big paper with the letters A-Z on them, some chalk or pencils

#### *Introduction (2-5min)*

Hand out the pencils. Explain to the participants that they have to find words around the topic queerness/gender (one of them or both). There is no wrong answer and they have to think about associations.

#### *Main activity (20-40min, depending on group and size)*

The participants have time to think about words. Every word that comes to their mind should be written by them on the paper/board, quietly without commenting them. In the best case, every letter has at least one word, but there can be also more words for the same letter.

When the group is done with that, you thank them for participating. Then you go through all of the words, read them out loud and ask if it's clear or there is an explanation needed. But in the most time it's good to explain them all because even if some words are unclear, there might be people not daring to ask. For the explanation, you can ask the group or/and do it by yourself.

#### *Debriefing (5-10min)*



Thanks everyone for sharing their associations. Point out the diversity when it comes to gender/queer and say that there are even more terms than written. If there are basic terms missing (see glossary as inspiration), you can add them during the activity or now. Ask if there is still something unclear. If there was one important thing not talked about or you want to point out something, you can do that now.

### *Conclusion (2-5min)*

Let them know, that if they have still question or the wish to speak about something they have the opportunity and you will be around for a little more.

If you do this method at the beginning of a workshop, you can also come back to the terms or refer to them.

### **Method: Investigative feminist journalism**

It is very important for people to share their opinions, do researches and raise their voice through writing.

It is important to train and educate the participants on gender reporting, gender articles, LGBTIQA+ articles or/and feminist articles. Since media around the world is occupied mostly by man (cis-man), it is very important to have other genders to get in the public area and to be well educated.

Maybe this tool would take like all day and it could be combined workshop + terminology.

The first part of the day it would be good to explain to them what sexist/homophobic/transphobic medias are and how they represent other genders, and how it should be done. How they can do a research paper and what tools they would need.

And the other part of the day they learn how to prepare a paper with a topic related to gender and publish it for example on any platforms in their home-country.

## **Part 3: Resources**

In the “Free to be you and me” Toolkit you can find a lot of recommended resources. In this section we want to add some and give feedback.

### **Suggested Links**

#### Videos

In “Free to be you and me” sources of Chimimanda Ngozi Adichie are recommended. In this booklet we want to point out that she is known for expressing transphobic opinions (sources e.g.: <https://bookstr.com/article/chimamanda-ngozi-adichies-2020-transphobic-scandal/>

#### Movies

<b>Title</b>	Slim Queen
<b>Link</b>	<a href="https://www.youtube.com/watch?v=G6Th84oGDno">https://www.youtube.com/watch?v=G6Th84oGDno</a>
<b>Keywords</b>	cultural stereotypes, pride, people of colour

<b>Description</b>	The story is about how, because of the stereotype of 'black people' criminality, a couple was forced to shoot a police officer in self-defence. Afterwards, they were forced into hiding, but eventually managed to gain trust.
<b>Length</b>	132 min
<b>Target audience</b>	teenagers, adults

<b>Title</b>	The Danish Girl
<b>Link</b>	<a href="https://www.youtube.com/watch?v=d88APYIGkjk">https://www.youtube.com/watch?v=d88APYIGkjk</a>
<b>Keywords</b>	Biography, Intersexuality
<b>Description</b>	Lili Elbe was the first inter sex person who got the first gender reassignment operation. As she is portrayed by a cis man you could open up a discussion about non queer persons portraying queer persons after the movie.
<b>Length</b>	120 min
<b>Target audience</b>	Teenagers, adults

<b>Title</b>	The life and death of Marsha P. Johnson
<b>Link</b>	<a href="https://www.youtube.com/watch?v=pADsuuPd79E">https://www.youtube.com/watch?v=pADsuuPd79E</a>
<b>Keywords</b>	Biography, documentary
<b>Description</b>	This documentary tells the story about MPJs life as a queer iconic, sex worker and drag queen and her death und unsolved circumstances around it. (police violence, violence against trans people)
<b>Length</b>	105 min
<b>Target audience</b>	Teenagers, adults

<b>Title</b>	Rafiki
<b>Link</b>	<a href="https://www.youtube.com/watch?v=QgSeBDHqv_I">https://www.youtube.com/watch?v=QgSeBDHqv_I</a>
<b>Keywords</b>	Homosexuality, Kenya
<b>Description</b>	This film tells about the story of two young women getting to know each other and falling in love despite the difficult circumstances in their country. The film started a discussion about homosexuality in

	Kenya.
<b>Length</b>	82 min
<b>Target audience</b>	Teenagers, adults

## Books and Articles

<b>Title</b>	How to Have Feminist Sex: A Fairly Graphic Guide
<b>Author</b>	Flo Perry
<b>Keywords</b>	
<b>Description</b>	<p>When it comes to our sex lives, few of us are free of niggling fears and body image insecurities. Rather than enjoying and exploring our bodies uninhibited, we worry about our bikini lines, bulging tummies and whether we're doing it 'right'.</p> <p>Flo broaches everything from faking it to consent, stress to kink, and how losing your virginity isn't so different to eating your first chocolate croissant. Her mission is to get more people talking openly about what they do and don't want from every romantic encounter.</p> <p>Perry is on the charge to show feminism for the sexy movement it is, and offers it in a hilarious, accessible and completely non-judgemental package. The Evening Standard</p>
<b>Target audience</b>	Teenagers, adults

<b>Title</b>	Woman on the Edge of Time
<b>Author</b>	Marge Piercy
<b>Keywords</b>	Queerfeminst-Utopia, Classic Feminist Novel
<b>Description</b>	<p>Woman on the Edge of Time has been hailed as a classic of speculative science fiction. Disturbing and forward thinking. Connie Ramos has been unjustly incarcerated in a mental institution with no hope of release. The authorities view her as a danger to herself and to others. Her family has given up on her.</p> <p>But Connie has a secret - a way to escape the confines of her cell. She can see the future...</p>
<b>Target audience</b>	Teenagers, adults

<b>Title</b>	I'm Afraid of Men
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<b>Author</b>	Vivek Shraya
<b>Keywords</b>	toxic masculinity, trans woman
<b>Description</b>	A trans artist explores how masculinity was imposed on her as a boy and continues to haunt her as a girl--and how we might reimagine gender for the twenty-first century.
<b>Target audience</b>	Teenagers, adults