

————— Guide to the EquAlley course —————



Equ
Alley

The title 'EquAlley' is rendered in a large, bold, black sans-serif font. The word 'Equ' is positioned above 'Alley', with a horizontal line separating them. The line is solid above and dashed below. Four stylized, colorful figures are walking across the line between the two words. From left to right: a man in a yellow jacket and red pants, a woman in a purple jacket and yellow pants holding a red phone, a man in a yellow jacket and red pants, and a woman in a purple jacket and yellow pants wearing a blue hijab. The figures are simple, flat-colored shapes.

**TACKLING STREET HARASSMENT & GENDER
STEREOTYPES IN YOUNGSTERS**

EquAlley - Guide to the EquAlley course - Street harassment in Europe

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Guide to the EquAlley course



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Introduction

1.1 Introduction to the EquAlley project

In a world striving for progress and inclusivity, the EquAlley project emerges as a beacon of hope and transformation. This initiative is dedicated to addressing and dismantling the pervasive issues of gender inequality, toxic masculinity and street harassment. At its core, EquAlley seeks to foster a society where individuals of all genders are liberated from the constraints of traditional roles and stereotypes, allowing them to thrive in an environment free from discrimination and violence.

The EquAlley project operates on multiple levels, with a dual mission that transcends boundaries. First and foremost, it endeavors to prevent boys from becoming perpetrators while empowering them to become allies in the fight against sexual harassment and toxic masculinity. Simultaneously, it aims to bolster the self-confidence and self-efficacy of non-male individuals¹, equipping them with the tools and resilience needed to combat street harassment.

In doing so, EquAlley not only addresses these urgent issues but also reshapes the very foundation of gender roles and norms for all individuals, transcending the limitations of conventional expectations. By rethinking gender, EquAlley strives to revolutionize society's awareness and attitudes toward sexual harassment, gender inequality, and identity. It aspires to cultivate higher levels of self-efficacy, sensitivity, and an unwavering commitment to reject and challenge violent, discriminatory, or stereotypical behaviors.

Furthermore, this project places a strong emphasis on engaging and fostering exchange among young individuals, recognizing this as a potent strategy to dismantle stereotypes and discrimination at their roots. The EquAlley project also seeks to empower educators by preparing and creating an inclusive, blended-learning course and its guide. Through this initiative, EquAlley endeavors to equip educators with the knowledge and tools necessary to teach about these crucial topics effectively, ensuring that the transformative impact reaches far and wide. In essence, the EquAlley Course is a comprehensive resource designed to decrease gender inequality and social injustice by reimagining gender roles, dismantling stereotypes, and challenging discriminatory behaviors.

1.2 Introduction to the guide

The goal of this guide is to reduce street harassment by educating young people. The following themes are central in this guide: gender violence, gender stereotypes, street harassment, self-empowerment and male allyship. Next to that this guide aims to create exchanges between young people about their own experiences regarding street harassment.

In this guide for educators, you will find important information on the topic of gender roles, norms & stereotypes as well as street harassment as a form of gendered violence. Next to that this guide contains tips and energizers that offer tools to work with young people on issues related. The guide is made for educators working with children in the age from 12-16 and serves as support and help in how to conduct the course.

¹ By this, we mean everyone except cisgender (someone whose gender identity matches their birth sex) men.

2 Street harassment

2.1 What is street harassment?

Street harassment refers to a broad range of behaviors that encompass unwanted, humiliating, and inappropriate conduct that an individual may experience on the street or in other public places. This includes gestures, comments, molestation, verbal abuse, and other forms of harassment. Street harassment can have a sexual nature, but it doesn't have to—it can encompass any behavior that violates the privacy and comfort of those encountering it.

Street harassment represents a distressing reality that countless individuals, predominantly women, confront on a daily basis. It constitutes a form of violence perpetrated against mostly women and serves as a prevalent means of exerting intimidation and control within patriarchal societies. The age of the victim can influence the interpretation of the uttered words, underscoring the importance of distinguishing between isolated incidents and more severe instances. Irrespective of the victim's age, the individual engaging in catcalling exhibits discourteous behavior. Crucially, education plays a pivotal role in enabling children to identify and address abusive conduct.

2.2 Why addressing the topic street harassment is important

Despite the increased activism against gender inequality and related issues, individuals, specifically women, continue to endure acts of sexual harassment, gender stereotypes, social injustice, and gender-based violent behaviour. In particular, some individuals face distressing behaviors and situations, such as catcalling and street harassment, in public spaces. Street harassment is a problem that has been present since the advent of streets and it has remained an overlooked problem ever since.

Street harassment today is comparable of how workplace sexual harassment was perceived back in the 1960s. Both types of harassment are rooted in male dominance and control within the public sphere. While there is widespread acknowledgement that workplace colleagues should be treated respectfully and equally, sexual harassment in public spaces, like street harassment, often lacks recognition as a legitimate issue.

From a young age, both women/girls and individuals identifying as lesbian, gay, bisexual, transgender, queer, and gender nonconforming are at risk of being harassed in public spaces. Women, in particular, are afraid of or have encountered street harassment, resulting in negative psychological and emotional impacts like fear, anger, distrust, depression, stress, self-objectification, shame, increased bodily surveillance, and anxiety in public settings. Therefore, street harassment becomes a societal issue and consequences that pose and reinforce gender inequalities.

Addressing street harassment or sexual harassment in public places presents challenges, possibly stemming from gender roles, norms, or stereotypes. For instance, same-gender harassment might target men who deviate from the stereotypical gender norms on how men should socially behave. On the other hand, harassment against women often stems from toxic masculinity, and power imbalances of male status and dominance over women. The negative gender stereotypical constructs developed during an individual's life has a significant impact on the prevalence of harassment. Therefore, educating young individuals about gender issues is vital to creating a safer and more equitable world for women and LGBTQIA+ individuals (lesbian, gay, bisexual, transgender, queer, intersex, asexual and other people who do not fit the heterosexual norm or traditional gender binary categories).



2.3 Victim blaming

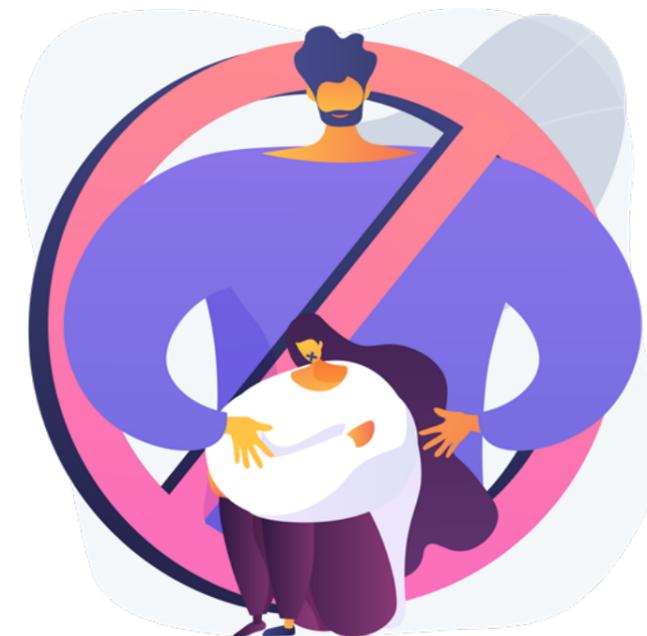
Often, when cases of street harassment are discussed in ordinary contexts, victim blaming happens. Victim blaming means blaming victims for something they experienced, such as street harassment. Instead of focusing on the perpetrator, the victims are made responsible for the harm they have experienced. For example, girls who were harassed are asked why they were walking in that spot and asked what clothes they were wearing. Such reactions may seem harmless and not always malicious, but for the victim it can be very frustrating. Many people who face street harassment suffer more from the nasty comments they receive about it afterwards than from the event itself. Moreover, we know that victim blaming can prevent victims from seeking help or not reporting the incident. For fear of blame for what happened, victims are less likely to come forward with their story. Therefore, in discussing street harassment in the classroom, the victims of street harassment should not be considered as the ones having responsibility. Rather, educational programs should explore the responsibilities of the perpetrators and bystanders in cases of street harassment.

2.4 Gender-based violence

Even though street harassment is not singularly defined and takes on many forms, it can be seen as gender-based violence. Gender-based violence can happen in both the private and public spheres and it affects women disproportionately. Gender-based violence, as with any type of violence, is an issue involving relations of power. It is based on a feeling of superiority, and an intention to assert that superiority in the family, at school, at work, in the community or in society as a whole. LGBTQIA+ people also suffer from violence which is based on their factual or perceived sexual orientation, and/or gender identity.

Gender-based violence is based on an imbalance of power and is carried out with the intention to humiliate and make a person or group of people feel inferior and/or subordinate. This type of violence is deeply rooted in the social and cultural structures, norms and values that govern society, and is often perpetuated by a culture of denial and silence. It can be perpetrated by anyone: a current or former spouse/partner, a family member, a colleague from work, schoolmates, friends, an unknown person, or people who act on behalf of cultural, religious, state, or intra-state institutions.

Although gender-based violence is a multifactorial phenomenon, that is, there is no single cause or factor triggering it, it is generally attributed to the fact of living in a patriarchal culture setting and men are often perpetrators of it.



3 Gender roles, norms & stereotypes

Social roles, norms, and stereotypes are prevalent aspects of our society. While interconnected, they each hold distinct characteristics. Understanding the differences between gender roles, norms, and stereotypes is vital, as it offers an insight into how societal expectations, behaviors, and perceptions concerning genders are shaped and perpetuated. The exercise “The Man Box”, that can be found in the EquAlley course, is a good way to expose such roles, norms & stereotypes that are present in society. In this exercise participants name all expectations, behaviors, stereotypes etc. that they have about men and women. By exposing people to these stereotypical ideas about gender, they are reminded about how people are to be expected to fit in a certain category with its specific traits (and get punished when they do not). Further this exercise shows how certain problematic behavior is normalized and/or expected from men which contributes to ideas that can justify gender domination/gender-based violence.

Its aim is to make people aware that they can do, think and feel the way they want to, regardless of their gender and in this way, it can liberate people from gender roles, norms and stereotypes. This understanding further plays a pivotal role in challenging and transforming gender biases and inequalities in society. Stereotypical gender roles, norms and biases can contribute to the legitimization of street harassment and therefore it is important to analyze and deconstruct them.

Gender roles: “Gender roles” refers to society’s shared beliefs or expectations of an individual’s socially identified gender/sex. These roles emerge from individuals observing behaviors typically associated with men and women, leading to assumptions about inherent traits within each gender.

Gender norms: “Gender norms” denote the social rules and expectations defining acceptable and appropriate behaviors for women and men, within a specific group or society at a specific time. These norms shape individual’s attitudes and behaviors, and are constantly being reaffirmed through those behaviors.

Gender stereotypes: “Gender stereotypes” are generalizations about the attributes of men and women. These stereotypes are at the same time descriptive and prescriptive of men’s and women’s behavior. They describe what women and men are typically like, while at the same time outlining what women and men should be like, or what is considered desirable. Gender stereotypes can lead to gender bias, unconscious bias attributions and preconceived notions of attitudes and behaviors about men and women.

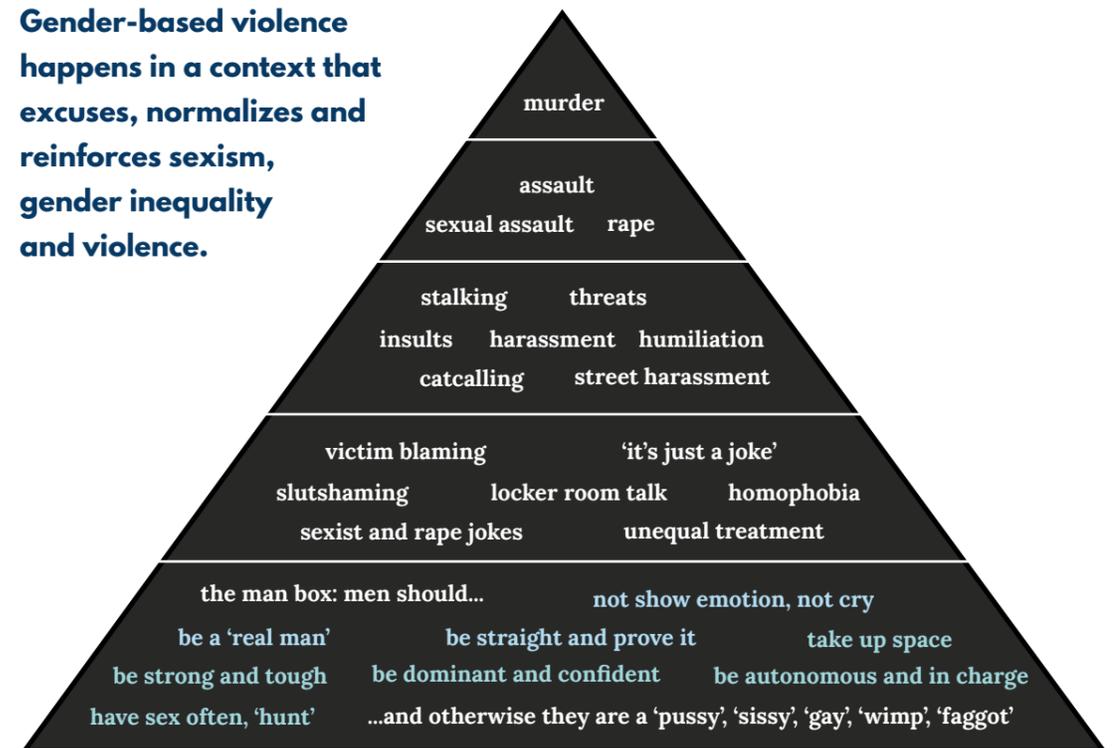
4 Gender & street harassment

4.1 Why men need to be involved in prevention of street harassment

Men play a central role in gender-based violence in general and street harassment specifically, and therefore it is important to take men and their context of gender violence seriously. We need to challenge the conception that gender-based violence is caused by some bad men. Most men might not use violence, but all boys and men can take responsibility to prevent it. They need to know that they can help take practical steps to take responsibility. Men and boys are stakeholders in violence prevention too. Gender based violence by Men is intimately connected to men's violence against other men and against themselves. Destructive and violent masculinity norms harm men and by challenging those norms, the lives of boys and men will get better.

Both their role as perpetrators and as bystanders need to be critically examined. Also, because some type behaviors of being a bystander can help to normalize certain gender-based violence. The pyramid of violence (see image below) is helpful to contextualize gender violence in general and street harassment specifically. Often people who perpetrate acts of street harassment, claim that 'it doesn't mean anything' and that they would never hurt someone.

Gender-based violence happens in a context that excuses, normalizes and reinforces sexism, gender inequality and violence.



At the bottom of the pyramid, we find behavior that is usually seen as innocent or normal, such as sexist joking or victim blaming. At the same time this type of behavior lays the foundation of a culture of violence against women and LGBTQIA+ people. Violence takes many shapes, and whilst people mostly think of extreme forms of violence, there are many smaller forms that underpin those extreme forms. Everyday behaviors, assumptions and roles contribute to a system which allows violence to happen.

The fact that men are mostly the people who perpetrate acts of street harassment does not mean that all men are, or want to be, perpetrators. Yet it is important that they call each other to account for their behavior. Next to that they can act as role models to show the desired behaviors, break gender norms, or make it open for discussion. Engaging men and boys as accountable partners and allies is key to ending street harassment. There are close links between traditional masculinities and gender violence. Men's acts of violence towards women, children and other men are exacerbated by ongoing and powerful social norms linking men and masculinity to power, competition, and domination instead of care and equality.

In education that fosters to lessen gender-based violence, it is important to address the topic of (toxic) masculinity. Yet it is also important that masculinity has many different faces. Individual boys and men have varying relationships to their own masculine identities and any person's privilege or position regarding oppression is based on more than their gender. We need to recognize these diverse and intersecting experiences and identities. Therefore, education on masculinities need to take account of men's and boys' dominance, power, and aggression, alongside their differences and vulnerabilities.

4.2 Exploring masculinities

Discovering masculinities is an individual and collective journey that involves exploring the various facets of being a man. It is not a one-size-fits-all concept but rather a diverse and evolving understanding influenced by culture, upbringing, personal experiences, and societal expectations.

To promote authentic masculinity and combat sexism, individuals and society must take proactive steps: (1) Education and Awareness: Raising awareness about the harmful effects of sexism and the importance of embracing diverse expressions of masculinity is essential. Education can challenge stereotypes and foster empathy; (2) Gender Equality: Promoting gender equality involves dismantling systemic discrimination and addressing the societal norms that perpetuate sexism. This includes advocating for equal opportunities in education, the workplace, and public life; (3) Supportive Communities: Creating safe and supportive communities where individuals can explore their authentic selves and share their experiences is crucial. These communities can help break down gender stereotypes and encourage open dialogue; (4) Mental Health Awareness: Recognizing the importance of mental health and emotional well-being is vital in combating sexism and embracing authentic masculinity. Encouraging men to seek help and support when needed is essential, and (5) Positive Role Models: Encouraging positive male role models who challenge traditional stereotypes and embrace authenticity can have a significant impact on future generations.

Discovering masculinity is a complex and individual journey that involves embracing diverse expressions of manhood. However, this journey is often hindered by the presence of sexism, which perpetuates harmful stereotypes and discrimination based on gender.



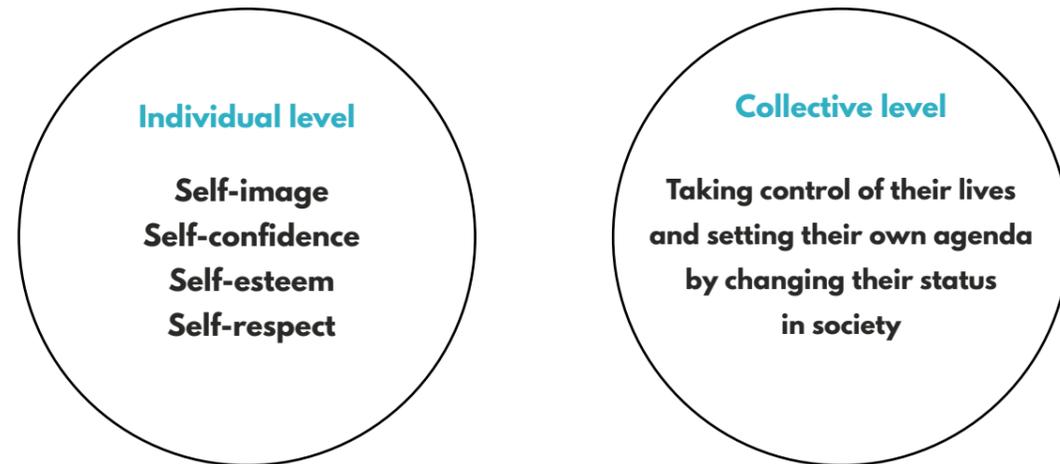
4.3 Self-empowerment and ways of coping with street harassment

Though street harassment can happen to anyone—regardless of gender, age, or any other aspect of your identity—it is often directed at individuals because of their actual or perceived gender expression, sexual orientation, race, ethnicity, religion, or disability. No form of harassment is OK; and it is never a compliment. Everyone deserves to be treated with dignity and respect and to feel safe in public spaces.

Girls see harassment as something offensive, while boys, although they agree that it is offensive, sometimes tend to consider that the behavior can be not intended and therefore justify it. Some people think that catcalling is a compliment because they often need to feel validated about their looks or physical appearance, as they crave approval from others to boost their self-esteem. Yet, street harassment has negative effects both on those who experience it and for communities as a whole. Being harassed in a public space can make you worried about your physical safety and creates an environment of fear and intimidation.

Nevertheless, with the progression of women's rights and equality, women are recognizing the harmful effects of street harassment. Men's perspective of catcalling is also changing. Both men and women are affected by catcalling, and it is necessary to empower them from within.

Levels of women empowerment



Women empowerment means giving women freedom or power to live the way they want. It allows them to identify their skills, knowledge & abilities to make their own decisions. It is a dynamic & growth process for women which includes awareness, attainment & actualization of skills. For the socio-economic development of any society, women empowerment is essential. It is important for women to identify themselves with self-confidence & esteem. The main aspect of empowerment is to give a sense of internal strength to them - to control their lives. Women empowerment can be measured based on two levels: Individual and collective.

Skill development is a key to success which improves productivity, employability and earning opportunities. It is the bridge between job and workforce. Today, it is considered as an important and indispensable tool for women empowerment. A large effort is needed to create a skilled workforce for creating economic prosperity. The aim of skill development, in the case of women, is not just simply preparing them for jobs; but also, to boost their performance by improving the quality of work in which they are involved. Looking at the importance of the role women play in the development of a nation; one can sense that there is a long way to go in that direction.



5 Tips & guidelines for working with groups

This guide provides resources for educators to challenge gender stereotypes and norms which are dominant in our societies and, in turn, often internalized and lived by young people. The goal for educators is to empower young people to question and deconstruct such notions and to foster critical thinking, creativity, motivation for learning, questioning and seeing things from multiple perspectives. In this part there are some practical tips for personal and social development that might help to improve competences as an educator.

5.1 Needs and aspirations of young people

One of your key roles as an educator is addressing the needs and aspirations of the young people. This means you strive to build a positive, curious, and non-judgemental relationship with your group which is based on empathy. This will help you understand better their realities and the issues they are facing.

5.2 The group process

As an educator you facilitate a group process, and the educator has an important role in creating the process, tweaking it, keeping it on track and, most importantly, engaging people to participate in it. The educator facilitates the process and does not try to influence the content of the input of the group. The educator pays attention to the way the group works and reacts and functions as a help in case a problem occurs.

5.3 Creating a safer space

Creating a safer space in a learning environment is important for participants to actively share their opinions, needs and experiences. Within activities around the topic of street harassment, it is crucial to aim for a learning environment in which the participants both feel free to speak and remain silent. Nevertheless, we must acknowledge that it is nearly impossible to have a space that is 100% safe for everyone, so therefore we acknowledge that we are not there yet but are aiming for a safer space. A safer learning environment provides space for expression for the participants who are usually afraid to share their thoughts because they think they are wrong or in the minority. Creating group rules helps to create a safer learning environment, one way to do this is for example by establishing those rules together with the group. Further, asking questions like “Does anyone think differently?” or “What do others think?” can help participants to express themselves.

5.4 Context of education around gender

As an educator you will work with mixed groups when doing the classroom activities. With several exercises the educator will split the group (in two) according to their gender. It can happen that some people do not feel that they belong in a boys or girls group, and refuse to choose between one of those groups. In such cases you can consider dividing the group explicitly on how they are socialized (either as a girl or boy) and explain that they can talk within those groups about experiences as raised/socialized as a boy/girl. In this way both transgender and non-binary people can still feel that they belong to a certain group and talk about important dynamics, while they are not forced to identify with a certain gender. In such contexts it can be helpful to stress as an educator that the way people are socialized has a strong impact on their experiences regarding street harassment and therefore this is an important element in the activities.

5.5 Summarize and conclude

At the end of the session, it is important to make a summary of what the group did, shared, talked about and concluded, having in mind the goal of the workshop. Try to wrap up the session using the words and thoughts expressed by the participants - active listening can help you in that, especially skills such as paraphrasing and summarizing.

5.6 Evaluating

Evaluation is essential to improving your skills, methods and methodology. It is helpful to reflect on your own or with others on what happened, what could have been done differently and what did you like about the session. Reflecting on a session will help you avoid mistakes in the future, improve your practice, have a clear picture about future steps, become more effective, gain new ideas and, ultimately, become a better educator.





Energizers

Energizers can make the atmosphere in the classroom more relaxed and can encourage participation. Discussing the topics of gender, masculinity and street harassment can be intense or stressful. It is common to get a little tired when they engage in workshops or have to listen and talk for a long time. These activities can help people to have a 'mental' break, in order to have more focus afterwards. Furthermore, energizers can help reduce the tension in the group and create more space for learning and togetherness.

ZIP ZAP BOING

This is a simple warm up game that works best when physically present and standing in a circle. You'll want at least 5 people and a max of around 16. If you're a large group, you can play it in multiple circles. Because everyone in the team has to remain focused at all times during the exercise and keep an eye on each other they will form a natural cooperation.

Instructions:

Players stand in a circle, roughly two meters apart.

- Play is passed from one player to another by use of the actions "zip", "zap", and "boing":
- Zip: A player clasps their hands with thumbs raised and index fingers pointing to either person standing right next to them in the circle and says "zip"; play passes to that person.
- Zap: A player clasps their hands as in Zip, but pointing to every other person standing not directly next to them in the circle, and says "zap"; play passes to that person.
- Boing: A player makes a cross with their arms and says "boing"; play passes back to the previous player.
- Players who make a mistake are eliminated.

The game ends when there are only two players left.

Two truths, one lie

During this energizer, participants will try to figure out what is true or false about someone, while being challenged not to assume their own prejudices. This energizer can be used to create a safe space and before or after activities that address gender, prejudice and stereotypes. Everyone decides for themselves what truths and lies they share. Anything shared stays within the classroom. All you need is some space to walk, A sticky note or paper sheet for everyone and some pens. It takes approximately 10 minutes.

Instructions:

1. Have the group write numbers 1 to 3 on their sticky notes and then write down three personal things about themselves. One of the three things should be a lie for the others to discover (without saying what the truths and lies are).
2. When everyone has finished their note, they should walk around the room, read each other's notes, and try to figure out which statement is a lie. On the back of their own sheet, they write the name of the person followed by the number of the statement that is a lie (example: [name] + [number]).
3. The aim is to discover all the lies of each person within the given time. When the agreed time is up, participants share their lies, and the facilitator asks who had the most answers (lies) correctly.
4. Afterwards, discuss with the group how they experienced this activity: Was it easy to guess the truths and/or lies of others' guesses? What made it difficult/easy? Did you make your choices based on what you already knew about that person or based on your first impression of that person?

Teams

In these short energizers, participants work together and empathize by using their imagination. This energizer makes the connection between sports and emotions. This activity can be used as a warm-up or as an energizer. The activity can also be used as an introduction to a workshop on gender in sport. As it involves a lot of spontaneous movement, there should be enough space.

Instructions:

1. Participants stand in a circle and, depending on the number of participants, are assigned a number from 1 to... assigned.
2. The facilitator explains: Imagine you are a sports team and you have just won an important match. The numbers I am now calling will come to the center of the room and cheer together!
3. After this, the workshop facilitator keeps calling out different numbers who can cheer together about their victory (lasts about 30 seconds). It is important that all numbers are allowed to cheer at least once.
4. After that, you can switch to an interview. Possible questions:
 - How did this exercise feel?
 - o How did you cheer? Did everyone cheer in the same way?
 - o In what ways do we express our emotions? Is there a difference between emotions you show in public or in private?

7

Conclusion

Street harassment remains a prevalent problem. It also affects people regardless of their gender; however, women remain to be the most affected group. This guide in the EquAlley project offers theoretical background on street harassment, and talks about its roots, toxic masculinity, and how to turn men into allies in combat with street harassment. Furthermore, the EquAlley project aims to address issues related to gender norms and invites individuals to challenge stereotypes and rethink gender.

With the vision of challenging gender roles and reducing street harassment, the EquAlley project offers knowledge and practical activities. These activities aren't just theoretical concepts—they're actionable steps that empower individuals to actively challenge stereotypes and contribute to a world free from harassment and gender-based constraints.

Together, let's continue challenging norms, fostering equality, and building a community where everyone thrives. Thank you for joining us in this important mission. Keep using your voice, your actions, and your newfound knowledge from the EquAlley course to create a more inclusive future for all.



8 Face to Face activities

This part is meant as a guide for educators to use activities that are described in the EquAlley course (www.emancipator.nl/equalley). Below you can find the different topics with the name of the activities that match these topics and on which page to find them in the EquAlley course.

Street harassment: what are we talking about?

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- **Correct Behaviors** (pp. 55)

Gender roles, norms & stereotypes

- **Word Contest** (pp. 33)
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- **Opinion Continuum** (pp. 39)
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- **Agree/Disagree** (pp. 29)
- **Gender Spectrum Gallery** (pp. 31)
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- **Who am I?** (pp. 61)

Own experiences with street intimidation, sexual intimidation and sexual violence

- **Boundaries** (pp. 41)
- **Timeline** (pp. 43)
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Discovering masculinity and sexism

- **I'm fine when** (pp. 47)
- **Exploring Positive Masculinity** (pp. 51)
- **Contemporary Gender Stereotypes** (pp. 57)

Gender Violence

- **Reflection on Gender** (pp. 108)
- **Concepts** (pp. 109)
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Self-empowerment and ways of coping with street harassment

- **Empathy & Understanding** (pp. 128)
- **Awareness & Empowerment** (pp. 129)
- **Perspectives on Street Harassment** (pp. 130)



For exercises in the course:

 www.emancipator.nl/equalley

For more information about the project and the results:

 www.equalley.aidlearn.eu/en

 www.instagram.com/equalleyproject

 www.facebook.com/equalleyproject

 www.twitter.com/equalleyproject

