



Youth Express Network  
Strasbourg

## **STUDY SESSION**

"Strengthening the role of women in associative life - a prerequisite for development, democracy and human rights; counteracting stereotypes in understanding"

European Youth Centre Strasbourg  
20-27 July 2003

## **REPORT**



The Council of Europe's Directorate for Youth and Sports supported the Study session



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## INTRODUCTION

There are many occasions when issues of social exclusion and undervaluation of the role of women, integration and social cohesion are looked in, but in the field of studying and acting they often seem to take back seat, usually because the women are seen as “secretary” with less opportunities for career and tolerant approach.

After working on active participation (Grozjan, Croatia 2002) and the rights of the associations all around Europe (1997), Youth Express Network decided that it could be a natural follow up to make a Study session on this subject on an international level.

YEN made this year a study on this subject “The role of women in associative life”, on local level, and realized that there is still a big difference between the role of the women and the role of the men in associative life.

As the society comprises of equal number of men and women, one of the structural differences in the mankind is the gender, achievement of higher balance of representativeness of men and women in the decision making process, which will lead to a better functioning of the democratic society. Therefore, a significant prerequisite for practical realization of the concept of pluralistic democracy and constitutional states the continuous progress to more balanced representativeness of men and women in all spheres of the society, as well as achievement of effective equality of the opportunities between women and men.

The Study session (hereinafter SS) took place in European Youth Centre - Strasbourg, July 20-27, 2003., and was organized by Youth Express Network, supported by the Directorate for Youth and Sports, Council of Europe.

The main aim of study session was to empower youth NGO activists to connect and to learn from each other's experience by exploring the challenges / needs for strengthening the role of women in associative life. Main focus was given to the role of the women and the need for more awareness around the youth. Particularly, it's core objectives were:

- To explore the differences and similarities of participants in the relation of the role of women in youth work and associative life;
- To encourage and share good practices, views and concepts regarding this issues;
- To assess and reflect on specific issues related to women participation such as: women' rights as a part of human rights, political involvement and equal opportunities, stereotypes and prejudices;
- To identify different possibilities and obstacles in creating more balanced youth structures;
- To provide space for mutual learning and intercultural understanding;
- To motivate and empower participants for change what gender equality is concerned with;
- To promote further cooperation and networking with the participants and participants' organizations on issues related to women' participation;
- To develop and support youth projects and activities at national, regional and international level.

Twenty-four participants were selected to attend this Study Session. Young people who are active members of Youth Organizations, National Youth Councils, grass-root initiatives and youth organizations, some of them having been involved in regional projects concerning women's issues, and delegated by youth organizations. Most of them were coming from different countries of origin: France, Serbia and Montenegro, Malta, Albania, Georgia, Iceland, Turkey, Macedonia, Bulgaria, Azerbaijan, Sweden, Portugal, Romania, Russian Federation, Austria, Lithuania, Croatia, and had diverse fields of interests related to women's issues: empowerment of women, women in politics, refugees, women, health, youth, sports, information, women rights-human rights, women with disabilities, gay rights, domestic violence and violence in general ...

SS introduced different methods of enhancing the sensitivity toward the role of women in the process of building a balanced and democratic society and in particular their equal participation in the associative life. Discussions and analysis of the participation tendencies of the women in the society: histories, trend of development as well as the policy of the CoE and EC were presented.

SS focused on the role of women and the need for more awareness around the youth, but also on the process of cooperation and encouraged reflection on intercultural learning, exchange of good practices and experiences.

The whole SS was perceived as a mutual learning situation based on participants' experiences in youth work, with emphasis on developing these experiences, through active participation, group and team work and learning-by-doing, Open Space Technology, Forum theatre, presenting researches, all forming the methodological foundations of the study session. All program elements and methods were carefully developed and discussed on Prep Taem Meeting which took place in Sofija, Bulgaria, in May, 2003.

Taking into consideration the richness and the complexity of the programme elements of the SS, this report aims to summarise the essential discussions, ideas, projects, solutions and other major outcomes, but also all methods that have been used during the SS. The report is mainly organized in two-column format, so that methodology is developed usually in the left column, and the outcomes in the right column. We believe that this way of presentation offers clear picture of the development and outcomes of all programme events and SS in general.

The SS proved to be very powerful learning experience also for the members of the team and a step forward in encouraging the cooperation among the organisations they represent. As the SS was also an opportunity for setting up connections, some of its results may become visible in the future.

YEN is grateful for the support provided by the Directorate of Youth and Sports of the Council of Europe for the organisation of this SS and particularly appreciate the highly professional contribution of the External Trainer that was responsible for this SS, Luis Pinto.

We also would like to thank all the participants for their active involvement, willingness to work and to share, and would like to encourage them to continue their work in their organizations with the same energy and enthusiasm that they have shown on this SS.

Team members:

Educational team of the Study session:

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Robert Rustem – Youth Association "Perpetuum", Skopje, FYROM

Ragnhildur Helgadóttir – Sport and Youth Council, Reykjavik, Iceland

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Luis Pinto – External Trainer, Council of Europe

July 2003

Strasbourg, France

## YEN Presentation



### Methodology

Participants were divided into small groups (4-5 people) and were asked to find out more information concerning YEN, its priorities, activities or whatever they thought was interesting by their own opinion. All groups had access to all kinds of informative materials, ECHOs, folders etc, produced by and for YEN. In that matter, the aim of this method is to stimulate participants to look and find out themselves and to avoid those sometimes "dry" PowerPoint presentations, but, on the other hand also, for YEN to get feedback on how informative the materials about YEN actually are. All groups were asked to write 5 statements and three questions concerning YEN. One big joined statement is presented in the right column, and among most commonly asked questions were following:

How many members YEN has?  
How can we become YEN members, as individuals and organizations?  
Which kind of difficulties do YEN face as an organization of youth people?  
Chooses to operate as an informal network with an elected board?  
How to get the attention of the political decision making bodies?  
Does YEN have funds to be allocated to member organizations?  
Local sections?  
Who gives financial support to YEN?

### - FROM EXCLUSION TO INTEGRATION -

YEN was **founded** in 1991 and become organization in 1993 by people who work with **disadvantaged young people**, which choose to operate as an **informal network** with an elected board. YEN **organizes** seminars, training courses, youth exchanges and other international activities for workers and young people involved in youth fields, and in particular area of **social exclusion**.

YEN also **supports** international activities of other organizations and networking by :

- Advice and information
- By finding partners
- For financial issue (how to get grants, how to make applications...)
- By spreading the info of their contacts
- By providing experts in many different subjects.

### AIMS

- To **promote** and develop training and exchanges of young people, youth leaders and youth/social workers and project officers at European level;
- To **improve** the situation of young people fro excluded backgrounds by getting the attention of the public and the decision makers about the problems;
- To **remote** research on questions of social discrimination and marginalization in Europe;
- To **call for** political action in order to fight against and prevent discrimination and exclusion at local, regional and European level;
- To **inform** young people of their rights;
- To **present** realities and give support to young people initiatives towards local, nnational and European institution.

Yens' **official newsletter** is **ECHO. Recognised** by a series of European institutions, YENs' network can **facilitate** access for members to courses and resources.

YEN is **supported** by a small secretariat, which keeps then **up to date** on new youth policies, funding programmes and members' activities. YEN is financially **supported** by EYF, EU, Local Authority City Hall of Strasbourg and also from membership fees. In its structure, YEN includes 50 organisations from 24 countries, which contribute with money and work. There is no local section in each country and no local national division too. Everybody (**people and organisations**) can become members of YEN, and they all will have to pay different **membership fee**.

Still, YEN is **not big enough** to meet the requirements of all young people who need its support. YEN is involved in intercultural movement and tries **not to lose contact** with grass root NGOs.

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# COE, Directorate For Youth And Sports

## Methodology

The participants were divided into 5 groups (blue, yellow, pink, green and red one), and were invited to answer to the questions of the Quis simply by choosing one of the proposed alternatives, which they found true. They had to use their joined knowledge (within the group) and try to give correct answers as much as possible. The questions were not so complicated, so the answers reflected basics knowledge about CoE, DYS, EYCS and YEN. For example : years of foundation, member states, priorities, population covered, etc. All groups showed great knowledge and the « winner » was the blue group, with 5 true and 1 false answer.



**Key values:** Democratic ideals and standards, EU cultural identity, University of human rights, Cooperation on relevant issues for societies.

**Key bodies of CoE:** Parliamentary Assembly, Committee of Ministers, CLRAE (The Congress of Local and Regional Authorities of Europe), Secretariat General, European Court of Human Rights.

**Members of CoE:** 45 states and 4 non-member Coe states, members of the EU Cultural Convention.

**Working priorities of the DYS (2003-2005):** Peace and intercultural dialogue, Human rights and Social Cohesion, Participation and Democratic Citizenship, Policy Development and Research.

**Key working instruments:** Education, Research, Training, Funding youth projects, Youth Policy Definition, Information, Youth Card <26.

**Key activities of European Youth Centres:** Training Courses, Study sessions, Fora, Symposia, Conferences, Activities of the “Covenant” with EU Commission, Consultative Meetings, Self – financed activities.

## Activities of European Youth Centres:

← YEN DYS CoE →  
Expertise, needs and expectations of young people, target group,  
follow-up capacity... →  
Study Session ↔  
Promoting values, concept of Europe, co-operation,  
empowerment of civil society

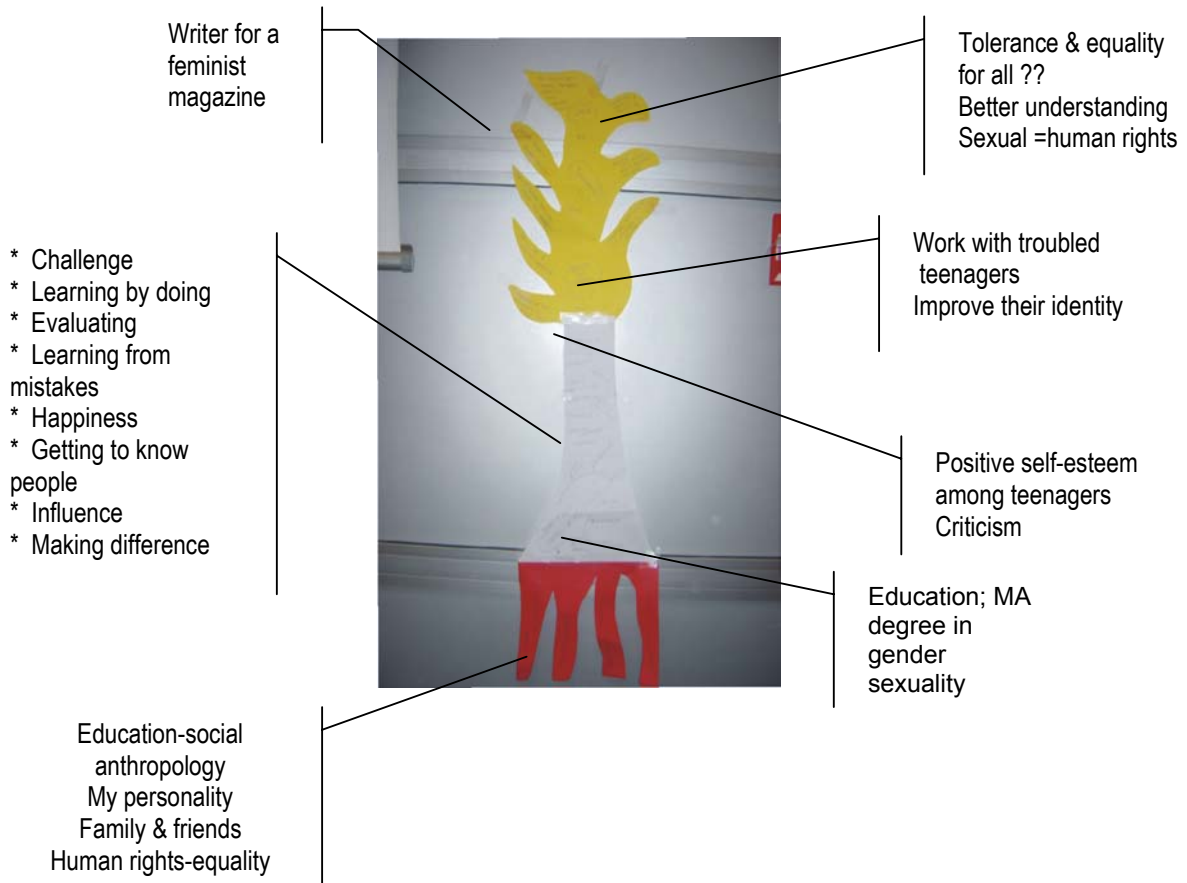
## Participants, organizations

**Tree game** –presentation of personal interests, education, training and engagements

Before exploring each other perceptions related to the role of women in associative life it was necessary to arrive at a wider understanding of why youth work in the field of women issues is important how it contributes to the development of the society.

Participants thus started with presenting their individual experiences, then the ones of the organisations they are involved in, analysing similarities and differences in their work, discussing upon different visions related to the role o women in modern societies.

The idea of this presentation game is drawing each others tree (where Roots represent the starting points and main reasons in undertaking youth work, the Trunk illustrates - your background, character, education transferred in daily work, Branches-what you currently do, fruits and leaves – results and achievements).



## **NGO fair**

All participants were invited to create a billboard-presentation of their organisations, which represented their activities, priorities, structure...The billboards were filled with projects, info, leaflets, contacts, interests, motivation, communication....

There were quite good and creative approaches of successful presentation, which is extremely important in today's competitive reality. Also the important part of this NGO fair had the "Find out game", consist of distribution of questions to participant about other NGOs. Every participant received three questions concerning other organisation's activities, fields of interests, origin, membership etc, and had the obligation to find out the answer by him/her self. At the end of the game everybody presented their "discoveries" to the others, so that one can get some basic info of all NGOs participating on this Study session. It was interesting, non-formal way of introducing, getting to know each other, which brought some dosage of closeness among the participants.

The rest of the evening went in sharing info materials, discussing ....

## **General profile of present NGOs**

**Field of interest: diverse, related with women issues ;**

e.g. empowerment of women, women in politics, refugees, women, health, youth, sports, information, women rights-human rights, women with disabilities, gay rights, domestic violence and violence in general ...

**Structure: also diverse**

- a. Structured, institutionalised, "old" NGOs, with no volunteers
- b. NGOs institutionalised, have employees and also volunteers
- c. "young" enthusiastic NGOs working only on voluntary basis

## EXPECTATIONS: HOPES AND FEARS

### “Laundry” – method

At the beginning of the SS, the participants were invited to explore and state their expectations about the SS, what do expect to gain and what are their fears. The fears had to be written on the socks and hopes on every other piece of clothes. (socks and clothes are made of different colored paper, and their exact shape depends on the creativity of every participant). All statements (clothes and socks) were put on the wall.

### Hopes:

- Learn from others, learn about different cultures;
- Exchange of good practices and ideas;
- Promotion of intercultural dialogue;
- To find more then gender mainstreaming and good practice;
- To share my ideas and experience, to have enough time to clear some doubts;
- To make some follow-up of this session;
- I would like to become more involved in youth work;
- To make more friends and contacts for future international cooperation in seminars, Study sessions, projects and so on;
- Aims, equality, future, learning by doing, reality, different solutions but same aim, equality for all;
- To learn, to cooperate, to expand youth exchange;
- Going back home with some new projects;
- More knowledge on the issue (experts);
- Enthusiastic discussions, no fears, common projects, new friends, good presentation;
- Achieving methods for imposing women's initiative potential in associative life;
- Looking at gender from new + prospective (e.g. gender disability, gender in less developed countries);
- To develop networking for future;
- To explore gender issues in relation to participants realities;
- To develop methods/skills for equal gender representation on NGOs;
- To improve knowledge on fund-raising;
- Men and women are different, exploring different aspects of being different;
- New horizons for modern women;
- To work together as a team, highly interactive course;
- New ideas for follow-up (sustainability of the group);
- More knowledge about YEN and YEN's workers;
- I hope we (males) will show female attendants that they are equal parties in building of our future;
- New ideas, cooperation, friendship, sport, group, love....

### Fears:

- Youth makes life younger, I have no fears;
- There will be some prejudices and stereotypes of what feminism is;
- There will be no follow-up;
- I believe we can not be entirely equal with men, but mentally ->>, so to learn to speak in a loud voice... it is what I want;
- Non-constructive feminism, that it wont be changing;
- Bad friendship, not to learn anything, go home without seeing the City of Strasbourg, be bored;
- Misinterpretation, judgment, misunderstanding;
- Extreme feminism;
- Rhetoric, all talks no do, boundaries and diversity;
- Intolerance, losing contact, being stereotypical;
- Women only as housewives, weakness, no time for exploring opportunities;
- Non-interactive event; being not a group, alienation, not getting to know anything new, boring seminar, to theoretical seminar, conflicts, arrogant participants, bad food, and lack of coffee.

## *INPUT*

The dominant society, political and economical norms and standards often have great influence on the space and potential for acting that men/women have in actual situation.

Societies are not consistent groups with usual establishment of interests and priorities. Often, there are misunderstandings and disputes in the line of age, religion, education and Gender. Gender relations can be found in all social constrictions and identities. Gender division is as a basis to every other divisions.

In all nonharmonic priorities and intrests within societies women's identity is constructed as a pillar of national identity, but still women are usually excluded from "US, the men", from the global policy of the group, especially in the field of power and influence.

These different levels of power sharing result some people (women) to have difficulties with expressing their voice, needs and wishes. In many countries on different stadium of culture growth and religions values, the usual practice is men and women to be given certain rigid and specialized roles and assignments, almost allways with clear intention: to limit or even exclude the participation of women into the associative life.

Women do not participate in public life as men do. Equal (re)sources do not mean equal participation. Women are always accused of not to have reached the adequate critical mass of determination and motivation. Therefore, the participation of women in public activities has to be encouraged and supported with insisting on citizen and political education which will help women to become aware of their women/human rights and obligations, to (re)define clearly their position within the society as a individual choice, as a personal growth.

Gender equality states equal vision, authorization and participation of both sexes in all spheres of public and private life. Gender equality is opposite of gender inequality and not gender difference, aiming in promotion of full participation of women in the society.

In that matter, in modern societies, without any attempts for destabilization, increasing the dignity of women on social level has to be an imperative, in order more balanced picture of the competences of men and women to be created, when participation in decision-making process comes to matter, in public but in private spheres as well.

Without explicit focus on gender equality, in the process of the development and growth, some society initiatives may fail in women's contribution, both formal and non-formal (for e.g. if women are not active in political structures, it will be hard or even impossible for them to influence political decisions).

Modern societies must be open to all options, must offer answers to all challenges. From what do they have to offer to women may depend the complete prospective development and the progress in world ranges. In that matter, every society, among others, has to undertake certain steps towards:

- Does the political system recognize and protect women rights and interests?
- Does the economical environment empower women or support their marginalization and highlight their vulnerability?
- Does the social sector underline women needs and interests adequately?
- Are women's capacities and capabilities recognized and included in production of social services?
- Does social reconstruction generate socio-economical relation to challenge women?

## Research presentation

### Methodology

Presentation of this inquiry achieved its goals. It was not just simple presentation of numbers and %, on the contrary. All participants were invited to be part of the whole, which represented the certain figure. So everybody moved from the mass in the % that that figure implied. For e.g. 30% of total are presidents – 30% of all participants had to move from one to the other side. This is excellent, effective way to show that real human beings-women stand behind these numbers and to see actually to what extent this under-representation spreads.

### **One could think that men and women are equal in associative life. Is this reality or...**

An Inquiry has been preceded in France, in 2001, on the place of women in the leading positions of associations, with the main point at the composition of the board, president, vice-president, treasurer and secretary.

The results were as follows:

Position	Women	Men
president	30 %	70%
vice-pres.	23%	77%
treasurer	23%	77%
secretary	63%	37%

Table 1. General statistics about the representation of women in associations on local level

←

Table2  
Representation of women in associations according to the number of employees

→

Employees / position	President	Vice-pres.	Treasurer	Secretary
10-600	20%	25%	10%	60%
>100	23%	23%	23%	31%
o	54%	45%	27%	81%

### Some conclusions:

- The higher positions are less occupied by women;
- There is general under-representation of women in the positions related to power, money and decision-making, the correlation between power and the place of women in leading positions is as follows: more power, less women, little power, and more women.
- There is a strong correlation between feminine representation and the size of association: the bigger the association is (more employees), the number of women on “command” positions decline and vice versa, the smaller the association is the number of women among leaders increases.

« Equality between men and women must be ensured in all areas »  
(Charter of Fundamental Rights of the European Union)

« In all its activities the Community shall aim to eliminate inequalities and to promote equality between men and women »  
(EC Treaty)

“It is vitally important that all the structures of Government, including the President should understand fully that freedom cannot be achieved unless women have been emancipated from all forms of oppression”  
( President Nelson Mandela, opening South Africa's first democratically elected parliament on 24 May, 1994 )

The above-mentioned enquiry gives only photographic view of the reality. There are still some indicators that should be examined, e.g. the representation of women not only on higher position but within all organs as well, the age structure of the (un)employed women, educational background of women, the possible reasons for this gender misbalance etc in order to get a clear picture about the problem. Moreover, the inquiry reflects the actual situation not only on local level. Here are some examples of the situation in other countries:

**Portugal:** two Ministers are women: for Justice and Finance. 20% of deputies in the Parliament are women. Still, most of the presidents of political parties are men. On contrary, in NGO sector there is women majority.

**Malta:** informal, social work is mainly done by women. The Coordinator is man but the action is spread more among the group. In NGO sector, the situation is the same: women are majority but still men are usually on the head position. The women do more voluntary work and men more administrative work, although there is no division in education.

**Macedonia:** two women Ministers: for foreign affairs and EU integrations, 17, 5% of the Parliamentary deputies are women, which is a big increase comparing to previous parliamentary structure when we had only 9 women in Parliament. This is mainly due to the new electoral system, where all political parties are obliged to propose electoral lists on which there must be at least 20% women. Nevertheless, women are usually on the bottom places of these lists and it is highly unlikely to get elected. Women mainly represent NGO sector and non-formal sphere.

**Serbia and Montenegro:** in 1970s-the participation of women in all legislative bodies was 22%, and in 2000, it made growth only of 3%.

**Albania:** 33% of representatives in the Parliament are women.

**Romania:** Social growth of women is increasing after the changes, but still there are some difficulties for women who want to build a career – lack of facilities for raising children.

**Ex-communist countries** in general: Communism as a social system gives some more advanced solutions especially to the problem of equality at work. As some modern categories as "gender/sex, women/human rights" are not recognized, it is expected for all people to be treated equally when the division of labor comes in to questions. However, not everything is that pink: there were not for example, no maternity leaves for young mothers. Big progress was, and still is that in some ex-communist counties the wage is the same for the exact position, no matter if the employee is a man or a woman, which is seldom case in "western" democracies.

The level of educational background of man and women is mostly the same, but still women are under-represented in decision-making process.

Old job division, stereotypes of woman housewife, tradition etc. are among the reasons that women are not given or in some cases do not even accept certain positions. The tradition and cultural heritage are extremely important about every individual identity and for the cultural identity of the whole nation as well, but they should not be the main reason (sometimes even excuse) for women not to have the freedom of choice. Women should be free to develop their personal abilities and make choices without the limitations set by stereotypes, rigid gender roles and prejudices. Whether woman decides to work, whether to stay home and raise children it should be her choice. Tradition is socially structured, may change over time and can be influenced only by **education**. Non-sexist education makes it possible very early on to attack traditional stereotypes concerning the roles of men and women and to fight prejudice and discrimination. Appropriate education may correct many stereotypes that support the inequalities that women face. As we have new experiences and receive new information, we may at least try to re-evaluate our values and modify them. The point is not to avoid or neglect the traditional, cultural and society values, but on contrary, within the society, tradition and culture to recognize an open corridor saying that there are some **other options**, e.g. the option of **free will** to make progress in life in every domain.

Some countries experiences can be used as possible solution. For example, there is a **Law on gender discrimination** in Island promoting gender equality within associations, although sometimes it is not the most adequate solution since it is not applied in reality, as it is the case in Portugal. Having good structured Law on gender equality is great, but still the Government should be more strict in ensuring its application. **Law of gender quota**, as a measure, which helps to even up the involvement of men and women in every segment of social life, sometimes, does not fulfill expectations, since the qualifications should be the question and not the gender. This law sometimes provokes women to be given some liabilities only by the simple fact that they are women and not because they (not) have the necessary qualifications. It only gives great picture of equal representation, but it does not contribute to improvement (the case in Serbia). In addition, the quotas usually do not reflect the reality: women represent over the half of population, so the "natural" quota of representation of women in political, economic and social areas should be at least 50%, which of course is not the case. But, looking from a long-distance prospective, the Law on gender quota has a great positive impact on stimulating and motivating women to take up responsibilities in social life with full confidence, and to realize that they are capable and qualified to do more and to get out of the life of "PINK GETTO" (the perfect life in 2 rooms: kitchen and bedroom). **NGOs**, also, are an important element of civil society and major players in the promotion of a gender democracy. They should have clear vision of and be open to "equal opportunities" – society model, especially since women/human rights must be constantly fought for, protected and encouraged.

Although there is certain relativism in dealing with women/human rights in different cultural backgrounds, one thing should be declared as **fundamental**: the respect of human (women) rights, rights to which women are entitled simply because they are human. Different behavior, aspirations and needs of women have to be considered and valued. It does not mean that women and men have to become the same, but that their rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equity means **fairness of treatment** for women and men, according to their respective needs. This may include equal treatment or treatment that is different but which is considered equivalent in terms of rights, benefits, obligations and opportunities.

# FACING DISCRIMINATION

## Take a step forward

*“Everything flows from the right of the others and my never-ending duty to respect them” – Emmanuel Levinas*

### Methodology

**Objectives:** To promote empathy with others who are different; to raise awareness about the inequality of opportunities of the society; to foster an understanding of possible consequences of belonging to certain social minorities or cultural groups

**Participants** were given the certain roles e.g. mother of four, daughter of rich business etc. and some time to get into the role.

Then, all were asked to move one step forward if their answer is yes to suggested situation or event .

The **main idea** is to demonstrate how certain stereotypes and prejudices work.

We are equal, but some are more equal than the others. In these activity participants experienced what it is like to be someone else in their society. That someone else might be: unemployed single mother, daughter of the local bank manager, religious Arab Muslim girl, soldier in the army, disabled person, HIV positive, young refugee, illegal immigrant, daughter of American Ambassador, owner of successful export/import company, youth NGO leader, middle-class house wife, middle-aged divorced woman, homeless person....

The participants had reliable information and were quite familiar with the role they had to play, since the situations mainly reflected their own realities or the realities of their friend and relatives.

These identities were explored through usual every-day life situations and events. For e.g. some of the asked questions were:

- you feel you can freely follow your dreams,
- you feel supported if you decide to engage in politics, you don't feel any professional discrimination,
- you can use benefit from the internet,
- you can fall in love with the person of your choice,
- you can vote on national and local elections,
- you can go on a holiday once a year...

The power of this activity lies in the impact of actually seeing a distance increasing between participants, especially at the end, where there was a big distance before those that stepped forward often and those who did not. For e.g. the daughter of the American Ambassador or the owner of successful company were way forward than homeless person, or single mother, refugee etc.

This activity is particularly relevant to making links between the different generations of rights (civil/political/economic/cultural rights) and the access to them. The problem of social exclusion and discrimination are not only a problem of formal rights, but very often a matter of effective access to those rights.

## Difficulties women face

### Methodology

Participants were divided into 3 groups according to their sex: 2 groups of women and 1 group of men only. All groups were given the assignment to think and discuss all the difficulties and obstacles that women face in everyday life from their point of view, if possible to state probable reasons and of course to decide upon some solutions. The aim is to look at the problem of the role of the women in associative life from usually opposite perspective: male and female, and, if possible to come to joined solutions.

After one and a half hour discussions, all three groups were ready to make their presentations. All three groups proposed creative approaches of presentation.

As a curiosity, the honor to make the first entry had the male-



group, just for the sake to experience feature that is usually feminine ("the one: Ladies first"). They prepared a rap song, which lyrics reflected everyday life and problems women face, with special accent on to the role of man in the process of participation creating equal opportunities.

The second group (female only), the female group, chose to organize a game/energizer to the rest of participants. They had decided upon terms that reflect women situation the most and what needs to be done, and draw each letter on the separate sheet of paper. They divided the rest into 2 groups (mixed) and gave them a word with mixed letters each, so that every group had to create the correct term.



The third group (female only), also did a good job with their Power Point presentation. Since the presentation is so wide and



profound, it by itself is a great manifestation that modern women are aware of the difficulties and obstacles in everyday life, but also, she know what and how to do it.

## Forum theatre

### Methodology

Complex method of using "acting" as a way to express and reflect women's reality. Through creation of silent statues and real life situations where women's right are violated; through experiencing the situation, to analyze and define what is happening; what are expectations and experiences, use the method "learning by doing" to come to the conclusion how can we take this into our reality and how can we change/improve the situation.

Visual aspects and insight situations are very important as it is necessary emotions to come out

Empathy- we situate ourselves in this reality, how does this affect us and how it can connect to women's' reality and the violation of their basics human rights

### Sexual harassment situation

...Women/girl I is waiting for a bus on a bus station... A guy approaches and tries to make "use" of the situation. But he becomes aggressive and does not take NO for an answer....



This is a real life situation and has happened to all of us. The only thing you can do is just strict NO, it is very important to say NO. But NO is not really visible if he is really aggressive. In addition, it is a dilemma isn't it already too late. Maybe if you have an attitude he will back out, for example, saying "I'm not a girl I'm a man!" or "I have AIDS"- it actually worked for several times. However, being silent is the worst thing one can do, **the oppressed person must speak up**. This is the only way the oppressor to get what he deserves. Of course, it is important also others/society to face and recognize the harassment, not just to close their eyes, since **social pressure** is very important and the level of harassment might be declining if we, within society ranges, **develop empathy** and **establish women/human rights education**.

### Prostitution/single mother situation

... she is a single mother of four. She is under-educated, has no qualifications, no job, no money...What does she do?...



It is believed that single women choose to be prostitutes by free will and are not being pressed to it. There are other solutions than prostitution as well. But, if a woman is a single mother of four, and still is under-educated, has no qualifications it is highly unlikely that anybody would hire her, especially because she already has four children, and she might have to leave her work when some of the children is sick. Some countries offer **allowance** for single mother, but it may be enough for raising children in Malta, but not in Serbia and Montenegro, Portugal and Croatia. The society/Government should offer more **facilities for single mothers** and their children, like for e.g.: higher punishment for men who leave women with children with no protection, higher children aid, discounts, free kindergartens and education, permanent jobs for the mothers, ... Still we all have to show some **respect** to the person who has chosen to be prostitute, simply because she might have had no other option. Also, because the number of rapes is declining when the prostitution is legalized. Now we have come to 2 moral problems: single mothers & prostitutes. The society/Government must take into consideration these phenomena, since they are in a way linked and if up-to date trends continue to grow it will affect negatively the future generation.

# *SOME FACTS CONCERNING WOMEN*

## **Women rights and birth control**

- 1810 the law punishes reclusion with perpetuity all those which practise help or undergo an abortion
- 1935 opening the first dispensary on birth control
- 1956 foundation of « happy maternity » the first family planning organisation
- 1967 contraception is authorised by law
- 1975 abortion is authorised
- 1993 the self abortion is not any more an offence, but to make obstacle to abortion can be an offence

## **Equality at work**

- 1909 the law allows 8 weeks of maternity leaves (unpaid)
- 1946 the principle of the equality is written in constitution. The 30th of July the notion of women salary disappears
- 1972 the principle of the equality of remuneration is registered in the law
- 1983 a law establishes professional equality between men and Women
- 1986 a law establishes feminism of the trade ranks and functions
- 2001 the laws obliged the federations and trade unions to include in their negotiation the equality between men and Women

## **Access to knowledge**

- 1861 the first women is allowed to present herself at the « baccalaureat »
- 1862 creation of the first professional education system for girls
- 1924 « baccalaureat » is the same for girls and boys
- 1936 The law organizes educational primary school for girls
- 1937 women can study in university without the autorisation of their husband
- 1967 creation of high schools for girls
- 1975 co-education is organised in all public schools
- 2001 Global policy on equal opportunities for boys and girls in educational system

## **Marriage issues**

- 1907 the wife can use her salary
- 1965 the law modifies the mode legal couple being married without contract : the wife can manage their own goods and to carry on a professional activity without the assent of their husbands
- 1970 the notion of « chief » of the family : disappears from the law
- 1985 equality between husband and wife for the management of the goods of the family and the children
- 1993 the father and mother whatever is the situation (married, not married, divorced or separated) share the authorities over the children

## **Gender balance in politics**

- 1876 creation of the first women association who stand for the right to vote
- 1920 Women can be members of a trade-union
- 1936 first woman in the Government
- 1944 women get the right to vote and to be elected
- 1999 introduction of the notion of gender parity in the constitution
- 2000 gender parity for all elections in the basis of lists. For all municipalities which have more than 3500 inhabitants 50% of the candidates must be women

## **At international level**

- 1945 UN human right declaration
- 1949 UN convention on the exploitation of prostitution
- 1952 UN convention on political rights of women
- 1975 UN launched the first year of Women. In June first Conference in Mexico
- 1979 UN Convention on eradication all forms of discrimination against Women
- 1994 UN declaration on eradication all forms of violence against Women
- 1997 Amsterdam Treaty : the EU will promote gender equality and stand for the equality in salaries
- 2000 7/8/9/ December EU includes in the chapter of basic rights the equality between men and women; 20th Dec : adoption of a programme to promote equality

## **Violence against Women**

- 1975 opening the first shelter for women victim of violence
- 1980 new law about rape
- 1990 a court recognises for the first time rape between married people
- 1992 law about « sexual harrasment » at work.

## *FIGHTING STEREOTYPES*

Stereotypes are being developed when we are unable or unwilling to obtain all of the information we would need to make fair judgments about people or situations. In the absence of the "total picture," stereotypes in many cases allow us to "fill in the blanks." Our societies often innocently create and perpetuate stereotypes, but these stereotypes often lead to unfair discrimination and persecution when the stereotype is unfavourable.

For e.g., we all recognize these stereotypes:

Women should raise children.

Women as housewives.

Working mum is a bad mum.

Women are bad politicians; A woman in politics is a bad luck.

Oh, those feminists... All they need is a strong male hand....

Men as providers of money.

All single women (mothers) are prostitutes.

The man is the head of the family.

Women marry rich foreign people only for money.

### **WOMEN AT WORK**

Continuous combat for women's rights resulted for women to have higher educational background and increasing participation in the labor market. Women, in a way, have broken the implicit social contract that for more hundreds of years confined them to the home, to child rearing, to household tasks and to fieldwork, while men worked outside of home. But does every woman have equal society treatment like men? The traditional division of tasks in workplace and home still applies. Women continue to assume more family responsibilities than their partners, which on the other hand limits their potential for career advancement. Many women express real fear of not being up to either job, leading them to a very strong social dilemma: to choose children over their careers or choose having careers over being good mothers. This emphasizes the problem of being super women: good looking, being a wife and the mother at the same time, being a professional and having a career. The question is: *Is it possible?* However, not every woman is ambitious enough and wants to build a career, there are women who have chosen to have a family, raise children and simply stay housewives. These types of women should not be underestimated and undervalued. We all should have equal opportunities and the right to choose what we think is the best for us.

### **WOMEN IMMIGRANTS / TRAFFIKING**

It is not unusual practice women (especially from ex-communist countries) to get married to a foreigner who provides them with sufficient leaving and support. This is most common gateway from poverty and life with no perspectives. But.....

In many countries, emigrant women are very **dependent** on their husbands. In case of dispute, when the divorce happens, they are left on the street without any ideas and possibilities to earn living: they do not speak the foreign language; their children are taken away, and have no documents to leave the country... In most cases of family abused women simply have no choice but to stay and suffer in order not to lose their children? This problem has also a negative effect on the children because they are just silent witnesses of all this domestic violence to which nobody responds.

Also, young women and girls are primary victims of trafficking in human beings for the purpose of sexual exploitation. Recruited by traffickers with false promises of work as waiters or dancers, these young women, once arrive in foreign country, lose their bearings. Threatened, abused, isolated and lacking of legal papers these women are extremely vulnerable. Finally, when their bodies are very exhausted and they cannot be used anybody they are just killed used as a donor for organs or just left somewhere on their own.

## **FEMINISM / EQUAL RIGHTS**

*“A feminist is anyone who recognizes the equality and full humanity of women and men”*

Gloria Steinem

*“You don’t have to be anti-men to be pro women”*

Jane Galvin Lewis

*“Every time we liberate a woman, we liberate a man”*

Margaret Mead

*“A natural response is to change the word feminist to a word with fewer stigmas attached. But inevitably the same will happen to that magical word. Part of radical connotation of feminism is not due to the world, but due to the action. The act of a woman standing up for herself is radical, whether she calls herself a feminist or not”*

Paula Kamen.

Feminism is a set of social theories and political practices that are critical of past and current social relations aims primarily motivated and informed by the experience of women. Most generally, it involves a critique of gender inequality; more specifically, it involves promotion of women’s rights and interests. Feminist theorists question such issues as the relationship among sex, sexuality and power in social, political, and economic relations. Feminist political activists advocate such issues as women’s suffrage, salary equivalency and control over reproduction. Feminism is not associated with any particular group, practice of historical event. Its basis is the political awareness that there are uneven power structures between groups, along with the belief that something should be done about it. Feminism is not just women’s issue, but men’s also. Men can be feminists as well if they see (at least try to) women (colleagues, partners) not only as potential sexual partners.

## **DOUBLE DISCRIMINATION**

Women and disability/disability and sexuality/women and homosexuality/minority women

Recommendations/solutions:

- Dissemination of data on women with disabilities/disability and sexuality as widely as possible. This would help to change the perception that disabled women are asexual and should help family planning with women with disabilities. (Very often disabled women are not taken as women).

- Encouraging research about women with disabilities and sexuality, made by women with disabilities themselves. Women with disabilities should be their own spokespersons on these issues as such information can be obtained first way only from themselves. How to motivate women with disabilities do such a research? Various foundations provide scholarships for research in humanitarian and other fields – information on research scholarships should be made accessible for women with disabilities who can greatly benefit from it.
- Women with disabilities should be educated to work in health services, including training as sex educators and leaders in research on disabled women`s sexuality.
- Raising importance of trainings and non-formal education for disabled women (as less exclusive than formal educational system). Trainings can compensate for the lack of social and other skills that women with disabilities could not gain at school; due to discrimination /specialized education restrictions. Such trainings should be as well focused on building self-confidence in women with disabilities and raising greater self-awareness.
- Issues on sexuality and disability should be included as part of the family planning / reproductive health courses and in the school curricula. Education for children wit disabilities about their identity should be encouraged.
- Awareness rising: enabling women with disabilities and women from minorities to express their concerns in media (TV, radio, press) by providing media workshops for them.
- Providing trainings on disability issues for journalists to ensure careful + sensitive representation of women with disabilities and minority women in media
- Increasing the number of female journalists from minorities/with disabilities.
- The importance of positive role models was stressed, especially for women with disabilities.
- Sexual attention should be paid to women from minorities who fall under different dimensions at the same time, e.g. women with disability or disabled women who are homosexual: in this case identities are intercrossing. A black woman with disability can be accepted in her environment on the basis of her skin color, but might be rejected on the grounds of disability – and vice versa.

### IS IT ONLY WOMEN'S ISSUE?

So, *Is it only women's issue?* Are “equal opportunities” matters only for women?

There is no doubt men are concerned. Generally, there is no man, who wants his wife, mother or girlfriend to become a victim of violence; they all want her to be part of the associative life. But, in fact, what are they doing to stop the violence and help women to achieve better position in the society, community, and public life? It is true that men have strong feeling about their role in the family, women as well.

The first step and maybe the only possible solution of these endless issues is to face and understand the problem. If we recognize it, we already have half of the decision.

We have to **educate** ourselves. What does “education” mean?. Thought discussions we can come closer to understanding the problem. Generally, discussions are the solutions to everything. But that's not enough. We have to start educating boys and girls at schools and in the family about the gender equality and gender issues.

By education, we mean **debates, examples, and exercises**. Both **formal and non-formal education**. We have to look to the problem from different(s) point of view. And we must think about the problem, because it can be solved only if we already think of it. So we should help the others face the problem. Non-sexist education makes it possible very early on to attack

traditional stereotypes concerning the roles of men and women and to fight prejudice and discrimination.

Our solutions:

- Facing the problem
- Breaking stereotypes
- Education
- Discussions and debates

Open Space Technology (OSP) is a way to enable people to create inspired meetings. In Open Space events, participants create and manage their own agenda of parallel working session around a central theme of strategic importance. An Open Space meeting is held large enough for participants to sit in a circle. The Four Principles and the Law of Two Feet (Law of Mobility) establish the structure of the meeting: (whoever comes is the right person", "whatever happens is the only thing it could have happened", "whenever it starts is the right time", "when it is over it is over"). Participant identifies and suggests an issue(s) related to the main theme for which they are interested and take the responsibility for conducting a session. All issues are being grouped, announced to the group and posted on the wall. That creates "market place", where participants are to sign out for the issues they are most concerned about. The discussions over the issues are taking place whenever the actors decide ([www.openspaceworld.org](http://www.openspaceworld.org))

## *POSITIVE EXAMPLES OF WOMEN'S PARTICIPATION AND EMPOWERMENT*

### **Methodology**

Organized site visits in local organizations in Strasbourg. All organizations have, in general, the same aim: strengthening the role of women in associative life, but all of them function differently. 1st institutionalized, well organized, governmentally supported **social center** for women victims of violence; 2nd small NGO Mozaïque which organizes Associative restaurant consist of immigrant women; 3rd Social centre for women specifically, mainly foreign ones. It was a great experience to listen to the women from Burundi, political refugee, who had a lot to say on how women have to fight for better future. One can learn a lot from these women: from personal point of view-how to be and stay strong in front of all professional and intimate challenges; and professionally, to try to use their experience, principles and methods of work in ones every day work in native country.

### **Centre for social work – Strasbourg**

Center for social work – Strasbourg is a well-organized, institutionalized association, aiming at informing and educating women about women rights. Their work is free of charge, anonymous; no records of the visits are kept. The main idea is women to be informed and given the possibility to find solution on their own, not to solve the problem. They also provide women with lawyers and children aid. The center mainly handles with: 90% of all questions related to family matters, divorce situations and domestic violence, pregnancy, abortion is increasing concerning young girls, and also questions concerning employment. The main target group is women (about 50 every week), but also men, although in smaller amount, facing similar problems. Once they received help services of this center, women (men) usually do not come back, but, unfortunately, they have few regulars.

This family orientated crisis centre offer multidisciplinary professional help: lawyers, psychologist, social workers, etc. having Well-developed relations with: Police, Centre for family planning, and Centre for prostitution, Doctors and other relevant institutions. Women receive info about the existence of the Centre mostly by social workers, outside actions and friends. Within the Centre, also exists Professional sector, with activities in three main groups of women, offering them job, training, create activity:

- a. Women who did not work on their own decision,
- b. some women had work, but have been fired
- c. young graduates, with diploma and no employment, receive revenue for minimum living

Within the professional Centre also works Marriage counselor. The Centre organizes Session every November. People of different professions connected with women issues are invited; mainly professionals that women has to visit if she is a victim of violence, aiming to look in to the problem from all aspects and to find solutions.

Government, City of Strasbourg and public persons who donate money for different projects support the Centre.

With their so far activities, they contributed also in modifying the law, so now, in France, there are good regulation related to social affairs, employment, divorce, when the rights of the victims are in question. They have a direct relation with the Government through special person who work a link between the Centre and the Government.

### ***Mozaïque” – Associative restaurant***

Established in 1993 from women-emigrants, who did not speak French, had no job, no experience. The first activities were voluntarily organized mainly workshops on French language, kitchen work, cleaning and ironing. They started with cooking 1 lunch (hot meal) a week. It was no big deal, but it gave them the opportunity to work. It was not easy; they had to fight for their right to work, and to work hard just to survive. Shortly after, the work broadened to women of different cultures of immigrants. This **difference in cultures, the exchange, makes the world perfect**- as they say.

### ***Social Centre***

The Centre is organized mainly by and for foreign women, and women especially, although in recent times they are trying to include the family dimension as well. They are aware that the problems of these women/families are enormous: small flats (if any), low French speaking ability, many administrative procedures to go through.. Moreover, in that matter, and with only one aim: **population to live in harmony**, they offer mainly workshops for better integration, language workshops, and all concerning the opportunities for being employed. They are going through constant changes according to the needs of women, but still have big problem with project dependency.

### ***Thundering road...***

....I am a **political refugee** from Burundi...I was prosecuted and had to leave my country with nothing, and had no where to go... I left my life, my work, my house, my family far away and was not sure if I was going to see them again... I felt alone, but still something inside me was telling me to try, to raise my head up, to start somehow.. I became the member of this NGO and after 3 years.. Here am I, Integrated, has a great job as a French teacher, many friends.. Therefore, it is not easy, but one who wants to fight, just use the organization and do not give up...

## ***CONCLUSIONS, SOLUTIONS, INITIATIVES***

### **a) Which change do I/we want to promote?**

- Sexual education per women of all ages: sexual orientation, sexual rights, sexual behavior, violation, sexist language;
- Gender equality in work & in the society;
- Equal participation of men and women in working process.
- Institutions for monitoring the application of laws that protect women's rights;
- Education of women about their rights;
- More confidence in women and less stereotypes;
- Awareness, more info both among men and women;
- New system of values and norms; more tolerance between genders;
- Promotion of men as equal partners;
- Gender mainstreaming issues into life of students;
- Cooperation among regions in South Caucasus;
- Raising awareness of women (refugee women) about their rights in South Caucasus;
- More discussion on "women" issues, find possibility to express their problems and get help from experts.

### **b) Measures that could improve the condition of women; opportunities open to women in societies**

- Redefinition of the perception of the family/society with a more flexible and more tolerant approach, aiming at bringing the men in front and sharing duties and responsibilities related to housework and children. Simply, by dividing "home" jobs, we all might raise above the stereotype that men belong into public sphere and women into private sphere;
- Extend maternity leave (with appropriate financial support from the Government and parental leave (shared with the father);
- Assessment of the economic value of women's work in the home to make this "invisible" work visible;
- Education directed to males on getting them more involved in family issues and raising of children;
- Establishing non-sexist **education** to combat stereotypes;
- Increasing awareness on women's issues by including family planning and reproductive health into the school curricula;
- Creating and supporting (ongoing) family orientated crisis centres offering multidisciplinary professional help. (lawyers, psychologist, social workers, etc);
- Involvement as much as possible young men in the definition of the future equality;
- Using non-sexist language in all spheres of everyday social and private life (for e.g. "chair person" instead of chairmen) to attack the discrimination inherited in everyday language;
- The right to sexual autonomy and identity for all young women, including disabled women, immigrants and lesbians, should be guaranteed;
- Providing access to official documents concerning women's issues;
- Women as producers of information – such as women taking part in the media;
- Higher participation in decision making bodies, establishing mechanisms for support and motivation of women to get engaged;
- Creation of laws on protection of women's rights through open coordination method and developing institutions for monitoring and securing the applications of the laws;

- Legislation that protects the rights of “women minorities” (immigrants, lesbians, disabled women, women refugees....) and equal access to the court in case of dispute;
- Visualizing the violence against women in public and in private sphere as well;
- Heavier sentences for sex crimes and traffickers in women.

**c) The role of NGOs, how (can) they contribute in the process of empowerment of women?**

NGOs and other citizen’s organizations proved to have great impact in functioning and development of modern civil societies. Being organized by and for citizens themselves, they are the “missing link” between sometimes-rigid Governmental structures and the reality of ordinary people (men/women). Challenging the fact that women/human rights in today societies are still not fully accomplished, NGOs may have the leading role in the constant combat for improvement and development. The representation of women in the public activities has to be encouraged and supported, and in the same time, to promote of the obligation of constant, on-going citizen and political education and improvement of women.

NGOs, as major players in the promotion of a gender democracy, have to be open to all challenges of modern age, should learn from each other, connect and develop clear prospective for the future in order to undertake activities in the present.

The first step is done, women do deserve human rights from the simple fact that they are born human, but now, a very important step would be to move from rights recognition to rights empowerment...

In that matter, here can be found some useful ideas that come out of our discussions, which can be used in the activities of NGOs and may in no case limit the creativity and inspiration of their activists:

- promote the “gender equality” participation in the structure, hierarchy and decision-making bodies of the NGO;
- Initiate campaigns to increase the public awareness of women/human rights and of equality between men and women;
- Public awareness campaigns to ensure that violence against women is no longer considered exclusively an aspect of private life;
- Prepare and wide distribute info materials, brochures, leaflets etc, which are understandable to the potential target group (for e.g. more pictures than text when aiming at refugee/immigrant women who do not speak the language of the country of residence);
- Informing young women about existing legislation and other raising awareness activities;
- Organize formal and informal programmes for women who left school early;
- Organize workshops/activities on reproductive health, sexual transmitted diseases, planning of the family, rights and responsibilities that one should undertake when married, but also of consequences of early-aged marriages;
- Involving NGO representatives engaged in women issues in the decision making process;
- Make regular public hearing on women issues;
- Organize survey and researches on women issues to serve as a basis for prospective projects;
- Creation of network of women’s NGO as a lobby for defending women’s rights;
- Lobbying for adopting the adequate legislative for protection of women right in any related field.

### **Final comment**

A MODERN WOMEN must NOT be defeated by the collective tendencies and the mental stubbornness of the collectivity. There is a lot of energy and knowledge within her's system of ethnical values which oblige her to the fundamental civil commitment for further development, widening the horizons and overcoming the transcultural continuity of the situation of PINK GETHO. Modern women sees her self as a person capable to create and manage her own life independently, to have free will to chose the filds of her affirmation, to state her opinion loud and clear. The Modern women is educated, selfconfident, certain, capable and ready to raise over all personal and professional chalenges.

## *EVALUATION AND FOLLOW-UP*

...“This was special group, well informed and experienced, civilized, I felt open group, trust, lets go on, do not Stop communication” ....

This SS challenged many questions related to women issues, and tried to create as colorful picture of participant’s experiences and good practice. Some of them, accompanied with the method “learning by doing” can be offered as solutions in different environments and can lead to improvement and sustainable development.

There was complex evaluation process following the SS consist of written evaluation, Barometer and reflection groups - methods.

All these methods applied to specific needs and were organized in different levels. Written evaluation (participant filling the written evaluation form) was implemented at the end of the SS, reflecting the general total picture of participant’s impressions. But, the barometer (certain points in the room were marked as positive and negative, and the participants had to stand in the line between these poles according to the level of “satisfaction” to the questions asked”) and the reflection groups (participants divided into smaller groups, discussion their daily experiences, likes and dislikes), were organized as mid-term and final evaluation (the barometer), and as a everyday activity (R-groups). This multilevel evaluation was very important in order to follow the needs and expectations and to adjust them to the anticipated program.

Please find out more about: to which extend this SS fulfilled the initial expectations of the participants, the usefulness of the program elements, the quality of learning etc, in the synthesis of the written evaluation (annex ....), the barometer (annex....), follow-up question and action planes (annex....) of this report.

The first step after the SS for most of the participants will be sharing the outcomes, materials, information and experiences that they have gained here with the members of their organizations, as well as: “.... Develop the concept of “human rights” in my country, cause it hardly exists / Develop same study session for minority women (the role of Gipsy women in social life, stereotypes, cultural difference...) / Create a theater group for girls only and prepare a play about women problems, which will be demonstrated in front of their parents. After the show, all together (parents and girls) will discuss about the problems and possible solutions/Trainings as a possibility of refugee women to share their difficulties and to find some solutions.....”

Also, many contact have been established that might serve as a basis for future cooperative activities: Co-operation of “The cultural and Political Centre of Abkhazia” and “Association of young Azerbaijani friend of Europe”; Vilnus Uni students and with cooperation with Emel AYDIN; With different WNGOs and YNGOs in different countries... were only a few idea taken from participants’ “Action planes”.

The prospective contact among the participants is made easier by establishing e-group ([strenghteningtheroleofwomen@yahooogroups.com](mailto:strenghteningtheroleofwomen@yahooogroups.com)), functioning as a open corridor for exchanging information regarding different training possibilities, joined project and other common activities, funding opportunities etc.

**PROGRAMME OF THE STUDY SESSION**

Strengthening the role of women in associative life

<b>20 July</b>	<b>21 July</b>	<b>22 July</b>	<b>23 July</b>	<b>24 July</b>	<b>25 July</b>	<b>26 July</b>	<b>27 July</b>	
<b>Sunday</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>	<b>Saturday</b>	<b>Sunday</b>	
<b>A R R I V A L</b>	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	<b>D E P A R  T U R E</b>	
	Introduction of: - Study Session - Team - Participants - COE Presentation	YEN Presentation  Research presentation	Exhibition  <b>FORUM THEATRE</b>	Visiting local NGO's in Strasbourg	<b>Open Space Technology</b>	Workshops on: - Net working - Fund raising - Backstage of the project - Gender studies		
	Break	Break	Break		Break	Break		
	Expectations:  Fears & Hopes  Ground rules	Working groups  Plenary discussion	Continuing	Visiting local NGO's in Strasbourg	Open Space Technology	Follow up		
	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch		
	I, My personal involvement	Difficulties women face  Exercise	FORUM THEATRE	<b>FREE AFTERNOON</b>	Open Space Technology	Evaluation of the Study Session		
	Break	Break	Break		Break	Break		
	We, my organization  R- groups	Working group Plenary discussion  R- groups	Continuing  Mid-term evaluation		Plenary discussion  R- groups	Free		
	Dinner	Dinner	Dinner	Dinner	Dinner in town	Dinner		Dinner
	Welcome Evening	NGO fair	Intercultural evening	Free evening		Free evening		Farewell party



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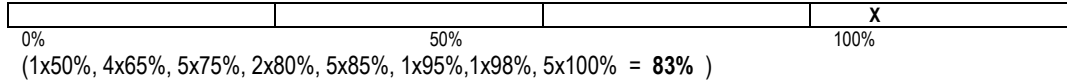
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## Evaluation list

**1. In general, to which extend has this Study Session responded to your initial expectations?**



## Comments:

- It was quite different but in a positive way. It was nice surprise: the way of working, work of the team, everything;
- I've got all I expected! And avoid all fears!;
- It was everything I expected and more;
- It has pretty much in the sense of exchanging experiences with the other participants;
- Contras: more expertise presentations, Pros: The discussions were really good and the team found the balance, e.g. they did not interfere too much in the discussions of the participants, they trusted and didn't have the leading role;
- It's always space for more when it comes to learn. Generally was exactly as I expected;
- It was good... I did not have really clear expectations... Maybe some more experts in the field;
- The Study Session responded to my initial expectations because we have exchanged a lot of good ideas and good practices. I also learned about how to respect cultural differences and I have made new friends;
- Working, meeting people, sharing ideas → learning about life which is the greatest experience of everyone, I think!;
- I think overall the study session has lived up to my expectations, due to the various essential input we got from each other and the team members, along with the NGO visits;
- Since I've never participated before, it was more like the expectation. But I didn't achieve my aim of personal empowerment;
- I overall very happy with it. We have gone through a lot of things, learned how to work w/these issues, like tools and techniques, which I find helpful!;

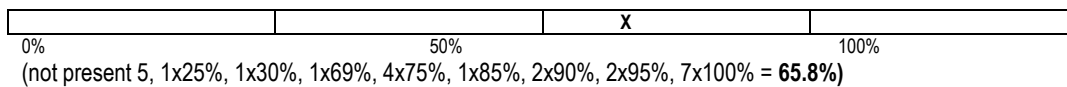
**2. How far do you believe this Study Session has contributed to strengthening the role of women in associative life?**

- I'm sure that after the event all the participants will follow up and they will contribute somehow for their society, also shared experience will affect the experience of people;
- I think it contributes a lot, first just by organizing study session about these issues is a way of visibility and second by the discussion of these gender based issues is a big help to the empowerment of women;
- For me it has contributed meaning that I can realize better the discrimination of the women in everyday life. That is because till now, I somehow ignored this kind of issues and tried to be tolerant, but even the tolerance has it's limits;
- It contributes a lot in my prospective because although we were 24 participants, we are going home with the initiative to change the situation over there. I think the fact that now we are more empowered is a big contribution to our personal intimate life and in my case I am a woman, so it strengthened my role;
- I hope a lot. But this is just a beginning and now it is up to us to do it. It depends also on the report how many people will read it. Also of the presentation of the study session in the media. This is very important because it will make a lot of people to think about the role of women, or at least, it will remind about the problem. I hope it wouldn't sound feministic;

- Some practical solutions of the problem women face were presented. Although their application is very difficult you may start thinking of doing it: Discussing the problem openly and trying to find common solutions to the different countries, trying to break stereotypes by discussing them, reconsidering the role of our organizations, personal changes, getting new information, examples of better solutions, trying to find information by yourself and to present it;
- A lot, because we have made wonderful discussions and now all of us after coming back home will be more sensitive to gender issues in our NGOs. Moreover, I look forward to make some follow-up and I'm sure that there will be some more follow-ups;
- I'm not quite sure. On the one hand we have been given terrific on how to work w/difficult issues (the games and projects). On the other hand, I don't believe that 7-day study session can result in strengthening the role of women. What we will do with this knowledge is the main issue – how we can work on it from here, with the support from each other. However, I do think that this study session has given us ideas, reflection and insight, which I find useful. It's now up to me how I use this knowledge!;
- In a way that everybody is bringing knowledge, but this is very first step. The same step waits me/us when we come home in order to apply the results on local problems;
- That was the impulse to think, to discuss the opinion seriously between the representatives of male and female part of the society;
- More than enough;
- Everything was great;
- It has made participants aware of the women's' role in different cultures and countries. To this effect, I feel I've learned more about the role of women, and also looked the ways of strengthening this role. This method is effective because the participants would actually pass the experience and knowledge to others, thus widening the contribution.
- I think there were a lot of discussions and was no one to guide us. More lectures needed;
- From discussing to doing something really useful there is a long way. I feel more motivated, I gained a lot of confidence in myself and in my friends, (girls and boys). Things will change hopefully for the better, and as women we will fight for having strength in the associative life. We' we already won because we are TOGETHER!
- I believe that all the participants cumulated all the knowledge and good practices in their countries and I think that this way the study session has contributed to strengthening the role of women in associative life;
- More than I thought. When I got the possibility to listen the case in their country I saw that it is a lot of problems. Now I believe that I and my Organization should work with women more;
- Narrow theme, which we couldn't easily stick to. I think we got to more basic problems;
- Very much. It raised the awareness of empowering the women (NGO leaders or NGO limits). We (at least me) learned new methods that can help in how to deal with sexuality issues and discrimination as well;
- The actual results are going to be evident once we do something concrete in our countries-not before;
- First, I will apply to my daily life what we had done in the S.S.. Later, I will be looking forward to find the way to multiply my information.

**3. Please evaluate the usefulness (for you) the following of the programme elements of the Study Session:**

**Welcome evening**



**Comments:**

- Team was great to make us together;

- It made friendly atmosphere so that we could start working together immediately;
- Very good!;
- Extremely fun and useful;
- In a few words, breaking the glass;
- The games, party, talks, introductions were very useful for me to start interacting;
- OK, but I don't remember that puzzle game well;
- Not much impressive;
- I do find it really important, games and ice-breakers and all;
- I liked puzzle game very much;
- There were not many opportunities to get to know each other which should have been organized by the team;
- The welcome evening is very important because is the moment that you really join the group together for the first time;

### Introduction of the Study Session

		<b>X</b>	
0%	50%		100%

(1x25%, 3x50%, 3x60%, 2x65%, 6x75%, 1x80%, 3x85%, 5x100% = **73.75%**)

#### Comments:

- This part was first step important to whole further work;
- The intro was important so that everyone can really understand what is going to be done each day;
- It gave me an idea what SS will be;
- Everything was clear and concrete;
- It was "necessary" part – never really "useful" but it has to be done;
- It was useful to introduce the topics, in case of any misunderstandings, but also to set one thinking;
- The team members should have also presented each other both privately and personally; I expected something more formal, and I'm glad it wasn't like that. Thank you;
- It was good for the facilitation and integration of the SS. We were informed about what was going to happen in the 6 days;
- It was good but people saw each other for the first time;
- Very useful;
- I don't know why but I would like to be inspired more.

### Expectation – Fears & Hopes

		<b>X</b>	
0%	50%		100%

(1x25%, 2x50%, 2x60%, 4x75%, 3x80%, 1x85%, 1x90%, 1x95%, 1x99%, 8x100% = **81.4%**)

#### Comments:

- It satisfied me;
- Provided good guidelines to team members;
- It is more interesting when we use some special things as we had (socks and T-shirts);
- Good to have image "before" and "after", otherwise we can not measure the quality of learning;
- Everyone is always saying the same thing;
- It was really good because we had to look into ourselves and see our fears and hopes and recognize and assume that they exist;
- I'm glad of my achievements here, the fears will end slowly but the hope will never die (the key of success?!.. one of them..);
- Important when one comes to evaluation but also to get in touch with oneself
- Probably we didn't need to spend so much time for reading it loud in the plenary;
- It was nice way to make us evaluate our position, what we r thinking. However I didn't find it really important;

- It was important but too much time;
- Maybe participants should be left to make some comments on their expectations and fears;
- Extremely important because it is the moment when u share with others what would u like to know more and what are u afraid of;
- Normal.

### I, My personal involvement

		<b>X</b>
0%	50%	100%
(2x25%, 1x50%, 1x60%, 3x65%, 3x75%, 1x80%, 2x85%, 2x90%, 1x95%, 8x100% = <b>83.3%</b> )		

#### Comments:

- In general I liked it, but I think that number of people in working groups was a bit small. In my group there were only 4 people, and I got acquainted with only 3 other participants, which is a bit ineffective;
- It was important but it might be a little confusing because when u interview somebody there is the risk that u don't say the most important things;
- That tree made me think more and helped to remember the main things that have happened in my youth work;
- It was a good way of sharing and also for taking a look from inside. Good way of dealing w/the issue – the tree making!;
- The tree was a good idea!;
- Creative, analyzing, your achievements so far..... interesting!;
- Was really really good and innovative. I have never done something like that (tree);
- Little better, but still....;
- Very useful for having clear picture of the others;
- Because we had to introduce to each other we had a chance to contact with other! It is very right!!;
- I couldn't discuss so much, the language was a problem;
- I observed a lot, I become sharp observer in such events.

### NGO Fair

		<b>X</b>
0%	50%	100%
(5x50%, 1x60%, 2x65%, 3x75%, 2x80%, 2x90%, 1x95%, 1x97%, 7x100% = <b>79%</b> )		

#### Comments:

- People were not informed before, so some of us id not bring anything but we did out best to prepare it;
- Creativity of participants was amazing;
- "Questions" was a good idea! But I think that participants missed some info about other NGOs;
- It was really interesting to look at the presentation of NGOs, some were really good;
- It was really useful to know all the associations that participated in the SS;
- The first time I had to do this...(Creative, resumes of our activity...cool!!);
- Good thing with the questions!;
- Some questions were complicated, I personally was very embarrassed, I felt bad because I had to answer questions about Austrian gender mainstreaming, which I didn't know;
- It was so so, not much of anything, simple+nice;
- It was interactive and creative;
- Very important for us to know what is the role of the other participants in their NGOs;
- It seemed to me that people did not see so much. It should be improved in future SS;
- Interesting and Very creative ☺.

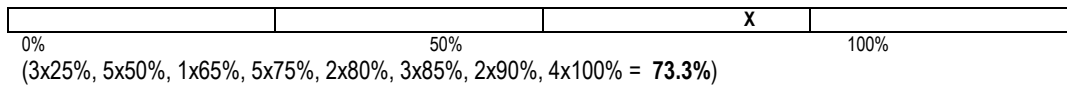
### Presentation of YEN

		<b>X</b>
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0% 50% 100%  
 (1x25%, 1x30%, 4x65%, 4x75%, 1x80%, 1x85%, 5x90%, 1x95%, 6x100% = 80.2%)

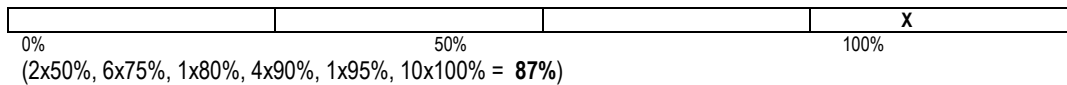
- Comments:
- For me this presentation was opportunity to get acquainted with local and foreign experience, really interesting;
- Very important so that u can have access to what u didn't get just by listening;
- It was actually pretty boring and childish thing to do something like finding something that is in front of your eyes!!!;
- Clear, understandable;
- It was "practical info" but she did it well by not using Power Point but rather making us to do the work;
- Fine and creative – good way of getting to know things;
- Very relevant;
- Organized, short, all the group members involved;
- As interesting as presentation can be. Creative;
- To search info yourself was good. <<learning by doing>>.

**Research presentation**



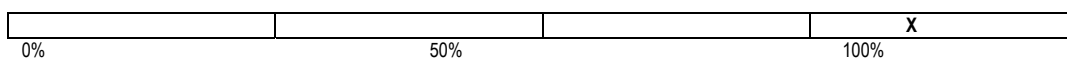
- Comments:
- I think it was very effective;
  - I did not get the point of this action;
  - I think it was a little boring, I could be more dynamics;
  - Boring, maybe because of the way of presenting it;
  - It was relevant to give us a general idea, but exercise was a little stupid because there was too much jumble rumble;
  - Visible methodology, not so boring as looking to members;
  - It visualized statistics which was good but it would be better if we had some expertise analysis;
  - I understood what was it about when we got in the plenary;
  - Seeing people instead of figures, really effective.

**Take a step forward**



- Comments:
- Extremely important on growing as individual, as professional as a group;
  - It was great, interesting analysis;
  - Just perfect! We could feel society stereotypes and given roles;
  - Very nice, I got a good subject, so I cannot complain. The excursive shows reality;
  - Interesting to evaluate others' perceptions of women and change ones' own;
  - It was a bit confusing for me, since I knew that youth leader may mean different things (rich/poor, etc);
  - It was good easy game, very powerful, maybe we should have more conversation afterwards;
  - I liked it, but where is follow-up? I thought there will be something else at least discussion;
  - Good methodology to draw conclusions for yourself and to think about different personal role in everyday life.

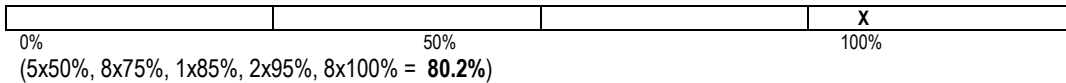
**Women issues (male and female groups)**



(2x50%, 3x75%, 2x80%, 1x90%, 5x95%, 11x100% = **89.5%**)

- Comments:
- It was really good thing to do separating males and females. The gays were excellent!;
- The discussion in my group was really great & I liked the presentations of the others. I think that in this exercise everybody finds his/her place;
- Firstly I didn't like that we were separated (male/female)n but I have to admit it went on very well;
- Really nice, lots of ideas, group dynamics, solutions by facing the problem and recommending;
- We had extraordinary presentation with the rap song and that impressed me a lot;
- Education + legislation against "macho" attitude;
- Great! The great opportunity to see what the opposite sex thinks about these issues.

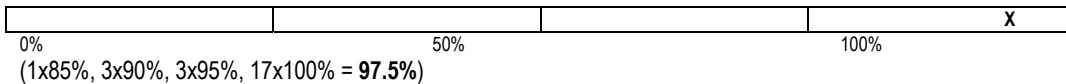
### Intercultural evening



Comments:

- I liked it very much, but it seemed to me that not all countries got equal opportunity to present their culture;
- Excellent! A unique opportunity to get in contact to other cultures, I loved it;
- People were not informed before, so some of us id not bring anything but we did out best to prepare it;
- It was OK but it could have been better if there had been more space and different music;
- Perfect event! The atmosphere was hot, maybe because of the missing windows?!
- It was nice, maybe too much activities, and perhaps it should have been more organized in a way that we would have given a better info about our culture;
- Active, warm (even hot), entertaining;
- Very socializing event. There was some space to get to know each other cultures and countries.

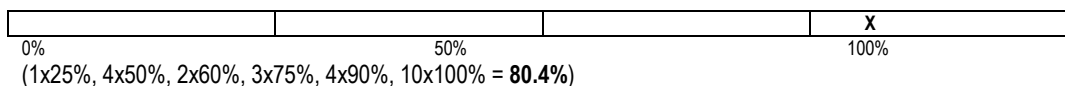
### Forum theatre



Comments:

- This was the best day of the whole SS. Dynamic, tiring but still gives you the will to come back and continue;
- It was fantastic;
- Methodology is perfect: putting the people to discuss about serious things and in the same time ti keep them being active. Also the ice-breaking games, I think that since than people started to feel closer;
- Perrrfect! Emel made what we didn't succeeded to achieve during plenary days, she broke the ice within the group;
- Fantastic!!! Best ever, stands out in the SS. Learning to confront problem, dealing problems and solving. Emotional wonder-women who directed it!!!;
- From this point I really started to enjoy the seminar- very professional, interactive, close to real life, useful, made a team out of us all. BRAVO!!!;
- Although I observed much more than I participated in discussions I felt its impact on me and learned a lot;
- WOW! Fun, work, the presented situations didn't come out of books! Perfect atmosphere...;
- Extremely, extremely, extremely GOOD;
- Best thing on SS. Made easier learning about important issues.

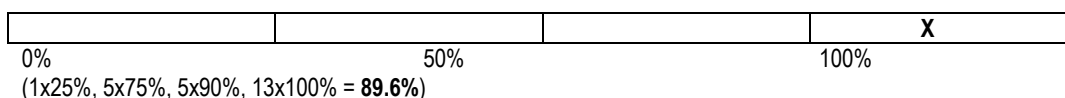
### Site visits to the local organizations in Strasbourg



Comments:

- It would be interesting to meet youth NGOs;
- Excellent! An opportunity to visit other reality and to learn from it;
- It would have been better if we had a guide;
- The visit to the women info center was useful but the second one did not fulfill my expectations; For me it was very useful because I work as volunteer in women's' NGO and I had the chance to compare it;
- Short time but they are doing great job;
- Very relevant, actual field work good when coming to compare with Malta and to organize new services;
- Especially the first one – it was a wonderful example of solution.

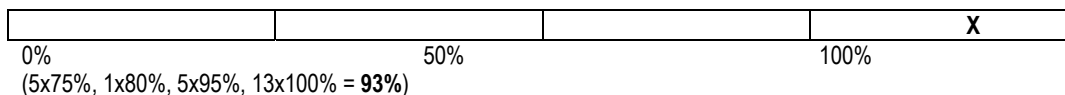
**Dinner in town**



Comments:

- Great night thanks!;
- Good idea to change the restaurant I've been several times;
- I will have nice memories about that evening;
- Excellent food, very appetitive, Gave different setting to our group, and less formality;
- Thank you YEN!; Excellent! Is when you get together in an informal nice way.

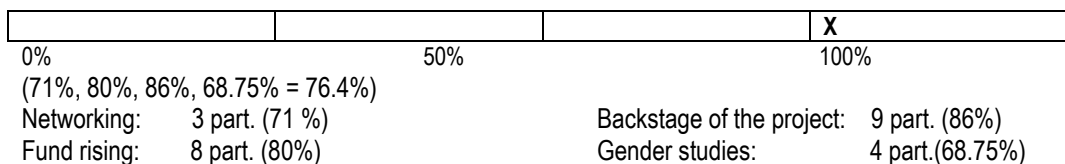
**Open space technology**



Comments:

- I loved it but there was not enough time to share everything;
- Great, wonderful;
- This is the part of SS I learned the most at;
- Everybody had the chance to state their opinion;
- Extremely good methodology;
- Little bit more time, maybe two-three days;
- Very important working technique, I liked it a lot, inspiring, educative and really useful;
- Actually in the middle of the day I had doubts about it because I thought that the participants were left too much on their own. Its good but risky method.

**Workshops on Saturday, 26 July**



Comments:

- Informative and to the point;
- Useful because I didn't know anything about the CoE Youth Sector, EYF before I come here;
- For me there was no new info;
- Great! Finally a clear answer to my organizations needs;

- Small group not much to talk about;
- Practical info, something useful to know;
- Very very useful;
- Very interesting to learn more about the techniques of doing SS, gives room for future creativity;
- Thank you Robert☺.

### Follow-up session

			<b>X</b>
0%	50%		100%
(2x50%, 1x65%, 3x75%, 4x80%, 3x90%, 1x95%, 9x100% = <b>82.2%</b> )			

#### Comments:

- For me personally, it was very important to reconsider things;
- Suggestion: in the beginning there could be some relaxing exercise during which we will remember all the things we've learned;
- It amazed me that in a few minutes (my group) joined and decided to create something;
- Gave opportunity to think what we can do and also the possibility of having international exchanges and study sessions by us;
- Extremely important, good input for future;
- Its good, a bit "dry" liked the questions and action planes;
- As it should be...a little to long;
- Interesting ideas, I hope that they will not stay on paper.

### Reflection groups

		<b>X</b>	
0%	50%		100%
(1x0%, 1x50%, 2x60%, 5x75%, 1x90%, 3x95%, 10x100% = <b>67.3%</b> )			

#### Comments:

- We could express our thoughts more freely in small groups, try to suggest, say what is good, bad....;
- Thanks to Ljupka because she was like one of us;
- Did not attend R-groups;
- It is important to share impressions with others, I liked R-Group very much, as well;
- After a long day it is hard to continue and talk about how you feel and how was your day, but still R group was good place to say how you feel;
- Excellent! Its where you really get support, share feelings about the session;
- I'm not sure they were useful for me;
- I don't think I was completely courageous to be honest;
- Listen to participants and get feed-back is important, and Violeta did her job very good;
- Important, could be longer and more open and constructive critic on how we could improve what we don't like.

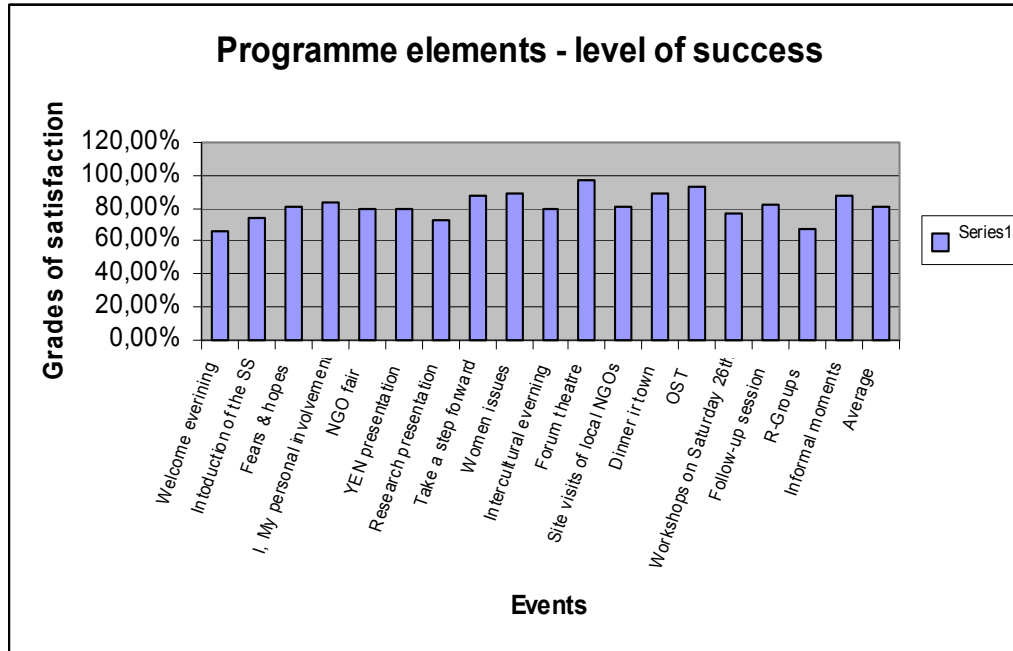
### Informal moments

			<b>X</b>
0%	50%		100%
(1x50%, 3x65%, 5x75%, 1x85%, 2x90%, 12x100% = <b>87%</b> )			

#### Comments:

- One of the most positive things during the SS;
- In the beginning the team wasn't participating a lot but now they are really in the group, Secret friend really good tool;
- Very useful to get to know the team more and to make good contacts and share ideas; information before the SS were missing;

- Billiard in the dinning room, small discussions, VERY important!, best experience;
- Lots of networking, establishing info, crating contacts, the trainers should have been more involved with us when they had the time;
- Very nice memories!;
- Magic!, the place had the capacity of keeping us talking all the time;
- It should be developed in future.



**4. The relevance and availability of the information/preparation materials provided before the Study session:**

(Please circle a number on the following scale: 1=excellent, 2=very good, 3=good, 4=sufficient 5=poor, 6=inadequate)

1 = (4)	3 = (5)	5 = (3)
2 = (5)	4 = (5)	6 = (2)

**5. The relevance and availability of the information/preparation materials provided during the Study session:**

(Please circle a number on the following scale: 1=excellent, 2=very good, 3=good, 4=sufficient 5=poor, 6=inadequate)

1 = (7)	3 = (0)	5 = (1)
2 = (13)	4 = (3)	6 = (0)

**6. Please give your opinion about the duration of the Study Session:**

- |                |                 |                 |
|----------------|-----------------|-----------------|
| ▪ Too long (0) | ▪ Adequate (16) | ▪ Too short (8) |
|----------------|-----------------|-----------------|

**7. Please give your opinion about the balance between work and time:**

- |                     |                 |                          |
|---------------------|-----------------|--------------------------|
| ▪ Too much work (5) | ▪ Adequate (18) | ▪ Too much free time (1) |
|---------------------|-----------------|--------------------------|

**8. How do you evaluate the combination of working methods (plenary debates, working groups, external inputs, forum theatre, open space technology, workshops, etc.)**

- It was very good, especially the Forum theatre, OST and workshops, we could have more inputs of experts on women issues;

- Good communication of all methods, maybe a little bit more energizers;
- I think that the construction of the S.S was really good. I like the combination but we needed more time in OST. I thing this method 'learning by doing' is great. The fact is that we were given good time to talk together, much of the knowledge come of ourselves, exchanging info. I would have wanted more debates and more time to exchange ideas within whole group;
- Plenary debates, sometimes too long and not productive;
- In my opinion it was an effective method because there is good combination, we were given the opportunity to learn new techniques which will help within our NGOs
- I really liked the methods. Especially Forum Theatre and work in small groups in OST. During plenary debates it is necessary to give more time for discussions;
- For me the combination was perfect. I expected more expertise presentations and more analysis. I think that for such kind of SS role play games will really work. The balance was perfect, I never felt like having too much of something;
- Little external inputs;
- Although some of us participated for the first time, we (me) did a great job. I learned a lot, group dynamic went up day by day;
- The whole communication was very well and gave space for creativity-which gets people thinking. The diversity of working methods makes it more interesting and less boring;
- The diversity probably suited every participant b/c it made everything more interesting.

**9. How do you evaluate the training team's role in the training course?**

(Please tick the most suitable definition, according to your opinion)

Sportive	(12)	Disturbing	(0)
Facilitating	(10)	Other definition	(1) ("invisible from time to time")
Adequate	(2)		
Inadequate	(1)		

**10. The role of the group in your learning process:**

(Please circle a number on the following scale: 1=excellent, 2=very good, 3=good, 4=sufficient 5=poor, 6=inadequate)

1 = (9)	3 = (3)	5 = (1)
2 = (9)	4 = (2)	

Comments:

- We were team of experts, learned a lot from each other. It was really about exchanging info and learning techniques;
- It depended on the group – but in general it was really important per my learning process;
- Wow! People are so different but still so great and amazing. This broadened my horizon a lot;
- The group was the best, I learned a lot with it;
- Other participants' input contributed to learning process very well;
- Nothing can be perfect, but the group had very good cooperation, good roles of politeness, tolerance... Everybody enjoyed team work;
- Emotional insights into the issue was really good to gain from the participants;
- I liked very much that we were all different with different background and experience. It was great!;
- The group was good and supportive. Thanks to whole group, all of them were really friends and open-minded.

**11. Your contribution to the learning process:**

(Please circle a number on the following scale: 1=excellent, 2=very good, 3=good, 4=sufficient 5=poor, 6=inadequate)

1 = (0)	3 = (7)	5 = (2)
2 = (13)	4 = (2)	

Comments:



## 15. Any other comments

Thank u all, yes we were minority (boys), but didn't feel like it, there was full democracy, tolerance; we must remain in good relations;

This really means a lot to me, Thanks!

Go on, be active, try to involve as much man u can, ITS NOT JUST WOMEN ISSUE!!

Thank u Prep Team and Participants for contributing, It is my first time on such even but I'm glad I participated, I liked everything, I made new friends...

Thank you for being tolerant, u asked great questions about gay, I had fears in the beginning but I really enjoyed, everybody was very pleasant and open-minded;

It has been a great journey, I actually couldn't get into it, but now I'm finding it hard to leave. Thanks a lot;

Well done!!! I think the SS achieved its goals;

You did a good job. I think this is rally effective, and we can actually do better! I want strategy to solutions-aims!!!;

Thank you YEN!!;

Thank you all!!!;

It was great; I hope it will be productive as well;

Just to say thanks to participants and prep team!;

Thanks a lot to the whole team, You are amazing!.

**Thank you!**

## Webography

### useful web-sites and links related to women, gender and youth issues

[http://www.europa.eu.int/comn/employment\\_social/equ\\_opp/index\\_en.htm](http://www.europa.eu.int/comn/employment_social/equ_opp/index_en.htm)

wide range of gender related info, links themes and structures

[www.un.org/womenwatch](http://www.un.org/womenwatch) The UN Internet Gateway on the Advancement and empowerment of women

<http://www.hrw.org/women/index.php> **Human Right's Watch : Woman's Rights.** In this website one can find information about most of the human rights violations regarding woman from work to trafficking to family and legal status. One can also see what's been happening since 1997 as well as become a member, (language conversion is also available)

[www.womenlobby.org](http://www.womenlobby.org) EU Womens' Lobby is the largest co-ordinating body on the national and EU WNGO links to feminism

[www.neww.org](http://www.neww.org) The Network of East-West women strengthens the capacity of women activists and women NGOs in CEE/NIS.

[www.tvmsom.com.au](http://www.tvmsom.com.au) Gender games: doing business with the opposite sex- of a tremendous value in today's competitive world.

[www.trangle.co.uk.whr](http://www.trangle.co.uk.whr) women history review

[www.nextgeneration.let.uu.nl](http://www.nextgeneration.let.uu.nl) for young men and women in Europe who are interested in gender studies and feminism

[www.alternet.org](http://www.alternet.org) third wave feminism

<http://www.io.com/~wwwave/> unique view of women's issues and feminism of a group of women

<http://www.eldis.org> Eldis Resource Guide – very useful page with a lot of related links

<http://dfn.org/index.htm>

The Digital Freedom Network (DFN) promotes human rights education and activism around the world, primarily through the use of Internet technology. Founded in 1997 and launched on May 5, 1998, DFN has increased awareness of human rights issues on the Internet, made technical information more readily available to activists, and provided an online voice to those not free to express them.

[http://wcfv.confex.com/wcfv/2003/preliminaryprogram/abstract\\_2442.htm](http://wcfv.confex.com/wcfv/2003/preliminaryprogram/abstract_2442.htm) **Making Sexual Rights Human Rights for Women - an Ngo Model:** South Africa is in the throes of developing a Human Rights framework. This involves policy, development, programme formulation and resource allocation. Unless women are part of this process, Sexual Human Rights will neither reach them nor transform their lives. The role of NGO s in the process is to assist with policy formation, to advise on programmes and to breach the gap between government and the grassroots level. The Masimanyane model incorporates training programmes, the building of alliances and sharing information. Most importantly, mobilising people to access these rights.

<http://www.iwhc.org/> international's **Women's Health Coalition** IWHC works to generate health and population policies, programs, and funding that promote and protect the rights and health of girls and women worldwide, particularly in Africa, Asia, Latin America, and countries in post socialist transition.

<http://www.thebody.com/wa/fall96/sexrts.html> **Woman Alive:** While a lack of respect for women's sexual and reproductive rights is a world-wide problem, HIV positive women suffer a clear violation of these rights in many societies, especially in developing countries. Around the world, cultural and religious traditions have blocked broader recognition of issues related to gender and sexuality. Female genital mutilation, early and compulsory marriage of girl children, sexual exploitation, abuse and rape of girls and women, and the lack of any opportunity for many women to refuse unprotected sex all contribute to the high risk of HIV infection among women. And all represent clear violations of women's sexual rights.

<http://www.wwc.org.au/text/index.html>: this site gives information on women's rights for parental leave, social unions where they can go in case their rights are violated, their rights at work, rights for compensation and how to claim your needs at work. The page is very useful because all this stuff is explained in a very simple way.

[http://content.monster.com.hk/women/ww010710\\_002/](http://content.monster.com.hk/women/ww010710_002/): give tips to the women how to organize their maternity leave with their employer. Also on this site a women working expert advises women how to act in different situations.

[http://content.monster.com.hk/women/ww010710\\_001/](http://content.monster.com.hk/women/ww010710_001/): analyses on reflection of the working environment on women.

<http://wiego.org/main/newsletter-1.doc>: an article about gender equality at work

<http://www.uta.fi/laitokset/tyoelama/gender.eng.html>: home page of a Finish work research centre. You can find researches there information about the institutions that support working women and also ongoing projects referring to working women.

[www.now.org](http://www.now.org) national organisation for women – more useful for USA, but you can find here good articles.

### On-line gender journals

[www.Genus.gu.se](http://www.Genus.gu.se) journal on gender issues issued by Swedish Secretariat for gender research

[www.identities.org.mk](http://www.identities.org.mk) Journal for Politics, Gender and Culture; The Research Center in Gender Studies – Skopje, Macedonia

[www.feminista.com](http://www.feminista.com) online journal of feminist construction

[www.msomagazine.com](http://www.msomagazine.com) online feminist magazine

[www.sexingthepolitical.org](http://www.sexingthepolitical.org) a journal on third wave feminism on sexuality

[www.genderforum.uni-koeln.de](http://www.genderforum.uni-koeln.de) **gender forum** is a new electronic journal dedicated to the discussion of women's and gender studies. It developed out of *gender Inn*, a database for gender and women's studies providing annotated bibliographic records of feminist theory, gender and queer studies, feminist literary criticism and gender-related literature from various other fields.

[www.coe.int/compass](http://www.coe.int/compass) online version of Compass

### Youth work related sites

<http://www.coe.fr/youth/home.htm> and <http://www.coe.fr/youth/english/mainmenu.htm>

The sites of the Directorate of youth and Sport of the Council of Europe contains a European survey of national on-line data-banks and internet services of interest to young people, information on the European Youth Centres in Strasbourg and Budapest, guidelines of application to the European Youth Foundation, as well as information on youth research and youth policies. It also provides a list of links to national and international youth organizations and useful addresses.

<http://www.youthforum.org>

Site of the European Youth Forum, which comprises the National Youth Councils (NYC) and International Non-Governmental Youth Organizations (INGYO) in Europe. The aim of the association is to promote issues relevant to young people in Europe towards the Council of Europe, the European Union and other policy makers and to support and co-ordinate the work of its member organizations.

<http://www.coe.fr/cplre/eng/etxt/echartejeunes.htm>

Link to the European Charter on the Participation of Young People in Municipal and Regional Life

<http://www.iz.or.at/humanrights/>

School Network Human Rights - A project co-ordinate by the Interkulturelles Zentrum, Austria. Teachers and students from 41 countries developed joint projects and agreed on activity plans to find out if human rights are respected – in their schools, in their homes, in their communities. The international projects are on participation, racism & xenophobia, human rights, violence/conflict and violation of children's rights.

<http://www.coe.int> and <http://culture.coe.fr/edu/eng/edulist.html>

The web page of the Council of Europe. Under 'education' you can find out about 'Education for democratic citizenship', Network for School Links /Exchanges and Human Rights

<http://www.iyfnet.org/document.cfm/23>

Site of the International Youth Foundation. Presents in-depth discussions on the range of ways young people are involved within child and youth development programs as well as in the broader social, political and economic development of their communities and countries.

<http://eyrb.epm.se/aeymb.htm>

A database including bibliographic data on youth research literature from a number of European countries. Data registration began in April 1998. It also contains entries from the Nordic Youth Research Bibliography - [NYRIB](#), Produced by the European Youth Centre, Strasbourg.

<http://www.ecpatiy.org/>

Rich site of an international network of youth participation projects fighting for the end of child prostitution and trafficking

<http://www.energizeinc.com>

Site focusing on volunteer management. Contains also a rich electronic library of books and articles covering all aspect of volunteerism.

## Human rights

<http://www.human-rights.net/links.html>

The Human Rights Net provides a list of useful Human Rights links. Here you will find tools, education and training resources, urgent alerts, websites of NGO's and international organizations, and other useful links.

## Fundraising

[www.fund-raising.com](http://www.fund-raising.com)

Sources of fundraising information on the internet. Links to fundraising products and services, innovative fundraising ideas, books and resources. Subscribe to *Idea Bank newsletter* by email.

<http://fdncenter.org>

The Foundation Center Source of information on foundations and corporate giving within the US context where this activity is particularly well developed. Recommend their [Guide to Funding Research](#) section on how to go about finding and applying for a grant. Online library is useful for references.

#### EU funding

<http://europa.eu.int/comm/education/youth.html>

European Commission Youth program. See section on 'support to INGYOs' for obtaining program funding.

[www.osi.hu/brussels/guide2000/funding\\_index.html](http://www.osi.hu/brussels/guide2000/funding_index.html)

Guide to Funding and Participation in European Union programs for NGOs in Central and Eastern Europe and the Newly Independent States. See information under Youth.

#### European Youth Centres

European Youth Centre in Strasbourg: <http://www.coe.fr/youth/english/mainmenu.htm>

European Youth Centre Budapest: <http://www.eycb.coe.int> or <http://www.eycb.hu>.

Council of Europe, Youth Directorate: <http://www.coe.fr/youth/english/mainmenu.htm>

#### Training

<http://www.training-youth.net>

Website of the Partnership between the Council of Europe and the European Union in the youth field. Online, downloadable publications: TOKits on Project Management, Organisational Management, Intercultural Learning. Quaterly magazine on training youth Coyote.

<http://www.infed.org>

Information on informal / non-formal education.

<http://www.community-work-training.org.uk>

Info on training with focus on community work.

<http://www.ianr.unl.edu/iane/4h/volun/ahlen/nonforma.htm>

Focus on volunteers management.

<http://www.ispi-atlanta.org/Evaluation.htm>

Useful information on how to evaluate training activities.

<http://home.att.net/~nickols/evaluate.htm>

Information on evaluation.

<http://trgmcbcr.haygroup.com/>

Training Resources Group – a lot of resource materials, more to buy.

<http://learningfromexperience.com/>

Information on experiential learning.

<http://www.activetraining.com/>

Web-site with a lot of handouts, training ideas for different events. Focused on skills development.

**Coyote Magazine:** <http://www.coe.fr/youth/english/Coyote/issue00/Firstpage.htm>

A magazine on issues around youth - training - europe for all those that want to know about more about the world of youth worker training in Europe.

<http://www.un.org/esa/socdev/unyin/>

United Nations Youth Information Network: Besides facts about the UN youth activities this site provides information on youth conferences and events, and youth web-sites and addresses. It also contains Youth Bulletin and News and a Youth Reference Library.

<http://www.mobility-international.org>

Mobility international: Site for the organisation which offers exchange and other opportunities for young disabled people.