



Young Women, Community Development through EU and LA Cooperation

HANDBOOK



Erasmus+

Key Action 2 Capacity Building in the field of youth

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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** and **gender equity** by developing new tools and working methods in the youth work.

One of the main pillar within this strategy targeted to young people, youth-social workers, peer educators and NGOs has been the empowerment of the capacity building processes among EU and partner countries organizations.

The first action 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. The project allowed to set a grass-rooted action in Kenya, Tanzania and Uganda, and to develop active methodologies to be applied in the field of gender equality.

The second action was the project **PANDORA'S BOX Young Women, Community Development through EU and LA Cooperation**, another Key Action 2, within the Erasmus+ program. This time the project set its geographical focus on Central and Latin American, involving Ecuador, Mexico and Peru.

In both the projects the cooperation with European organizations has been very important: indeed it ensured a cross-sectorial and intercultural approach to gender issues and favoured the development of global competences and methods to fight gender-based discrimination.

PROJECT PRESENTATION

PANDORA'S BOX Young Women, Community Development through EU and LA Cooperation, is a Capacity Building project implemented by Lunaria, thanks to the support of the Erasmus+ Program, that took place from the 1st of October 2015 to the 31st of December 2016

The project **AIMED** 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 activities, local and international projects.

Pandora's Box saw the active involvement of 1.371 **PARTICIPANTS**, mainly youth workers, young people and groups of local women, that have been involved in all the steps of the project.

The project was realized in **PARTNERSHIP** with European - EU and Latin American - LA voluntary service and civil society organizations: Solidarites Jeunesses – France, Pandora Mirabilia Genero Y Comunicación – Spain, Fundacion Proyecto Ecologico Chiriboga – Ecuador, El Hombre Sobre La Tierra – Mexico and Brigada De Voluntarios Bolivarianos Del Peru – Peru.

The active involvement of all the organizations and participants, lead PANDORA'S BOX to achieve the following **OUTCOMES**:

- deepening of the **analysis concerning gender issues** in different societies, comparing the European and Latin American perspectives and enhancing a cross-cultural approach to gender sensitive issues;
- development of a pedagogical set of **methodology** and **training methods** for youth workers and peer educators, including the testing, upgrading and assessing of non formal learning methods to promote gender equality and women empowerment;
- enhancement of the **cooperation** and **networking** both at local level among youth organizations and women informal groups, as well as at international level, between EU and LA organizations.

ACTORS

Lunaria – Italy

www.lunaria.org



Solidarites Jeunesses – France

www.solidaritesjeunesses.org



Pandora Mirabilia – Spain

www.pandoramirabilia.net



El Hombre Sobre la Tierra a.c.

www.elhombresobrelatierra.org



Brigada De Voluntarios Bolivarianos del Peru

www.bvbperu.org



Fundacion Proyecto Ecologico Chiriboga

www.chiribogaecuador.wordpress.com



GENERAL INFORMATION CONCERNING PANDORA'S BOX



PROJECT TIMELINE

| 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. Once back home, the ITC participants trained other young people to make them becoming the youth meetings promoters. The meetings are conceived 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, 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 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 ICTs 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 |

ITINERANT FEASIBILITY VISIT

16th of November and the 7th of December 2015

Mexico, Ecuador and Peru

two representatives of Lunaria visited local projects focused on gender issues, interviewed local actors and stakeholders to run the needs assessment and draft the diagnostic.

All the information gathered during the visit were used as the starting point to define the main topics of the training course held in Mexico in January 2016 and to set the upcoming phases of the project.

METODOLOGIES USED DURING THE VISIT

THE WALL AND THE TREE MODEL

to deepen the gender-related problems, the needs and the possible solutions, within the country

QUESTIONNAIRE ON TRAINING NEEDS ASSESSMENT

to reflect with the partner organizations on their training needs, regarding gender issues and women empowerment

SHORT REPORT FIELD VISIT

to present the aim, the field of intervention of the different realities visited and to share all the relevant information among the consortium

VIDEO INTERVIEWS

aimed to collect feedbacks from the LA organizations active members and volunteers

QUESTIONNAIRE FOR LOCAL PARTNERS

to deepen the gender-related analysis, by better exploring the role of women and young women within family, community and economy and to provide a detailed picture of the country situation

OUTCOMES OF THE VISIT

3 TRAINING NEEDS ASSESSMENT

QUESTIONNAIRES (targeted to the three project partners) about the training needs within their organizations in the gender framework;

11 QUESTIONNAIRES

about gender issues and the role of women in the country, targeted to the local organizations and communities visited;

3 WALL AND THE TREE MODELS

to draft the gender-related problems, the needs and the possible solutions, within the countries;

16 FIELD VISIT REPORTS

with the brief description of the local organizations and communities met;

1 SHORT VIDEO IN SPANISH with selection of the interviews and feed backs from the LA organizations active members and volunteers:
<https://www.youtube.com/watch?v=4latuA7Tc5s>

1 PREZI PRESENTATION with the main outcomes of the visit:

https://prezi.com/bxl5scotndbr/feasibility-visit/?utm_campaign=share&utm_medium=copy



TRAINING COURSE ON GENDER ISSUES AND NON FORMAL EDUCATION METHODS

11th - 18th of January 2016

Muchucuxcah, Yucatan, MEXICO

The training, targeted to 28 participants from Ecuador, Mexico and Peru and 5 experts, was **AIMED:**

- to deepen the gender issues, with a focus on the family, community and economic dimensions;
- to detect the reasons behind machismo and gender based violence;
- to analyze gender-related conflicts and to work on possible ways to manage them
- to develop new tools coming from the non formal education and that have afterwards applied during the Youth Meetings (February and March 2016).

OUTCOMES OF THE TRAINING

- the networking within the partner organizations was empowered;
- the networking at national level was further developed and new synergies were created;
- participants acquired the capability to work in group, to approach gender issues from a wider perspective, to prepare and hand out questionnaires to run the needs assessment phase and to use non formal education methods and techniques for the Youth Meetings;
- acknowledgment of the Mind Map technique, that have been afterward used during the Youth Meetings to capitalize and share the results;
- set up of the questionnaire afterward used during the Youth Meetings to gather the youth' needs assessment;
- production of the first Video Tutorial showing the main activities run during the training: <https://www.youtube.com/watch?v=pMvUihrXzeY&feature=youtu.be>
- production of the first draft of the Handbook_TC in Mexico.



YOUTH MEETINGS

16th of February – 30th of March 2016

Mexico, Ecuador and Peru

Meetings of young people were realized in Ecuador, Mexico and Peru.

Participants of the first training course, supported by their organizations, run and facilitated the youth meetings targeted to the local young people, involving both male and female. The meetings **AIMED** to run a wider needs assessment among local young people in the different countries and to raise youth awareness on gender issues.

During the Youth Meetings a total number of 287 young people have been involved and of 178 questionnaires were handed out

GOALS OF THE YOUTH MEETINGS:

- to raise awareness among the young people on gender inequalities;
- to integrate the results and information already gathered during the Feasibility Visit, and extending the work on the diagnostic.

The main OUTCOMES of the diagnostic developed are summarized in the PREZI PRESENTATION:

<https://prezi.com/7vnctfbw3quk/pandora/>

OUTCOMES OF THE YOUTH MEETINGS

ECUADOR

Meeting 1:

15-16-17 February 2016 (3 days long), in Tumbaco, Ecuador

Young people involved: 29

Questionnaires handed out: 29

Meeting 2:

26-27 February 2016 (2 days long), in Quito, Ecuador

Young people involved: 30

Questionnaires handed out: 15

Meeting 3:

18-19 March 2016 (2 days long), in Quito, Ecuador

Young people involved: 33

Questionnaires handed out: 17

Total amount of young people: 92

Total amount of questionnaires: 61

MEXICO

Meeting 1:

13 February 2016 (1 day long), in Muchucuxcah, Mexico

Young people involved: 24

Questionnaires handed out: 24

Meeting 2:

17 February 2016 (1 day long), in Xanlà, Mexico

Young people involved: 24

Questionnaires handed out: 7

Meeting 3:

20 February 2016 (1 day long), in Valladolid, Mexico

Young people involved: 15

Questionnaires handed out: 13

Meeting 4:

27 February 2016 (1 day long), in Muchucuxcah, Mexico

Young people involved: 19

Questionnaires handed out: 18

Meeting 5:

14 March 2016 (1 day long), in S. Cruz, Mexico

Young people involved: 15

Questionnaires handed out: 10

Meeting 6:

31 March 2016 (1 day long), in Flamboyanes, Mexico

Young people involved: 21

Questionnaires handed out: 6

Total amount of young people: 118

Total amount of questionnaires: 78

PERU

Meeting 1:

06-07 February 2016 (2 days long), in Aguaytia, Peru

Young people involved: 33

Questionnaires handed out: 11

Meeting 2:

18-19 February 2016 (2 days long), in Ayacucho, Peru

Young people involved: 29

Questionnaires handed out: 13

Meeting 3:

12-13 March 2016 (2 days long), in Lima, Peru

Young people involved: 15

Questionnaires handed out: 15

Total amount of young people: 77

Total amount of questionnaires: 39



COMO ME GUSTARIA QUE FUERA
LA MUJER



"El deber ser de una Mujer"
En la familia



TRAINING COURSE ON PROJECT MANAGEMENT

11th - 18th of April 2016

Lima, PERU

The training, targeted to 28 participants from Ecuador, Mexico and Peru and 5 experts,

AIMED:

- to share tools and information on how to conceive and draft projects, on the project life cycle, project management, funding lines, budget compilation and project coordination;
- to set the ground for the upcoming phases “Study Phase” (May and June 2016) and “Local Actions implementation” (July and August 2016);
- to use the set of competences developed to draft and implement new projects proposals during the follow up phase at the end of the project.

OUTCOMES OF THE TRAINING

- the networking within the partner organizations was empowered;
- participants acquired skills to conceive, design and write project proposals, organize budgets and run the overall coordination of a project;
- different non formal education methods to run the following phase were shared, assessed and upgraded within the group;
- production of the second Video Tutorial showing the main activities run during the training: <https://www.youtube.com/watch?v=LHF2Ao7sh2o&feature=youtu.be>
- production of the first draft of the Handbook_TC in Peru;
- the graphic facilitation tool was experimented and assessed during the training.



STUDY PHASE

1st of May – 30th of June 2016

Mexico, Ecuador and Peru

Observation period, run by the participants of the two international trainings courses and the young people involved in the Youth Meetings, to study how to meet, through concrete actions, the local needs previously identified during the Youth Meetings.

The Study Phase, taking into account the results of the Youth Meetings, **AIMED** to define the events/informative meetings/voluntary service actions/small initiatives answering these needs, and that have been realized in July/August 2016.

During the Study Phase a total number of 295 young people, youth workers and adults have been involved

GOALS OF THE STUDY PHASE:

- to further develop the focus on the local needs previously identified during the Youth Meetings;
- to identify the events, actions, IVS projects, to be implemented during the Local Actions Implementation in January/February 2016 so to meet the identified local needs.

OUTCOMES OF THE STUDY PHASE

ECUADOR

Meeting 1:

20th – 21st May 2016 (2 days long), Unidad Educativa Policia Nacional in Quito, Ecuador
Young people involved: 22

Meeting 2:

06th - 07th June 2016 (2 days long), Escuela Joaquin Sanchez in Quito, Ecuador
Young people involved: 23

Meeting 3:

16th - 17th June 2016 (2 days long), Escuela Julio Jaramillio in Santo Domingo de los Tsachilas-Costa, Ecuador
Young people involved: 24

Meeting 4:

17th June 2016 (1 day long), Unidad Educativa Camilo Gallegos Nocturno in Huamboya, Ecuador
Young people involved: 18

Meeting 5:

25th - 26th June 2016 (2 days long), Gobernacion de la Provincia Morona Santiago in Macas, Ecuador
Young people involved: 33

Total amount of young people: 120

MEXICO

Meeting 1:

13th May 2016 (1 day long), in Muchucuxcah, Mexico
Young people involved: 21

Meeting 2:

14th May 2016 (1 day long), in Muchucuxcah, Mexico
Young people involved: 19

Meeting 3:

27th May 2016 (1 day long), in Muchucuxcah, Mexico
Young people involved: 15

Meeting 4:

11th June 2016 (1 day long), in Muchucuxcah, Mexico
Young people involved: 15

Meeting 5:

24th June 2016 (1 day long), in Comisaria de Xanla, Mexico
Young people involved: 18

Total amount of young people: 88

PERU

Meeting 1:

11th June 2016 (1 day long), in Aguaytia, Peru
Young people involved: 26

Meeting 2:

11th June 2016 (1 day long), in Puno, Peru
Young people involved: 30

Meeting 3:

18th June 2016 (1 day long), in Ayacucho, Peru
Young people involved: 20

Meeting 4:

20th June 2016 (1 day long), in Ica, Peru
Young people involved: 5

Meeting 5:

07th July 2016 (1 day long), in Lima, Peru
Young people involved: 6

Total amount of young people: 87



Comisaria Municipal de Xantlah, Chantla

DICONSA

LOCAL ACTIONS IMPLEMENTATION

1st of July – 31st of August 2016

Mexico, Ecuador and Peru

It consisted in local events/informative meetings/voluntary service actions/small initiatives focused on gender issues **AIMED** to concretely answer the local needs previously identified during the Youth Meetings and the Study Phase.

During the Local Actions Implementation, each partner organization and youth group identified and implemented the more appropriate and relevant action/s to be developed at local, regional and national level.

During the Local Actions Implementation a total number of 690 direct beneficiaries and more than 1.253 of indirect beneficiaries have been involved

GOALS OF THE LOCAL ACTIONS IMPLEMENTATION:

The common **GOALS** of the actions realized were:

- 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.

OUTCOMES OF THE LOCAL ACTIONS IMPLEMENTATION

ECUADOR

Activity 1:

15th July 2016 (1 day long), in Grupo de Mujeres Trabajadores-Sector Informal, Provincia de Pichincha, Ecuador

What: workshop targeted to the informal women group "Trabajadores Ambulantes", aimed to deepen feminicide and gender equality

Women involved: 25

Indirect beneficiaries: 50

Activity 2:

3rd - 30th July 2016 (28 days long), in Chiriboga town, south-west of Quito, Ecuador

What: international workcamp targeted to international and local volunteers, aimed at developing environmental work in the Chiriboga project and with a specific focus on gender education

Young people involved: 12

Indirect beneficiaries: 75

Activity 3:

21 August 2016 (1 day long), in Unidad Educativa Arturo Borja in Quito, Ecuador

What: workshop targeted to teachers to spread the active methodology and the non formal education techniques developed during the project that can be used to promote gender equality and raise awareness among young students

Young people involved: 23

Indirect beneficiaries: 56

Activity 4:

26 August 2016 (1 day long), Escuela Julio Jaramillio in Santo Domingo de los Tsachilas-Costa, Ecuador

What: workshop to continue the needs analysis run among young people and to raise awareness on gender-sensitive issues

Young people involved: 34

Indirect beneficiaries: 55

Direct Beneficiaries: total amount of young people and adults: 94

Indirect beneficiaries: 236

MEXICO

Activity 1:

06th July 2016 (1 day long), in Comisaria de Campestre Flamboyanes, Progreso, Mexico

What: meeting with the local students to deepen the rights and health issues related to sexuality and reproduction

Young people involved: 142

Indirect beneficiaries: 210

Activity 2:

13th July 2016 (1 day long), in Comisaria de Campestre Flamboyanes, Progreso, Mexico

What: meeting with the local students to deepen the rights and health issues related to sexuality and reproduction – second step

Young people involved: 145

Indirect beneficiaries: 170

Activity 3:

18th July 2016 (1 day long), in Campo deportivo de la Comunidad de Xanlah, Chankom, Mexico

What: communitarian event to raise awareness toward gender-sensitive issues

Participants involved: 200

Indirect beneficiaries: 200

Activity 4:

16th August 2016 (1 day long), in Comisaria de la Comunidad de Xanlah, Chankom, Mexico

What: event realized in cooperation with the organization KOOKAY, to present a book dedicated to the history and actions of women of the local community of Xanlah

Participants involved: 50

Indirect beneficiaries: 50

Direct Beneficiaries: total amount of participants and young people: 537

Indirect beneficiaries: 630

PERU

Activity 1:

7th - 8th - 9th July 2016 (3 days long), in Ica, Ica region, Peru

What: planning meeting with the representatives of BVBP, Interquorum Peru and Centro de Investigacion y Desarrollo, to draft a project proposal focused on gender and environment

Young people involved: 15

Indirect beneficiaries: 82

Activity 2:

22nd of July - 5th of August - 12th of August 2016 (3 days long), in Puno, Peru

What: cycle of 3 workshops to sensitize the families of Puno with the following goals: analyze the values within the family; generate understanding toward the different problematics; raise awareness among parents in gender equality and on the importance of a gender based education

Young people and adults involved: 35

Indirect beneficiaries: 75

Activity 3:

07th and 10th August 2016 (2 days long), in Lima, Peru

What: Project SIN LIMITES: meeting to finalize the development of radio spot to be broadcast in communitarian radios and workshops about over-sensitive issues (that will take place in August-September and October 2016)

Young people involved: 9

Indirect beneficiaries: 230

Direct Beneficiaries: total amount of young people and adults: 59

Indirect beneficiaries: 387



TRAINING COURSE RESTITUTION AND METHODS SHARING

19th - 26th of September 2016

Poggio Mirteto, ITALY

The training, targeted to 31 participants from Italy, France, Spain, Ecuador, Mexico and Peru and 5 experts

AIMED:

- to deepen the gender issues from EU perspective;
- to analyse the different cultural perspectives while tackling gender-sensitive issues;
- to analyse gender-related conflicts and to work on possible ways to manage them;
- to share within the European partners the main outcomes of the previous steps and all the relevant information gathered;
- to test some of the methods included in the Handbook;
- to share the methods, test and develop new ones that can be used to run workshops, actions and sensitization activities in the frame of gender issues in the different countries.

OUTCOMES OF THE TRAINING

- the networking within the organizations, partners of the project was empowered;
- the networking at national level was further developed and new synergies were created;
- participants developed the capability to approach gender issues from a wider perspective, making a comparison between the LA and the EU framework
- participants have been provided with new tools to analyze gender-sensitive topics and with methodologies to run workshops, actions and sensitization activities in the frame of gender-sensitive issues in the different countries
- production of the third Video Tutorial showing the main activities run during the training: https://www.youtube.com/watch?v=3yaO7vbO_bs
- production of the final Handbook



HOW TO USE THE HANDBOOK

The Handbook **AIMS** to be a tool to facilitate the transmission of knowledge, tools and good practices. For this reason this publication has to be meant as a reference point for those organizations, in EU and LA willing to implement similar activities and projects in the field of gender equality and women empowerment.

The Handbook is addressed to different **ACTORS**: participants involved in the training courses, their organizations, other youth workers and associations interested to develop new actions to promote gender equality, using non formal education methodologies.

The **Handbook** included two main elements, interconnected:

- the **Tool Kit** with the description of the non formal education activities implemented during the 3 training courses held in Mexico (January 2016), Peru (April 2016) and Italy (September 2016);
- a **Video Tutorial Package**, including three short video tutorials, one referred to each training course and aimed to show the more challenging activities to a wider public, so to facilitate the possibility to re-propose them. For all the links to the Video Tutorial, **see Annex VI – Usefull Links** at the page 193.

The project **Pandora's Box** and this Handbook are conceived to be an **OPEN FORMAT** that can be replicated with different shapes and duration in different backgrounds and situations, being reshaped accordingly to the local needs.

The Handbook is conceived as a **FLEXIBLE TOOL**: it can be used to build up an entire training course, as well as smaller workshops or to propose a single activity during an action to raise awareness on gender sensitive issues.

GENERAL REMARK: whatever you will decide to use the activities and tools described we warmly recommend you to take into account the **situation of the local background**: indeed the activities presented have to be readapted accordingly to the local backgrounds needs and specificities.

Please take also a specific account to the **TARGET GROUPS/S** you are planning to involve: in the case you will decide to pick up some of the activities, to work with youth workers as well as with people coming from different backgrounds and experiences, before to start the activity we recommend you to have a clear picture of the target needs and profiles so to be able to bring adaptation, if needed.

INFO ABOUT METHODS

The activities implemented during PANDORA'S BOX project are mainly based on non formal education.

NON FORMAL EDUCATION - NFE is any organized educational activity which takes place outside the formal educational system (schools-university) and outside the formal educational curriculum.

Non formal education is based on the **LEARNING BY DOING APPROACH**, where specific aims are well fixed and clearly defined in each activity proposed so to ensure a coherent learning process.

Non formal education lies on the idea that human beings never stop learning and developing, that we all learn different things in different moments and in different spheres of our life. For this reason it's important to propose a **LIFE-LONG-LEARNING APPROACH**, to encourage the acquirement of competences, knowledge and to develop new skills all along the life of each human being.

An important element in NFE is the possibility to **RE-ADAPT THE METHODS** during the process, taking into account the needs of participants and of the different actors involved. It brings to the learning experience a great flexibility, encouraging the different learning approaches and the activation of the individual skills.

Here some of the **MAIN PILLARS** part of the Non Formal Education:

- being **flexible, learner-centred, contextualized** and based on the promotion of **participatory approaches**;
- **there are not teachers** delivering the information to students who are receiving them, but **facilitators** and **experts** to create a shared learning path, encouraging the horizontal exchange of knowledge with and among learners and experts;
- raising of the self-esteem, development of the self confidence, of **competences and skills** and activation of the personal empowerment.

TABLE LIST OF ACTIVITIES

PANDORA'S BOX is a multi-action project, where the different activities are chained to ensure a logical framework in terms of contents and methodologies. It is based on a step by step approach where the previous actions are preparatory and necessary to achieve the next ones.

The Handbook includes 3 Tool Kits, corresponding to the 3 international training courses, presented in chronological order, as well as in chronological order are the descriptions of the activities performed there.

In the same time, for convenience we have created the **Table List of Activities** you will find at pag. 29 – 30 - 31 where the activities are included under the title of the training where they have been implemented and are also presented not in a chronological order but in alphabetic order, accordingly to the topic explored, including the reference page number.

The idea is indeed to be as clear as possible both in terms of chronological order and consequentiality as well as to allow the readers interested only in one or more activities, to catch them within the Handbook.

Legend in order to consult the Table List of Activities:

TOPIC ADDRESSED:

Gender-Related Topics --- indicated with: GRT
Group Dynamic --- indicated with: GD
Intercultural Learning --- indicated with: ICL
Project Management --- indicated with: PM
Methodologies Testing and Upgrading --- indicated with: TiA

TRAINING COURSE ON GENDER ISSUES AND NON FORMAL EDUCATION METHODS - Mexico

| ALPHABETIC ORDER | TOPIC ADDRESSED | | | | | PAGE |
|--|-----------------|----|-----|----|-----|------|
| | GRT | GD | ICL | PM | TiA | |
| Abigail | X | | X | | | 54 |
| Acrostico | | X | | | | 39 |
| Analysis of the case studies and the possible ways to manage conflicts | X | | X | | | 62 |
| Chief of power | X | X | | | | 57 |
| Feasibility Visit Outcomes | X | | | X | | 67 |
| Feedback rules | | | | | X | 72 |
| Finger to finger | | X | | | | 41 |
| Gincana with methods | | | | | X | 72 |
| Group division and Preparation | X | | | | X | 75 |
| Human Bingo | | X | | | | 37 |
| Implementation | X | | | | X | 76 |
| La Diana | X | X | X | X | X | 78 |
| La telarana | X | X | | | | 41 |
| Mar y piranhas | | X | | | | 41 |
| Mind Map | X | | | | | 67 |
| Name Ball | | X | | | | 37 |
| Open Space | X | | | | | 77 |
| Positioning: comfort and discomfort | X | X | X | X | X | 80 |
| Post-it and dibujo | | X | | | | 39 |
| Questionnaires Youth Meetings | X | | | | | 69 |
| Sharing personal stories | X | | | | | 58 |
| Snowball about Gender | X | | X | | | 42 |
| Social Theatre | X | | | | | 63 |
| Strip cartoon | X | | X | | | 59 |
| Timeline of the project game | | | | X | X | 70 |
| Turn it Over | X | | X | | | 49 |
| Un paso adelante | X | | X | | | 51 |
| Video projection and video analysis | X | | | | | 58 |
| World Café | X | | X | | | 45 |

TRAINING COURSE ON PROJECT MANAGEMENT - Peru

| ALPHABETIC ORDER | TOPIC ADDRESSED | | | | | PAGE |
|---|-----------------|----|-----|----|-----|------|
| | GRT | GD | ICL | PM | TiA | |
| 5 questions and payment | X | X | | | | 88 |
| Activities prioritisation and selection of 1 activity | X | | | X | | 108 |
| Back on the causes and objectives identification | X | | | X | | 106 |
| Feedback on expectation and contribution | | X | | | | 92 |
| Caminada con los tobillos | | X | | | | 94 |
| Creation of a collective Mind Map – step 1 | X | | | X | | 98 |
| Creation of a collective Mind Map – step 2 | X | | | X | | 103 |
| Cruza el rio | | X | | | | 95 |
| Draw my face | | X | | | | 87 |
| Draw your ideal facilitator | | | | | X | 118 |
| El arbol de las causas | X | | | X | | 103 |
| El arbol de las causas y de los efectos | X | | | X | | 106 |
| El círculo de intercambio | X | X | X | X | X | 127 |
| El Flor de las ideas | X | X | X | X | X | 126 |
| Feedback rules | | | | | X | 124 |
| Fish Bowl | | | | | X | 120 |
| Gincana | | | | X | | 97 |
| Implementation | X | | | | X | 125 |
| Lapices voladores | | X | | | | 94 |
| Las tablas de evaluación | X | X | X | X | X | 126 |
| Market of ideas | X | | | X | | 108 |
| Moving debate in 3 areas | | | | | X | 116 |
| Name and something with gender | X | X | | | | 87 |
| Name and Sound | | X | | | | 87 |
| Objectives prioritisation | X | | | X | | 107 |
| Perdidos en la comunicacion | | | | X | | 114 |
| Preparation of the project proposals | | | | X | | 122 |
| Presentation of what we have done | X | | | X | | 96 |
| Project timeline and questions | | | | X | | 96 |
| Sillas equilibradas | | X | | | | 94 |
| The 5W on the selected activity | | | | X | | 110 |
| The retro-planning on the selected activity | X | | | X | | 112 |
| Work in groups and Preparation | X | | | | X | 124 |
| YM gallery though Mind Maps | X | | | X | | 97 |

TRAINING COURSE ON GENDER ISSUES ON NON FORMAL EDUCATION METHODS - Italy

| ALPHABETIC ORDER | TOPIC ADDRESSED | | | | | PAGE |
|--|-----------------|----|-----|----|-----|------|
| | GRT | GD | ICL | PM | TiA | |
| Activities – Tools | | | | | X | 162 |
| Albatros | X | | X | | | 147 |
| Analysis of the conflict shown | X | | X | | | 156 |
| Chief of Power | X | X | | | | 153 |
| Chocolate River | | X | | | | 144 |
| Dots of inclusion-exclusion | | X | | | X | 158 |
| Draw the super-facilitator | | | | | X | 162 |
| Ecuador, Mexico, Peru and project-timeline | | | | X | | 155 |
| Evaluation Methods | X | X | X | X | X | 167 |
| Feedbacks Rules | | | | | X | 165 |
| Flip the Blanket | | X | | | | 136 |
| Group division and Preparation | | X | | | X | 164 |
| Human Bridge | | | | | X | 154 |
| Implementation | | | | X | | 166 |
| Moving Debate and Work in group with definitions and plenary | X | X | X | X | X | 139 |
| Name Ball | | | | | X | 135 |
| Open Space | | X | | | | 152 |
| Photo Language | | X | | | X | 153 |
| Preparation | X | | | | X | 164 |
| Projection of the first video tutorial | | | | X | | 162 |
| Snow Ball | X | | X | | | 142 |
| Social Theatre | X | | X | | | 156 |
| Speed-dating Flower | X | X | | | | 136 |
| Strip Cartoons | X | | X | | | 155 |
| Team Radar | | X | | | | 142 |
| The Blanket | | X | | | | 135 |
| The Cafeteria | X | | X | | | 151 |
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| The Spider net | X | X | X | X | X | 167 |
| Tibetan Bridge | | X | | | | 158 |
| Work in group – Sharing Stories | X | | X | | | 150 |
| Work in group – theatre representation and analysis | X | | X | | | 150 |

TRAINING COURSE ON GENDER ISSUES AND NON FORMAL EDUCATION METHODS

11th – 18th January 2016 Muchucuxcah, Yucatan State, MEXICO



AIM of the TC in Mexico

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

DELIVERABLES

TOOL KIT_ FIRST VERSION

it describes all the non formal education activities and working methods used during the training and was used during the preparation of the Youth Meetings and also in other phases of the project

FIRST VIDEO TUTORIAL

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

<https://www.youtube.com/watch?v=pMvUihrXzeY&feature=youtu.be>

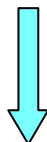
QUESTIONNAIRE

the questionnaire was created by the group starting from a Mind Map of macro-topics.

This tool was then 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

| DATE | MORNING | AFTERNOON |
|-------------------------|--|--|
| 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 |
| 12/01/2016 Tuesday | FAMILY-RELIGION-SOCIETY IN GENDER World Cafe STEREOTYPES ABOUT GENDER Turn it Over | ROLE MODELS Un paso adelante Abigail |
| 13/01/2016 Wednesday | POWER Chief of power VIOLENCE Video projection and video analysis | GENDER BASED CONFLICTS Sharing personal stories Strip cartoon |
| 14/01/2016 Thursday | CONFLICT MANAGEMENT Analysis of the case studies and the possible ways to manage conflicts | STRATEGIES TO MANAGE CONFLICTS Social Theatre |
| 15/01/2016 Friday | YOUTH MEETINGS PREPARATION Feasibility Visit Outcomes Mind Map Questionnaires Youth Meetings | YOUTH MEETINGS PREPARATION Questionnaires Youth Meetings |
| 16/01/2016 Saturday | NON FORMAL EDUCATION WORKING METHODS Timeline of the project game Gincana with methods Feedback rules | TRAINING in ACTION – TIA SESSION Group division and Preparation |
| 17/01/2016 Sunday | TRAINING in ACTION – TIA SESSION Implementation | TRAINING in ACTION – TIA SESSION Implementation |
| 18/01/2016 Monday | BACK TO WORK Open Space | FINAL EVALUATION La Diana Positioning: comfort and discomfort |

PANDORA'S BOX

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

VISITA
PREPARATORIA

ITINERANT
FEASIBILITY
VISIT

• Mexico
• Ecuador
• Peru

DIAGNOSTICO
• COMPARTIR INFORMACION
• PREPARAR EL PROYECTO

• YOUTH MEETINGS

• Mexico
• Ecuador
• Peru

DETECCION DE NECESIDADES
• COMPARTIR INFORMACION
• SENSIBILIZAR

ENCUENTROS
DE JOVENES

FASE DE
ESTUDIO

• STUDY PHASE

• Mexico
• Ecuador
• Peru

ANALISIS de LAS NECESIDADES
• PROGRAMACION ACTIVIDADES

IMPLEMENTACION DE LAS ACTIVIDADES

• LOCAL ACTIONS

• Mexico
• Ecuador
• Peru

ACCIONES LOCALES

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

• TRAINING COURSE Mexico
• gender issue methods
• question de genero metodologias
TALLER DE FORMACION

• TRAINING COURSE Peru
• project management
• gestion de proyecto
TALLER DE FORMACION

• TRAINING COURSE Italy
• restitution outcomes
• methods sharing
• restitution de los resultados
• compartir metodos
TALLER DE FORMACION

• FOLLOW UP
• all
• INFORME DE RESULTADOS

OBJETIVO
 Potenciar la igualdad de genero y empoderar las 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 OF THE NON FORMAL EDUCATION METHODS

NAME GAME

| | |
|------------------------|---|
| TITLE | Name Ball |
| TOPIC/S | Learn the names/Getting to know each others/Group creation |
| AIM | To remember the names and to make participants interact |
| TOOL TYPE | Ice breaker/Name game |
| 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 has thrown the ball.</p> |

GETTING TO KNOW EACH OTHERS

| | |
|------------------------|---|
| TITLE | Human Bingo |
| TOPIC/S | Getting to know each others |
| AIM | To make participants get in touch in an interactive way |
| TOOL TYPE | Getting to know each others activity |
| MATERIAL NEEDED | An A4 copy with the questions and 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, e.g. “do you know any joke?” – “do you know how to move the ears without touching them?”, we can ask the one that answered to 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 the Handout with an example of Bingo questionnaire, it's possible to add or subtract questions, in particular about the training topics.</p> |

HANDOUT FOR THE HUMAN BINGO

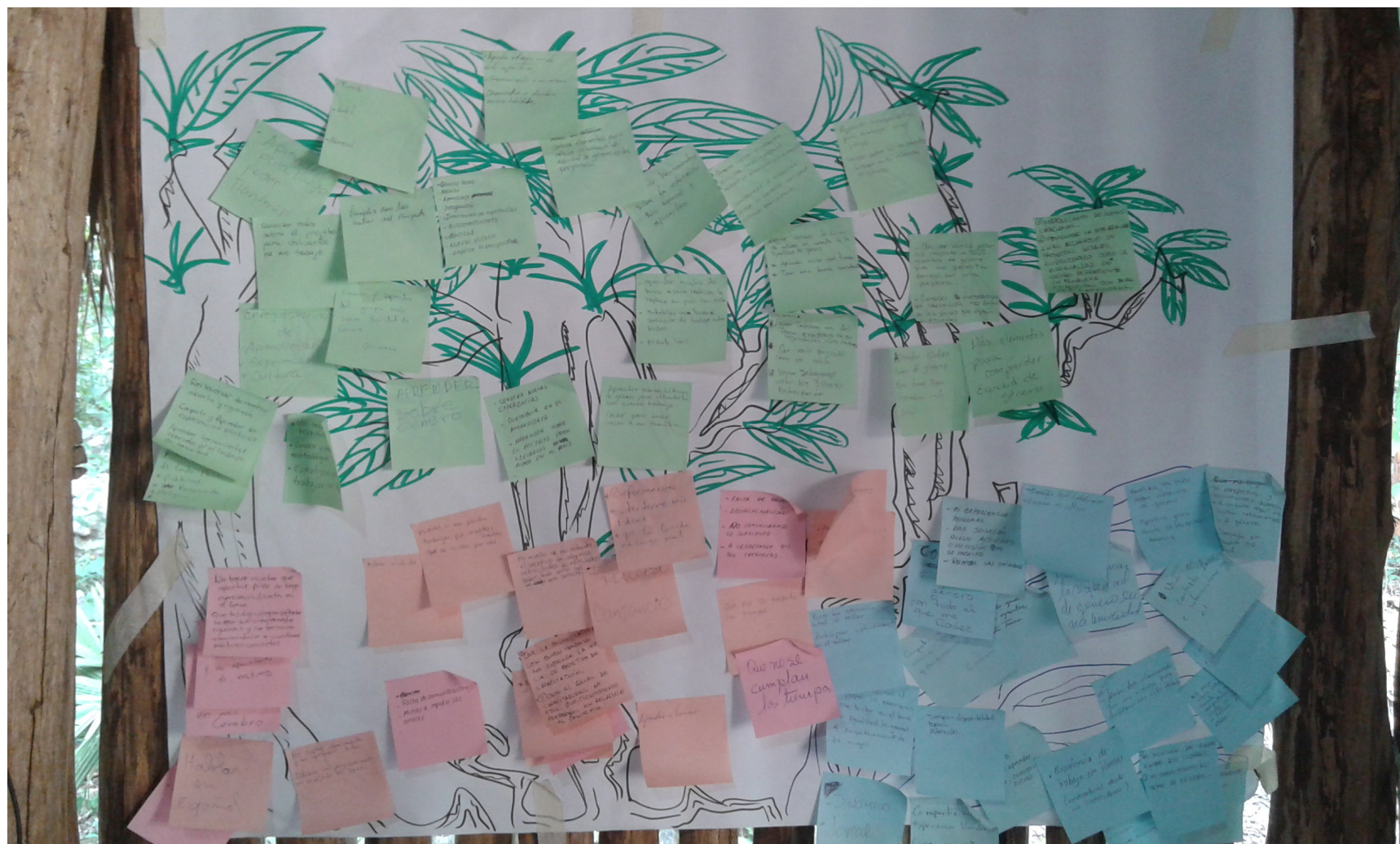
| | | |
|--|--|--|
| DO YOU HAVE MORE THAN FOUR SIBLINGS? | DID YOU TRAVEL IN MORE THAN FOUR COUNTRIES? | IS THIS THE FIRST PROJECT WHERE YOU PARTICIPATED? |
| DO YOU KNOW HOW TO DO A GOOD MASSAGE? | DO YOU KNOW HOW TO MOVE THE EARS WITHOUT TOUCHING THEM? | DO YOU KNOW HOW TO COOK A TRADITIONAL DISH FROM YOUR COUNTRY? |
| DO YOU KNOW ANY JOKES? | ARE YOU A VOLUNTEER IN YOUR ORGANIZATION? | HAVE YOU EVER DOING ACTIVITIES ABOUT GENDER ISSUES? |
| IS IT THE FIRST TIME YOU SLEEP ON AN HAMMOCK? | DO YOU LIKE TO WALK UNDER THE RAIN? | DO YOU LIKE TO SING UNDER THE SHOWER? |
| DO YOU DRIVE? | DO YOU CONSIDER YOURSELF A HUMAN RIGHT DEFENDER? | DO YOU LIVE WITH YOUR PARTNER? |

| | |
|------------------------|--|
| TITLE | Acrostico |
| TOPIC/S | Learn the names/Getting to know each other |
| AIM | To better remember the names and to make participants encounter and get in touch in an interactive way |
| TOOL TYPE | Getting to know each other's activity |
| 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 for each letter of their name they have to put something they like or that describes them. See the example below:</p> <p>Motivadora Amiga Rara Inteligente Amable</p> <p>After this phase the groups is back in plenary and who wants, can briefly present his/her acrostico.</p> |

EXPECTATIONS AND CONTRIBUTIONS

| | |
|------------------------|--|
| TITLE | Post-it and dibujo |
| TOPIC/S | Getting to know each other and group creation |
| AIM | To share within the group the fears and the expectations toward the experience |
| TOOL TYPE | Fears, expectations and contributions sharing |
| 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. 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> |

HANDOUT WITH THE POST- IT AND DIBUJO



TEAM BUILDING ACTIVITIES

| | |
|------------------------|--|
| TITLE | Finger to finger |
| 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 |
| TOOL TYPE | Group activity based on movement and interaction |
| MATERIAL NEEDED | Different types of music |
| DURATION | 10 minutes |
| DESCRIPTION | <p>Participants are walking in the space and then, when the trainer says “stop”, couples are created (with the person that is nearest to the other person). It's explained that the two persons should stand one in front of the other being in contact with one finger.</p> <p>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 couples should move in the space following the rhythm and dancing. When the music stops people should keep walking in room alone and when the music starts again they have to find the closest 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 driver, 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 |
| 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 |
| TOOL TYPE | Team building - Outdoor Activity |
| MATERIAL NEEDED | Ropes |
| DURATION | 40 minutes |
| DESCRIPTION | <p>Setting: two spider nets in rope are built outside. In each spider net there should be enough holes for all the group members.</p> <p>All the participants have to cross the spider net without touching it. Each group receives “3 life” and all the time they are touching the rope they lose one. In the case that the “3 life” are used, the whole group should start again to cross the spider net.</p> <p>NOTE: after having crossed one hole it's not possible to use it anymore by another participants.</p> |

| | |
|------------------------|--|
| TITLE | Mar y piranhas |
| 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 |
| TOOL TYPE | Team building activity |
| 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>The activity is organized accordingly to the following steps:</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 island where they will be safe. The stream of the river will lead the islands to get lost in the water if someone is not standing on it, touching it with the feet. NOTE: only one feet can be put on the piece of paper to not make it sliding, otherwise it 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 where they will find the big island.</p> <p>Step 3. after the three activities follows a debriefing.</p> <p>Possible topics to explore during the debriefing:</p> <ul style="list-style-type: none"> • Dynamics appeared during the activity • Strategies experimented • 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 |
| TOPIC/S | Defining "Gender" |
| AIM | To make participants presenting their own definition of "gender"; to make them share different points of view and search for similarities and differences |
| TOOL TYPE | Work in groups and presentation in plenary |
| MATERIAL NEEDED | Post-it, paper, pens, flipcharts and markers |
| DURATION | 60 minutes |
| DESCRIPTION | <p>Each participant receives a post-it and a pen. The activity is organized accordingly to the following steps:</p> <p>Step 1. each participant has to write alone, on the post-it what "gender" is. There are 3 minutes at disposal.</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 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.</p> <p>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.</p> <p>Step 5. in plenary the three groups present their definition.</p> |

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?

HANDOUT WITH THE THREE DEFINITIONS OF “GENDER” ELABORATED BY PARTICIPANTS DURING THE SNOW BALL

COMBINATION OF ROLES AND CHARACTERISTICS DEVELOPED SOCIALLY AND HISTORICALLY THAT DIFFERENCIATE MEN AND WOMEN FROM THEIR BIOLOGICAL SEX

SOCIAL CONSTRUCTION OF ROLES, RELATIONSHIPS AND SEXUALITY THAT LOOKS FOR THE EQUITY BETWEEN PEOPLE

IS WHAT IDENTIFIES THE HUMAN BEING AND IT'S DEFINED BY THE WAYS OF THINKING, ACTING, EXPRESSING AND BEING OF THE PERSONS IN THEIR PERSONAL GROWTH, LETTING THEM IDENTIFY ACCORDINGLY TO THE CONTEXT

FAMILY-RELIGION-SOCIETY IN GENDER

| | |
|------------------------|--|
| TITLE | World Café |
| TOPIC/S | Gender issues in family, religion and community |
| 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 |
| TOOL TYPE | Work in group |
| MATERIAL NEEDED | 3 tables with enough chairs (according to the participants n.), 3 flipcharts, markers |
| DURATION | 70 minutes |
| DESCRIPTION | <p>The activity is organized accordingly to the following steps:</p> <p>Step 1. participants are divided in 3 groups, each one receive a flipchart, divided in 4 boxes. In each flipchart there is a different question among the following:</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 Handout.</p> |

HANDOUT FOR THE WORLD CAFÉ'

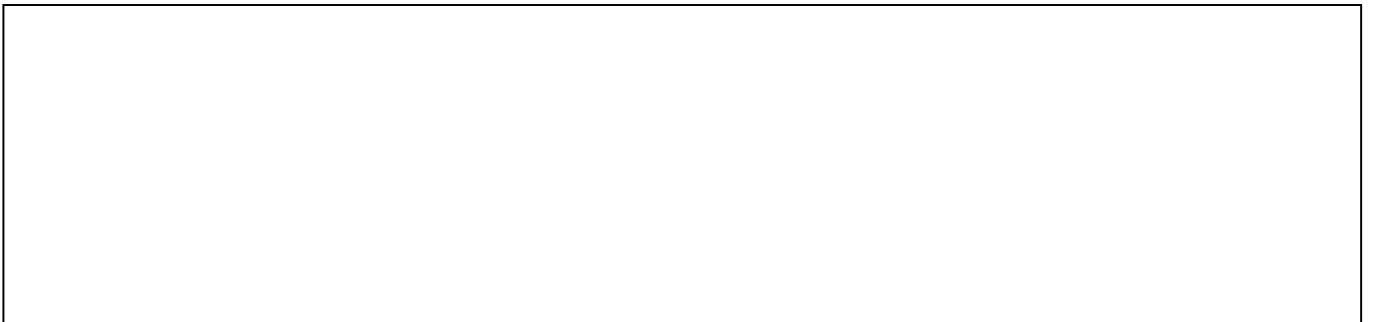
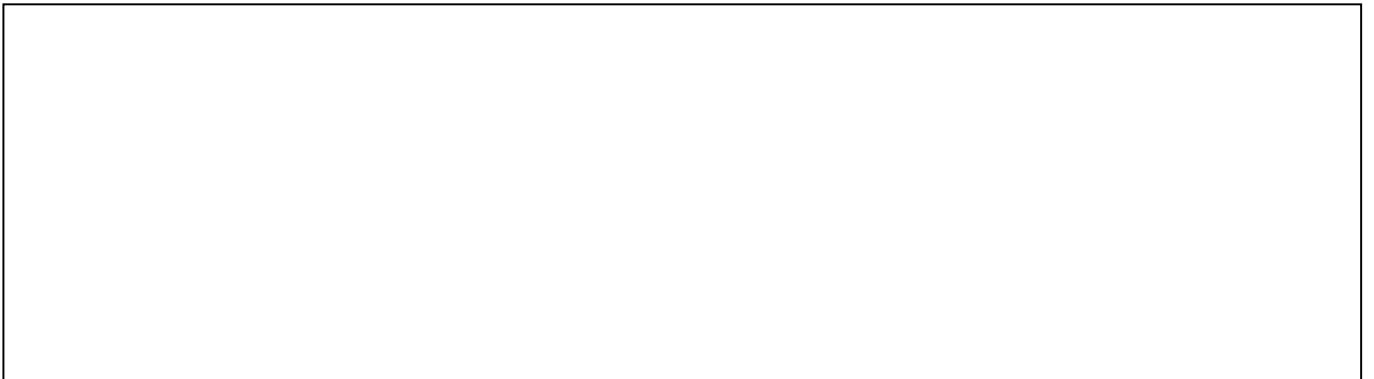
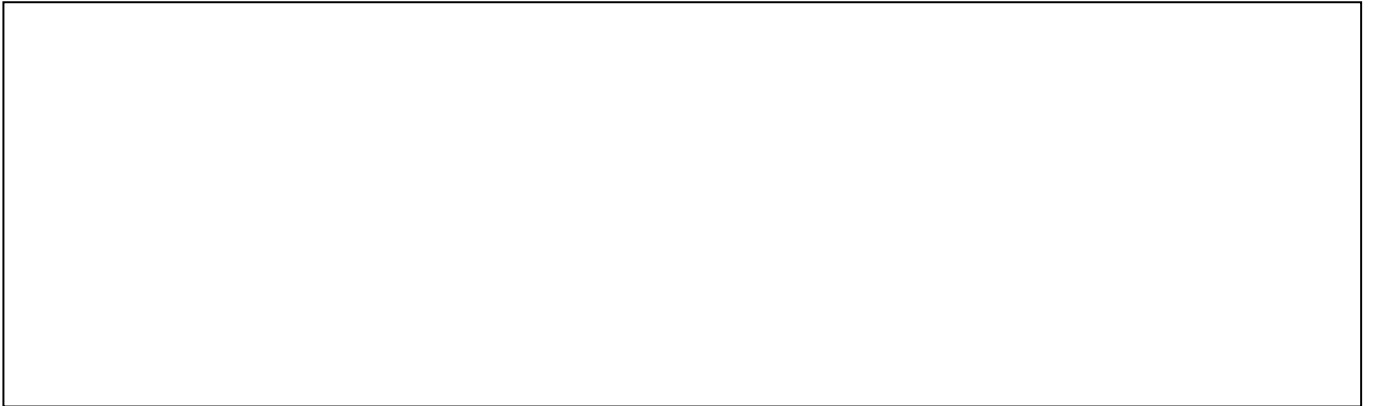
WHAT ARE THE ROLES OF MEN AND WOMEN WITHIN THE FAMILY?

SUMMARY

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

SUMMARY

HOW IS THE MEN AND WOMEN PARTICIPATION WITHIN THE COMMUNITY?



SUMMARY



STEREOTYPES ABOUT GENDER

| | |
|------------------------|--|
| TITLE | Turn it Over! |
| TOPIC/S | Gender-related stereotypes |
| AIM | To explore controversial issues related to gender and gender roles and to challenge the pre-existent stereotypes |
| TOOL TYPE | Work in small groups and debriefing in plenary |
| MATERIAL NEEDED | Handout with the different statements |
| DURATION | 80 minutes |
| DESCRIPTION | <p>The activity is organized accordingly to the following 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 Handout cards and the set of cards is distributed among the group. Each participant has to take one card in his/her hands and has to read it in silence, deciding if the statement is true always, never or sometimes. Then each participant 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 at the cards placed by the others. Still without talking, if someone disagrees with the position set by 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 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> |

HANDOUT FOR TURN IT OVER!

| | |
|----|---|
| 1 | WOMEN SHOULD DRESS IN AN APPROPRIATE WAY |
| 2 | THE WOMAN'S PLACE IS AT HOME |
| 3 | A WOMAN'S CARREER SHOULD TAKE SECOND PLACE, AFTER HER HUSBAND |
| 4 | PHYSICAL APPEARANCE IS MORE IMPORTANT FOR WOMEN THAN FOR MEN |
| 5 | WOMEN MUST SEXUALLY SATISFY THEIR HUSBAND |
| 6 | A WOMAN SHOULD ALWAYS SUPPORT HER HUSBAND |
| 7 | MEN AND WOMEN SHOULD NOT HAVE EQUAL RIGHTS IN EVERY FIELD |
| 8 | MEN AND WOMEN HAVE EQUAL OBLIGATIONS TOWARD THEIR CHILDREN |
| 9 | MEN SHOULD PROTECT WOMEN |
| 10 | A WOMAN CANNOT BE A GOOD POLITICIAN |
| 11 | WOMEN ARE TOO EMOTIONAL TO BE EFFECTIVE EMPLOYEES IN MOST OF THE PROFESSIONS |
| 12 | WOMEN WORK HARDER THAN MEN |
| 13 | IT'S FORBIDDEN FOR A WOMAN TO BETHRAY HER HUSBAND |
| 14 | WEDDING HAS TO BE FOR THE WHOLE LIFE |

ROLE MODELS

| | |
|------------------------|--|
| TITLE | Un paso adelante |
| 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 tend to judge or to “put into boxes” |
| TOOL TYPE | Role play game |
| MATERIAL NEEDED | A big space, soft music and the Handout cards |
| DURATION | 80 minutes |
| DESCRIPTION | <p>The activity is organized accordingly to the following steps:</p> <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: the activity is centred on the role play game method. For this reason it's important to create a soft atmosphere to enforce the concentration and the action of wearing the shoes of someone else.</p> <p>To facilitate the process a set of key questions should be asked, these questions should not be answered since are just “food for thought” 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 is not possible for the character to do the action.</p> <p>A set of different statements 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 and the debriefing.</p> <p>Key questions for the debriefing:</p> <ul style="list-style-type: none"> • How did you feel? • Which was your character? • Was it 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 card) • Do you think to be excluded from society, in some way? • Do you think you applied stereotypes while representing your character? <p>It follows a debriefing about STEREOTYPES and PREJUDICES in general and specifically about the gender-related prejudices.</p> |

HANDOUT WITH CHARACTERS FOR UN PASO ADELANTE

| | | |
|---|---|--|
| 31 YEARS OLD DUTCH WOMAN WORKING AS A SEX WORKER | 25 YEARS OLD WOMAN FROM HONDURAS WORKING AS A SEX WORKER | 22 YEARS OLD PERUVIAN WOMAN STUDYING IN A FAMOUS PRIVATE SCHOOL |
| 35 YEARS OLD MEXICAN MAN OWNER OF A BIG FARM | 25 YEARS OLD DIVORCED WOMAN FROM ECUADOR | 28 YEARS OLD DIVORCED MAN FROM ECUADOR |
| 41 YEARS OLD GERMAN MAN, ARTIST AND WITH AIDS | COLOMBIAN WOMAN WITH AIDS | A BRAZILIAN WHO WANTS TO BE MODEL |
| 22 YEARS OLD PERUVIAN MAN STUDIYING IN A FAMOUS PRIVATE SCHOOL | 42 YEARS OLD SUISSE BANK DIRECTOR | 40 YEARS OLD WOMAN MANAGER OF A FINANCIAL COMPANY |
| 16 YEARS OLD WOMAN LIVING IN A POOR NEIGHBORHOOD WITH A SON | 33 YEARS OLD SPANISH WOMAN WITH A HUGE INHERITANCE | 33 YEARS OLD FRENCH MAN MARRIED WITH ANOTHER MAN |
| 25 YEARS OLD WOMAN ABUSED BY HER HUSBAND | 35 YEARS OLD MAN ABUSED BY HIS WIFE | 18 YEARS OLD MAYAN WOMAN DESIRING TO TAKE A DEGREE |
| QUECHUAN MAN DESIRING TO TAKE A DEGREE | ARGENTINIAN WOMAN WITH TWO KIDS | A LITTLE GIRL WHO LIVES IN THE STREET OF CARACAS |
| ARGENTINIAN WOMAN WITH TWO KIDS | SCAVENGER BOY FROM GUATEMALA | 67 YEARS OLD FARMER FROM A SMALL RURAL AREA IN ECUADOR |

HANDOUT WITH THE STATEMENTS FOR UN PASO ADELANTE

| | |
|----|---|
| 1 | YOU ARE FREE TO GO OUT WHENEVER YOU WANT |
| 2 | YOU FEEL SAFE WHEN YOU GO OUT FROM YOUR HOUSE |
| 3 | YOUR FAMILY SUPPORT YOUR LIFE STYLE |
| 4 | YOU DON'T HAVE ECONOMICAL PROBLEMS |
| 5 | YOU ARE OPTIMISTIC ABOUT YOUR FUTURE |
| 6 | YOU HAVE A JOB THAT YOU LIKE |
| 7 | YOU HANG OUT WITH YOUR GROUP OF FRIENDS |
| 8 | YOU GO ON HOLIDAY EVERY YEAR |
| 9 | YOU HAVE THE OPPORTUNITY TO BE PART OF THE POLITICAL ACTIVITIES OF YOUR CITY |
| 10 | YOU HAVE THE SAME WORKING OPPORTUNITY OF THE OTHERS |
| 11 | YOU RECEIVE A GOOD TREATMENT BY THE POLICE |
| 12 | YOU CAN MARRY WHOEVER YOU WANT |
| 13 | YOU LIKE YOUR HOUSE |
| 14 | YOU DRESS UP IN THE WAY YOU WANT |
| 15 | YOU HAVE NEVER BEEN VICTIM OF VIOLENCE |

| | |
|------------------------|--|
| TITLE | Abigail |
| TOPIC/S | Gender role models |
| AIM | To deepen the prejudices and stereotypes and to explore the gender role models |
| TOOL TYPE | Work in group and open discussion in plenary |
| MATERIAL NEEDED | Handout 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 organized accordingly to the following 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 list's orders and the reasons that moved each group to create the order.</p> <p>The final conclusion is run in plenary presenting the ICEBERG MODEL.</p> |

HANDOUT WITH ABIGAIL STORY

ONCE UPON A TIME THERE WAS A VERY BEAUTIFUL GIRL CALLED ABIGAIL, WHO WAS LIVING WITH HER MOTHER IN A SMALL VILLAGE.

ABIGAIL LOVED TOM, WHO WAS LIVING ON THE OTHER SIDE OF A RIVER, AND SHE WAS USING THE ONLY BRIDGE THAT WAS CROSSING THE WATER STREAM TO MEET HIM.

ONE NIGHT, A HUGE STORM FLOODED AND DESTROYED THE BRIDGE.

ABIGAIL WAS REALLY SAD BECAUSE IT WOULD HAVE TAKEN MONTHS TO BUILD THE BRIDGE AGAIN. ONE DAY ABIGAIL SAW A LITTLE BOAT TIED ON A LAP IN THE RIVER, SO SHE WENT TO SPEAK TO THE OWNER OF THE BOAT, SIMBAD. "COULD YOU PLEASE BRING ME TO THE OTHER SHORE OF THE RIVER?"

ABIGAIL DIDN'T KNOW THE MAN, HOWEVER HE SEEM TO UNDERSTAND THE PROBLEM AND WAS WILLING TO HELP.

THE GIRL SMILED, BUT THEN SIMBAD SAID TO HER: "I BRING YOU THERE IF YOU SLEEP WITH ME".

ABIGAIL RUN AWAY CRYING.

SHE WENT TO HER MOTHER TO ASK FOR ADVICE, BUT SHE DIDN'T GIVE ANY AND JUST TOLD HER TO DO WHAT SHE WAS THINKING WAS CORRECT.

SO, SHE DECIDED TO FIND SIMBAD AND ACCEPTED HIS PROPOSAL.

AFTER SHE SLEPT WITH HIM, HE BROUGHT HER TO THE OTHER SHORE.

WHEN SHE MET TOM SHE TOLD HIM EVERYTHING SHE DID IN ORDER TO MEET HIM, BUT HE BECOME VERY ANGRY AND SCREAMED TO HER: "YOU CHAETED ON ME!", THEN KICKED HER OUT OF HIS HOUSE.

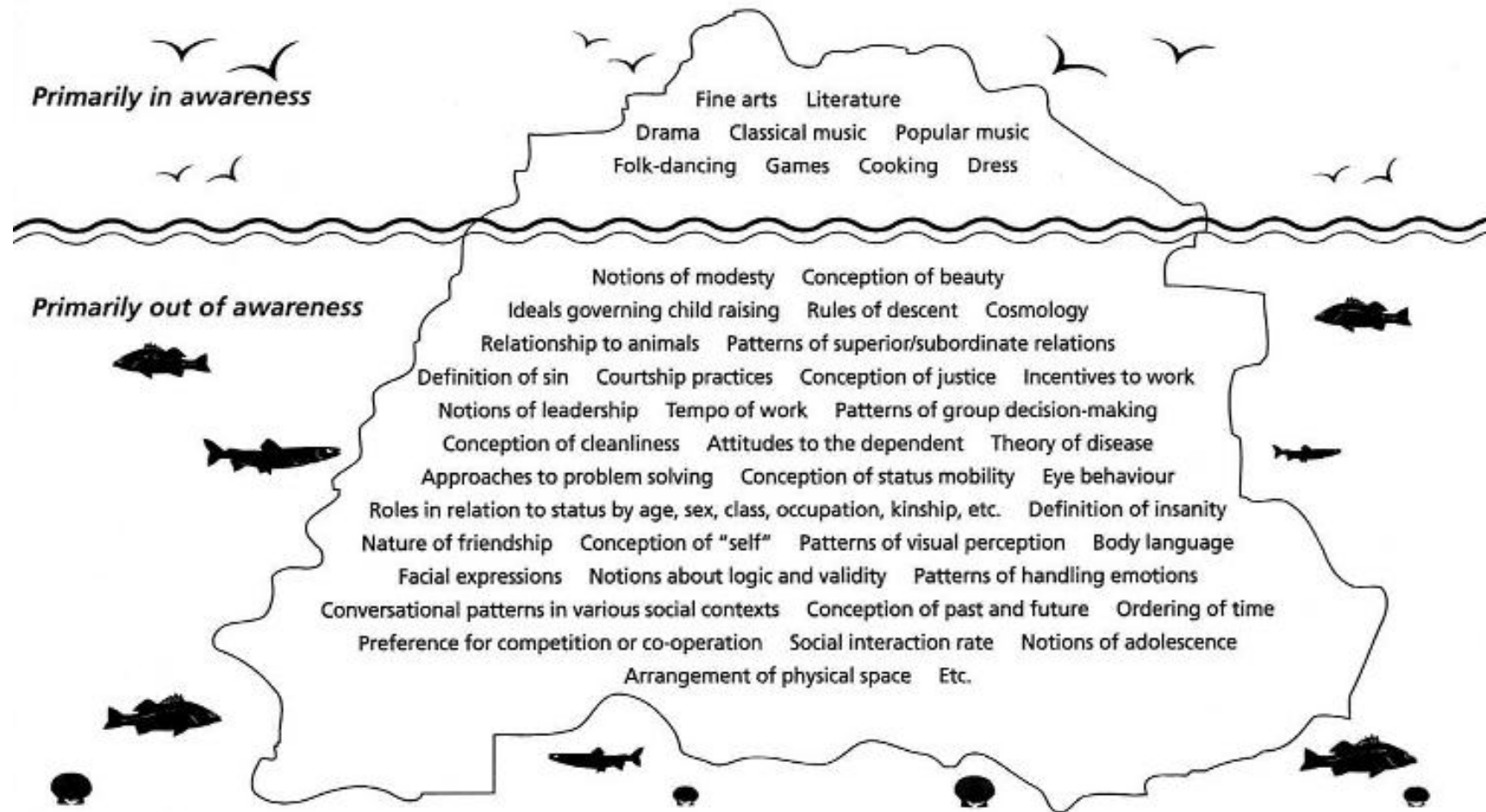
ABGAIL RUN AWAY, WHEN SHE MET THE BEST FRIEND OF TOM, BOB, TO WHOM SHE EXPLAINED EVERYTHING SHE HAS PASSED THROUGH.

BOB GOT REALLY ANGRY BY THE BEHAVIOUR OF TOM AND PUNCHED HIM IN THE FACE.

THEN, HE WENT TO LOOK FOR ABIGAIL.

HANDOUT 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

POWER

| | |
|------------------------|--|
| TITLE | Chief of power |
| 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 |
| TOOL TYPE | Simulation game - theatrical workshop |
| MATERIAL NEEDED | A big working space |
| DURATION | 60 minutes |
| DESCRIPTION | <p>The activity is organized accordingly to the following steps:</p> <p>Step 1. participants enter the working space in couple and start to walk together in a circle. Two trainers are waiting in the circle and show how to walk. They keep the rhythm and raise its speed, saying orders as “faster”, “silence”, “keep the rhythm”, “march”, until the point when everybody is on the stage and they are marching 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 follows a debriefing about power dynamics, the oppressor and the oppressed.</p> <p>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 were they 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? <p>* Activity described on the first video-tutorial</p> |

VIOLENCE

| | |
|------------------------|--|
| TITLE | Video projection and video analysis |
| TOPIC/S | Violence toward women |
| AIM | To reflect on the different types of violence, to analyse them and the related consequences |
| TOOL TYPE | Video projection in plenary |
| MATERIAL NEEDED | Video, video projector, speakers, plenary room |
| DURATION | 20 minutes |
| DESCRIPTION | <p>The activity is organized accordingly to the following steps:</p> <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> <p>* Activity described on the first video-tutorial</p> |

GENDER BASED CONFLICTS

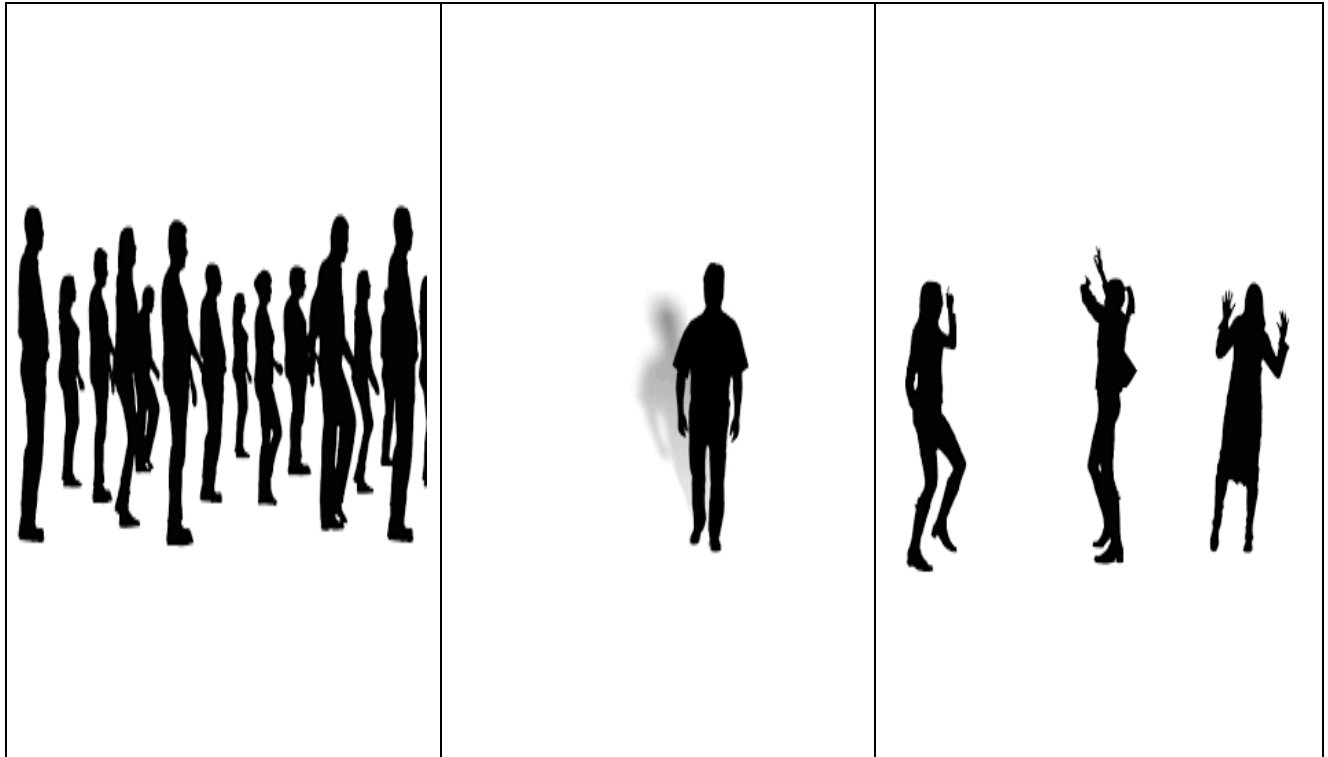
| | |
|------------------------|---|
| TITLE | Sharing personal stories |
| TOPIC/S | Gender based conflicts |
| AIM | To make participants reflect on their personal gender related conflicts they lived or experimented in their life and to give them the chance to share them within the group. |
| TOOL TYPE | Individual and work in small groups |
| 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>The activity is organized accordingly to the following steps:</p> <p>Step 1. participants are entering the room one by one and are explained that can freely 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. participants are asked to close their eyes. Then a 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</p> |

| | |
|--|---|
| | <p>some of the key words referred to the work they did in the previous day.</p> <p>Step 3. when the key words are whispered, one of the trainer asks participants to think about a gender related conflict they lived in their life. NOTE: the work it's about the personal gender related conflict/s participants lived in their life. For this reason it's fundamental to create the proper and "safe" atmosphere, where to feel protected.</p> <p>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.</p> <p>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 accordingly to 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".</p> <p>* Activity described on the first video-tutorial</p> |
|--|---|

| | |
|------------------------|--|
| TITLE | Strip cartoon |
| TOPIC/S | Conflict analysis |
| AIM | To make participants run the detailed conflict analysis of the different conflict situation identified by each group (setting, type of conflict, actors) |
| TOOL TYPE | Work in group |
| MATERIAL NEEDED | / |
| DURATION | 100 minutes |
| DESCRIPTION | <p>The activity is organized accordingly to the following steps:</p> <p>Step 1. is provided a brief explanation of what living pictures are and how the representation through strip cartoons works. NOTE: for a clearer understanding of the technique, it's better to draw it on a flipchart. See Handout below.</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 represents the three frames.</p> <p>Step 4: after each representation the group remains on the stage and it's run 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 CONFLICTS EXPLOSION MODEL. Handout below.</p> <p>* Activity described on the first video-tutorial</p> |

HANDOUT WITH THE STRIP CARTOONS MODEL

CONFLICT EXPLOSION FRAME



SEQUENCE 1

beginning of the action

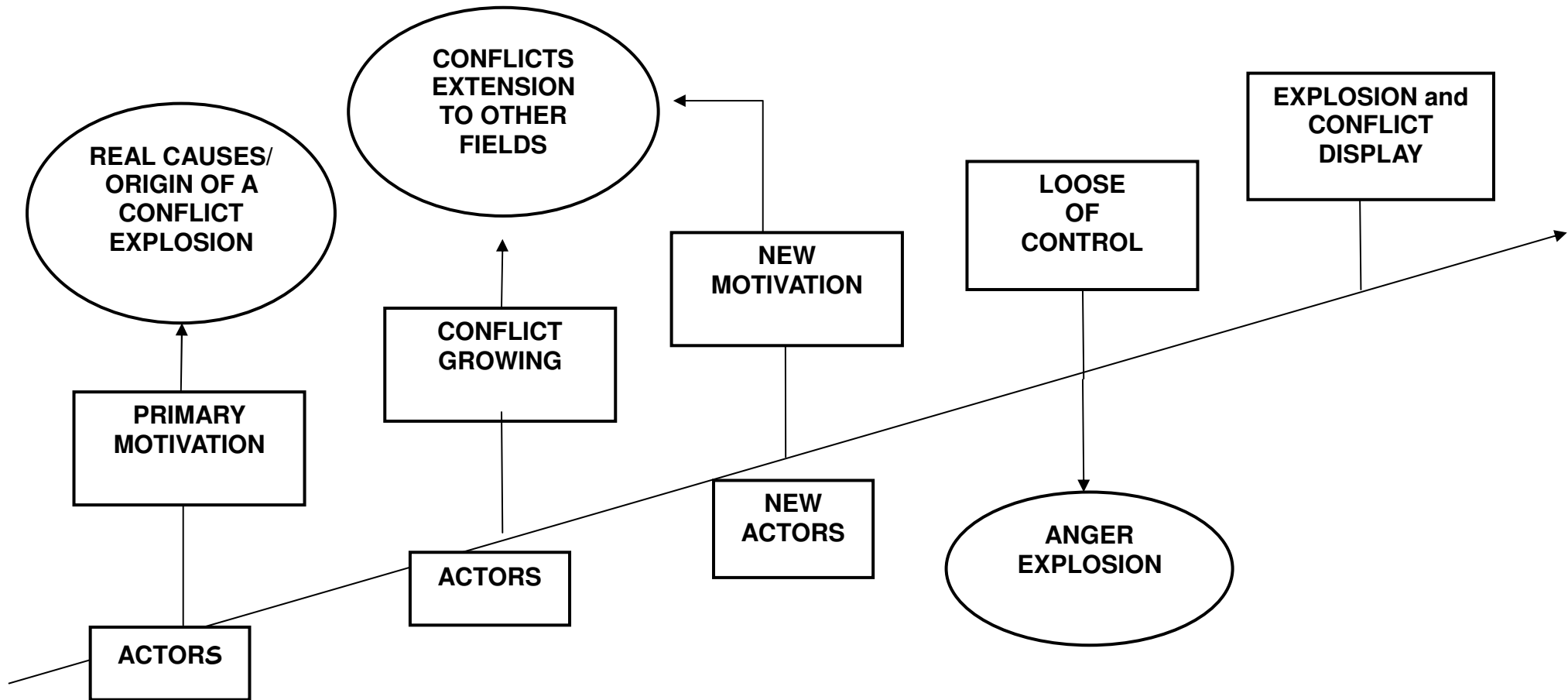
SEQUENCE 2

climax of the action

SEQUENCE 3

conflict explosion

HANDOUT WITH THE CONFLICT EXPLOSION MODEL



THE REAL REASONS OF A CONFLICT SHOULD BE UNDERSTOOD, TO CORRECTLY INTERVEENE

CONFLICT MANAGEMENT

| | |
|------------------------|---|
| TITLE | Analysis of the case studies and the possible ways to manage conflicts |
| 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 |
| TOOL TYPE | Work in group |
| MATERIAL NEEDED | / |
| DURATION | 180 minutes |
| DESCRIPTION | <p>The activity is organized accordingly to the following steps:</p> <p>Step 1: in plenary it's presented the HODGSON MODEL and it's left space for questions and clarifications. Below the Handout with the model.</p> <p>Step 2. participants are back in the same group of the previous day, created for the activity "Strip cartoon" . In each group should be analysed the possible solutions to manage the conflict (worked out 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 the technique of 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>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> <p>* Activity described on the first video-tutorial</p> |

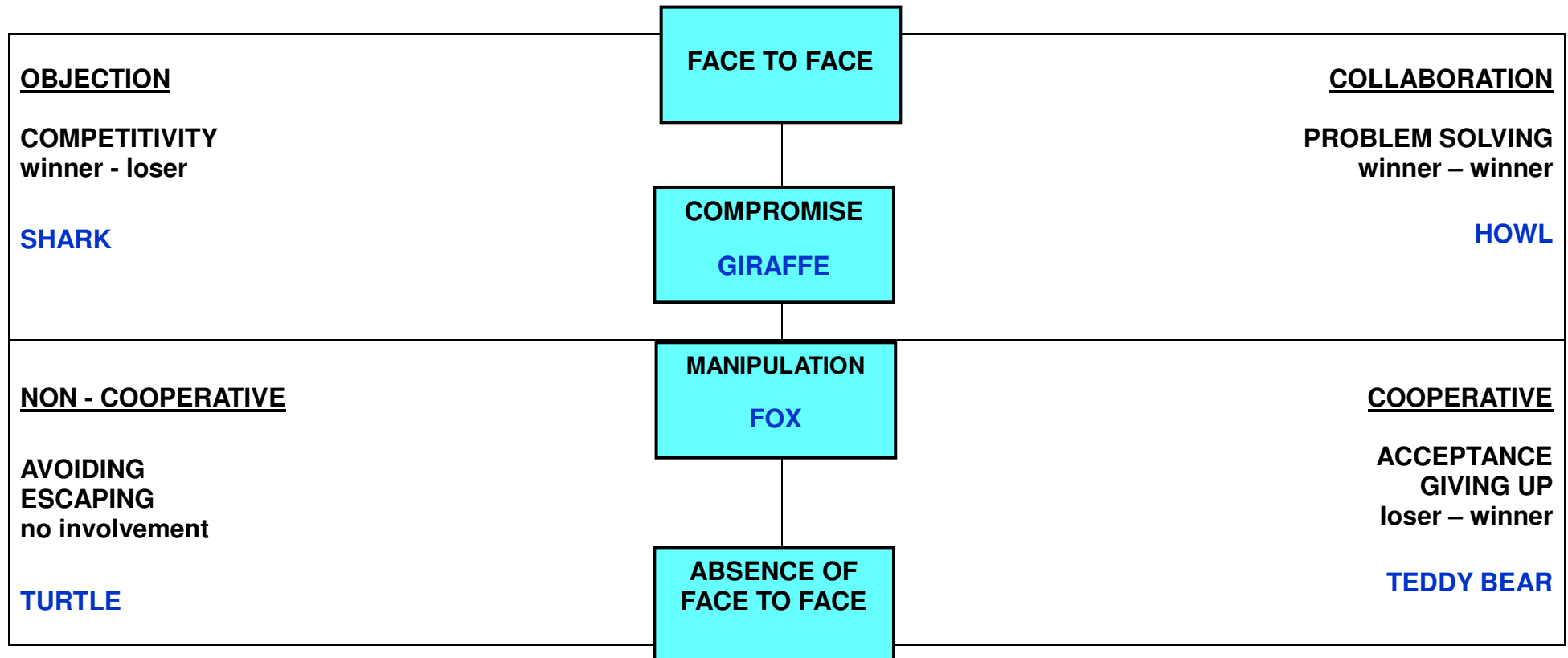
STRATEGIES TO MANAGE CONFLICTS

| | |
|------------------------|--|
| TITLE | Social Theatre |
| TOPIC/S | Conflicts management |
| AIM | To make participants work on the possible and multiple ways to manage and, in some cases, solve conflicts |
| TOOL TYPE | Theatre activity |
| MATERIAL NEEDED | / |
| DURATION | 120 minutes |
| DESCRIPTION | <p>The activity is run in two different rounds: in 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. 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. One trainer plays the role of the Joker, who can intervene to manage the representation, can stop it or give the floor.</p> <p>Step 2. who wants 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 constructive way. It's not possible to take the character of the oppressor.</p> <p>After each representation, all the actors are remaining on the stage and the Joker asks:</p> <ul style="list-style-type: none"> • to the spectators: what has changed? • to the secondary actors: how do you feel and what has changed? • to the oppressed: how do you feel and what has changed? • to the oppressor: how do you feel and what has changed? <p>Step 3. Second story the pool of trainers, as actors, is representing the second story in a theatrical way. The representation should stop on the conflict explosion NOTE: as before, the story characters have to be well defined, there should be one representing “the oppressor”, another one representing “the oppressed” and other characters. Still the Joker can intervene to manage the representation, can stop it or give the floor.</p> <p>Step 4. who wants, 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 constructive way. It's not possible to take the character or the oppressor. 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 secondary characters.</p> <p>After each representation, all the actors are remaining on the stage and the Joker asks:</p> <ul style="list-style-type: none"> • to the spectators: what has changed? • to the secondary actors: how do you feel and what has changed? • to the oppressed: how do you feel and what has changed? • to the oppressor: how do you feel and what has changed? |

Step 5. it follows in plenary a general debriefing on the activity, on the different ways to manage conflicts and on the methodology used

*** Activity described on the first video-tutorial**

HANDOUT WITH THE HODGSON MODEL



HANDOUT 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 (or you tend to 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

YOUTH MEETINGS PREPARATION

| | |
|------------------------|--|
| TITLE | Feasibility Visit Outcomes |
| 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 in order to get ready for the upcoming steps |
| TOOL TYPE | Plenary, interactive presentation |
| 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 is detailed presented, including aim, specific objectives, methods, actions and timeline.</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 |
| 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 |
| TOOL TYPE | Plenary work |
| MATERIAL NEEDED | Flipcharts, markers |
| DURATION | 40 minutes |
| DESCRIPTION | <p>The 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> <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 it afterwards made a participative check in plenary, if some are overlapping.</p> <p>After this phase the 6 macro-topics are identified:</p> <ul style="list-style-type: none"> • Education • Socio-cultural • Politic system • Economic system • Violence • Machismo <p>* Activity described on the first video-tutorial</p> |

HANDOUT WITH THE MIND MAP



| | |
|------------------------|--|
| TITLE | Questionnaires Youth Meetings |
| 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 |
| TOOL TYPE | Work in groups and in plenary |
| MATERIAL NEEDED | Flipchart, markers, paper A4 and pens |
| DURATION | 100 minutes |
| DESCRIPTION | <p>The activity is organized accordingly to the following steps:</p> <p>Step 1. after the work in plenary on the Mind Map, 6 groups are created, one for each macro-topic. The task to concretely work on the creating and fine-tuning of questions.</p> <p>Step 2. the different questions are presented in plenary, discussed, upgraded and, in a participative way, the final questions for the Questionnaire are set.</p> <p>See Annex III - Questionnaire for the Youth Meetings at page 177.</p> <p>* Activity described on the first video-tutorial</p> |

16th JANUARY 2016

NON FORMAL EDUCATION WORKING METHODS

| | |
|------------------------|---|
| TITLE | Timeline of the project game |
| 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 |
| TOOL TYPE | Work in group and plenary |
| 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 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> <p>* Activity described on the first video-tutorial</p> |

HANDOUT WITH THE TIMELINE OF THE PROJECT GAME

| |
|--|
| IDENTIFY THE NEEDS OF THE PARTICIPANTS |
| DEFINE THE OBJECTIVES |
| DEFINE THE NUMBER OF PEOPLE YOU WANT TO ADDRESS AND SELECT THE PARTICIPANTS |
| IDENTIFY THE MORE APPROPRIATE METHODOLOGY |
| PLAN THE ACTIVITIES |
| PLAN THE LOGISTICS: PLACE, MATERIAL, FOOD, ACCOMMODATION, TRANSPORT |
| FIND THE ECONOMICAL RESOURCES |
| FIND THE FACILITATORS |
| PROMOTE THE ACTIVITY |
| COLLECT PARTICIPANT'S EXPECTATIONS |
| DEVELOP THE ACTIVITY PROGRAMME |
| EVALUATE THE ACTIONS |

| | |
|------------------------|--|
| TITLE | Gincana with methods |
| 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 |
| TOOL TYPE | Work in group |
| 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> <ul style="list-style-type: none"> • group dynamic • role of the facilitator • theatre and “simulation” • discussion techniques and work in group <p>The activity is organized accordingly to the following steps:</p> <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> <p>* Activity described on the first video-tutorial</p> |

| | |
|------------------------|--|
| TITLE | Feedback rules |
| TOPIC/S | Feedback Rules |
| AIM | To learn how to give and receive feedback |
| TOOL TYPE | Collective work in plenary |
| 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, a couple is created and are taken two minutes (each) to answer the question given by the trainer. After spending 4 minutes together exchanging feedbacks, when the trainer claps the hands, participants should start walking around again, until hearing another “stop” and the 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? <p>It follows a debriefing on how to give feedbacks in a constructive way.</p> <p>NOTE: the focus is centred on “giving positive feedback”. Please bear in mind that</p> |

all the questions are very personal and there is no intention to make anyone feeling uncomfortable or hurt. On the contrary, the activity aims to give the chance to think how to find positive words for people we work with and encourage them to continue working and trying to improve all the time.

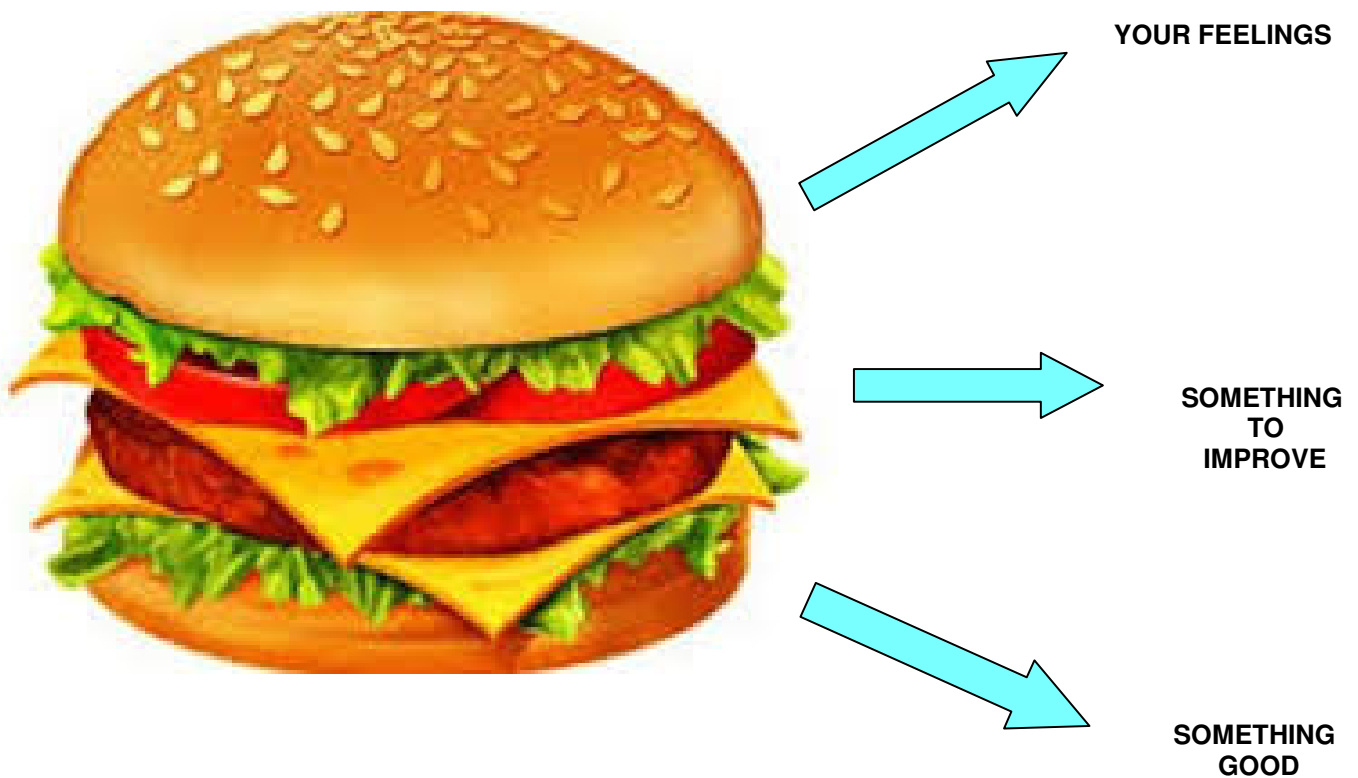
After the end of the debriefing is presented a standard model to give feedbacks to the activity, not personal feedbacks to individual participants.

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

- **your feelings;**
- **something to improve;**
- **something good.**

*** Activity described on the first video-tutorial**

HANDOUT WITH THE SANDWICH MODEL



TRAINING in ACTION – TiA SESSION

| | |
|------------------------|---|
| TITLE | Group division and Preparation |
| TOPIC/S | Non formal education activities for the Youth Meetings |
| AIM | To create the 4 different groups that will work on the workshops preparation and to make participants practicing how to conceive, organize and implement a workshop of 60 minutes about gender-sensitive topics, using non formal education working methods |
| TOOL TYPE | Plenary and work in group |
| 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>The activity is organized accordingly to the following steps:</p> <p>Step 1. Group division 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.</p> <p>The topics identified are:</p> <ul style="list-style-type: none"> • Machism • Violence • 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 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> <p>* Activity described on the first video-tutorial</p> |

17th JANUARY 2016

TRAINING in ACTION – TiA SESSION

| | |
|------------------------|--|
| TITLE | Implementation |
| TOPIC/S | Non formal education activities for the Youth Meetings |
| AIM | To make participants practically experiment how to create, structure and prepare a short workshop of 60 minutes, using non formal education working methods. NOTE: the methods tested and assessed could be afterward used during the Youth Meetings forecast in Mexico, Ecuador and Peru |
| TOOL TYPE | Work in groups |
| 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 | 360 minutes NOTE: the activity will take place in the morning and the afternoon of the 7 th day. |
| DESCRIPTION | <p>Each group has at disposal 60 minutes to run the workshop + 30 minutes for the feedbacks.</p> <p>During the morning session the groups A – B run the workshops. Below the example on how the group rotation is working:</p> <ul style="list-style-type: none"> • group A → B + C + D • group B → A + C + D <p>During the afternoon session the groups C – D will run the workshop. Below the example on how the group rotation is working:</p> <ul style="list-style-type: none"> • group C → A + B + D • group D → A + B + C <p>After each workshop it follows the session about Feedback (30 minutes) divided in three steps:</p> <ul style="list-style-type: none"> • feedbacks from the participants who run the activities; • feedbacks from the participants who participated in the activity; • feedbacks from the pool of trainers <p>NOTE: participants should follow the predetermined structure of the “Sandwich Model” for giving feedbacks:</p> <ul style="list-style-type: none"> • personal feelings about the work; • something to improve; • something good. <p>* Activity described on the first video-tutorial</p> |

BACK TO WORK

| | | | | | | | | | | | |
|--|---|------------------------------|---|--|---------------|-------------|----------------------------|------------------------------|--|---|--------------|
| TITLE | Open Space | | | | | | | | | | |
| 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 | | | | | | | | | | |
| TOOL TYPE | Open Space technique | | | | | | | | | | |
| 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. NOTE: the facilitator is the person who proposed the topic. It's not needed to have previous experiences on the topic to be facilitator of the Open Space tables.</p> <p>Step 3. the topics and the tables are organized as followed:</p> <table border="1"> <tr> <td>QUESTIONNAIRE AND QUESTIONS FINALIZATION</td><td></td><td>TUCHMAN MODEL</td></tr> <tr> <td>DISEQUALITY</td><td>TOOLS TO WORK IN GROUPS</td><td>CONFLICT MANAGEMENT MODEL</td></tr> <tr> <td>HOW TO FILL A TOOL KIT (TO PLAN A WORKSHOP)</td><td>INTERCULTURAL LEARNING AND ICEBERG MODEL</td><td>FACILITATORS</td></tr> </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. 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> <p>In the Open Space Technique the main PILLARS are:</p> <ul style="list-style-type: none"> • topics have to be proposed by participants → bottom up approach; • tables are “self-organized” → the participants themselves the facilitators of the tables; • 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. | | QUESTIONNAIRE AND QUESTIONS FINALIZATION | | TUCHMAN MODEL | DISEQUALITY | TOOLS TO WORK IN GROUPS | CONFLICT MANAGEMENT MODEL | HOW TO FILL A TOOL KIT (TO PLAN A WORKSHOP) | INTERCULTURAL LEARNING AND ICEBERG MODEL | FACILITATORS |
| QUESTIONNAIRE AND QUESTIONS FINALIZATION | | TUCHMAN MODEL | | | | | | | | | |
| DISEQUALITY | TOOLS TO WORK IN GROUPS | CONFLICT MANAGEMENT MODEL | | | | | | | | | |
| HOW TO FILL A TOOL KIT (TO PLAN A WORKSHOP) | INTERCULTURAL LEARNING AND ICEBERG MODEL | FACILITATORS | | | | | | | | | |

| |
|--|
| In the Open Space Technique the main RULES are: |
| <ul style="list-style-type: none"> • two steps → move to another discussion when you feel; • you are the right person!!! → even if you remain alone in your table; • time it's time → keep attention to the time you have at disposal and respect it; • butterflies and bees → in a group you can be in silent and listen, as also you can speak and share your opinion. |

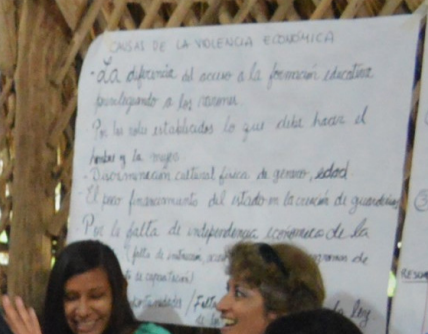
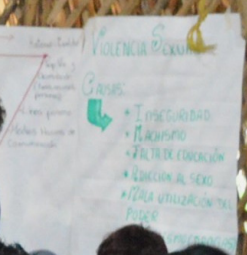
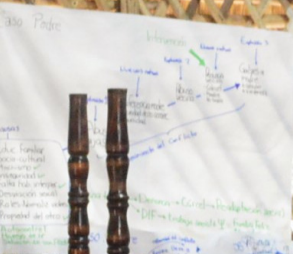
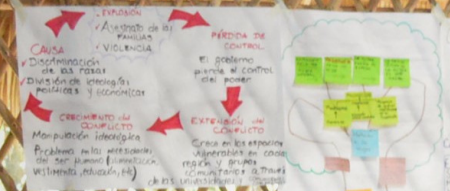
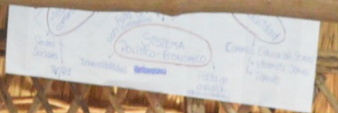
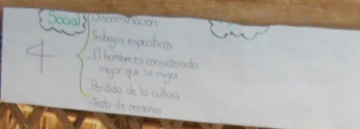
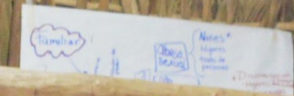
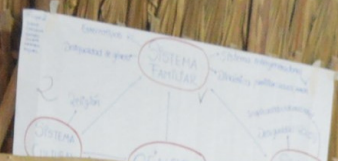
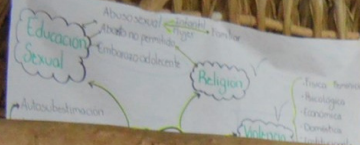
FINAL EVALUATION

| | |
|------------------------|---|
| TITLE | La Diana |
| TOPIC/S | Evaluation |
| AIM | To run the first step in the final evaluation, having a visual evaluation |
| TOOL TYPE | Evaluation tool |
| MATERIAL NEEDED | Flipchart, markers, post-it |
| DURATION | 20 minutes |
| DESCRIPTION | <p>The activity is organized accordingly to the following 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:</p> <ul style="list-style-type: none"> • GROUP – interpersonal relationships within the group • ACTIVITIES • LOGISTIC – preparatory information and Infosheet, food, accommodation • MY PARTICIPATION • TOPICS – how we work on the different thematic areas • TRAINERS AND FACILITATORS <p>Step 3. Positioning participants are asked to take their time to reflect and then to put post-it of different colours. More the post-it is far, more is negative, while closer to the centre is the post-it and better is the evaluation.</p> |

HANDOUT WITH LA DIANA



| | |
|------------------------|--|
| TITLE | Positioning: comfort and discomfort |
| 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 |
| TOOL TYPE | Evaluation tool |
| 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 asked to stand on a line, in the middle of the room and the trainer has to read questions, one by one. 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 hand, explaining why he/she took the position and making comments.</p> <p>NOTE: it's very important to leave the necessary time to everybody 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> <ul style="list-style-type: none"> • How was developed the learning process? • How was the workshop organized? • How did I feel within the group? • How my emotional process has been developed? • How can I use what I learned during the Youth Meetings? • What do I bring back home? <p>NOTE: the list of questions can be modified or upgraded, accordingly to the situation and the group needs.</p> |



TRAINING COURSE ON PROJECT MANAGEMENT

11th – 18th April 2016 Lima, PERU



AIM of the TC in Peru

the training course AIMED to develop new tools and information on how to conceive and draft projects, on the project life cycle, project management, funding lines, budget compilation and project

DELIVERABLES

TOOL KIT_SECOND VERSION

it describes in detail all the non formal education activities and working methods used during the training and it was then used during the Study Phase

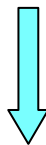
SECOND VIDEO TUTORIAL

this tool shows how, some of the training modules, can be replicated.

The video can be used during the Study Phase (May – June 2016) to prepare the Local Actions Implementation (July - August 2016) and is also a tool for the dissemination and follow up phase:

<https://www.youtube.com/watch?v=LHF2Ao7sh2o&feature=youtu.be>

STUDY PHASE
May – June 2016



LOCAL ACTIONS IMPLEMENTATION
July - August 2016

AGENDA OF THE TRAINING COURSE ON PROJECT MANAGEMENT

| DATE | MORNING | AFTERNOON |
|-------------------------|---|---|
| 11/04/2016 Monday | GETTING TO KNOW EACH OTHERS Name and Sound Name and something with gender Draw my face THE CAFETERIA 5 questions and payment Feedback on expectation and contribution | TEAM BUILDING ACTIVITIES AND GROUP DYNAMICS Lapices voladores Caminata con los tobillos Sillas equilibradas Cruza el rio |
| 12/04/2016 Tuesday | PANDORA PROJECT Project timeline and questions YOUTH MEETINGS Presentation of what we have done FIRST STEPS IN PROJECT MANAGEMENT Gincana | YOUTH MEETINGS OUTCOMES YM gallery through Mind Maps STARTING POINT IN PLC – Project Life Cycle Creation of a collective Mind Map – step 1 |
| 13/04/2016 Wednesday | Creation of a collective Mind Map – step 2 CAUSES IDENTIFICATION El arbol de las causas | EFFECTS IDENTIFICATION El arbol de las causas y de los efectos DEFYNING OBJECTIVES Back on the causes and objectives identification Objectives prioritisation |
| 14/04/2016 Thursday | DEFYNING ACTIVITIES Market of ideas Activities prioritisation and selection of 1 activity | 5W The 5W on the selected activity RETROPLANNING The retro-planning on the selected activity |
| 15/04/2016 Friday | PARTNERSHIPS Perdidos en la comunicacion F-NF-I Moving debate in 3 areas | ROLE OF THE FACILITATOR Draw your ideal facilitator Fish Bowl |
| 16/04/2016 Saturday | PROJECT PROPOSAL Preparation of the project proposals | TRAINING in ACTION – Tia SESSION Work in groups and Preparation FEEDBACK Feedback rules |
| 17/04/2016 Sunday | TRAINING in ACTION – Tia SESSION Implementation | TRAINING in ACTION – Tia SESSION Implementation |
| 18/04/2016 Monday | OPEN SPACE El Flor de las ideas | FINAL EVALUATION Las tablas de evaluación El círculo de intercambio |

AGENDA OF THE TRAINING COURSE DONE WITH THE GRAPHIC FACILITATION



TOOL KIT

TRAINING COURSE IN PERU

DESCRIPTION OF THE NON FORMAL EDUCATION METHODS

GETTING TO KNOW EACH OTHERS

| | |
|------------------------|--|
| TITLE | Name and Sound |
| TOPIC/S | Learn the names/Getting to know each other/Group creation |
| AIM | To remember the names and to make participants interact |
| TOOL TYPE | Ice breaker/Name game |
| MATERIAL NEEDED | / |
| DURATION | 15 minutes |
| DESCRIPTION | Participants are invited to stand in a circle. Each participant (one by one) has to enter the circle centre saying his/her name plus a sound and then the others have to repeat, in chorus the name and the sound. |

| | |
|------------------------|--|
| TITLE | Name and something with gender |
| TOPIC/S | Learn the names/Getting to know each other/Group creation |
| AIM | To ease the participants interaction and to make the first steps in gender |
| TOOL TYPE | Ice breaker |
| MATERIAL NEEDED | / |
| DURATION | 20 minutes |
| DESCRIPTION | Participants stand in the circle, one person starts saying his/her name and one word related to gender, starting with the same letter of the name. e.g. Elen → Equity. Then the next person follows and so on till everyone has said his/her name and the word related to gender. |

| | |
|------------------------|--|
| TITLE | Draw my face |
| TOPIC/S | Getting to know each other/Group cohesion |
| AIM | To remember the names and to make participants interact |
| TOOL TYPE | Ice breaker/Getting to know each others |
| MATERIAL NEEDED | A4 papers and pens |
| DURATION | 20 minutes |
| DESCRIPTION | <p>Participants stand in the circle and receive an A4 paper and a pen. They have to write on their paper their name and throw the paper in the middle of the circle.</p> <p>The activity is organized accordingly to the following steps:</p> <p>Step 1. when the trainer says “go!” they have to go to the centre and pick up a paper with the name of another person, fold it and draw the forehead of this person. Then they have to throw the paper in the middle of the circle.</p> <p>Step 2. when the trainer says “go!” they have to go in the middle and pick up a paper with the name of another person, fold it and draw the eyes and nose of this person. Then they have to throw the paper in the middle of the circle.</p> |

Step 3. when the trainer says “go!” they have to go in the middle and pick up a paper with the name of another person, fold it and draw the mouth and chin of this person. Then they have to throw the paper in the middle of the circle.

Step 4. when the trainer says “go!” they have to go to in the middle and find the paper with their name and with the drawing realized by the other. At the end of the activity all the drawings are put on the wall.

THE CAFETERIA

| | |
|------------------------|--|
| TITLE | 5 questions and payment |
| TOPIC/S | Gender-related issues |
| AIM | To make participants discuss relevant gender-related topics |
| TOOL TYPE | Work in small groups |
| MATERIAL NEEDED | Flipchart, markers, A4 papers, post-it, pens. If it's possible, all the staff to simulate a cafeteria |
| DURATION | 100 minutes |
| DESCRIPTION | <p>Setting: the room is organized as a cafeteria, there are 5 tables with chairs, nice tablecloths, one flipchart in the middle of each table, with post-it and markers. Trainers and facilitators are dressed up as waiters, possibly with aprons and note books where to take the customers orders.</p> <p>NOTE: all the details, being a simulation, are important, so if we want to add flowers, candies or any other staff reminding a cafeteria it's fine. Waiters welcome participants in the cafeteria and explain them which table to join. Once all the participants are sitting on their table, it's presented the activity: each table have some relevant questions to discuss. The questions are not presented in the same time, but after each slot of time a new question is delivered to each table. While participants are discussing, waiters are joining the tables taking the customers' orders and bring them coffee, tea, biscuit, candies and fruit.</p> <p>Below, in the Handout, the set of questions to discuss:</p> <p>In the end of the activity, waiters ask participants to pay the bills. The payment is not with real money, but asking each one to write on three different post-it their fears, expectations and contribution. Post-it have three different colours, one for fears, one for expectations and contribution.</p> <p>When participants have finished the task, they are asked to put them on their reference flipchart on the wall.</p> |



Menu



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HANDOUT WITH THE CAFETERIA SET OF QUESTIONS

WHERE DO YOU DREAM TO GO AND WHY?

WHAT IS THE FUNNIEST THING THAT HAPPENED IN YOUR LIFE?

HOW WOULD YOU DEFINE GENDER?

WHAT DID YOU BRING BACK HOME FROM THE PREVIOUS TRAINING?

WHAT DO YOU KNOW ABOUT PROJECT MANAGEMENT?

HANDOUT WITH THE DEFINITIONS OF “GENDER” ELABORATED BY PARTICIPANTS DURING THE CAFETERIA

**BIOLOGICAL AND PHYSIOLOGICAL CHARACTERISTICS THAT DETERMINE THE
IDENTITY OF EACH HUMAN BEING IN A CULTURAL BACKGROUND**

**IT’S A SOCIAL CONSTRUCTION THAT ESTABLISHES MALE AND FEMININE
CHARACTERISTICS, IN A PARTICULAR CONTEXT**

- **CLASSIFICATION OF THE HUMAN BEINGS**
- **CHARACTERISTICS DEFINED BY THE SOCIETY, THAT ESTABLISHES
ROLES AND FUNCTIONS WITHIN SEX, ACCORDINGLY TO THE CULTURE**

**GENDER IS A CONCEPT OF IDENTIFICATION IN WHICH SOCIETY IDENTIFIES YOU
(SOCIAL CONSTRUCTION): PREJUDICES, ROLES, SEXUALITY, BELIEFS,
POSSIBILITIES**

| | |
|------------------------|--|
| TITLE | Feedback on expectation and contribution |
| TOPIC/S | Getting to know each other and group creation |
| AIM | To share within the group the expectations toward the experience and the contributions we think to bring |
| TOOL TYPE | Expectations and contributions sharing in plenary |
| MATERIAL NEEDED | / |
| DURATION | 20 minutes |
| DESCRIPTION | <p>This activity is linked to the last part of the previous one “5 questions and payment”, where participants have been asked, as payment for the cafeteria, to write on post-it, their expectations and contributions.</p> <p>Facilitators, after having ordered the post-it within the reference flipcharts and grouped them accordingly to the similarities, ran a synthetic presentation.</p> <p>Each facilitator is briefly making a summary in plenary of the most recurrent or significant fears, expectations and contributions.</p> |

HANDOUT FOR THE EXPECTATION AND CONTRIBUTION



TEAM BUILDING ACTIVITIES AND GROUP DYNAMICS

| | |
|------------------------|--|
| TITLE | Lapices voladores |
| TOPIC/S | Group creation and analysis of the group dynamics |
| AIM | To make participants cooperate and to experiment the group dynamics |
| TOOL TYPE | Team Building and Group Dynamics |
| MATERIAL NEEDED | Pencils in different colours |
| DURATION | 20 minutes |
| DESCRIPTION | <p>Participants stand in the circle and the facilitator groups them in couple and gives to each couple a pencil.</p> <p>The activity is organized accordingly to the following steps:</p> <p>Step 1. each couple should maintain in equilibrium the pencil, touching it with the index finger, while moving in the space.</p> <p>The facilitator can add different challenges, e.g. speed up the rhythm, stop, slow down the rhythm, jump, freeze in the space as a statue.</p> <p>Step 2. two couples are merged, so to form a unity of 4 people.</p> <p>The activity proceed the same way.</p> <p>Step 3. the facilitator can decide to add an extra challenge (depending on the group size), which consists in creating one unique circle and to ask participants to move in the space keeping the pencils in equilibrium.</p> |

| | |
|------------------------|---|
| TITLE | Caminada con los tobillos |
| TOPIC/S | Group creation and analysis of the group dynamics |
| AIM | To make participants cooperate and experiment the group dynamics |
| TOOL TYPE | Team Building and Group Dynamics |
| MATERIAL NEEDED | / |
| DURATION | 20 minutes |
| DESCRIPTION | <p>The group is divided in sub-groups (approximately 5 people each).</p> <p>Within the group, participants have to be connected using one part of their body: their ankles. You can tie them with a small elastic rope.</p> <p>Keeping their ankles connected they have to walk in the space and arrive to a precise point in the space.</p> <p>Every time that participants are moving without keeping the ankles contact, they have to restart.</p> <p>The group that succeeds to remain in contact and is the faster, win.</p> |

| | |
|------------------------|--|
| TITLE | Sillas equilibradas |
| TOPIC/S | Group creation and analysis of the group dynamics |
| AIM | To make participants cooperate and to experiment how to take decisions collectively |
| TOOL TYPE | Team Building and Group Dynamics |
| MATERIAL NEEDED | Number of chairs corresponding to the participants number |
| DURATION | 20 minutes |
| DESCRIPTION | <p>Setting: in the workshop room are placed chairs in circle, for each participant one chair.</p> |

Each participant is taking the chair in equilibrium with one finger and altogether, they have to make an entire round of the circle, moving their fingers to another chair, still keeping the equilibrium and without making the chairs falling down. Each time a chair is falling down, the entire group should come back to the initial point and starts again.
The task is fulfilled when everybody, after having done the entire round, come back to his/her first position.

NOTE: the activity has a limited time at disposal (approximately 20 minutes). If the groups won't finish on time, the activity is stopped when the time it's over.

| | |
|------------------------|---|
| TITLE | Cruza el rio |
| TOPIC/S | Cooperation, communication, active listening |
| TOOL TYPE | Team building activity |
| AIM | To make participants experiment group cooperation, active listening and different ways to communicate |
| MATERIAL NEEDED | Sheets of paper A4, ropes |
| DURATION | 80 minutes |
| DESCRIPTION | <p>Setting: lay two ropes on the ground parallel to each other, about 20 feet apart.</p> <p>The activity is organized accordingly to the following steps:</p> <p>Step 1. participants have to line up on one side of the rope, and they are informed that they are looking at a giant hot chocolate river. They must get their entire team across the hot chocolate river, but it is too hot to swim across, and too deep to walk across. Obviously, they cannot walk around the river, since it does not end just because the ropes do. The only way to get across is by using the large, fluffy marshmallows that you provide (such as carpet squares, poly spots, paper plates or an A4 paper). Give participants about eight or nine pieces of paper, so that they have enough to get across with one or two left over.</p> <p>Step 2. advise the group that this challenge isn't about physical abilities, but rather it is about communication. Unfortunately, the stream in the river is so strong that it actually sweeps the marshmallows away if someone is not holding them down (with a hand, foot, or other safe appendage). Also, the marshmallows swell up once they are placed in the river, and they become too heavy to move again, so they must remain where they are placed.</p> <p>Step 3. participants start to play and they have to find their way to arrive on the other side of the river.</p> <p>It follows a debriefing about all the previous team building activities. Possible topics to explore during the debriefing:</p> <ul style="list-style-type: none"> • Team Responsibility: did it matter if only a few of you made it across the river? • Communication: the importance of checking on the person behind you before stepping into the next marshmallow; • Individual Strengths and Weaknesses. |

PANDORA PROJECT

| | |
|------------------------|--|
| TITLE | Project timeline and questions |
| TOPIC/S | Flipchart with the clear and visual explanation of the different phases of the project, done through the graphic facilitation tool |
| AIM | To refresh within the group the whole structure and the timeline of the project so to get well prepared for the upcoming steps |
| TOOL TYPE | Plenary, interactive presentation with the support of the graphic facilitation |
| MATERIAL NEEDED | Flipchart and coloured markers |
| DURATION | 20 minutes |
| DESCRIPTION | <p>The session is run in plenary: 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 prepared for the upcoming steps and, more specifically, for the following one, the Study Phase and the Local Actions Implementation.</p> <p>After the interactive presentation, is left space for comments, questions and answers.</p> <p>GENERAL REMARK CONCERNING THE METHODOLOGY: the Graphic Facilitation it's a tool experimented in the 2011 Tool Fair organized in Tallin by SALTO Euro-Med and NAs of the YiA Programme.</p> <p>It's a powerful tool because it's flexible: in fact different people have different ways and styles in learning.</p> <p>Symbols, images and pictures are useful to organize information and allows participants to acquire, to process and transmit knowledge.</p> <p>It can help in overcoming language barriers, being based on a basic dictionary of images that can be understood by everyone.</p> <p>During the second TC of “Pandora’s Box” we have been experimented this tool and its powerful possibilities.</p> <p>For this reason some of the activities during the training course in Peru have been developed using this tool.</p> |

YOUTH MEETINGS

| | |
|------------------------|--|
| TITLE | Presentation of what we have done |
| TOPIC/S | Actions realized during the Youth Meetings |
| AIM | To share in an interactive way, the actions realized during the Youth Meetings |
| TOOL TYPE | Interactive work in national group |
| MATERIAL NEEDED | / |
| DURATION | 90 minutes in total = 60 minutes (for the preparation) + 45 minutes (15' each group) for the representation |
| DESCRIPTION | <p>Participants are divided in national groups and they have to prepare the presentation of what happened during the Youth Meetings.</p> <p>Each group receives, as a general track, a set of QUESTIONS to be answered</p> <ul style="list-style-type: none"> • How many meetings did you organize? • How many young people took part? What was their profiles? |

| | |
|--|--|
| | <ul style="list-style-type: none"> • What activities did you realize and what was the methodology used? • How many facilitators took part? How many in each meeting? <p>Each national group is assigned with a different TOOL to represent what happened. The tools are:</p> <ul style="list-style-type: none"> • advertisement • news • soap opera <p>It follows in plenary the presentation of each group and it's left space for questions.</p> |
|--|--|

FIRST STEPS IN PROJECT MANAGEMENT

| | |
|------------------------|--|
| TITLE | Gincana |
| TOPIC/S | Project time line - 5 W - problems/causes/effects |
| AIM | To learn the main pillars on the project management: <ul style="list-style-type: none"> • the project timeline; • the 5 W (Who, Why, What, When, Where); • the inter-relation between problems, causes and effects |
| TOOL TYPE | Itinerant work in group |
| MATERIAL NEEDED | / |
| DURATION | 70 minutes in total = 10 minutes (for the explanation) + 60 minutes (for the activity), each round should last 20 minutes |
| DESCRIPTION | <p>Setting: trainers should create 3 different stations representing:</p> <ul style="list-style-type: none"> • project time line • 5 w • problems/causes/effects <p>The activity is organized accordingly to the following steps:</p> <p>Step 1. the activity is presented and “The Great Time-keeper” divides participants in 3 groups, explaining the rules of the activity.</p> <p>Step 2. each team has to move from station to station, searching for as much information as possible about what the station is about and performing the tasks assigned in each station. In each station they have to stay 20 minutes. The “The Great Time-keeper” gives the time and the rotation.</p> |

YOUTH MEETINGS OUTCOMES

| | |
|------------------------|--|
| TITLE | YM gallery through Mind Maps |
| TOPIC/S | Mind Maps developed during the Youth Meetings |
| AIM | To present the different Mind Maps realized in each country as the last step of the Youth Meetings |
| TOOL TYPE | Interactive presentation |
| MATERIAL NEEDED | / |
| DURATION | 90 minutes |

| | |
|--------------------|---|
| DESCRIPTION | <p>Divided in national groups, participants are asked to prepare in a graphic and visual way the Mind Map they have developed at the end of the Youth Meeting to sum up the results.</p> <p>Furthermore they can add elements to present the main outcomes of the events.</p> <p>The presentation starts: in each position a couple of group members should remain to present to the others that are moving, the main contents of the Mind Maps/s.</p> <p>The activity is based on the key question “what are the problems you have identified (and that you want to share) during the Youth Meetings”.</p> <p>MORE INFORMATION CONCERNING THE MIND MAP: this tool AIMS to represent, in a visual way, the main information collected and to share them in a catching and intuitive way.</p> <p>After having analyzed the questionnaires gathered during the Youth Meetings, the local young facilitators have extracted the more significant information and included them in the Mind Map.</p> |
|--------------------|---|

STARTING POINT IN PLC – Project Life Cycle

| | |
|------------------------|--|
| TITLE | Creation of a collective Mind Map – step 1 |
| TOPIC/S | Creation of a collective Mind Map |
| AIM | To create the collective Mind Map that will be the starting point in the upcoming work on the project drafting and implementation |
| TOOL TYPE | Plenary work based on the methodologies of the consensus and the sociocracy |
| MATERIAL NEEDED | Different cards (part of the methodology), markers, pens a chronometer |
| DURATION | 180 minutes |
| DESCRIPTION | <p>GENERAL REMARK CONCERNING THE METHODOLOGY: the methodology used is a mix between the technique of meta-plan and the rules of the consensus methodology, inspired by sociocracy.</p> <p>This methodology is effective for 3 reasons:</p> <ul style="list-style-type: none"> • saves time; • stimulates the expression of ideas; • eases the involvement of all the participants. <p>The RULES are the following (see Handout - instruction 1):</p> <ul style="list-style-type: none"> • contributions and ideas have to be written on a paper (no more than 10 words); • participants have 30 seconds to clarify the idea expressed; • debates between participants is forbidden; • active listening is crucial. <p>After the results sharing of the Youth Meetings, the aim of this activity is to conceive a collective Mind Map identifying all the problems related to gender issues. This activity is the starting point in the upcoming work, where groups will conceive and draft a project proposals.</p> <p>The activity is organized accordingly to the following steps:</p> <p>Step 1. to start the discussion is proposed a common question, in this case “what are the problems identified during the Youth Meetings, that you want to highlight?”</p> <p>Step 2. participants are invited to write on a rectangular piece of paper their comments/contribution.</p> |

Step 3. facilitators invite randomly participants to present their contribution in 30 seconds. Participants can define by themselves where to put the contribution in the collective Mind Map.

Step 4. facilitators ask participants if they agree or disagree with the position where the contribution has been placed. In order to reach a consensus, facilitators invite participants to express their position following the rules issued by sociocracy:

- the first is “I agree”;
- the second is “I disagree but I can live with it ;“
- the third is “I disagree and I express an objection “ (see Handout - instruction 2).

If an objection is expressed, the person objecting proposes a new position, explaining the reason for the objection in a maximum of 30 seconds. Facilitators invites again participants to express their agreement or disagreement. The process continues till a consensus is reached.

Step 5. after the first round of contributions, other rules are introduced:

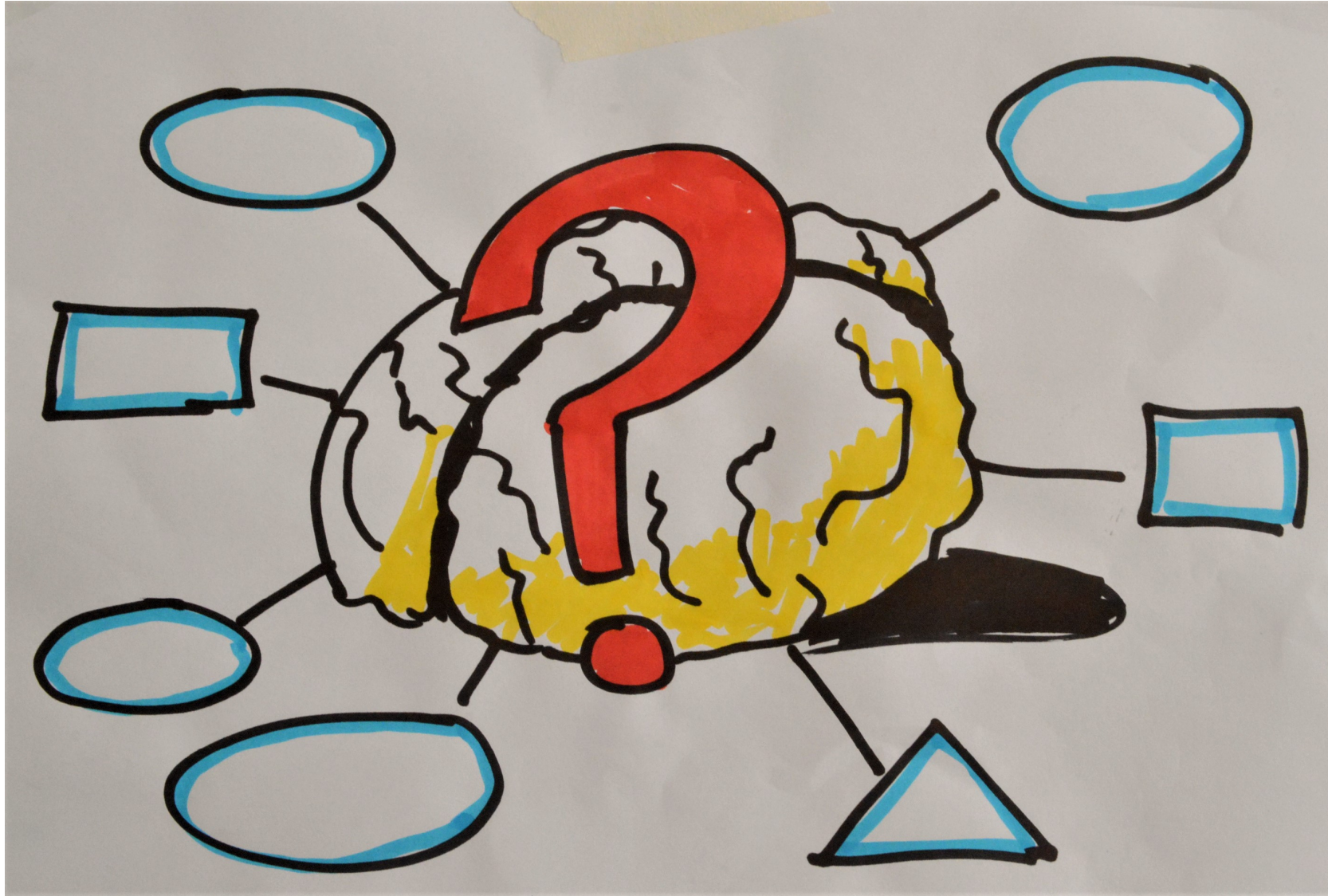
Objection:

- if a participant disagrees on a content of a new contribution, he/she can use an “objection card” asking to clarify the objection. It follow 30 seconds of explanation;
- question: if a participant need a clarification, he/she can use a “question mark card” in order to receive more details on a specific contribution. The question has to be written on a card and participant is asked to clarify in 30 seconds.

At the end of this process participants collectively conceive a shared and agreed Mind Map.

*** Activity described on the second video-tutorial**

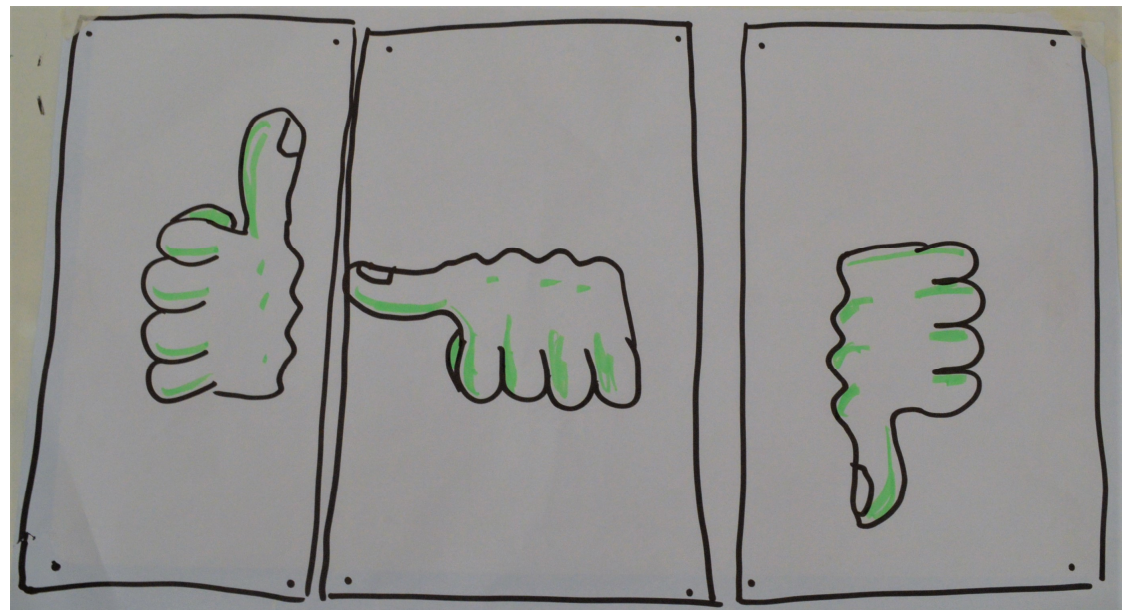
HANDOUT WITH THE GRAPHIC FACILITATION FOR THE MIND MAP



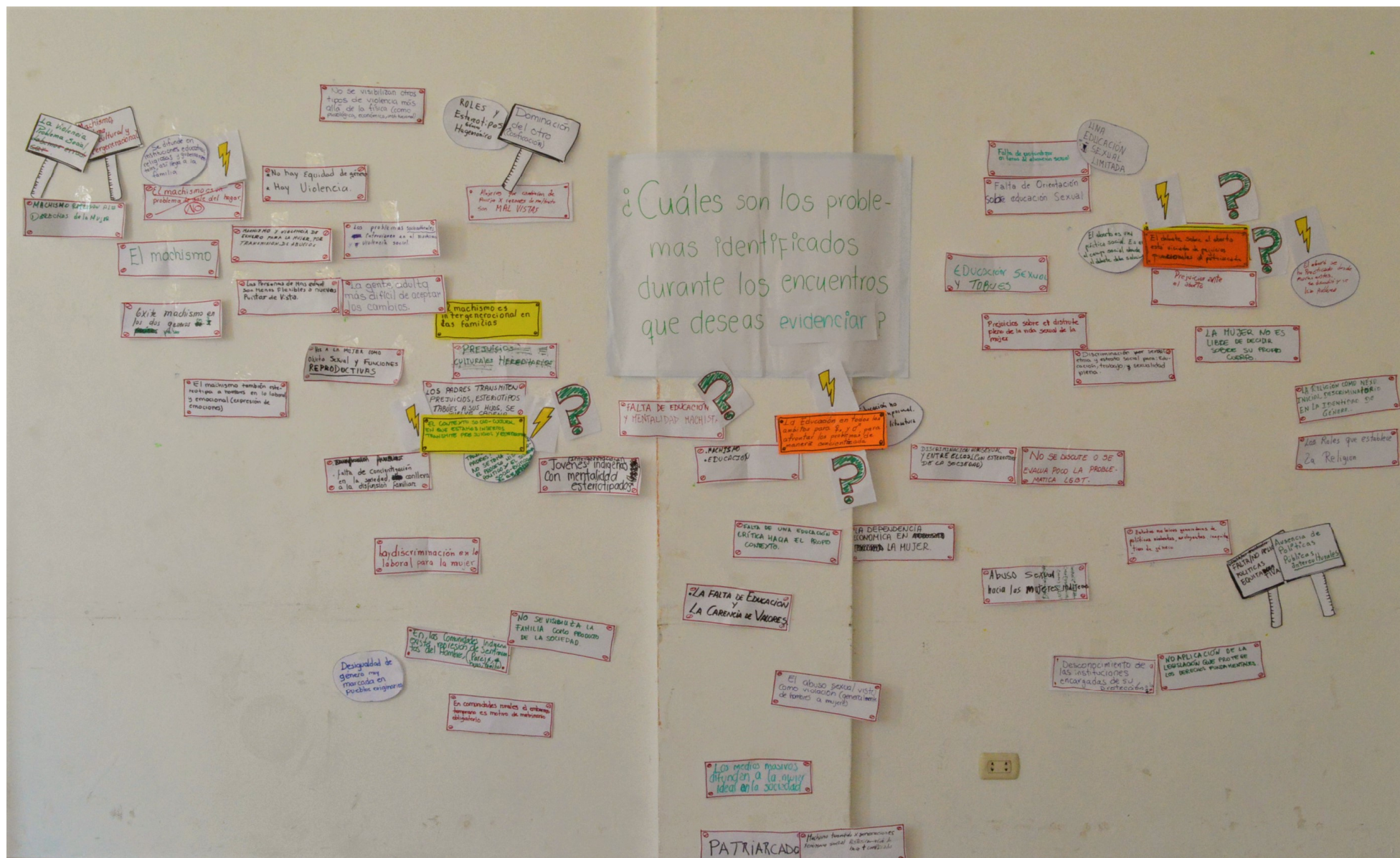
INSTRUCTION 1



INSTRUCTION 2



HANDOUT WITH THE FINAL MIND MAP CREATED



13th APRIL 2016

| | |
|------------------------|--|
| TITLE | Creation of a collective Mind Map – step 2 |
| TOPIC/S | Creation of a collective Mind Map |
| AIM | To create the collective Mind Map that will be the starting point in the upcoming work on the project drafting and implementation |
| TOOL TYPE | Plenary work based on the methodologies of the consensus and the sociocracy |
| MATERIAL NEEDED | Different cards (part of the methodology), markers, pens a chronometer |
| DURATION | 60 minutes |
| DESCRIPTION | <p>This activity is the second step of the “Creation of a collective Mind Map – step 1”.</p> <p>After having collectively conceived a shared and agreed Mind Map, the next steps are the following:</p> <p>Step 1. the last step is to cluster all the issues in order to identify the macro-topics of the Mind Map.</p> <p>Step 2. each participant choose the subject he/she is interested to work on.</p> <p>These are the 5 focal problems chosen from the Mind Map:</p> <ul style="list-style-type: none"> • Group 1 – educacion sexual limitada • Group 2 – machismo y violencia como problema socio-cultural y intergeneracional • Group 3 – ausencia de politicas publicas socio-culturales • Group 4 – desigualdad de genero mui marcada en pueblos originarios • Group 5 – roles y estereotipos de genero hegemonicos <p>* Activity described on the second video-tutorial</p> |

CAUSES IDENTIFICATION

| | |
|------------------------|--|
| TITLE | El arbol de las causas |
| TOPIC/S | Causes identification |
| AIM | To identify the causes related to the macro-problems |
| TOOL TYPE | Work in group |
| MATERIAL NEEDED | The tree model drawn on a flipchart (one for each group), post-it, pens and markers, a chronometer |
| DURATION | 60 minutes |
| DESCRIPTION | <p>Setting: facilitators have to prepare the tree models on a flipchart. On the trunk of the tree, the macro-problem has to be included. On the roots, the causes and on the benches the effects.</p> <p>The activity is organized accordingly to the following steps:</p> <p>Step 1: each group, starting from the focal problem identified in the trunk, has to identify the related causes.</p> |

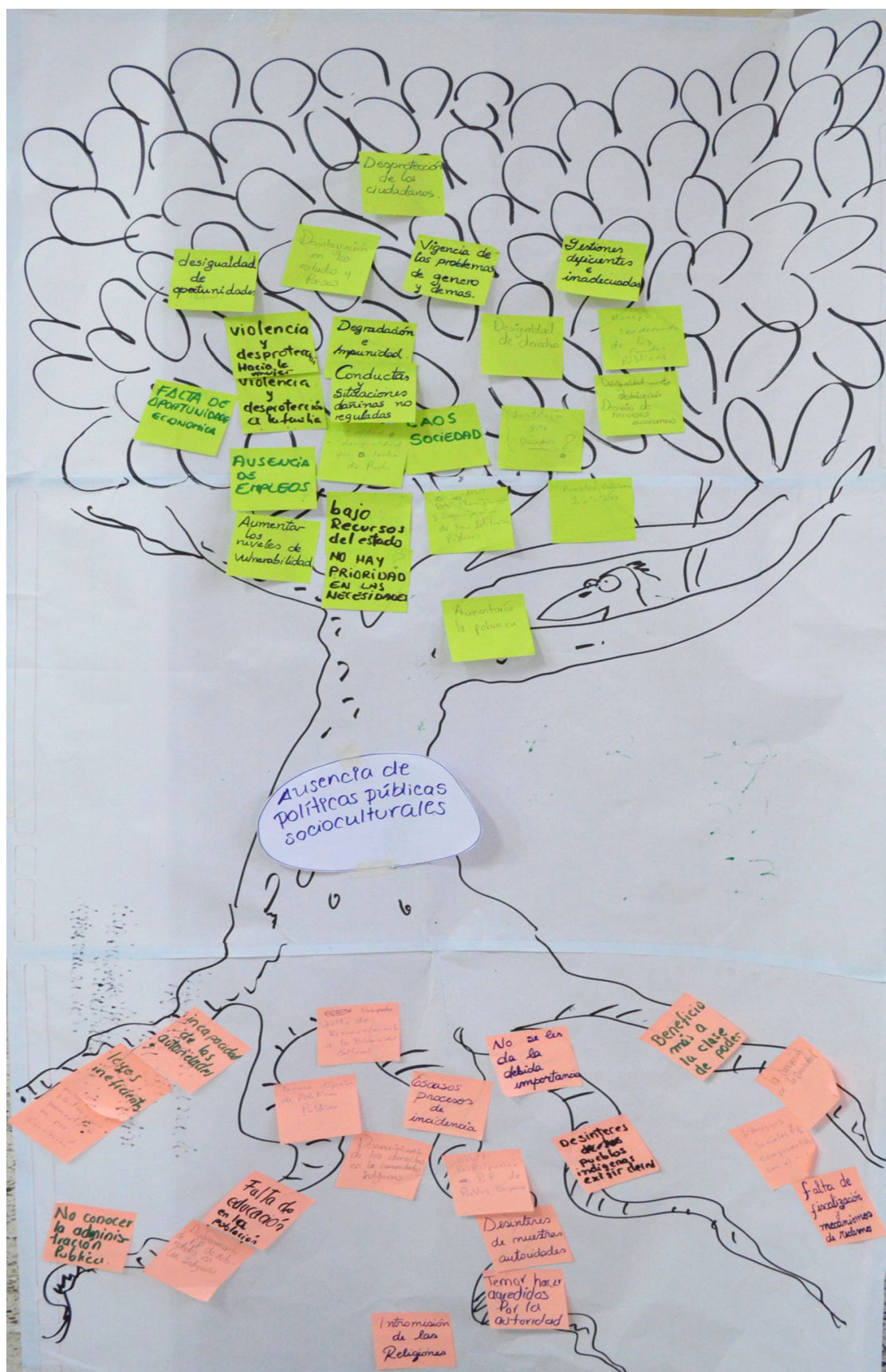
GENERAL REMARK CONCERNING THE METHODOLOGY: the method used in this activity is similar to the one applied in the creation of a collective Mind Map. For this reason the facilitator (one facilitator per group) has to follow the basic steps below:

- facilitator never intervenes;
- facilitator has to underline the importance of time (everybody has to intervene talking for the same amount of time). For this reason each participant has, for each round (in total 3 rounds) a total amount of 2 minutes (in each round) to comments and give his/her opinion;
- facilitator has to continuously highlight the active listening (it's not possible to interrupt someone that is talking);
- questions can be asked at the end of the person speech (an extra time is allocated for questions, maximum 15 minutes in total). Questions have to be requests of clarification on the speech, not comments on it;
- before to take the floor, each participant has to write on a post-it the cause he/she wants to present. During the presentation he/she has to put the post-it on the roots, explaining also the reason of the position chosen;
- in the post-it, the cause has to be explained with no more than 5 words.

Step 2: each group has to prioritise the causes dividing them into primary and secondary. A maximum amount of time (15 minutes) is allocated.

*** Activity described on the second video-tutorial**

HANDOUT WITH THE TREE MODEL



EFFECTS IDENTIFICATION

| | |
|------------------------|--|
| TITLE | El arbol de las causas y de los efectos |
| TOPIC/S | Effects identification |
| AIM | To identify the effects related to the macro-problems |
| TOOL TYPE | Work in group |
| MATERIAL NEEDED | The tree model drawn on a flipchart (one for each group), post-it, pens and markers |
| DURATION | 60 minutes |
| DESCRIPTION | <p>Setting: the work follows the one started with the tree model, to identify the causes.</p> <p>Participants in groups, starting from the causes identified in the roots, have to identify the related effects.</p> <p>GENERAL REMARK CONCERNING THE METHODOLOGY: the method of this activity is the same of the one used to identify the causes. Below a short summary (for the detailed description, have a look to the activity “El arbol de las causas”):</p> <ul style="list-style-type: none"> • facilitator never intervenes; • facilitator has to underline the importance of time; • facilitator has to stress the active listening; • questions can be asked at the end of the person speech, to clarify, not to comment; • before to take the floor, each participant has to write the effect on a post-it; • while putting the post-it, it's important to explain the reason of the position; • no more than 5 words (on the post-it) to explain the effect. <p>* Activity described on the second video-tutorial</p> |

DEFYNING OBJECTIVES

| | |
|------------------------|--|
| TITLE | Back on the causes and objectives identification |
| TOPIC/S | Objectives identification |
| AIM | To identify the objectives related to the causes |
| TOOL TYPE | Work in group |
| MATERIAL NEEDED | Flipcharts, markers, post-it, pens |
| DURATION | 60 minutes |
| DESCRIPTION | <p>The activity is organized accordingly to the following steps:</p> <p>Step 1. each group has to be back on the causes previously identified in the Tree Model and for each cause has to identify one or more specific objectives.</p> <p>Step 2: all the objectives listed have to be prioritised and included on a list. The list is put on the Tree Model, closer to the causes (roots).</p> <p>* Activity described on the second video-tutorial</p> |

| | |
|------------------------|--|
| TITLE | Objectives prioritisation |
| TOPIC/S | Objectives identification |
| AIM | To make the prioritisation of the objectives previously identified |
| TOOL TYPE | Work in group |
| MATERIAL NEEDED | / |
| DURATION | 30 minutes |
| DESCRIPTION | <p>This activity is the second step of the previous activity “Back on the causes and objectives identification”.</p> <p>Each group, starting from the whole list of objectives previously developed, has to prioritise them and included on a list. The list is put on the Tree Model, closer to the causes (roots).</p> <p>* Activity described on the second video-tutorial</p> |

DEFYNING ACTIVITIES

| | |
|------------------------|--|
| TITLE | Market of ideas |
| TOPIC/S | Activities proposal |
| AIM | To propose a set of possible activities to meet the identified specific objectives |
| TOOL TYPE | Work in groups |
| MATERIAL NEEDED | / |
| DURATION | 70 minutes |
| DESCRIPTION | <p>Each group has to be back on the specific objectives related to the macro-problem they have identified. Having in mind these objectives, concrete activity proposals should be launched.</p> <p>GENERAL REMARK CONCERNING THE METHODOLOGY: each group receives a sheet of paper A4. The first person starts, writing on the sheet his/her activity proposal, then the sheet has to be folded and passed to the next person. The activity follows in this way, respecting the rotation, till each participant has written a maximum of 3 proposals.</p> <p>This technique is conceived to:</p> <ul style="list-style-type: none"> • enhance the concentration (is played in silence); • ease the fact the proposals are delivered one by one (without overlapping during the discussion); • stimulate the focus (being the sheet folded, it's not possible to read what the others wrote before us). <p>NOTE: a maximum of three activities for participants can be proposed.</p> <p>* Activity described on the second video-tutorial</p> |

| | |
|------------------------|---|
| TITLE | Activities prioritisation and selection of 1 activity |
| TOPIC/S | Activity prioritisation |
| AIM | To set a priority list of the proposed activities and to choose the one the group will work on |
| TOOL TYPE | Work in groups |
| MATERIAL NEEDED | / |
| DURATION | 70 minutes |
| DESCRIPTION | <p>Each group receives an Handout as the model below.</p> <p>Each group should be back on the list of the proposed activities, prepared during the "Market of ideas" and make a prioritisation accordingly to the set of indicators, assigning different scores.</p> <p>The INDICATORS are: Objectives, Means = Resources, Urgency, Risk.</p> <p>The activity that receives the highest score is the one selected for the upcoming work.</p> <p>* Activity described on the second video-tutorial</p> |

HANDOUT FOR THE ACTIVITIES PRIORITIZATION

| ACTIVITIES | O Objectives | M Means = Resources | U Urgency | R Risk | TOTAL |
|-------------|-----------------|---------------------------|--------------|-----------|-------|
| Activity 1: | | | | | |
| Activity 2: | | | | | |
| Activity 3: | | | | | |
| Activity 4: | | | | | |
| Activity 5: | | | | | |
| Activity 6: | | | | | |
| Activity 7: | | | | | |
| Activity 8: | | | | | |
| Activity 9: | | | | | |

5W

| | |
|------------------------|--|
| TITLE | The 5W on the selected activity |
| TOPIC/S | Analysis of the selected activity |
| AIM | To make a more profound analysis of the activity selected accordingly specific indicators |
| TOOL TYPE | Work in group |
| MATERIAL NEEDED | Handout with the 5 w |
| DURATION | 60 minutes |
| DESCRIPTION | <p>The activity is organized accordingly to the following steps:</p> <p>Step 1. each group is back on the activity previously selected during the “Activities prioritisation and selection of 1 activity”.</p> <p>Step 2. each group receives the Handout with the 5 W + HOW. The task is to analyse the activity accordingly to the scheme received.</p> <p>The main questions are: “Who?”, “Why?”, “What?”, “When?”, “Where?”, “How?” (See Handout below).</p> |

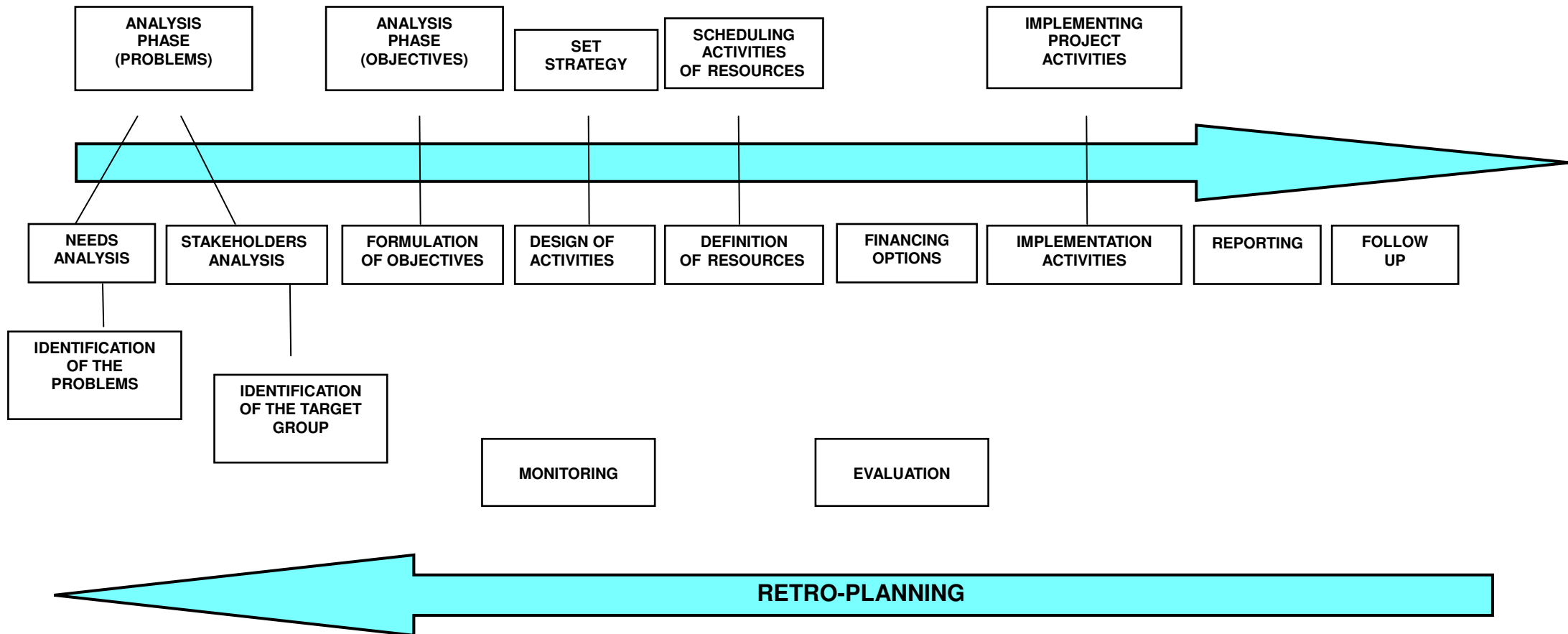
HANDOUT WITH THE 5 W + HOW

| WHO? FOR WHOM? WITH WHOM? | WHY? | WHAT? | WHEN? | WHERE? | HOW? |
|---|--|---|--|--|---|
| IDENTIFICATION OF THE TARGET GROUPS | NEEDS SATISFIED BY THE PROJECT | PROJECT ACTIVITIES | SHORT, MEDIUM OR LONG TERM? | SOCIAL, ECONOMICAL, CULTURAL, POLITICAL DIMENSIONS | IN WHAT MANNER YOU WILL ACHIEVE YOUR ACTION? |
| IDENTIFICATION OF THE PROJECT PARTNERS | MAIN OBJECTIVES OF THE PROJECT | PROJECT IMPACT | WHAT PERIOD IS BEING FOCUSED ON? | | WHAT ARE THE METHODS YOU WANT TO USE? |
| ACTORS' VIEW ON THE PROJECT | MOTIVATION AND INTEREST OF PARTICIPANTS | RELATIONSHIP BETWEEN PARTICIPANTS AND INSTITUTIONAL OBJECTIVES | | | WHAT ARE THE TOOLS YOU WANT TO USE? |
| ROLES AND RELATIONSHIPS OF THE ACTORS | PROJECT FUNDINGS OPTIONS | | | | |

RETROPLANNING

| | |
|------------------------|---|
| TITLE | The retro-planning on the selected activity |
| TOPIC/S | Timeline of the project and its actions |
| AIM | To reflect, in a retroactive way, on all the required steps that should be fulfilled while planning, organizing and implementing the chosen activity/project |
| TOOL TYPE | Work in group |
| MATERIAL NEEDED | Flipcharts, markers, post-it |
| DURATION | 80 minutes |
| DESCRIPTION | <p>The activity is organized accordingly to the following steps:</p> <p>Step 1. in plenary the “Project Timeline” is presented. All the required steps needed to plan, organize and implement a project are detailed explained. Afterwards is presented the Handout with retro-planning, which consists in identify the required steps to implement a project, starting from the last one. It's left space for questions and answers.</p> <p>Step 2. each group has to make the detailed retro planning of the action/project chosen. All the steps in the retro-planning should be fixed on a flipchart, possibly, with the duration and the timeline.</p> |

HANDOUT FOR THE RETROPLANNING



PARTNERSHIPS

| | |
|------------------------|---|
| TITLE | Perdidos en la comunicacion |
| TOPIC/S | Partnerships, communication |
| AIM | To analyse the way information are transmitted; to go in depth in the communication system; to explore the challenges while establishing partnerships and developing them |
| TOOL TYPE | Individual work and group game |
| MATERIAL NEEDED | Seats, papers, pens |
| DURATION | 100 minutes |
| DESCRIPTION | <p>Setting: participants are divided in three sub-groups, each one composed by 9 (8 players and 1 postman). Each group is moved in a separate room so that it's not possible to see what the others are doing.</p> <p>In each group the players sit in a circle with their backs to each others, they receive a number, a role card and they are not allowed to talk to each other.</p> <p>Their AIM is to find the suitable partners for the action/project they have to implement, by sending massages to other players in the circle.</p> <p>They are sending all their messages via the postman, who is standing in the middle of the circle, distributing messages.</p> <p>The postman cannot speak either. (His/her task is to deliver messages).</p> <p>The rules of sending messages:</p> <ul style="list-style-type: none"> • include in the message the number of the sender, the number of the receiver and then the text of the message; • each telegram is addressed to one person only; • each player can send the number of messages he/she want to the other players BUT for each message, should be prepared one piece of paper (no more messages in the same paper are allowed); • messages can ONLY be sent through the postman. <p>The exercise is over after 60 minutes approximately, or when one player guess the perfect combination to find the suitable partners for the action/project that has to implement.</p> <p>At the end of the exercise it takes place the Debriefing focused on:</p> <ul style="list-style-type: none"> • the process that participants went through; • the ways to transmit the information and on communication; • a specific attention is dedicated to the importance of an efficient and smooth communication in the partners' searching and while a project is running. |

HANDOUT WITH THE ROLE CARDS

1. YOU ARE A PERUVIAN NGO. YOU WANT TO APPLY FOR A PROJECT ABOUT GENDER ISSUES IN CHILE WITH LOCAL WOMAN IN THE COMMUNITIES.

YOU NEED:

- 3 partner organization from LA countries
- 1 hosting place in Chile
- 1 trainer from Chile
- 1 trainer from Ecuador or Bolivia
- 1 expert on gender issues

2. YOU ARE AN ARGENTINIAN NGO INTERESTED IN GENDER ISSUES, YOU HAVE ONE EXPERT ON GENDER ISSUES

3. YOU ARE A PERUVIAN NGO INTERESTED IN GENDER ISSUES. YOU HAVE A HOSTING PLACE AND A TRAINER

4. YOU ARE A ECUATORIAN NGO INTERESTED IN GENDER ISSUES, YOU HAVE ONE TRAINER AVAILABLE

5. YOU ARE A CHINESE ORGANIZATION INTERESTED IN GENDER ISSUES, YOU HAVE TWO TRAINERS AVAILABLE

6. YOU ARE A GERMAN NGO INTERESTED IN GENDER ISSUES, YOU HAVE TWO TRAINERS AND A HOSTING PLACE IN GERMANY

7. YOU ARE A PERUVIAN UNIVERSITY, WHO WANTS TO ORGANIZE A CONFERENCE ON GENDER ISSUES WITH THE LEADING EXPERTS IN THIS AREA. YOU HAVE ONE EXPERT AVAILABLE

8. YOU ARE A BOLIVIAN NGO INTERESTED IN ENVIRONMENTAL ISSUES, YOU HAVE ONE EXPERT ON THIS TOPIC AVAILABLE

9. YOU ARE A PERUVIAN COMPANY INTERESTED IN EMPLOYMENT, YOU HAVE ONE TRAINER AVAILABLE

F-NF-I

| | |
|------------------------|--|
| TITLE | Moving debate in 3 areas |
| TOPIC/S | Formal, Non formal and Informal |
| AIM | To reflect on the differences among formal, non formal and informal and to go in depth on the links and the inter-relation among the three |
| TOOL TYPE | Moving Debate |
| MATERIAL NEEDED | Scotch tape, paper, marker |
| DURATION | 60 minutes |
| DESCRIPTION | <p>Setting: the facilitator has to draw on the floor with the scotch tape a big circle, divided in 3 parts. In each section has to put an A4, in one written “Formal”, in one “Non formal” and in the last “Informal”.</p> <p>The activity starts with participants standing in the middle of the circle. The facilitator starts reading the first statement (see Handout below) and ask participants to take position in one of the sections of the circle. The facilitator asks to people placed in different position to comment and to explain why they took the position in the space.</p> <p>IMPORTANT RULES:</p> <ul style="list-style-type: none"> • participants cannot remain the middle of the circle, but have to take a position; • they can choose a position in the space, accordingly to the level of agreement and/or disagreement with the statement; • the facilitator should read the statements as much clear as possible. Before to ask the group to take a position, the facilitator has to be sure that everybody has understood the statement. <p>NOTE: the questions in the Handout are intentionally contradictory, Indeed the aim is not just to reflect on formal, non formal and informal but to go in dept on the links and the inter-relation among the three.</p> |

HANDOUT WITH THE QUESTIONS FOR THE MOVING DEBATE

I MEET A FRIEND IN THE SWIMMING-POOL AND HE TEACHS ME HOW TO SWIM

**I'M GOING TO MEET A FRIEND TO TALK ABOUT THE GENDER WORKSHOP IN
WHICH SHE PARTICIPATED**

**WE ARE ORGANIZING AN OPEN WORKSHOP ABOUT GENDER ISSUES IN A
SCHOOL**

**WE ARE ORGANIZING A WORKSHOP IN A LOCAL COMMUNITY AND THE
FACILITATOR IS PRESENTING A POWER POINT**

**THE MUNICIPALITY OF CHOSICA IS ORGANIZING AN OPEN FORUM ABOUT THE
PARTICIPATIVE POLITICS**

THE INTECULTURAL EVENING IS A _____ TOOL

A SCHOOL DIRECTOR IS ORGANIZING A TRAINING FOR THE TEACHERS

I'M READING MATERIALS IN ORDER TO PREPARE A WORKSHOP

ROLE OF THE FACILITATOR

| | |
|------------------------|---|
| TITLE | Draw your ideal facilitator |
| TOPIC/S | Role and qualities of the facilitator |
| TOOL TYPE | Work in group and plenary presentation |
| AIM | To reflect on the role a facilitator should have and on his/her qualities |
| MATERIAL NEEDED | Handout with the facilitator model |
| DURATION | 45 minutes |
| DESCRIPTION | <p>The activity is organized accordingly to the following steps:</p> <p>Step 1. participants are divided in groups (approximately 5 people each) and receive the Handout with the facilitator model. They have to discuss within the group the facilitator's role, skills and qualities and they have to give a graphic representation of the main outcomes.</p> <p>Step 2. each group has a maximum amount of 5 minutes to present the work in plenary, It's left an extra time for questions and clarification requests.</p> <p>NOTE: this activity has to be considered preparatory for the "Training in Action".</p> |

HANDOUT WITH THE IDEAL FACILITATOR MODEL



| | |
|------------------------|---|
| TITLE | Fish Bowl |
| TOPIC/S | Role of the facilitator |
| AIM | To further reflect on the facilitator role, in different contexts |
| TOOL TYPE | Plenary activity with interactive discussion |
| MATERIAL NEEDED | Table, 5 chairs, glasses, fresh water, fish bowl, statements |
| DURATION | 45 – 60 minutes |
| DESCRIPTION | <p>Setting: in the middle of the room has to be put a table with five chairs, water and glasses. It's possible to add extra decoration, like coloured cloth on the table, flowers, and whatever is inspiring you 😊</p> <p>In the middle of the table there is a fish bowl.</p> <p>The facilitator has already prepared a set of statements (see the Handout) and included them in the fish bowl.</p> <p>Participants are standing in the circle around the table. The first round starts and five people sit on the table. The first statement is taken from the fish bowl and read. The discussion starts. Each time that one of the persons of the outside circle wants to take the floor, should touch the shoulder of one of the persons sitting and he/she leaves the chair to the new person.</p> <p>The activity is proceeding the same way, till all the statements are discusses.</p> <p>NOTE: the facilitator should keep attention to the level of the voice: it's important that the people from the external circle hear what is said in the table discussion, otherwise the level of concentration will evaporate and won't be possible for them to enter the discussion.</p> |

HANDOUT WITH THE STATEMENTS FOR THE FISH BOWL

| |
|---|
| THE FACILITATOR SHOULD BE FRIEND OF PARTICIPANTS |
| THE FACILITATOR HAS TO BE THE REFERENCE PERSON FOR PARTICIPANTS |
| THE FACILITATOR HAS TO MANAGE ALL THE CONFLICTS WITHIN THE GROUP |
| THE FACILITATOR HAS TO ORGANIZE THE FREE TIME ACTIVITIES OF THE GROUP |
| THE FACILITATOR HAS TO BE “SUPER PARTES” EVERYTIME |
| THE FACILITATOR HAS TO BE COMPETENT AND PREPARED ON EACH TOPIC OF THE SEMINAR |
| THE FACILITATOR CAN HAVE SEX OR A LOVE STORY WITH PARTICIPANTS |
| THE FACILITATOR HAS TO AVOID TO EXPRESS HIS/HER POSITION CONCERNING POLITIC ISSUES |

16th APRIL 2016

PROJECT PROPOSAL

| | |
|------------------------|--|
| TITLE | Preparation of the project proposals |
| TOPIC/S | Project proposal preparation |
| AIM | To make participants practical understanding how to prepare a project proposal |
| TOOL TYPE | Work in group |
| MATERIAL NEEDED | Flipcharts, markers, paper, pens |
| DURATION | 100 minutes |
| DESCRIPTION | <p>The groups have to prepare a short project proposal concerning the activity/project they have already worked on (have a look to the previous activities “Activities prioritisation and selection of 1 activity”, “The 5W on the selected activity” and “The retro-planning on the selected activity”).</p> <p>They should imagine that the call will be delivered to partner organizations and potential donors and should respect a standard template. See Handout below.</p> <p>The STANDARD TEMPLATE includes:</p> <ul style="list-style-type: none">• Problems/needs• Aim• Specific objectives• Target group• Partnership• Activities• Timeline• Expected results• Methods• Evaluation (qualitative and quantitative) |

HANDOUT WITH THE PROJECT PROPOSALS TEMPLATE

| | |
|--|--|
| PROBLEMS/NEEDS | |
| AIM | |
| SPECIFIC OBJECTIVES | |
| TARGET GROUP | |
| PARTNERSHIP | |
| ACTIVITIES | |
| TIMELINE | |
| EXPECTED RESULTS | |
| METHODS | |
| EVALUATION (QUALITATIVE AND QUANTITATIVE) | |

TRAINING in ACTION – TiA SESSION

| | |
|------------------------|--|
| TITLE | Work in groups and Preparation |
| TOPIC/S | Interactive methods within non formal education to run a workshop |
| AIM | To make participants practicing how to conceive, organize and implement a workshop of 60 minutes linked to one of the activities, within the action/project they have worked on |
| TOOL TYPE | Work in groups |
| 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 | 160 minutes |
| DESCRIPTION | <p>The five groups that worked on the call for proposals are kept. Each group should identify one workshop within the action/project they are proposing and prepare it. The workshop duration has to be 60 minutes.</p> <p>NOTE: the methods tested and assessed could have been afterward used during the Local Actions Implementation forecasted in Mexico, Ecuador and Peru in July and August 2016.</p> |

FEEDBACK

| | |
|---|--|
| TITLE | Feedback rules |
| TOPIC/S | Feedback Rules |
| GENERAL REMARK CONCERNING THE ACTIVITY | <p>In some specific cases we decided to replicate the same activity in the three training courses in Mexico, Peru and Italy. This decision due to specific reasons:</p> <ul style="list-style-type: none"> • to respect a pedagogical approach in terms of contents and methods: it creates the ground to further develop, test, assess and upgrade active methodologies that can be applied to the youth work in EU and LA, in the framework of gender equality and women empowerment; • to ensure a bottom up approach in the peer-to-peer learning: some participants involved in the first training in Mexico have been left the chance to participate also in the second training in Peru. In this case these participants have been asked to support their colleagues, mentoring them on tools and methodologies. The double goal was to ensure an horizontal learning experience and to ensure the participants growing from the professional point of view; • to ensure a comparative work among the EU and LA contexts: this is valid mostly for the activities used in the first training in Mexico and that we choose to replicate in the training in Italy, in order to ensure a cross-cultural perspective while tackling gender-sensitive issues. <p>NOTE: the same activity has been run during the training course held in Mexico. For the detailed description of the activity, please have a look at the page 72 of this Handbook.</p> |

TRAINING in ACTION – TiA SESSION

| | |
|------------------------|---|
| TITLE | Implementation |
| TOPIC/S | Practical implementation of a workshop |
| AIM | To make participants practically experiment how to create, structure and prepare a short workshop of 60 minutes, using non formal education working methods. NOTE: the methods tested and assessed could have been afterward used during the Local Actions Implementation forecasted in Mexico, Ecuador and Peru in July and August 2016 |
| TOOL TYPE | Non formal education for one of the activities identified within the project proposal |
| 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 | 550 minutes in total = 110 minutes each group, including 20' project presentation, 10' questions-requests of clarification, 60' workshop, 20' feedbacks |
| DESCRIPTION | <p>Each group has at disposal 110 minutes structured in the following way:</p> <ul style="list-style-type: none"> • 20' project presentation • 10' questions-requests of clarification • 60' workshop related to the project presented • 20' feedbacks <p>Below the example on how the group rotation is working:</p> <ul style="list-style-type: none"> • group A → B + C + D + E • group B → A + C + D + E • group C → A+ B + D + E • group D → A + B + C + E • group E → A + B + C + D <p>IMPORTANT FOR THE FEEDBACKS AFTER EACH WORKSHOP - the 20 minutes of feedbacks are divided in the following way:</p> <ul style="list-style-type: none"> • feedbacks from the participants who run the activities; • feedbacks from the participants who participated in the activity; • feedbacks from the pool of trainers. <p>NOTE: participants have to follow the predetermined structure of the “Sandwich Model” for giving feedbacks:</p> <ul style="list-style-type: none"> • personal feelings about the work; • something to improve; • something good. |

18th APRIL 2016

OPEN SPACE

| | | | | | | | | |
|----------------------------|--|-------------------------|-------------------|----------------------|-------------------|----------------------------|---------------------|-------------------------|
| TITLE | El Flor de las ideas | | | | | | | |
| TOPIC/S | Deepening more elements and topics | | | | | | | |
| AIM | To create the space to be back in a more deep way, on the different parts of the trainings (information concerning methods, tools, topics ...) already explored and that participants would further explore | | | | | | | |
| TOOL TYPE | Open Space | | | | | | | |
| MATERIAL NEEDED | Flipcharts, markers, pens, paper A4, post-it | | | | | | | |
| DURATION | 90 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 topics they are most interested to deepen. All the topics are presented. A flower with different petals is drawn with the scotch paper on the floor. Each petal is corresponding to one of the slot. Participants have the chance to choose, positioning themselves on the petal, from which slot they want to start.</p> <p>Step 2: to each topic is assigned a facilitator from the pool of trainers.</p> <p>Each workshop has the duration of 45 minutes. There is a total of 6 slots divided in two parallel workshops as shown below:</p> <table border="1" data-bbox="445 1099 1441 1261"> <tr> <td>EVALUATION</td><td>SHARING TOOLS</td><td>LEADERSHIP</td></tr> <tr> <td>PANDORA: NEXT STEPS</td><td>PARTNERSHIPS</td><td>FACILITATOR ROLE</td></tr> </table> <p>GENERAL REMARK ON THE TECHNIQUE: this session is based on the technique of the Open Space, which allows participants to discuss about sensitive topics, to share ideas and proposals about future possible actions and projects in the field of gender. During the Open Space different thematic tables (as you can see above in the table) are organized.</p> <p>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>In the case of this activity a facilitator, as a chairperson, is assigned to each thematic table, but it's also possible to have as a chairperson someone 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> | | EVALUATION | SHARING TOOLS | LEADERSHIP | PANDORA: NEXT STEPS | PARTNERSHIPS | FACILITATOR ROLE |
| EVALUATION | SHARING TOOLS | LEADERSHIP | | | | | | |
| PANDORA: NEXT STEPS | PARTNERSHIPS | FACILITATOR ROLE | | | | | | |

FINAL EVALUATION

| | |
|----------------|--|
| TITLE | Las tablas de evaluación |
| TOPIC/S | Evaluation according to different areas |
| AIM | To run a graphic evaluation of the main parts of the training course |

| | |
|------------------------|--|
| TOOL TYPE | Evaluation tool |
| MATERIAL NEEDED | Flipcharts, markers, |
| DURATION | 46 minutes |
| DESCRIPTION | <p>There are 4 tables in the room, each one representing one different aspect of the training to be evaluated. On each table there is a flipchart and different markers. Participants move freely from one table to another and leave comments and feedbacks.</p> <p>The different tables are:</p> <ul style="list-style-type: none"> • Logistic • Contents • Group dynamics • Facilitation process |

| | |
|------------------------|--|
| TITLE | El círculo de intercambio |
| TOPIC/S | Collective evaluation |
| AIM | To run a collective evaluation in plenary |
| TOOL TYPE | Evaluation tool |
| MATERIAL NEEDED | A flower |
| DURATION | / minutes (the time necessary for each person to share, freely, his/her feelings, impressions, comments and ideas) |
| DESCRIPTION | <p>Setting: the chairs are in circle, there is a soft music. Participants are invited to sit on the chair and the facilitator is presenting the “flor de la parábola”.</p> <p>When we take the floor, it’s possible to express a comment, a feedback, a feeling and a personal idea.</p> <p>NOTE: if the flower is joining a participants (following the order of the circle) and he/she does not feel ready to express, can skip the first round, but then in the second round has to take the floor and express himself/herself.</p> |



TRAINING COURSE RESTITUTION AND METHODS SHARING

19th – 26th September 2016 Poggio Mirteto, ITALY



AIM of the TC in Italy

the training course AIMED to analyse gender-related conflicts and to work on possible ways to manage them, to share within the European partners the main outcomes of the previous steps and all the relevant information gathered, to test some of the methods included in the Handbook and to share the methods, test and develop new ones that can be used to run workshops, actions and sensitization activities in the frame of gender-sensitive issues in the different countries

METHODS

During the training course in Peru the **Graphic Facilitation** was experimented, and having tested its powerful possibilities, we decided to apply and further develop it also in the training course held in Italy.

For this reason both the NFE activities as well as the video tutorial of this training is realized taking into account the basic principles and structure of the graphic facilitation, so to make a step forward in the experimentation and to involve a wider public.

DELIVERABLES

HANDBOOK

aims to be a tool to facilitate the transmission of knowledge, tools and good practices. For this reason this publication can be meant as a reference point for those organizations, in EU and LA willing to implement similar activities and projects in the field of gender equality and women empowerment

THIRD VIDEO TUTORIAL

this tool shows how some of the training modules, can be repeated. The video can be used as dissemination tool for the follow up phase: <https://www.youtube.com/watch?v=3vaO7vbO bs>



FOLLOW UP PHASE Since October 2016

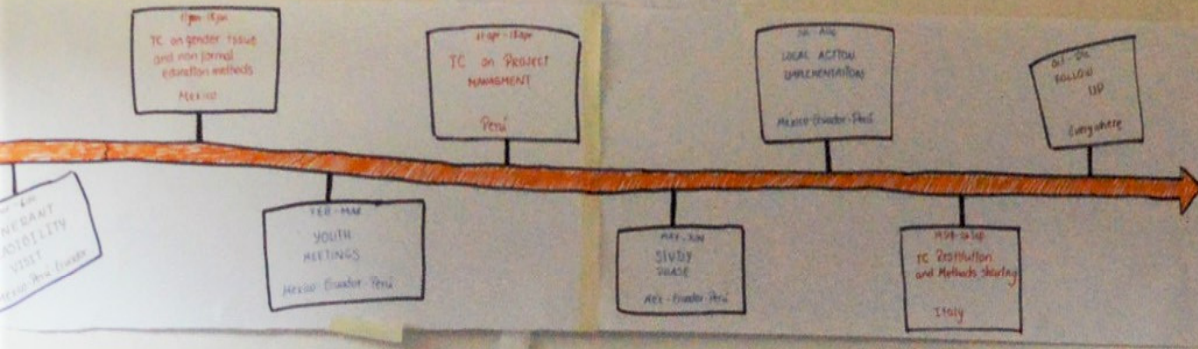
OBJECTIVE



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

| DATE | MORNING | AFTERNOON |
|-------------------------|---|--|
| 18/09/2016 Sunday | ARRIVAL DAY OF PARTICIPANTS | ARRIVAL DAY OF PARTICIPANTS NAME GAME Name Ball The Blanket |
| 19/09/2016 Monday | TEAM BUILDING – STEP 1 Flip the Blanket GETTING TO KNOW EACH OTHERS Speed-dating Flower ACTIVITIES FOR FACILITATION Moving Debate and Work in group with definitions and plenary EXPECTATIONS AND CONTRIBUTIONS The garden | TEAM BUILDING – STEP 2 Team Radar GENDER AND SEX Snow Ball |
| 20/09/2016 Tuesday | GROUP DYNAMICS Chocolate River PREJUDICES AND STEREOTYPES Albatros | GENDER ROLE MODELS – STEP 1 Work in group – Sharing Stories Work in group – theatre representation and analysis |
| 21/09/2016 Wednesday | GENDER ROLE MODELS - STEP 2 The Cafeteria Open Space | POWER Chief of Power CONFLICTS Photo Language LEADERSHIP Human Bridge |
| 22/09/2016 Thursday | PANDORA'S BOX GINCANA Ecuador, Mexico, Peru and project-timeline GENDER-BASED CONFLICTS Strip Cartoons | CONFLICT MANAGEMENT Analysis of the conflict shown Social Theatre |
| 23/09/2016 Friday | FACILITATION Tibetan Bridge Dots of inclusion-exclusion | FACILITATION Draw the super-facilitator Projection of the first video tutorial Activities – Tools |
| 24/09/2016 Saturday | TRAINING in ACTION – TiA SESSION Group division and Preparation | TRAINING in ACTION – TiA SESSION Preparation FEEDBACKS Feedbacks Rules |
| 25/09/2016 Sunday | TRAINING in ACTION – TiA SESSION Implementation | TRAINING in ACTION – TiA SESSION Implementation |
| 26/09/2016 Monday | TRAINING in ACTION – TiA SESSION Implementation | FINAL EVALUATION Evaluation Methods The Spider net |

RANDORA BOX



TRAINING GOALS

- TO TARGET GENDER-SENSITIVE TOPICS
- TO DEVELOP COMPETENCY FACILITATE GENDER-SENSITIVE



TOOL KIT

TRAINING COURSE IN ITALY

DESCRIPTION OF THE NON FORMAL EDUCATION METHODS

NAME GAME

| | |
|---|--|
| TITLE | Name Ball |
| TOPIC/S | Learn the names/Getting to know each other/Group creation |
| GENERAL REMARK CONCERNING THE ACTIVITY | <p>In some specific cases we decided to replicate the same activity in the three training courses in Mexico, Peru and Italy. This decision due to specific reasons:</p> <ul style="list-style-type: none"> • to respect a pedagogical approach in terms of contents and methods: it creates the ground to further develop, test, assess and upgrade active methodologies that can be applied to the youth work in EU and LA, in the framework of gender equality and women empowerment; • to ensure a bottom up approach in the peer-to-peer learning: some participants involved in the first training in Mexico have been left the chance to participate also in the second training in Peru. In this case these participants have been asked to support their colleagues, mentoring them on tools and methodologies. The double goal was to ensure an horizontal learning experience and to ensure the participants growing from the professional point of view; • to ensure a comparative work among the EU and LA contexts: this is valid mostly for the activities used in the first training in Mexico and that we choose to replicate in the training in Italy, in order to ensure a cross-cultural perspective while tackling gender-sensitive issues. <p>NOTE: the same activity has been run during the training course held in Mexico. For the detailed description of the activity, please have a look at the page 37 of this Handbook.</p> |

| | |
|------------------------|--|
| TITLE | The Blanket |
| TOPIC/S | Getting to know each other and creation of the group |
| AIM | To remember the names and to make participants interact among each others |
| TOOL TYPE | Ice breaker/Name game |
| MATERIAL NEEDED | A blanket |
| DURATION | 20 minutes |
| DESCRIPTION | Participants are divided in 2 sub groups: the participants of each group will receive a number. The two groups are divided by a blanket kept by trainers. When trainers call a number the persons of the two groups corresponding to this number, has to get closer to the blanket and when the blanket fall down they has to guess the name of who is standing in front. The fastest win. |

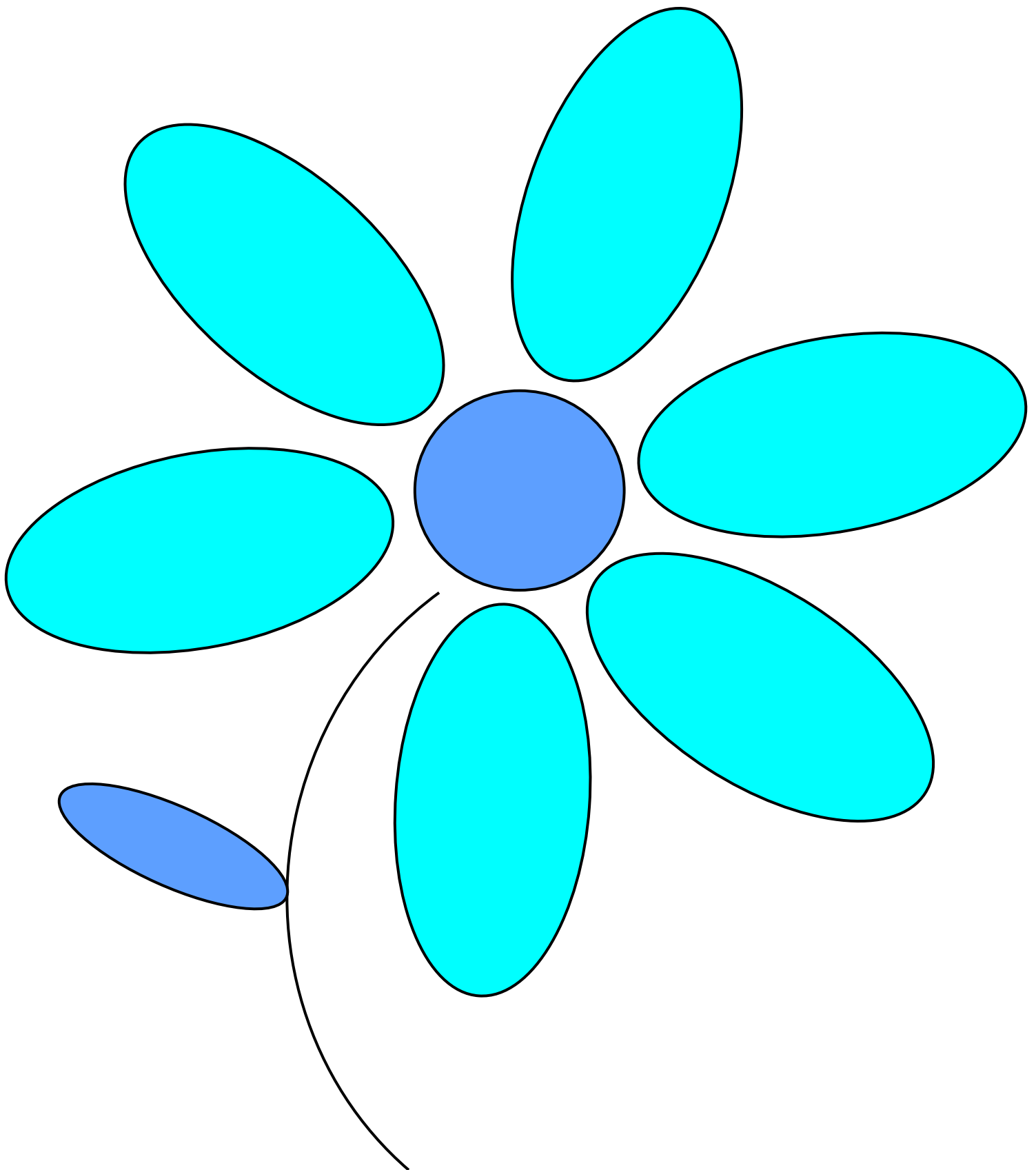
TEAM BUILDING – STEP 1

| | |
|------------------------|---|
| TITLE | Flip the Blanket |
| TOPIC/S | Getting to know each others and group creation |
| AIM | To remember the names and to make participants interact in a funny and stimulating way |
| TOOL TYPE | Collaborating, working in small and than in bigger groups |
| MATERIAL NEEDED | 2 blankets |
| DURATION | 15 minutes |
| DESCRIPTION | Participants are divided in 3 groups and they receive the following task: they have to stand on a blanket and turn it without anyone stepping out. The task should be fulfilled as sooner as possible. Each group is followed by a trainer and every time that someone is stepping out of the blanket, the whole group should restart since the beginning. At the end of this activity is not foreseen a debriefing. |

GETTING TO KNOW EACH OTHERS

| | |
|------------------------|--|
| TITLE | Speed-dating Flower |
| TOPIC/S | Getting to know each others |
| AIM | To make participants interact and get in touch in an interactive way |
| TOOL TYPE | Getting to know each others |
| MATERIAL NEEDED | Printed copies with the Handout, pens, clock |
| DURATION | 45 minutes – the duration depends on the n. of appointments fixed |
| DESCRIPTION | <p>Participants are receiving the Handout with the flower. In this case the flower has 6 petals corresponding to the 6 questions of the Handout below but it's possible to include how many questions as we prefer.</p> <p>Participants are asked to draw on the back side of the flower a clock with 8 hours, each one corresponding to a different meeting. Participants are asked to take, in each hour, one appointment with another person (no more people in the same meeting are allowed).</p> <p>NOTE: also in this case the facilitator can include many hours as the number of appointment he/she would like to have, accordingly to the time at disposal.</p> <p>When the facilitator says, for example: "it's 1" all the participants should search for the partner in the appointment scheduled for 1 o'clock.</p> <p>Each appointment has a maximum time of 4 minutes. After the time it's over another appointment is called and so on till the end of the appointments.</p> |

HANDOUT WITH THE SPEED-DATING FLOWER



HANDOUT WITH THE QUESTIONS FOR THE SPEED-DATING FLOWER

| |
|---|
| 1. YOUR EXPERIENCE IN GENDER ISSUES |
| 2. GOOD PRACTICES/ACTIONS YOU KNOW, IN THE GENDER FIELD |
| 3. THE MORE CURIOUS THING YOU DID IN YOUR LIFE |
| 4. YOUR EXPERIENCE WITH INTERNATIONAL VOLUNTARY SERVICE AND LOCAL PROJECTS |
| 5. CHOOSE AN ANIMAL TO DESCRIBE YOU. EXPLAIN WHY |
| 6. YOUR MOTIVATION TO BE HERE IN THE TRAINING |

ACTIVITIES FOR FACILITATION

| | |
|---|---|
| TITLE | Moving Debate and Work in group with definitions and plenary |
| TOPIC/S | Formal, Non formal and Informal |
| GENERAL REMARK CONCERNING THE ACTIVITY | <p>In some specific cases we decided to replicate the same activity in the three training courses in Mexico, Peru and Italy. This decision due to specific reasons:</p> <ul style="list-style-type: none"> • to respect a pedagogical approach in terms of contents and methods: it creates the ground to further develop, test, assess and upgrade active methodologies that can be applied to the youth work in EU and LA, in the framework of gender equality and women empowerment; • to ensure a bottom up approach in the peer-to-peer learning: some participants involved in the first training in Mexico have been left the chance to participate also in the second training in Peru. In this case these participants have been asked to support their colleagues, mentoring them on tools and methodologies. The double goal was to ensure an horizontal learning experience and to ensure the participants growing from the professional point of view; • to ensure a comparative work among the EU and LA contexts: this is valid mostly for the activities used in the first training in Mexico and that we choose to replicate in the training in Italy, in order to ensure a cross-cultural perspective while tackling gender-sensitive issues. <p>NOTE: the same activity has been run during the training course held in Peru. For the detailed description of the activity, please have a look at the page 116 of this Handbook.</p> |

EXPECTATIONS AND CONTRIBUTIONS

| | |
|------------------------|--|
| TITLE | The garden |
| TOPIC/S | Expectations and contributions sharing |
| AIM | To share within the group the expectations toward the training and the contributions that participants are thinking to bring |
| TOOL TYPE | Getting to know each others and group creation |
| MATERIAL NEEDED | Flipchart, post-it, pens, markers |
| DURATION | <p>20 minutes: presentation of the activity and first step in filling up the garden</p> <p>NOTE: this activity is conceived to be run in each training day so to evaluate the development of the expectation and contributions of participants. For this reason we recommend to allocate a slot of 5 – 10 minutes at the end of each day, where participants are asked to be back on the garden drawing and filling it.</p> <p>At the end of the project, the Garden Model can be used as evaluation tool to analyse the individual process of participants.</p> |
| DESCRIPTION | <p>Trainers have prepared a flipchart where is drawn a garden, with grass, the sky and the sun (see the Handout below).</p> <p>The activity is organized accordingly to the following steps:</p> <p>Step 1. the first day Participants receive 2 post-it with different shapes:</p> <ul style="list-style-type: none"> • one (with the shape of a seed) representing the expectations → they have to put it under/on the level of the grass; • one (with the shape of a sun ray) the contributions toward the training → they have to put it on the sun. <p>They are given time to fill them and then to stick them on the flipchart.</p> <p>NOTE: participants can include in the same seed more than one expectation.</p> <p>Step 2. all the other days Participants have to be back on the Garden Model and, starting from the seeds, they have to develop the drawing (e.g. roots, flower, plant ...) accordingly to the personal development of their expectations.</p> <p>* Activity described on the third video-tutorial</p> |

HANDOUT WITH THE GARDEN



TEAM BUILDING – STEP 2

| | |
|------------------------|---|
| TITLE | Team Radar |
| TOPIC/S | 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 |
| TOOL TYPE | Group creation and analysis of the group dynamics |
| MATERIAL NEEDED | Blindfolds (one for each participant), 4 “totems”, 4 flags |
| DURATION | 45 minutes |
| DESCRIPTION | <p>Setting: for this activity is needed big spaces outside, e.g. gardens or fields. In four different spaces are put the totems and on the top of each totem a flag. Participants are divided in four groups, each one is assigned to a trainer who is explaining the task. They have five minutes to look where the totem is and to find their strategy to arrive there, blindfolded, and to bring back the flag.</p> <p>NOTE: the activity has a limited time at disposal (approximately 30 minutes). In the case groups will finish earlier, they can be switched, going in another position, with the same task. If the groups won't finish on time, the activity is stopped when the time it's over.</p> |

GENDER AND SEX

| | |
|---|--|
| TITLE | Snow Ball |
| TOPIC/S | Defining “Gender” |
| GENERAL REMARK CONCERNING THE ACTIVITY | <p>In some specific cases we decided to replicate the same activity in the three training courses in Mexico, Peru and Italy. This decision due to specific reasons:</p> <ul style="list-style-type: none"> to respect a pedagogical approach in terms of contents and methods: it creates the ground to further develop, test, assess and upgrade active methodologies that can be applied to the youth work in EU and LA, in the framework of gender equality and women empowerment; to ensure a bottom up approach in the peer-to-peer learning: some participants involved in the first training in Mexico have been left the chance to participate also in the second training in Peru. In this case these participants have been asked to support their colleagues, mentoring them on tools and methodologies. The double goal was to ensure an horizontal learning experience and to ensure the participants growing from the professional point of view; to ensure a comparative work among the EU and LA contexts: this is valid mostly for the activities used in the first training in Mexico and that we choose to replicate in the training in Italy, in order to ensure a cross-cultural perspective while tackling gender-sensitive issues. <p>NOTE: the same activity has been run during the training course held in Mexico. For the detailed description of the activity, please have a look at the page 42 of this Handbook.</p> |

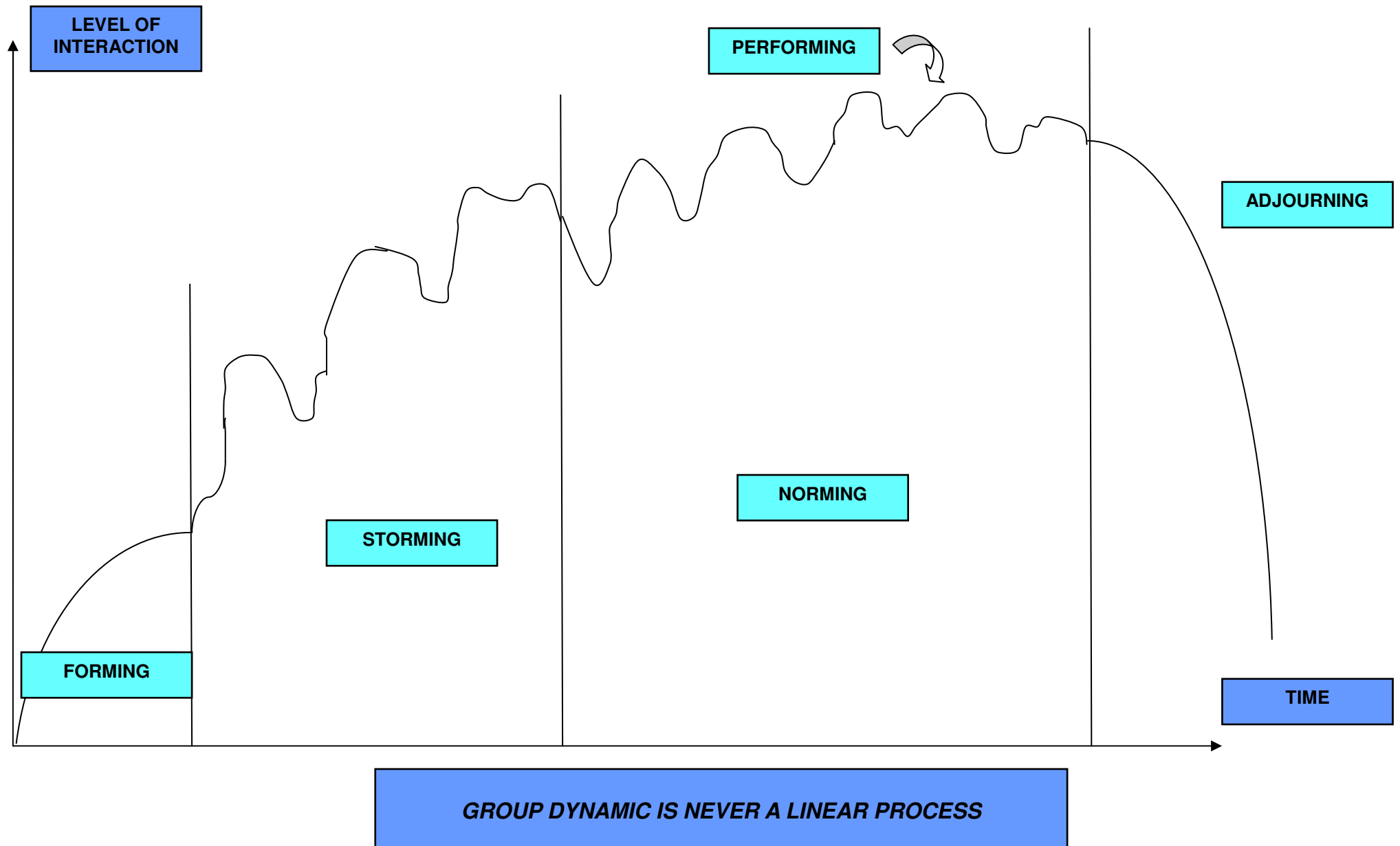
HANDOUT WITH THE SNOW BALL DEFINITIONS

| |
|---|
| <p>A SOCIAL AND CULTURAL VALUE SYSTEM CONSTRUCTED BY SOCIETY BASED ON YOUR PERCEIVED SEX.</p> <p>IT DETERMINATES BEHAVIOUR. IT'S SUBJECTIVE, ACCORDING TO CHOICE AND TO WHICH GROUP YOU FEEL YOU BELONG.</p> |
| <p>SOCIAL CONSTRUCTION THAT ASSIGNS ROLES AND BEHAVIOURS (+ CONSEQUENCES).</p> <p>(IT DEPENDS ALSO ON THE CULTURE/COUNTRY)</p> |
| <p>THE PROCESS TO CREATE YOUR SELF CHOOSING BEHAVIOURS, VALUES, EXPRESSIONS (EITHER PERFORMED OR FELT).</p> <p>IT IS INFLUENCED BY YOUR FEELINGS AND SOCIO-CULTURAL MODELS, IN ORDER TO BE READ AS YOU WANT TO.</p> |
| <p>IT IS A CONSTRUCTION PROCESS OF IDEAS, FEELINGS, SENSATIONS, EMOTIONS, PERSONAL CHOICES, ETC. BUILT IN A GIVING – RECEIVING – SHARING DIALOGUE WITH THE ENVIRONMENT (EVEN IF IT IS REJECTED) WHICH DEFINE YOUR IDENTIFICATION WITH ONE OR MORE GENDERS.</p> <p>SOCIETY ACCEPTS SOME OF IDENTITY EXCLUDING SOME OTHERS, GENERATING DIFFERENT KINDS OF SOCIAL AND PERSONAL CONFLICTS.</p> |
| <p>GENDER IS THE SET OF EMOTIONAL, BEHAVIOURAL AND PSYCHOLOGICAL CHARACTERISTICS THAT WE USUALLY ASSOCIATE WITH BEING MALE OR FEMALE.</p> <p>YOUR GENDER IDENTITY IS HOW YOU THINK AND FEEL YOU FIT INTO THE CATEGORIES OF “MAN” AND “WOMEN”.</p> <p>YOU CAN FIT COMPLETELY INTO ONE OF THESE TWO CATEGORIES OR TO DIFFERENT DEGREES INTO BOTH, OR MAY BE YOU DON'T IDENTIFY WITH ANY OF THESE “BOXES” AT ALL.</p> |

GROUP DYNAMICS

| | |
|---|--|
| TITLE | Chocolate River |
| TOPIC/S | Cooperation, communication, active listening |
| GENERAL REMARK CONCERNING THE ACTIVITY | <p>In some specific cases we decided to replicate the same activity in the three training courses in Mexico, Peru and Italy. This decision due to specific reasons:</p> <ul style="list-style-type: none"> • to respect a pedagogical approach in terms of contents and methods: it creates the ground to further develop, test, assess and upgrade active methodologies that can be applied to the youth work in EU and LA, in the framework of gender equality and women empowerment; • to ensure a bottom up approach in the peer-to-peer learning: some participants involved in the first training in Mexico have been left the chance to participate also in the second training in Peru. In this case these participants have been asked to support their colleagues, mentoring them on tools and methodologies. The double goal was to ensure an horizontal learning experience and to ensure the participants growing from the professional point of view; • to ensure a comparative work among the EU and LA contexts: this is valid mostly for the activities used in the first training in Mexico and that we choose to replicate in the training in Italy, in order to ensure a cross-cultural perspective while tackling gender-sensitive issues. <p>GENERAL REMARK: in the case of this activity, the closure was run with the Tuckman Model.</p> <p>NOTE: the same activity has been run during the training course held in Peru. For the detailed description of the activity, please have a look at the page 95 of this Handbook.</p> |

HANDOUT WITH THE TUCKMAN MODEL



HANDOUT WITH THE TUCKMAN MODEL

FORMING

People arrive and the group starts: in the beginning they might be shy, the discussions more superficial. They are trying to understand what is the project about and what are the **objectives** of the group.

ROLE OF THE FACILITATOR: in this moment there is the maximum of the work, the facilitator has to support the group in passing through this phase, has to facilitate the communication and make clear the objectives understanding.

STORMING

People (now became group members) **understand the objectives**, they start to be comfortable and the individual personalities are starting to appear more evident. In the phase of adjustment for the group, **frictions** can happen.

ROLE OF THE FACILITATOR: in this moment there is much less work than in the first stage. The facilitator has to keep helping the communication, has to push the group to move forward and let the conflicts appear.

NORMING

The objectives are now very clear to everybody. Each group member now knows what has to be done and what to do with the other people. In this stage, **more the group members believe in what they are doing**, more they are inside the process, **more frictions can appear**.

ROLE OF THE FACILITATOR: in this moment the facilitator is appearing less and less because there is also less work to be done.

ADJOURNING

The work is starting to lose its efficiency because the **objective has been achieved** and the group members focus starts to be on the **emotional separation**.

If the process is not well managed, the group will focus only on the emotional separation, forgetting the process itself and the objectives achieved.

ROLE OF THE FACILITATOR: a lot of work has to be done. The facilitator has to give maximum value, in front of the group members, to what has been done and make them ready for the emotional separation that will appear when the project is over.

PERFORMING

In some precise tasks the group arrive to a level of autonomy and efficiency really high. The duration of the "performing" stage is very short.

ROLE OF THE FACILITATOR: the facilitator has no role at this stage, that happens by chance. If the facilitator is searching to arrive at that stage, that stage won't ever arrive!

PREJUDICES AND STEREOTYPES

| | |
|------------------------|---|
| TITLE | Albatros |
| TOPIC/S | Prejudices, stereotypes and Intercultural Learning |
| AIM | <p>To jointly reflect on the prejudices and stereotypes that might appear while meeting a new culture and to reflect on the Intercultural Learning process.</p> <p>NOTE: if you have never taken part in the Albatross exercise, it would be best to do so first before you decide whether it is useful for your teaching, training, and orientation purposes.</p> |
| TOOL TYPE | Simulation activity + plenary debriefing and discussion |
| MATERIAL NEEDED | One small bowl for hand washing; some kind of liquid to drink (lemonade or punch is fine); some food to eat (small cookies or crackers work well); sheets or other cloth for the use of the Albatrossian man and woman; candles, incense or other "extras" as desired. |
| DURATION | 120 minutes |
| DESCRIPTION | <p>The activity is divided in two different steps, the first consists of performing a ceremonial greeting between members of an imaginary culture (Albatros) and foreigners. The second part consists of a debriefing in plenary and extended discussion.</p> <p>Setting: Albatros activity is conceived for small groups, between 12 and 15, but it can be readapted also for bigger groups. If possible, participants should be represented by both sexes, possibly equally. In the room where the activity will take place, a circle of chairs is arranged (x n. of chairs for x n. of male participants) and one chair placed in the circle a bit prominently for the use of the Albatrossian man.</p> <p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Ceremonial performing</p> <p>There is no sequence pre-set or a necessary pattern to follow. It might be good to create your own variations to meet situations, but it is important to keep in mind the clear objectives of the activity.</p> <p>1.a. entering: participants are brought, one by one, in the room where there are the Albatrossians, females with shoes off and males with shoes on. Males are made sitting on the chairs while females on a blanket on the ground.</p> <p>1.b. setting: the male and female Albatrossians are in their places, the man on the chair, the woman kneeling beside him.</p> <p>1.c. communication: the hiss indicates disapproval, an appreciative hum indicates approval and a clicking of the tongue serves for all sorts of getting of attention, and for transferring the factual information.</p> <p>1.d. circle of greetings: the Albatrossians man stands up and greets each male participant in turn around the circle, holding by the shoulders and by rubbing the right legs together. After such greeting, the visitor has to sit back in the chair. Then the Albatrossian woman greets each female participant in turn around the circle. She kneels in front of a standing female guest and runs both hands down the lower legs and feet in a ceremonious way. The women resume a kneeling position.</p> <p>1.e. bowl of water: the bowl is brought around the circle by the Albatrossian woman. Beginning with the Albatrossian man, each male in the circle dips the fingers of his right hand into the bowl and lifts or waves the hand gracefully to get them dry. The women's hands are not washed. The Albatrossian woman returns to her place for a few minutes before beginning the next activity.</p> <p>1.f. food offer: the Albatrossian woman offers food to each male in turn, beginning with the Albatrossian man. She sticks her hands into the food and stuffs a little into each mouth. Upon being fed, the Albatrossian man indicates his appreciation by a loud hum or moan (which can be accompanied by a rubbing of the stomach). After the men are fed, the Albatrossian woman then feeds each woman in turn. After this,</p> |

she returns to her position next to the Albatrossian man.

1.g. drinks offer: in the same way, the Albatrossian woman first gives the cup to the Albatrossian man to drink from, then among the females, at the end she returns to her place and resuming her kneeling posture.

1.h. pauses: during the pauses Albatrossian man gently pushes the woman's head from time to time downward as she kneels.

1.i. female selection: after another pause, the two Albatrossians rise and proceed around the circle of guests, communicating with each other through the customary clicking sounds. Without making clear indications to the participants, they select the female guest with the largest feet. That participant is then brought to the Albatrossian chair, and she (like the Albatrossian woman) kneels next to his chair.

1.l. greetings of goodbye: the last activity of the ceremony is a repeat of the greeting. The Albatrossian man rises and makes the round of the circle, greeting each male participant. He is followed by the Albatrossian woman, greeting each woman in turn. At that point, the two Albatrossians indicate the selected female participant who is still sitting kneeling by the chair and with a gesture ask her to follow them outside. She does it and the three people leave the circle, concluding the first part of the exercise.

Step 2. Debriefing in plenary and extended discussion

The Albatross exercise allow groups to reflect on two main elements:

- the "cultural observation" level: the exercise gives participants the chance to test their observation capacity, the pre-conceived ideas they might show and, the interpretative filters they might apply;
- the self-awareness of each participant: they are given the chance to practically experiment and assess their own reactions and feelings.

The debriefing should be structured in a consequential order of key questions:

2.a. what did you see? → (pure observation): in this step, avoid any kind of interpretation.

2.b. what did you feel? → (interpretation): in this part probably participants will show up their frustration for some parts in the activity, is important to keep note and let them share what they have felt.

2.c. what do you think? → (interpretation): in this part probably participants will show up again their frustration, is possible they will perceived the Albatrossian women oppressed and the Albatrossian society completely male based.

After this stage the facilitator presents the main elements of the Albatrossian culture (see the Handout Activity Culture Explanation below) and it followed an extended discussion on Prejudices, stereotypes and Intercultural Learning process.

*** Activity described on the third video-tutorial**

HANDOUT WITH THE ALBATROS ACTIVITY

CULTURE EXPLANATION

ALBATROSSIANS CHARACTER

The society values calm, serenity, stateliness.

Albatrossians are a clam, reserved, gentle, loving people, peaceful, generous, welcoming of strangers and really taking care of their guest. Touching is only done in ceremonial ways, such as in the greetings.

The Albatrossians are never smiling but they remains with a serene and pleasant expressions. They do not register any facial reactions to the various feelings or emotions they have.

CULTURE EXPLANATION

The Earth is sacred, all fruitfulness is blessed, those who bring life inside them (women) are with the Earth, and only they are able (by virtue of their inherent qualities) to walk directly upon the ground. Thus, men must wear shoes, and thus their greeting does not deal with the Earth, while the one of women emphasized the ground and feet. Only women are able to prepare and offer the fruits of the Earth.

The roles of men and women in the society reflect this relationship to Earth. For example, the fact that the Albatrossian man pushes down the head of the kneeling woman is a pursuit of his obligations in the society, it is his duty to remind her of sacredness, to approach it through her, to protect her (and all that she represents) from harm or defilement.

Albatrossians have a language, though only some part of it is required or used in the greeting ceremony (the clicks, hums, hisses). The Albatrossians communicate via mental telepathy, and that the few sounds they use are mainly means of getting a person's attention.

They eat and drink things which they like (though they may not agree to the taste of foreign visitors). Their patterns of life and ceremonies (such as the greeting ceremony) are time-honoured and are considered to be self-evidently correct and adequate.

The activity description and the Handout with the culture explanation has been taken and readapted from the description of Theodore Goehenour, Vice President of International Programs, from Beyond Experience, Batchelder and Warner, The Experiment Press, 1977.

GENDER ROLE MODELS – STEP 1

| | |
|------------------------|---|
| TITLE | Work in group – Sharing Stories |
| TOPIC/S | Gender role model analysis |
| AIM | To reflect on the different role models present in society, on the cultural roots of these models, on their similarities and differences |
| TOOL TYPE | Individual work + work in group |
| MATERIAL NEEDED | Flipchart, markers, A4 papers, post-it, pens |
| DURATION | 90 minutes |
| DESCRIPTION | <p>The activity is organized accordingly to the following steps:</p> <p>Step 1. 4 groups are created (as mixed as possible by gender, age and nationality) and the activity presented.</p> <p>Step 2. participants of each group should share the fairytales and legends they know and that they have been asked to bring to the training.</p> <p>Step 3. one fairytale or legend should be chosen in each group.</p> <p>NOTE: the story should be chosen because is the most representative of gender role models.</p> |

| | |
|------------------------|---|
| TITLE | Work in group – theatre representation and analysis |
| TOPIC/S | Gender role model analysis |
| AIM | To reflect on the different role models present in society, on the cultural roots of these models, on their similarities and differences |
| TOOL TYPE | Theatre representation and analysis |
| MATERIAL NEEDED | No specific material is needed for this activity. It would be nice if facilitators could set the room as if it is a theatre, with cloth reproducing curtains and a circumscribed space for the stage. |
| DURATION | 120 minutes |
| DESCRIPTION | <p>The activity is the second step of the previous one “Work in group – Sharing Stories” and is divided in the following steps:</p> <p>Step 1. each group has to prepare the representation of the story/legend, using theatre techniques.</p> <p>NOTE: each group should briefly represent the main elements of the story, trying to underline the gender role models lying behind. The technique used for the representation is based on small theatre sketches, with the duration is 5 minutes.</p> <p>Step 2. each group presents on the stage the story.</p> <p>Step 3. at the end of each representation, the group is remaining on the stage and other 5 minutes are allocated. The audience is asked to share the main elements understood from the story and then the actors can give a counter feedback can highlighting the missed elements. Then both the actors and the audience are asked to point out the main gender role models appearing in the representation. One facilitator keeps note of the elements on a flipchart.</p> <p>Step 4. the activity proceed the same way till all the groups have represented the story and the main elements are analyzed.</p> <p>Step 5. back in plenary the main elements fixed on the flipchart are presented and participants are asked to comment them or to add the elements they consider missed and relevant to be added.</p> |

GENDER ROLE MODELS – STEP 2

| | |
|------------------------|---|
| TITLE | The Cafeteria |
| TOPIC/S | Gender-related issues |
| AIM | To make participants run the second step in gender role models and discuss relevant gender-related topics |
| TOOL TYPE | Work in small groups |
| MATERIAL NEEDED | Flipchart, markers, A4 papers, post-it, pens. If it's possible, all the stuff to simulate a cafeteria |
| DURATION | 75 minutes |
| DESCRIPTION | <p>Setting: the room is organized as a cafeteria, there are different tables with chairs, nice tablecloths, one flipchart in the middle of each table, with post-it and markers. Trainers and facilitators are dressed up as waiters, possibly with aprons and note books where to write what the customers would like to drink and eat.</p> <p>NOTE: all the details, being a simulation, are important, so if we want to add flowers, candies or any other stuff reminding a cafeteria it's fine.</p> <p>Waiters welcomed participants in the cafeteria and explain them what table to join. Once all the participants are sitting on their table, it's presented the activity: each table has one relevant question to discuss. All the tables will discuss the same question at the same time (25 minutes each question), and participants will highlight the main elements with post-it and key words.</p> <p>While participants are discussing, waiters are joining the tables bringing the flipchart with the key question where to include the post-it and they ask participants what they would like to drink and eat. After that waiter are bring them coffee, tea, biscuits, candies and fruit.</p> <p>The questions to be discussed are the following:</p> <ul style="list-style-type: none"> • What are the historical roots of gender inequality? • How gender inequality creates oppression? • How, in society, gender issues could affect your way of express yourself? <p>In the end of the activity, waiters give to participants a small break of 15 minutes. During the break trainers try to order the main elements of the discussions, dividing them by macro-topics.</p> <p>In the case of this activity the macro-topics created were:</p> <ul style="list-style-type: none"> • Power and economy • Emotions • Language • Religion • Education • Laws and regulation <p>NOTE: this activity is linked to the following one "Open Space" and for this reason has to be considered preparatory of the second that will start from the macro-topics created at the end of the "Cafeteria".</p> <p>* Activity described on the third video-tutorial</p> |

| TITLE | Open Space | | | | | | | | | | |
|------------------------|---|---------------------|---------------------|---------------------|---------------------|-------------------|----------|----------|----------|-----------|---------------------|
| TOPIC/S | Power and economy, emotions, language, religion, education, laws and regulation | | | | | | | | | | |
| AIM | To go back in a more detailed way, on the different macro-topics identified at the end of the previous session and to create the space to deepen the ones participants consider more relevant | | | | | | | | | | |
| TOOL TYPE | Work in group | | | | | | | | | | |
| MATERIAL NEEDED | Flipcharts, markers, pens, paper A4, post-it | | | | | | | | | | |
| DURATION | 150 minutes | | | | | | | | | | |
| DESCRIPTION | <p>Setting: the Open Space technique, to be run, needs to have different rooms where the workshops are proposed or a big open space. In fact the different thematic tables running in parallel should be placed in different and distant positions so to avoid the noise and the confusion.</p> <p>The activity is organized accordingly to the following steps:</p> <p>Step 1. in plenary are presented the 6 macro-topics developed at the end of the previous activity.</p> <p>Step 2: to each topic is assigned a facilitator from the group of participants. NOTE: the facilitator is a voluntarily based position. The facilitators of the Open Space tables don't need to have previous experiences on the topic.</p> <p>Step 3. the topics and the tables are organized as followed:</p> <table border="1"> <tr> <th>SLOT 1 – 45 minutes</th><th>SLOT 2 – 45 minutes</th><th>SLOT 3 – 45 minutes</th></tr> <tr> <td>POWER AND ECONOMY</td><td>EMOTIONS</td><td>LANGUAGE</td></tr> <tr> <td>RELIGION</td><td>EDUCATION</td><td>LAWS AND REGULATION</td></tr> </table> <p>In the Open Space Technique the main PILLARS are:</p> <ul style="list-style-type: none"> • topics have to be proposed by participants → bottom up approach; • tables are “self-organized” → the participants themselves are the facilitators of the tables; • 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. <p>In the Open Space Technique the main RULES are:</p> <ul style="list-style-type: none"> • two steps → move to another discussion when you feel; • you are the right person!!! → even if you remain alone in your table; • time it's time → keep attention to the time you have at disposal and respect it; • butterflies and bees → in a group you can be in silence and listen, as also you can speak and share your opinion. <p>* Activity described on the third video-tutorial</p> | | SLOT 1 – 45 minutes | SLOT 2 – 45 minutes | SLOT 3 – 45 minutes | POWER AND ECONOMY | EMOTIONS | LANGUAGE | RELIGION | EDUCATION | LAWS AND REGULATION |
| SLOT 1 – 45 minutes | SLOT 2 – 45 minutes | SLOT 3 – 45 minutes | | | | | | | | | |
| POWER AND ECONOMY | EMOTIONS | LANGUAGE | | | | | | | | | |
| RELIGION | EDUCATION | LAWS AND REGULATION | | | | | | | | | |

POWER

| | |
|---|--|
| TITLE | Chief of Power |
| TOPIC/S | The “oppressor” and the “oppressed” – first step in the upcoming session about gender-based conflict |
| GENERAL REMARK CONCERNING THE ACTIVITY | <p>In some specific cases we decided to replicate the same activity in the three training courses in Mexico, Peru and Italy. This decision due to specific reasons:</p> <ul style="list-style-type: none"> to respect a pedagogical approach in terms of contents and methods: it creates the ground to further develop, test, assess and upgrade active methodologies that can be applied to the youth work in EU and LA, in the framework of gender equality and women empowerment; to ensure a bottom up approach in the peer-to-peer learning: some participants involved in the first training in Mexico have been left the chance to participate also in the second training in Peru. In this case these participants have been asked to support their colleagues, mentoring them on tools and methodologies. The double goal was to ensure an horizontal learning experience and to ensure the participants growing from the professional point of view; to ensure a comparative work among the EU and LA contexts: this is valid mostly for the activities used in the first training in Mexico and that we choose to replicate in the training in Italy, in order to ensure a cross-cultural perspective while tackling gender-sensitive issues. <p>NOTE: the same activity has been run during the training course held in Mexico. For the detailed description of the activity, please have a look at the page 57 of this Handbook.</p> |

CONFLICTS

| | |
|------------------------|--|
| TITLE | Photo Language |
| TOPIC/S | Conflict |
| AIM | To define at individual level and within the group, what conflicts are for us |
| TOOL TYPE | Individual activity and summing up in plenary |
| MATERIAL NEEDED | Photos, soft music to create the atmosphere |
| DURATION | 60 minutes |
| DESCRIPTION | <p>Setting: music on the background (the music should not be very strong but it should evoke conflict). On the ground are left many photos. Participants are waiting outside the workshop room where trainers introduce the activity.</p> <p>The activity is organized accordingly to the following steps:</p> <p>Step 1. each participant should walk in the room, take his or her time and choose the photo that consider to be the most representative of conflict.</p> <p>Step 2. once everybody chose the photo, is created a circle of chairs and who want, can take the floor and explain:</p> <ul style="list-style-type: none"> What the photo is representing Why the photo is evoking conflict What “conflict” is for you |

Step 3. an open discussion in plenary on the different definitions of conflicts follows.
It follows a short debriefing about CONFLICT. Possible topics to explore during the debriefing:

- Different ways to define conflicts
- Difference between “conflicts” and “the way to manage conflicts”
- Meaning of “the way to manage conflicts”

LEADERSHIP

| | |
|------------------------|--|
| TITLE | Human Bridge |
| TOPIC/S | Group cooperation and trust |
| AIM | To make participants experimenting the group cooperation and trust |
| TOOL TYPE | Team Building activity and Group dynamics |
| MATERIAL NEEDED | Two big mattress crash pad |
| DURATION | 60 minutes |
| DESCRIPTION | <p>Setting: trainers have prepared in advance two lines to keep distance between the groups and have put on floor two crash pads. The main group is divided in two sub-groups and it's explained that they have to imagine one river in the middle. The task of the 2 groups is to create a human bridge without stepping in the imaginary river. After bridge is created they have to send 1-2 persons each group to cross the bridge.</p> <p>NOTE: after the activity it's followed a debriefing where participants will reflect on the group dynamics, on the different roles within the group, with a specific focus on cooperation and trust.</p> |

PANDORA'S BOX GINCANA

| | |
|------------------------|---|
| TITLE | Ecuador, Mexico, Peru and project-timeline |
| TOPIC/S | Project presentation, adding a specific focus on the Capacity Building projects – Key Action 2 |
| AIM | To present the main elements of the project with a specific attention to what happened in Ecuador, Mexico and Peru during the Youth Meetings and the Study Phase and adding a focus on the Capacity Building projects – Key Action 2 |
| TOOL TYPE | Work in groups |
| 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> <ul style="list-style-type: none"> • Youth meetings and study phase in Ecuador • Youth meetings and study phase in Mexico • Youth meetings and study phase in Peru • Pandora's Box project (free questions) and structure of the Capacity Building projects <p>The activity is organized accordingly to the following steps:</p> <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. In this way time will be preserved but there is the possibility that the group attention will decrease (sitting for 80 minutes in the same station and position).</p> |

GENDER-BASED CONFLICTS

| | |
|---|---|
| TITLE | Strip cartoon |
| TOPIC/S | Conflict analysis |
| GENERAL REMARK CONCERNING THE ACTIVITY | <p>In some specific cases we decided to replicate the same activity in the three training courses in Mexico, Peru and Italy. This decision due to specific reasons:</p> <ul style="list-style-type: none"> • to respect a pedagogical approach in terms of contents and methods: it creates the ground to further develop, test, assess and upgrade active methodologies that can be applied to the youth work in EU and LA, in the framework of gender equality and women empowerment; • to ensure a bottom up approach in the peer-to-peer learning: some participants involved in the first training in Mexico have been left the chance to participate also in the second training in Peru. In this case these participants have been asked to support their colleagues, mentoring them |

| | |
|--|--|
| | <p>on tools and methodologies. The double goal was to ensure an horizontal learning experience and to ensure the participants growing from the professional point of view;</p> <ul style="list-style-type: none"> to ensure a comparative work among the EU and LA contexts: this is valid mostly for the activities used in the first training in Mexico and that we choose to replicate in the training in Italy, in order to ensure a cross-cultural perspective while tackling gender-sensitive issues. <p>NOTE: the same activity has been run during the training course held in Mexico. For the detailed description of the activity, please have a look at the page 59 of this Handbook.</p> <p>* Activity described on the third video-tutorial</p> |
|--|--|

CONFLICT MANAGEMENT

| | |
|---|--|
| TITLE | Analysis of the conflict shown |
| TOPIC/S | Conflict management |
| GENERAL REMARK CONCERNING THE ACTIVITY | <p>In some specific cases we decided to replicate the same activity in the three training courses in Mexico, Peru and Italy. This decision due to specific reasons:</p> <ul style="list-style-type: none"> to respect a pedagogical approach in terms of contents and methods: it creates the ground to further develop, test, assess and upgrade active methodologies that can be applied to the youth work in EU and LA, in the framework of gender equality and women empowerment; to ensure a bottom up approach in the peer-to-peer learning: some participants involved in the first training in Mexico have been left the chance to participate also in the second training in Peru. In this case these participants have been asked to support their colleagues, mentoring them on tools and methodologies. The double goal was to ensure an horizontal learning experience and to ensure the participants growing from the professional point of view; to ensure a comparative work among the EU and LA contexts: this is valid mostly for the activities used in the first training in Mexico and that we choose to replicate in the training in Italy, in order to ensure a cross-cultural perspective while tackling gender-sensitive issues. <p>NOTE: the same activity has been run during the training course held in Mexico. For the detailed description of the activity, please have a look at the page 62 of this Handbook.</p> <p>* Activity described on the third video-tutorial</p> |

| | |
|---|---|
| TITLE | Social Theatre |
| TOPIC/S | Conflicts management |
| GENERAL REMARK CONCERNING THE ACTIVITY | <p>In some specific cases we decided to replicate the same activity in the three training courses in Mexico, Peru and Italy. This decision due to specific reasons:</p> <ul style="list-style-type: none"> to respect a pedagogical approach in terms of contents and methods: it creates the ground to further develop, test, assess and upgrade active methodologies that can be applied to the youth work in EU and LA, in the |

framework of gender equality and women empowerment;

- to ensure a **bottom up approach in the peer-to-peer learning**: some participants involved in the first training in Mexico have been left the chance to participate also in the second training in Peru. In this case these participants have been asked to support their colleagues, mentoring them on tools and methodologies. The double goal was to ensure an horizontal learning experience and to ensure the participants growing from the professional point of view;
- to ensure a **comparative work among the EU and LA contexts**: this is valid mostly for the activities used in the first training in Mexico and that we choose to replicate in the training in Italy, in order to ensure a cross-cultural perspective while tackling gender-sensitive issues.

NOTE: the same activity has been run during the training course held in **Mexico**. For the detailed description of the activity, please have a look at the page 63 of this Handbook.

*** Activity described on the third video-tutorial**

FACILITATION

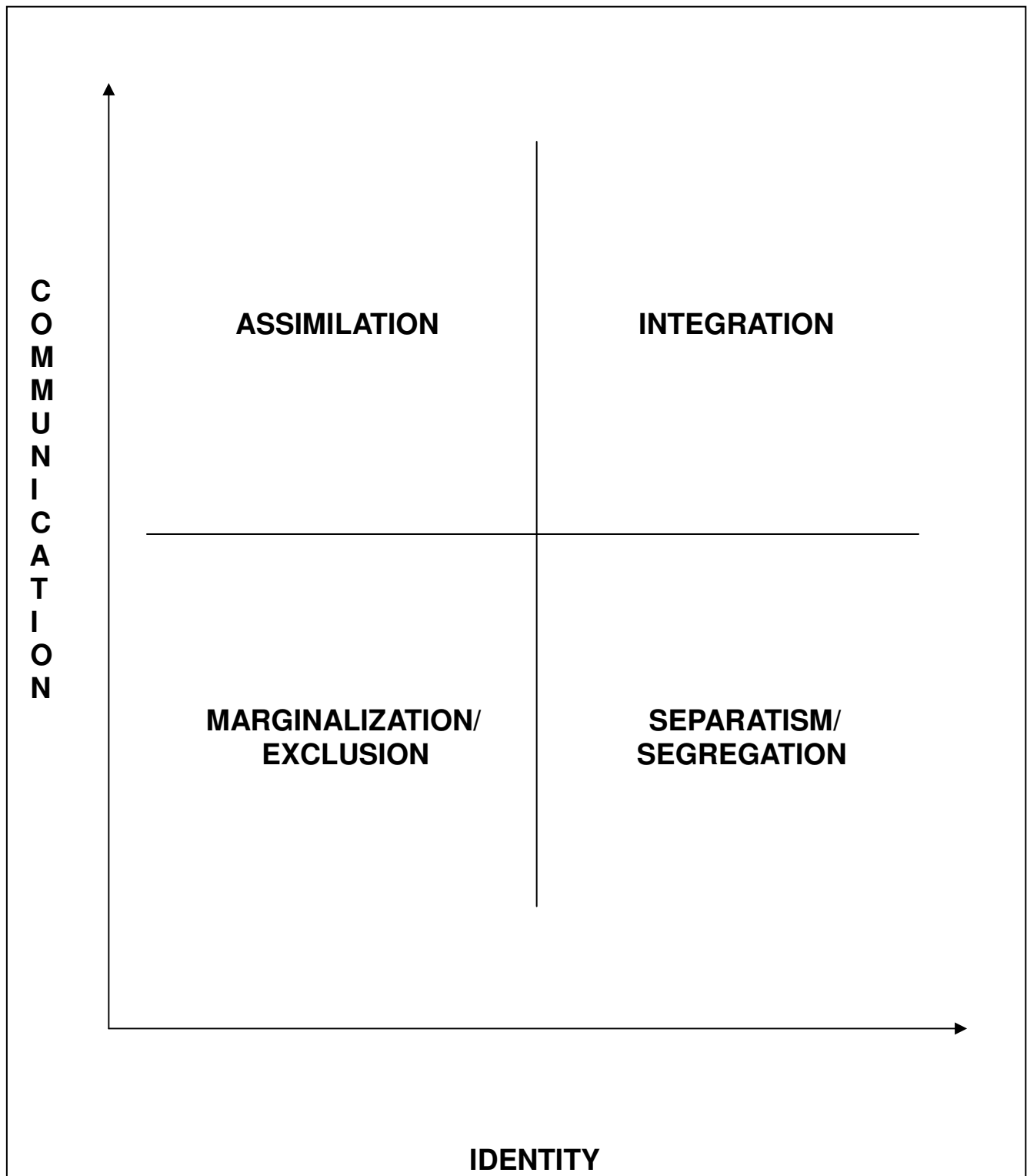
| | |
|------------------------|--|
| TITLE | Tibetan Bridge |
| TOPIC/S | Group dynamics |
| AIM | To develop trust and to make participants cooperating within the group, living personally challenges and barriers |
| TOOL TYPE | Outdoor activity |
| MATERIAL NEEDED | Simple ropes (3 x 1 cm size) for walk and protection, one rope for junction (0,8 cm size), tree or pole to connect the sides |
| DURATION | 90 minutes |
| DESCRIPTION | <p>Participants have to be divided in 3-4 groups (max 6 persons for each), and they watch a presentation on how to connect the central rope of the bridge between the 2 sides and how to make a good and safe knot.</p> <p>Then each group receives the following task: it has to be created the best bridge ever but it has to be safe and functional, with one rope in the middle for walking (high 50 cm/ 1 m max), 2 parallel ropes in the sides (1 meter high from the walking rope), and one final rope as junction to hang from the first tree, crossing the 3 ropes until the other tree. In this way kit will be created only one ropes system.</p> <p>When the time is over, each group, rotating, has to test the bridges built by the others (2 min for each test).</p> <p>It follows a debriefing on group dynamics and facilitation within the group.</p> <p>* Activity described on the third video-tutorial</p> |

| | |
|------------------------|--|
| TITLE | Dots of inclusion-exclusion |
| TOPIC/S | Inclusion VS exclusion |
| AIM | To reflect on inclusion VS exclusion dynamic; to reflect on the functioning of the minority-majority relations in society; |
| TOOL TYPE | Work in groups and plenary |
| MATERIAL NEEDED | Colorful dots, Handout model |
| DURATION | 45 minutes |
| DESCRIPTION | <p>The activity is organized accordingly to the following steps:</p> <p>Step 1. put dots of different color on the participants' foreheads while they are closing their eyes. Take in consideration that there are groups with same color, one participant without any dot, one with more and one with dot in a color that is not present in the other groups.</p> <p>Step 2. ask them to open their eyes and, while they are not allowed to talk, to find their group. It's very important is to use the singular term "group" and not plural, so at the end we do not end up suggesting that there are more groups than only one.</p> <p>Step 3. the process will show group formation according to color they have on their foreheads, but also exclusion of the others. The game is over when everyone is satisfied with the solution they have found.</p> <p>Step 4. back in plenary, reflect on the feelings, paying special attention on people</p> |

with different dots.

Step 5. present the Handout model below in an interactive manner, using a flip-chart and building it together with the participants. You can draw the two axes (identity and communication) and ask the participants to say how each specific situation is called.

HANDOUT WITH THE INCLUSION – EXCLUSION MODEL



| MINORITY GROUPS | MAJORITY GROUPS |
|--|--|
| INTEGRATION ORIENTATION | |
| reflects a desire to maintain key features of someone's own culture while also valuing the adoption of key elements of the majority culture | majority valorises the maintenance of certain aspects of minority identity and accepts that minority adopts important features of the majority culture. There is also a willingness to modify own institutional practices and certain aspects of majority culture to facilitate integration of minority groups |
| ASSIMILATION ORIENTATION | |
| reflects the willingness to give up most aspects of their own culture for the sake of adopting the cultural practices of the majority or dominant group | majority desires that minorities give up their cultural/identity characteristics in order to adopt the cultural/identity characteristics of the majority |
| SEPARATION ORIENTATION | |
| is characterised by the desire to maintain all features of own culture while rejecting the culture and relations with the members of the majority culture or other members of the society. The contact between members of different groups is inexistent or minimal/superficial | majority manifests an attitude of tolerance of the maintenance of minority culture/identity as long as they live separately, in specific neighbourhoods or regions (e.g. ghettos). Segregationists avoid contact with minorities as they believe this would dilute or weaken the integrity and authenticity of their own culture/identity |
| MARGINALISATION ORIENTATION | |
| characterises individuals who feel ambivalent and somewhat alienated from both their own and the majority culture, thereby feeling excluded from both the groups they identify with and majority community. For example, one can be considered a migrant in his/her country of residence and a tourist in this/her country of origin | majority is both intolerant with minorities that maintain their culture/identity, but also refuses to allow them to adopt features of the majority culture, as they believe that certain groups can never assimilate within the majority community. Certain exclusionists try to create the conditions to incite minorities to leave the country / neighbourhood |

| | |
|---|---|
| TITLE | Draw the super-facilitator |
| TOPIC/S | Role and qualities of the facilitator |
| GENERAL REMARK CONCERNING THE ACTIVITY | <p>In some specific cases we decided to replicate the same activity in the three training courses in Mexico, Peru and Italy. This decision due to specific reasons:</p> <ul style="list-style-type: none"> • to respect a pedagogical approach in terms of contents and methods: it creates the ground to further develop, test, assess and upgrade active methodologies that can be applied to the youth work in EU and LA, in the framework of gender equality and women empowerment; • to ensure a bottom up approach in the peer-to-peer learning: some participants involved in the first training in Mexico have been left the chance to participate also in the second training in Peru. In this case these participants have been asked to support their colleagues, mentoring them on tools and methodologies. The double goal was to ensure an horizontal learning experience and to ensure the participants growing from the professional point of view; • to ensure a comparative work among the EU and LA contexts: this is valid mostly for the activities used in the first training in Mexico and that we choose to replicate in the training in Italy, in order to ensure a cross-cultural perspective while tackling gender-sensitive issues. <p>NOTE: the same activity has been run during the training course held in Peru. For the detailed description of the activity, please have a look at the page 118 of this Handbook.</p> |

| | |
|------------------------|---|
| TITLE | Projection of the first video tutorial |
| TOPIC/S | Video Tutorial |
| AIM | To share within the group one of the tools used within the project, the video tutorial |
| TOOL TYPE | Video projection |
| MATERIAL NEEDED | Computer, projector, first video tutorial realized in Mexico |
| DURATION | 30 minutes |
| DESCRIPTION | <p>The first video tutorial, containing the main activities realized during the training course held in Mexico is projected.</p> <p>After the projection is left space for question, clarifications and comments.</p> |

| | |
|------------------------|--|
| TITLE | Activities – Tools |
| TOPIC/S | Non Formal Education Tools |
| AIM | To make a recap of the tools participants have experimented during the previous part of the training so to get prepared for the upcoming step, the “Training in Action - TiA |
| TOOL TYPE | Work in group |
| MATERIAL NEEDED | Flipcharts, markers, pens, post-it and colors |
| DURATION | 140 minutes |
| DESCRIPTION | <p>The activity is organized accordingly to the following steps:</p> <p>Step 1. five groups are created and the activity is introduced in plenary. Each group receives a different group of TOOLS and a slot of 90 minutes is allocated to prepare the plenary presentation, defining the following elements:</p> |

- What is about? (macro area, including the aims)
- What activities we have done during the training?
- Why did you decide to include this activity within this “tool area”?
- Aim of the different activities you included in this “tool area”?

Step 2. each group has at disposal for the presentation a slot of five minutes. After that stage, other five minutes are allocated for questions, clarifications and upgrading. The activity follows in that way, till all the groups have presented the tools. After the presentation all the flipcharts are put on the wall.

TOOL LIST, by group:

- Group dynamic activities → group 1
- Group discussion activities → group 2
- Role play games and simulations → group 3
- Theatre and body representation → group 4
- Visual activities → group 5

TRAINING in ACTION – TiA SESSION

| | |
|---|---|
| TITLE | Group division and Preparation |
| TOPIC/S | Non formal education activities |
| GENERAL REMARK CONCERNING THE ACTIVITY | <p>In some specific cases we decided to replicate the same activity in the three training courses in Mexico, Peru and Italy. This decision due to specific reasons:</p> <ul style="list-style-type: none"> to respect a pedagogical approach in terms of contents and methods: it creates the ground to further develop, test, assess and upgrade active methodologies that can be applied to the youth work in EU and LA, in the framework of gender equality and women empowerment; to ensure a bottom up approach in the peer-to-peer learning: some participants involved in the first training in Mexico have been left the chance to participate also in the second training in Peru. In this case these participants have been asked to support their colleagues, mentoring them on tools and methodologies. The double goal was to ensure an horizontal learning experience and to ensure the participants growing from the professional point of view; to ensure a comparative work among the EU and LA contexts: this is valid mostly for the activities used in the first training in Mexico and that we choose to replicate in the training in Italy, in order to ensure a cross-cultural perspective while tackling gender-sensitive issues. <p>NOTE: the same activity has been run during the training course held in Mexico. For the detailed description of the activity, please have a look at the page 75 of this Handbook.</p> <p>The topics selected for the workshops are, in this case:</p> <ul style="list-style-type: none"> Education Language Power Stereotypes Emotions Gender identity <p>For the detailed description, have a look to the ANNEXES V - HANDOUT WITH THE TOOL KITS OF THE TRAINING in ACTION on the pag. 185 of this Handbook.</p> |

TRAINING in ACTION – TiA SESSION

| | |
|------------------------|---|
| TITLE | Preparation |
| TOPIC/S | Non formal education activities |
| AIM | To prepare the upcoming activity “Training in Action Implementation”; to make participants practicing how to conceive, organize and implement a workshop about one of the above chosen topics, using non formal education working methods |
| TOOL TYPE | Work in groups |
| 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 | 180 minutes |
| DESCRIPTION | Participants, divided in groups will work on the preparation of a short workshop of maximum 90 minutes, using non formal education working methods. |

FEEDBACKS

| | |
|---|--|
| TITLE | Feedback rules |
| TOPIC/S | Feedback Rules |
| GENERAL REMARK CONCERNING THE ACTIVITY | <p>In some specific cases we decided to replicate the same activity in the three training courses in Mexico, Peru and Italy. This decision due to specific reasons:</p> <ul style="list-style-type: none"> • to respect a pedagogical approach in terms of contents and methods: it creates the ground to further develop, test, assess and upgrade active methodologies that can be applied to the youth work in EU and LA, in the framework of gender equality and women empowerment; • to ensure a bottom up approach in the peer-to-peer learning: some participants involved in the first training in Mexico have been left the chance to participate also in the second training in Peru. In this case these participants have been asked to support their colleagues, mentoring them on tools and methodologies. The double goal was to ensure an horizontal learning experience and to ensure the participants growing from the professional point of view; • to ensure a comparative work among the EU and LA contexts: this is valid mostly for the activities used in the first training in Mexico and that we choose to replicate in the training in Italy, in order to ensure a cross-cultural perspective while tackling gender-sensitive issues. <p>NOTE: the same activity has been run during the training course held in Mexico. For the detailed description of the activity, please have a look at the page 72 of this Handbook.</p> |

TRAINING in ACTION – TiA SESSION

| | |
|---|--|
| TITLE | Implementation |
| TOPIC/S | Non formal education activities |
| GENERAL REMARK CONCERNING THE ACTIVITY | <p>The Training in Action module has been repeated in all the three training experiences: the aim was to give participants, during the trainings themselves the chance to facilitate workshops based on non formal education working methods. This include the idea of a testing, assessment and upgrading of the methods during the training experience so to empower participants and allow them to reply at local and national level what they have learnt, both during the internal actions of the project as well as during the follow up, and to multiply the experience.</p> <p>NOTE: the same activity has been run during the training course held in Mexico and Peru. For the detailed description of the activity, please have a look at the page 76 of this Handbook.</p> <p>In this case, as in the training course in Peru, 6 groups have been created and below the example on how the group rotation is working for the morning and afternoon session:</p> <ul style="list-style-type: none"> • group A → B + C + D + E + F • group B → A + C + D + E + F • group C → A + B + D + E + F • group D → A + B + C + E + F |

TRAINING in ACTION – TiA SESSION

| | |
|---|---|
| TITLE | Implementation |
| TOPIC/S | Non formal education activities |
| GENERAL REMARK CONCERNING THE ACTIVITY | <p>The Training in Action module has been repeated in all the three training experiences: the aim was to give participants, during the trainings themselves the chance to facilitate workshops based on non formal education working methods. This include the idea of a testing, assessment and upgrading of the methods during the training experience so to empower participants and allow them to reply at local and national level what they have learnt, both during the internal actions of the project as well as during the follow up, and to multiply the experience.</p> <p>NOTE: the same activity has been run during the training course held in Mexico and Peru. For the detailed description of the activity, please have a look at the page 76 of this Handbook.</p> <p>Also in this case, as in the training course in Peru, 6 groups have been created and below the example on how the group rotation is working for the morning session:</p> <ul style="list-style-type: none"> • group E → A + B + C + D + F • group F → A + B + C + D + E |

FINAL EVALUATION

| | |
|------------------------|---|
| TITLE | Evaluation Methods |
| TOPIC/S | Final Evaluation |
| AIM | To make the final evaluation of the training course, reflecting on its different steps |
| TOOL TYPE | Individual and group activity with a plenary presentation |
| MATERIAL NEEDED | Paper A4, pens, colors, flipcharts and markers |
| DURATION | 40 minutes |
| DESCRIPTION | <p>This activity is run in two different steps:</p> <p>Step 1. each participant receive an A4 paper and has to draw an axis composed by two lines, one vertical and one horizontal. Then the axis has to be divided inside in 8 vertical sections, each one corresponding to each day of the training. Participants has to draw a line crossing the different parts of the training. The line shape can fluctuate, so to correspond to their evaluation of each day.</p> <p>Step 2. groups are created and in each one participants have to share their evaluation and then all together create one single model on the flipchart, including the different, individual evaluations.</p> |

| | |
|----------------|--|
| TITLE | The Spider net |
| TOPIC/S | Final Evaluation |
| AIM | To make the final evaluation of the training course, reflecting about the different learning processes, sharing feedbacks and comments and creating a free space |

| | |
|------------------------|--|
| | for participants to express their feelings |
| TOOL TYPE | Group activity |
| MATERIAL NEEDED | Ball of wool, soft music |
| DURATION | / minutes – it is not possible to provide a precise timing of this activity because it depends on the duration of the participants comments and feedbacks |
| DESCRIPTION | <p>Setting: soft music in the plenary room with candles on the floor and a ball of wool in the middle of the room. Participants are sitting in circle in the room, then the music stops and one the activity is presented.</p> <p>One person starts, taking the wool ball, blocking the wool strings on a finger, making his/her comments, feedbacks and sharing his/her impressions about the training, the activities, the learning process, the group. When he/she finish, another person should stand, the wool ball is thrown to the person who wants to talk, the person blocks the wool strings on a finger and starts talking. The activity is following in this way, till everybody speaks and a spider net is created.</p> <p>NOTE: it should be clearly explained that this is a “free” moment and space to evaluate the project, so each person can decide what to say (feedbacks, reflections and comments about the activities, the working methods, the group dynamics, the personal learning process).</p> <p>It's very important when we finish to speak to wait for the person stepping out to take the floor.</p> |



ANNEX I - FEASIBILITY VISIT QUESTIONNAIRE

GENERAL BACKGROUND

1. What roles do men and women typically play in the community?
Qué roles tienen habitualmente los hombres y mujeres en la comunidad?

2. Who makes decisions in the community? What kind?
Quién toma las decisiones en la comunidad? Qué tipo de decisiones?

3. Who owns property?
Quién tiene propiedades? (hay diferencias entre hombres y mujeres?)

4. Do women and men have equal access to community resources and services?
Las mujeres y los hombres tienen el mismo nivel de acceso a recursos y servicios de la comunidad?

5. Do the country policies ensure a real, equal participation and representation of men and women?
Las políticas del país garantizan una participación y representación real y equitativa de hombres y mujeres?

GENDER ISSUES WITHIN THE FAMILY

**1. Who controls household income?
Quién controla los ingresos familiares?**

**2. Which decisions do men and women typically make at home?
Qué tipo de decisiones toman normalmente los hombres y las mujeres en casa?**

**3. What level of education and/or training do usually men and women have?
Qué nivel de educacion y/o formacion tienen normalmente hombres y mujeres?**

**4. Who cares for children and covers other family work?
Quién se ocupa de los niños/ninas y se hace cargo de otros tipos de tareas familiares?**

**5. How many hours a day women and men are spending on home and family care?
Quantas horas al día dedican los hombres y las mujeres a tareas de la casa y al cuidado de la familia?**

GENDER ISSUES IN LABOUR:

1. Do women and men have equal opportunities to access a job, all other conditions being equal?

Tienen los hombres y las mujeres las mismas oportunidades de acceder a un puesto de trabajo, siendo todas las otras condiciones iguales?

2. Are women paid different wages than men for their work?

Cobran las mujeres un salario diferente de los hombres por un mismo tipo de trabajo?

3. What number of hours are spent doing unpaid, underpaid, or undervalued work?

Quantas horas se dedican a hacer trabajos no remunerados, mal pagados o infravalorados?

GENDER AND IVS IN THE LOCAL COMMUNITY

1. Do you think that the voluntary service could change the traditional roles of men or women in society. If yes, how?

Creeis que el voluntariado podria cambiar los roles tradicionales de los hombres y las mujeres? Si es asi, como?

GENERAL ANALYSIS AND CONCLUSION

- 1. What are the reasons, if any, behind the differences in gender, that you have identified?**
Cuales son las razones, si las hay, de las diferencias entre generos que habéis identificado?

- 2. What are the barriers, if any, to women's full participation?**
Cuales son las barreras, si las hay, para la plena participacion de las mujeres?

- 3. Did you notice changes in the women participation over the last ten years?**
Habéis notado diferencias en la participacion de las mujeres en los ultimos diez anos?

- 4. What are the best strategies and solutions to address the different needs and dynamics of men and women, in order to ensure gender equity?**
Cuales son las mejores estrategias y soluciones para tratar las diferentes necesidades y dinamicas de hombres y mujeres, para poder garantizar un equilibrio de género?

ANNEX II - FEASIBILITY VISIT - THE WALL AND THE TREE MODEL

ECUADOR

THE WALL: brick → problems

- Machismo is widespread
- Cultural processes → machismo was inherited by the Spanish conquerors
- Bad state/government politics
- The school system is well structured but parents are not encouraging their children to go to school (irresponsabilidad de los proenitores)
- Education within the family: are the mothers themselves the one who perpetrate the unfair gender role models
- Women are the main actors in the creation (and the perpetration) of machismo
- Intergenerational problems in the role model transmission (moral and ethic)

THE TREE: roots → needs

- To raise awareness among the young people on machism and sexuality
- To provide students with an appropriate sexual education in school, accordingly to the age
- To raise awareness and to spread information on sexual and health education to the young people without access to school
- To have a different control on the messages spread though internet and TV
- To raise awareness among families, local communities and representatives of education system on machism and sexuality (education has to be joint)
- Formal and non formal education to eradicate or at least reduce the violence

THE TREE: leaves → solutions

- To enforce the state politic with a real education
- To revise the state policies to better protect family, children and women → there are actions and laws but the problem is that they are not applied
- Change the ground (family and state) to have a real change
- Workshops to raise awareness and to spread information on sexual and health education to the young people without access to school
- Law enforcement (for what concern women protection) should be standardized and global

THE WALL: brick → problems

- Domestic violence
- Sexual abuse, sexual exploitation, sexual trade
- Un-equal distribution of income
- Government and several NGOs mostly focused only on economical empowerment
- Violence (1. Economical/property, 2. Physical, 3. Psychological, 4. Institutional, 5. Communitarian)
- Poor information on sexual and reproductive health and rights
- Early pregnancy
- Femminicide
- Child sexual abuse
- Sexual abuse within the family
- Poor educational system
- Un-equal resources distribution
- Un-equal access to education
- Role models, strong task division (men: productive function-women: reproductive function)
- Socio-cultural factors (men incapacity to express feelings and emotions)
- Hegemonic masculinity
- Loss of ancient Mayan culture and traditions
- Double discrimination for indigenous women

THE TREE: roots → needs

- Public policies to reduce gender gap
- Deconstruction of former gender role models
- Ensure women participation in the decision making process at different levels
- Raising awareness to “de-naturalised” gender based violence
- Re-organization of the educative system and of the educational model
- Raising awareness and spread infos on sexual and reproductive health and rights
- Development of new models to overcome hegemonic masculinity “alternative masculinity”
- Reduce ethnic discrimination
- Improvement of women access to resources and properties
- Recognize the importance of Mayan culture and traditions

THE TREE: leaves → solutions

- Trainings and workshops to raise awareness on gender based violence - GBV
- Creation of a “citizens agenda” to point out the necessities of a new educational model
- Creation of “dialogue moments” with families to increase women access to education
- Public events in the local communities to raise awareness on gender inequality and GBV
- Performing arts to raise awareness and spread infos on gender-sensitive issues
- Lobby from civil society organizations and NGOs to institutions and decision makers
- Expand sexual and reproductive programs within communities health centers

PERU

THE WALL: brick → problems

- Men decisions above women → machismo
- The political system is “male based” → but is changing
- Indigenous women are twice discriminated (as women and as indigenous)
- There are not equal opportunities for men and women
- Sexual abuse
- Sexual abuse within the family
- The education system is not gender-sensitive (no real focus on gender equality)
- Femicide
- Abortion is not allowed in case of rape and violence
- Some regions are more “closed” toward gender issues
- There are jobs mainly for men and jobs mainly for female
- Men are considered up to women
- Intergenerational aspect: people 40+ still think that men are superior to women
- Strong discrimination toward homosexuals

THE TREE: roots → needs

- To make sensitization toward gender issues
- To really enforce the work/action of the “Ministerio sobre la mujer and la población vulnerable”
- Use education to promote gender equality and to fight machismo among the young generations
- To promote equal opportunities for men and women
- In schools start programs to promote gender equality
- To encourage other organizations to develop the work in the field of gender equality

THE TREE: leaves → solutions

- March and public demonstrations to promote gender equality → visibility through mass media
- In national and international events keep the gender as a transversal topic to make sensitization among decision-makers
- Workshops in schools to make sensitization and to raise awareness among young people on gender equality
- Permanent campaign to promote gender equality and women rights (not only during the day against violence toward women)
- Sensitization campaign to state that women is not an “object” (against the current model showed by mass media)
- Psychologists working in the public and private sectors should organize workshops to sensitize workers on gender equality
- To promote equal participation of men and women to social programs and projects (now the 80% is female and the 20% is male)

ANNEX III - QUESTIONNAIRE FOR THE YOUTH MEETINGS

REALIZED DURING THE TRAINING COURSE IN MEXICO

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

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?

ANNEX IV - HANDOUT WITH THE DICTIONARY ON PROJECT MANAGEMENT

REALIZED DURING THE TRAINING COURSE IN PERU

| | ENGLISH | SPANISH |
|----------|---|-------------------------------------|
| A | ACTIVITIES | ACTIVIDADES |
| | AGENDA | AGENDA |
| | AIMS | PROPÓSITO (OBJETIVO GENERAL) |
| | APPLICATION FORM | SOLICITUD |
| B | BILLS | RECIBOS |
| | BREAKDOWN | QUIEBRE |
| | BUDGET | PRESUPUESTO |
| C | CALL, EXTRA-CALL, CALL FOR PARTNERS, PERMANENT CALL | CONVOCATORIA |
| | CASH-FLOW | FLUJO DE EFECTIVO |
| | CAUSES | CAUSAS |
| | COMMUNICATION TOOLS | HERRAMIENTAS DE COMUNICACIÓN |
| | COMMUNICATION STRATEGY | ESTRATEGIA DE COMUNICACIÓN |
| | CONTRIBUTION IN KIND | APORTE |
| D | DEADLINE | PLAZO; FECHA LÍMITE |
| | DIAGNOSTIC | DIAGNÓSTICO |
| | DIRECT AND INDIRECT BENEFICIARY | BENEFICIARIOS DIRECTOS E INDIRECTOS |
| E | EFFECTS | EFFECTOS |
| | ESTIMATE COST | COSTO ESTIMADO |

| | | |
|----------|---|---|
| | EVALUATION | EVALUACIÓN |
| F | FEASIBILITY VISIT | VISITA EXPLORATÓRIA |
| | FINAL BUDGET | PRESUPUESTO FINAL |
| | FOLLOW-UP | SEGUIMIENTO |
| | FUNDING BODIES | ORGANISMOS PATROCINADORES |
| I | IMPACT | IMPACTO |
| | INDICATORS (QUALITATIVE AND QUANTITATIVE) | INDICADORES (CUALITATIVOS Y CUANTITATIVOS) |
| | INSTALMENT | CUOTA |
| | INVOICES | FACTURA |
| L | LONG TERM SUSTAINABILITY | SOSTENIBILIDAD A LARGO PLAZO |
| M | MATERIALS | MATERIALES |
| | METHODOLOGY | METODOLOGÍA |
| | MILESTONES | PELDAÑOS; HITOS |
| | MULTIPLIER EFFECT | EFECTO MULTIPLICADOR |
| N | NEEDS ASSESSMENT | DETERMINACIÓN DE LAS NECESIDADES |
| O | OBJECTIVES | OBJETIVOS (OBJETIVOS ESPECÍFICOS) |
| P | PARTNERS | COLABORADORES |
| | PARTNER AGREEMENTS (QUALITATIVE AND FINANCIAL) | ACUERDOS ENTRE COLABORADORES (CUALITATIVOS Y FINANCIEROS) |
| | PERMANENT MONITORING | MONITOREO PERMANENTE |
| | PROBLEM ANALYSIS | ANÁLISIS DEL PROBLEMA |
| | PROJECT DESCRIPTION | DESCRIPCIÓN DEL PROYECTO |
| | PROJECT MANAGEMENT | GESTIÓN DE PROYECTO; CICLO DE VIDA DE UN PROYECTO |
| | PROJECT TEAM (PROJECT COORDINATOR, PROJECT ASSISTANT) | EQUIPO DE TRABAJO (COORDINADOR DEL PROYECTO Y ASISTENTE DEL PROYECTO) |
| | PROVISIONAL BUDGET | PRESUPUESTO PROVISIONAL |
| Q | QUALITY | CALIDAD |
| R | REAL COST | COSTO REAL |
| | REPORT ON PROGRESS | REPORTE DEL PROGRESO |
| | REPORTING OBLIGATION | REPORTE OBLIGATORIO |

| | | |
|----------|--|---|
| | RISK ASSESSMENT | ANÁLISIS DE RIESGOS |
| | RISK MANAGEMENT | GESTIÓN DE RIESGOS |
| S | SCHEDULE | HORARIO |
| | STAKEHOLDERS | ACTORES (STAKEHOLDERS) |
| | SUB-TOPICS | SUB-TEMAS |
| T | TARGETS | PÚBLICO OBJETIVO |
| | TEAM | EQUIPO |
| | TECHNICAL DOCUMENTS NEEDED TO SUBMIT AN APPLICATION | DOCUMENTOS TÉCNICOS NECESARIOS PARA ENVIAR UNA SOLICITUD |
| | TIMELINE | LÍNEA DE TIEMPO |
| | TOPICS | TEMAS |
| V | VALORISATION | VALORIZACIÓN |
| | VISIBILITY | VISIBILIDAD |

ANNEX V - HANDOUT WITH THE TOOL KITS OF THE TRAINING in ACTION

REALIZED DURING THE TRAINING COURSE IN ITALY

| | |
|-----------------------|---|
| TARGET GROUP | Adults – young people |
| MACRO TOPIC | Gender-sensitive issues |
| SUB TOPIC | Education |
| OBJECTIVES | <ul style="list-style-type: none"> • Think about how we are educated and how we educate • How we build our own personality/character/opinions through the different spaces of education • How to walk towards a more equal education |
| TITLE OF THE WORKSHOP | |
| METHODS | <ul style="list-style-type: none"> • Group activity • Brain storming • Role play • Group discussion |
| DURATION | Total amount of time: 2h <ul style="list-style-type: none"> • Energizer 10' • Brainstorming 15' • Creation of scenes 20' • Role play and debriefing 40' • Conclusion 25' |
| MATERIALS & LOGISTIC | The first activities can take place outdoor, the role play and final briefing indoor Material: pens, paper, people :P |
| DESCRIPTION | <p>ENERGIZER: create two circles with two facilitators on each one. Each person says something (a noise or a word) and has to repeat the previous person's noise/word. We do it two times, changing the direction.</p> <p>BRAINSTORMING: you ask a question and everyone can give its own opinion. What are the different spaces we receive in education?</p> <p>"THE DAILY LIFE OF GEORGE AND GEORGINA": 4 scenes: school, family, media, free time with peers. Create a situation where gender values are transmitted through these spaces. Act these scenes and run the debriefing keeping into account the following key questions:</p> <ul style="list-style-type: none"> • What gender issues have you seen? • Do you think that this is a realistic scene? • How and what would you change for a more equal education? • How did you felt with these situations? |

| | |
|-----------------------|--|
| TARGET GROUP | Adults – young people |
| MACRO TOPIC | Gender-sensitive issues |
| SUB TOPIC | Language |
| OBJECTIVES | <ul style="list-style-type: none"> • Question the way we communicate • Reflect on what we communicate • Analyze people's reactions |
| TITLE OF THE WORKSHOP | ABRACADABRA |
| METHODS | <ul style="list-style-type: none"> • Visual representation • Group discussion • Simulation • Open space (briefing) |
| DURATION | <p>Total duration of the activity: 2h</p> <ul style="list-style-type: none"> • Energizer 10' • Presentation 10' • "Master of Puppets" activity 40' • Graphic facilitation and brainstorming 20' • Debriefing 20' |
| MATERIALS & LOGISTIC | <p>The activities will take place both outdoor and indoor</p> <p>30 little sheets of paper with instruction</p> <p>paper for the explanation</p> <p>paper for the brainstorming</p> <p>paper for the graphic facilitation</p> <p>markers</p> <p>tables</p> |
| DESCRIPTION | <p>ENERGIZER: "My morning": divide the group in couples and then facilitators are going to tell a story about morning routine. One person of each couple is going to do the movements and the other one the sounds.</p> <p>Presentation of the activity</p> <p>Division of the group into 6 subgroups of 4 people</p> <p>"MASTER OF PUPPETS": each participant receiving a paper with the instructions about specific movements and sentences based on specific attitudes such as machism, etc. The groups are going outside, where they will sit at tables previously prepared. They're going to find a topic for each table and they have to discuss about it using the instructions they received before. At a specific point, the "masters of puppets" (2 facilitators) are going to take few papers from different participants, whom will receive different instructions, in order to change their attitude.</p> <p>At a certain point we will stop the activity.</p> <p>Indoor, a big piece of paper is placed on the ground. Participants can explain what happened in the previous activity, which instructions they received and how they felt, by writing on it.</p> <p>End the activity with a general debriefing.</p> |

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| TARGET GROUP | Adults – young people |
| MACRO TOPIC | Gender-sensitive issues |
| SUB TOPIC | Power |
| OBJECTIVES | <ul style="list-style-type: none"> • To recognize the different power relationships; • To empower the oppressed; • To develop skills or tools for change a vertical relationship to a horizontal |
| TITLE OF THE WORKSHOP | FIGHT THE POWER |
| METHODS | <ul style="list-style-type: none"> • Visual activity • Study case activity |
| DURATION | Total duration: 2h <ul style="list-style-type: none"> • Energizer: 10' • Presentation of first activity: 5' • Photo Gallery: 20' • Plenary: 20' • Presentation of second activity: 5' • Discussion: 20' • Plenary: 20' |
| MATERIALS & LOGISTIC | The energizer activity will take place outdoor The main activities will take place indoor Material needed: photos, big sheet of paper, pens |
| DESCRIPTION | ENERGIZER: "The power of the force" (Samurai in Star Wars Universe) FIRST ACTIVITY: PHOTOS <ul style="list-style-type: none"> • We propose five photos printed five times each • Everyone should choose a photo • We ask to the group to discuss with the people who choose the same photo if the relationship pictured is vertical or horizontal • Share the conclusion in plenary SECOND ACTIVITY: STUDY CASE <ul style="list-style-type: none"> • Separate the group in four smaller groups • Give them the stories to read and the questions to answer. They will have 20' to work on it • At the end we all share the conclusion in plenary. |

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| TARGET GROUP | Adults – young people |
| MACRO TOPIC | Gender-sensitive issues |
| SUB TOPIC | Stereotypes |
| OBJECTIVES | <ul style="list-style-type: none"> • Improve participants' awareness n the daily use of gender stereotypes • Emotionally drive participants to understand the load of stereotypes |
| TITLE OF THE WORKSHOP | |
| METHODS | <ul style="list-style-type: none"> • Visual activity • Role play • Group discussion |
| DURATION | Total duration: 1h <ul style="list-style-type: none"> • Visual activity 10' • Role play 30' • Group discussion 20' |
| MATERIALS & LOGISTIC | The first and last activities are indoor. The role play activity is outdoor. 60 post-it 20 markers Tape |
| DESCRIPTION | <p>VISUAL ACTIVITY: "Draw me a sheep": ask the participants to draw an house, a candy and a tree. Give them 5" for each drawing.</p> <p>ROLE PLAY: "Stereotype labels": people are divided in 4 groups, staying in a defined area. Each of the trainer explain to the group the rules of the game and give labels. The participants have to build the tallest tower. They can't look at their label. They can't tell the others their label. Everybody has to treat/act according to each one label. they can use everything they find in the area. They can't go outside that area.</p> <p>DEBRIEFING - about the role play:</p> <ul style="list-style-type: none"> • What happened? • How did you felt? • Some labels didn't specify the gender; how did you address to that person in that case? <p>DEBRIEFING - about the visual activity: introduction of the post-it</p> |

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| TARGET GROUP | Adults – young people |
| MACRO TOPIC | Gender-sensitive issues |
| SUB TOPIC | Emotion |
| OBJECTIVES | To identify our emotions in front of gender inequality and how these emotions affects our behavior |
| TITLE OF THE WORKSHOP | Emotion laboratory |
| METHODS | Body representation Simulation Group discussion |
| DURATION | Total duration: 1h and 40' <ul style="list-style-type: none"> • Presentation (welcoming + getting participants into the fabulation) 5min • 5 emotions circle 5min • Club emotions game: story 5min + emotion list 10min • 1 emotion take the control 15min + sharing 15min • Cooperation between emotion 15min + sharing 15min • Final debriefing 20min |
| MATERIALS & LOGISTIC | Clothes for scientists, rope, paper with 5 emotions, music, flipchart, tape, markers, paper Logistic: indoor or outdoor. You need a big room |
| DESCRIPTION | <p>PRESENTATION One facilitator (dressed as a scientist) welcomes the participants in the Emotional Lab. He needs the help of everybody to make a research about emotions.</p> <p>5 EMOTIONS CIRCLE 5 emotions (HAPPINESS, SADNESS, HANGER, FEAR, DESIRE) written on 5 papers are placed around a circle made a rope. Participants have to walk around circle and when the facilitator claps his hands, the participants have to go quickly to emotion closest to them and represent that emotion making a body statue. The facilitator increase the rhythm every time. It is repeated 3 or 4 time in order to let the participants express in different ways the different emotions.</p> <p>CLUB EMOTIONS GAME STORY The participants are asked to sit down randomly in the space (emotional lab). Then they have to close their eyes and listen to a story (accompanied by music, sounds) that the facilitator will read for them. Before reading the facilitator asks them to be focus on the emotions that they will feel during the story.</p> <p>STORY: imagine you are in a club. You are dancing with your friends. You are having a lot of fun. It is one of the best nights of your life. Suddenly you realize that two people are looking at you and dancing closer and closer to you. They start bothering you and disturbing you. After a while you need to pee. On your way to the toilet, these two people follow you and they block your way to enter into the toilet.</p> <p>This is the end of the story.</p> <p>EMOTION LIST participants are asked to open their eyes and the facilitator asks them</p> |

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| | <p>their different emotions they felt during the different moments of the story (beginning, middle, end). The facilitator will take notes on a flipchart, and then categorize them according to the 5 main emotions (previous activity) asking the participants: what you can notice? (a lot of emotions within a short story/ they change/ for 1 situation each one of us can have different reaction).</p> <p><i>1 emotion take the control</i> participants are divided in 5 groups (main emotions activity 2). Each group has to find different ends to the story considering that the emotion that they represent take the control of the main character of the story. They can use different methods to represents their work. Sharing in plenary.</p> <p><i>Cooperation between emotion</i> Participants are asked to make 5 new groups mixing all the emotions. Each group should have the 5 emotions. They are asked to find different ends to the story taking in consideration the 5 different emotions. They can use different methods to represents their work. Sharing in plenary.</p> <p>FINAL DEBREFING</p> <ul style="list-style-type: none"> • What were the main differences between the work with just one emotion in your group and working with different emotions? • Why? • What was more difficult for you and why? • Were the end that you propose using one emotion realistic? And using all the emotions? Why? <p>FINAL EXPLANATION: Emotions affect our behavior, so it's important to try to identify them and analyze them. Emotion can transform reality during oppressing situation. The activity was representing just one short and simple situation, but reality is more complex. Sometimes oppressive situation last longer than the situation propose in the activity. It is important that we learn how to manage them.</p> |
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| TARGET GROUP | Adults – young people |
| MACRO TOPIC | Gender-sensitive issues |
| SUB TOPIC | Gender Identity |
| OBJECTIVES | <ul style="list-style-type: none"> • Bring a reflection on gender identity • Build a common definition of gender identity |
| TITLE OF THE WORKSHOP | IDENTIT'YOU |
| METHODS | Non formal education through mainly group discussion activities, plus some graphic facilitation. Energizers will be used in order to boost the dynamic |
| DURATION | <p>Total duration: 2h</p> <ul style="list-style-type: none"> • Energizer 1: 5 minutes • Introduction : 5 minutes • Moving debate: 35 minutes • Graphic facilitation: 10 minutes • Energizer 2: 10 minutes • Snowball: 45 minutes |
| MATERIALS & LOGISTIC | <p>The activities will take place outside.</p> <p>Material needed: 1,5 paper sheet per participant, 1 clothes pegs per participant, 1 wire, 1 rope, 2 flipchart papers, 1 pen per participant, 1 post-it per participant, Various color markers</p> |
| DESCRIPTION | <p>The workshop will be divided in two main activities, with a short introduction and a graphic facilitation interlude in between.</p> <p>Energizer 1: Bunny Bunny Carrot Carrot Objective: Boost the group dynamic and participation The group forms a circle. One person will start the game. Pointing at his/her mouth with both hands will shout “bunny bunny” and then, pointing at someone else in the circle, will repeat “bunny bunny”. The person pointed will have to repeat the process sending the “bunny bunny” to another and so on. Each time, the two people on the side of the person having the “bunny bunny” will have to shout “carrot carrot” rising alternately the opposite arm and leg. Each time one participant make a mistake, the game restart from him/her.</p> <p>Introduction: Identity Groups Objective: Induce the participants to face the identity topic without a structured reflection.</p> <p>The facilitator asks the participants to create groups using the identity criteria. They have to do it in 3 minutes. After the given time, the facilitator thanks the participants remarking that the identity topic can be treated under many perspectives, and today we’re going to work on the gender identity.</p> <p>Moving debate: Moving Identity Objective: Deepen the reflection around gender identity and starting a process of definition of the topic through active debate.</p> <p>The facilitators prepare a NO and YES spaces separated by a rope. The participants are asked to move to one of these spaces depending on the fact that they agree or not with some sentences read by the facilitators. During the debate that will follow the sentences, the participants can change size.</p> |

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| | <p>The facilitator will read some affirmations and then ask to a group of participants why they chose YES or NOT. They will then ask to the other group to answer explaining their reasons. The idea is that each time one different participant answers, generating a constructive debate. At the end, the facilitators will thank the participants for the richness of their exchanges.</p> <p>Graphic facilitation: Draw Identit'you Objectives: Take a break in the debates and have a time of self-reflection and interiorize the concepts that emerged in the previous activity.</p> <p>The facilitator asks to each participant to quickly draw his own gender identity on a paper. The participants will keep the drawing for the snowball.</p> <p>Energizer 2: Double Circle Objective: Boost the group dynamic and participation</p> <p>The group is divided in two and forms an inner and outer circle with the participants facing each other's. Each exterior participant makes a gesture and a sound that the interior participant facing him/her has to imitate. The outer circle rotates and the new exterior participant gives a new gesture and sound that the interior participant will add to his/her sequence. The group rotates again and again increasing the number of gestures and sounds that the interior participants will have to reproduce. At one point, the interior and exterior circles invert the tasks. At the end of the game, the couples remain in place for the following activity.</p> <p>Snow Ball: Define Gender Identity Objectives: Bring the group to build a common definition of gender identity starting from the individual reflection of each participant.</p> <p>Each couple is asked to take place randomly in the space. The couple of participants will compare their drawings explaining their choices and then try to build together a definition of gender identity. They will then compare their definition to the person in couple with them and try to build a common definition. Once achieved that step, they'll join another couple and compare their definition till arrive to a common one. The process will continue till the 2 halves of the group compare their common definition arriving to a definitive one that will be shared by the whole group.</p> |
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ANNEX VI – USEFUL LINKS

ITINERANT FEASIBILITY VISIT in Ecuador, Mexico and Peru – November and December 2015

- 1 SHORT VIDEO IN SPANISH with selection of the interviews and feedbacks from the LA organizations active members and volunteers: <https://www.youtube.com/watch?v=4latuA7Tc5s>
- 1 PREZI PRESENTATION with the main outcomes of the visit: https://prezi.com/bxl5scotndbr/feasibility-visit/?utm_campaign=share&utm_medium=copy

TRAINING COURSE in Mexico – January 2016

- FIRST VIDEO TUTORIAL showing the main activities run during the training: <https://www.youtube.com/watch?v=pMvUihrXzeY&feature=youtu.be>

YOUTH MEETINGS in Ecuador, Mexico and Peru – March and April 2016

- 1 PREZI PRESENTATION with the main outcomes of diagnostic and needs assessment: <https://prezi.com/7vnctfbw3quk/pandora/>

TRAINING COURSE in Peru – April 2016

- SECOND VIDEO TUTORIAL showing the main activities run during the training: <https://www.youtube.com/watch?v=LHF2Ao7sh2o&feature=youtu.be>

TRAINING COURSE in Italy – September 2016

- THIRD VIDEO TUTORIAL showing the main activities run during the training: https://www.youtube.com/watch?v=3yaO7vbO_bs

OVERALL PRESENTATION OF THE PROJECT

- 1 PREZI PRESENTATION with the overall presentation of the project: <https://prezi.com/7ih5m6btdl4c/pandoras-box/>



Lunaria is an "Association for Social Promotion", established in 1992, not-for-profit, nonreligious, and autonomous from any political party affiliation.

It promotes peace, social and economic justice, equality and the guarantee of citizenship rights, democracy and participation, social inclusion and intercultural dialogue.

At the local, national and international level, Lunaria performs and stimulates social change, carrying out advocacy initiatives, political and cultural events, non formal education and communication activities, and leading networking as well as information and raising awareness campaigns.

The core of Lunaria's work and commitment is made of international volunteering and mobility, youth programmes, migrations and the struggle against racism and inequalities, sustainable development, the analysis of economic, social, and public spending policies.

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SOLIDARITES JEUNESSES – France: www.solidaritesjeunes.org
PANDORA MIRABILIA – Spain: www.pandoramirabilia.net
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PANDORA'S BOX

Young Women, Community Development through EU and LA Cooperation



PANDORA'S BOX IS A PROJECT AIMED TO ENHANCE GENDER EQUITY AND YOUNG WOMEN EMPOWERMENT BY PROVIDING YOUTH SOCIAL WORKERS AND ORGANIZATIONS IN EUROPE AND LATIN AMERICA WITH NEW TOOLS AND METHODS TO FAVOUR YOUNG WOMEN PARTICIPATION IN SHORT AND MEDIUM VOLUNTARY SERVICE PROJECTS

