

Gender-based Violence & Women's Rights

Training guide



Gender-based Violence and Women's Rights

Training guide for
women and men
local organizations
and the private sector

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Table of Contents

Introduction

About the Lebanese Women
Democratic Gathering

About ACTED

About the project

About this training guide

Chapter 1

Gender-Based violence and protection

Session 1: Gender - Definition and the
importance of Gender
mainstreaming

Session 2: Gender-based violence - Types
of violence
(Child marriage as an example)

Session 3: Men and Masculinity -
The Role of Men
combatting Gender-Based
Violence

Session 4: Mechanisms for protection
against violence (Protection
from sexual exploitation as
an example)

Session 5: Psychosocial Support and
Self-Care Techniques
for survivors)

Chapter 2

Women's Rights and International Conventions

Session 1: Women's Rights: Why?

Session 2: Women's Rights - Sexual and Reproductive Rights

Session 3: International Convention - CEDAW

For Facilitators

A practical session for facilitation skills

Guidance for facilitators

Pre and Post test

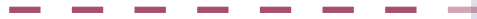
Terminology

References

Protection Service List
North Lebanon - 2019

Chapter 3

Introduction





About the Lebanese Women Democratic Gathering (RDFL):

The Lebanese Women Democratic Gathering- RDFL is a feminist, grassroots and membership-based organization working to advance gender equality through advocacy, networking and solidarity work in Lebanon. It was established in 1976.

Our values are rooted in non-discriminatory, secular feminism, democracy, transparency and intersectionality. Our work focuses on creating an enabling environment where girls and women are protected and empowered to be agents of change.

About ACTED:

ACTED is an international non-profit organization registered in France and operating in Lebanon since 2006. Independent, private and non-profit, ACTED respects a strict political and religious impartiality, and operates following principles of non-discrimination, transparency, according to its core values: responsibility, impact, enterprising-spirit and inspiration.

ACTED is committed to immediate humanitarian relief to support those in urgent need and protect people's dignity, while co-creating longer term opportunities for sustainable growth and fulfilling people's potential.

About the project:

This curriculum has been developed by the Lebanese Women Democratic Gathering - RDFL and funded by UN WOMEN under the project titled "Operationalizing Human Security in Tripoli for Women and Girls", implemented in partnership with ACTED 2019-2020.

About this training guide:

This guide is prepared to be easy to use by a facilitator who is familiar with the subject of gender-based violence to provide awareness sessions and trainings for members of the community, local organizations' employees and representatives of private sector, both male and female. Therefore, the first chapter is focusing on gender-based violence and protection, chapter two on women's rights and international conventions and the third chapter is dedicated to facilitators. Exercises are designed to be suitable for all target groups with basic messages to emphasize on based on the group of participants and the type of training.

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Chapter 1

Gender Based Violence and Protection

Session 1

Gender & Gender mainstreaming

Type of the training:

- Knowledge enhancement

Participants:

- Women and men

Training objectives:

- Define Gender
- Differentiate between Gender and Sex
- Training for local organizations and trainers: Define gender mainstreaming and its importance
- Training for private sector and trainers: define the principles of women empowerment in the private sector

Methodology:

- Participatory learning
- Validation of personal experience
- Development of critical thinking and open-mindedness

Duration:

2 hours (120 min)

Duration	Activity Description	Method	Material
5 min	Presentation of the project/day	Lecture	<ul style="list-style-type: none"> - PowerPoint Presentation - LCD Projector and Screen
15 min	<p>Mood exercise: Write down: 1 expectation, 1 feeling. All answers should be related to the session.</p> <ul style="list-style-type: none"> • Stick each post on the relative flip chart • Facilitator reads quickly some of the answers and introduce the objectives of the session 	Individual Lecture	<ul style="list-style-type: none"> - Post its/sticky notes - Pens - Markers - Patafix/Scotch tape - 3 Flip chart papers hanged on the wall as follow: <ul style="list-style-type: none"> • 1 flipchart for expectations • 1 flipchart for fear • 1 flipchart for feeling

Duration	Activity Description	Method	Material
15 min	<p>Ice breaker</p> <ul style="list-style-type: none"> • Ask each participant to grab as much candies as their hand can take • Each participant gives personal information about him/herself for each candy taken <p>Tip: Don't tell them first what the candies are for and encourage them to take as much as possible</p>	Ice breaker	Bag of candies (50 candies minimum)
30 min	<p>What's the difference between gender and sex?</p> <ul style="list-style-type: none"> • Facilitator distributes one word to each participant (Appendix No. 1) • Facilitator asks participants to split into 2 groups: group with "Sex" and group with "Gender" (5 min) • When the 2 groups are formed, each group sticks its words on a flipchart (10 min) <p>Plenary discussion to make sure the words are correctly grouped. around these questions: (5 min)</p> <p>What's the difference between sex and gender? Are roles based on gender or sex?</p>	Energizer Discussion	<ul style="list-style-type: none"> - Appendix No. 1 - Scissors - Flipchart papers - Patafix/scotch tape

Duration	Activity Description	Method	Material
10 min	<p>What's gender then?</p> <ul style="list-style-type: none"> • The facilitator asks participants to formulate a definition of gender by selecting some of the keywords mentioned in the previous exercise (5 minutes) • The facilitator asks which words should be in the definition of gender? The facilitator instructs participants on the importance of the words "social roles" and "changes" which differentiate it from the definition of sex as "biological" and "fixed" 	Individual Discussion	<ul style="list-style-type: none"> - Board or Flipchart papers - Markers
Training for local organizations and trainers			
25 min	<p>What's gender mainstreaming and why?</p> <ul style="list-style-type: none"> • Facilitator forms 3 groups where each group has 1 extract to discuss in order to respond to the question: what's Gender mainstreaming? (10 min) • Each group has 3 min to explain what does it mean (10 min) • Facilitators wraps up by writing the 3 steps in order to highlight the definition and the main messages based on the target group (5 minutes) 	Group work	<ul style="list-style-type: none"> - 3 extract of Gender mainstreaming manual – Appendix No. 2 - Flip chart papers - Markers

Training for private sector and trainers			
25 min	<p>What are the principles of women's empowerment in the private sector?</p> <ul style="list-style-type: none"> • The facilitator forms 3 groups where each group is asked to answer the following question: What does or should the private sector do to empower women and promote gender equality? Write three principles (10 minutes) • Each group has 3 minutes to present 3 principles (10 minutes) • The facilitator concludes by distributing the women's empowerment principles flyer, linking them to the principles mentioned by the groups and emphasizing their importance for mainstreaming gender and gender equality (5 minutes) 	Group work	<ul style="list-style-type: none"> - Pens - Papers - Flyer: Women's Empowerment Principles (WEP)
10 min	Conclusion: review the 3 definitions	Lecture	
5 min	Post-test	Individual	<ul style="list-style-type: none"> - Post-test sheets - Pens

Main messages:

- For all:

- 1 The child is born male or female (*sex*) and learns how become a man or woman (*gender*) by society, which makes "sex" fixed and specific and "gender" changing with social and political changes and over time as well.
- 2 Gender mainstreaming is **NOT** the goal itself, but rather a **PROCESS** or a **STRATEGY** for achieving the goal of gender equality. Gender mainstreaming involves everyone, every institution in the public and private sector.

- Training of trainers/local organizations:

It is important to mainstream gender when establishing the organization and identifying its strategies as a step-in advance to plan, implement and evaluate projects. Gender mainstreaming involves all humanitarian not only organizations concerned with gender or womens affairs.

- Private sector training:

This may be done by empowering women in this sector by adopting the following seven principles:(See the Women's Empowerment Principles Flyer).

Appendix 1

Gender

Sex

Roles

Biological

Femininity

Male

Man

Female

Community

Fixed

The Care

Breast-
feeding

Appendix 1

Variable	Physical
Production	Male genitals
A girl	Womb
Masculinity	It doesn't change.
Gender	Specific
Behaviors	Special

Appendix 2

I Group 1 **Gender analysis**

The first step towards creating gender mainstreaming is to analyse the barriers to—and constraints of—achieving gender equity in your work environment (section 1.2). In Lebanon, this analysis should be carried out at both local and national levels. This means that you must take into account your environment, laws, policies, cultural practices, etc., to understand how they can collectively impact gender mainstreaming in the workplace.

II Group 2 **Implementation: Define, design, and integrate**

Once you've conducted the gender analysis, the second step towards achieving gender mainstreaming consists of defining, designing, and incorporating gender mainstreaming in organisational strategies, communication policies, internal policies, programmes and projects, as well as budgets. These are the entry points for introducing new changes that meet the needs of women, men, and gender non-conforming individuals in your organisation.

A Practical Guide for Civil Society Organisations in Lebanon towards GENDER MAINSTREAMING - Lebanon Support 2017

Appendix 2

III Group 3

Monitoring and evaluation

Monitoring and evaluation (M&E) are the last steps towards achieving gender mainstreaming. They allow organisations to check if their work is heading in the right direction, and if not, to revise the strategy and make some changes. This can be done by monitoring and evaluating whether the policies, projects, and activities meet their set objectives.

A Practical Guide for Civil Society Organisations in Lebanon towards GENDER MAINSTREAMING - Lebanon Support 2017

Flyer

WOMEN'S EMPOWERMENT PRINCIPLES

Guidance to business on how to promote gender equality and women's empowerment in the workplace, marketplace and community.

Principle 1



Establish high-level corporate leadership for gender equality.

Principle 2



Treat all women and men fairly at work – respect and support human rights and nondiscrimination.

Principle 3



Ensure the health, safety and well-being of all women and men workers.

Principle 4



Promote education, training and professional development for women.

Principle 5



Implement enterprise development, supply chain and marketing practices that empower women.

Principle 6



Promote equality through community initiatives and advocacy.

Principle 7



Measure and publicly report on progress to achieve gender equality.

GET IN TOUCH WITH US:

- 🌐 www.empowerwomen.org/weps
- ✉ weps@unwomen.org
- 🐦 @WEPrinciples

WOMEN'S EMPOWERMENT PRINCIPLES

Established by UN Women and the
UN Global Compact Office

Session 2 Gender-based Violence

Type of the training: - Knowledge enhancement

Participants: - Women and men

Training Objectives:

- Define gender-based violence
- Determine the types of violence
- Determine the risks of child marriage

Methodology:

- Participatory learning
- Validation of personal experience
- Development of critical thinking and open-mindedness

Duration: 2 hours(120 min)

Duration	Activity Description	Method	Material
5 min	Topic Overview	Lecture	
15 min	Pre-test	Individual exercise	- Pre- test form - Pens
10 min	Review the previous session: <ul style="list-style-type: none"> • The facilitator asks: What is the definition of gender according to the previous session? • Can we share examples of gender roles? <i>Femininity and masculinity, taking care of the house, caring for children for women and making decisions for men. Sensitive and submissive (characteristics of femininity) for women and for men to be strong</i> 	Discussion	- Markers - Boards

Duration	Activity Description	Method	Material
40 min	<p>What is gender-based violence? What are its types? World Café Exercise (15 minutes)</p> <ul style="list-style-type: none"> • The facilitator divides the participants into 5 groups, for each group a paper to identify examples of a specific type of violence • Each group has just two minutes to write examples on a flipchart paper • The facilitator requests to stop and each group to move to a new sheet for two minutes as well • The facilitator repeats the previous step 4 times to ensure that the five groups responded to the five types. <p><i>Note: Let the whole group move from one card to another clockwise and when the facilitator asks for it only (every two minutes) A bell or a buzzer can be used to announce the expiration of the two minutes 5 times</i></p> <ul style="list-style-type: none"> • The facilitator summarizes the types of violence according to the five papers, writing off the repeated or misplaced word, or adding important examples such as child marriage as a harmful tradition (10 minutes) • The facilitator asks participants to define gender-based violence through examples and identify types of violence 	<ul style="list-style-type: none"> - Energizer - Group work - Lecture 	<ul style="list-style-type: none"> - Markers - Sticky tape - 5 flipchart papers distributed in the room as follows: <ul style="list-style-type: none"> • Physical violence Psychological violence, moral • Economic violence • Sexual violence • Harmful traditional practices • Appendix No. 3 • Bell or buzzer

Duration	Activity Description	Method	Material
45 min	<p>Exercise with or against child marriage</p> <ul style="list-style-type: none"> The facilitator divides the group into two teams: <p>The first team will defend child marriage and writes all the reasons why The second team will object to child marriage and writes all the reasons (20 minutes)</p> <ul style="list-style-type: none"> There is room for discussion between the two parties, provided the facilitator manages the dialogue in an effective manner (10 minutes) The facilitator presents the video of the Lebanese Women Democratic Gathering for a campaign titled "Not before 18", and identifies the risks of child marriage and introduces the campaign goals 	<ul style="list-style-type: none"> Group work Dialogue and discussion Lecture 	<ul style="list-style-type: none"> Pens Papers https://www.facebook.com/RDFLwomen/videos/1445094505526616/
10 min	<p>Conclusion:</p> <p>Does genderbased violence only concern women?</p>	Discussion	
5 min	Post-test	Individual exercise	<ul style="list-style-type: none"> Post-test form Pens

Main message:

- For all:

Gender-based violence is practiced against everyone (women and men) and anywhere (home, work, street ...), but the most vulnerable group to this violence remains women and girls all around the world.

Appendix 3

- Sexual violence: *rape, marital rape, sexual assault, sexual harassment*
- Physical violence: *beating, slapping, flogging, and physical torture*
- Moral psychological violence: *psychological abuse, screaming, insult, threat, kidnapping*
- Economic violence: *deprivation of resources, deprivation of work*
- Harmful traditional practices: *child marriage, forced marriage, female genital mutilation.*

Session 3

Men & Masculinity

Type of the training: - Knowledge enhancement

Participants: - Women and men

Training Objectives:

- Define masculinity
- Determine the role of men in reducing gender-based violence

Methodology:

- Participatory learning
- Validation of personal experience
- Development of critical thinking and open-mindedness

Duration: 2 hours(120 min)

Duration	Activity Description	Method	Material
5 min	Topic Overview	Lecture	
15 min	Pre-test	Individual exercise	- Pre- test form - Pens
10 min	Review the previous session: Gender Box exercise <ul style="list-style-type: none">• The facilitator asks: Who remembers the 3 most important(main) matters / messages from the previous session?	Discussion	- Markers - Boards

Duration	Activity Description	Method	Material
45 min	<p>What is masculinity?</p> <p>Gender Box exercise</p> <ul style="list-style-type: none"> • The facilitator divides the participants into two groups, the «Be a Man» group and the «Be a Woman» group. • The facilitator asks each group to determine what messages and orders are heard by both men and women in society, in any situation and from any side under the slogan «Be a Man (masculine) or Be a Woman (femininity)». <p>(15 minutes)</p> <ul style="list-style-type: none"> • The facilitator draws two boxes, one for a man and one for a woman • Each group is asked to present what was discussed within their group (10 minutes) • The facilitator asks: Are we, as women / men, sometimes violating these orders? What is the result when we do this? (10 minutes) 	<ul style="list-style-type: none"> - Group work - Lecture 	<ul style="list-style-type: none"> - Markers - Board - Flipchart paper

Duration	Activity Description	Method	Material
40 min	<p>Masculinity and the role of men in reducing gender-based violence</p> <ul style="list-style-type: none"> • The facilitator explains the following: After we have identified “masculinity”, we will now examine what is the relationship between masculinity and violence and what is the role of men in limiting these behaviors • The facilitator requests a bilateral discussion of the following questions: <i>Give an example of the relationship of masculinity to violence against female children / women? What is the role of men in reducing this? (15 minutes)</i> • The facilitator chooses 4 people to showcase a summary of what was discussed (25 minutes). 	<ul style="list-style-type: none"> - Work in pairs - Dialogue and discussion - Lecture 	<ul style="list-style-type: none"> - Pens - Papers
10 min	Conclusion:	Lecture	
5 min	Post-test	Individual exercise	<ul style="list-style-type: none"> - Post-test form - Pens

Main messages:

- For all:

- 1 No one is born to act like a “man” or a “woman”, we have learned how to be a man or a woman from our families, media and society over the years. We are punished or disciplined if we do not follow these «gender socialization rules», directly or indirectly. Society uses various tools, techniques and methods to keep us in the «gender box», such as violence and discrimination against any «different» person.
- 2 Masculinity has many aspects that appears in society and violence is such a negative example. Man/Men have an essential role in reducing violence, as he/they is/are often the reason, and therefore their involvement in solutions is necessary. The psychological and behavioral traits given to masculinity in our Lebanese society, as in other societies, are characterized by tendency towards «offensiveness», «instrumentality» and «individualism» (Beydoun, 2008). Thus, these masculine traits exists with women and men, but violence against women and girls remains in a male-dominating society in most cases Because masculinity is a set of behaviors based on social and cultural practices that differ according to place and time, it is subject to change and development by working on the family, the media, and society.

Session 4 Sexual Exploitation & Protection Mechanisms

Type of the training: - Knowledge enhancement and change in attitudes, behaviors and practices

Participants: - Women and men

Training Objectives:

- Determine the privileges and power / authority of different groups of people and its implications in sexual exploitation
- Define sexual exploitation
- Identify examples of protection from sexual exploitation

Methodology:

- Participatory learning
- Validation of personal experience

Duration: 2 hours(120 min)

Duration	Activity Description	Method	Material
5 min	Topic Overview	Lecture	
15 min	Pre-test	Individual exercise	- Pre- test form - Pens
10 min	Review the previous session: <ul style="list-style-type: none">• The facilitator asks: How did we assess masculinity in the last session?	Discussion	- Markers - Boards

Duration	Activity Description	Method	Material
45 min	<p>What is the link between privileges and power / authority and sexual exploitation?</p> <p>Power Walk exercise</p> <ul style="list-style-type: none"> • The facilitator distributes to each participant a personality to represent in this exercise (Appendix No. 4) • Participants stand side by side in the middle of the room • The facilitator reads a specific sentence from the list of statements: The participant must take a step forward or backward according to the personality he represents. (Appendix No. 5) • The facilitator asks the last row to introduce themselves according to the paper. How do you feel by standing in the last rows? • The facilitator asks the front row to introduce themselves according to the paper. How do you feel by standing in the front rows? • The facilitator asks: What is the difference between them? <p><i>It is the power and privileges that the first row gets and the last row loses</i></p>	<ul style="list-style-type: none"> - Energizer - Discussion 	<ul style="list-style-type: none"> - Appendix No. 4 - Appendix No. 5

Duration	Activity Description	Method	Material
45 min	<ul style="list-style-type: none"> The facilitator asks: How is this related to sexual exploitation? The definition for sexual exploitation is concluded from the participants. <i>Sexual exploitation includes sexual coercion and manipulation by a person in a position of power who uses that power to engage in sexual acts with a person who does not have power.</i> 	<ul style="list-style-type: none"> - Energizer - Discussion 	<ul style="list-style-type: none"> - Appendix No. 4 - Appendix No. 5
	<p>How do I protect from violence? Sexual exploitation as an example</p> <ul style="list-style-type: none"> The facilitator divides the participants into 4 groups to discuss the following: <i>How do I protect from violence? We take sexual exploitation as an example and remember the vulnerable groups from the previous exercise. Write 3 suitable methods with examples (20 minutes).</i> <p><i>Note: These methods may be regarding the internal regulations of the institution (a code of conduct, policies, a law for employees, workers, or volunteers) or concerned with public affairs (awareness sessions, circular, advocacy campaigns)</i></p>		

Duration	Activity Description	Method	Material
45 min	<ul style="list-style-type: none"> The facilitator asks the first group to explain to the audience only one method. The rest of the groups follow by choosing new methods to explain without repeating previously explained methods (25 minutes) 	<ul style="list-style-type: none"> - Group work - Dialogue and Discussion - Lecture 	<ul style="list-style-type: none"> - Pens - Papers - Service map
10 min	<p>Conclusion:</p> <p>The facilitator asks one of the participants to briefly summarize the first chapter, from gender-based violence to protection.</p>	Discussion	
5 min	Post-test	Individual exercise	<ul style="list-style-type: none"> - Post-test form - Pens

Main messages:

- For all:

- 1 The facilitator stresses the importance of reporting / referral to the specialized authorities (*the police and the Lebanese Women Democratic Gathering (RDFL) for example*): Hotline number **1745** of the General Directorate of Internal Security Forces to deal with complaints of domestic violence; hotline number **71500808** of the Lebanese Women Democratic Gathering (RDFL) to protect women and children from genderbased violence (*see map of services*).
- 2 Lebanese law does not have a specific definition of sexual harassment or articles related to sexual harassment in general, but some jurisprudence is used for specific articles to criminalize sexual harassment in some cases.
- 3 There are several bills proposed to criminalize sexualharassment, including a proposal for a recurrent accelerated law aimed at criminalizing sexual harassment and racial abuse submitted by former deputy Ghassan Moukheiber in 2014. And the Minister of State for Women's Affairs, Jean Ogasapian, has proposed that the draft sexual harassment law should be included in the labor law and the penal code in 2017.

Main messages:

- For training of trainers / local organizations and the private sector:

- 1 The facilitator emphasizes the role of organizations and institutions, as they usually tend to establish protection mechanisms from violence in general and sexual exploitation in particular, regardless of nationality and gender, for example: the need for a code of conduct and a policy to protect from violence and from sexual exploitation; inform all employees of the organization or institution about it; commit to it and implement its internal procedures.
- 2 Cooperation with local organizations has become a necessity, as these institutions provide a variety of services, depending on the situation, need and region (see map of services). These organizations have proved the importance of their role in covering the lack of state services.
- 3 There are no articles in the Lebanese labor law related to sexual harassment, but some of its articles and the jurisprudence of the courts have consequences for the abuse of power by the director towards the subordinates. Legal results have been formed in cases where the description of sexual harassment applies, even if the cases were brought on other grounds.

Appendix 4

Country Representative of NGO,
female, 42, living in the capital,
university educated

District Health/Medical Officer,
female aged 45

Syrian orphan girl aged 12 living in
informal camp

Refugee community leader, aged 52,
no secondary education

Young Syrian married mother of 2,
aged 19, living in the capital

Young Palestinian married mother
of 2, aged 19, living in one of the
Palestinian refugee camps

Syrian mentally ill father living in a household with 5 children

Syrian boy, aged 15, only primary education, working in construction

Female sex worker aged 19, living in the capital, no secondary education

Palestinian male driver working for INGO

Male police officer

Male UN staff, expat

Lebanese elderly man living alone

Security guard employed by an INGO

Mid Wife, working in SDC in Akkar

Unemployed and out of school
Syrian boy, 17 years old

Male doctor employed by an
international organization

Lebanese girl with physical
disability in grade 11 public school

Lebanese women aged 30 working
for local protection NGO

11 years old street-boy living in
Beirut

Unemployed and out of school
Lebanese boy

CEO of a business company, male,
aged 50

Deputy in the Lebanese parliament,
female, aged 40

Appendix 5

List of statement:

- 1.** My family is able to have at least two meals a day.
- 2.** I have safe drinking water in my house.
- 3.** I make important decisions in my family.
- 4.** I have enough money kept aside to support me for at least one month.
- 5.** I stay in a comfortable shelter/house
- 6.** I can influence decisions made at community level
- 7.** I get to meet government officials
- 8.** I can read newspapers regularly
- 9.** I have time and access to listen to the radio.
- 10.** I would never have to queue at the dispensary/ pharmacy
- 11.** I have my own bank account.
- 12.** I can speak in extended family meetings.
- 13.** I can afford to boil drinking water.
- 14.** I only have sex when I want to.
- 15.** I went to secondary or I expect to go to secondary school.
- 16.** I can pay for treatment at a hospital if necessary.
- 17.** I eat at least two full meals a day.
- 18.** I sometimes attend workshops and seminars.
- 19.** I am not afraid of walking on my own at night.
- 20.** I have never had to line up for food

Session 5 Psychosocial Support & Self-Care Techniques for survivors

Type of the training: - Knowledge enhancement and change in attitudes, behaviors and practices

Participants: - Women and men

Training Objectives: - Identify techniques that help participants deal with negative emotions
- Determine ways to support the survivor

Methodology: - Participatory learning
- Validation of personal experience

Duration: 2 hours(120 min)

Duration	Activity Description	Method	Material
5 min	Topic Overview	Lecture	
5 min	Pre-test	Individual exercise	- Pre- test form - Pens
65 min	How do I support myself or others? Expressing with collage exercise: <ul style="list-style-type: none"> The facilitator asks each participant to think about what helps her/him to deal with negative feelings or pressure and to express it by choosing the appropriate 	- Individual exercise - Discussion	- Papers - Magazines and newspapers - Scissors - Glue (UHU) - Pens - Wall-safe tape (Patafix)

Duration	Activity Description	Method	Material
65 min	<p>pictures from magazines and collecting them on one paper (15 minutes)</p> <ul style="list-style-type: none"> • Participants are encouraged to stick their work on the wall; to mingle and talk to others about their poster. • Each participant displays her/his own poster in front of everyone and names at least one technique while the facilitator or volunteer records the different methods to deal with pressure on the board (30 minutes) • The facilitator discusses with the participants the following questions: How similar are the techniques to each other? What do they have in common? What new inspiring ideas can be applied? Are all the methods mentioned useful or healthy? What works and what does not work for you? (10 minutes) <p>The facilitator stresses that some methods may be bad in the long run, or if they are used extensively, such as excessive sleep, emotional eating or nail biting ... and that some methods may be suitable for some people and not suitable for others.</p> <ul style="list-style-type: none"> • At the end of the activity, the facilitator states that what we have done now is also a psychological support 	<ul style="list-style-type: none"> - Individual exercise - Discussion 	<ul style="list-style-type: none"> - Papers - Magazines and newspapers - Scissors - Glue (UHU) - Pens - Wall-safe tape (Patafix)

Duration	Activity Description	Method	Material
	<p>technique and participants are encouraged to discuss the benefit of this technique:</p> <p>"What did you discover during the discussions? How did you feel engaging with others? What was the most challenging? (10 minutes)</p>		
30 min	<p>How do I support the survivor?</p> <p>The facilitator divides the participants into 5 groups;</p> <ul style="list-style-type: none"> • Each group should put on a flipchart paper the types of services that exist, or the ones needed by a survivor of violence. Let the group attempt to provide realistic examples and details as much as possible for the area (15 minutes) <p>Participants may use a graph or a map ...</p> <ul style="list-style-type: none"> • The facilitator asks one group to present its paper and asks the other groups to add to it services that has not been mentioned. (15 minutes) <p>The facilitator stresses the importance of these services and the need to refer the cases to the relevant institutions</p> 	<ul style="list-style-type: none"> - Group work - Dialogue and discussion 	<ul style="list-style-type: none"> - Service list - Flipchart papers - Markers
10 min	<p>Conclusion: Have you discovered any new ideas? What can you use from this activity in the future?</p>	Discussion	
5 min	Post-test	Individual exercise	<ul style="list-style-type: none"> - Post-test form - Pens

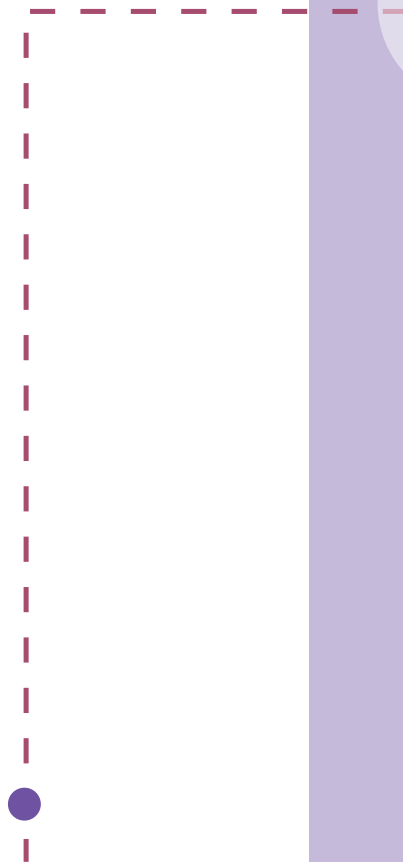
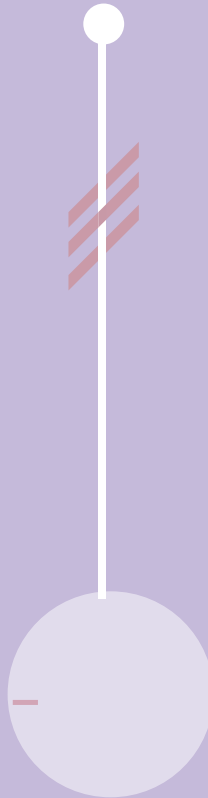
Main messages:

- For all:

- 1 Feelings are part of our lives and we experience a wide range of them over time. However, the difficulties we face are when we deal with negative emotions, and we develop various mechanisms of adaptation: some of them help us to overcome difficulties such as talking to a friend, walking in nature, watching a movie or animation, playing sports; others can lead to some kind of imbalance such as avoiding sad situation, isolation, screaming and fighting, procrastination. We tend to think that our problems are the worst and no one can understand us or have dealt with something similar, so it is useful to see how others deal with negative emotions and stress. Sharing brings us a new perspective, helping us to engage with one another and to find in others new and useful strategies for dealing with negative emotions.
- 2 The facilitator stresses the importance of reporting / referral to the appropriate authorities to benefit from free psychological support services, for example, the Lebanese Women Democratic Gathering (RDFL) (see the list of services).

Chapter 2

Women's Rights and International Conventions



Session 1

Women's Rights: Why?

Type of the training: - Knowledge enhancement

Participants: - Women and men

Training Objectives: - Enhancing knowledge on human rights
- Enhance knowledge of women's and girls' rights

Methodology: - Participatory learning
- Validation of personal experience

Duration: 2 hours(120 min)

Duration	Activity Description	Method	Material
5 min	Topic Overview	Lecture	
5 min	Pre-test	Individual exercise	- Pre- test form - Pens
15 min	Review and evaluation of the previous chapter: <ul style="list-style-type: none">• Ask each participant to take 3 sticky notes to write: One piece of information she/he learned from the previous chapter, something she/he liked and something she/he would like to improve from previous sessions. <i>All answers must be related to Chapter 1.</i>	- Individual exercise - Discussion	- Appendix No. 6 - Markers

Duration	Activity Description	Method	Material
15 min	<ul style="list-style-type: none"> The facilitator reads some of the answers quickly and highlights what needs to be improved for future sessions 	<ul style="list-style-type: none"> Individual exercise Discussion 	<ul style="list-style-type: none"> Appendix No. 6 Markers
35 min	<p>Human Rights Exam</p> <ul style="list-style-type: none"> The facilitator distributes to each participant a list of human rights questions (Appendix No.6) for them to answer individually (15 minutes) The facilitator asks one of the participants to share an answer to one question. Ask if some has different answers to share. Do the same with all the questions and try to involve as many participants as possible in sharing responses. (15 minutes) Upon completion, ask the group how difficult or easy the exercise is. Find out how many people answered all six questions correctly, who answered five, etc. (5 minutes) <p>questions and try to involve as many participants as possible in sharing responses. (15 minutes)</p>	<ul style="list-style-type: none"> Individual exercise Discussion 	<ul style="list-style-type: none"> Appendix No. 6 Pens

Duration	Activity Description	Method	Material
45 min	<p>Women's Rights: Why? Treasure Hunt game</p> <ul style="list-style-type: none"> • The facilitator gives each person either a question or an answer from Appendix No. 7 • The group is asked to find the person with the question or the corresponding answer. • When the duo finds each other, they should shout «Treasure» • Just when someone shouted «Treasure», ask the whole group to stop and listen to the question followed by its corresponding answer. You can then give the duo a gift (candy or chocolate) and they can sit while the rest of the group continues to play (25 minutes). • At the end of the exercise, the facilitator asks the following questions for discussion: <i>Any information or statistics surprised you? Any of the issues mentioned is also available in your country? (20 minutes)</i> 	<ul style="list-style-type: none"> - Energiser - Dialogue and Discussion - lecture 	<ul style="list-style-type: none"> - Pens - Papers - Appendix No. 7 - Bell or buzzer - Bag of sweets (25 pieces at least)
15 min	Conclusion: Why women's rights then?	Discussion	
5 min	Post-test	Individual exercise	<ul style="list-style-type: none"> - Post-test form - Pens

Main message:

- For all:

Women's rights emerge from human rights and are equally important in terms of the status of women in the world and the need to change it. The Human Rights Convention was not enough to give justice to women; violations of the rights of women in the world showed the need to work on other conventions (i.e. CEDAW).

Appendix 6

1. Name a human right

2. Name an organization working for human rights

3. Name the most unfair human rights violation in your opinion

4. Name a convention explaining your human rights

5. Name a country denying a human right

6. Name a right that all children should have

7. Name a well-known human rights activist

Answers for facilitator

1. Name a human right

Some possible answers from the Human Rights convention: The right to equality, the right to freedom from discrimination, the right to life, freedom and security, the right to freedom from slavery, the right to freedom from torture, the right to protection of the law without discrimination, the right to freedom from arbitrary detention and exile, the right to a fair public trial, the right to be considered innocent until proven guilty, the right to legal protection from interfering with privacy, the right to freedom of movement within and outside the country, the right to asylum from persecution to other countries, the right to Nationality and freedom of change, right to marry and start a family, right to property, right to freedom of belief and religion, right to freedom of opinion and expression, right to join peaceful assemblies or associations, right to participate in public affairs and free elections, right to social security, right to work and joining trade unions, the right to rest and recreation, the right to a decent standard of living, the right to education, the right to free participation in social and cultural life, the right to a social and international system

2. Name an organization working for human rights

Local and international organizations: Amnesty International, Doctors without Borders, Human Rights Watch ...

3. Name an organization working for human rights

Ask the participant to give a specific answer and link it to a right, for example: Child labor is a violation of a child's right to education

4. Name a convention explaining your human rights

Human Rights Convention. If a participant has a more comprehensive knowledge of human rights, they may also include the International Covenant on Civil and Political Rights, the International Covenant on Economic, Social and Cultural Rights, the Convention on the Rights of the Child, and the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW). If someone mentions any of these documents, ask them to explain to the group what they are.

5. Name a country denying a human right

Let participant express their opinion

6. Name a right that all children should have

Some possible answers from the Child Rights convention: the right to life, name, nationality, expression of opinion / upbringing, health care, social security, standard of living, education, culture, comfort and recreation, legal aid, freedom from violence, exploitation and sexual abuse, the right to protection from drug use and armed conflict.

7. Name a well-known human rights activiste

Local and international names: Activist Laure Mghayzel (Women's Rights), Activist Nawal Al- Saadawi (Women's Rights), President Nelson Mandela (The Right to Justice and Against Racism), Malala Yousafzai (Girls' Rights to education) ...

Appendix 7

1. What is the international convention dealing with discrimination against women?	The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) is the document that specifically addresses human rights issues that women face
2. What is the percentage of families using violence against women in Lebanon?	%82 of families using violence are against women in particular. (Arab Barometer, 2019)
3. What is the percentage of domestic violence in most Arab countries?	About %25 is the rate of domestic violence in Arab countries such as Yemen, Morocco, Egypt and Sudan (Arab Barometer, 2019)

Appendix 7

4. What percentage of women and girls are trafficked (lure, buy or sell)?	%60 of human trafficking in the world, the victims are women and girls (IOM, 2019)
5. How many women are killed in France by their partner?	In France, one woman is killed by her partner or expartner every three days (France 24)
6. What is the rate of marriage of Syrian children in the Lebanese camps?	%41 is the percentage of marriage of children in the Syrian refugee camps in Lebanon (UNICEF, 2019)
7. What is the rate of marriage of Syrian children in the Lebanese camps?	More than 4.6 million females will be subjected to FGM by 2030 (United Nations)

Appendix 7

7. What is the expected total of women and girls who will undergo female genital mutilation (FGM) by 2030?	More than 4.6 million females will be subjected to FGM by 2030 (United Nations)
8. The number of women killed in 2017 by a family member	More than 50,000 women were deliberately killed in 2017 by their partner or family member (United Nations)
9. How many girls are married before they reach the age of 18 around the world?	More than 41,000 girls under the age of 18 are married every day in the world (World Bank, 2017)

Appendix 7

10. While women constitute half of the world's population, what percentage of parliament seats do they occupy around the world?	%24.5 of the world's women are in parliament (World Bank, 2019)
11. Out of 258 million children around the world who are not in school, how many girls are there?	More than 135 million girls are out of school in the world (UNESCO, 2019)
12. What is the date of the International Day for the Elimination of Violence against Women?	November 25th.
13. How many girls are forced into sex?	15 million girls in the world are forced into sex (United Nations)

Session 2

Women's Rights: Sexual & reproductive rights

Type of the training: - Knowledge enhancement

Participants:

- Women and men

Training Objectives:

- Define reproductive health

- Promote knowledge of sexual and reproductive rights

Methodology:

- Participatory learning

- Validation of personal experience

- Development of critical thinking and open-mindedness

Duration:

2 hours(120 min)

Duration	Activity Description	Method	Material
5 min	Topic Overview	Lecture	
5 min	Pre-test	Individual exercise	- Pre- test form - Pens
10 min	Review of the previous chapter: <ul style="list-style-type: none"> • Which of the rights stipulated in the Human Rights Convention are related to today's topic? <i>The right to freedom, the right to marry and found a family, the right to protection, the right to privacy</i>	- Individual exercise - Lecture	- Markers - Boards

Duration	Activity Description	Method	Material
20 min	<p>What is reproductive health</p> <ul style="list-style-type: none"> • The facilitator asks: When I say reproductive health, what are the words that come to your mind? • The facilitator writes or asks someone to write the words on the board. (All words without correction or comment) (5 minutes) • The facilitator refers to the words most relevant to the definition (5 minutes) • The facilitator asks participants to formulate a definition out of the keywords and choose to write on the board the clearest one (10 minutes) 	<ul style="list-style-type: none"> - Brainstorming - Discussion 	<ul style="list-style-type: none"> - Board - Pens
60 min	<p>Sexual and reproductive rights</p> <p>Exercise: in the waiting room</p> <ul style="list-style-type: none"> • The facilitator divides the participants into groups of 3 people to play the roles • The facilitator distributes to each group a scenario (Appendix No. 8). Each group will have to choose a specific end to the "play" it, provided that the presentation for each group does not exceed 3 minutes (5 minutes) 	<ul style="list-style-type: none"> - Energiser - Dialogue and Discussion - Lecture 	<ul style="list-style-type: none"> - Appendix No. 8 - Facilitator Form

Duration	Activity Description	Method	Material
60 min	<ul style="list-style-type: none"> At the end of each presentation, the facilitator asks: <i>What is the type of issue that was raised? - Does this happen often? - What do you think of this issue? - What is the right represented in this case? (50 minutes)</i> The facilitator concludes by identifying reproductive rights and emphasizing on their interdependence with human rights (5 minutes) 	<ul style="list-style-type: none"> - Energiser - Dialogue and Discussion - Lecture 	<ul style="list-style-type: none"> - Appendix No. 8 - Facilitator Form
15 min	<p>Conclusion:</p> <p>Are sexual and reproductive rights specific to a particular gender or age?</p>	Discussion	
5 min	Post-test	Individual exercise	<ul style="list-style-type: none"> - Post-test form - Pens

Appendix 8

- 1.** A boy and a girl are in love with each other. The boy tries to persuade the girl to have sex with him, but she does not want to.
- 2.** A girl who is approximately 15 years old asks her mother, doctor or anyone else for information about various methods of contraception but they say she does not need to know all these things because she is still very young
- 3.** A woman wants information about birth control. She does not receive the information because she is not married yet, although she plans to get married soon
- 4.** The couple disagrees about having a third child. They have two children and the last pregnancy was not without risk for the woman
- 5.** The mother has been complaining about her married daughter for 5 years as she is still without children
- 6.** A pregnant woman is under pressure from her employer to return to work within one month after birth, otherwise she will lose her job
- 7.** A newly married woman negotiates with her husband because he wants to force her to have sex without using a condom
- 8.** A ten-year-old child is subjected to sexual harassment from one of his adult relatives and informs his father of what happened without knowing that what he was exposed to is sexual harassment

Answers for facilitator

1. A boy and a girl are in love with each other. The boy tries to persuade the girl to have sex with him, but she does not want to. (The right to freedom and body integrity)
2. A girl who is approximately 15 years old asks her mother, doctor or anyone else for information about various methods of contraception but they say she does not need to know all these things because she is still very young (The right to access information, the right to privacy)
3. A woman wants information about birth control. She does not receive the information because she is not married yet, although she plans to get married soon (Right to access information, right to privacy, right to family planning)
4. The couple disagrees about having a third child. They have two children and the last pregnancy was not without risk for the woman (The right to family planning, and the right to freedom and liberty of the body)
5. The mother has been complaining about her married daughter for 5 years as she is still without children (Right to privacy, right to family planning)
6. A pregnant woman is under pressure from her employer to return to work within one month after birth, otherwise she will lose her job (The right to build a family, the right to non-discrimination)
7. A newly married woman negotiates with her husband because he wants to force her to have sex without using a condom (The right to freedom and body integrity)
8. A ten-year-old child is subjected to sexual harassment from one of his adult relatives and informs his father of what happened without knowing that what he was exposed to is sexual harassment (Right to access information, right to protection, right to legal aid)

Session 3

International Convention - CEDAW

Type of the training: - Knowledge enhancement

Participants: - Women and men

Training Objectives: - Define the concept of discrimination against women
- Identify forms of discrimination
- Enhance knowledge of the terms of CEDAW and its importance

Methodology: - Participatory learning
- Validation of personal experience
- Development of critical thinking and open-mindedness

Duration: 2 hours(120 min)

Duration	Activity Description	Method	Material
5 min	Topic Overview	Lecture	
5 min	Pre-test	Individual exercise	- Pre- test form - Pens
15 min	Review of the previous chapter: • Why the Human Rights Convention was not enough for women?	- Discussion	- Markers - Board
90 min	Let's learn from CEDAW - Jigsaw • The facilitator explains the jigsaw technique and stresses the role of each participant in this exercise, as collaborative learning is based on what experts will understand and what each participant will explain to his or her core group.	- Collaborative Learning - Discussion	- Appendix No. 9 - Pens

Duration	Activity Description	Method	Material
	<ul style="list-style-type: none"> • The facilitator divides the participants into 5 groups of 5 people and assigns a number for each person from 1 to 5. • The facilitator gives each person a specific paragraph according to his number from Appendix No. 9 and each person is considered an expert in the section he/she took. (5 minutes) • The experts sit first according to each subject (1-5) to discuss and answer questions. (10 minutes) • Each expert returns to his or her core group to explain the paragraphs, thus making each group aware of the content of CEDAW. Each group has a specific paragraph of CEDAW and questions for discussion and answer (45 minutes). • The facilitator discusses the following questions: (20 minutes) Why CEDAW? Human Rights Convention was not enough? What makes CEDAW different? What are the areas of discrimination against women mentioned in the convention? Has Lebanon agreed to it? The facilitator stresses the importance of this agreement and the problem of Lebanon's reservation to some articles (29-16-9) 		

Duration	Activity Description	Method	Material
10 min	Conclusion: What is the importance of this agreement?	Discussion	
5 min	Pre-test	Individual exercise	- Pre- test form - Pens

Main messages:

- For all:

- 1 The Human Rights Convention was not enough for women, as violations of women's rights in the world proved the need to work on other conventions. What makes the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) different is that it obligates the states to implement it and defines the necessary measures to do so. It also includes discrimination against women in all possible fields: political, economic, social, cultural and civil.
- 2 The possibility of agreeing with reservations may be considered a positive thing, as it allowed the largest number of countries to accept the convention, while working to amend or cancel the reservations at a later stage.

Main message:

- 3 Lebanon agreed to CEDAW in 1997 with some reservations on Articles 9 (nationality), 16 (equality in marriage and family life), and Article 29 (arbitration between states and referring to the International Court of Justice). Several proposals were made to the Lebanese Parliament to lift reservations on CEDAW (by MP Paula Yacoubian, for example, in October 2018). Lebanon is committed to writing the CEDAW report, which the National Commission for Lebanese Women (NCLW) hands over to the government, to be received by the United Nations every 4 years (the last report was sent on November 2019, 19).

Appendix 9

Expert 1

Convention on the Elimination of All Forms of Discrimination against Women

Adopted and opened for signature, ratification and accession by
General Assembly resolution 180/34 of 18 December 1979 (1)
entry into force 3 September 1981, in accordance with article 27

Have agreed on the following:

PART I - Article 1

For the purpose of the present Convention, the term «*discrimination against women*» shall mean any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field.

What is discrimination against women?

What are its forms?

Choose accurate, realistic examples to illustrate

Appendix 9

Expert 2

Convention on the Elimination of All Forms of Discrimination against Women

Adopted and opened for signature, ratification and accession by General Assembly resolution 180/34 of 18 December 1979

entry into force 3 September 1981, in accordance with article 27(1)

PART I - Article 2

States Parties condemn discrimination against women in all its forms, agree to pursue by all appropriate means and without delay a policy of eliminating discrimination against women and, to this end, undertake:

- (a)** To embody the principle of the equality of men and women in their national constitutions or other appropriate legislation if not yet incorporated therein and to ensure, through law and other appropriate means, the practical realization of this principle;
- (b)** To adopt appropriate legislative and other measures, including sanctions where appropriate, prohibiting all discrimination against women;
- (c)** To establish legal protection of the rights of women on an equal basis with men and to ensure through competent national tribunals and other public institutions the effective protection of women against any act of discrimination;
- (e)** To refrain from engaging in any act or practice of discrimination against women and to ensure that public authorities and institutions shall act in conformity with this obligation;

Appendix 9

- (f)** To take all appropriate measures to eliminate discrimination against women by any person, organization or enterprise;
- (g)** To take all appropriate measures, including legislation, to modify or abolish existing laws, regulations, customs and practices which constitute discrimination against women;
- (h)** To repeal all national penal provisions which constitute discrimination against women.

PART I - Article 3

States Parties shall take in all fields, in particular in the political, social, economic and cultural fields, all appropriate measures, including legislation, to ensure the full development and advancement of women, for the purpose of guaranteeing them the exercise and enjoyment of human rights and fundamental freedoms on a basis of equality with men.

PART I - Article 4

- 1.** Adoption by States Parties of temporary special measures aimed at accelerating de facto equality between men and women shall not be considered discrimination as defined in the present Convention, but shall in no way entail as a consequence the maintenance of unequal or separate standards; these measures shall be discontinued when the objectives of equality of opportunity and treatment have been achieved.
- 2.** Adoption by States Parties of special measures, including those measures contained in the present Convention, aimed at protecting maternity shall not be considered discriminatory.

Appendix 9

PART I - Article 5

States Parties shall take all appropriate measures:

- (a)** To modify the social and cultural patterns of conduct of men and women, with a view to achieving the elimination of prejudices and customary and all other practices which are based on the idea of the inferiority or the superiority of either of the sexes or on stereotyped roles for men and women;
- (b)** To ensure that family education includes a proper understanding of maternity as a social function and the recognition of the common responsibility of men and women in the upbringing and development of their children, it being understood that the interest of the children is the primordial consideration in all cases.

PART I - Article 6

States Parties shall take all appropriate measures, including legislation, to suppress all forms of traffic in women and exploitation of prostitution of women.

Summarize the previous articles, noting what was highlighted in this section

Appendix 9

Expert 3

Convention on the Elimination of All Forms of Discrimination against Women

Adopted and opened for signature, ratification and accession by
General Assembly resolution 180/34 of 18 December 1979

entry into force 3 September 1981, in accordance with article 27(1)

PART II - Article 7

States Parties shall take all appropriate measures to eliminate discrimination against women in the political and public life of the country and, in particular, shall ensure to women, on equal terms with men, the right:

- (a)** To vote in all elections and public referenda and to be eligible for election to all publicly elected bodies; the superiority of either of the sexes or on stereotyped roles for men and women;
- (b)** To participate in the formulation of government policy and the implementation thereof and to hold public office and perform all public functions at all levels of government;
- (c)** To participate in non-governmental organizations and associations concerned with the public and political life of the country.

Appendix 9

PART II - Article 8

States Parties shall take all appropriate measures to ensure to women, on equal terms with men and without any discrimination, the opportunity to represent their Governments at the international level and to participate in the work of international organizations.

PART I - Article 9

States Parties shall grant women equal rights with men to acquire, change or retain their nationality. They shall ensure in particular that neither marriage to an alien nor change of nationality by the husband during marriage shall automatically change the nationality of the wife, render her stateless or force upon her the nationality of the husband. 2. States Parties shall grant women equal rights with men with respect to the nationality of their children.

Summarize the previous articles, noting what was highlighted in this section

Appendix 9

Expert 4

Convention on the Elimination of All Forms of Discrimination against Women

Adopted and opened for signature, ratification and accession by
General Assembly resolution 180/34 of 18 December 1979

entry into force 3 September 1981, in accordance with article 27(1)

PART III - Article 10

States Parties shall take all appropriate measures to eliminate discrimination against women in order to ensure to them equal rights with men in the field of education and in particular to ensure, on a basis of equality of men and women:

- (a)** The same conditions for career and vocational guidance, for access to studies and for the achievement of diplomas in educational establishments of all categories in rural as well as in urban areas; this equality shall be ensured in pre-school, general, technical, professional and higher technical education, as well as in all types of vocational training;
- (b)** Access to the same curricula, the same examinations, teaching staff with qualifications of the same standard and school premises and equipment of the same quality;

Appendix 9

- (c)** The elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education by encouraging coeducation and other types of education which will help to achieve this aim and, in particular, by the revision of textbooks and school programmes and the adaptation of teaching methods;
- (d)** The same opportunities to benefit from scholarships and other study grants;
- (e)** The same opportunities for access to programmes of continuing education, including adult and functional literacy programmes, particularly those aimed at reducing, at the earliest possible time, any gap in education existing between men and women;
- (f)** The reduction of female student drop-out rates and the organization of programmes for girls and women who have left school prematurely;
- (g)** The same Opportunities to participate actively in sports and physical education;
- (h)** Access to specific educational information to help to ensure the health and wellbeing of families, including information and advice on family planning.

PART III - Article 11

- 1.** States Parties shall take all appropriate measures to eliminate discrimination against women in the field of employment in order to ensure, on a basis of equality of men and women, the same rights, in particular:

Appendix 9

- (a)** The right to work as an inalienable right of all human beings;
 - (b)** The right to the same employment opportunities, including the application of the same criteria for selection in matters of employment;
 - (c)** The right to free choice of profession and employment, the right to promotion, job security and all benefits and conditions of service and the right to receive vocational training and retraining, including apprenticeships, advanced vocational training and recurrent training;
 - (d)** The right to equal remuneration, including benefits, and to equal treatment in respect of work of equal value, as well as equality of treatment in the evaluation of the quality of work;
 - (e)** The right to social security, particularly in cases of retirement, unemployment, sickness, invalidity and old age and other incapacity to work, as well as the right to paid leave;
 - (f)** The right to protection of health and to safety in working conditions, including the safeguarding of the function of reproduction.
- 2.** In order to prevent discrimination against women on the grounds of marriage or maternity and to ensure their effective right to work, States Parties shall take appropriate measures:
- (a)** To prohibit, subject to the imposition of sanctions, dismissal on the grounds of pregnancy or of maternity leave and discrimination in dismissals on the basis of marital status;

Appendix 9

- (b)** To introduce maternity leave with pay or with comparable social benefits without loss of former employment, seniority or social allowances;
 - (c)** To encourage the provision of the necessary supporting social services to enable parents to combine family obligations with work responsibilities and participation in public life, in particular through promoting the establishment and development of a network of child-care facilities;
 - (d)** To provide special protection to women during pregnancy in types of work proved to be harmful to them.
- 3.** Protective legislation relating to matters covered in this article shall be reviewed periodically in the light of scientific and technological knowledge and shall be revised, repealed or extended as necessary.

PART III - Article 12

- 1.** States Parties shall take all appropriate measures to eliminate discrimination against women in the field of health care in order to ensure, on a basis of equality of men and women, access to health care services, including those related to family planning.
- 2.** Notwithstanding the provisions of paragraph 1 of this article, States Parties shall ensure to women appropriate services in connection with pregnancy, confinement and the post-natal period, granting free services where necessary, as well as adequate nutrition during pregnancy and lactation.

Appendix 9

PART III - Article 13

1. States Parties shall take all appropriate measures to eliminate discrimination against women in other areas of economic and social life in order to ensure, on a basis of equality of men and women, the same rights, in particular:

- (a)** The right to family benefits;
- (b)** The right to bank loans, mortgages and other forms of financial credit;
- (c)** The right to participate in recreational activities, sports and all aspects of cultural life.

PART III - Article 14

1. States Parties shall take into account the particular problems faced by rural women and the significant roles which rural women play in the economic survival of their families, including their work in the non-monetized sectors of the economy, and shall take all appropriate measures to ensure the application of the provisions of the present Convention to women in rural areas.

2. States Parties shall take all appropriate measures to eliminate discrimination against women in rural areas in order to ensure, on a basis of equality of men and women, that they participate in and benefit from rural development and, in particular, shall ensure to such women the right:

- (a)** To participate in the elaboration and implementation of development planning at all levels

Appendix 9

- (b)** To have access to adequate health care facilities, including information, counselling and services in family planning;
- (c)** To benefit directly from social security programmes;
- (d)** To obtain all types of training and education, formal and non-formal, including that relating to functional literacy, as well as, inter alia, the benefit of all community and extension services, in order to increase their technical proficiency;
- (e)** To organize self-help groups and co-operatives in order to obtain equal access to economic opportunities through employment or self employment;
- (f)** To participate in all community activities;
- (g)** To have access to agricultural credit and loans, marketing facilities, appropriate technology and equal treatment in land and agrarian reform as well as in land resettlement schemes;
- (h)** To enjoy adequate living conditions, particularly in relation to housing, sanitation, electricity and water supply, transport and communications.

Summarize the previous articles, noting what was highlighted in this section

Appendix 9

Expert 5

Convention on the Elimination of All Forms of Discrimination against Women

Adopted and opened for signature, ratification and accession by General Assembly resolution 180/34 of 18 December 1979

entry into force 3 September 1981, in accordance with article 27(1)

PART IV - Article 15

- 1.** States Parties shall accord to women equality with men before the law.
- 2.** States Parties shall accord to women, in civil matters, a legal capacity identical to that of men and the same opportunities to exercise that capacity. In particular, they shall give women equal rights to conclude contracts and to administer property and shall treat them equally in all stages of procedure in courts and tribunals.
- 3.** States Parties agree that all contracts and all other private instruments of any kind with a legal effect which is directed at restricting the legal capacity of women shall be deemed null and void.
- 4.** States Parties shall accord to men and women the same rights with regard to the law relating to the movement of persons and the freedom to choose their residence and domicile.

Appendix 9

PART IV - Article 16

1. States Parties shall take all appropriate measures to eliminate discrimination against women in all matters relating to marriage and family relations and in particular shall ensure, on a basis of equality of men and women:

- (a)** The same right to enter into marriage;
- (b)** The same right freely to choose a spouse and to enter into marriage only with their free and full consent;
- (c)** The same rights and responsibilities during marriage and at its dissolution;
- (d)** The same rights and responsibilities as parents, irrespective of their marital status, in matters relating to their children; in all cases the interests of the children shall be paramount;
- (e)** The same rights to decide freely and responsibly on the number and spacing of their children and to have access to the information, education and means to enable them to exercise these rights;
- (f)** The same rights and responsibilities with regard to guardianship, wardship, trusteeship and adoption of children, or similar institutions where these concepts exist in national legislation; in all cases the interests of the children shall be paramount;
- (g)** The same personal rights as husband and wife, including the right to choose a family name, a profession and an occupation;

Appendix 9

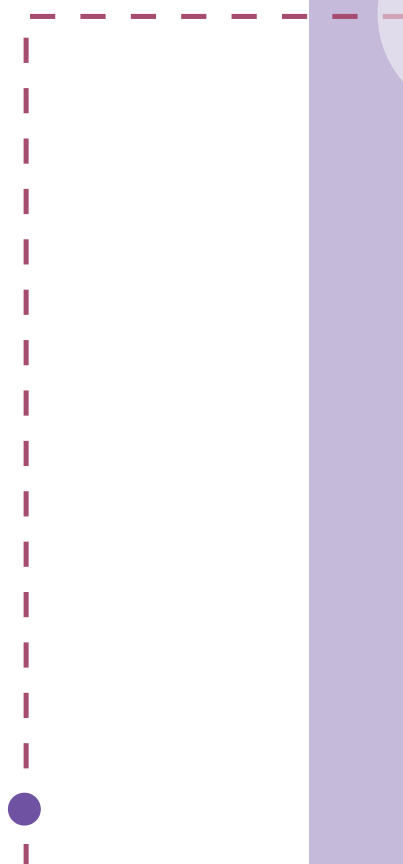
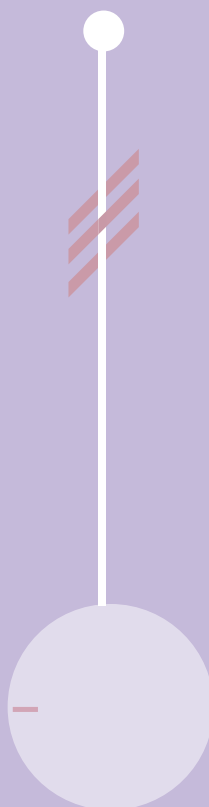
(h) The same rights for both spouses in respect of the ownership, acquisition, management, administration, enjoyment and disposition of property, whether free of charge or for a valuable consideration.

2. The betrothal and the marriage of a child shall have no legal effect, and all necessary action, including legislation, shall be taken to specify a minimum age for marriage and to make the registration of marriages in an official registry compulsory.

Summarize the previous articles, noting what was highlighted in this section

Chapter 3

For Facilitators



A practical session for facilitation skills

Type of the training: - Knowledge enhancement and skills training

Participants: - Women and men from local organizations

Training Objectives: - This session is intended to train facilitators on facilitation skills so that they can implement the sessions of this guide or prepare similar ones

Overview:

- Define facilitator
- Determine facilitator's skills
- Practice a session or an exercise

Methodology

- Participatory learning
- Validation of personal experience

Duration: 2 hours(120 min)

Duration	Activity Description	Method	Material
5 min	Topic Overview	Lecture	
5 min	Pre-test	Individual exercise	- Pre- test form - Pens
20 min	The facilitator asks: When I say a facilitator, what are the words that come to your mind? • The facilitator writes or asks someone to write words on the board. (All words without correction or comment) (5 minutes)	-Brainstorming	- Board - Markers

Duration	Activity Description	Method	Material
20 min	<ul style="list-style-type: none"> The facilitator forms with the group a definition similar to the following: <i>«A facilitator is a guide that helps people approach a process together, not a reference to wisdom and knowledge. This means that the facilitator's job is not to give opinions, but rather to elicit the opinions and ideas of group members.»</i> 	-Brainstorming	<ul style="list-style-type: none"> - Board - Markers
20 min	<p>The facilitator refers to the skills mentioned in the previous list and encourages participants to add examples.</p> <ul style="list-style-type: none"> The traits mentioned in the list can be rewritten into skills by answering: The facilitator is able to ... <p><i>Note: A «skills box» can be created from the first day of the training of trainers where the trainer requests each day (once or more) that every participant draws from today's experience to write a basic trait or skill for the facilitator and places it in the "box". This box will be filled with a lot of skills that can be use in this exercise.</i></p>	<ul style="list-style-type: none"> - Dialogue and Discussion - Lecture 	<ul style="list-style-type: none"> - Board - Markers

Duration	Activity Description	Method	Material
60 min	<p>The facilitator divides the participants into 5 groups</p> <ul style="list-style-type: none"> • The facilitator distributes to each group an exercise from the guide that has not been used in the previous days, which may be asking a question, presentation, or summary ... • The facilitator explains that the goal of this exercise is to develop/practice facilitation skills and not the exercise itself. <p>The team collaborates to prepare the exercise where one member of the group will present to the audience and the other two play the role of an evaluator by taking notes of their colleague's performance. (10 minutes)</p> <ul style="list-style-type: none"> • The facilitator gives each participant 3 to 5 minutes to play the role of the facilitator (30 minutes) • The facilitator asks each group to evaluate their colleague's performance within their closed group by starting with a positive note/comment and another one for improvement (5 minutes) 	<ul style="list-style-type: none"> - Group - Role play - Dialogue and Discussion - Lecture 	<ul style="list-style-type: none"> - Paper - Pens

Duration	Activity Description	Method	Material
	<ul style="list-style-type: none"> The facilitator closes the session by sharing some basic skills for facilitation and stresses that they are numerous and are acquired with experience and evaluation. <p><i>Note: It is recommended that the training of trainers should be for a maximum of 20 people, that the presentations be divided into two days, and that those who did not participate in the previous exercises are encouraged to play the role of facilitator to ensure the participation of everyone during all training days.</i></p>		
5 min	Post-test	- Individual exercise	- Post test forms - Pens

Main messages:

- For the training the trainers:

- 1 The trainer stresses in any training he/she conducts that the secret of the training success is the information, experiences and skills that the trainees share during the sessions, as they are responsible for their own learning. The role of the trainer / facilitator is mainly to facilitate the learning process.
- 2 The facilitator has many and varied skills (see facilitator instructions) that need knowledge, time, and experience to acquire. Therefore, experience, evaluation or constructive criticism (auto evaluation or from peers) remain the best way to acquire skills during a training of trainers, provided that the trainer ensures a safe atmosphere for exchange of opinions and experiences.

Guidance for facilitators

Definition:

- A facilitator is a guide that helps people approach a process together, not a reference to wisdom and knowledge. This means that the facilitator's job is not to give opinions, but to elicit the opinions and ideas of group members.
- Facilitation focuses on how people participate in the learning or planning process, not just on what is being accomplished.
- The facilitator is neutral and never biased.

How can we facilitate?

In fact, facilitation means:

- Understanding training goals.
- Maintaining the group's commitment to the agenda and advancing it.
- Ensuring that everyone feels comfortable in participating: involving everyone in training, including encouraging silent participants, controlling tendencies to dominate supporting everyone's ideas, and not criticizing others for what they say.
- Ensure that decisions are made democratically: the group feels that ideas and decisions come from them, and not just from the leader.

Instructions for guiding the process

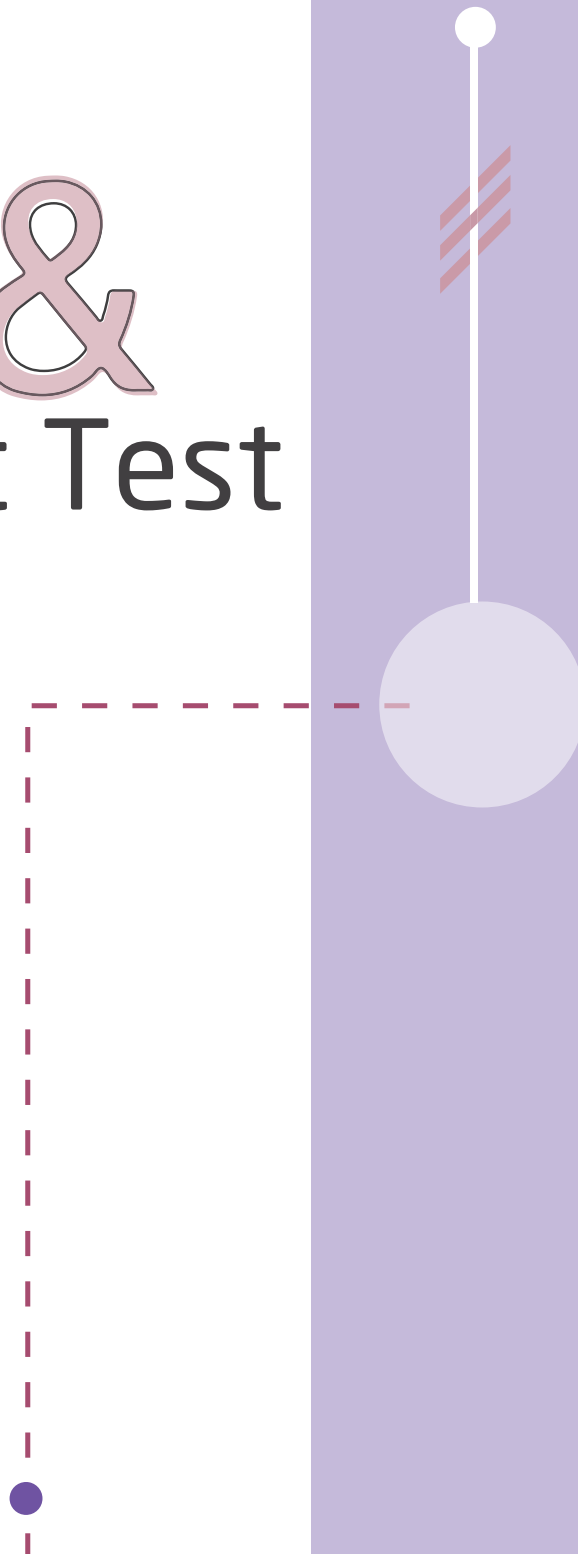
The facilitator is responsible for providing a «safe» working environment and atmosphere for the training. Here are the basic steps to facilitate:

- Begin the meeting on time
- Welcome everyone
- Make introductions
- Review the agenda and objectives
- Encourage participation
- Adhere to the agenda
- Seek commitments
- Bring closure to each item
- Respect everyone's rights
- Be flexible
- Do not memorize a script
- Watch the group's body language
- Always review and check back with the group
- Summarize and pause
- Be aware of your behavior and your words
- Use body language of your own
- Don't look at prints, boards, or walls when you speak
- Deal with the disruptive participants through preventive measures and interventions.

Examples on that:

- Begin the meeting on time
- Welcome everyone
- Make introductions
- Review the agenda and objectives
- Encourage participation
- Adhere to the agenda
- Seek commitments
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- Don't look at prints, boards, or walls when you speak
- Deal with the disruptive participants through preventive measures and interventions.

Pre & Post Test



Chapter 1: Gender-Based violence and protection

Session 1: Gender and Gender mainstreaming

Name:

Date:

Pretest

Circle the correct answer (only one answer)

1. Gender is:

- a) Physiological
- b) Fixed
- c) Social
- d) All of the above

2. Sex is:

- a) Biological
- b) Fixed
- c) Social
- d) All of the above

3. Gender mainstreaming is:

- a) A goal
- b) A structure
- c) A strategy
- d) All of the above

4. Gender mainstreaming involves:

- a) Individuals
- b) Institutions
- c) Companies
- d) All of the above

Chapter 1: Gender-Based violence and protection

Session 1: Gender and Gender mainstreaming

Name:

Date:

Post test

Circle the correct answer (only one answer)t

1. Gender is:

- a) Physiological
- b) Fixed
- c) Social
- d) All of the above

2. Sex is:

- a) Biological
- b) Fixed
- c) Private
- d) All of the above

3. Gender mainstreaming is:

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- b) A structure
- c) A strategy
- d) All of the above

4. Gender mainstreaming involves:

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- b) Institutions
- c) Companies
- d) All of the above

Chapter 1: Gender-Based violence and protection

Session 2: Gender-based Violence

Name:

Date:

Prestest

Circle the correct answer (only one answer)

1. Gender-based violence is:

- a) Against women.
- b) Against men.
- c) A man can practice it on another man.
- d) All of the above

2. Types of violence are:

- a) 3 types
- b) 4 types
- c) 5 types
- d) 6 types

3. Child marriage is:

- a) Physical violence
- b) Sexual violence
- c) A harmful and violent tradition
- d) Not violence

Chapter 1: Gender-Based violence and protection

Session 2: Gender-based Violence

Name:

Date:

Post test

Circle the correct answer (only one answer)

1. Gender-based violence is:

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- b) Sexual violence
- c) A harmful and violent tradition
- d) Not violence.

Chapter 1: Gender-Based violence and protection

Session 3: Men and Masculinity

Name:

Date:

Prestest

Circle the correct answer (only one answer)

1. Masculinity arises from:

- a) Family
- b) Media
- c) Community
- d) All of the above

2. Masculinity:

- a) Can change
- b) Is not related to women.
- c) Has no negative effect on men.

3. Men:

- a) Have a key role in combatting violence against women and girls
- b) Have a secondary role in combatting violence against women and girls
- c) Have no role in combatting violence against women and girls.

Chapter 1: Gender-Based violence and protection
Session 3: Men and Masculinity

Name:

Date:

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Chapter 1: Gender-Based violence and protection

Session 4: Sexual Exploitation and Protection Mechanisms

Name:

Date:

Prestest

Circle the correct answer (only one answer)

1. Sexual exploitation is:

- a) Sexual violence
- b) Just against women.
- c) The use of power for sexual purposes

2. Protection against sexual exploitation includes:

- a) Laws
- b) Mechanism
- c) Implementation
- d) All of the above

3. Protection against sexual exploitation includes:

- a) Children
- b) Refugees
- c) Vulnerable people.

Chapter 1: Gender-Based violence and protection
Session 4: Sexual Exploitation and Protection Mechanisms

Name:

Date:

Post test

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Chapter 1: Gender-Based violence and protection

Session 5: Psychosocial Support and Self-Care Techniques for survivors

Name:

Date:

Prestest

Circle the correct answer (only one answer)

1. Methods of dealing with stress include:

- a) Eating
- b) Sleeping
- c) Going out with friends
- d) All of the above

2. Methods of dealing with stress include:

- a) Nail biting
- b) Crying
- c) Laughing
- d) All of the above

3. Dealing with stress methods are all useful to everyone:

- a) Correct
- b) Incorrect

4. Support for survivors can be:

- a) Psychological support
- b) Legal support
- c) Medical support
- d) All of the above

Chapter 1: Gender-Based violence and protection
Session 5: Psychosocial Support and Self-Care Techniques for survivors

Name:

Date:

Post test

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Chapter 2: Women's Rights and International Conventions

Session 1: Women's Rights: Why?

Name:

Date:

Prestest

Circle the correct answer (only one answer)

1. Human rights are:

- a) The right to equality
- b) The right to life
- c) The right to rest and entertainment
- d) All of the above

2. The Human Rights Convention is the only convention of the United Nations:

- a) Correct
- b) Incorrect

3. Women's rights differ from human rights in some matters:

- a) Correct
- b) Incorrect

Chapter 2: Women's Rights and International Conventions

Session 1: Women's Rights: Why?

Name:

Date:

Post test

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Chapter 2: Women's Rights and International Conventions

Session 2: Women's Rights - Sexual and Reproductive Right

Name:

Date:

Prestest

Circle the correct answer (only one answer)

1. Reproductive health involves:

- a) Adult women and men only
- b) Adult women only
- c) Males and females of all ages

2. Sexual and reproductive rights concern women more than men:

- a) Correct
- b) Incorrect

3. Sexual and reproductive rights emanate from human rights:

- a) Correct
- b) Incorrect

4. Sexual and reproductive rights are:

- a) The right to information
- b) The right to family planning
- c) The right not to be discriminated
- d) All of the above

Chapter 2: Women's Rights and International Conventions

Session 2: Women's Rights - Sexual and Reproductive Rights

Name:

Date:

Post test

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Chapter 2: Women's Rights and International Conventions

Session 3: International Conventions - CEDAW

Name:

Date:

Prestest

Circle the correct answer (only one answer)

1. The forms of discrimination defined by CEDAW are:

- a) 3
- b) 4
- c) 5

2. CEDAW is:

- a) Convention on the elimination of all forms of violence against women
- b) Convention on the elimination of all forms of discrimination against women
- c) Convention on the elimination of all forms of gender-based violence

3. Lebanon ratified the CEDAW:

- a) Correct
- b) Incorrect

4. Lebanon preserves some of the articles of CEDAW:

- a) Correct
- b) Incorrect

Chapter 2: Women's Rights and International Conventions

Session 3: International Conventions - CEDAW

Name:

Date:

Post test

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- b) Incorrect

Chapter 1: Gender-Based violence and protection

Session 1: Gender and Gender mainstreaming

Name:

Date:

Pre/Post Answers

Circle the correct answer (only one answer)

1. Gender is:

- a) Physiological
- b) Fixed
- c) Social
- d) All of the above

2. Sex is:

- a) Biological
- b) Fixed
- c) Private
- d) All of the above

3. Gender mainstreaming is:

- a) A goal
- b) A structure
- c) A strategy
- d) All of the above

4. Gender mainstreaming involves:

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- b) Institutions
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Chapter 1: Gender-Based violence and protection

Session 2: Gender-based Violence

Name:

Date:

Pre/Post Answers

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- b) Sexual violence
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- d) Not violence

Chapter 1: Gender-Based violence and protection

Session 3: Men and Masculinity

Name:

Date:

Pre/Post Answers

Circle the correct answer (only one answer)

1. Masculinity arises from:

- a) Family
- b) Media
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Chapter 1: Gender-Based violence and protection
Session 4: Sexual Exploitation and Protection Mechanisms

Name:

Date:

Pre/Post Answers

Circle the correct answer (only one answer)

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- a) Sexual violence
- b) Just against women.
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2. Protection against sexual exploitation includes:

- a) Laws
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- d) All of the above

3. Protection against sexual exploitation includes:

- a) Children
- b) Refugees
- c) Vulnerable people

Chapter 1: Gender-Based violence and protection

Session 5: Psychosocial Support and Self-Care Techniques for survivors

Name:

Date:

Pre/Post Answers

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- c) Medical support
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Chapter 2: Women's Rights and International Conventions

Session 1: Women's Rights: Why?

Name:

Date:

Pre/Post Answers

Circle the correct answer (only one answer)

1. Human rights are:

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- c) The right to rest and entertainment
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- b) Incorrect

Chapter 2: Women's Rights and International Conventions

Session 2: Women's Rights - Sexual and Reproductive Right

Name:

Date:

Pre/Post Answers

Circle the correct answer (only one answer)

1. Reproductive health involves:

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- b) Adult women only
- c) Males and females of all ages

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Chapter 2: Women's Rights and International Conventions

Session 3: International Conventions - CEDAW

Name:

Date:

Pre/Post Answers

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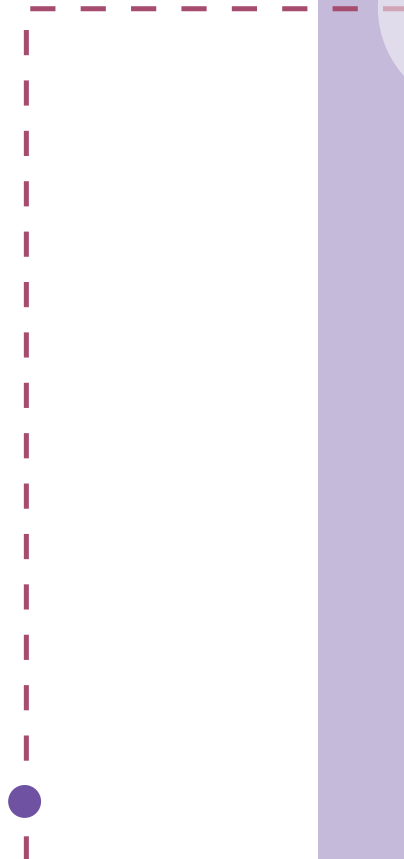
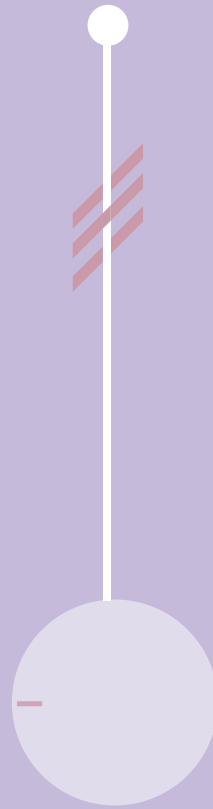
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- b) Incorrect

Terminology



Gender and Sex:

It's used to describe those characteristics of women and men which are socially constructed, while sex refers to those which are biologically determined. People are born female or male but learn to be girls and boys who grow into women and men. This learned behavior makes up gender identity and determines gender roles (WHO, 2002). «Gender» is often used as an alternative to «sex». However, gender indicates the social

characteristics that are given to the sex of the individual, based on specific identities, status, roles, responsibilities, and relationships related to men and women. These characteristics are rooted in different cultures and vary among them, as they are acquired by the individual through socialization. Several factors overlap in determining the social characteristics of gender such as age (the difference between the concept of being a boy, a young man and a man), national origin (the difference between the concept of Arab men and foreign men) ethnicity (the difference between the concept of Lebanese women and Moroccan women) and social background (the difference between the concept of women in the city and the countryside) and therefore it's subject to change over time (the image of women and men has changed across generations), depending on changes in the social, political, and cultural environment. Sex on the other hand, is fixed and does not change. People are born females or males (sex) and learn later how to become girls and boys, and then to be women and men (gender). Giving birth to children is a function performed by women because of their sex while raising children is a function given to women on the basis of gender.

Gender roles

Learned behaviors in a given society/community, or other special group, that condition which activities, tasks and responsibilities are perceived as male and female. Gender roles are affected by age, class, race, ethnicity, religion and by the geographical, economic and political environment.

Gender roles

Changes in gender roles often occur in response to changing economic, natural or political circumstances, including development efforts (UNDP and UNIFEM, 2001).

Gender roles are divided into a productive and domestic (reproduction) role on the one hand and a sociopolitical role on the other hand.

What is meant by productive role is the production of goods and services for income generation purposes. It is the kind of work that is appreciated and valued as an act practiced by individuals or communities, especially that it is covered by national accounts.

Thus, productive activities include all activities that contribute to income and economic wellbeing but also to progress within family and society.

Historically, women would stay at home while men were playing their productive role, but recently, both men and women have been taking on a set productive role. The main reason is probably the economic situation which requires from both sexes to join the labor market.

However, some of the women's «productive» roles remain unvalued, for instance, when they make contributions to agriculture through selling crops in return for cash or food (whether or not they have control over the fruit of their work) tending animals, processing and preparing food for the purpose of selling as well as other household responsibilities.

The Domestic role (reproductive) (human resources maintenance) consists of taking care of the house and its members, for example, cooking, washing, cleaning, nursing, raising children, taking care of them, building and securing a shelter. Such roles are often exclusively assigned to women. However, society makes a distinction between the domestic work of men and women inside and outside their homes. A man may work as cook, tailor or cleaner outside home, which is socially acceptable; even when work performed by

Gender roles	<p>women (inside their home) and men (outside the home) is identical, men's work outside their home is appreciated and has an economic value. It is worth noting that in our society domestic work is not accounted for in the GNP. The Sociopolitical role refers to management and maintenance of resources meant for community consumption (such as forests, fuel and water). This is voluntary unpaid work, undertaken in "free" time, as well as taking part in cultural and religious ceremonies and participating in formal and informal political activities. This is usually paid work, either directly or indirectly, through status or power. Examples on this include role of men and women in local community councils, political parties, parents' committees, family institutions. In these institutions, women usually take care of the logistics aspects whereas men take the positions of power.</p>
Gender Mainstreaming	<p>The process of ensuring that women and men have access to and control over resources, development benefits and decision-making, at all stages of developmental processes, projects, programs or policies (UNDP/UNIFEM, 2001).</p>
Masculinity/ Masculinities	<p>are those behaviors, languages and practices, existing in specific cultural and organizational locations, which are commonly associated with males and thus culturally defined as not feminine (Whitehead & Barrett, 2001). It indicates qualities and characteristics that a male should have to be a «man». Such generalizations are based on beliefs rather than observations or proofs. Masculine qualities and characteristics change from a place to another and by time, according to the age of the male, and thus there are many definitions of what a man is globally. The psychological and behavioral traits given to masculinity in our Lebanese society, as in other societies, are characterized by tendency towards</p>

Masculinity/ Masculinities	<p>«offensiveness», «instrumentality» and «individualism» (Beydoun, 2008).</p>
Femininity	<p>Those behaviors, languages and practices, existing in specific cultural and organizational locations, which are commonly associated with females and thus culturally defined as not masculine (Whitehead & Barrett, 2001). It indicates the qualities and characteristics that a female should have to be a «woman». Such generalizations are based on beliefs rather than observations or proofs. “Feminine” qualities and characteristics change from one place to another and also by time, and differ according to age. Thus there are many definitions of femininity (or what a woman is) globally. The psychological and behavioral traits given to femininity in our Lebanese society, as in other societies, are characterized by the tendency towards being «relational», «caring» and «withdrawn» (Beydoun, 2008).</p>
Violence	<p>It is the deliberate use of force, or the threat of its use against the self or against another person, or against a group of people, or society as a whole, which results in or may lead significantly to major injuries, deaths, damage, or poor growth. The definition is related to the intent when the act is committed, which separates it from an injury or accident, but it is not necessarily related to the intention of causing harm.</p>

Types of violence:	physical violence, mental and psychological violence, economic violence, sexual violence, harmful traditional practices, child marriage, forced marriage, female genital mutilation.
Gender-based violence	<p>Any act of violence that results in, or is likely to result in, physical, sexual or psychological harm to a person because of his or her gender or gender role in a society or culture, including threats of such acts, severe spousal battery, including of female children; non-spousal violence; sexual violence related to exploitation; rape; sexual harassment and intimidation at work, in school and elsewhere; trafficking in women; sexual abuse and forced prostitution. Often times, a person has no choice to refuse or pursue other options without severe economic, social, physical or psychological consequence (United Nations, 1993). Any harm that is perpetrated against a person's will. In some cases men and boys may also be victims of gender-based violence. Violence may be physical, sexual, psychological, economic, or socio-cultural. Categories of perpetrators may include family members, community members, and/or those acting on behalf of cultural, religious, or state institutions (RHRC, 2003).</p>
The risks of child marriage	<p>Child marriage is a discrimination against the girl and represents a violation of her rights. It has multiple bad implications on all aspects of the girl's life. It deprives her of the right to education and leaves her far less able to take advantage of economic opportunities and to participate in building society. Other</p>

The risks of child marriage	<p>implications significantly infringe on her right for good physical and reproductive health as a result of early and repeated pregnancy, and for her rights for protection from economic and sexual exploitation, and for her free and full consent or lack of consent to enter a marriage relation. Child marriage is also a violation of the right to human dignity as she becomes more vulnerable to marital violence and less able to face it. Child marriage contributes to push the girl to a lower social rank, and to restrict her role in many ways such as decision making on family issues, participation in political and public fields (Hunna, RDFL 2015)</p>
Sexual harassment	<p>Unwanted abusive, intrusive, offensive, or coercive sexual propositions, language or innuendo towards another person. It may involve a single severe event or a pattern of less severe events that continue despite an indication that they are unwanted and/or offensive (National Center on Sexual Behavior of Youth, 2003). These behaviors may be physical, verbal or hints or indications of sexual nature. This harassment can happen in public places, work or family where the perpetrator considers himself/ herself in a position of power.</p>
Sexual harassment at work	<p>Verbal or physical act with a sexual nature, performed in recruitment or in the workplace by a boss, manager, employee, client or customer of a working unit, that is unwelcomed by the person receiving it and has caused the person to feel violated, insulted, and being in an unbearable hostile environment (ILO, 2010).</p>

Sexual exploitation	<p>includes sexual coercion and manipulation by a person in a position of power who uses that power to engage in sexual acts with a person who does not have power. Examples include:</p> <ul style="list-style-type: none"> • A humanitarian worker requiring sex in exchange for material assistance, favors, or privileges; • A teacher requiring sex in exchange for passing grade or admission to class; • A refugee leader requiring sex in exchange for favors or privileges; or • A soldier or security worker requiring sex in exchange for safe passage (Reproductive Health Consortium Response in Crises, 2003).
Gender-based discrimination	<p>Giving differential treatment to individuals on the grounds of their gender. In a patriarchal society, this involves systematic and structural discrimination against women in the distribution of income, access to resources, and participation in decisionmaking (UNDP, UNIFEM, 2001).</p>
Discrimination against women	<p>Distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field (UN-CEDAW, 2009).</p>
Gender equity	<p>The absence of discrimination - on the basis of a person's sex - in opportunities, in allocating resources and benefits or in access to services (WHO, 2002). The term «sex equality» is also used to denote the same meaning</p>

Reproductive rights and sexual and reproductive health

Reproductive rights include the rights of all individuals and couples to decide freely and responsibly the number, spacing and timing of their children, and to have the information and means to do so. Further, decisions concerning reproduction should be made free from discrimination, coercion and violence. These services are essential for all people, married and unmarried, including adolescents and youth.

For people to realize their reproductive rights, they need access to reproductive and sexual health care in the context of primary health care. This should include a range of family planning; obstetrical and gynecological care; prevention, care and treatment of STIs and HIV/AIDs; education and counselling on human sexuality and reproductive health; prevention and surveillance of violence against women and elimination of traditional harmful practices.

Psychosocial support

The term “psychosocial” is used to describe the interconnection between the individual (i.e. a person’s ‘psyche’) and their environment, interpersonal relationships, community and/or culture (i.e. their social context). Psychosocial support is essential for maintaining good physical and mental health and provides an important coping mechanism for

people during difficult times. Psychosocial interventions constitute the backbone of any MHPSS response and include a range of social activities designed to foster psychological improvement, such as sharing experiences, fostering social support, awareness-raising and psychoeducation. (ICRC)

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Child Protection/ حماية ال طفل			
Mission/ المهمة	Hot Line/ الخط الساخن	Region/ المنطقة	Name of Association/ اسم المنظمة
<ul style="list-style-type: none"> It helps children under 18 years old who have been exposed to any kind of violence Provides psychological and social support programs for children and parents Awareness sessions. <p>مساعدة الأطفال الذين تقل أعمارهم عن 18 عامًا والذين تعرضوا لأي نوع من أنواع العنف</p> <p>توفير برامج الدعم النفسي والاجتماعي للأطفال والآباء والأمهات</p> <p>جلسات توعية</p>	79300410	North/ الشمال	Himaya/ حماية
Protection of children and Women exposed to violence and exploitation حماية الأطفال والنساء المعرضين للعنف والاستغلال	71172653	North/ الشمال	انترسوس/ INTERSOS
Case Management of Abused Children Psychosocial support for children إدارة حالة للأطفال المعتدى عليهم الدعم النفسي والاجتماعي للأطفال	76888054	Tripoli and Minieh/ طرابلس والمنية	Save The Children/ انقاذ الاطفال
	71077461	Wadi Alnahle-Beddawi/ وادي النحلة - البداوي	
Shelter/ ملجأ آمن	81692992	Tripoli and its surroundings/ طرابلس ومحيطها	Save The Children/ انقاذ الاطفال
Child protection/ حماية الأطفال	70178555	Tripoli and its surroundings/ طرابلس ومحيطها	اللجنة الدنمركية/ DRC لمساندة اللاجئين في لبنان
For children with special needs and children with autism, Tharwa has a large number of specialists in various fields such as psychological care for drug addicts. للأطفال ذوي الاحتياجات الخاصة والأطفال المصابين بالتوحد، يوجد عدد كبير من المتخصصين في مجالات مختلفة مثل الرعاية النفسية لمدمني المخدرات	78997605	Tripoli - Qobbeh/ طرابلس - القبة	Tharwa Association for Social and Psychological Care/ جمعية الشروة للرعاية الاجتماعية والنفسية

Gender-based violence services/خدمات لحالات العنف القائم على النوع الاجتماعي			
Mission/المهمة	Hot Line/الخط الساخن	Region/المنطقة	Name of Association/اسم المنظمة
Protection of children and women exposed to violence and exploitation حماية الأطفال والنساء المعرضين للعنف والاستغلال	71172653	North/الشمال	INTERSOS/انترسوس
Case Management of survivors From sexual and physical violence إدارة حالات الناجين من العنف الجنسي والجسدي	06415086 79311190 71656794	Tripoli and Minieh/ طرابلس والمنية	Caritas/كاريتاس
Case Management for all categories and races إدارة الحالات لجميع الفئات والأعراق	70178555	Tripoli-Minieh-Dounieh طرابلس - المنية - الضنية	Danish Refugee Council in Lebanon/ اللجنة الدنمركية لمساندة اللاجئين في لبنان
Safe spaces for girls and women and psychosocial support أماكن آمنة للفتيات والنساء والدعم النفسي والاجتماعي	81788178	North/الشمال	Abaad Organization/ أبعاد
Case Management of Survivors from Violence (men&Women) إدارة حالات الناجين من العنف رجال ونساء	81788178	Tripoli-Beddawi طرابلس - البداوي	International Medical Corps (IMC)/ الهيئة الطبية الدولية
Psychosocial support for women and girls, legal services, economic empowerment courses, case management for survivors of violence الدعم النفسي الاجتماعي للنساء والفتيات، والخدمات القانونية، ودورات التمكين الاقتصادي، وإدارة الحالات للناجين من العنف	79133636 06624061	Tripoli طرابلس	Lebanese Commission to Combat Violence against Women اللجنة اللبنانية لمكافحة العنف ضد المرأة
Protection of children and women حماية الأطفال والنساء	1714	Lebanon لبنان	Ministry of Social Affairs وزارة الشؤون الاجتماعية
Provides women survivors of any type of violence: case management, psychosocial support, and legal support توفر للنساء الناجيات من أي نوع من العنف: إدارة الحالة والدعم النفسي والاجتماعي والدعم القانوني	71500808	Lebanon لبنان	The Lebanese Women Democratic Gathering (RDFL) التجمع النسائي الديمقراطي اللبناني

Gender-based violence services/خدمات لحالات العنف القائم على النوع الاجتماعي			
Mission/المهمة	Hot Line/الخط الساخن	Region/المنطقة	Name of Association/اسم المنظمة
Therapeutic lessons-Life skills courses Vocational training lessons Professional advice Psychosocial support Artistic and recreational activities Literacy programs دروس علاجية - دورات مهارات الحياة دروس التدريب المهني نصيحة مهنية الدعم النفسي والاجتماعي الأنشطة الفنية والترفيهية برامج محو الأمية	06-382824	North-Beb Elteb-beneh الشمال - باب التبانة	Rene Moawad Foundation/مؤسسة رينيه معوض
Gender-based violence	70 999058	North-Zgharta-Minieyh-Dounieyh الشمال - زغرتا - المنية الضنية	لجنة الانقاذ الدولية/IRC
Services - Water, Sanitation and Hygiene (WASH) - Advocacy for sustainable and environmental initiatives - Protection - Technical and vocational training social stability - food security - Life Skills خدمات المياه والصرف الصحي (WASH) والنظافة المناصرة للمبادرات المستدامة والبيئية الحماية - التدريب التقني والمهني الاستقرار الاجتماعي - أمن غذائي المهارات الحياتية	71 450076	North/الشمال	Lebrelief/ليب ريليف

legal services/خدمات قانونية			
Mission/المهمة	Hot Line/الخط الساخن	Region/المنطقة	Name of Association/اسم المنظمة
Provide equipment for people with special needs توفير المعدات لذوي الاحتياجات الخاصة	01-502188	North/الشمال	World Rehabilitation Fund
Marriage registration in Lebanon, birth registration in Lebanon, legal residency issues تسجيل الزواج في لبنان، تسجيل الولادات في لبنان، قضايا الإقامة القانونية	81315220	North/الشمال	انترسوس/INTERSOS
Marriage registration in Lebanon, birth registration in Lebanon, legal residency issues تسجيل الزواج في لبنان، تسجيل الولادات في لبنان، قضايا الإقامة القانونية	79311190 71656794	North-Minieyh-Tripoli طرابلس - المنية - شمال	كاريتاس/Caritas
Provides women survivors of any type of violence: case management, psycho-social support, and legal support توفر للنساء الناجيات من أي نوع من العنف: إدارة الحالة والدعم النفسي والاجتماعي والدعم القانوني	71500808	Lebanon لبنان	The Lebanese Women Democratic Gathering (RDFL) التجمع النسائي الديمقراطي اللبناني
Legal aid and counseling for detainees المساعدة القانونية والمشورة للمحتجزين	03-131570	Lebanon لبنان	Justice and Mercy Association (AJEM) عدل ورحمة
Other Services/خدمات أخرى			
Mission/المهمة	Hot Line/الخط الساخن	Region/المنطقة	Name of Association/اسم المنظمة
Medical aid: hospitalization المعونة الطبية: الاستشفاء	71656794	Minieyh-Tripoli طرابلس - المنية	كاريتاس/Caritas
Detention tracing and family reunification البحث ولم الشمل	01739297/8/9	Lebanon لبنان	International Committee of the Red Cross اللجنة الدولية للصليب الأحمر
Psychosocial support for people with special needs الدعم النفسي الاجتماعي للأشخاص ذوي الاحتياجات الخاصة	76426676	North/الشمال	Handicap International المنظمة الدولية للمعوقين

Other Services/خدمات أخرى			
Mission/المهمة	Hot Line/الخط الساخن	Region/المنطقة	Name of Association/اسم المنظمة
Provide equipment for people with special needs توفير المعدات لذوي الاحتياجات الخاصة	06693030 06693032	Akkar/عكار	Arcenciel
Social / Health / Educational / Professional / Sports الاجتماعية / الصحة / التعليمية / المهنية / الرياضة	06 610195	North/الشمال	North Lebanon Disabled Forum منتدى شمال لبنان للمعوقين
Health / Social / Professional الصحة / الاجتماعية / المهنية	06 443966	North/الشمال	Disabled Lebanese Charity Association جمعية المعوقين اللبنانية الخيرية
Juveniles who complain of moral disturbances or difficulties with their surroundings or are at odds with justice, regulations and laws الأحداث الذين يشكون من اضطرابات أخلاقية أو صعوبات في محيطهم أو يتعارضون مع « العدالة والقوانين	06 625954	North/الشمال	Union for the Protection of Juveniles (Juvenile Court) الاتحاد لحماية الأحداث في لبنان
Community development through empowerment courses for women and life skills courses, positive parenting, stress management تنمية المجتمع من خلال دورات التمكين للمرأة ودورات المهارات الحياتية، الأبوة الإيجابية ، وإدارة الإجهاد	03 225 979	North/الشمال	Alawi Islamic Charitable Association الجمعية العلوية الإسلامية الخيرية
Al-Zahra Medical Dispensary provides primary health care services to patients from different areas of Tripoli and its suburbs through public health doctors day and night and specialist doctors according to their appointments يوفر مستشفى الزهراء الطبي خدمات الرعاية الصحية الأولية للمرضى من مناطق مختلفة من طرابلس وضواحيها من خلال أطباء الصحة العامة ليلاً ونهاراً والأطباء المتخصصين وفقاً لمواعيدهم	06 380344	North/الشمال	Al-Zahraa dispensary مستوصف الزهراء

Other Services/خدمات أخرى			
Mission/المهمة	Hot Line/الخط الساخن	Region/المنطقة	Name of Association/اسم المنظمة
Shelter/ملجأ آمن	70 066589	Tripoli-Zgharta-Minieyh-Dounieyh طرابلس - زغرتا - المنية - الضنية	International Solidarity Organization منظمة التضامن الدولية
<p>Reproductive health, including maternity, family planning and mobile diseases, child health, including school and nursery health, and expanded mass vaccination. Emergency and common treatment services for oral and dental health, including medicines for chronic diseases. Community projects. Public health education. Health Management / Quality Assurance / Referral System / Health Information System. Ongoing training and rehabilitation for service providers. Peaceful nutrition and food safety.</p> <p>الصحة الإنجابية , بما في ذلك الأمومة وتنظيم الأسرة والأمراض المتقلة , وصحة الطفل , بما في ذلك صحة المدرسة والحضانة , والتطعيم الشامل الموسع. خدمات علاج الطوارئ والطوارئ لصحة الفم والأسنان , بما في ذلك الأدوية للأمراض المزمنة. المشاريع المجتمعية. تعليم الصحة العامة. إدارة الصحة / ضمان الجودة / نظام الإحالة / نظام المعلومات الصحية. التدريب المستمر وإعادة التأهيل لمقدمي الخدمات. التغذية السليمة وسلامة الغذاء.</p>	06 430089	North/الشمال	Alkarama dispensary مستوصف الكرامة
Problems of violence in schools مشاكل العنف في المدارس	01 772101	Lebanon لبنان	The Ministry of Education and Higher Education وزارة التربية والتعليم العالي

الصحة النفسية Mental Health			
Mission/المهمة	Hot Line/الخط الساخن	Region/المنطقة	Name of Association/اسم المنظمة
Psychological counseling الاستشارة النفسية	Every Thursday from 8:00 am to 3:30 pm كل يوم خميس من الساعة 8:00 صباحًا إلى 3:30 مساءً 81-790600	Qobbeh/القبعة	Abaad Organization/ أبعاد
	Every Thursday from 8:00 am to 3:30 pm كل يوم خميس من الساعة 8:00 صباحًا إلى 3:30 مساءً 76-060602	Shelter/ملجأ آمن	
Psychological counseling الاستشارة النفسية	06- 415 881	Alkoura/الكورة	Caritas/كاريتاس
Psychological counseling الاستشارة النفسية	79-300411	Tripoli طرابلس	Himaya/حماية
Psychological counseling الاستشارة النفسية	71-802598	Tripoli طرابلس	International Medical Corps (IMC)/الهيئة الطبية الدولية
Psychological counseling and mental health services الاستشارة النفسية وخدمات الصحة النفسية	81-696366	Tripoli طرابلس	Doctors without borders اطباء بلا حدود
	06-412296	Tripoli طرابلس	
Mental Health Services خدمات الصحة النفسية	79 131636	Tripoli طرابلس	Lebanese Commission to Combat Violence against Women اللجنة اللبنانية لمكافحة العنف ضد المرأة
Mental Health Services خدمات الصحة النفسية	06- 411 451 76- 944 114	Tripoli طرابلس	Restart Center for Rehabilitation of Victims of Violence and Torture مركز ريستارت لتأهيل ضحايا العنف والتعذيب

Municipalities			
Mission/المهمة	Hot Line/الخط الساخن	Region/المنطقة	Name of Association/اسم المنظمة
complaints or inquiries about any transaction شكاوى أو استفسارات حول أي معاملة	06- 431 003 06- 431 008 06- 431 017	Beb al-tabbaneh باب التبانة	Tripoli Municipality (Bab al-Tabbaneh) (بلدية طرابلس (باب التبانة)
complaints or inquiries about any transaction شكاوى أو استفسارات حول أي معاملة	06- 460 106 06- 460 089	Al-Minieh المنية	Municipality of Minieh بلدية المنية