



FINDING ASSISTANCE, DELIVERING OUTREACH

FADO Glossary



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Why a Glossary is Important

Understanding the terminology used in discussions about gender-based violence (GBV) is essential for meaningful learning and effective engagement. The field of GBV spans complex social, legal, psychological, and cultural dimensions, and many of the terms involved carry specific meanings that may vary across contexts or disciplines.

A glossary ensures that all participants share a common understanding of key concepts, definitions, and acronyms used throughout the training. It promotes clarity, consistency, and inclusiveness by helping to prevent misunderstandings or misinterpretations of sensitive terms.

Moreover, having a shared vocabulary supports respectful and informed dialogue. It allows participants to communicate more confidently, recognize the nuances of gender, power, and violence, and engage more critically with the materials and discussions.

For practical purposes, our work will be organized into modules. Please complete the following document by listing the concepts you believe should be defined. Make sure the definitions are clear and easy to understand so they remain accessible to everyone.



Understanding Gender-Based Violence



| Term / Concept | Definition |
|--------------------------|---|
| Biological sex | Binary category to define the set of biological characteristics of bodies (internal and external genital organs, hormone load or chromosomes). Historically, two sexes have been recognized, male and female, although there are bodies that do not fit the standards of one or the other, known as intersex bodies. |
| Feminisms | Diverse social, cultural, and political movements that seek equal rights for all people and the elimination of discrimination and violence rooted in cisheteropatriarchy from a gender perspective. It is important to stress that there is no single, homogeneous feminism. The term feminisms better reflects the plurality of struggles, identities, and historical trajectories that make up the movement. |
| Gender | Psychological, behavioural and cultural characteristics that are socially developed and context-related, associated with masculinity or femininity. It refers to the way that society defines how people should be and behave according to their biological sex. |
| Gender binarism | The social conception that there are only two, fixed, and opposite genders—male/man and female/woman. The relationship between stereotypes and binarism is therefore mutually reinforcing. |
| Gender expression | Gender is culturally expressed through the body, clothing, hairstyle, attitudes, or roles. In our society, there are social expectations regarding a man's or a woman's gender expression. A person's gender expression does not have to coincide with their sex, gender identity or sexual orientation and/or preference. |
| Gender identity | Dimension of gender that refers to the way in which each person identifies or perceives themselves. The binary categories of gender identity are "male" and "female," but there are also options on the non-binary spectrum (nb, genderfluid, genderqueer, agender, etc.). Gender identity can match the gender identity you were assigned at birth based on your genitalia (cisgender) or not match (transgender). |



Understanding Gender-Based Violence

| Term / Concept | Definition |
|------------------------------|---|
| Gender perspective | <p>It enables us to examine how gender relations are shaped within a specific community and historical moment. It is both a category of analysis and a way of understanding the world that highlights power dynamics and inequalities. Applying a gender perspective means recognizing the sociocultural differences in every area of life and considering how policies, actions, and situations affect them differently depending on their gender identity and expression. It involves integrating this lens into analysis, planning, and decision-making with the aim of achieving deep transformations in personal and social relationships, moving toward greater equality.</p> |
| Gender Roles | <p>Gender roles are considered to be those roles that are socially expected from men and women, according to the socially developed stereotypes explained before. If women are stereotyped as fragile and emotional they are expected to adopt social roles which don't imply leadership skills, for example. On the side of men and masculinity, if the stereotype is that men are fast decisionmakers they are expected to adopt social roles connected to leadership.</p> |
| Gender Stereotypes | <p>Gender stereotypes are general opinions and prejudices about attributes or characteristics that men and women possess or should possess, and the social functions that both perform or should perform. The messages that construct and reinforce stereotypes are constantly received by socializing agents and social order builders: media, cultural production, education, family, religion, language, labour market, and health.</p> |
| Gender-based violence | <p>It is a structural social problem, reproduced generation after generation through culture, education, media, religion, advertising, and even digital platforms. GBV exists in every society, across all social groups and ages, and acts as an instrument of control and domination designed to enforce gender roles and maintain male power, along with compulsory heterosexuality.</p> |
| Heteronormativity | <p>Social conception that understands heterosexuality as "normative" and desirable, generating dynamics of exclusion towards everything that does not conform to it. It implies the assumption that everyone is heterosexual, or the belief that heterosexual people are "normal".</p> |



Understanding Gender-Based Violence

| Term / Concept | Definition |
|------------------------------|--|
| Intersectionality | A theoretical, political, methodological, and analytical perspective generated by Black Feminisms and the anti-racist movement in the late 1980s. This perspective puts on the table the need to understand that women (and people in general) are affected by various oppressions or privileges, and do not form a homogeneous and uniform social group. Apart from gender, there are other systems of oppression that generate structural violence such as racism, LGBTIphobia, ableism, social class, etc., and these conditions in a global and interrelated way how people inhabit the world. The intersection between these different types of oppression, directly related to specific historical and sociocultural contexts, constitutes a matrix of domination that reflects the various ways in which multiple oppressions influence women's lives and shape heterogeneous individual experiences. |
| Intersex | A person born with sex characteristics (primary or secondary) that do not fit the medical definitions of male or female. There is a great diversity of intersex conditions. This variation is unrelated to gender identity, gender expression and sexual orientation or preferences. |
| LGBTQIA+phobia | Fear, rejection, or aversion, often in the form of stigmatizing attitudes or discriminatory behavior, towards LGBTQIA+ people. |
| Power-based relations | Social relations organized around asymmetries of power, where certain groups or identities hold authority, legitimacy, and resources, while others are systematically marginalized or subordinated. |
| Sex | Biological and physical characteristics such as chromosomes, hormones, external and internal genitals and reproductive organs. Science has classified them into 3 categories: male, female, and intersex. It can also refer to sexual practices. |
| Sex-gender system | A structure that has attributed cultural meanings to sexual differences. Based on biological differences between individuals, a network of relationships, symbols and roles that we define as "gender" has been historically articulated, which have positioned men and women in a situation of inequality. |
| Transgender | People with a gender identity different from the gender assigned at birth, or who do not conform to the binary and stereotypical patterns of the sex-gender system. |

② Knowledge of Regulations

| Term / Concept | Definition |
|---|---|
| CEDAW (Convention on the Elimination of All Forms of Discrimination Against Women) | A United Nations treaty adopted in 1979 that defines discrimination against women and establishes legal obligations for States to eliminate it. CEDAW is often described as the “international bill of rights for women.” Its Committee issues recommendations that clarify how States must prevent and address gender-based violence. |
| Femicide | The gender-related killing of a woman or girl, typically by a partner or family member, because of her gender. Recognising femicide highlights the structural nature of these murders and the broader patterns of gender inequality and violence that underpin them. |
| GREVIO (Group of Experts on Action against Violence against Women and Domestic Violence) | An independent body of experts responsible for monitoring how States implement the Istanbul Convention. GREVIO evaluates national laws and policies, identifies gaps, and issues recommendations to improve responses to gender-based violence. |
| Istanbul Convention | A legally binding treaty of the Council of Europe focused on preventing and combating violence against women and gender-based violence. It sets standards on prevention, protection, prosecution, and coordinated policies, and requires States to provide support services such as shelters, hotlines, and legal aid. It is monitored by GREVIO. |
| LGBTIQ+ | An acronym referring to Lesbian, Gay, Bisexual, Trans, Intersex, and Queer individuals, with “+” recognising other diverse gender identities and sexual orientations. Many LGBTIQ+ people face specific forms of gender-based violence and discrimination linked to their sexual orientation, gender identity, gender expression, or sex characteristics. |
| Multi-Agency / Inter-Institutional Coordination | A collaborative approach in which different institutions, such as police, justice, health services, social services, and NGOs, work together using shared procedures and communication channels. This coordination ensures that survivors receive consistent, timely, and comprehensive support. |
| National Action Plan / National Strategy | A government’s official plan that outlines priorities, actions, and resources to prevent and respond to gender-based violence. It usually includes measures on prevention, protection, prosecution, data collection, and coordination between institutions. |

② Knowledge of Regulations

| Term / Concept | Definition |
|---|--|
| Prevention | Actions aimed at stopping violence before it happens, by challenging stereotypes, raising awareness, and promoting gender equality. |
| Prosecution | The obligation of the State to investigate, pursue, and punish perpetrators through fair and effective legal procedures. |
| Protection | Measures that ensure survivors' safety and access to support services such as shelters, helplines, legal aid, and medical care. |
| Reparation | Steps taken to acknowledge harm and help survivors rebuild their lives, including compensation, rehabilitation, restitution, and guarantees of non-repetition. |
| Survivor-Centred Approach | An approach that places the rights, needs, dignity, and safety of survivors at the centre of all interventions. It ensures confidentiality, informed consent, respect, and non-judgmental support. The survivor decides what happens at each stage. |
| Sustainable Development Goals (SDGs) | A set of 17 global goals adopted by all UN Member States in 2015 as part of the 2030 Agenda for Sustainable Development. SDG 5 focuses on achieving gender equality and includes targets to eliminate all forms of violence against women and girls. |
| Universal Periodic Review (UPR) | A United Nations process in which the human rights record of every country is reviewed every four to five years. During the UPR, States receive recommendations on how to strengthen laws, policies, and services, including those related to gender-based violence. |

The Role of Socially Engaged Theatre

| Term / Concept | Definition |
|---------------------------------|--|
| Drama-therapy | envisaged by Robert Landy, where each person has to play different roles in different contexts. Drama-therapy helps the individual not to stiffen in a single role. Using body language, this technique uses theatre to give sense to 'dramatic mechanisms in psychiatric disorders' |
| Para-theatre | envisaged by Jerzy Grotowski, it is a practice which involves non-actors using theatre training techniques and improvisation to explore the inner self of each individual. |
| Psychodrama | envisaged by Jacob Levi Moreno, where people stage real life situations which could be later discussed by the spectators. Moreno believes that any real life facts can be represented, also those unspeakable, therefore people can experience a cathartic and therapeutic setting. |
| Socially engaged theatre | It is a kind of theatre orientated to a collective well-being. It fosters the active participation of citizens and it mixes social issues with artistic creativity. |
| Theatre of the Oppressed | envisaged by August Boal, where marginalised communities are involved in the theatrical creation, developing participatory theatre techniques. |
| Theatre therapy | a method which combines Jung's psychoanalysis and transactional analysis with the techniques of the research and the third theatre. |
| Third Theatre | a definition given by Eugenio Barba, it defines those groups and techniques which do not belong to main stream theatre |



Technical Performance Skills

| Term / Concept | Definition |
|---------------------------------|---|
| Allegory | A narrative technique in which abstract ideas or moral concepts are represented through symbolic figures, actions, or imagery, allowing sensitive topics to be explored indirectly. |
| Co-creation | A participatory process where all group members contribute equally to creating meaning, stories, or performances, rather than being passive learners or audience members. |
| Community Development | Strengthening social bonds and collective identity through shared artistic and reflective experiences. |
| Critical Reflection | The process of analyzing emotional and social experiences to recognize underlying issues and identify potential actions for change. |
| Documentation | Recording and analyzing the creative process (notes, photos, video, reflections) to capture learning outcomes and impact. |
| Group Improvisation | Collaborative creation without a fixed script, encouraging spontaneity, listening, and collective meaning-making. |
| Group Rules | Agreed principles (e.g., respect, confidentiality, active listening) that ensure safety, trust, and non-judgmental communication during creative work. |
| Image Theatre | A technique developed by Augusto Boal in which participants create physical tableaux (images) with their bodies to express emotions, relationships, or social situations. |
| Metaphor | The use of one idea or object to represent another, allowing participants to explore difficult issues indirectly and imaginatively. |
| Role-play | Acting out imagined or real-life situations to explore perspectives, emotions, and social dynamics. |
| Storytelling | Sharing personal or imagined narratives to express experience, build empathy, and connect emotion with reflection. |
| Theatre Techniques | Structured creative exercises and methods (such as movement, improvisation, and image work) used to foster awareness, communication, and reflection. |
| Trust-building Exercises | Activities designed to strengthen safety, connection, and collaboration within the group. |



Peer-to-Peer Support Methodology

| Term / Concept | Definition |
|--------------------------------|--|
| Active Listening | A communication technique involving full attention, feedback, and understanding of the speaker to build trust and meaningful connection. |
| Closed Group | A group with fixed membership; new members can join only after approval to maintain trust |
| Empathy | The ability to understand and share another person's feelings from their perspective; a cornerstone of peer support relationships. |
| Empowerment | The process of gaining confidence, control, and self-efficacy, especially through participation and shared decision-making in group contexts. |
| Facilitator | A person who guides and supports the functioning of a peer or self-help group, ensuring participation, empathy, and non-judgment without assuming authority. |
| Non-Judgmental Attitude | An approach based on acceptance and openness, avoiding criticism or evaluation of others' experiences or behaviors |
| Open Group | A self-help group that allows members to join or leave at any time, offering flexibility. |
| Peer Supervision | A structured process in which facilitators or group leaders meet to share experiences, reflect on practice, and support each other's professional growth. |
| Peer support | A system of mutual assistance where individuals with shared experiences provide emotional, social, and practical help to each other. |
| Self-Help Group | A voluntary, small group of people who come together to address common issues or challenges through mutual support and shared experience |