SEXISM
FREE
NIGHT

EUROPEAN TRAINING: SEXISM FREE NIGHT

TRAINING FOR HARM REDUCTION PROFESSIONALS

Engaging professionals working in nightlife
environments in the denormalization of sexism
and prevention of sexualised violence

TRAINING MANUAL for training ambassadors

THIS PUBLICATION IS DEVELOPED BY CLUBCOMMISSION BERLIN AS A PART OF CONSORTIUM IMPLEMENTED PROJECT SEXISM FREE NIGHT, A PROJECT INVOLVING NIGHTLIFE PROMOTERS, NGOS AND A UNIVERSITY THAT AIMS TO PROMOTE SAFER AND MORE EGALITARIAN NIGHTLIFE ENVIRONMENTS.

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PREFACE

HELLO AND WELCOME TO THE TRAINING MANUAL TO THE SEXISM FREE NIGHT PROJECT ENGAGING PROFESSIONALS WORKING IN NIGHTLIFE ENVIRONMENTS IN THE DENORMALIZATION OF SEXISM AND PREVENTION OF SEXUALISED VIOLENCE.

This manual consists of six parts which are all interrelated. If you work through this manual in chronological order, you will be able to learn about the prevention of sexualised violence in nightlife settings through bystander intervention. You will be able to hold a workshop for professionals working in nightlife settings on the topic. We would like to encourage you to use and adapt this manual as you see fit - changes are welcome. Please let us know if you have suggestions.

THIS MANUAL WILL GUIDE YOU THROUGH THE SIX PARTS:

PART 1: Background of the training
In this section, you will find information on the project Sexism Free Night and the background of the training manual.

PART 2: Your role as a trainer
In this section is information on what you need for your role moderating the training and basic guidelines on how to deal with this sensitive subject. You will learn how to facilitate the training and how to hold space for the participants.

PART 3: The training programme
In this section is some basic information on how to use the manual and how to facilitate an online workshop as well as the actual training programme divided into 5 chapters.

PART 4: Worksheets and exercises
This section contains all worksheets, exercises and material you will need for the training.

PART 5: References
In PART 5 of this manual, you will find the references used in this handbook.

PART 6: Appendix
In this section, you will find further reading and information on the different topics.

TRIGGER WARNING:

This manual deals with the topics of sexual violence and discrimination. Please make sure you are safe and in a good state of mind to expose yourself to this kind of work and content. ♥

ON THE USE OF LANGUAGE:

Please refer to the definitions in PART 1 for an explanation. We intentionally use gender-neutral and inclusive language and concepts to acknowledge and visibilize the specific experiences of cis women, people with transgender and diverse gender identities . However, we choose to use non-neutral language when referring to perpetrators, specifically men. With this decision we don´t want to invisibilize the men who suffered/survived sexualised violence nor perpetrators with other gender identities, but considering the disproportionality and gender imbalances in sexualised violence, it is not possible for us to neutralise the main oppressive gender identity.

DISCLAIMER

This manual was planned with the idea of creating a framework for a training that will fill one whole day (seven hours). When finalizing the manual it became clear that it was not possible to squeeze the depth, complexity, and diverse, interconnected aspects of the topic of sexualised violence and discrimination into the proposed time frame. Therefore, it is suggested to take this manual as a training structure that should be expanded over a few (ideally 2-3) days, to have enough time to discuss, connect, share, and learn as much as possible. The time estimations for the different exercises are merely suggestions. In practice, this means that the exercises throughout the manual are suggestions that need to be amended to fit your training framework and setting since   the online training will take different time measurements than doing an in-person-workshop. Please feel inspired by the exercises, links, and the overall manual to create a training that fits you and the participants. In our experience, this can vary quite a lot and it is helpful to stay flexible.

Also, the term 'trainer' refers to an ambassador position rather than to a group trainer in a pedagogical sense. With this manual, you and the participants of your training should be able to pass on and exchange the knowledge you and they already have about the topics of sexualised violence, discrimination, and bystanderism and get the opportunity to educate themselves further through the rich collection of resources provided in this document. Moreover, facilitating a training with this manual should be an opportunity for the nightlife community to open up a much needed exchange and discussion about discrimination, sexualised violence, and possible solutions.

In addition, we would like to make our own backgrounds as transparent as possible as we believe that it made a huge impact on how this training was assembled: we are two white able-bodied ciswomen from Germany, both trained in clinical psychology with extended experience in predominantly safer use and crisis intervention work in nightlife settings as well as a background in the work with survivors of sexualised violence. We have worked nationally and internationally, in different settings and with different agendas. In our work we aim to be as inclusive as possible and to broaden the safety of all people involved; however we are also very aware of the intrinsic limitations our own backgrounds and biases bring. We constantly strive to reflect on our positions, prejudices, and privileges and see this as a huge part of our daily work but we are also aware that our views include blind spots for other topics and positions which we kindly ask you to keep in mind and adapt to your necessities. We also always welcome constructive feedback.
Thank you.

PART 1: BACKGROUND OF THE PROJECT

THE SEXISM FREE NIGHT PROJECT

The project **Sexism Free Night**[1] is a European cooperation project which aims to reduce sexualised violence and sexism in nightlife and festival scenes by raising awareness among partygoers and promoting safer and more egalitarian nightlife environments. The aim is also to:

> Produce and disseminate knowledge about sexualised violence in nightlife environments in Europe.

> Engage professionals working in nightlife and festival environments in the denormalization of sexism and prevention of sexualised violence.

> Build best-practice guidance and capacity about sexualised violence prevention among nightlife professionals, harm reduction professionals and festival organisers.

> Raise awareness about the importance of bystanders in the denormalisation and prevention of sexualised violence among party-goers.

The project is funded by the European Union Programme for Rights, Equality and Citizenship (2014-2020) and it is coordinated by the Faculty of Education and Psychology of Universidade Católica Portuguesa (PT) in close collaboration with the Health and Community Foundation together with Observatorio Noctámbul@s (ES), Clubcommission Berlin (DE), Kanepes Laikmetigas Kulturas Centrs (LV) and ReGeneration (RS).

As part of Sexism Free Night, a study was conducted in 2020 to research the experiences and frequencies of sexual harassment and sexualised assaults in nightlife and festival environments, as well as the intersection of substance use. In addition, a Europe-wide network of experts and committed initiatives were included as well as a transnational awareness-raising campaign.

The authors Charlotte Hirz and Katharina Brinkmann developed three prevention and awareness-raising trainings for nightlife professionals, festival managers, harm reduction professionals, and activists in behalf of the German project partner Clubcommission Berlin in order to spread knowledge and motivate professionals working in nightlife environments to engage in the denormalization of sexism and prevention of sexualised violence.

[1] https://sexismfreenight.eu

PART 1: BACKGROUND OF THE PROJECT

WHAT WE KNOW ABOUT SEXUALISED VIOLENCE IN NIGHTLIFE SETTINGS[2]

As in all spaces, sexualised violence and discrimination also happen in nightlife settings.
This section gives an introductory overview of the definitions and embedded topics as well as current data on the frequency of situations of assault in nightlife settings. The data shows that the training for bystander intervention to prevent such situations is vital for making the nightlife a safer space for all.

DEFINITIONS

Following are the definitions from the Council of Europe Convention on preventing and combatting violence against women and domestic violence (commonly knowns as the Istanbul Convention, 2011) on sexual violence and sexual harassment:[3]

Article 36 – Sexual violence, including rape

"The following intentional conducts are defined as criminalised:
> engaging in non-consensual vaginal, anal or oral penetration of a sexual nature of the body of another person with any bodily part or object;
> engaging in other non-consensual acts of a sexual nature with a person;
> causing another person to engage in non-consensual acts of a sexual nature with a third person.

Consent must be given voluntarily as the result of the person's free will assessed in the context of the surrounding circumstances.
Parties shall take the necessary legislative or other measures to ensure that the provisions of paragraph 1 also apply to acts committed against former or current spouses or partners as recognised by internal law."

Article 40 – Sexual harassment

"Sexual harassment Parties shall take the necessary legislative or other measures to ensure that any form of unwanted verbal, non-verbal or physical conduct of a sexual nature with the purpose or effect of violating the dignity of a person, in particular when creating an intimidating, hostile, degrading, humiliating or offensive environment, is subject to criminal or other legal sanction."

[2] This section of the manual relies heavily on the training manual of the project STOP!-SV which deals with sexualised violence in nightlife settings. We wish to thank the team of STOP! SV for allowing us to use their research in this project. Relevant sections are marked.
[3] https://rm.coe.int/168008482e

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In the context of nightlife environments, sexualised violence can include a wide range of harassment and aggressive non-consensual acts, such as:

> Rape or attempted rape;

> Unwanted sexual contact, such as groping, kissing and touching;

> Unwanted non-contact sexual attention or harassment, such as verbal comments, catcalling and sexual gestures;

> Coerced sexual activity, such as through threats, verbal pressure or the surreptitious provision of alcohol and drugs;

> Engaging in sexual activity with someone who is incapable to resist (e.g. the person resists by freezing in order to self protect, as a trauma response or to avoid extra violence) or unable to give consent (e.g. the person is too high or intoxicated through alcohol or drug use); and,

> Sexual exploitation (e.g. providing underage access to venues in exchange for sexual favours).[4]

There are several ways in which sexualised violence can manifest in nightlife settings, including:[5,6,7]

> Sexualised violence may be **opportunistic**, for example, if someone takes advantage of crowding to touch another person or if someone's intoxication is exploited sexually by another person (including a partner, date, acquaintance or stranger).

> Sexualised violence may occur through **misperceptions**, such as when an individual incorrectly perceives another person to be sexually interested in them or sexual activity to be acceptable to them. Violence may also arise as part of the response to such misperceptions, such as through an aggressive rejection of an advance or an aggressive reaction to rejection.

> **Predatory** individuals may target nightlife venues as easy locations for finding victims; particularly those who have been drinking alcohol heavily or using drugs. Such individuals may be less likely to recognise their vulnerability, less capable of refusing or defending themselves against sexual approaches, and less likely to report sexual assault to authorities. Predatory individuals may also provide individuals with alcohol or drugs (openly or surreptitiously) for such a purpose.

> **Traditional social norms** may support sexualised violence and prevent people from recognising this as such (e.g. if a female passing person who drinks or works in bars is considered to be 'loose' or if being 'touched up' on a night out is accepted as normal behaviour). Sexualised violence by cis men towards female passing bodies can be related to cultures of male chauvinism, male bonding and the assertion or defence of perceived dominant male identities.[8]

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4 http://www.irefrea.eu/uploads/PDF/STOP-SV_Manual_EN.pdf
5 Kavanaugh, P. R. (2013). The continuum of sexual violence: Women's accounts of victimization in urban nightlife. Feminist Criminology, 8(1), 20-39.
6 Graham, K., Wells, S., Bernards, S. & Dennison, S. (2010). "Yes, I do but not with you" Qualitative analyses of sexual/romantic overture-related aggression in bars and clubs. Contemporary Drug Problems, 37(2), 2-2.
7 Graham, K., Bernards, S., Abbey, A., Dumas, T. & Wells, S. (2014). Young women's risk of sexual aggression in bars: the roles of intoxication and peer social status. Drug & Alcohol Review, 33(4), 393-400.
8 http://www.irefrea.eu/uploads/PDF/STOP-SV_Manual_EN.pdf

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Sexual vs. sexualised violence

In the following training manual, the term sexualised violence will be used instead of sexual violence because it clarifies the intention of the perpetrator: Sexuality and therefore the adjective sexual is something that can only happen consensually (that means if both or all parties involved agree to the action).
If something sexual is happening without the consent of one party, it's called rape / sexualised violence. Therefore, we will use the term sexualised violence to put emphasis on the affected person's experience of being violated in a sexualised way and on the perpetrator's abuse of power.

Cis, trans, non-binary and queer gender identities

Different gender identity describing terms will be used in this manual such as: cis man/male and cis woman/female, as well as "female passing bodies" and "male passing bodies", non-binary gender identities, transgender identities and queer-identifying people. This variety of terms is established intentionally to express the different but also interconnected aspects of gender: self-identification, social level (how one is being perceived) and effects of violence (being part of a group that is marginalised and/or discriminated against).

The term **cis people** (Latin: on this side) refers to people whose gender identity matches the sex assigned at birth.

"Passing" in this context means: "Being viewed by others as…". With this term, the emphasis lies on the view from the outside (society/the perpetrator) instead of the self-identification of the individual. This way the focus lies on the actions of a potential perpetrator and not on the aspects of the identity of the affected person / the victim.

The term **trans** (Latin: otherworldly) is used when the gender to which a person feels he or she belongs to does not correspond or does not correspond only to the biological sex assigned at birth on the basis of physical characteristics (sex). Other terms for this are transgender or trans identity. The term "transsexuality" is outdated and rejected by many because gender identities have nothing to do with sexuality.

Queer is an umbrella term for lesbian, gay, bisexual, trans, non-binary and/or asexual persons, and also includes those who seek to question and "disrupt" the two-gender binary system and heteronormativity politically and theoretically. People who don't feel like they belong to either one of the binary gender categories can identify as non-binary.[9]

[9] https://diversityroadmap.org/en/definition/

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Intersectional discrimination

Intersectionality is the complex, cumulative way in which the effects of multiple forms of discrimination (such as racism, sexism, and classism) combine, overlap, or intersect, especially in the experiences of marginalised individuals or groups.

Kimberlé Crenshaw introduced the theory of intersectionality, the idea that, when it comes to thinking about how inequalities persist, categories like gender, race, and class are best understood as overlapping and mutually constitutive rather than isolated and distinct (Crenshaw, K., 1989).[10]

So when we talk about sexualised violence in nightlife settings it is important to note, that people who are affected by multiple forms of discrimination are much more vulnerable to experiencing (sexualised) violence.

The pyramid of sexual violence[11] shows how multiple forms of discrimination intersect and how it is rooted in hegemonic power structures in society.

For this project, it is important to know about the intersection of these forms of discrimination to better understand violence in the nightlife setting.

GENOCIDE

FEMICIDE, HOMICIDE, MURDER, WAR RAPE, GANG RAPE

SEXUAL ABUSE, EXPOITATION, SEXUAL ASSAULT, COVERT CONDOM REMOVAL, SAFE-WORD VIOLATIONS

GROPING, NON-CONSENSUAL TOUCH, SEXUAL COERCION, DOSING, STALKING

NON-CONSENSUAL EXPOSURE, REVENGE PORN, CAT-CALLING, NON-CONSENSUAL PHOTO SHARING, LEERING, FOLLOWING

VICTIM BLAMING, BRAGGING, SLUT SHAMING, STRICT GENDER ROLES, "BOYS WILL BE BOYS", "LOCKER ROOM BANTER", BODY SHAMING, OBJECTIFICATION, RAPE JOKES

PHYSICAL EXPRESSION OF VIOLENCE

REMOVAL OF AUTONOMY

NORMALISATION OF VIOLENCE

ATTITUDES & BELIEFS

RACISM   SEXISM   HOMOPHOBIA   ABLEISM   TRANSPHOBIA

[10] Crenshaw, Kimberle: "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics," University of Chicago Legal Forum: Vol. 1989: Iss. 1, Article 8. from: https://vielfalt.uni-koeln.de/en/anti-discrimination/unboxingdiscrimination/multiple-discrimination

[11] Create Change around Sexual Violence / Sexual Assault Centre / University of Alberta https://www.ualberta.ca/current-students/sexual-assault-centre/create-change.html

PART 1: BACKGROUND OF THE PROJECT

GENDER PERSPECTIVE / GENDER BASED DISCRIMINATION & VIOLENCE

Gender-related violence is violence that not only affects cis women but it also is perpetrated against any person on the basis of stereotyped sex, gender and sexuality and that has a negative impact on their identity and social, physical and/or psychological wellbeing. Gender-based violence is all forms of violence that have their origin in stereotypical views of gender and the power relations that this entails. Therefore, gender-based violence in our society mainly affects female passing bodies and non-heterosexual or non-exclusively heterosexual (lesbians, bisexuals and gays…) or people of transgender and non-binary gender identities (trans*, queer, etc.).[12]

This is why sexualised violence is a gender-specific risk that disproportionately affects cis women and people of transgender and non-binary gender identities. Nightlife environments are no exception. On the contrary, sexist content often hypersexualises and objectifies female passing bodies and, thereby, compacts and exacerbates an image where female passing bodies are seen as sexually accessible and available bodies. For this reason, cis women and people of transgender and non-binary gender identities who go out at night and consume alcohol or other drugs are socially perceived as less respectable, more accessible, and sexually liberated, which makes them potential targets of unwanted sexual attention and blames them if they are sexually abused or assaulted. As described, it is not surprising that in bars, clubs, discos, and festivals, sexual harassment is present in everyone's nightlife experiences, especially marginalised individuals such as cis women, transgender people, and non-binary gender identities.

Sexual harassment and misogynistic behaviours are perpetrated mainly by cis men. These gender asymmetries are still invisible because they are frequently considered normal, trivialised, or confused with seduction. However, sexual harassment is based on subjective power differences, where one side assumes dominance and attempts to exercise their power to control the other party, regardless of their consent or disagreement.

For this reason, it is important to embrace a gender perspective on how nightlife environments are planned and promoted. Nightlife environments can offer the potential to create safe spaces for marginalised groups. Many people who do not feel comfortable expressing themselves in society need spaces to socialise, and to explore their identity. Certain ways of living and expressing one's identity can be difficult or even dangerous in public. Homophobia, transphobia, racism, sexism, and misogyny are forms of discrimanation and systemic inequities that primarily affect marginalised groups. Ideally, nightlife environments are spaces where members of marginalised groups can move freely.[13]

Additionally, only the most serious cases of sexualised violence end up being reported and convicted, while other, "less-severe " forms of sexualised violence continue to be tolerated and, all too often, naturalised.

Awkward sexual comments, non-consensual touching, harassment, insistence, stalking, and cornering are types of violence that female passing bodies and people with transgender and non-binary gender identities experience throughout their lives. These cases are often experienced in nightlife environments.

For this reason, going out at night is very different for cis men than it is for cis women, as well as people of transgender and non-binary gender identities. While the actions of cis men are often overlooked, female passing bodies and people of transgender and non-binary gender identities feel the need for self-control and self-monitoring, as their behaviours are often observed and they are blamed for the violence put upon them. In a society that wants to be progressively safer and egalitarian, we all have a role to play.
This manual is a tool that aims to support entrepreneurs, managers, promoters and workers of nightlife environments in promoting safer and more egalitarian spaces and in preventing and intervening in cases of sexualised violence.[16]

12/16 Sexism Free Night, 2021
13 https://www.clubcommission.de/wp-content/uploads/sites/2/2019/10/club-culture-study.pdf
14 All forms of sexualised violence and harassment are serious and can be traumatizing and harmful. The affected person alone is the one who can judge the severity of the incident.
15 We are well aware that cis men are also affected by sexualized violence and can therefore also experience fear of losing control or being taken advantage of, if they do. However, studies show that predominantly female passing bodies are affected
by sexualized violence and harassment which is exercised by cis men. We suggest that more research should focus on the experience of (sexualized) violence of male passing bodies.

PART 1: BACKGROUND OF THE PROJECT

SEXUALISED VIOLENCE IN NIGHTLIFE ENVIRONMENTS: STATE OF THE ART

The following data stems from the online survey of the project Sexism Free Night that was conducted in 2020.[17]

Frequency of sexualised violence witnessed in party spaces

On average, women[18] reported identifying (70.43%), witnessing (74%) and experiencing (32%) sexualised violence in nightlife environments to a greater extent than men (identify: 69%; witness: 62%; experience: 9%). People of transgender and non-binary gender identities also reported identifying (61.59%), witnessing (69.12%) and experiencing (30,01%) sexualised violence to a greater extent than men, but less than women overall. Several women have pointed to "attempted rape" in their comments as another type of sexualised violence to be taken into account, in addition to manipulation and the use of power relations to obtain sexual favours.

87% of the respondents (93.2% of women, 70.4% of men and 82.8% of people of transgender and non-binary gender identities surveyed) stated that when they had witnessed sexualised violence, the person or people committing it were men, while 80.5% (88.2% of women, 71% of men, and 83.8% of people of transgender and non-binary gender identities surveyed) stated that a cis woman or women were those who suffered it.

In contrast to these figures, a small group reported having witnessed both men and women committing and suffering sexualised violence. Men reported this (committed: 9.3% and suffered: 10.3%) to a greater extent than women (committed: 1.7% and suffered: 3.8%) and people of transgender and non-binary gender identities (committed: 6% and suffered: 0.7%). This again indicates a need, previously alluded to, to further investigate the systemic and structural nature of sexualised violence in nightlife environments as it pertains to patriarchal oppression largely directed by men towards women (although also affecting transgender and non-binary gender identities).

90.9% of women, 86.5% of people of transgender and non-binary gender identities and 26.7% of men reported that the perpetrator(s) of sexualised violence they had experienced were men, either known or unknown.

The majority of respondents stated that they had not committed any type of sexualised violence. Nevertheless, a small group, mainly men (15.59%), reported having committed sexualised violence, although it could be speculated that the real incidence rate could be slightly higher, given that such violence is representative of socially undesirable behaviours. Be that as it may, it is striking that such a low percentage of men reported having perpetrated violence; 70.37% of the men who responded pointed to 'men' as a category of the perpetrators of the sexualised violence they have witnessed. This is remarkable given the number of women and people of transgender and non-binary gender identities who reported having been assaulted by men: 90.9% and 86.5%, respectively.

Furthermore, as the results show, sexual orientation, age, country of residence or the size of the municipality in which one lives are not relatable to the sexualised violence suffered in nightlife environments. Beyond these variables, sexualised violence in nightlife environments is mainly attributable to structural oppression between men and women, which, again, also affects people of transgender and non-binary gender identities.[19]

17/19 Check out the Sexism Free Night research report available online at: https://sexismfreenight.eu/
18 When the terms "woman / women" and "man / men" are being used in the report, they refer to people who self-identify as cis female and cis male as these were some of the categories to state when partaking in the web survey.

Sexualised violence and substance use

According to previous studies (Observatorio Noctámbulas, 2018), drugs and/or alcohol can create conditions in which sexualised violence occurs more easily. The causes of such violence are to be found in the context of heteropatriarchal structural oppression in which it occurs, with women and people of transgender and gender non-binary identities particularly affected precisely because of their gender identity. However, as the results of the Sexism Free Night study (2021) and the statements from respondents show, sexualised violence can be more readily identified as a consequence of gender stereotypes associated with dominant heteropatriarchal masculinity (strength, aggressiveness, promiscuity, dominance, selfishness, triumph, etc.).

Both men and women, as well as people who identify as transgender and gender non-binary, believe that substances are in no way the root cause of sexualised violence.

Furthermore, women and people of transgender and non-binary gender identities are in a disadvantaged position in nightlife environments, except for those spaces that have been created with an appropriate and/or specific gender perspective in mind. In these unequal spaces, men often take prominence and exercise their position of power, so that women and people of transgender and non-binary gender identities cannot express themselves freely, without compromising their safety in a way that should not be reasonably expected in a nightlife environment.

Moreover, women who engage in heavy drinking and drunkenness are sexualised, reinforcing the belief that they are more sexually available. Yet this is not just a result of heterosexual men being attracted to women in a vulnerable state due to the effect of drugs, but rather it is because men, aware of these altered states of consciousness, choose to take advantage of them, and are more likely to escape the consequences. In other words, when undertaking a judgement or moral assessment of an incident of sexual assault committed against a woman who was on drugs, it is said that, by using drugs, the woman has exposed herself to the risk of being attacked.

The opposite, in fact, is true: in attempting to determine the rights and wrongs of a victim's consumption of drugs and alcohol, they are blamed and re-victimised for the sexual assault they have suffered. Indeed, it could be argued that the aggressor should be doubly penalised: first, for sexually assaulting another person; secondly, for having done so when the person was not in their full capacity to react, decide, or give consent.[20]

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[20] When the terms "woman / women" and "man / men" are being used in the report, they refer to people who self-identify as cis female and cis male as these were some of the categories to state when partaking in the web survey.
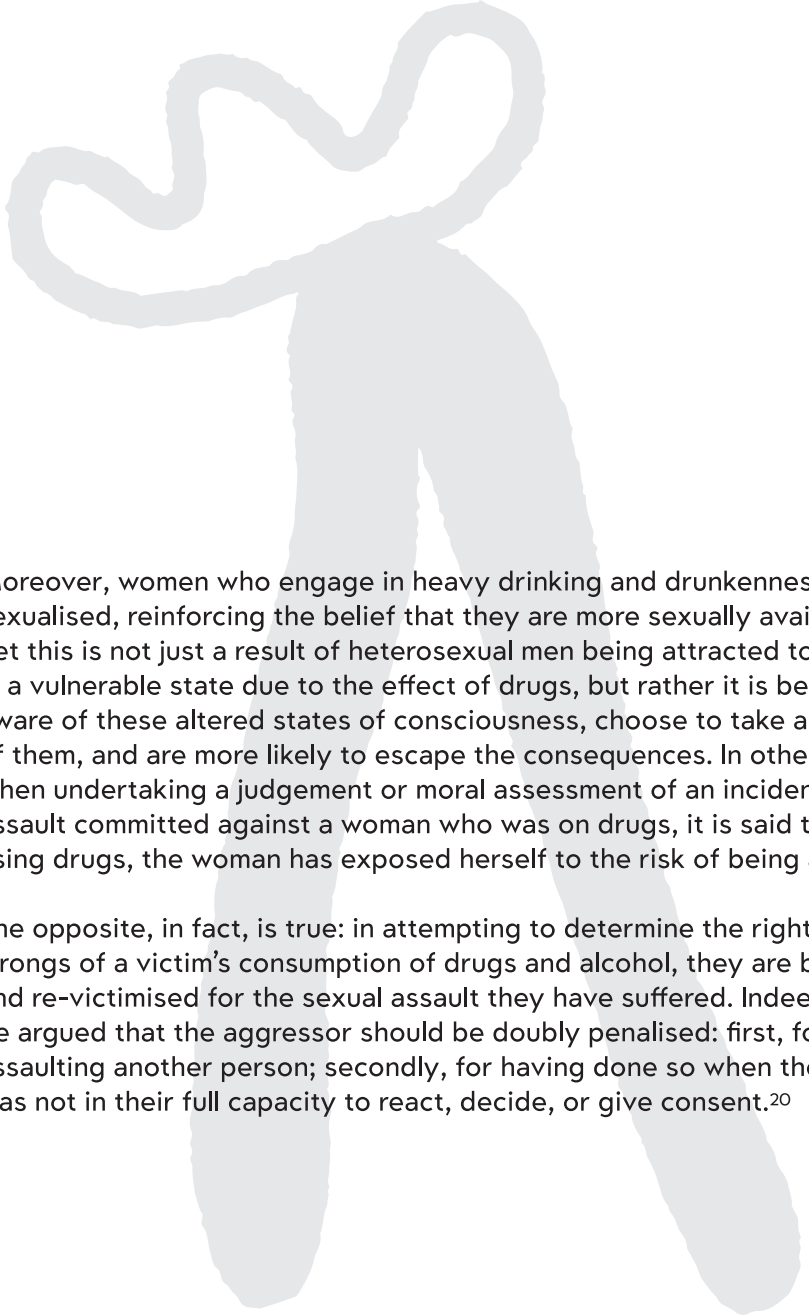
PART 2: YOUR ROLE AS A TRAINER

THE TRAINING APPROACH OF THIS PROJECT

The **Sexism Free Night** training programme uses a non-formal learning approach. While you (the trainer) are in charge of the workshop, the participants will gather all the knowledge and work on the exercises themselves. This is a bottom-up approach to knowledge dissemination and is aimed at providing an eye-level space for learning and exchange of expertise and exchanging expertise and the sharing of experiences in which no one is superior to another. The structure and guidelines in this section are largely based on the Stop!SV manual.[21]

Ethical and professional principles

To facilitate non-formal and informal learning, trainers and participants need to follow a number of ethical and professional principles.
Ethics are generally related to the norms of behaviour that people follow, regarding what is good or bad, right or wrong.
Ethics in the context of professional practice is about:

> Developing the ability of practitioners to see the ethical dimensions of problems, to reflect on issues, to make difficult decisions and to be able to justify these decisions.

> Acting with integrity according to one's responsibilities and duties, and behaving in accordance with professional principles, guidelines, or agency rules.

> Ensuring that the behaviour of everyone involved is of a standard that promotes the effective delivery of prevention work or services.
This involves building trust between stakeholders and promoting confidence in the capacity of those stakeholders to implement effective action collectively (e.g. through sharing knowledge and committing resources).

Trainer's commitments

Sexism Free Night trainers have a commitment to:
> Treat people with respect, value each individual, avoid and shut down discrimination.
> Respect and promote people's rights to make their own decisions and choices, unless the welfare or legitimate interests of themselves or others are seriously threatened.
> Promote and ensure the welfare and safety of people, while permitting them to learn through undertaking challenging educational activities.
> Contribute towards the promotion of social justice for people and in society generally, through encouraging respect for diversity and not accepting discrimination of any kind.
> Recognise the limits between personal and professional life and be aware of the need to balance a supportive relationship with people whilst maintaining suitable professional distance.
> Recognise the need to be accountable to people/communities, colleagues, funders and wider society with a relevant interest.
> Build an appropriate learning environment, as exciting and attractive as possible, by incorporating a wide variety of real practices and contexts.
If you feel any of the statistics in this manual are outdated, please let us know!

In Conclusion:
This workshop is a safe space, which means the (personal) information shared in this group is: confidential consensual voluntarynon-judgemental.
We do not tolerate: racism, transphobia, homophobia, misogyny, sexism, ableism, discrimination of any kind.

[21] http://www.irefrea.eu/uploads/PDF/STOP-SV_Manual_EN.pd

Empowerment of participants

Empowerment is an approach to enable people to become more powerful and have more control over their lives, health and wellbeing. Empowerment approaches must operate at various levels, from focusing on the individual to organisations and communities. In Sexism Free Night, empowerment embodies work to develop healthy and vibrant nightlife environments and prevent sexualised violence through getting educated and learning how to intervene as an active bystander.

Sexism Free Night aims to mobilise participants to prevent sexualised violence in nightlife environments (and elsewhere) by increasing awareness on the nature, extent, and impact of sexualised violence and discrimination, the factors that promote it, and ways to prevent and respond to it. Those working in nightlife can be considered as potential bystanders (i.e. witnesses; as well as victims) of sexualised violence, and therefore are a key group to engage in prevention.

Educating and training bystanders is a key prevention strategy for various forms of violence, including sexualised violence. Such interventions aim to increase community receptivity and active involvement in prevention. Additionally, they aim to encourage, enable and empower people to intervene safely and stop or reduce sexualised violence, and also to reduce situational barriers that could halt the bystander intervention process.

Educational techniques for trainers

The Sexism Free Night training method assumes that all participants have knowledge and experience to contribute and share. Therefore, while the training should follow the sessions provided, the delivery and discussions held within the training sessions can be adapted to the needs of each situation and training group. Training should be guided by what participants already know, what they need to know and how and where to access the required new information.

We intend to promote the development of skills that are complementary to critical thinking. Ideally, a training programme should provide an environment that meets individual and collective needs, and allows for creativity and innovation.

It is recognised that some nightlife professionals may not be very receptive to training beyond what they see as their function. For example, nightlife premises often rely on the sale of alcohol as their main form of profit and managers may be concerned that prevention training and harm reduction may harm their business. In some situations, the high employee turnover in nightlife premises may discourage employers and owners from providing prevention training for staff members . For these reasons training should be simple, useful and focused on professionals' needs and current practises, taking into account each nightlife environment.

TIPS TO FACILITATE THE TRAINING OF STAFF

Training should be carefully planned to allow the clear formulation of learning goals. Some tips for supporting the delivery and impact of the training include:

> **Pre-training information:** prior to attending the training, participants should be provided with: a brief summary of the purpose, nature and value of the training, learning objectives; and practical details such as training length, time frames and location.

> **Ice-breaker**, setting the tone: Training should begin with an ice-breaker that enables participants to feel integrated into the course, and comfortable discussing the topic. Also, with this sensitive (and for some perhaps triggering) topic, it is important to establish ground rules for speaking about these themes with the group. A respectful tone should be maintained at all times.

> **Active and collaborative learning**: Learning will not be solely dependent on the trainer, with participants being solely knowledge recipients. Sessions will be active and constructive, resulting in learning that is relevant for individuals and the group as a whole. Individuals can contribute to the training by sharing their knowledge, values and experiences. This can make the training more meaningful for participants, facilitating the development of problem-solving approaches and reflective and critical thinking.

> **Learning environment**: training should be delivered in an appropriate environment that is suitable for the size of the group and the activities involved in the training. The environment should promote active and collaborative learning and ensure both the trainer and participants are comfortable (physically and emotionally). In times of pandemic containment, zoom and/or other web-based platforms will be used for the training. It is important to keep in mind the challenges that come with online workshops. (-> please see part 2 for some tips)

> **Make learning clear and fun**: Provide clear information and give simple instructions in a fun way. Before starting group work, provide rules for group working (e.g. tasks, time allocated, and confidentiality). Facilitate positive discussion by asking: what, so what and what now to develop critical thinking.

YOUR OWN MOTIVATION

It is helpful to know the reason why you yourself are doing the training in the first place and also what your motivation is to train other people in this field of expertise. This is not necessarily a "hero" statement, but it can be helpful to know your own angle to make use of your own resources and expertise.

YOUR SKILLSET

Here are some tips that might be helpful for your role in the training.

How to hold space for a group /individuals

When holding space for someone, you want to create an environment where they can feel safe(r). Think back of a time when you were vulnerable. What did you need at that moment? Did you need someone to give you advice? Did you need someone to solve your problem? Did you need someone to tell you what to do or judge you? You probably just needed someone to be there for you. Sometimes the best thing we can do for someone is to simply be with them. Sitting with someone and being empathic can help them feel seen and understood. Advice and problem-solving should not happen in a moment of despair but can come later (if the person in need wants that). In the virtual setting holding space might mean that you focus on what the person is saying rather than your own thoughts. Sometimes asking someone to take a breath, have a sip of water or get up and move their body can also be very helpful. If you want to read more on holding space online, please refer to this blog post, which is cited above (G&STC, 2020):

https://gstherapycenter.com/blog/2020/1/16/what-hold-ing-space-means-5-tips-to-practice.

PART 2: YOUR ROLE AS A TRAINER

How to use inclusive language

Please be aware that you use inclusive language. This means that when speaking about examples, please refer to all genders respectively, try to include everyone in your wording and make sure you do not disrespect anyone. This starts by introducing yourself with your name and your preferred pronouns, which you should also write on your nametag. More on gender-inclusive language can be found here:

https://www.un.org/en/gender-inclusive-language/guidelines.shtml.

How to capture the group's attention after a break / discussion

Sometimes it can be difficult to keep everyone on track / focussed on the task. After breaks participants might not come back in time or are still busy finishing off other things. It is helpful to introduce a ritual. You could ring a bell two minutes before the end of each break and then again when you want to start the session - by the end of the training, most participants will easily return into the mind-frame of working.

Emergency 101

In case of an emotional emergency during this training, such as a participant getting triggered, being emotionally overwhelmed or reporting flashbacks there are some things you can say and do:

> Let the person be excused from the training and suggest, that they take a little break, have a cup of tea, go for a little walk or call a trusted friend
> Make sure the person has resources such as local helplines
> Don't make a big deal out of it in front of the group. A sensitive topic like this can be challenging for everybody and it is important to show respect towards the vulnerability of the affected person
> Don't overestimate your capacities and refer the person to professional help

YOUR ROLE AS A GROUP LEADER

As the group leader, you have a certain responsibility for how the training will develop, how the learning atmosphere will be and how comfortable and safe every participant feels. Make sure you feel confident enough in this role. It can be challenging to not be part of a joyful group dynamic, a process of connection or interaction with the participants. Be prepared to feel "left out" of the group dynamics and focus on keeping an eye on if every participant feels comfortable throughout the process of the training. It is helpful to know why you are doing the training in the first place (see part 2 for motivation).

Doing an online training

Doing online training can be challenging and very different from doing group training in real life.
There are a few things you can prepare for to make it easier for yourself and the participants:

> Make sure to take breaks
> Make sure to drink & eat enough
> Providing a schedule overview and a structure is very helpful for you and the participants
> Getting acquainted with the material and especially with the structure of the training day is very important
> Making sure the participants stick to their designated roles in the small group involves everyone and shares the responsibility
> Be prepared that everything will take longer than expected and you might not be able to finish every exercise

PART 2: YOUR ROLE AS A TRAINER

Technical skills

Please familiarise yourself with all the platforms used in this online training. You might need to help participants / troubleshoot during the training.
It is helpful if you know your way around. Of course, you can use any platform you see fit, we have worked regularly with the platform zoom for video conferences and have prepared a padlet for the work phases. You are welcome to use any other provider if that works better for you.

Zoom
> Download / update to the newest version of zoom[22]
> Know how to
> open break out rooms
> divide participants into small groups
> share documents
> share your screen with all participants
> share different /individual documents with break out rooms
> use the chat function
> Introduce the "quick reactions" for managing interaction in a big group setting (raise a hand, agree, etc)

Padlet
> Make yourself familiar with the platform Padlet[23]
> Make yourself familiar with the padlet template
> Make sure you know which exercise belongs to which column and "post" in the template

Before the training (checklist)

Email to participants
> Setting
> Zoom + Padlet
> Be on time
> Wear comfortable clothes
> Water, snacks, equipment, …
> Notepad, pen
> Info
> Time + date of training
> Form of consent / confidentiality information
> Data-agreement form
> Trigger warning

Know-How
> Please familiarise yourself with the country-specific law on sexualised violence
> Research specific helplines and counselling centres in your region to provide to your participants
> Organise all materials needed for the day in order to work efficiently (i.e. print out the manual, make a specific folder on your desktop for easy access, …)

[22] https://zoom.us/download
[23] https://padlet.com

PART 3: THE TRAINING PROGRAMME
HOW TO

Idea

> This training programme is designed to be held by two people as tandem trainers. This way you can divide the different tasks and responsibilities between each other and keep a better eye on the dynamics and moods of the group
    > We suggest one person for moderating and one person for technical aspects /organisation

> This training programme is designed for people working in the nightlife setting, harm reduction professionals and festival organisations respectively.

> The training focuses on increasing the capacity of staff working in nightlife to recognise and prevent sexualised violence within the workplace, and their ability and willingness to respond through positive bystander intervention.

Timeframe

This manual is planned to be a 7-hour workshop with a 45-minute break in between. However, you can amend the structure if you have more time allocated to the training. We have supplied a draft timetable in the appendix for you to adapt and fill in the times (see the timetable in the appendix).

Key

In the following part of the manual, you will find the specific training instructions for executing the training. To navigate your way through the document, here is a key with an explanation of the meaning of the different sections:

> **Broken Box**: Here you'll find the hard facts of the training chapter like the time for the activity, what kind of activity, the content, the platform on which it will happen as well as the materials needed and where to find them

> **Big Box**: Here you will find the key learning aspects of the chapter (main takeaways). Make sure that these keywords and aspects of the specific topics are discussed in the exchange during the big group setting and at the end of the training to ensure that everybody is on the same page in regards to learning about sexualised violence, discrimination and bystander intervention

> **Description**: Here you will find a brief summary of the chapter ahead so you have a good overview of the activities / instructions to come

> **Instructions:** Here you have detailed instructions on how to guide the group through each chapter. You will know when to send them into their breakout rooms, which work material to give them and when to start the big group discussions

> **Aspects to remember**: Here you will find important interpersonal reminders of the specific chapter

CHAPTER 1: INTRODUCTION

Description
In this first phase of the training, you will introduce yourself, the aim, concept and idea of the training. You will also set the tone for a constructive, positive and safe space to learn, teach, share and connect. You will be training a group of nightlife professionals today, so it's a good idea to refer to the specific setting throughout the training. You will introduce some crucial points of the training to the group such as trigger warnings, organisational elements of the day and the timetable, to ensure everybody is informed as best as possible about the day ahead. You can use this introduction phase to motivate the group to connect, set the tone of the day and inform everyone about the most important "rules" regarding this complex topic.

SETTING   big group /small groups
PLATFORM   zoom conference call
TIME   30 minutes
MATERIAL   /

CONTENT/OVERVIEW
> Introduce yourself and your role
> Introduction of the project
> Introduction of the participants
> Structure and schedule for the day
> Trigger warning
> Open questions

Aspects to remember: Keep an eye on the time for the introduction in the big group (most people like to talk about themselves)

Main takeaways
> Overview /structure of the day is shared with the participants
> You will be training a group of people working as harm reduction professionals today, so it's a good idea to refer to the specific setting throughout the training
> The trigger warning needs to be shared and emphasised + resources for potential emergencies need to be made transparent to the participants (padlet)
> There needs to be an explanation that this training does not focus on sharing personal experiences but rather on learning how to prevent sexualised violence and discrimination through bystander intervention in nightlife settings
> This is a safe space, which means that every person attending will be treated with respect and that everything that is talked about / shared here is voluntary and consensual and will be treated with confidentiality
> We do not tolerate: Racism, transphobia, homophobia, misogyny, sexism, ableism, discrimination or bullying of any kind

PART 3: THE TRAINING PROGRAMME

CHAPTER 1: INTRODUCTION

Instructions This chapter has five parts, which you will guide the participants through one by one.

> First: Introduce yourself (name, profession, pronouns, association/work environment, locality)

PART 1: aim, idea and concept of the training + trigger warning (10 min)
> Aim: The aim of the training is to enable an equal and safer nightlife for all and to protect potentially affected people through education and bystander intervention
> Idea: The project Sexism Free Night was created to raise awareness about sexualised violence in nightlife environments throughout Europe.
> Concept: Sexualised violence in nightlife environments is an important topic that has not yet been explored in depth. Studies have shown that SV is a risk, especially for marginalised groups, and is mostly carried out by cis-gendered males. Accordingly, the nightlife is not a place that is free from social power structures.

PART 2: structure of training + training day (5 min)
> Share your screen with the timetable (see appendix)
> Share your screen with the big group showing the padlet. Explain the padlet, then send the link to everyone via the chat function and make sure everybody has access to the padlet.

PART 3: introduction of participants (15 min)
> Let everyone introduce themselves quickly using the following prompts:
> Name, pronouns (should be put in the screen name),organisation/professional role, locality, motivation for the participation
> Remember, each participant has approximately (maximum) 1 minute

PART 4: trigger warning
> This training includes the topics of sexualised violence, sexual harassment, assault, rape, intrusive behaviour and unwanted sexual attention among other difficult topics. If you experienced any of the portrayed incidents or struggle with any of these topics, this training might be difficult for you or bring up strong negative emotions. If you need help, reach out to the designated crew care person, take a break from the training, talk to people you trust or find a helpline in your country here: https://www.rcne.com
> For local training please fill in your local helpline / resources
> Remind everyone that the personal stories shared within this training remain highly confidential.

PART 5: open questions (5 min)
> Allow the participants to ask questions about the day. They will also find a separate section in the padlet to write down the questions.
The participants can write down their questions in the question -column in the padlet. Please encourage them to continue this throughout the day.
All urgent questions related to timings and the structure of the day can be answered now, all other questions will be answered in the break or in between. All participants can use the chat function or the padlet section to collect their questions

BREAK: 10 min

CHAPTER 2: EXCHANGE OF EXPERIENCES

Description

In this chapter, the participants will introduce themselves and be given the space to share experiences of sexualised violence and/or bystanderism in the big group. The aim of this chapter is to make sure all participants feel comfortable and well supported and get the chance to connect.

SETTING big group / small groups
PLATFORM zoom conference call
TIME 45 minutes
MATERIAL worksheet 1, exercice 1

CONTENT/OVERVIEW
> small group organisation
> Interactive group phase ("warm-up")
> Room for exchange /sharing

Aspects to remember: In this part of the training, potentially difficult topics and emotions can arise. It's important to keep that in mind and remind the participants that it's okay to take a break from the exercises, talk to their crew care person or go to the kitchen and fetch something to drink. Sometimes it is good to stand up /walk around /open the window during the work phases to get the body moving. If you feel like the sharing of personal experiences gets too intense, emotional or detailed, feel free to limit the space and time that some individuals might take up. **Boundaries are individual** and no one should feel like they have to share something they are not comfortable with. Remind the group that this is not group therapy. Maybe remind them of available resources (i.e. local helplines, counselling, …).

Main takeaways
> Participants might be/ have been affected by SV
> Learning: everybody knows someone who has been affected by sexualised violence or was affected themselves
> Everybody was in a situation in which they didn't know whether /how to intervene

Instructions

PHASE 1: small group organisation (15 min)
> STEP 1: you need to divide the big group into 3 equivalently sized small groups. Use the function "breakout sessions" in your Zoom conference and choose the "random" option to divide participants into small groups by chance. The small groups are labeled according to their small group number and they will stay in these small groups for the whole day (breakout room one = group one, breakout room two = group two, …)
> STEP 2: now each group will receive their first worksheet. The groups have 10 minutes to read through the worksheet, complete the tasks and return to the big group setting.

PHASE 2: room for exchange (20 min)
> STEP 1: exercise 1: discrimination scale (10 min): Please refer to the sheet "exercise 1" and guide the group through the questions.
> STEP 2: sharing (10 min): Experiences with the exercise

BREAK: 10 min

CHAPTER 3: WORKPHASE I

Description
This chapter contains the first "big" work phase relating to the content of the workshop. In small groups, the participants will discuss the topics of sexualised violence (group 1), discrimination (group 2) and bystanderism (group 3) in nightlife settings. After working on the knowledge input in small groups, participants will share their results in the big group with everyone. The aim of this chapter is to educate the participants about the chosen topics and how they are interconnected. The learning process will happen through independent work of the small groups and the sharing of the gained knowledge in the big groups. The aim of this work phase is to gain knowledge, empower the participants, and facilitate effective discussion.

SETTING	small groups /large group
PLATFORM	zoom conference call
	breakout sessions /rooms
TIME	90 minutes
MATERIAL	each group gets its
	individual worksheet 2

CONTENT/OVERVIEW
> Sexualised violence in nightlife settings
> Discrimination in nightlife settings
> Bystanderism
> Big group discussion

Aspects to remember: This chapter requires a lot of concentration. It might be helpful if you check in with the crew care person of each group to ensure whether group members need any assistance. The participants are more likely to feel supported if you can acknowledge their work and stay focused when they present their results.

Main takeaways
> SV, discrimination and bystanderism are are serious problems in our society
> Some groups are more vulnerable to discrimination and violence due to racism, sexism, ableism, classism, homophobia, transphobia, misogyny
> Sexism and sexualised violence is mostly perpetrated by cis men and disproportionately affects female passing bodies, and people with transgender and and non-binary gender identities
> Sexualised violence, discrimination and bystanderism are interconnected and can only be targeted and changed when all aspects are taken into account
> "You don't need to be a hero!"
> Bystander effect: The more people are witnessing a situation, the less likely it is that someone will intervene
> "Trust your gut" - If you see something that makes you feel uncomfortable, the person who is directly in the situation is probably also uncomfortable/scared …
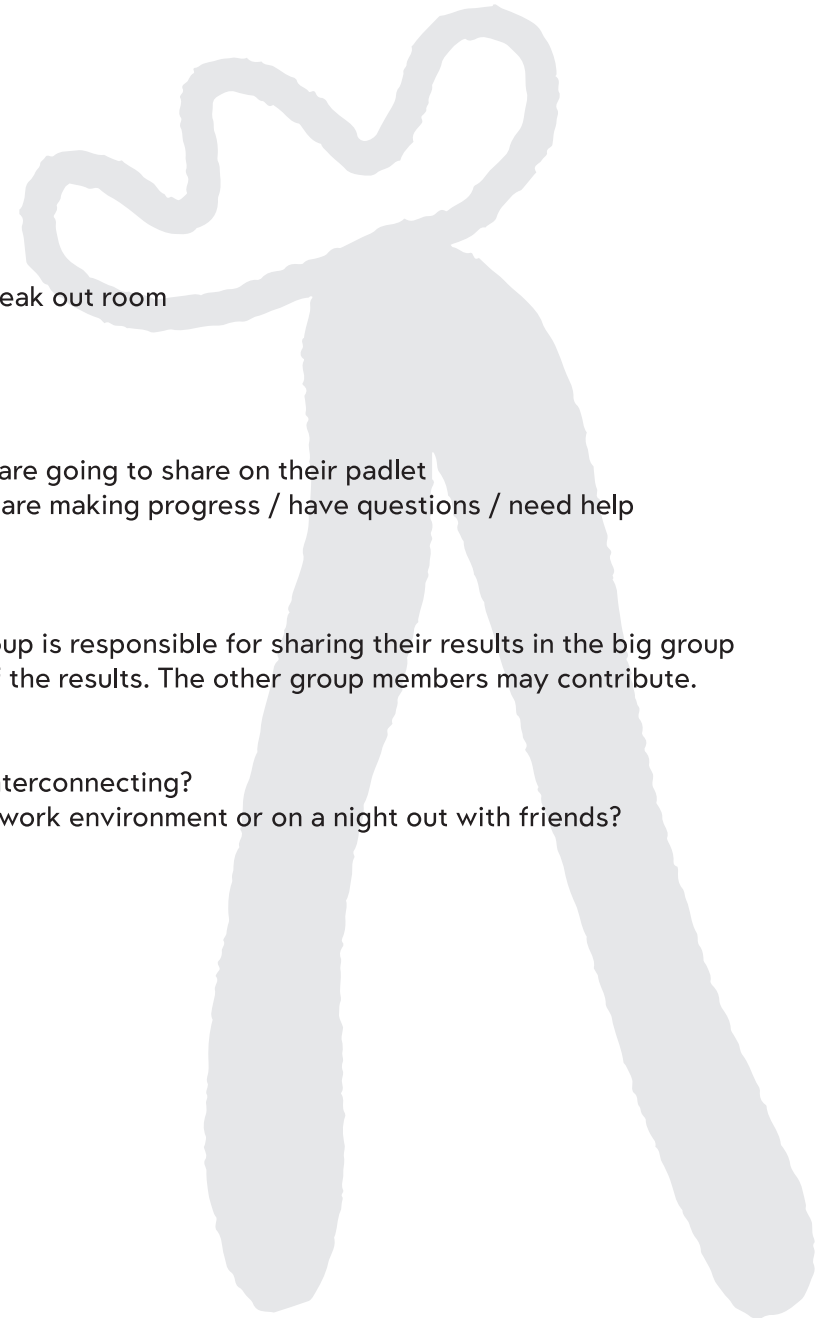
CHAPTER 3: WORKPHASE I

Instructions

PHASE 1: small group work (45 min)
> Open up the break out sessions and let all participants switch to their break out room
> Send each group their worksheet (see "worksheet 2" for each topic)
> > Group 1: Sexualised violence in nightlife settings
> > Group 2: Discrimination in nightlife settings
> > Group 3: Bystanderism
> > Every group should document the most important information they are going to share on their padlet
> After 15 minutes go through the break out rooms and check if all groups are making progress / have questions / need help
> Notify the group members when 10 minutes remain for discussion

PHASE 2: big group session (45 min)
> Once everyone is back in the big group (zoom conference call), each group is responsible for sharing their results in the big group
> > Please invite the spokesperson of each group to lead the sharing of the results. The other group members may contribute.
> > Each group has 10 minutes to share their results with the big group
> After this, ask the big group the following questions:
> > With the knowledge gained how do you see the different aspects interconnecting?
> > Which scenarios or incidents have you witnessed the most in your work environment or on a night out with friends?
> > In case you saw an assaultive situation, did someone intervene?

BREAK: 10 min

BIG BREAK (45 min)

Break
After this work phase is the big (45 min) break. Remind your participants to hydrate, eat something and move around. Let them know the exact time they need to be back in the zoom conference to continue after the break. Also, let them know that you will be available for questions during the break via zoom (your zoom stays on!).

After the break
Start the next part of the training with a short warm-up / moving exercise and open this video clip

https://www.youtube.com/watch?v=fgQOGORKG5I

Every participant is encouraged to get up and participate in the "dance choreography" to start fresh with the next working phase of the training.
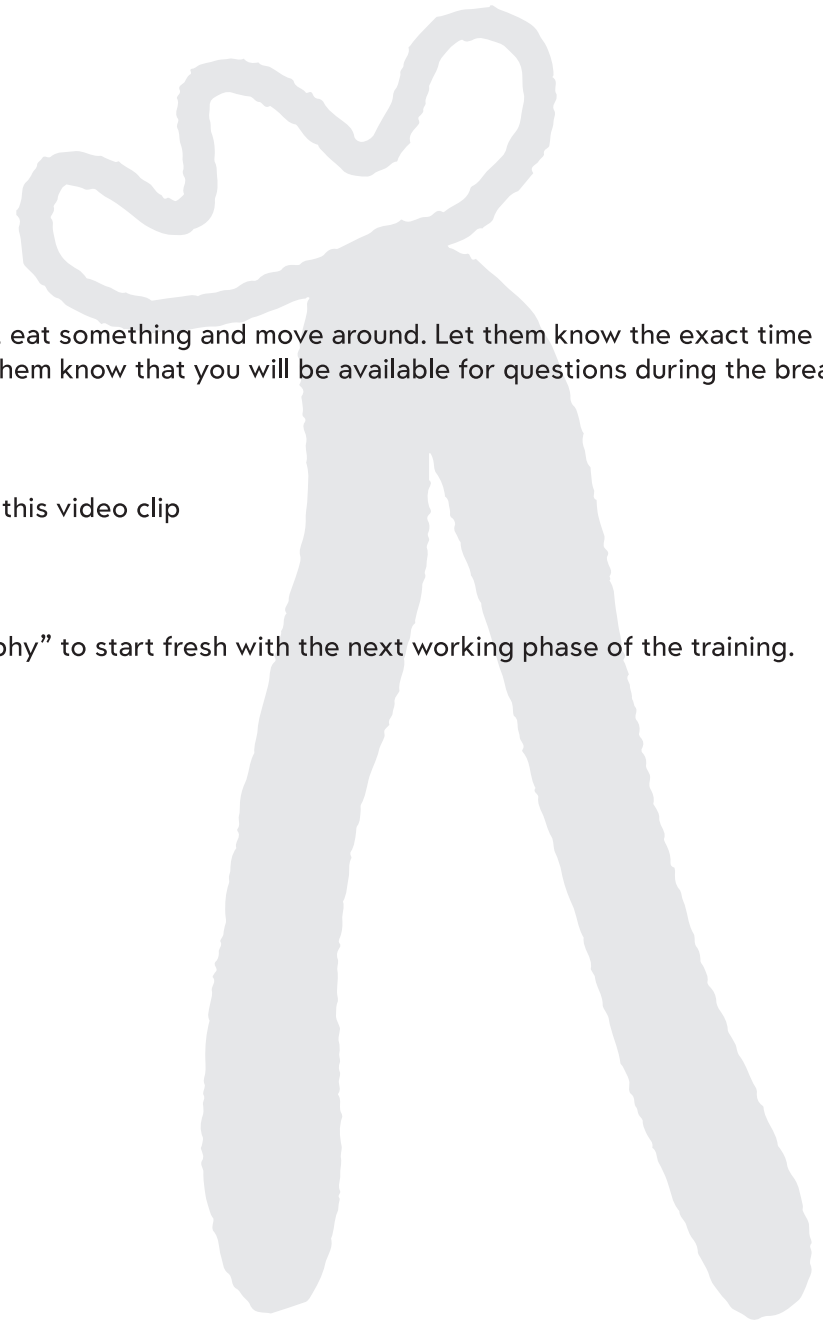
CHAPTER 4: WORKPHASE II

Description

In this chapter, the groups will focus more specifically on the work environment they are familiar with. There will be a lot of shorter exercises in the small groups.
In the beginning, the participants will be invited to share their experiences within the workplace relating to the topics discussed before the break.
The main content will consist of introducing the participants to barriers to bystander intervention and solutions to bystander inhibition. Also, a video with examples for intervention will be watched and discussed. The aim of this chapter is to develop specific intervention strategies that can be implemented by the staff /people involved.

SETTING	large group /small groups
PLATFORM	zoom conference call
	padlet
TIME	80 minutes
MATERIAL	worksheet 3, exercice 2
	worksheet 4, worksheet 5

CONTENT/OVERVIEW
> Introduction /kick-off setting specific content
> barriers to bystander intervention
> practice example /video
> solutions to bystanderism

Aspects to remember: This chapter requires a lot of concentration and consists of many different kinds of work phases. It is important that you check in with each moderator to ensure whether the groups need assistance. It is also important that you stay on time (timetable) as this section has the potential to use up more time than allocated. Be aware of the time and remind the participants that these are just short work phases for summarising the most important points.

Main takeaways
> It is always better to say something than to say nothing
> "Trust your gut"- If you see something that makes you feel uncomfortable, the person who is directly in the situation is probably also uncomfortable/scared
> A lot of discrimination and sexualised violence also happens through the structures we live and work in.
> Changing these structures to make them more safe and accessible for everyone is a long term process and requires everyone's participation

CHAPTER 4: WORKSHEET II

Instructions

> **PHASE 1: small group work (20 min)**
> > Open up the break out sessions and let all participants switch to their break out room
> > Send each group the worksheet (see PART 4 "worksheet 3")
> > Send a timed reminder 10 minutes before the time is up

> **PHASE 2: big group work (20 min)**
> > Share your screen with the big group to show the example sentences of barriers to bystander intervention and the five risk factors (see PART 4 "exercise 2")
> > Each participant can choose one sentence and propose which risk factor correlates with that specific sentence
> > You can discuss in the group if you do not agree
> > The answers can be found in "exercise 2 -> solutions" (PART 4)

> **PHASE 3: small group work (20 min)**
> > Open up the break out sessions and let all participants switch to their break out room
> > Send each group the worksheet (see PART 4 "worksheet 4")
> > Send a time reminder 10 minutes before the time is up

> **PHASE 4: small group work (20 min)**
> > The groups are still in their breakout rooms. Let them know that another exercise is following in the small group setting (via "chat notification").
> > Send each group the worksheet (see PART 4 "worksheet 5")
> > Send a time reminder 10 minutes before the time is up

BREAK: 10 min
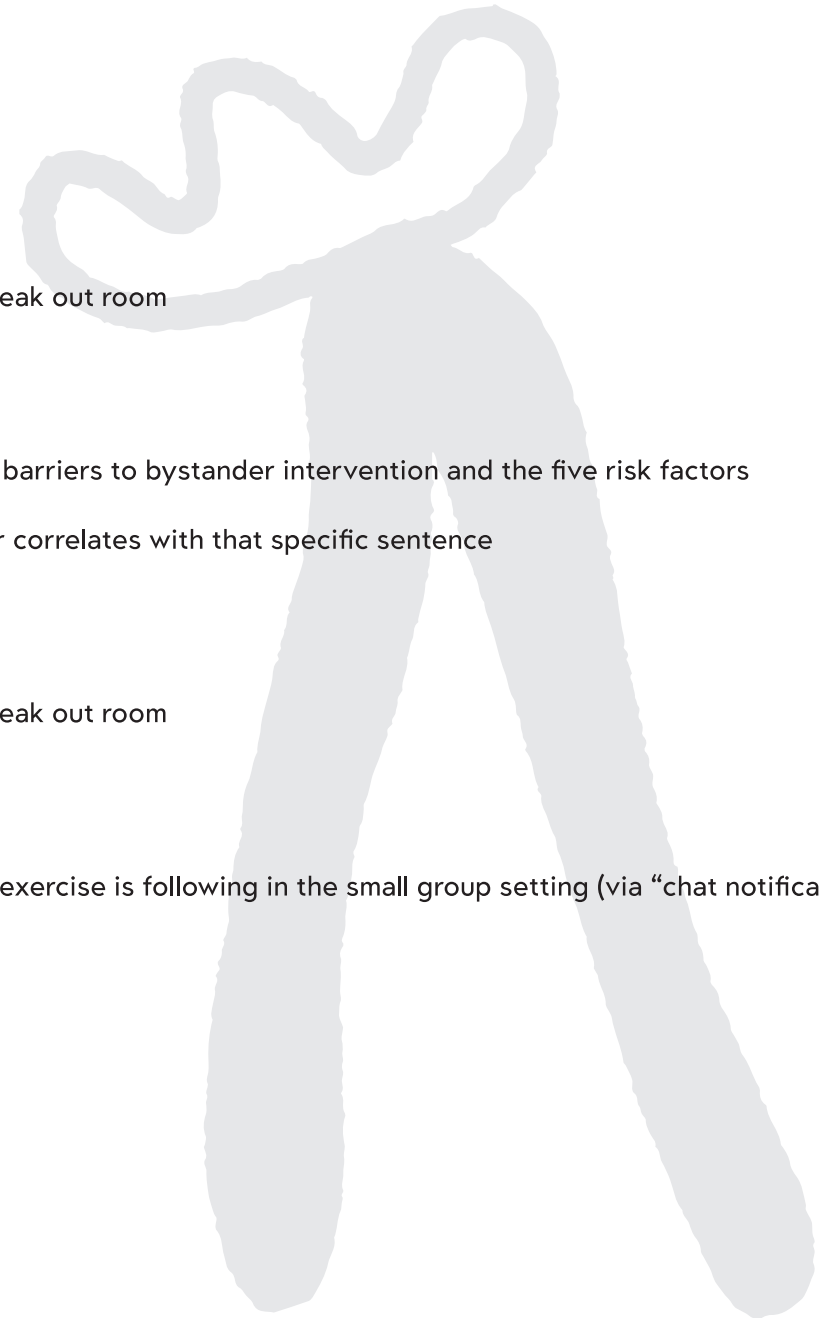
CHAPTER 5: CONCLUSION

Description
This is the last chapter of the training in which you will have time to summarise the training, answer and discuss any leftover questions, and allow the participants to complete any missing information in the padlet. The aim of this chapter is to gather all the collected expertise and knowledge and convert it into practical steps to take as an active bystander.

SETTING large group /small group
PLATFORM zoom conference call
TIME 60 minutes
MATERIAL padlet

CONTENT/OVERVIEW
> Summary and review of the training
> Take-home messages/aspects of the day/training
> Final documentation on padlet
> Reflection group

Aspects to remember: This is the final chapter of the training. You might be running late and have little time left. However, it is important to end the training in a positive way and to check in with participants and answer any leftover questions. Make sure everyone can leave the training feeling well and supported. Thank the participants for their hard work and motivation on this intense and productive day. Thank yourself for being their great team leader.

Main takeaways
> Sexualised violence is an important and prevalent topic in nightlife settings. Some people are more vulnerable to experiencing it than others. We all have a role to play when it comes to making the nightlife safer for everyone.
> Take what you have learned here today to your work environment, to your circle of friends and to the people you go out with. Try to spread the knowledge and be an advocate for those affected by sexualised violence.
> Be an active bystander.

CHAPTER 5: CONCLUSION

Instructions

PHASE 1: big group work (20 min)
> Summary of work phase II by the small group spokespersons / padlet

PHASE 2: small group (10 min)
> Each small group is responsible for completing their padlet column. Each group's padlet contains information that will be given to all participants as a handout /takeaway information so it is necessary for all groups to add the content they possibly didn't finish during the group work.
> Each small group should come up with 5 ways to be an active bystander and 5 resources needed

PHASE 3: big group (20 min)
> Reflection: each participant writes one sentence about the day into the chat
> You can summarise the most common answers / feedback sentences and ask if anyone wants to elaborate

PHASE 4: big group (10 min)
> Answer the leftover questions (check the "questions" column in the padlet)
> Ask if anything was missing / if anyone wants to share a feedback
> Ask each participant to complete the evaluation questionnaire (send the link through the zoom chat)
> Share your contact details for any further questions
> Goodbye
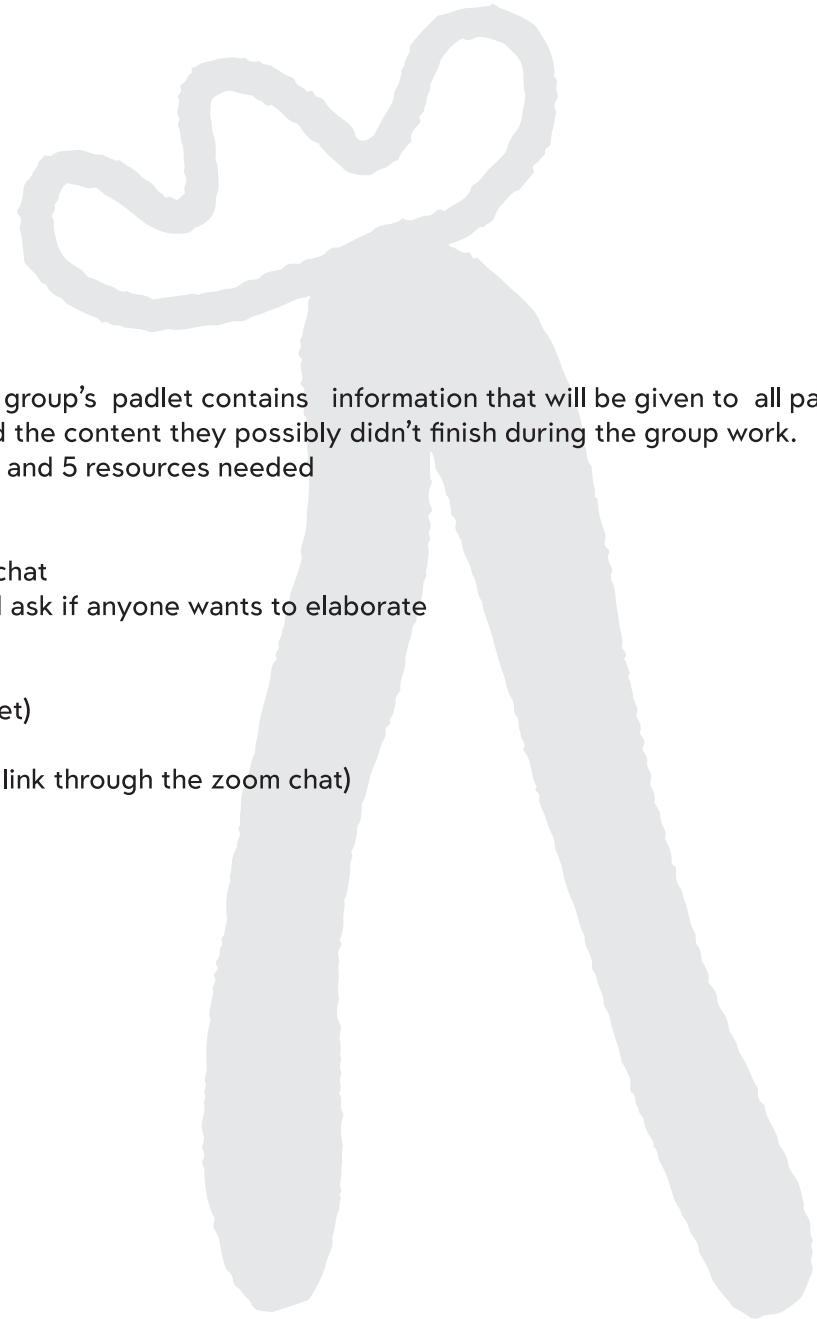
FOLLOW-UP: HANDOUT

> Please make sure that you send a follow-up email to all participants after the training.

> including:
>> > A reminder that the padlet stays active to include any further helpful links, room for exchange or questions
>> > However, please also send a dated PDF version of the knowledge collected in the padlet within the email. Some settings require a hardcopy of the information and it can be helpful to have it printed in locations where internet connectivity is perhaps not an option.

>> > Export the padlet[24]

>>> > There are several ways of exporting the padlet: PDF, excel, picture.
>>> > This is the simplest way of making all the information accessible to everyone after the training. The padlet link can also be used after the training and will be accessible via the link to all participants.
>>> > Make sure, all is well presented and readable in the format you selected. Since participants will most likely refer to this export in the future, make sure your contact address is easy to find.
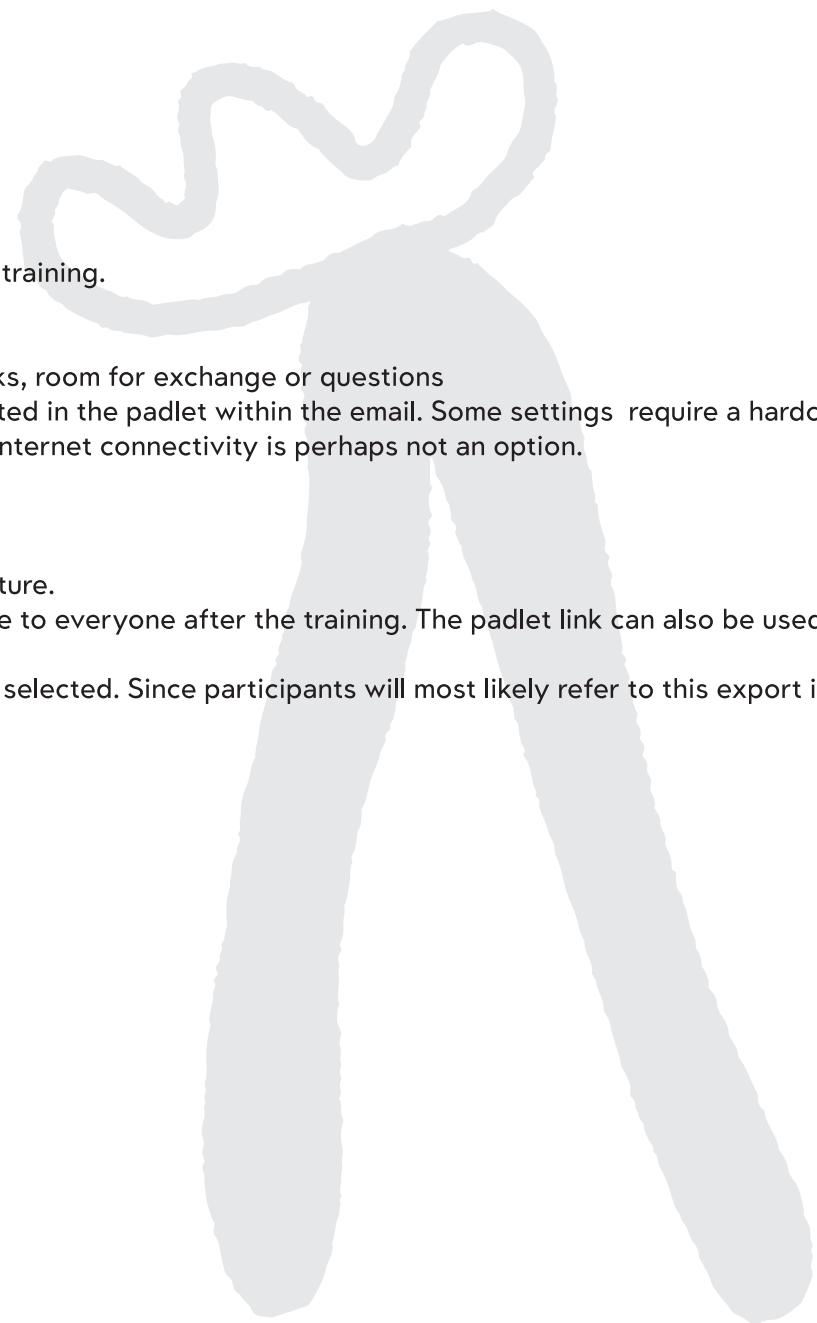
[24] Google: how to export a padlet

PART 4: WORKSHEETS + EXERCISES

In this part, you will find all worksheets and exercises needed for the small and big group work phases. Each worksheet and exercise matches the instructions in the related chapters in PART 3. The worksheets are mainly used for the work in small group work phases and the exercises are used for the work in the big group.

You will find the instructions for when and how to distribute these materials in the related chapters.

Generally, they are organised like this:

[25] Sexualised violence (SV)

WORKSHEET 1

CHAPTER 2 /small group work /TIMEFRAME: 10 minutes

Welcome to your small group.
You will do all exercises and discussions today with this group of people. Make sure you know everyone's names and their pronouns.
The number of your group is the number of the break out room (i.e. break out room 2 = small group 2). Make sure you remember your group / room number.
Please read through this worksheet and complete the tasks with your group.

STEP 1: Firstly you will have to decide who in your small group will be responsible for each of these positions today. If there are more than 5 people in your group, you can choose which position requires a second set of hands.

> **moderator /group leader**
    The person moderating the small group sessions will have an overview of the tasks and will see that all exercises will be completed. You will need to check in with the timekeeper and motivate your group members accordingly.

> **timekeeper**
    The timekeeper is responsible for making sure that the group is on time. In the small group work sessions, you will remind the group of the time remaining and inform the moderator of the time frame. (the timeframe allocated for each exercise can be found at the top right corner of the worksheet)

> **crew care person**
    As introduced, the topics of today's workshop can potentially be triggering or unsettling for some. The crew care person keeps an eye on the group members and checks in with individual members. Please do so sensitively and perhaps even through the private chat function. You will also check in with the others to see if their chosen tasks are going well or if they need support. If the group members feel the need for support, they will turn to you for help. If you feeloverwhelmed by the support that is asked of you, please always contact your trainer (please also do this through private chat and not in the big group).

> **representative**
    The group representative will present the results from the small group sessions to the big group. Other group members will be invited to help and also support but you, as the representative, have the responsibility of presenting your results to the big group.

> **documentation**
    Padlet is an important tool for exchanging information with the big group; the results of the workshop as a whole will be summarised and displayed on Padlet. The person documenting is responsible for making sure all results are well documented in the provided padlet. For this person, it is helpful to have sufficient knowledge of how to work with the platform padlet. Of course, you will be supported by the other group members. However, the padlet is the most important tool for exchanging information with the big group and is the place where the results of the workshop as a whole will be summarised. You will be responsible for making sure that all the hard work your group will do today is represented in the padlet. Please have a look at the padlet: Your group has a dedicated column. Each work task of today's workshop has a prepared post which you will fill out (break out room 2 = small group 2, etc..). Please make yourself comfortable with this set-up to perhaps also help other group members understand the structure.

STEP 2: Please make sure that all your names are filled into the padlet (this is a task for the person documenting - others may support)

STEP 3: Please make sure that every group member has access to screen sharing

> Once all this is completed, please return to the big group (zoom conference call).

EXERCISE 1

CHAPTER 2 /DISCRIMINATION SCALE /TIMEFRAME: 10 minutes

In this exercise, you will ask the big group about their personal experience with sexualised violence, assault, harassment and/or discrimination.
The exercise is structured in the form of yes / no questions that you will read out to the group. In the beginning, every participant has to switch off their camera. Every time someone can answer the question with a YES, the participants have to switch on the camera. Every time someone answers a question with NO, their camera stays switched off. After each question round, everyone switches off their camera again.

Question Round I:

1) Everyone who knows someone, or has experienced a situation themselves in which they felt uncomfortable in an environment of the nightlife (club, bar, festival, ...), please turn on your camera.
2) Those of you who are visible now:
Did you or the affected person ask for help in that situation?
If the answer is YES you can leave your camera on, if it is NO, please switch it off.

> Count the turned on cameras!

ALL CAMERAS OFF AGAIN

Question Round II:

1) Everyone who knows someone, or has experienced a situation themselves in which they witnessed a possibly violent situation between two or more people in an environment of the nightlife (club, bar, festival, ...), and they didn't know if they should interact, please switch on your camera.
2) Those of you who are visible now: Did you or someone else witnessing the situation intervene / jump in to help?
If YES you can leave your camera on, if NO, please switch it off.

> Count the turned on cameras!

ALL CAMERAS OFF AGAIN

Question Round III:

1) Everyone who knows someone, or has experienced a situation themselves in which they felt discriminated against or threatened in an environment of the nightlife (club, bar, festival, ...), please turn on your camera.
2) Those of you who are visible now: Did anyone come to help in that situation?
If YES you can leave your camera on, if NO, please switch it off.

> Count the turned on cameras!

QUESTIONS CONCLUDING THE EXERCISE (big group)

1) Does anyone want to say something about this exercise?

2) Was there anything that stood out or that you noticed during the exercise that you'd like to share?

3) Has anything been specifically new to you?

WORKSHEET 2

CHAPTER 3 / WORK PHASE I
Small Group I: Sexualised Violence in nightlife settings /TIMEFRAME: 45 MIN

Welcome to your first work phase as a small group!
You will now work on the topic of sexualised violence in nightlife settings in the small group. Afterwards, you will share your results in the big group.
It is important that everyone in the group knows their roles and responsibilities (moderator, timekeeper, crew care, documentation).

STEP 1: watch the video together (10min)
> First, you will find a video about the definition of sexual assault in general.
> Please watch it together in the group and share your thoughts.
Link: https://www.youtube.com/watch?v=P3xVZJOEoaU

STEP 2: engage with the online resources (20 min)
> Please divide these resources between your group members and read through/watch them. After 10 minutes, please come back to the small group and talk about what you have learned.
1) Definition of sexual violence
https://www.frauenhauskoordinierung.de/en/thematic-portal/vi-olence-against-women/forms-of-violence/sexualised-violence/
2) Specifics of nightlife settings
https://www.youtube.com/watch?v=yr_pAG7qnVM
3) Consent
https://www.youtube.com/watch?v=u7Nii5w2FaI
4) Consent & Alcohol
https://www.youtube.com/watch?v=IFq2S6mom4Y
5) The Association for Electronic Music Code of Conduct, Against Sexual Harassment and Gender Discrimination ("Code of Conduct")
https://associationforelectronicmusic.org/afem-code-of-con-duct-against-sexual-harassment-and-gender-discrimination/
6) Meet the people creating the code of conduct to end sexual harassment in dance music
https://djmag.com/content/meet-people-creating-code-con-duct-end-sexual-harassment-dance-music?fbclid=IwAR2z9-dvRfQ7a5KppZK9mvLwlyNGudvaWpqmOYRsMXL6OtfHh9RUDySaj7Q

STEP 3: answer the following questions in the small group (15 min)
> Please document your answers in the padlet

1) What is the definition of sexual violence and what different forms exist?

2) What is the difference between sexualised and sexual violence?

3) Does sexual violence have to be physical?

4) What aspects of nightlife settings enable sexualised violence?

5) Who is most affected by sexualised violence? Who is mostly perpetrating?

6) What is consent?

7) Why can it be particularly difficult to give consent in nightlife settings?

8) Do you think that there is a connection between substance use and sexualised violence?

9) What do you think is missing from this input?

WORKSHEET 2

CHAPTER 3 / WORK PHASE I
Small Group II: discrimination in nightlife settings /TIMEFRAME: 45 MIN

Welcome to your first work phase as a small group!
You will now work on the topic of discrimination and intersectionality in nightlife settings in the small group. Afterwards, you will share your results in the big group. It is important that everyone in the group knows their roles and responsibilities (moderator, timekeeper, crew care, documentation).

STEP 1: watch the video together (10 min)
First, you will find a video about people of colour and sexual assault that briefly describes the intersectional aspects that different marginalised groups are confronted with in terms of sexual assault and violence. Please watch it together in the group and share your thoughts.
Link: https://www.youtube.com/watch?v=YRvKBT9ZCvg

STEP 2: engage with the online resources (20 min)
Please divide these resources between your group members and read through/watch them. After 10 minutes, please come back to the small group and discuss what you have learned.
1) What is intersectionality?
https://www.ywboston.org/2017/03/what-is-intersectional-ity-and-what-does-it-have-to-do-with-me/
2) Definition of Diversity and other terminologies
https://diversityroadmap.org/en/definition/
3) Aspects that lead to discrimination
https://socialsciences.exeter.ac.uk/media/universityofexeter/-collegeofsocialsciencesandinternationalstudies/research/interventioninitiative/resources/PyramidDiscriminationViolence.pdf
4) Queer survivors and discrimination
https://www.youtube.com/watch?v=m3_QLVSbf8U
5) Queer and Trans Experiences of Sexualised Violence
https://avaloncentre.ca/wp-content/uploads/2016/09/queer-and-trans.pdf
6) Sexualised Violence & transgender / non-binary communitiers
https://www.nsvrc.org/sites/default/files/publica-tions/2019-02/Transgender_infographic_508_0.pdf

7) Sexual Harassment and women of Color
https://www.catalyst.org/2018/02/13/sexual-harassment-and-women-of-color/
8) Create Change around Sexual Violence
https://www.ualberta.ca/current-students/sexual-assault-centre/create-change.html

STEP 3: answer the following questions in the small group (15 min)
> Please document your answers in the padlet

1) What is the definition of intersectionality?

2) Who is specifically affected by discrimination in nightlife settings and why? What role does intersectionality play?

3) Which aspects of everyday life enable discrimination?

4) Why could it be more difficult for some people to get help / report a crime?

5) How do you think diverse teams and trades of clubs work in the context of discrimination? Can representation have an impact?

6) How and where can discrimination occur in the club context?

7) What do you think is missing from this input?

WORKSHEET 2

CHAPTER 3 / WORK PHASE I
Small Group III: Bystanderism /TIMEFRAME: 45 MIN

Welcome to your first work phase as a small group!
You will now work on the topic of bystanderism in the small group. Afterwards you will share your results in the big group. It is important that everyone in the group knows their roles and responsibilities (moderator, timekeeper, crew care, documentation).

STEP 1: watch the video together (10 min)
> First, you will find a video about the death of Kitty Genovese and the upcoming use of the term "bystander effect" as an introduction to the topic. Please watch it together in the group and share your thoughts.
Link: https://www.youtube.com/watch?v=qu5c6pKyb38

STEP 2: engage with the online resources (20 min)
Please divide these resources between your group members and read through/watch them. After 10 minutes, please come back to the small group and discuss what you have learned.

1) What is Bystander Intervention
https://studentaffairs.lehigh.edu/content/what-bystander-intervention

2) Be an active bystander
https://www.breakingthesilence.cam.ac.uk/prevention-support/be-active-bystander

3) Would You Jump In to Stop an Assault?
https://www.nytimes.com/2021/04/03/science/bystander-effect.html

4) How to Get People to Help Each Other, Online and Off
https://www.nirandfar.com/bystander-effect-get-people-to-help-each-other/

5) ENGAGING BYSTANDERS in Sexualised Violence Prevention
https://www.nsvrc.org/sites/default/files/Publications_NSVRC_-Booklets_Engaging-Bystanders-in-Sexual-Violence-Prevention.pdf

6) If You're in Danger, Will Bystanders Help?
https://greatergood.berkeley.edu/article/item/if_youre_in_danger_will_bystanders_help

7) Example of the bystander effect
https://www.youtube.com/watch?v=lnmv98Uah_s

8) Bystander Intervention Video
https://www.youtube.com/watch?v=szHRIeSnKLM

STEP 3: answer the following questions in the group (15 min)

> please document your answers in the padlet

1) Explain the terms bystanderism and diffusion of responsibility

2) What is the origin of the bystander effect? Please summarise what happened and why it sparked outrage.

3) What are the reasons why people do not take action?

4) What are the 5 steps of taking action?

5) Why is the bystander phenomenon important to prevent sexualised violence in nightlife settings?

6) What do you think is missing from this input?

WORKSHEET 3

CHAPTER 4 /WORK PHASE II
Small Group II: Harm reduction Professionals /TIMEFRAME: 15 MIN

Relating to your current field of work within the nightlife setting, please discuss the following questions in your small group and summarize your results in the padlet. In the next step, you will present your findings to the large group.

Questions:

1) Which of the things we have discussed today have you experienced in your work setting?

2) How have you or your colleagues dealt with situations like these?

3) How did you get support from coworkers / others?

4) What makes working in your field especially difficult when it comes to sexualised violence?

5) What is your experience of the specific difficulty relating to consent and substance use in the nightlife environment?

6) How do you think people using substances need to be addressed specifically in order to make bystander intervention visible for this target group?

7) Do you and your association have worked out a position yet when it comes to cases of sexualised violence in the context of substance use?
What is it based on? A political attitude? The focus on helping affected people?

8) As a safe space for people in a vulnerable state (due to substance consumption), how do you make sure their vulnerability is not taken advantage of?

9) Do you have a code of conduct for your employees / volunteers when it comes to caring for a guest / costumer of the opposite sex?

10) Do you have rules / guidelines on what to do when sexualised violence occurs in the context of your work? What kind of resources would you need? Who would you need to speak to?
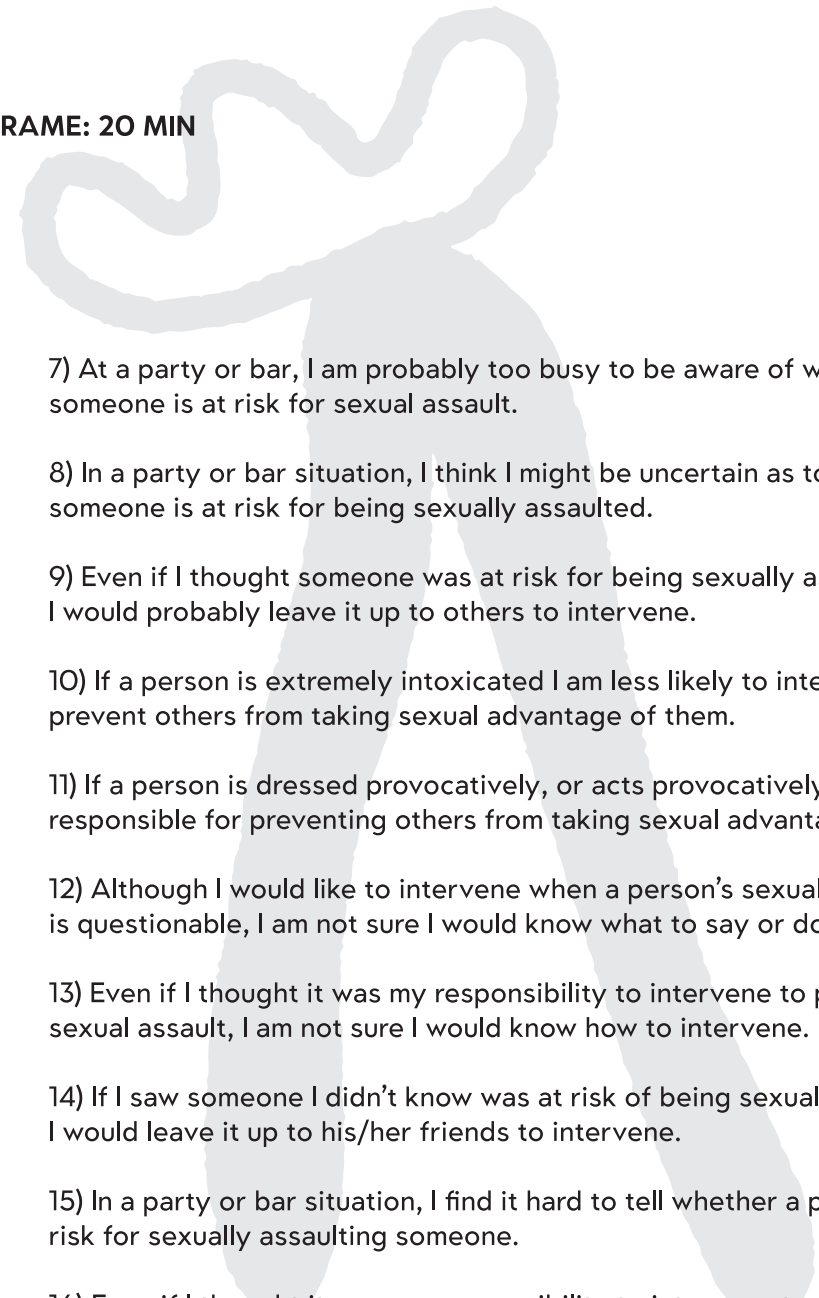
EXERCISE 2

CHAPTER 4 /WORK PHASE II /BARRIERS TO BYSTANDER INTERVENTION /TIMEFRAME: 20 MIN

These are the five common barriers to bystander intervention:

a) Failure to Notice

b) Failure to Identify Situation as High Risk

c) Failure to Take Intervention Responsibility

d) Failure to Intervene Due to a Skills Deficit

e) Failure to Intervene Due to Audience Inhibition

Please match these example sentences to one of the five barriers:

1) If I witnessed a sexual assault incident, I probably wouldn't say or do anything if other people appeared unconcerned.

2) I am more likely to intervene to prevent sexual assault if I know the potential victim than if I do not.

3) I am hesitant to intervene when a person's sexual conduct is questionable because I am not sure other people would support me.

4) If a person is dressed provocatively, or acts provocatively, I am less likely to intervene to prevent others from taking sexual advantage of them.

5) I am less likely to intervene to reduce a person's risk of sexual assault if I think she/he made choices that increased their risk.

6) I am more likely to intervene to prevent sexual assault if I know the person that may be at risk for committing sexual assault.

7) At a party or bar, I am probably too busy to be aware of whether someone is at risk for sexual assault.

8) In a party or bar situation, I think I might be uncertain as to whether someone is at risk for being sexually assaulted.

9) Even if I thought someone was at risk for being sexually assaulted, I would probably leave it up to others to intervene.

10) If a person is extremely intoxicated I am less likely to intervene to prevent others from taking sexual advantage of them.

11) If a person is dressed provocatively, or acts provocatively, I feel less responsible for preventing others from taking sexual advantage of them.

12) Although I would like to intervene when a person's sexual conduct is questionable, I am not sure I would know what to say or do.

13) Even if I thought it was my responsibility to intervene to prevent sexual assault, I am not sure I would know how to intervene.

14) If I saw someone I didn't know was at risk of being sexually assaulted, I would leave it up to his/her friends to intervene.

15) In a party or bar situation, I find it hard to tell whether a person is at risk for sexually assaulting someone.

16) Even if I thought it was my responsibility to intervene to prevent a sexual assault, I might not out of concern that I would look foolish.

EXERCISE 2 SOLUTIONS

Barriers to bystander intervention //examples[26]

Failure to Notice	1. At a party or bar, I am probably too busy to be aware of whether someone is at risk for sexual assault.
Failure to Identify Situation as High Risk	1. In a party or bar situation, I find it hard to tell whether someoneis at risk for sexually assaulting someone. 2. In a party or bar situation, I think I might be uncertain as to whether someone is at-risk for being sexually assaulted. 3. Even if I thought a situation involved sexual assault , I probably wouldn't say or do anything if other people appeared unconcerned.

[26] Burn, S. M. (2009). A situational model of sexual assault prevention through bystander intervention. Sex roles, 60(11), 779-792

EXERCISE 2 SOLUTIONS

Barriers to bystander intervention // examples (cont.)

Failure to Take Intervention Responsibility	1. Even if I thought someone was at risk for being sexually assaulted, I would probably leave it up to others to intervene. (diffusion of responsibility) 2. If I saw someone I didn't know was at risk for being sexually assaulted, I would leave it up to his/her friends to intervene. (diffusion of responsibility) 3. I am less likely to intervene to reduce a person's risk of sexual assault if I think she/he made choices that increased their risk. (worthiness) 4. If a person is dressed provocatively, or acts provocatively, I am less likely to intervene to prevent others from taking sexual advantage of them. (worthiness) 5. If a person is extremely intoxicated I am less likely to intervene to prevent others from taking sexual advantage of them. (worthiness) 6. If a person is dressed provocatively, or acts provocatively, I feel less responsible for preventing others from taking sexual advantage of them. (worthiness) 7. I am more likely to intervene to prevent sexual assault if I know the potential victim than if I do not. (relationship of bystander to potential victim) 8. I am more likely to intervene to prevent sexual assault if I know the person that may be at risk for committing sexual assault. (relationship of bystander to potential perpetrator)
Failure to Intervene Due to a Skills Deficit	1. Although I would like to intervene when a person's sexual conduct is questionable, I am not sure I would know what to say or do. 2. Even if I thought it was my responsibility to intervene to prevent sexual assault, I am not sure I would know how to intervene.
Failure to Intervene Due to Audience Inhibition	1. I am hesitant to intervene when a man's sexual conduct is questionable because I am not sure other people would support me. 2. Even if I thought it was my responsibility to intervene to prevent a sexual assault, I might not out of concern that I would look foolish.

WORKSHEET 4

CHAPTER 4 / WORK PHASE II /Small Groups I, II & III /TIMEFRAME: 20 MIN

STEP 1: Watch a video together (10 min)
> First, you will find a video about individuals during a night out.
> Please watch it together in the group and share your thoughts.

Link: https://www.youtube.com/watch?v=iUj2OHLAG3w

STEP 2: Answer the questions in the group (10 min)
> please document your answers in the padlet

1) What did you see or hear that concerns you?

2) In your professional role as a nightlife professional / festival organiser / harm reduction professional, how does the situation affect you? How does it affect someone else?

3) What are the risks of taking action? Are there others in a better position to act?

4) What can you do? How can you encourage others?

5) Do you know how to implement your choice? Do you have the resources you need?

6) Name 5 intervention opportunities you can implement in your work field.

7) List the moments of (possible) intervention.

8) What would be necessary for your workplace / social environment to intervene in the ways that were shown in the video?
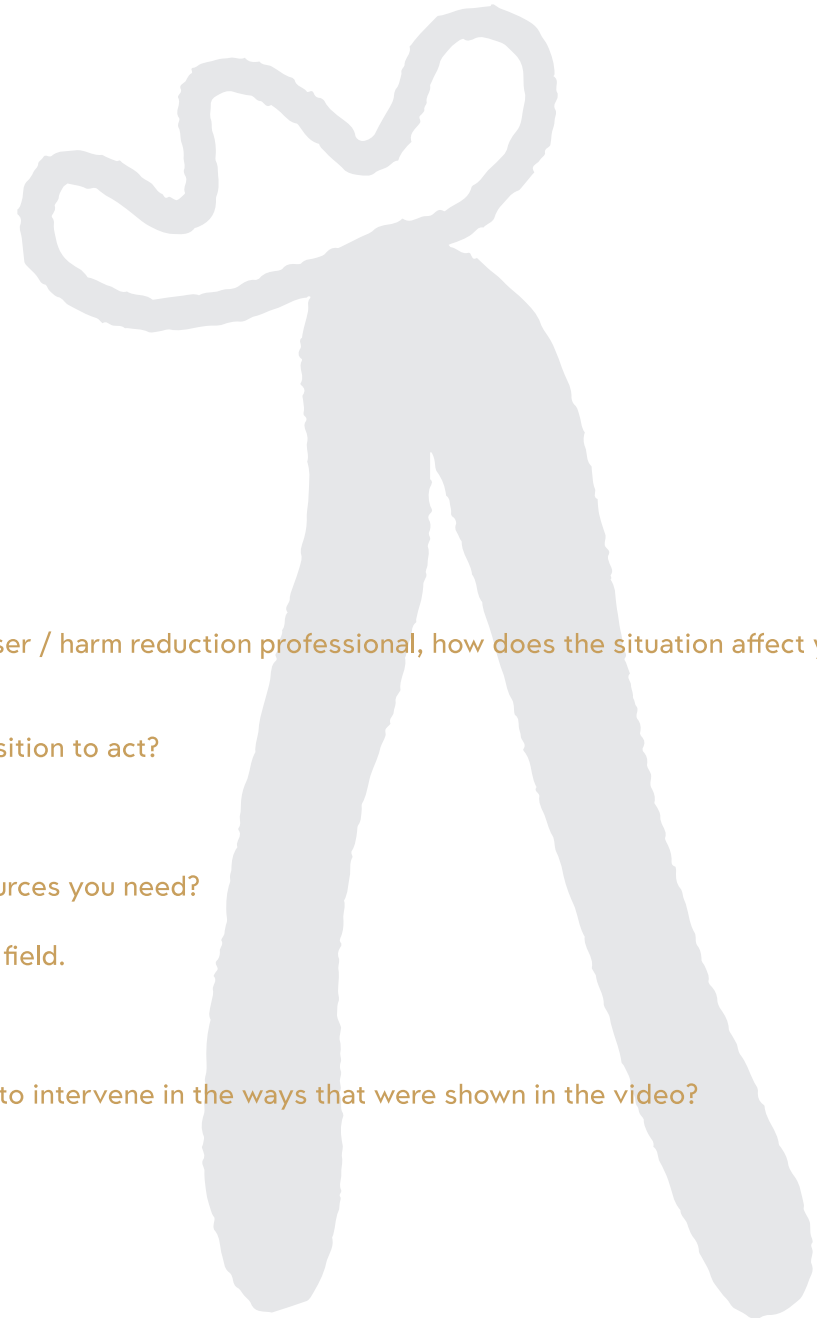
WORKSHEET 5

CHAPTER 4 /Small Groups I, II & III /TIMEFRAME: 20 MIN

STEP 1: brainstorming session (15 min)

> After all the information gained today, please discuss the following questions in your group:

1) What are possible solutions to preventing sexualised violence through bystander intervention within your nightlife setting?

2) And specifically in your work environment?

3) Are there "gender-specific" interventions?

4) Come up with at least 5 things you can always do to intervene in a situation that you identified as potentially dangerous for at least one person involved!

> please document your answers in the padlet

Here are some possible answers: (you may discuss and include them in your answers)

> If I see someone in a social situation that looks like the person is being pressured, cornered, or taken advantage of, I listen to my gut, approach the passive person and....
   ...ask if they are okay / how they are
   ...ask if they want to accompany me to a different location
   ...ask if they want a glass of water

> If I see someone who is heavily intoxicated, I approach the person and...
   ...ask them if they want a glass of water
   ...ask them where their friends are
   ...ask at the bar / door / harm reduction if they can help me organise a safe ride home / a safe place to sober up / to make sure the person

> If I notice someone talking about taking advantage of someone, I...
   ...

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PART 6: APPENDIX

SFN Survey Report – Approaching Sexualised Violence in Nightlife Settings[27]

APPROACHING SEXUALISED VIOLENCE IN NIGHTLIFE ENVIRONMENTS

In order to understand how sexualised violence operates and manifests itself in nightlife environments, we must first establish the starting point: the existence of social gender inequalities based on a framework of heteropatriarchal power relations. Inequalities (based on stereotypical beliefs and practices) build heteropatriarchal power relations that are maintained through sexualised violence. Drawing on the findings of the Noctámbul@s Observatory (2018) in Spain, which centred on the study of sexualised violence in nightlife and drug consumption contexts, we posit that there are some particularities when sexualised violence occurs in these contexts.

SEXUALISED VIOLENCE IS NATURALISED, NORMALISED AND WIDESPREAD
Previous research (Observatorio Noctámbulas, 2018) shows the extent to which sexualised violence is widespread: 57% of the women interviewed have suffered sexualised violence on a regular basis, compared to 4% of the men interviewed. We can also observe the naturalisation of sexualised violence by men: overall, men observe fewer acts of sexualised violence committed by men against women and, when they do observe them, it is in significantly lower frequencies than those reported by the women interviewed. There is therefore a lack of perception of what aggression is, which, in the context of "flirting", is normalised.

HYPERSENSITIVITY TO OR INVISIBILISATION OF VIOLENCE BY MEN
The fourth Observatorio Noctámbulas report showed that 91% of the women interviewed had been the subject of comments from men which made them uncomfortable, while 37% of the men reported having received the same type of comments from women. It can be deduced that men mostly perpetrate this type of violence against women. However, men often recall and are able to describe the event that occurred. The effect this has on the discourse against male violence is to equate it with the violence a man can be a victim of, thus contributing to the invisibility of the structural nature of violence against women. Male violence is sexist in motivation and is disproportionately directed towards women. As per the Committee on the Elimination of Discrimination against Women (UN) in its 19th General Recommendation of 1992, male violence is defined as "directed against cis women because they are women or which affects women disproportionately".

PHANTOM PERPETRATORS
Male hypersensitivity is related to the concept of ' phantom perpetrators': while 23% of the men interviewed admit to having made unwelcome or upsetting comments to a woman, only 4% state that they have continued to do so after being told not. Contrasting these figures with the 74% of women interviewed who have been on the receiving end of the same type of comments, and the 28% of women who have suffered continued harassment even after expressing their disinterest, the phenomenon of the 'phantom perpetrator' emerges: a high incidence of harassment occurs, but men are not identified or recognised as perpetrators. In this sense, we highlight the need to work with men on denaturalisation and the process of self-recognition as possible perpetrators by way of preventive strategies.

27 Sexism Free Night, 2021
28 Observatorio Noctambulas findings highlighted in this section are based on previous research carried out in Spain.

SFN Survey Report - Approaching Sexualised Violence in Nightlife Settings (cont.)

ILLUSION OF EQUALITY

As a result of the processes described above, the notion of an improvement in the safeguarding of women's human rights has emerged in the collective imagination. Apparent equality is understood to have been achieved in all spheres of life, with leisure contexts being no exception. Therefore, there is a tendency in women's discourses towards the perception of their freedom, to have fun and to go out at night as comparable to that of men: free from danger. Nevertheless, this perceived 'pre-existing equality' does not stand up to scrutiny when the data is analysed.

NIGHTLIFE CONTEXTS WHICH EXACERBATE VIOLENCE

In addition to the aforementioned presupposition, other processes of normalisation in which sexualised violence occurs in nightlife contexts. The myths that underlie expressions such as "anything goes", "these things happen" or "it's no big deal" make it easier for aggressions to go unpunished. This is compounded by two phenomena: firstly, the model of flirting based on the ideals of romantic love and male domination, which presupposes and justifies nocturnal 'hunting' behaviour, and secondly, the context of group festivities and the effects of the camaraderie of hegemonic masculinity (which some authors refer to as "fratria", the intra-gender pact to safeguard privilege). These two elements merge to create an environment complicit in sexualised violence. Finally, there is a third element to consider: those nocturnal spaces in certain environments which further amplify the imagery of 'flirting' and 'hunting' through the sexualisation of women's bodies.

MARKETING THE SEXUALISATION OF WOMEN

The nightlife market has used a sexualised and stereotyped image of women as an advertising strategy. Along with the promotion of alcohol abuse under the premise of increased opportunities to engage in sexual relations, women are objectified and presented as a lure through images on posters or marketing strategies to fill venues (for example, through the technique of free tickets for female entrants), turning women into yet another marketable product. Despite the continuation of this form of discrimination, it is worth noting such practices may constitute a criminal offence. Of course, this form of symbolic violence will not be combated solely through punishment (although it is a resource that should not be ruled out), since in essence it has, up until now, been normalised through a strongly gender-unequal social construction of sexuality.

SFN Survey Report - Approaching Sexualised Violence in Nightlife Settings (cont.)

SOCIALISATION OF TABOO, HETERONORMATIVE AND MALE CHAUVINIST[29] SEXUALITY

The process of socialisation of sexuality takes place in a taboo framework where lack of information and the dissemination of myths that associate femininity with passivity and masculinity with unrestrained sexual activity prevail. This idea is illustrated in the "Survey on the social perception of sexualised violence" (Government of Spain): 19.9% of respondents consider that one of the reasons why men sexually assault women is due to the "inability to control sexual impulses'' (EPSVS, 2018: 89). Hegemonic pornography disseminates heteronormative, phallocentric and coitocentric sexual practices, promoting the image of women's submission to male desires.

URBAN DESIGN

Referring again to European data, the FRA (European Union Agency For Fundamental Rights) survey found that 50% of the women interviewed "avoid certain situations or places, at least sometimes, for fear of being physically or sexually assaulted" (FRA, 2014:14).[30] The effect of learned fear, in a context of 'rape culture', is to limit women's freedom to move around, so that they develop self-defence strategies that involve changing routes, timetables and means of transport for nocturnal travel. This supposes a limitation of women's sexual freedoms and freedom of movement, and is closely linked to androcentric urban design. The trajectory and qualitative work applied as part of the "exploratory walk" technique allows us to identify five criteria that generate safe nightlife spaces: signage, visibility, vitality, surveillance and equipment.

SEXUALISED VIOLENCE IS EXERCISED IN DIFFERENT WAYS DEPENDING ON THE SPACES AND TIMES ASSOCIATED WITH NIGHTLIFE

Spaces must be considered both at the macro level (as discussed above) and at the micro level, since sexualised violence occurs in different forms and intensities depending on where it takes place: the degree of visibility will be different depending on whether it occurs in open public spaces, private public spaces (pubs, night clubs), or private spaces (private parties or homes). In the latter, sexualised violence will be more unambiguous, while in nightlife venues, anonymity and overcrowding obfuscate it. Even so, the social perception is that most sexualised violence takes place in nightlife venues: in the survey on the perception of sexualised violence (Government of Spain), 71.9% of people interviewed place sexualised violence in "parties and festivals", while 44.3% consider that it occurs mostly in "public spaces" (DGVG, 2018:85). This dimension occurs in tandem with that of the time of night, in the sense that, at later hours and supposing higher levels of alcohol and/or drug consumption, sexualised violence is perceived as increasing in frequency and intensity.

[29] We are referring to any man with a sexist attitude.
[30] FRA – European Union Agency for Fundamental Rights (2014). Violence Against Women: An EU-Wide Survey. Main Results Report. Available from: http://fra.europa.eu/en/publication/2014/violence-against-women-eu-wide-survey-main-results-report

SFN Survey Report – Approaching Sexualised Violence in Nightlife Settings (cont.)

THE MOST COMMON DRUG IN SITUATIONS OF SEXUALISED VIOLENCE IS ALCOHOL

Contrary to the myth that sexualised violence occurs in contexts of illegal drug use, the data show that alcohol is the most common substance involved. The fourth report of the Noctámbul@s Observatory recorded that 64% of men and 55% of women consume alcohol whenever they go on a night out. However, successive reports from the Observatory show that alcohol, followed by cocaine, is the most prevalent drug in situations of sexualised violence. The physiological effects of the two drugs are different but, in both cases, consumption is conditioned by the gender of the person using them, and behavioural analysis of the effects of drugs use has a patriarchal bias.

CONSUMPTION SEES WOMEN BLAMED, WITH MEN LEGITIMISED AND FREED OF RESPONSIBILITY

The consumption of alcohol and other drugs is stigmatised, but, in terms of gender, such consumption by women and by men is perceived differently. In the case of women, it is socially frowned upon, whereas for men it operates as an element of intra-group status. Drug use is a practice that can be seen as transgressing social norms and, therefore, is acceptable within the model of hegemonic, risk-oriented masculinity. However, in the case of women, it represents a rupture with the expected model of hegemonic femininity. When these social diktats intersect with cases of sexualised violence, women are judged and blamed according to patriarchal standards, which exonerate and vindicate men. We can say, then, that drug use functions as a mitigating factor for male perpetrators, but as an aggravating factor for assaulted women. In fact, prevention messages based solely on the idea that drug use makes women 'easy prey' are not far off in placing the responsibility on them and not on the perpetrators, nor on the context of overarching gender inequality.

WE CANNOT CLAIM THAT THERE IS A SPECIFIC SUBSTANCE TO CARRY OUT CHEMICAL SUBMISSION

We have already discussed the distinction between two typologies of chemical submission: premeditated, or proactive, in which the aggressor intoxicates the victim in a pre-planned way; and opportunistic, in which the aggressor takes advantage of the reduced capacity of the victim to react produced by their voluntary drug or alcohol consumption. Both typologies incorporate the component of absence or reduction of resistance on the part of the victim, while they are distinguished by the existence (or not) of premeditation on the part of the aggressor. However, when applying this categorisation to practical cases, the line between premeditation and opportunism becomes blurred. Likewise, we cannot claim that there is a specific substance to exercise chemical submission.

SFN Survey Report – Approaching Sexualised Violence in Nightlife Settings (cont.)

OVER-EMPHASIS ON INSTANCES OF PREMEDITATED CHEMICAL SUBMISSION
In the media, and in spite of the above considerations, premeditated chemical submission is that which is most widely reported. This is not surprising if we consider that two stereotypes about sexualised violence are embedded within it: the first, of an unknown and perverse aggressor, and the second of a defenceless victim. The latter makes a distinction between the 'perfect victim' – the defenceless 'good woman' – sexually assaulted following intoxication against her will, and the less credible victim, the 'bad woman' who, in transgressing female gender roles, is deemed to have 'asked for it' (by having, among other things, consumed drugs and/or alcohol voluntarily).

TENDENCY TO SITUATE THE CAUSE OF SEXUALISED VIOLENCE IN THE SUBSTANCE RATHER THAN IN THE SUBJECTIVITY AND SEXIST SOCIAL FRAMEWORK OF THE AGGRESSOR
Sexualised violence in nightlife contexts is widely believed to be due to drug use.
This idea masks the structural and crosscutting nature of sexualised violence. The Observatorio Noctámbulas was born out of the need to raise awareness about sexualised violence in nightlife spaces, but this does not preclude the identification of gender-based violence, in all areas and spaces of social life. This is why Observatorio Noctámbulas talk about the transversality of sexualised violence in women's lives. Focusing on the substances consumed operates as a neo-sexist discourse that offers impunity to perpetrators, and renders the patriarchal framework that protects them invisible.
On the other hand, we cannot ignore the role of alcohol and drug consumption in increasing the vulnerability of the victim, and the consequent increase in the probability of undesirable consequences.

PREVENTION AND ACTION CAMPAIGNS AND PROTOCOLS
In recent years, the patriarchal protection of sexualised violence has shown signs of breaking down, as public opinion increasingly rejects all forms of violence against women. This is largely thanks to the work of feminist movements. Campaigns and instruments for action designed by these groups have been a source of inspiration for public bodies and organisations. In terms of protocols for prevention and action in the face of sexualised violence in nightlife venues, feminist movements have been at the vanguard of developments in recent years, and a number of large cities have promoted feminist initiatives. We consider that it is essential that all agents involved in the diverse range of nightlife venues (public and private) address prevention and action from a feminist perspective and, at the same time, are aware of the role of substance abuse in these environments, and the need to address it effectively in order to reduce risks and harm.

TEMPLATE: TIMETABLE

In this timetable template, you have a 30min buffer time allocated in the training to allow for overtime should the group work take longer.

Proposed time	Allocated timing	Chapter
10:00 - 10:45	45 min	Chapter 1: Introduction
	10 min break	
10:55 - 11:30	35 min	Chapter 2: Exchange of experiences
	10 min break	
11:40 - 13:10	90 min	Chapter 3: Work phase I
	45 min break	
14:00 - 15:20	80 min	Chapter 4: Work phase II
	10 min break	
15:30 - 16:30	60 min	Chapter 5: Conclusion

Helpful Links

> Rape Crisis Network Europe: https://www.rcne.com

> stop! SV: a training manual for staff in nightlife settings: http://www.irefrea.eu/uploads/PDF/STOP-SV_Manual_EN.pdf

> Sexism Free Night: https://sexismfreenight.eu

> European Helpline against violence against women: https://ec.europa.eu/justice/saynostopvaw/helpline.html