

## GENDER COURSE

### F2F protocol

#### Activity 1: Sex vs. Gender (section 3)

Course	Gender
Section	3. Sex vs. gender
Target group	Adult migrants and refugees of both genders
Objective	<ul style="list-style-type: none"><li>- To share experiences, discuss and deconstruct gender stereotypes;</li><li>- To identify the main differences and similarities between cultures (e.g., differences between birth countries and host country)</li><li>- To raise awareness of gender inequalities on different contexts and different cultures, including on host society;</li><li>- To explore strategies to fight gender inequality ;</li><li>- To promote awareness on gender rights;</li><li>- To contradict gender prejudice and discrimination</li></ul>
Tools	(no tools)
Duration	45 minutes

#### Sharing experiences individually or in small group

Discussion about the following topics:

- representations about what it means to be a man and a woman;
- impressions on what it means to be a man and a woman in the host country and differences/similarities with the birth country;
- areas of everyday life (Education, Employment, Health, Rights, Family) where there are differences regarding being a man or a woman.

Step 1: Before the general discussion with the whole group, the moderator should ask participants to reflect on the previous topics individually or in small groups of 4-6 participants; those small groups should be, if possible, heterogeneous in terms of gender, age, culture, migrant/refugee status.

Step 2: General discussion with the whole group about the previous topics.

### **Discussion of stereotypes**

Step 1: A group of sentences or ideas regarding the topics will be selected by the teacher and shared with the whole group.

Step 2: Each set of related sentences should be discussed avoiding judgments or criticism, adopting a culturally sensitive approach.

The following sentences and questions are some possible examples to be included in the discussion:

- “Women are dependent, passive, emotional, timid and weak.”
- “Men are independent, active, logical, dominant, strong and violent.”
- “Men and women have the same rights in the host society but still don’t have the same opportunities”
- “Many women and men share the domestic chores both in the host and birth society”
- “In the host society, more women perform traditionally male occupations but still earn less money than men”
- “Women on host societies have more support in a domestic violence situation”

Step 3: At the end, the discussion should be concluded with a reflexive question and providing further information if needed regarding European and host society’s (country specific) laws, data/statistics/facts and figures, and institutions/services.

## Activity 2: Sexual and gender-based violence (section 6)

Course	Gender
Section	6. Sexual and gender-based violence
Target group	Adult migrants and refugees of both genders
Objectives	<ul style="list-style-type: none"> <li>- To identify and list common types of SGBV against girls/women and boys/men in different cultures</li> <li>- To identify main causes and implications of SGBV for men and women during life span</li> <li>- To explore prevention and intervention responses, in particular in Europe and in the host country</li> <li>- Facilitate the contact with services focused on sexual and gender-based violence</li> </ul>
Tools	<ul style="list-style-type: none"> <li>- Videos about sexual and gender-based violence already produced on host society (country specific):  <a href="https://www.youtube.com/watch?v=G_Hd1PPRppw">https://www.youtube.com/watch?v=G_Hd1PPRppw</a>  <a href="https://www.cig.gov.pt/aco-es-no-terreno/campanhas/campanha-minutos-igualdade/">https://www.cig.gov.pt/aco-es-no-terreno/campanhas/campanha-minutos-igualdade/</a> </li> <li>- emoticons signs to express “agreement” and “disagreement”</li> <li>- websites and other information material related to the topic of SGBV on the host country and/or specifically designed for migrants and refugees</li> <li>- PowerPoint presentation with ‘statements’ and ‘facts’ for step 2.</li> </ul>
Group dynamics	<ul style="list-style-type: none"> <li>- people stand on different sides of the room according to whether they agree or disagree with the "statement". After the discussion, they are asked to reposition themselves or stay in the same place, to demonstrate having maintaining or changed their opinion.</li> </ul>
Duration	1h30

**Before you start the activity...**

At the beginning of the session, participants and teacher should agree on maintaining everything that will be discussed confidential.

### **Understanding the group's notion of violence**

Ask the participants their understand of a violent behaviour

### **Internet research, watching videos and sharing experiences**

Step 1: Ask participants to suggest music lyrics, advertisement or Facebook posts to illustrate prejudice and discrimination, as well as to present a Google search about the contents.

Step 2: Watching the videos

[https://www.youtube.com/watch?v=G\\_Hd1PPRppw](https://www.youtube.com/watch?v=G_Hd1PPRppw)

Video about gender violence describing how to be a girl is at risk condition: the doctor informs a couple that they will have a girl and all the risks that it implies in terms of gender.

<https://www.cig.gov.pt/aco-es-no-terreno/campanhas/campanha-minutos-igualdade/>

Video about sexual harassment in the workplace, showing that it is very often, as often as drinking water, and people don't do nothing about it and think it is a joke.

Step 3: After watching the videos, deliver emoticons signs to express "agreement" and "disagreement" about the following sentences. Ask the participants to use those signs to express their opinion. (activity inspired by source <http://www.unhcr.org/583577ed4> and <https://www.up.ac.za/speakoutup/article/2383198/anti-seksuele-teistering-raadgewers-mietes-en-feite>)

*Note: A variant of this activity implies asking the participants to suggest controversial sentences to discuss with the group, or instead, presenting previously defined sentences listed below. To start the discussion, participants will be given two cards each with an emoticon printed (see below) and will give a first answer to the question by holding up the emotion card that shows their agreement or disagreement with the sentence presented. After this, the group is asked to discuss different opinions and the trainer should present the fact to each sentence.*

- 1) A woman should accept violence if she wants to keep her family

Facts: When abuse takes place within a family, the home becomes a very unsafe place. Children experience emotional trauma when witnessing violence

in the home. Forcing someone to stay in an abusive home sometimes leads to death.

- 2) If two people are dating or are married, forced sex between them is not rape

**Fact:** Without consent, it is rape. It does not matter who the victim is, or who the perpetrator is.

- 3) Men are never victims of sexual and gender-based violence

**Fact:** Both men and women may be targets or perpetrators of sexual harassment. Many more women than men are harassed. Male victims rarely seek help because of embarrassment and fear that they will not be taken seriously.

- 4) Victims are to blame in some way for being harassed

**Fact:** The harasser is always responsible for having committed the harassment, regardless of the victim's appearance or behavior – the victim is not responsible for the harassment.

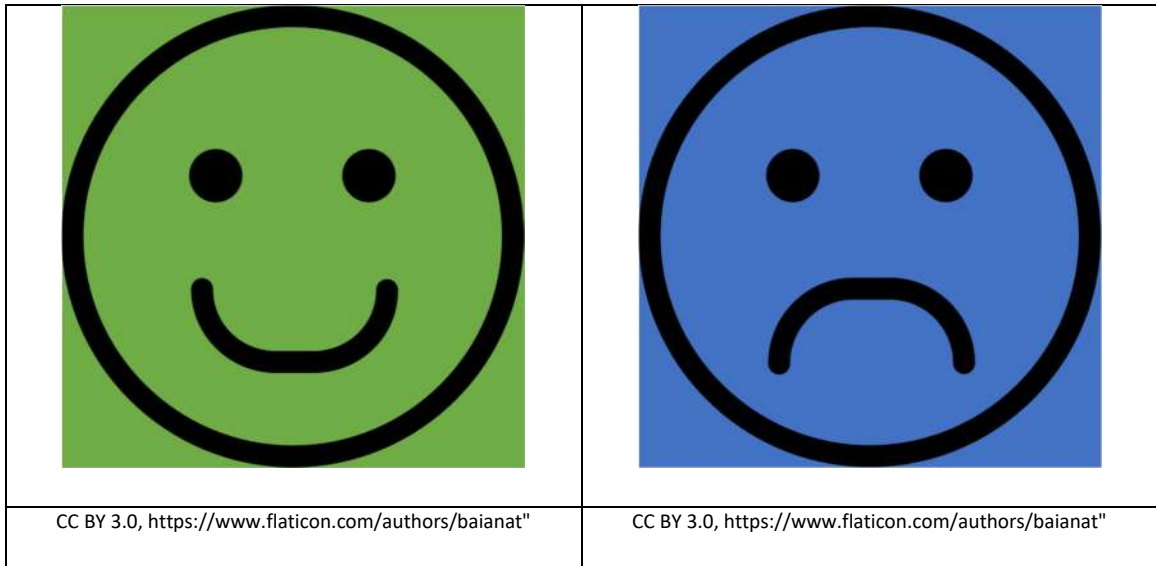
- 5) Straight people do not sexually harass gay people

**Fact:** Lesbian, gay, bisexual, transgender, intersex, queer/questioning and asexual (LGBTIQ+) people have been targets of harassment by other people because of myths and stereotypes born of ignorance.

- 6) It is ok to make a sexual joke about someone; it is funny and harmless

**Fact:** Sexual harassment is abusive. It is not done in good fun, it is done to intimidate and hurt others. It is also an inappropriate and unacceptable way to control others through degradation and intimidation. Sexual harassment affects us all.

Emoticons:



**Step 4:** Ask two of the participants to explain their opinion and explore the reasons behind it

**Step 5:** At the end, open to general discussion, asking if anyone changed her/his mind and, if so, to repositionate in space. Ask the reasons that motivated their change of opinion

**Step 6:** Wrap up with a discussion about the main risks associated with being a girl/woman and a boy/men and about what can be done to stop SGBV in birth and host country.

**The following websites can be explored if the class wants to know more about the subject** (present the links in a PowerPoint and give the participants a copy of the links so that they can take home):

Link 1: Signs of relationship abuse: <http://www.unwomen.org/en/digital-library/multimedia/2017/11/infographic-signs-relationship-abuse>

Link 2: Violence against women - Facts everyone should know: <http://www.unwomen.org/en/digital-library/multimedia/2017/11/infographic-violence-against-women-facts-everyone-should-know>

Link 3: Protecting refugee women: promoting gender equality: <http://www.unhcr.org/4de4f71a9.pdf>

Link 4: SGBV Prevention and Response. Training Package, October 2016: <http://www.unhcr.org/583577ed4>

Link 5: Sexual and Gender-Based Violence against Refugees, Returnees and Internally Displaced Persons. Guidelines for Prevention and Response. May 2003: <http://www.unhcr.org/3f696bcc4.html>

Link 6: IOM Gender Focus in Emergency and Post-Crisis:

[http://www.iom.int/jahia/webdav/shared/shared/mainsite/activities/mepmm/op\\_support/epc\\_gender.pdf](http://www.iom.int/jahia/webdav/shared/shared/mainsite/activities/mepmm/op_support/epc_gender.pdf)

Link 7: Women on the move: migration, gender equality and the 2030 Agenda for Sustainable

Development: <https://www.odi.org/publications/10476-women-move-migration-gender-equality-and-2030-agenda-sustainable-development>