



Key Action 2
Capacity Building in the field of youth

PANDORA'S BOX

Young Women, Community Development through EU and LA Cooperation

TRAINING COURSE ON GENDER ISSUES AND NON FORMAL EDUCATION
METHODS

11th - 18th January 2016 Muchucuxcah, Yucatán State, MÉXICO



GENERAL BACKGROUND

Lunaria launched in 2012 a **MEDIUM TERM STRATEGY** aimed to explore more in depth gender issues, with a European and worldwide perspective, enhancing women empowerment by the development of new tools and working methods.

Part of this strategy targeted to young people, youth-social workers, peer educators and NGOs is to empower the capacity building processes among EU and partner countries organizations. The first step was the project "JAMBO Young Women Empowerment to Improve Quality of Youth Work and Volunteering in EU and Partner Countries", Key Action 2, within the Erasmus+ program.

In the same direction is going "PANDORA'S BOX", this time developing action with Central, Latin American and European organizations.

AIM: to enhance gender equity and young women empowerment by providing youth social workers, peer educators, local organizations and international NGOs in Europe and Latin America with new tools and methods to favour young women participation in short and medium local and international voluntary service projects.

TIMELINE OF THE ACTIVITIES

ACTION	DATE	LOCATION	AIM
ITINERANT FEASIBILITY VISIT meetings with local representatives, youth workers, peer educators and local stakeholders	16th November - 6th December 2015	Mexico, Ecuador, Peru	two representatives of Lunaria visited the partner organizations, local projects focusing on gender issues, and interview local actors and stakeholders to run the needs assessment and draft the diagnostic
TRAINING COURSE ON GENDER ISSUES AND NON FORMAL EDUCATION METHODS ITC, targeting local youth/social workers, both young men and women, representatives of local and international organizations	11th - 18th January 2016	Yucatan, Mexico	to raise awareness on the role of young women within the family, community and economy, by promoting equal rights and opportunities; to develop new tools for the Youth Meetings phase and the following Implementation Phase
YOUTH MEETINGS national youth meetings held in the LA countries and targeted to young people and other relevant young stakeholders	01st February - 31st March 2016	Mexico, Ecuador, Peru	to deepen the needs assessment phase started during the Feasibility Visit. The ITC participants, once back home train other young people to make them become the youth meetings promoters. The meetings allow to gather a more detailed picture of the gender-related issues in the different countries
TRAINING COURSE ON PROJECT MANAGEMENT ITC, targeting local youth/social workers, both men and women, representatives of local and international organizations	11th - 18th April 2016	Peru	to share new tools and information on how to conceive and draft projects, on the project life cycle, project management, funding lines, budget compilation and project coordination
STUDY PHASE observation period, run by the participants of the ITC and the young people of the youth meetings, to study how to meet, through concrete actions, the local need identified during the Youth Meetings	01st May - 30th June 2016	Mexico, Ecuador, Peru	to define the events/informative meetings/voluntary service actions/small initiatives, to realize in July/August 2016. The study phase has to take into account the outcomes of the Youth Meetings and match them with the competences acquired in the two ITCs
LOCAL ACTIONS IMPLEMENTATION local events/informative meetings/voluntary service actions/small initiatives focused on gender issues to concretely answer to the local needs previously identified	01st July - 31st August 2016	Mexico, Ecuador and Peru	to implement local events/informative meetings/voluntary service actions/small initiatives focused on gender issues to concretely answer to the local needs previously identified. The actions goals are: to raise awareness on gender issues; to promote gender fair approaches and the respect of human rights; to enhance the women participation and their empowerment
TRAINING COURSE RESTITUTION AND METHODS SHARING ITC, targeting local youth/social workers, both young men and women, representatives of local and international organizations	19th - 26th September 2016	Italy	to share within the EU partners the outcomes of the previous steps, all the relevant information gathered and to present the methods that can be used to train the EU volunteers taking part in pre-departure training courses before to join projects in LA countries. The tool kit with the methodology applied in the previous ITCs is presented to assess the methodologies.
FOLLOW UP ACTIVITIES	01st October - 31st December 2016	Mexico, Ecuador, Peru, Italy, France and Spain	to spread the project outcomes, to capitalize the results and to involve new beneficiaries, targeted to local youth/social workers, both young men and women, representatives of local and international organizations

AIM of the TC in Mexico

the training course AIMED to make participants deepen the gender issues, with a focus on the family, community and economic dimension on machismo and non violent management of gender-related conflicts and made participants experimenting non formal education methods to run the Youth Meetings

DELIVERABLES:

TOOL KIT_FIRST VERSION

it describes in detail all the non formal education activities and working methods used during the training and can be used during the preparation of the Youth Meetings and also in other phase of the project

VIDEO TUTORIAL

this tool will show how, some of the training modules, can be repeated. The video can be used to prepare the Youth Meetings and is a tool for the dissemination and follow up phase

QUESTIONNAIRE

during the TC in Mexico, the group created a questionnaire, starting from a Mind Map of macro-topics. This tool will be used during the Youth Meetings:

- * to raise awareness among the young people
- * to enlarge the diagnostic (needs' analysis) started during the Feasibility Visits of November and December 2015

YOUTH MEETINGS

February - March
2016

AGENDA OF THE TRAINING COURSE ON GENDER ISSUES ON NON FORMAL EDUCATION METHODS

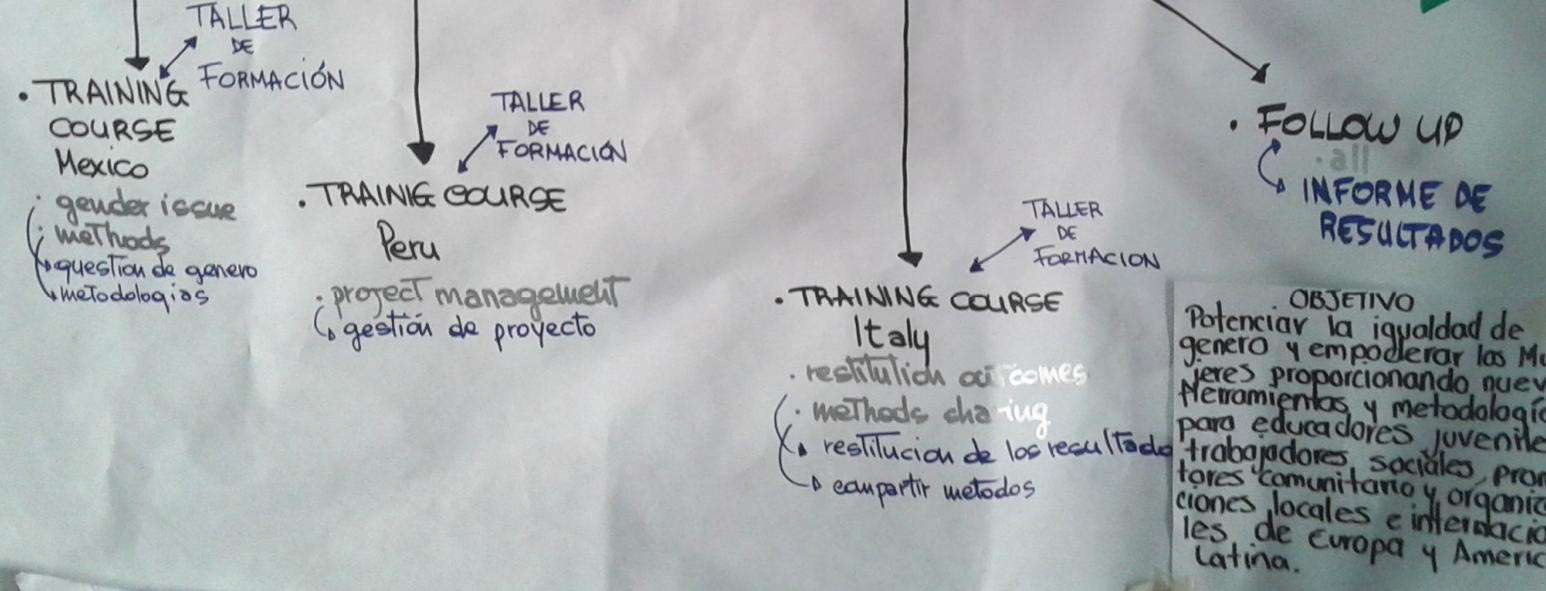
WORKING DAY	DATE	MORNING	AFTERNOON
1	11/01/2016 Monday	NAME GAME Name Ball GETTING TO KNOW EACH OTHERS Human Bingo Acrostico EXPECTATIONS AND CONTRIBUTIONS Post it and dibujo	TEAM BUILDING ACTIVITIES Finger to finger La telarana Mar y piranhas DEFYING GENDER Snowball about Gender
2	12/01/2016 Tuesday	FAMILY-SOCIETY-ECONOMY IN GENDER World Café STEREOTYPES ABOUT GENDER Turn it Over	ROLE MODELS Un paso adelante Abigail
3	13/01/2016 Wednesday	POWER The Chief of power VIOLENCE Video projection and video analysis	GENDER BASED CONFLICTS Sharing personal stories Strip cartoon
4	14/01/2016 Thursday	CONFLICT MANAGEMENT Analysis of the case studies and the possible ways to manage conflicts	STRATEGIES TO MANAGE CONFLICTS Social Theatre
5	15/01/2016 Friday	YOUTH MEETINGS PREPARATION Feasibility Visit Outcomes Mind Map Questionnaires Youth Meetings	
6	16/01/2016 Saturday	NON FORMAL EDUCATION WORKING METHODS Timeline of the project game Gincana with methods Feed back rules	TRAINING in ATION - TiA SESSION Group division and Preparation
7	17/01/2016 Sunday	TRAINING in ATION - TiA SESSION Implementation	TRAINING in ATION - TiA SESSION Implementation
8	18/01/2016 Monday	BACK TO WORK Open Space	FINAL EVALUATION La Diana Positioning: comfort and discomfort

PANDORA'S BOX

MEXICO H ST
 PERU BVBP
 ECUADOR CHIRIBOGA
 ITALIA LUNARIA
 FRANCIA ST
 ESPAÑA PANDORA



NOV. DEC. JAN. FEB. MAR. APR. MAY JUN. JUL. AUG. SEPT. OCT. NOV. DIC.



OBJETIVO
 Potenciar la igualdad de genero y empoderar los Mujeres proporcionando nuevas herramientas y metodologias para educadores juveniles, trabajadores sociales, promotores comunitario y organizaciones locales e internacionales de Europa y America Latina.

TOOL KIT

TRAINING COURSE IN MEXICO

**DESCRIPTION ABOUT METHODS AND
NON FORMAL EDUCATION**

11th JANUARY 2015 (1ST DAY)

NAME GAME

TITLE	Name Ball
TOOL TYPE	Ice breaker/Name game
TOOL TOPIC/S	Learn the names/Getting to know each other/Group creation
AIM	To remember the names and to make participants interact
MATERIAL NEEDED	One ball
DURATION	15 minutes
DESCRIPTION	<p>Participants are invited to stand in a circle, the game starts, divided in three steps.</p> <p>Step 1. each participant should throw the ball to another one, saying his/her name.</p> <p>Step 2. each participant should throw the ball to another one, saying the name of the person who is receiving the ball.</p> <p>Step 3. each participant should throw the ball to another one, the person who receives the ball should say the name of the person who throw the ball.</p>

GETTING TO KNOW EACH OTHERS

TITLE	Human Bingo
TOOL TYPE	Getting to know each others activity
TOOL TOPIC/S	Getting to know each others
AIM	To make participants interact and get in touch in an interactive way
MATERIAL NEEDED	An A4 copy of the questions plus pens
DURATION	30 minutes
DESCRIPTION	<p>In its simplest form each participant is given the A4 and is asked to mix and try to find the persons (with name) that correspond (if any) to the questions. When the time is over we see who is the winner, the one who has filled the most questions with names.</p> <p>For the peculiar questions (¿sabes contar chistes divertidas? or ¿sabes mover las orejas sin tocarlas? etc.) we can ask the one that answered they can do it, for a demonstration.</p> <p>Each person can only be answering one question in the given box-question. (1 name 1 time each A4 box).</p> <p>NOTE: below is an example of Bingo questioner, it's possible to add or subtract questions, in particular about the training topics.</p>

HAND OUT FOR THE HUMAN BINGO

<p>¿TIENES MAS DE CUATRO HERMANO/AS?</p>	<p>¿HAS VIAJADO EN MAS DE CUATRO PAISES?</p>	<p>¿ES EL PRIMER PROYECTO EN LO QUE PARTICIPAS COMO PARTICIPANTE?</p>
<p>¿SABES COMO SE HACE UN BUEN MASAJE?</p>	<p>¿SABES MOVER LAS OREJAS SIN TOCARLAS?</p>	<p>¿SABES COCINAR UNA COMIDA TIPICA DE TU REGION?</p>
<p>¿SABES CONTAR CHISTES DIVERTIDAS?</p>	<p>¿ERES VOLUNTARIO DE TU ORGANIZACION?</p>	<p>¿HA REALIZADO ALGUNA ACTIVIDAD DE GENERO?</p>
<p>¿ES LA PRIMERA VEZ QUE DUERMES EN HAMACA?</p>	<p>¿TE GUSTA CAMINAR BAJO LA LLUVIA?</p>	<p>¿TE GUSTA CANTAR QUANDO ESTAS BANANDO?</p>
<p>¿SABES MANEAR UN AUTO?</p>	<p>¿TE CONSIDERAS COMO UN DEFENSOR DE LOS SERECHOS HUMANOS?</p>	<p>¿VIVES CON TU PAREJA?</p>

TITLE	Acrostico
TOOL TYPE	Getting to know each others activity
TOOL TOPIC/S	Learn the names/Getting to know each other
AIM	To better remember the names and to make participants interact and get in touch in an interactive way
MATERIAL NEEDED	An A4 paper and a pen.
DURATION	20 minutes
DESCRIPTION	<p>Each participant receives an A4 paper and a pen. Participants have to write their own name, in vertical, on the A4 paper and from each letter of her name they have to put something they like or that describes them.</p> <p>Motivadora A miga R ara I nteligente A mable</p>

EXPECTATIONS AND CONTRIBUTIONS

TITLE	Post it and dibujo
TOOL TYPE	Fears, expectations and contributions sharing
TOOL TOPIC/S	Getting to know each other and group creation
AIM	To share within the group the fears and the expectations toward the experience
MATERIAL NEEDED	Flipchart, post it, pens, markers
DURATION	30 minutes
DESCRIPTION	<p>Trainers have prepared a flipchart where is drawn a jungle, with a tree, grass, flowers and the sky. Participants receive 3 post it with different colours, one representing fears, one expectations and one contributions toward the training.</p> <p>They are given time to fill them and then to stick them on the drawing in the following order:</p> <ul style="list-style-type: none"> - under/on the level of the roots □ their fears - on the tree leaves □ their expectations - on the bottom right side □ their contribution <p>NOTE: participants can receive more than one post it per type.</p>

TEAM BUILDING ACTIVITIES

TITLE	Finger to finger
TOOL TYPE	Group activity based on movement and interaction
TOOL TOPIC/S	Individual and group perception, interaction with the others, trust development
AIM	To make participants explore the space of the workshop room; to work on the perception of our body and of the bodies of the other people in the space, to develop trust and active listening
MATERIAL NEEDED	Different types of music
DURATION	10 minutes
DESCRIPTION	<p>Participants are walking in the space and then when the trainer says stop the couples are created (with the person that is next to the other person). One of the trainers explains that the two persons should stand one in front of the other being in contact with one finger. Then they have to start moving in space, BUT staying permanently in touch with the two fingers.</p> <p>After a while also the music starts and the couple should move in the space following the rhythm and dancing. When the music stop people should keep walking in room and when the music starts again they have to find the closer person and start the dance together, again with the finger contact.</p> <p>NOTE: a possible evolution of this activity is guiding the other person putting the hand on his/her head. In this case one person in the couple is the conductor, in charge to decide the movements, while the other is the follower. After a while the roles change and the conductor becomes the follower and the follower the conductor.</p>

TITLE	La telarana
TOOL TYPE	Team building - Outdoor Activity
TOOL TOPIC/S	Cooperation, participation, group dynamics
AIM	To make participants interact in a funny and stimulating way; to encourage the group dynamics analysis; to reflect about the different roles in the group
MATERIAL NEEDED	Ropes
DURATION	40 minutes
DESCRIPTION	<p>Setting: two telarana in rope are built outside. In each telarana there should be enough owl for all the group members.</p> <p>All the participants have to cross the telarana without touching it, all the time they are touching the rope they lose one life.</p> <p>Each group has in total 3 lives, after that the whole group should start again to cross the telarana.</p> <p>NOTE: after having crossed one owl it's not possible to use it anymore by other participant.</p>

TITLE	Mar y piranhas
TOOL TYPE	Team building activity
TOOL TOPIC/S	Cooperation, communication, active listening
AIM	To make participants experiment group cooperation, active listening and different ways to communicate and to develop the analysis about leadership
MATERIAL NEEDED	A4 papers, one for each participant
DURATION	90 minutes
DESCRIPTION	<p>Setting: all the participants stand up on a piece of paper and they have to reach an island to be safe.</p> <p>Step 1. participants are informed that they are in the river and the piece of paper they receive is a small island that they have to use to arrive to the planet where they will be safe. The running of the river will lead the island to get lost in the water if they are not touching it with the feet.</p> <p>NOTE: they can only put the feet on the piece of paper and not make it slide, otherwise they will get lost in the water.</p> <p>Step 2. participants start to play and they have to reach the opposite side of the river.</p> <p>After the three activities follows a debriefing. Possible topics to explore during the debriefing:</p> <ul style="list-style-type: none"> * Dynamics that took place during the activity * Strategies turned in place * Cooperation/lack of cooperation among the group members * Type of cooperation (in case there was) * Leadership and types of leaderships

DEFYNING GENDER

TITLE	Snowball about Gender
TOOL TYPE	Work in groups and presentation in plenary
TOOL TOPIC/S	Defining "Gender"
AIM	To make participants presenting their definition of "gender"; to make them share different points of view and search for similarities and differences
MATERIAL NEEDED	Post it, paper, pens, flipcharts and markers
DURATION	60 minutes
DESCRIPTION	<p>Each participant receives a post it and a pen.</p> <p>Step 1. each participant has to write alone, on the post it what "gender" is. There are 3 minutes</p> <p>Step 2. groups of 2 participants are created. They have to present their 2 definitions and discuss them, finding common aspects and they have to create one new definition. They have at disposal 7 minutes.</p> <p>Step 3. groups of 4 participants are created (a group of 2 is mixed with</p>

another group of 2). They have to present their 2 definitions and discuss them, finding common aspects and they have to create one new definition. They have at their disposal 10 minutes.

Step 4. groups of 8 participants are created (a groups of 4 is mixed with another group of 4). They have to present their 2 definitions and discuss them, finding common aspects and they have to create one new definition. They have at their disposal 15 minutes.

Step 5. in plenary the three groups present their definition.

Key questions for the debriefing:

- How was the process?
- Did you cooperate within the group?
- Did everybody participate?
- Was it hard to find common definitions?
- Did you change your opinion about gender?
- Did you agree with the new definitions?

**HAND OUT WITH THE THREE DEFINITIONS OF
"GENDER" ELABORATED BY PARTICIPANTS DURING THE
SNOW BALL**

**CONJUNTO DE CARACTERISTICAS Y ROLES QUE DIFERENCIA A HOMBRES
Y MUJERES A PARTIR DE SU SEXO BIOLÓGICO QUE SE CONSTRUYE
SOCIAL Y HISTÓRICAMENTE**

**CONSTRUCCION SOCIAL DE LOS ROLES, RELACIONES Y SEXUALIDAD QUE
BUSCA LA EQUIDAD ENTRE LAS PERSONAS**

**ES LO QUE IDENTIFICA EL SER HUMANO Y SE DEFINE DE ACUERDO A SU
FORMA DE PENSAR, ACTUAR, EXPRESARSE Y SER EN EL PROCESO DE
FORMACION DE SU PERSONALIDAD, PERMITIENDOLE IDENTIFICARSE DE
ACUERDO AL CONTEXTO**

12th JANUARY 2015 (2ND DAY)

FAMILY-SOCIETY-ECONOMY IN GENDER

TITLE	World Café
TOOL TYPE	Work in group
TOOL TOPIC/S	Gender issues in family, community and economy
AIM	To deepen and discuss the roles of men and women within the family; if and how religion affected gender issues and how is the men and women participation within the community life
MATERIAL NEEDED	3 tables with enough chairs (according to the participants n.), 3 flipcharts, markers
DURATION	70 minutes
DESCRIPTION	<p>Step 1. participants are divided in 3 groups, each one receive a flipchart, divided in 4 boxes and with the following questions:</p> <ul style="list-style-type: none">• What are the roles of men and women within the family?• Do you think that religion affected and is affecting gender issue? Why?• How is the men and women participation within the community? <p>For the first round of discussion 15 minutes will be allocated. Each group has to include the main contents of the discussion in the first box.</p> <p>Step 2. when the time is up, the flipchart is rotating clockwise. For the second round of discussion 10 minutes will be allocated. Each group has to include the main contents of the discussion in the second box.</p> <p>Step 3. when the time is up, the flipchart is rotating clockwise. For the third round of discussion 10 minutes will be allocated. Each group has to include the main contents of the discussion in the third box.</p> <p>Step 4. when the time is up, the flipchart is rotating clockwise and each group will receive the flipchart with the first question they answered/discussed. The task of each group is to read carefully the three boxes and to prepare an omni-comprehensive summary of the discussion. For the preparation of the summary will be allocated 15 minutes.</p> <p>Step 5. the presentation in plenary follows. . 5 minutes for each group are allocated.</p> <p>NOTE: for more information on how to prepare the flipcharts, please have a look on the above hand out.</p>

HAND OUT FOR THE WORLD CAFÉ'

WHAT ARE THE ROLES OF MEN AND WOMEN WITHIN THE FAMILY?
¿QUALES SON LOS ROLES DE HOMBRES Y MUJERES DENTRO DE LA
FAMILIA?

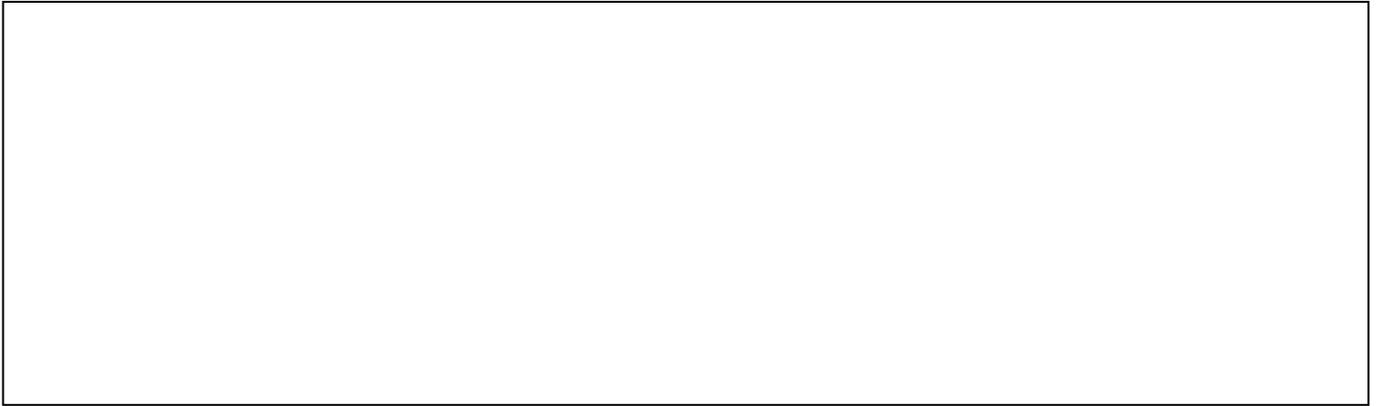
SUMMARY - RESUMEN

**DO YOU THINK THAT RELIGION AFFECTED AND IS AFFECTING GENDER
ISSUE? WHY?**

**¿TU CREES QUE LA RELIGION HA AFECTADO E AFECTA LA CUESTION DE
GENERO?**

SUMMARY - RESUMEN

**HOW IS THE MEN AND WOMEN PARTICIPATION WITHIN THE
COMMUNITY?
¿COMO ES LA PARTICIPACION DE HOMBRES Y MUJERES DENTRO DE LA
COMUNIDAD?**



SUMMARY - RESUMEN



STEREOTYPES ABOUT GENDER

TITLE	Turn it Over!
TOOL TYPE	Work in small groups and debriefing in plenary
TOOL TOPIC/S	Gender-Related Stereotypes
AIM	To explore controversial issues related to gender and gender roles and to challenge the pre-existent stereotypes
MATERIAL NEEDED	Hand out with the different statements
DURATION	80 minutes
DESCRIPTION	<p>The activity is run following different steps:</p> <p>Step 1. participants are divided in groups of four or six people. The first part of the activity is played in silence: each group receives a flipchart and the Hand Out cards and has to distribute the cards among themselves. Each participant has to read the cards in his/her hands in silence and decide if each statement is true always, never or sometimes. Then each one has to place each of the card in the corresponding column.</p> <p>Step 2. when everybody, in each group, has put the cards on the flipchart, the group member should have a general look of the cards placed by the others. Still without talking, if someone disagrees with the position of someone else, he/she should silently turn it over so the card is face-down on the flipchart. Cards can be turn it over just one time.</p> <p>Step 3. it's possible to talk: within each group participants can take each of the cards that has been placed face-down and try to reach the consensus on where it should go.</p> <p>Step 4. the groups are rotating to have a look of the other flipcharts</p> <p>Step 5. the debriefing in plenary follows.</p>

HAND OUT FOR TURN IT OVER?

1	<p>WOMEN SHOULD DRESS IN AN APPROPRIATE WAY LA MUJER TIENE QUE VESTIRSE APROPRIADAMENTE</p>
2	<p>A WOMAN'S PLACE IS IN THE HOME EL LUGAR DE LA MUJER ES LA CASA</p>
3	<p>A WOMAN'S CAREER SHOULD TAKE SECOND PLACE TO HER HUSBAND LA CARRERA DE LA MUJER ES MENOS IMPORTANTE DE LA DEL HOMBRE</p>
4	<p>PHYSICAL APPEARANCE IS MORE IMPORTANT FOR WOMEN THAN FOR MEN LA APPARENCIA FISICA ES MAS IMPORTANTE PARA LA MUJER QUE PARA EL HOMBRE</p>
5	<p>WOMEN MUST SATISFY SEXUALLY THEIR HUSBAND LA MUJER DEBE SATISFACER SEXUALMENTE SU MARIDO</p>
6	<p>A WOMAN SHOULD SUPPORT ALWAYS HER HUSBAND LA MUJER SIEMPRE TIENE QUE APOYAR A SU MARIDO</p>
7	<p>MAN AND WOMEN SHOULD NOT HAVE EQUAL RIGHTS IN EVERY MATTER HOMBRES Y MUJERES NO TIENEN LOS MISMO DERECHOS EN TODO LOS ASPECTOS</p>
8	<p>MAN AND WOMEN HAVE EQUAL OBLIGATIONS TOWARD THEIR CHILDREN LA MUJER Y EL HOMBRE TIENE QUE TENER LOS MISMAS OBLIGACION SOBRE LOS HIJOS</p>
9	<p>MAN SHOULD PROTECT WOMEN EL HOMBRE TIENE QUE PROTEGER LA MUJER</p>
10	<p>A WOMAN CANNOT BE A GOOD POLITICIAN LA MUJER NO PUEDE SER BUENA POLITICA</p>
11	<p>WOMEN ARE TOO EMOTIONAL TO BE EFFECTIVE EMPLOYEES IN MOST PROFESSIONS LA MUJER ES DEMASIADO SENTIMENTALES PARA ALGUNAS PROFESIONES</p>
12	<p>WOMEN WORK HARDER THAN MEN LA MUJER TRABAJA MAS DURO QUE EL HOMBRE</p>
13	<p>IT'S FORBIDDEN FOR A WOMEN TO BETHRAIT HER HUSBAND LA MUJER NO PUEDE SER INFIEL AL MARIDO</p>
14	<p>WEDDING HAS TO BE FOR THE WHOLE LIFE EL MATRIMONIO TIENE QUE SER PARA TODA LA VIDA</p>

ROLE MODELS

TITLE	Un paso adelante
TOOL TYPE	Role Play game
TOOL TOPIC/S	Prejudices and Stereotypes
AIM	To analyse the stereotypes and the prejudices we might use in an unconscious way in our daily life, to "wear the shoes" of the other people we might risk to judge or to "put into boxes"
MATERIAL NEEDED	A big space, soft music and the hand out cards
DURATION	80 minutes
DESCRIPTION	<p>Step 1. participants are standing on a long line. Trainers hand out a role to each participant, each person has to carefully read the character's description, take his/her own time and try to think and act as the person described.</p> <p>NOTE: it's important to create a soft atmosphere to enforce the concentration and the action of wearing the shoes of someone else. To facilitate the process a set a key question should be launched, these questions should not be answered since are just "food for taught" to facilitate the process. The questions should be about the daily life of the person, what she/he can do or not, he/she use to do, the social relations and the work/absence of work.</p> <p>Step 2. participants are explained that they have to take one step forward for each situation they feel their character could do it easily. They have to stay frozen in the same position if it impossible. A set of different question is read and participants should move or not move forward,</p> <p>Step 3. Back in plenary, it's run the analysis of the activity.</p> <p>Debriefing and k-questions:</p> <ul style="list-style-type: none"> • How did you feel? • Which was your character? • It was easy to represent your character? • Why did you act in this way? • What was the gender of your character? • Why did you choose this gender? (if gender was not specified in the role card) • Do you think to be excluded from society, in some way? • Do you think to have applied some stereotypes in the representation of your character? <p>It follow a debriefing about PREJUDICES in general and specifically about the gender-related prejudices.</p>

HAND OUT WITH CHARACTERS FOR UN PASO ADELANTE

MUJER DE HOLANDIA DE 31 ANOS TRABAJANDO COMO TRABAJADORA SEXUAL	MUJER DE 25 ANOS DE HONDURAS TRABAJANDO COMO TRABAJADORA SOCIAL	MUJER DE 22 ANOS DE PERU ESTUDIANTE DE UNA FAMOSA ESCUELA PRIVADA
HOMBRE DE 35 ANOS DE MEXICO PROPIEDARIO DE UNA GRAN HACIENDA	MUJER DE 25 ANOS DE ECUADOR DIVORCIADA	HOMBRE DE 28 ANOS DE ECUADOR DOVORCIADO
HOMBRE DE 41 ANOS ARTISTA DE ALEMANIA CON SIDA	MUJER DE COLOMBIA CON SIDA	UN JOVEN DE BRAZIL QUE QUIERE DE SER MODELO
UN HOMBRE DE 22 ANOS DE PERU ESTUDIANTE DE UNA FAMOSA ESCUELA PRIVADA	UN HOMBRE DE 42 ANOS DE SUIZA DIRECTOR DE UN BANCO	KUJER DE 40 ANOS GERENTE DE UNA FINANCIERA
UNA MUJER DE 16 ANOS, VIVIENDO EN UNA COLONIA POBRE CON UN HIJO	MUJER DE 33 ANOS DE ESPANA CON UNA GRAN HERENCIA	HOMBRE DE 33 ANOS DE FRANCIA CASADO CON OTRO HOMBRE
MUJER DE 25 ANOS MALTRATADA POR SU MARIDO	HOMBRE DE 30 ANOS MALTRATADO PRO SU ESPOSA	MUJER MAYA DE 18 ANOS CON DESEOS DE ETUDIAR UNA CARRERA
HOMBRE QUECHUA CON DESEO DE ETUDIAR UNA CARRERA	UNA MUJER DE ARGENTINA CON DOS HIJOS	UNA NINA QUE VIVE EN LAS CALLES DE CARACAS
UNA MUJER DE ARGENTINA CON DOS HIJOS	UN NINO PEPENADORE DE GUATEMALA	

HAND OUT WITH QUESTIONS FOR UN PASO ADELANTE

1	TIENES LA LIBERTAD DE SALIR CUANDO TU QUIERAS
2	TE SIENTE SEGURA/O CUANDO SALES DE CASA
3	TU FAMILIA ESTA DE ACUERDO CON TU ESTILO DE VIDA
4	TU NO TIENES UN PROBLEMA ECONOMICO
5	TU ERES OPTIMISTA CON TU FUTURO
6	TIENES UN TRABAJO QUE TE GUSTA
7	DISFRUTAS CON TU GRUPO DE AMIGO
8	VAS DE VACACIONES CADA AÑO
9	TU TIENES LA OPORTUNIDAD DE SER PARTE DE LA ACCION POLITICA DE TU CIUDAD
10	TIENES LA MISMA OPORTUNIDADES DE TRABAJO QUE OTRO
11	RECIBES UN BUEN TRATO DE PARTE DE LAS POLICIAS
12	TU PUEDES CASAR CON QUIEN TU QUIERES
13	TE GUSTA TU CASA
14	TE VISTES COMO QUIERES
15	NUNCA HE SIDO VICTIMA DE DISCRIMINACION

TITLE	Abigail
TOOL TYPE	Work in group and open discussion in plenary
TOOL TOPIC/S	Gender role models
AIM	To deepen the prejudices and stereotypes and to explore the gender role models
MATERIAL NEEDED	Hand Out with the Abigail story
DURATION	90 minutes
DESCRIPTION	<p>Abigail's story is a tale that shows how people view the world from different perspectives, have different values and reach different conclusions out of the same information.</p> <p>The activity is run following different steps:</p> <p>Step 1. each participant receives a printed version of Abigail story, they have to read the story and make a list of characters, from the best to the worst</p> <p>Step 2. four smaller groups are created, within each group the lists have to be shared and discussed</p> <p>Step 3. the group, using the consensus, should arrive to a common list of characters, from the best to the worst</p> <p>Step 4. back in plenary, each group should read the character list and a facilitator keep note on a flipchart</p> <p>Step 5. it follows in plenary the debriefing, analysing the different orders of the list and on the reasons that moved each group to create the order.</p> <p>The final conclusion is run in plenary presenting the ICEBERG MODEL</p>

HAND OUT WITH ABIGAIL STORY

ERASE UNA VEZ UNA CHICA MUY BONITA QUE SE LLAMABA ABIGAIL, VIVIA CON SU MADRE EN UN PEQUENO PUEBLO.

TODOS LOS DIAS IBA A VER SU NOVIO TOM QUE VIVIA AL OTRO LADO DEL RIO, Y TENIA QUE ATRAVERSAR EL UNICO PUENTE QUE CRUZABA DEL OTRO LADO.

UNA NOCHE UNA GRAN TORMENTA INUNDO Y ARRASO EL PUENTE, POR LO QUE NO PODIAN ENCONTRARSE.

ABIGAIL ESTABA MUY TRISTE Y PASARIAN MUCHOS MESES ANTES QUE CONSTRUYERAN OTRO PUENTE. AL CABO DE UNOS DIAS ABIGAIL VIO UN PEQUENO BOTE AMARRADO EN EL RIO Y SE FUE A HABLAR CON EL PROPIETARIO DEL BOTE, SIMBAD. "¿POR FAVOR, ME PRODIAS LLEVAR A LA OTRA ORILLA DEL RIO PARA QUE PUEDA VER A MI NOVIO TOM?

ABIGAIL SABIA MUI POCO DE AQUEL HOMBRE PERO EL COMPRENDIO EL PROBLEMA Y SE OFRECIO DE AYUDAR.

LA CHICA SONRIO PERO ENTONCES SIMBAD LE DIJO: "TE LLEVARE SI DUERMES CONMIGO" ABIGAIL GRITO Y SALIO CORRIENDO.

FUE A PEDIR CONSEJO A SU MADRE PERO ESTA NO LE DIO NINGUN CONSEJO Y LE DIJO QUE HICIERA LO QUE CREYERA CORRECTO.

ASI QUE DECIDIO DE IR A BUSCAR SIMBAD Y ACEPTAR SU PROPOSICION.

DESPUES DE DORMIR CON EL LA LLEVO A LA OTRA ORILLA.

CUANDO ENCONTRO A TOM LE CONTO TODO LO QUE HABIA OCURRIDO Y ESTE SE ENOJO MUCHO Y GRITO: "ME ENGANASTE!" Y LA ECHO DE SU CASA.

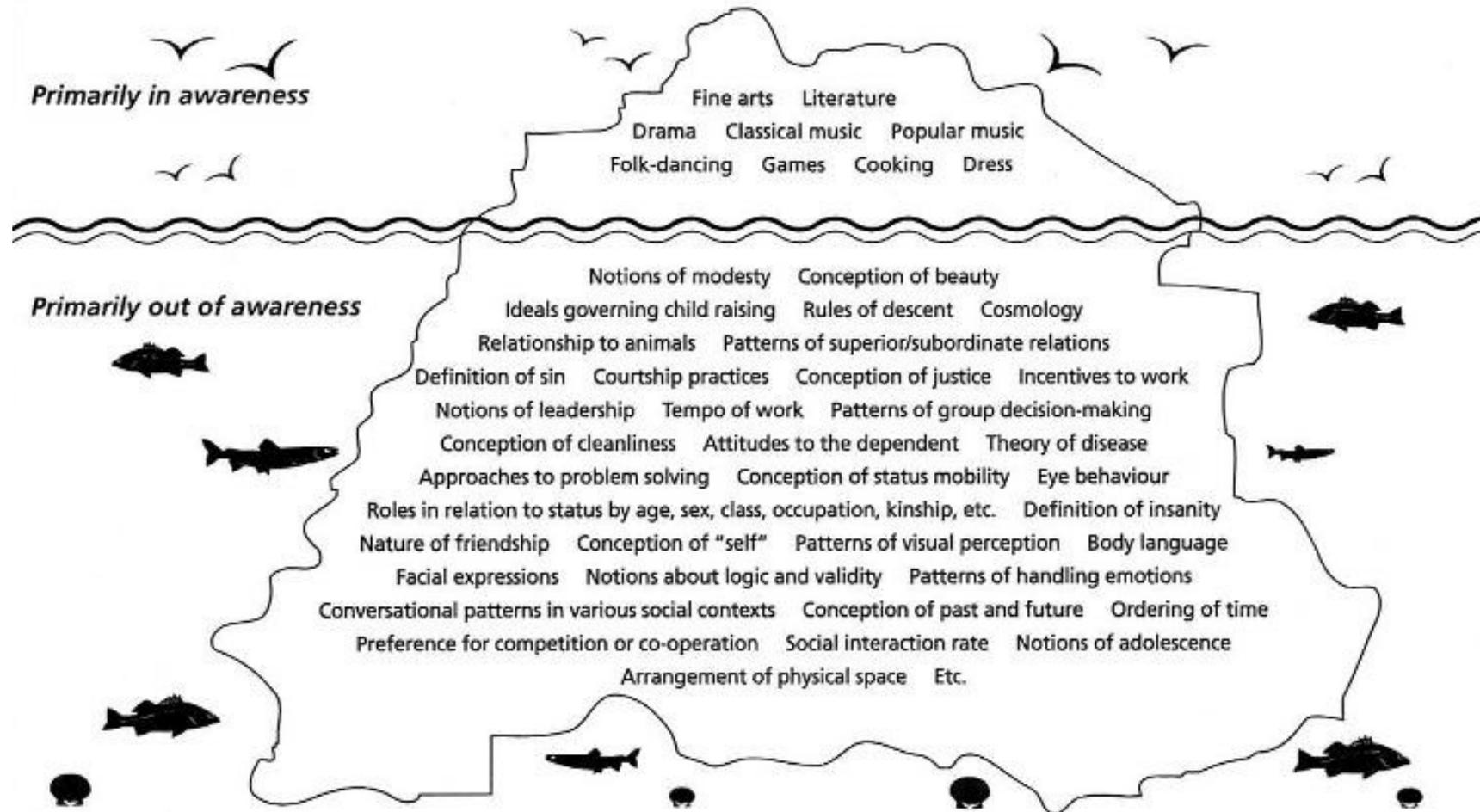
ABIGAIL SALIO CORRIENDO Y SE ENCONTRO AL MEJOR AMIGO DE TOM, BOB, Y LE EXPLICO LO QUE ABIA PASADO.

BOB SE ENFADO POR LA CONDUCTA DE TOM Y LE DIO UNA PALIZA.

DESPUES REGRESO A BUSCAR ABIGAIL.

HAND OUT WITH THE ICEBERG MODEL

Fig. 1: The iceberg concept of culture



Source: p.14 AFS Orientation Handbook Vol.4, New York: AFS Intercultural Programs Inc, 1984

13th JANUARY 2015 (3RD DAY)

POWER

TITLE	The Chief of power
TOOL TYPE	Simulation game - theatrical workshop
TOOL TOPIC/S	The "oppressor" and the "oppressed" - first step in the upcoming session about conflict
AIM	To reflect on the power dynamics, on the base of control, within different groups
MATERIAL NEEDED	A big working space
DURATION	60 minutes
DESCRIPTION	<p>Step 1. participants enter the working space in couple and start the walk together in a circle. Two trainers are waiting in the circle and show who to walk. They keep the rhythm and raise its speed, saying orders as "faster", "silence", "keep the rhythm", "march", since the point where every body is on the stage and they have to march simultaneously. Than the trainer says "stop!"</p> <p>Step 2. from this moment the person inside the circle gets the role of general and the one outside the circle, the role of soldier. The soldier should obey to all the general' orders. They have to exercise the role for a while.</p> <p>Step 3. than the trainer says "stop!" and they have to switch identities (the general becomes the soldier and the soldier becomes the general). The simulation proceeds in the same way.</p> <p>Step 4. than the trainer says "stop!" and each couple becomes a lovers couple, where the ex soldier becomes the one who wants to break up the relationship, while the ex general becomes the one who is still in love.</p> <p>Step 5. than the trainer says "stop!" and the next switch is in a working environment for a job interview (e..g. office) and the one who wanted to break up the relationship becomes the job applicant and the one is still in love becomes the boss.</p> <p>Step 6. it follow a debriefing about power dynamics, the oppressor and the oppressed.</p> <p>Possible Key questions for the debriefing:</p> <ul style="list-style-type: none"> • How do you feel? • How was to change role? • How was to wear the shoes of the oppressor? • How was to wear the shoes of the oppressed? • What are the dynamics you noticed? • Did you perceive any power dynamics? • If yes, what? • If yes, how they were structured and put into practice? • What was the gender of your character? • Why did you choose such a gender for your character? • What is the connection with gender-sensitive issues?

VIOLENCE

TITLE	Video projection and video analysis
TOOL TYPE	Video projection in plenary
TOOL TOPIC/S	Violence toward women
AIM	To reflect on the different types of violence, to analyse them and the related consequences
MATERIAL NEEDED	Video, projector, speakers, plenary room
DURATION	20 minutes
DESCRIPTION	<p>Step 1. the video is projected in plenary.</p> <p>Step 2. it follows a brainstorming in plenary on the different types of violence participants have identified in the video. The macro-areas identified are: physical - sexual - emotional - economical.</p> <p>Step 3. four groups are created and each one receives a macro-area: the task is to analyse it, with the related causes.</p> <p>Step 4. each group presents in plenary its work and it's left space for an open discussion.</p> <p>Step 5. it follows an open space in plenary to reflect if and how these types of violence are related to MACHISM.</p>

GENDER BASED CONFLICTS

TITLE	Sharing personal stories
TOOL TYPE	Individual and work in small groups
TOOL TOPIC/S	Gender based conflicts
AIM	To make participants reflect on their personal gender related conflicts they lived or experimented in their life and to give them the chance to share within the group.
MATERIAL NEEDED	Chairs, soft music
DURATION	80/90 minutes
DESCRIPTION	<p>Setting: in the workshop rooms has to be created a "soft" environment, there are chairs without order (one for participant) put in the space and there is a soft, intimate music. No light in the room.</p> <p>Step 1. participants are entering the room one by one and the trainer in the entrance explains that he/she can walk in the space and then, when feels comfortable in a specific point, he/she can sit on the nearest chair.</p> <p>Step 2. the trainer asks participants to close their eyes. Then couple of trainers create the atmosphere whispering in the participants' hears, and then raising the tune of the voice, key words evocating conflicts, violence, stereotypes, prejudices and some of the key words referred to the work they did in the previous day.</p> <p>Step 3. the key words stop and one of the trainer ask participants to think about a gender related conflict they lived in their life.</p>

NOTE: the work it's about the personal gender related conflict/s we lived in our life. For this reason **IT'S FONDAMENTAL to create the proper and "safe" atmosphere**, where to feel protected.

Step 4. four groups are created and in each one, participants should share their story.

NOTE: if a participant is not feeling comfortable sharing his/her personal story, he/she can decide not to do it and only to listen at the others.

Step 5. in each group one story has to be selected. It's important to underline that "no stories are the best or the worst", the story should be selected for the fact the group members think it is the most representative of gender related conflicts.

NOTE: this activity is preparatory for the next one "Strip cartoon".

TITLE	Strip cartoon
TOOL TYPE	Work in group
TOOL TOPIC/S	Conflict analysis
AIM	To make participants run a detailed conflict analysis of the different conflict situation created by each group (setting, type of conflict, actors)
MATERIAL NEEDED	/
DURATION	100 minutes
DESCRIPTION	<p>The activity is divided in different steps:</p> <p>Step 1. is provided a brief explanation of what living pictures are and how the representation through strip cartoons is functioning.</p> <p>NOTE: draw it on a flipchart!!!</p> <p>Step 2. participants are left some time to be back on the story they chose in each group and to find a way to represent it using the technique of the living pictures and strip cartoons.</p> <p>Step 3. on the stage each group represent the three frames.</p> <p>Step 4: after each representation the group stay on the stage and is done the analysis of the situation with a specific focus on: "ACTORS" and "CAUSES".</p> <p>NOTE: in this phase of the activity, each group should only create the conflict case and identify the actors and the causes, THEY SHOULD NOT think about the possible solutions!!!!</p> <p>At the end of the debriefing is presented the DYNAMICS IN THE CONFLICTS EXPLOSION MODEL. Hand out below.</p>

HAND OUT WITH THE STRIP CATOONS MODEL

CONFLICT EXPLOSION FRAME

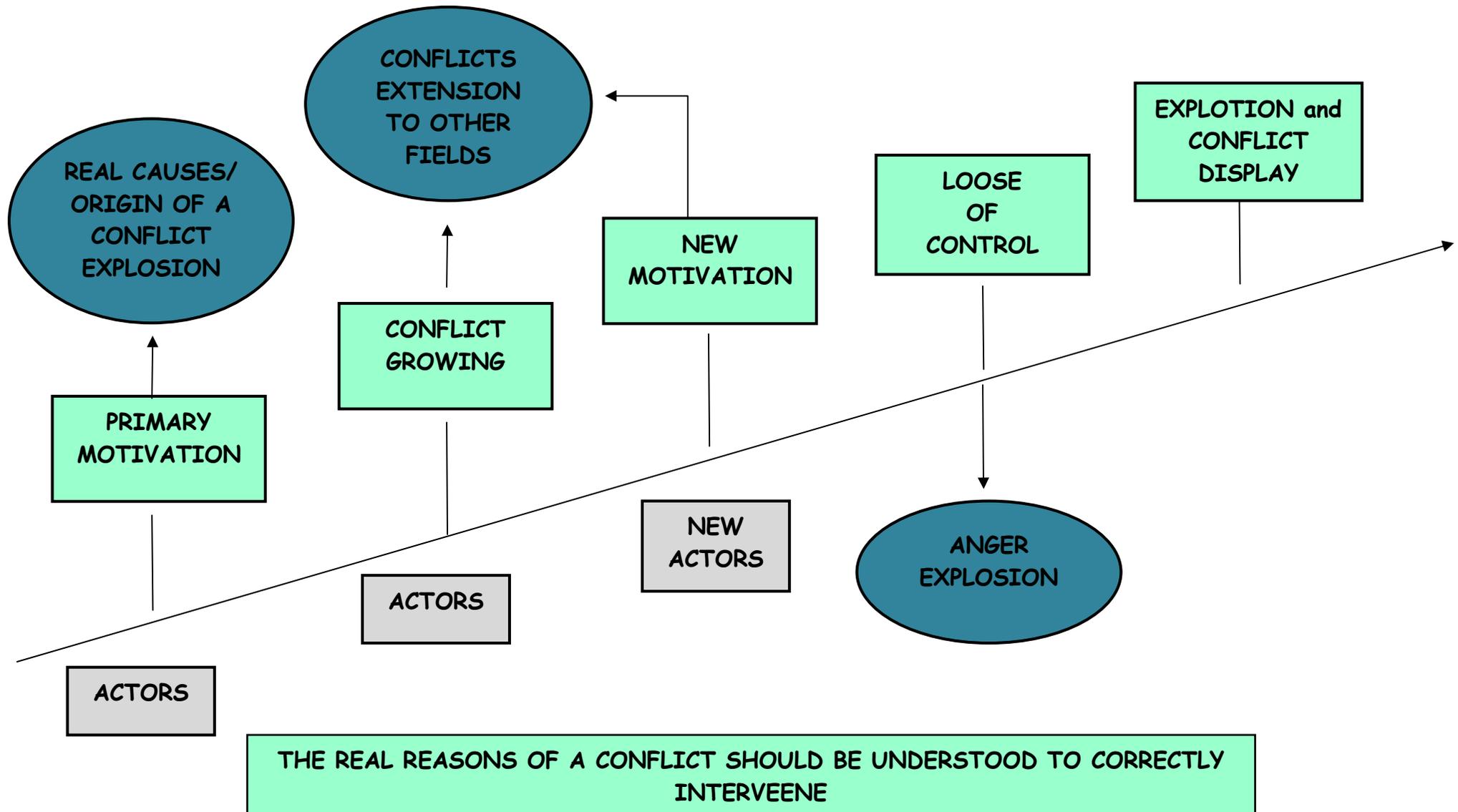
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SEQUENCE 1
beginning of the action

SEQUENCE 2
climax of the action

SEQUENCE 3
conflict explosion

HAND OUT WITH THE CONFLICT EXPLOSION MODEL

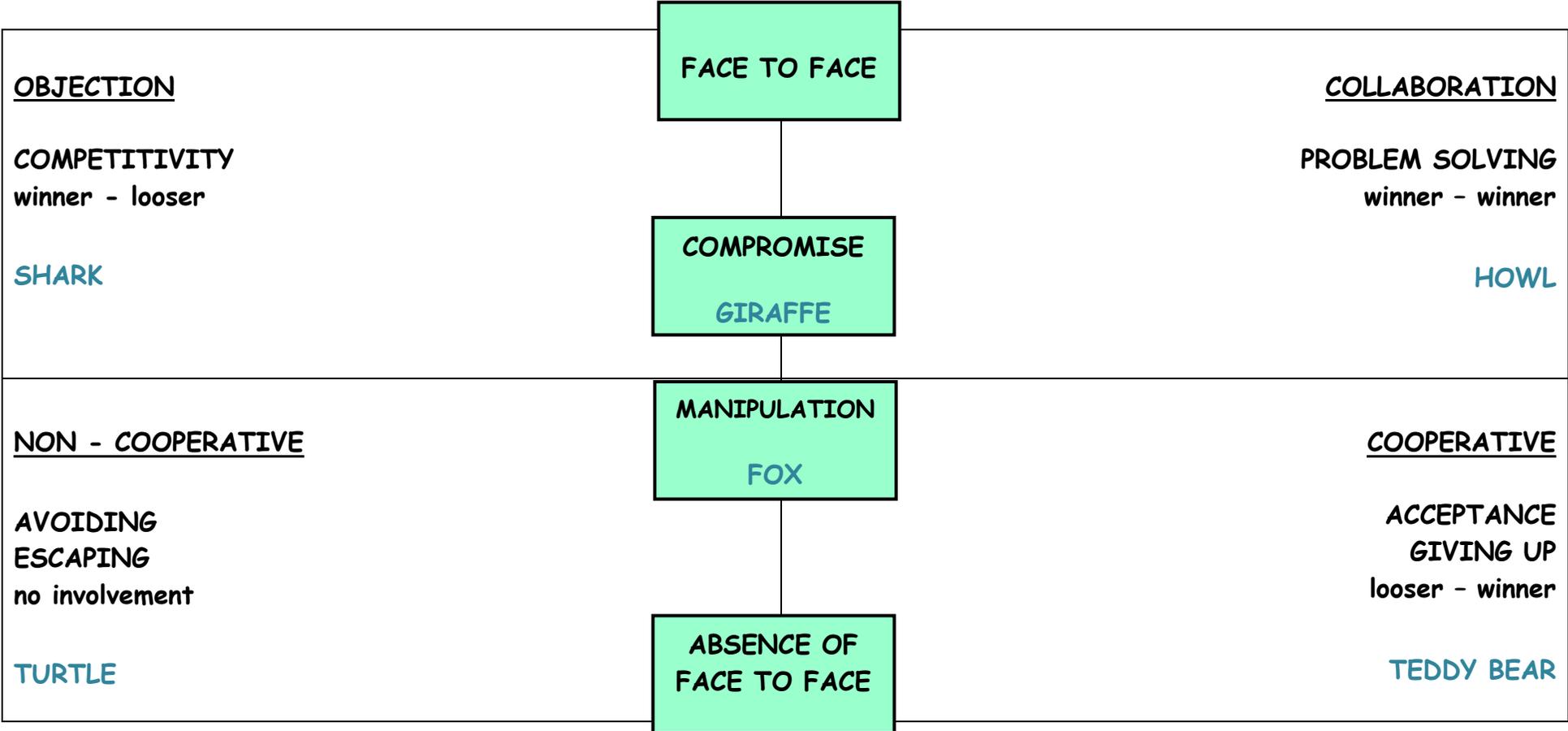


14th JANUARY 2015 (4TH DAY)

CONFLICT MANAGEMENT

TITLE	Analysis of the case studies and the possible ways to manage conflicts
TOOL TYPE	Work in group
TOOL TOPIC/S	Conflict management
AIM	To make participants reflect and practically work on the possible and multiple ways to manage and, in some cases, solve conflicts
MATERIAL NEEDED	/
DURATION	180 minutes
DESCRIPTION	<p>The activity is divided in different steps:</p> <p>Step 1: in plenary it's presented the HODGSON MODEL and it's left space for questions and clarifications. Below the Hand Out with the model.</p> <p>Step 2. participants are back in the same group of the previous day of the activity "Strip cartoon" . In each group should be analysed the possible solutions to manage the conflict (of the previous day), taking into account the analysis of the actors and causes, and an interactive presentation on a flipchart should be prepared.</p> <p>Step 3. each group should represent one solution of the conflict (the one they consider the most effective), this time using theatre improvisation. It's left some space to prepare the improvisation.</p> <p>Step 4. on the stage each group represent the solution.</p> <p>Step 5. after the different theatre improvisations each group presents in plenary the flipchart and the work done. After each presentation it's left some space for open questions and it follows a small discussion about the different ways to manage conflicts.</p> <p>NOTE: in this phase of the activity, the focus is on the possible SOLUTIONS or WAYS TO MANAGE THE CONFLICT!!!!</p> <p>NOTE: this activity is following the one of the previous day "Strip cartoon".</p>

HAND OUT WITH THE HODGSON MODEL



HAND OUT WITH HODGSON THEORY

DIFFERENT STYLES IN MANAGING CONFLICTS

Success in terms of conflict management requires from the different actors to make enlightened decisions. The list below can help you decide on what kind of conflict resolution you could use in accordance with a given situation. Nevertheless, the list specifies clearly that it is not possible to always have the same answer to each and every issue. For instance, if you opt for a cooperative way to proceed using the face to face, you might lose your time and your energy if the matter is to handle small problems that would have needed another approach. At the same time, if you always use approaches of non-confrontation and non-cooperation, you will never get what you and the other actors within the conflict want, but most of all, what they need.

COLLABORATION: a cooperative face to face style.

Adapted when both sides want to find a solution and when they have to work together to set up an answer. It is a way to proceed close to the win-win strategy in negotiation.

CONTESTATION: a non-cooperative face to face style.

Adapted when quick and decisive actions are necessary (an emergency for example).

ACCEPTANCE: a cooperative style, without any face to face.

Adapted when you notice that you have made a mistake, when the issue is less important for you or in the case where you want to make a good impression on the other side's and/or on the mediators.

AVOIDANCE: a non-cooperative style, without any face to face.

Adapted when the issue is without any importance or when, even if the matter is relevant for you, you "escape" the possibility to approach it. You do not have much power and you do not see any possibility to change the situation.

COMPROMISE: a style at the crossroad between the others and which implies all of their elements.

This style is moderately assertive and moderately cooperative: the goal is to find middle ground. The compromising style is used with issues of moderate importance and/or when both parties are equally powerful and/or equally committed to opposing views.

STRATEGIES TO MANAGE CONFLICTS

TITLE	Social Theatre
TOOL TYPE	Theatre activity
TOOL TOPIC/S	Conflicts management
AIM	To make participants work on the possible and multiple ways to manage and, in some cases, solve conflicts
MATERIAL NEEDED	/
DURATION	120 minutes
DESCRIPTION	<p>The activity is run in two different rounds, each round a different conflict story is analysed.</p> <p>HOW TO MANAGE THE TECHNIQUE:</p> <p>Step 1. First story the pool of trainers, as actors, is representing the first story in a theatrical way. The representation should stop on the conflict explosion</p> <p>NOTE: the story characters have to be well defined, there should be one representing "the oppressor", another one representing "the oppressed" and other secondary characters. The facilitator plays the role of the Joker, who can intervene to manage the representation, can stop it or give the flow.</p> <p>Step 2. who want, from the group of participants, can enter the stage and can take the role of one of the secondary characters. Once on the stage he/she should try to act in the way he/she thinks better to manage the conflict in a more positive way. It's not possible to take the character or the oppressor. After each representation, all the actors are remaining on the stage and the Joker asks:</p> <ol style="list-style-type: none"> 1. To the spectators: what has changed 2. To the secondary actors: how do you feel and what has changed 3. To the oppressed: how do you feel and what has changed 4. To the oppressor: how do you feel and what has changed <p>Step 2. Second story the pool of trainers, as actors, is representing the first story in a theatrical way. The representation should stop on the conflict explosion</p> <p>NOTE: the story characters have to be well defined, there should be one representing "the oppressor", another one representing "the oppressed" and other characters. The facilitator plays the role of the Joker, who can intervene to manage the representation, can stop it or give the flow.</p> <p>Step 2. who want, from the group of participants, can enter the stage and can take the role of the oppressed or of one of the secondary characters. Once on the stage he/she should try to act in the way he/she thinks better to manage the conflict in a more positive way. It's not possible to take the character or the oppressor.</p> <p>There is also the possibility that two participants are entering the stage, one taking the role of the oppressed and the other taking the role of one of the</p>

secondary characters

After each representation, all the actors are remaining on the stage and the Joker asks:

1. To the spectators: what has changed
2. To the secondary actors: how do you feel and what has changed
3. To the oppressed: how do you feel and what has changed
4. To the oppressor: how do you feel and what has changed

Step 3. it follows in plenary a general debriefing on the activity, on the different ways to manage the conflicts and on the methodology.

15th JANUARY 2015 (5TH DAY)

YOUTH MEETINGS PREPARATION

TITLE	Feasibility Visit Outcomes
TOOL TYPE	Plenary, interactive presentation
TOOL TOPIC/S	Video of the Feasibility Visit and flipchart with the clear and visual explanation of the different phases of the project
AIM	To refresh within the group the whole structure and the timeline of the project so to get ready for the upcoming steps
MATERIAL NEEDED	Video of the Feasibility Visit and flipchart
DURATION	40 minutes
DESCRIPTION	<p>The session is run in plenary: the Video of the Feasibility Visit is projected and afterwards the project, including, aim, specific objectives, methods, actions and timeline is detailed presented.</p> <p>The session is used to "refresh" all the information concerning the project so that participants will get ready for the upcoming steps and, more specifically, for the Youth Meetings.</p> <p>After the interactive presentation, it's left space for comments, questions and answers.</p>

TITLE	Mind Map
TOOL TYPE	Plenary work
TOOL TOPIC/S	Methods for the Youth Meetings: macro-thematic areas identification and macro-topics selection for the questionnaire
AIM	To define the macro-topics and the inter-related topics of the Mind Map
MATERIAL NEEDED	Flipcharts, markers
DURATION	40 minutes
DESCRIPTION	<p>It's run in plenary a brainstorming to identify the macro-topics that the group would like to explore, through the questionnaire, during the Youth Meetings.</p> <p>The different topics, related to gender inequality, launched by participants are fixed on the flipchart and is afterwards checked, in a participative way, if some are overlapping.</p> <p>After this phase the 5 macro-topics are identified:</p> <ul style="list-style-type: none">* EDUCATION* SOCIO-CULTURAL* POLITIC SYSTEM* ECONOMIC SYSTEM* VIOLENCE* MACHISMO

HAND OUT WITH THE MIND MAP



TITLE	Questionnaires Youth Meetings
TOOL TYPE	Work in groups and in plenary
TOOL TOPIC/S	Methods for the Youth Meetings: work on the questionnaire
AIM	To prepare the questions for the questionnaire that will be used during the Youth Meetings
MATERIAL NEEDED	Flipchart, markers, paper A4 and pens
DURATION	100 minutes
DESCRIPTION	<p>Step 1. after the work in plenary on the Mind Map, 6 groups are created, one for each macro-topic. The task to work on the questions definition.</p> <p>Step 2. the different questions are presented in plenary, discussed and upgraded and in a participative way, the final questions for the Questionnaire are set.</p> <p>NOTE: a Mind Map is a tool to visually organize the information and the relevant contents: the major ideas are connected directly to the central concept, and other ideas branch out from the ones more central.</p>

HAND OUT WITH CUESTIONARIO - YOUTH MEETINGS

OBJETIVO: reunir información, estandarizar y capitalizar los resultados para utilizarlos como punto de partida para la redacción del Mapa Mental

PARTE GENERAL - CARACTERÍSTICAS DEL ENTREVISTADO

EDAD:

GENERO: HOMBRE MUJER OTROS

LUGAR DE NACIMIENTO:

LUGAR DONDE VIVES:

VIVES CON: TU FAMILIA SOLO CON OTRAS PERSONAS

SITUACIÓN ACTUAL: ESTUDIAS TRABAJAS OTROS

EDUCACIÓN

1. ¿Crees que las chicas y los chicos tienen las mismas oportunidades de ir a la escuela (en todos los niveles) en tu comunidad? ¿Por qué?

2. ¿Crees que la información que tienes acerca de la sexualidad sea suficiente? ¿Por qué?

3. ¿De qué manera se habla de temas de sexualidad con tu familia, con tus amigos, en la escuela, etc.?

4. ¿Qué es para ti abuso sexual?

5. ¿Qué piensas acerca del embarazo en temprana edad? ¿Cuáles piensas que sean las causas y cuáles las consecuencias?

6. Si tienes un hijo y una hija y no tienen recursos económicos para sus estudios, ¿A cuál enviarías al colegio/universidad?

ASPECTOS SOCIO-CULTURALES

7. ¿Crees que hay un trato desigual según el origen de las personas? ¿En caso afirmativo, según tú, por qué?

8. ¿Qué actividades realizan hombres y mujeres en tu comunidad y en el hogar? ¿Crees que son diferentes? En caso afirmativo, ¿por qué piensas que existe esta diferencia?

9. ¿Cómo se distribuyen las tareas en tu hogar? ¿Cuál es el papel de cada miembro de la familia? ¿Cuál es tu papel?

10. ¿Crees que la religión condicione la vida de las mujeres y de los hombres en la vida cotidiana? ¿En caso afirmativo, de qué manera?

¿Qué cosas te gustaría hacer que tu religión no te permita? (Pregunta Opcional)

11. ¿Cuál es tu opinión sobre el aborto?

ASPECTOS POLÍTICOS - ECONÓMICOS

12. Describe como son los hombres y las mujeres que ves, escuchas, lees en la TV, las revistas, las canciones, las redes sociales, etc. (¿qué tipo de imagen física y qué tipo de personalidad proponen?)

13. ¿Crees que existe una diferencia en el acceso en los puestos de trabajo para hombres y para mujeres? ¿Por qué?

14. ¿Existe una diferencia en la repartición de bienes entre hombre y mujeres?

15. Imaginate a ti mismo dentro de 10 años viviendo con tu familia. Si tuvieras tu propia familia¿Cómo decidiríais la distribución y la destinación del dinero dentro de la familia?

16. ¿Qué opinarías si una mujer fuera presidenta?

17. ¿Si fueras víctima de violencia a que instituciones asistirías y por qué?

MACHISMO

18. ¿Cómo demuestras tus sentimientos hacia tu familia?

19. ¿Qué opinas de una mujer maltratada? ¿Qué harías en su lugar?

20. ¿Qué piensas de una mujer que no quiere tener hijos?

21. ¿Existe alguna diferencia entre el trato que tenían tus abuelos con tus papás y el que tus papás tienen contigo?

VIOLENCIA

22. ¿Si tu pareja se ha vuelto posesivo/a y no te respeta, hasta qué punto le pondrías un alto?

23. ¿Crees que la mujer tiene los mismos derechos que el hombre? ¿Puedes darme algún ejemplo?

16th JANUARY 2015 (6TH DAY)

NON FORMAL EDUCATION WORKING METHODS

TITLE	Timeline of the project game
TOOL TYPE	Work in group and plenary
TOOL TOPIC/S	The project time-line
AIM	To share the main pillars in the project-timeline so to better frame, in general the organization of projects and actions and specifically of the Youth Meetings
MATERIAL NEEDED	Strips of paper with the project' steps, flipchart, scotch tape
DURATION	6 minutes
DESCRIPTION	<p>The big group is divided in 4 sub-groups and to each group some (not all the 12) of the strips with different steps of the project time-line are handed out. Each group is asked to put the strips in chronological order.</p> <p>It follow a presentation in plenary of the first group. Every time that a new group is presenting the chronological order of the strips is re-discussed and can be changed.</p> <p>At the end we will have the "final" version the project time-line, created in a participative way from the group.</p>

HAND OUT WITH THE TIMELINE PROJECT GAME

IDENTIFICAR LAS NECESIDADES DE LOS DESTINATARIOS

DEFINIR LOS OBJETIVOS

DEFINIR EL NUMERO DE LOS DESTINATARIOS Y SELECCIONAR LOS PARTICIPANTES

IDENTIFICAR LA METODOLOGIA ADECUATA

PROGRAMAR LAS ACTIVIDADES

PLANEAR LA LOGISTICA: LUGAR, MATERIAL, COMIDA, HOSPEDAJE, TRANSPORTE

BUSCAR LOS FONDOS ECONOMICOS

BUSCAR LOS FACILIDADORES

PROMOVER LA ACTIVIDAD

RECOGER LAS ASPECTATIVAS DE LOS PARTICIPANTES

DESARROLLAR UN PROGRAME DE ACTIVIDADES

EVALUAR LAS ACCIONES

TITLE	Gincana with methods
TOOL TYPE	Work in group
TOOL TOPIC/S	Methods for the Youth Meetings: non formal education methods
AIM	To learn/refresh different non formal education working methods that can be used during the Youth Meetings
MATERIAL NEEDED	Flipcharts, paper, markers, post it
DURATION	90 minutes in total = 10 minutes (for the explanation) + 80 minutes (for the activity), each round should last 20 minutes
DESCRIPTION	<p>Setting: there should be created 4 different stations representing:</p> <ol style="list-style-type: none"> 1. GROUP DYNAMIC 2. ROLE OF THE FACILITATOR 3. THEATRE AND "SIMULATION" 4. DISCUSSION TECHNIQUES AND WORK IN GROUP <p>Step 1. the activity is presented and "The Master of Time" divides participants in 4 groups, explaining the rules of the activity.</p> <p>Step 2. each team has to go from station to station, searching for the information about what the station is about (in each station they have to stay 20 minutes). The "The Master of Time" gives the time and the rotation.</p> <p>NOTE: in order to speed up a bit the activity the rotation can be different: each group remains in the same station (place) and are the facilitators, in charge of the topic, the ones rotating.</p>

TITLE	Feed back rules
TOOL TYPE	Collective work in plenary
TOOL TOPIC/S	Feed Back Rules
AIM	To learn how to give and receive feedback
MATERIAL NEEDED	/
DURATION	30 minutes
DESCRIPTION	<p>This tool is conceived to make participants reflect on how to give a positive feedback to another person.</p> <p>Participants are walking around the room and look who is there around them. The walking goes on and on until the moment when a trainer says STOP. At that moment each participant has to turn to the person closer, create a couple and take two minutes (each) to answer a question given by the trainer. After spending 4 minutes together exchanging feedbacks, participants should start walking around again, until hearing another STOP and second question.</p> <p>Possible questions:</p> <ul style="list-style-type: none"> • What was my first impression about you? • What I suggest you to modify?

- What did I learn to appreciate about you?

It follows a debriefing on how to give feed backs in a constructive way.

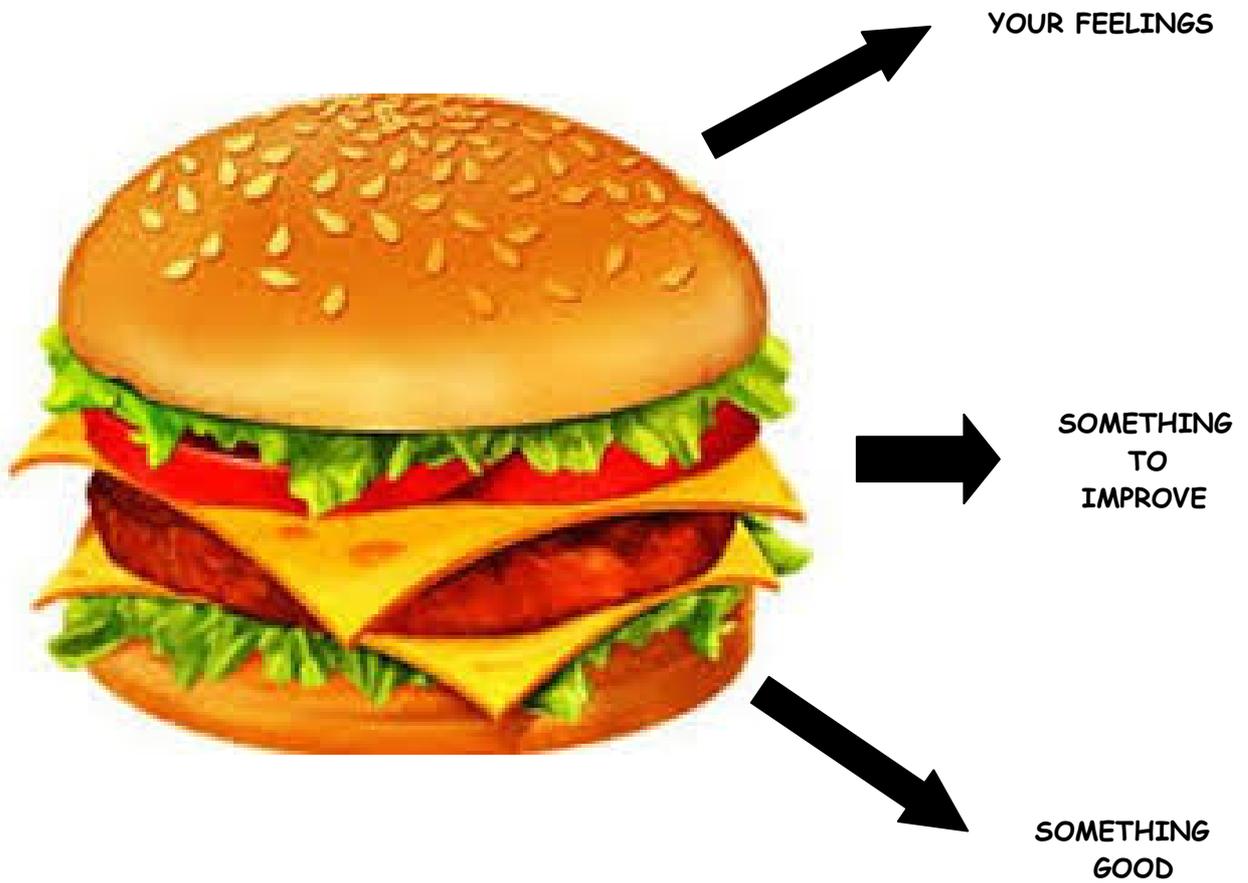
NOTE: the focus is cantered on "giving positive feedback". Please bear in mind that all the questions are very personal and we don't want anyone to feel uncomfortable or hurt. But rather to get a chance to think how could we find positive words for people we work with and encourage them to continue working and trying to improve them all the time.

After the end of the debriefing is presented a standard model to give feed backs to the activity, not personally to individual participants.

This model, called "Sandwich Model" consists in the following three steps:

1. **your feelings;**
2. **something to improve;**
3. **something good.**

HAND OUT WITH THE SANDWICH MODEL



TRAINING in ACTION - TiA SESSION

TITLE	Group division and Preparation
TOOL TYPE	Plenary and work in group
TOOL TOPIC/S	Non formal education activities for the Youth Meetings
AIM	To create the 4 different groups that will work on the preparation of the workshop on the given topic and to make participants practicing how to conceive, organize and implement a workshop of 60 minutes about one of the given topics, using non formal education working methods
MATERIAL NEEDED	Flipcharts, markers, pen, paper A4, scissor, glue, post it, scotch tape and any other material that participants will need to prepare the workshop
DURATION	200 minutes
DESCRIPTION	<p>Step 1. Group division</p> <p>In plenary are identified the 4 topics of each workshop and the groups are created. Participants are asked to group themselves, accordingly to the topic/area they are mostly interested in working on and to a country balance. The topics are:</p> <ul style="list-style-type: none"> • MACHISM • VIOLENCIA • SOCIO-CULTURAL • SEXUAL EDUCATION <p>NOTE: during the group division it's important to ask flexibility so, to try to have groups balanced accordingly to the size (approximately all the group should have the same number of participants), gender and nationality</p> <p>Step 2. Preparation</p> <p>Participants, divided in groups work on the preparation of a short workshop of 60 minutes, using non formal education working methods.</p> <p>NOTE: the methods tested and assessed could be afterward used during the Youth Meetings held in Mexico, Ecuador and Peru in February and March 2016.</p>

17th JANUARY 2015 (7TH DAY)

TRAINING in ACTION - TiA SESSION

TITLE	Implementation
TOOL TYPE	Work in groups
TOOL TOPIC/S	Non formal education activities for the Youth Meetings
AIM	<p>To make participants practically experiment how to create, structure and prepare a short workshop of 60 minutes, using non formal education working methods.</p> <p>NOTE: the methods tested and assessed could be afterward used during the Youth Meetings held in Mexico, Ecuador and Peru</p>
MATERIAL NEEDED	Flipcharts, markers, pen, paper A4, scissor, glue, post it, scotch tape and any other material that participants will need to run the workshop
DURATION	<p>minutes</p> <p>NOTE: the activity will take place in the morning and the afternoon of the 7th day.</p>
DESCRIPTION	<p>Each group has at disposal 60 minutes to run the workshop + 30 minutes for the feed backs.</p> <p>During the morning session the groups A - B will run the workshop. Below the example on how the group rotation is working:</p> <p>group A → B + C + D group B → A + C + D</p> <p>During the afternoon session the groups C - D will run the workshop. Below the example on how the group rotation is working:</p> <p>group C → A + C + D group D → A + B + C</p> <p>After each workshop, follows the Feed Back (30 minutes) divided in three steps:</p> <ol style="list-style-type: none"> 1. feed backs from the participants who run the activities 2. feed backs from the participants who participated in the activity 3. feed backs from the pool of trainers <p>NOTE: participants should follow the predetermined structure of the "Sandwich Model" for giving feed backs:</p> <ul style="list-style-type: none"> • personal feelings about the work • something to improve • something good

18th JANUARY 2015 (8TH DAY)

BACK TO WORK

TITLE	Open Space										
TOOL TYPE	Open Space technique										
TOOL TOPIC/S	Different topics, listed below										
AIM	To go back in a more deep way, on the different topics already explored during the training and to create the space to deepen the ones participants consider more relevant										
MATERIAL NEEDED	Flipcharts, markers, pens, paper A4, post it										
DURATION	120 minutes										
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. in plenary participants are asked to share what are the training topics they are most interested to deepen. All the topics are listed on the black board and 8, the more voted, are chosen.</p> <p>Step 2. to each topic is assigned a facilitator from the group of participants.</p> <p>NOTE: the facilitator is the person who proposed the topic. To be facilitator of the Open Space tables it's not needed to have previous experiences on the topic.</p> <p>Step 3. the topics and the tables are organized as followed:</p> <table border="1" data-bbox="448 1265 1436 1570"> <thead> <tr> <th>CUESTIONARIO Questions finalization</th> <th></th> <th>MODELO DE TUCHMAN</th> </tr> </thead> <tbody> <tr> <td>DISEGUALDAD</td> <td>DINAMICAS COMO HERRAMIENTAS PARA TRABAJAR CON GRUPOS</td> <td>CUADRO DE RESOLUCION DE CONFLICTOS</td> </tr> <tr> <td>HERRAMIENTA: CARTA DE DESCRIPTION PARA PLANERAR UN TALLER</td> <td>INTERCULTURALIDAD and Iceberg Model</td> <td>FORMACION DE FACILIDADOR</td> </tr> </tbody> </table> <p>GENERAL REMARK ON THE TECHNIQUE: the technique of the Open Space, allows participants to discuss about sensitive topics, to share ideas and proposals. Participants, following the principles of this technique, are free to move from one to another table accordingly to their interest to work on one or more thematic areas.</p> <p>Each thematic table is facilitated by a chairperson who comes from the participants group and stands voluntarily for the position of reporting the main points in the discussion and the different ideas.</p> <p>In the Open Space there is not a standard template to facilitate the discussion and to keep track on the report: for this reason the reports of the different thematic tables have different lengths, structures and shapes.</p>		CUESTIONARIO Questions finalization		MODELO DE TUCHMAN	DISEGUALDAD	DINAMICAS COMO HERRAMIENTAS PARA TRABAJAR CON GRUPOS	CUADRO DE RESOLUCION DE CONFLICTOS	HERRAMIENTA: CARTA DE DESCRIPTION PARA PLANERAR UN TALLER	INTERCULTURALIDAD and Iceberg Model	FORMACION DE FACILIDADOR
CUESTIONARIO Questions finalization		MODELO DE TUCHMAN									
DISEGUALDAD	DINAMICAS COMO HERRAMIENTAS PARA TRABAJAR CON GRUPOS	CUADRO DE RESOLUCION DE CONFLICTOS									
HERRAMIENTA: CARTA DE DESCRIPTION PARA PLANERAR UN TALLER	INTERCULTURALIDAD and Iceberg Model	FORMACION DE FACILIDADOR									

In the Open Space Technique the main **PILLARS** are:

1. topics have to be proposed by participants → bottom up approach
2. tables are "self-organized" → are the participants themselves the facilitators of the tables
3. there is the possibility to move from a table to another table → when the participant feels that the discussion is expired or when is interested to listen other topics, he/she can move forward.

In the Open Space Technique the main **RULES** are:

1. TWO STEPS → move to another discussion when you feel
2. YOU ARE THE RIGHT PERSON!!! → even if you remain alone in your table
3. TIME IT'S TIME → keep attention to the time you have at disposal and respect it
4. BUTTERFLIES AND BEES → in a group you can be in silent and listen, as also you can speak and share your opinion.

FINAL EVALUATION

TITLE	La Diana
TOOL TYPE	Evaluation tool
TOOL TOPIC/S	Evaluation
AIM	To run the first step in the final evaluation, having a visual evaluation
MATERIAL NEEDED	Flipchart, markers, post it
DURATION	20 minutes
DESCRIPTION	<p>The evaluation is run following different steps:</p> <p>Step 1. Agenda recap trainers and facilitators, refresh in plenary the training agenda, the activities implemented and the different objectives. This refreshment is to prepare the ground for the final evaluation.</p> <p>Step 2. La Diana In the middle of the room there is a flipchart where is drawn La Diana (see model below). La Diana is divided in different slices, each one representing one element to evaluate. The elements are: GROUP - interpersonal relationships within the group ACTIVITIES LOGISTIC - preparatory information and infosheet, food, accommodation MY PARTICIPATION THOPIS - how we work on the different thematic areas TRAINERS AND FACILITATORS</p> <p>Step 3. Participants are asked to take their time to reflect and then to put post it of different colours. More the post it is closer to the centre and better is the evaluation, more is far and more is negative.</p>

HAND OUT WITH LA DIANA



TITLE	Positioning: comfort and discomfort
TOOL TYPE	Evaluation tool
TOOL TOPIC/S	Evaluation
AIM	To run the second step in the final evaluation, leaving participants the chance to answer to specific questions and to make comments
MATERIAL NEEDED	A big workshop room
DURATION	Flexible, accordingly to the participants needs
DESCRIPTION	<p>The workshop room is divided in two different spaces, one representing comfort and the other the discomfort. Trainers can also create the proper setting to really evocate, in the two spaces, the comfort and the discomfort.</p> <p>Participants are ask to stand on a line, in the middle of the room and questions, one by one, are read. After each question participants are asked to take position in the comfort space or in the discomfort one. They can also move in the space (e.g. the space of comfort), making a graduation of intensity. After having taken position, who want, can raise the harm, explaining why he/she took the position and making comments.</p> <p>NOTE: it's very important to leave the necessary time to every body to express freely. For this reason the facilitator should not "push" the group, but leave the proper time for comments and sharing.</p> <p>Below the list of questions:</p> <ol style="list-style-type: none"> 1. ¿ Como ha sido evolucionando el proceso de aprendizaje? 2. ¿ Como se ha organizado el taller? 3. ¿ Como me he sentido con el grupo? 4. ¿ Como ha sido el proceso emoziona? 5. ¿ Puedo utilizar lo aprendido con el encuentros de novene? 6. ¿ Que me llevo a casa? <p>NOTE: the list of questions can be modified or upgraded, accordingly to the situation and the group needs.</p>