

# STAGED!

STRUGGLING AGAINST  
GENDER-BASED DISCRIMINATION  
THROUGH YOUTH WORK IN EU  
and ASIA

INTERNATIONAL TRAINING COURSE ON GENDER ISSUES  
AND NON FORMAL EDUCATION METHODS

21st-28th May 2017  
Thai Nguyen, Vietnam



Erasmus+





Erasmus+

Key Action 2  
Capacity Building in the field of youth

# STAGED!

## Struggling Against Gender-Based Discrimination through Youth Work in EU and Asia



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# PROJECT BACKGROUND

Lunaria launched in 2012 a medium term strategy aimed to promote gender equality. The actors, target groups and beneficiaries of the process are young people, youth-social workers, local organizations and NGOs.

The work was and is mainly focused on exploring gender mainstreaming, which is deeply interconnected with history, traditions and values. For this reason, the actions, part of this strategy, have a cross-cultural perspective while analysing different sub-gender sensitive issues, as for example gender-based discrimination, hate speech toward individuals and LGBT communities, feminisms, sexuality, gender-based violence and women empowerment.

Within this strategy, we have already implemented different projects in cooperation with European and partner countries organizations:

- in 2013 **TAG CLOUD Respecting and Valuing Gender and Generational Differences**, a training course aimed to develop new tools in the gender framework for youth workers so to facilitate gender equality within the projects and actions they realize at local level;
- in 2014-2015 **JAMBO Young Women Empowerment to Improve Quality of Youth Work and Volunteering in EU and Partner Countries** a capacity building project aimed to empower youth and social workers from eastern Africa and EU, by providing them with new tools to favour the women participation in short term local and international voluntary service projects: <http://www.lunaria.org/2015/05/20/jambo-tra-africa-ed-europa-contro-le-discriminazioni-di-genere/>;
- 2015-2016 **PANDORA'S BOX Young Women, Community Development through EU and LA Cooperation**, a capacity building project to follow up the work already started in Jambo, this time, developing the action and the methodologies applied in the field of gender equality in EU and Latin American countries: <http://www.lunaria.org/2016/10/06/tra-america-latina-ed-europa-cooperiamo-per-la-parita-di-genere/>;
- 2015-2016 **THE POT OF GOLD Education and exchange to fight hate speech and discrimination**, a multi-action project including a training course and a youth exchange, to raise awareness toward the hate-speech wide-spread toward individuals and communities LGBT and to develop tools to fight the phenomenon.

# PROJECT DESCRIPTION

**DATES OF THE PROJECT:** 01/01/2017 - 30/08/2018

**DURATION:** 20 months

**THEME:** gender equality, women and youth empowerment

**PARTNERSHIP:** CONCORDIA, France - PERKUMPULAN GERAKAN KERELAWANAN INTERNASIONAL GREAT, Indonesia - CHARITY-ORIENTED MYANMAR COM, Myanmar - UNIVERSITUR, Romania - CENTER FOR SUSTAINABLE DEVELOPMENT STUDIES CSDS, Vietnam

**TARGET:** young women, young people, peer educators, local youth workers, representatives of local and international organizations and NGOs in EU and SEA countries.

**AIM:** to enhance gender equity and young women empowerment by providing youth workers, peer educators, local organizations and international NGOs, in EU and SEA, with new tools and methods to favour young women participation in projects and international voluntary service activities.

## **SPECIFIC OBJECTIVES:**

- ✓ to **raise awareness** on the need of promoting young women empowerment, equal rights and opportunities for both men and women in EU and SEA countries;
- ✓ to deepen the different **gender role models** in the involved countries so to draft and propose new role models based on equal rights, responsibilities and opportunities for both males and females;
- ✓ to **exchange the good practices** in the field of gender equality and women empowerment, among EU and SEA civil society organizations;
- ✓ to **develop new NFE tools and working methods** to favour the raising awareness process and the young women participation in EU and SEA countries;
- ✓ to provide participants with new competences and know how **on project planning and project life' cycle** in order to create an effective **set of actions and IVS initiatives** in the gender equality framework within the involved countries.

## **THEMES:**

- ✓ **Gender issues** within the local communities and societies with an ICL perspective;
- ✓ **Gender roles model** analysis within the different social structures;
- ✓ **Gender-based conflicts** within the different countries;
- ✓ **Non formal education** and **youth work** as a tools to enhance young women participation and empowerment within the local communities;
- ✓ **Social actions planning** to promote gender equity and the women fair treatment within their society;
- ✓ **Gender and youth work:** young women as agents of social changes and promoters of raising awareness processes among the young people and within the local communities.

## PROJECT TIMELINE

ACTION	PERIOD	LOCATION	AIM
<b>ITINERANT FEASIBILITY VISIT – IFV</b> meetings with local representatives, youth workers, peer educators and local stakeholders in Myanmar, Vietnam and Indonesia	<b>20th March 2017 – 9th April 2017</b>	Indonesia, Myanmar and Vietnam	✓ to meet the SEA local partners, run the <b>needs assessment</b> and the <b>diagnostic of the project</b> .
<b>INTERNATIONAL TRAINING COURSE</b> ITC on gender issues and non formal education methods	<b>21st - 28th May 2017</b>	Thai Nguyen, Vietnam hosted by CSDS, Vietnam	✓ to <b>raise awareness</b> on gender-sensitive issues, and to <b>develop and test</b> methods that will be afterwards used in the upcoming steps of the project
<b>YOUTH MEETINGS - YMs</b> national Youth Meetings held in the SEA countries and targeted to young people and other relevant young stakeholders	<b>01st July – 15th August 2017</b>	Indonesia, Myanmar and Vietnam	✓ to <b>raise awareness</b> toward gender issues and the role of women; ✓ to deep and expand <b>the needs assessment and the diagnostic</b> started during the Itinerant Feasibility Visit
<b>INTERNATIONAL TRAINING COURSE</b> ITC on project management	<b>26th September- 3rd October 2017</b>	Semarang, Indonesia hosted by GREAT, Indonesia	✓ to share new tools and information on how to conceive, draft and develop projects, on the project life cycle, project management, funding lines, budget compilation and project coordination.
<b>STUDY PHASE - SP</b> observation period, run by the participants of the training courses and the young people involved in the Youth Meetings	<b>01st November 2017 – 15th December 2017</b>	Indonesia, Myanmar and Vietnam	✓ to define the <b>events/actions/informative meetings/IVS projects</b> , to meet the local need previously identified

<b>LOCAL ACTIONS IMPLEMENTATION – LAsI:</b> local events/actions/informative meetings/IVS projects focused on gender issues to concretely answer to the local needs previously identified	<b>01st January 2018 – 28th February 2018</b>	Indonesia, Myanmar and Vietnam	✓ to implement <b>events/actions/informative meetings/IVS projects focused on gender issues</b> to concretely answer to the local needs previously identified. Each partner organization and youth group will choose the more appropriate action/s to answer these needs.
<b>INTERNATIONAL TRAINING COURSE</b> ITC restitution and methods sharing	<b>14th- 21th April 2018</b>	Poggio Mirteto (RI) Italy hosted by Lunaria	✓ to <b>share</b> within the European partners, the outcomes of the previous steps, all the relevant information gathered ✓ to <b>experiment</b> the methods that can be used to develop projects on gender equality and to train the EU volunteers joining IVS projects in SEA.
<b>FOLLOW UP</b> activities to spread the project outcomes, to capitalize the results and to involve new beneficiaries	<b>01st May 2018 – 31st August 2018</b>	France, Indonesia, Italy, Myanmar, Romania and Vietnam	✓ to <b>spread</b> the knowledge and methodologies acquired during the experience ✓ to implement <b>new activities, initiatives and projects</b> to raise awareness on gender issues and to actively promote women empowerment and equal opportunities



20th MARCH - 9th APRIL 2017  
ITINERANT  
FEASIBILITY  
VISIT  
MYANMAR-VIETNAM-INDONESIA

21st - 28th MAY 2017  
ITC  
ON GENDER ISSUES AND  
NON-FORMAL EDUCATION  
METHODS  
VIETNAM

01st NOVEMBER -  
15th DECEMBER 2017  
STUDY PHASE  
INDONESIA, MYANMAR,  
VIETNAM

14th - 21st APRIL 2018  
ITC  
RESTITUTION AND METHODS  
SHARING  
ITALY

01st MAY - 31st AUGUST 2018  
FOLLOW UP  
FRANCE, INDONESIA, ITALY,  
MYANMAR, ROMANIA,  
VIETNAM

26th SEPTEMBER - 3rd OCTOBER 2017  
ITC  
ON PROJECT MANAGEMENT  
INDONESIA

01st JANUARY -  
28th FEBRUARY 2018  
LOCAL ACTIONS  
IMPLEMENTATION  
INDONESIA, MYANMAR,  
VIETNAM

01st JULY - 15th AUGUST 2017  
YOUTH MEETINGS  
INDONESIA, MYANMAR,  
VIETNAM







# **INTERNATIONAL TRAINING COURSE - ITC**

**on gender issues and non formal  
education methods:**  
**21st - 28th May 2017, Thai Nguyen, VIETNAM**



# HOW TO USE THE TOOLKIT

The Toolkit **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 SEA willing to implement similar activities and projects in the field of gender equality and women empowerment.

The Toolkit is divided in four thematic **CHAPTERS**: 1. Group Creation – 2. Gender 1<sup>st</sup> step – 3. Gender 2<sup>nd</sup> step – 4. Youth Meetings, represented through the Graphic Facilitation.

**GRAPHIC FACILITATION.** it's a powerful tool because it's flexible - different people have different ways and styles in learning and symbols, images and pictures, maps are useful to organize information and become important tools in acquiring, processing and transmitting knowledge. It can help in overcoming language barriers, being based on a basic dictionary of images that can be understood by everyone.

Each chapter is then divided in sub-sections where you can find the detailed description of all the activities run during the training

The Toolkit 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 project **STAGED!** and this Toolkit 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 STAGED! 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.

# DELIVERABLES OF THE TRAINING

## **TOOL KIT\_FIRST VERSION**

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

## **QUESTIONNAIRE**

during the TC in Vietnam, following a bottom up approach, the group created a questionnaire that will be used during the Youth Meetings

## **YOUTH MEETINGS - YMs**

July and August 2017







# AGENDA OF THE TRAINING COURSE

<b>GROUP CREATION</b> Chapter 1	<b>GENDER 1st STEP</b> Chapter 2	<b>GENDER 2nd STEP</b> Chapter 3	<b>YOUTH MEETINGS</b> Chapter 4
<b>NAME GAMES</b> Name games in three steps	<b>INTRODUCTION ON GENDER</b> Gender "definitions" More inside "gender"	<b>GENDER-BASED CONFLICTS</b> Sharing personal stories Strip cartoon	<b>QUESTIONNAIRE</b> Questionnaire preparation
<b>GETTING TO KNOW EACH OTHERS</b> Speed-dating Flower The garden	<b>GENDER-BASED STEREOTYPES</b> 2 true and 1 false statements Abigail	<b>CONFLICTS TRANSFORMATION</b> Social Theatre	<b>PEDAGOGICAL APPROACH</b> Gincana – pedagogical approach Draw the "perfect" facilitator Open space of tools
<b>TEAM BUILDING</b> Chopstick in couple Team Radar Spider net Chocolate river	<b>GENDER ROLE MODELS</b> One step forward What I dare to ask you		<b>TRAINING IN ACTION</b> Work in groups and preparation Training in Action- Implementation
<b>F – NF – I</b> Moving debate in 3 areas			



## AFTERNOON

EVOLUTION

# PARTICIPAN

QUESTIONNAIRE

## PREPARATION

YOUTH

# COMMUNICATION

GENDER BASED CONFLICT

GENERAL

STAGED.

## Rules

NON FOCAL

FORMAL

mitochondria



The image shows a desk with a red surface. A large white sheet of paper is covered with numerous yellow and orange sticky notes containing handwritten text. The notes discuss topics like gender equality, women's rights, and the gender concept. Various writing instruments (pens, pencils, markers) are scattered around the paper. A patterned bag is visible in the top left corner, and a black and white polka-dot pencil case is at the bottom center.

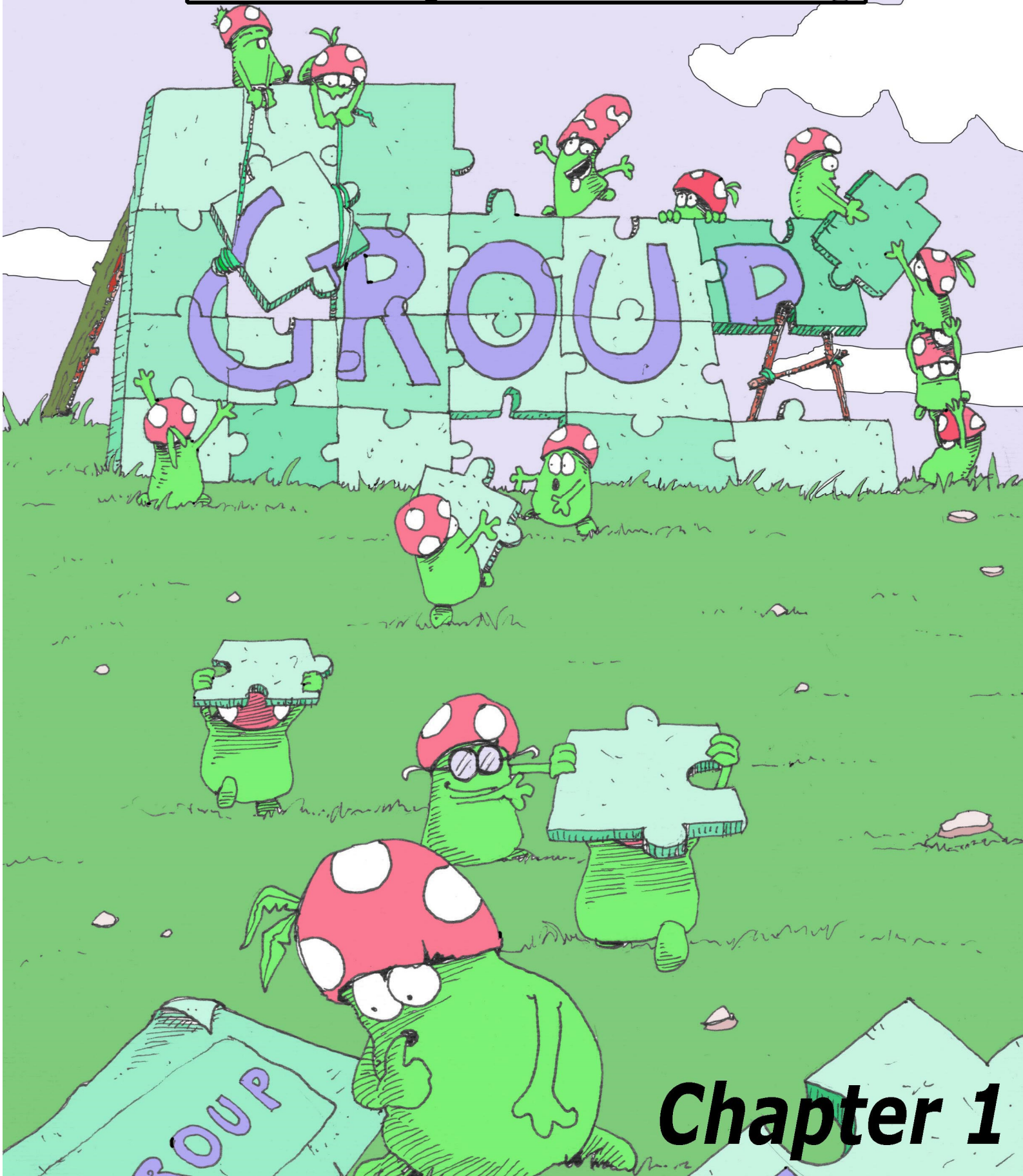
**Sticky Notes:**

- FR** (top left): No support for LGBTIQ → to participate in political environment.
- FR** (top middle): Disrupt the partnership women politicians → lead to → Inequality in policy making → because different values → women and men (change physical duty) → hierarchical laws.
- FR** (top right): Laws are made by "Men"
- FR** (middle left): There is not so much diversity in the politician (no contrast not so much use).
- FR** (middle middle): Women's political participation → CRP → 50% → Political demand → Estimated 12%.
- FR** (middle right): 2009 Constitution → No Gender Concept → 3 provisions for Women Rights → Myanmar.
- FR** (bottom left): Power Provision of Myanmar → No Gender concept → No women participation → No women voices.
- FR** (bottom middle): Citizens have not so much power to propose or change the law → Women's voice are rarely hear than men's voice.
- FR** (bottom right): If a leader of a city is a man, his wife is called by his title, but if a leader is a woman, her husband is not have a title in the city's responsibility or a right.
- 2008 Constitution** (bottom left): No Gender Concept → No provision for Women Rights → But if a woman is a leader → not mention a husband → not mention a wife → not mention a child.
- 2008 Constitution** (bottom middle): No Gender Concept → No provision for Women Rights → But if a woman is a leader → not mention a husband → not mention a wife → not mention a child.
- 2008 Constitution** (bottom right): No Gender Concept → No provision for Women Rights → But if a woman is a leader → not mention a husband → not mention a wife → not mention a child.

**Other items:**

- A patterned bag in the top left corner.
- A black and white polka-dot pencil case at the bottom center.
- Various writing instruments (pens, pencils, markers) scattered around the paper.
- A small notebook with a green cover in the top right corner.
- A small notebook with a blue cover in the bottom right corner.

# Group Creation



## Chapter 1



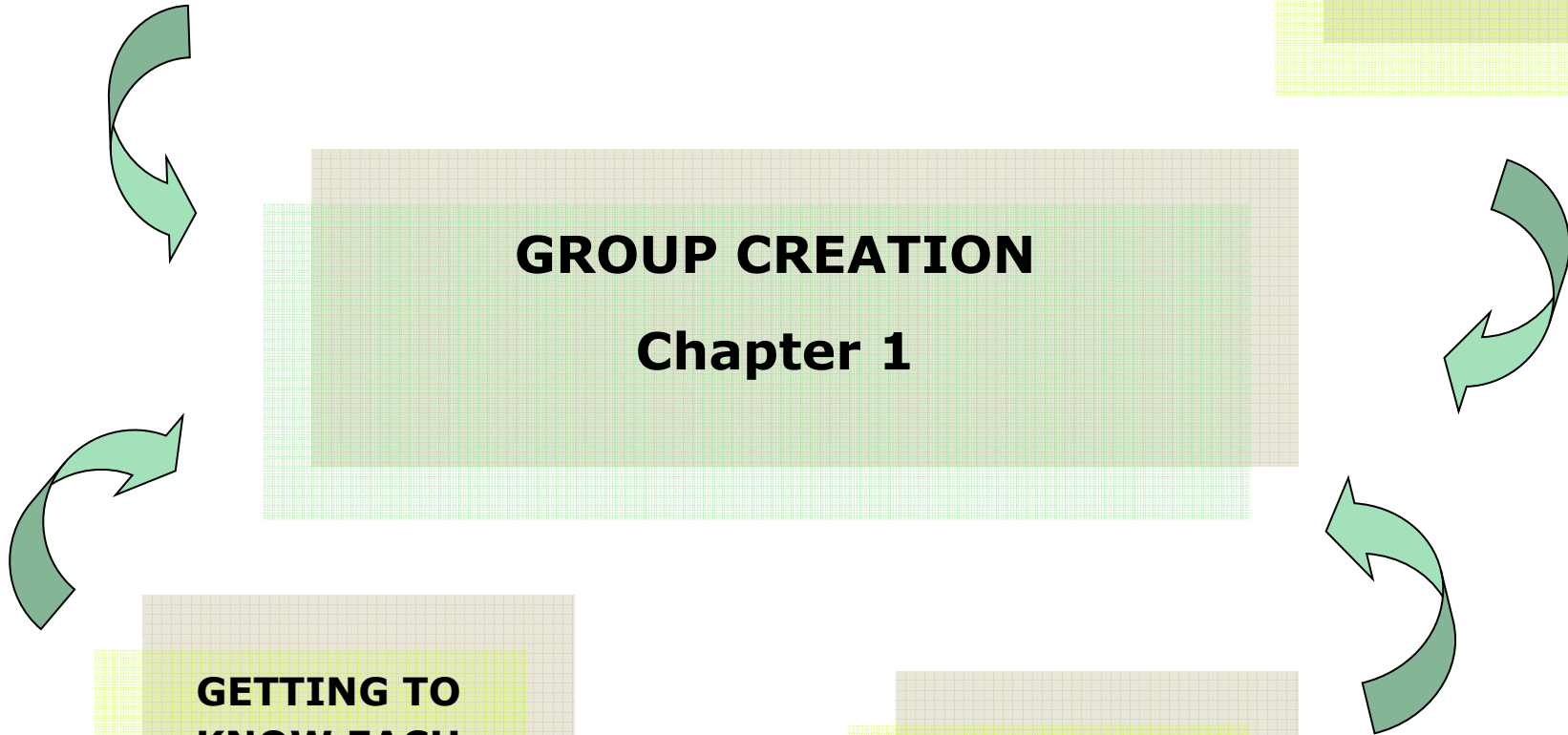
**NAME GAMES**

**TEAM  
BUILDING**

**GROUP CREATION**  
**Chapter 1**

**GETTING TO  
KNOW EACH  
OTHERS**

**F – NF – I**



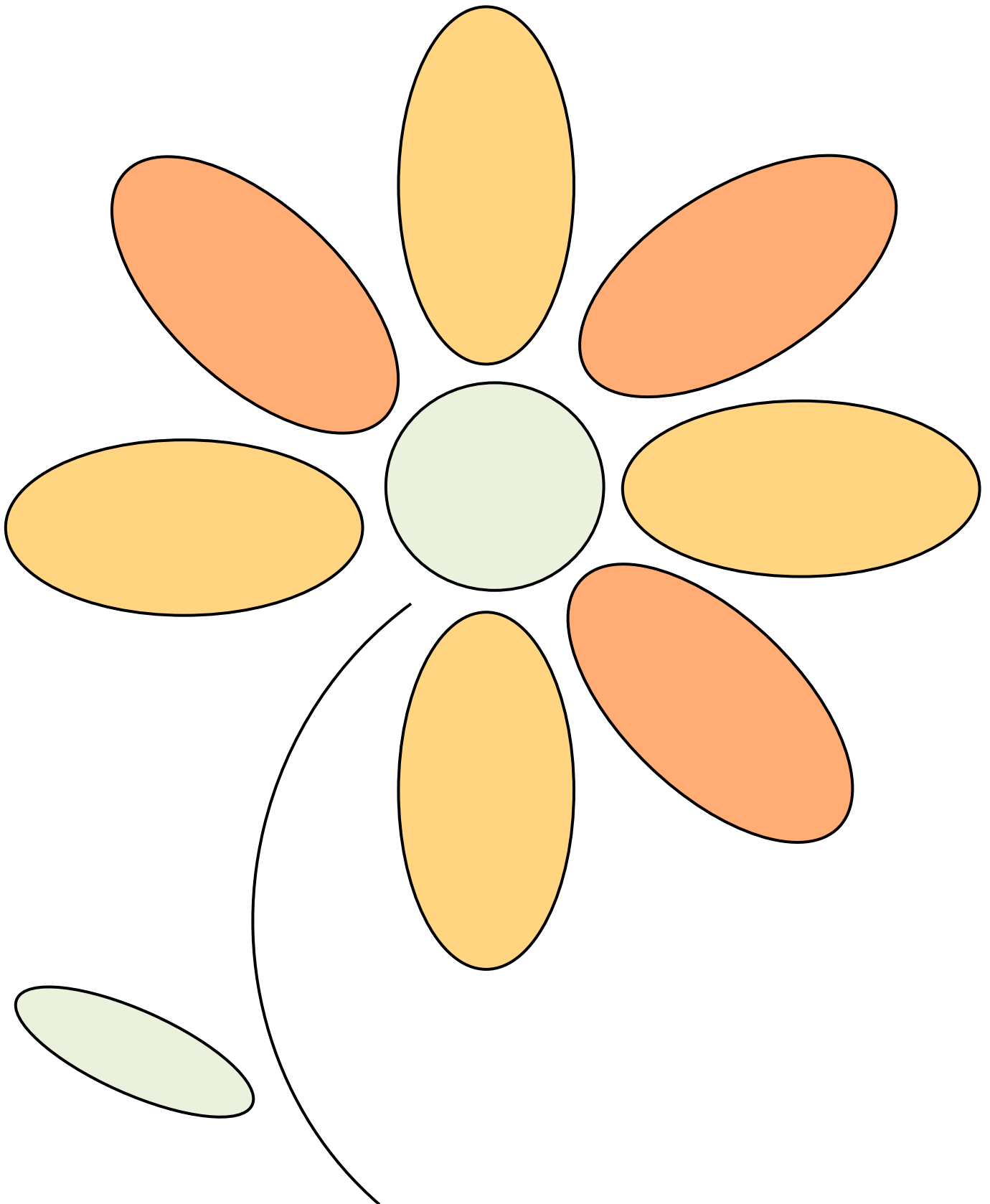


## NAME GAMES

<b>TITLE</b>	<b>Name games in three steps</b>
<b>TOPIC/S</b>	Learn the names/Getting to know each other/Group creation
<b>AIM</b>	To remember the names and to make participants interact
<b>TOOL TYPE</b>	Ice breaker/Name game
<b>MATERIAL</b>	/
<b>DURATION</b>	30 minutes
<b>DESCRIPTION</b>	<p>The activity is organized accordingly to the following steps:</p> <p><b>Step 1.</b> participants are invited to stand in a circle, one by one saying their names, following the circle order.</p> <p><b>Step 2.</b> participants are still standing in a circle, one is starting saying the name of one of the group member and is running his/her direction. This person has then to call another name and run in the direction of the person. The activity follows in the same way until everybody said his/her name.</p> <p><b>Step 3.</b> participants are still standing in a circle, with one person in the middle. When this person is pointing at someone saying his/her name, this person has to crouch down and the two people on his/her side have to guess the name of the other in front. The faster win, while the loser go to the middle. The activity follows in that way until everybody said his/her name.</p>

# GETTING TO KNOW EACH OTHERS

<b>TITLE</b>	<b>Speed-dating Flower</b>
<b>TOPIC/S</b>	Getting to know each other's
<b>AIM</b>	To make participants interact and get in touch in an interactive way
<b>TOOL TYPE</b>	Getting to know each other's
<b>MATERIAL</b>	Printed copies with the Handout, pens, clock
<b>DURATION</b>	45 minutes – the duration depends on the n. of appointments fixed
<b>DESCRIPTION</b>	<p>The activity is organized accordingly to the following steps:</p> <p><b>Step 1.</b> participants are receiving the Handout with the flower. In this case the flower has 10 petals corresponding to the 10 questions of the Handout below but it's possible to include how many questions as we prefer. Participants are asked to draw on the back side of the flower a clock with 10 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><b>NOTE:</b> 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><b>Step 2.</b> 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. During the appointment with the other person they can take key word or small notes on the flower 'petals, corresponding to the question. Each appointment has a maximum time of 3 minutes. After the time it's over another appointment is called and so on till the end of the appointments.</p>



# HANDOUT\_SPEEDATING FLOWER\_QUESTIONS

<b>MY EXPERIENCE IN IVS/GENDER PROJECTS</b>
<b>MY HERO IS ....</b>
<b>SATURDAY NIGHT I ...</b>
<b>THE LAST TIME I HAD A LAUGH</b>
<b>WHAT MAKES ME SPECIAL</b>
<b>IF I HAD A SUPER POWER ...</b>
<b>ME IN TEN YEARS</b>
<b>MY MOTIVATION</b>
<b>IF I WERE AN ANIMAL</b>
<b>WHEN I DON'T HAVE INTERNET, I ....</b>

<b>TITLE</b>	<b>The garden</b>
<b>TOPIC/S</b>	Expectations and contributions sharing
<b>AIM</b>	To share within the group the expectations toward the training and the contributions that participants are thinking to bring
<b>TOOL TYPE</b>	Getting to know each other's and group creation
<b>MATERIAL</b>	Flipchart, post-it, pens, markers
<b>DURATION</b>	<p>20 minutes: presentation of the activity and first step in filling up the garden</p> <p><b>NOTE:</b> 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>
<b>DESCRIPTION</b>	<p>Trainers have prepared a flipchart where is drawn a garden, with grass, the sky and the sun</p> <p>The activity is organized accordingly to the following steps:</p> <p><b>Step 1.</b> the first day Participants receive 2 post-it with different shapes:</p> <ul style="list-style-type: none"> <li>• one (with the shape of a seed) representing the expectations → they have to put it under/on the level of the grass;</li> <li>• one (with the shape of a sun ray) the contributions toward the training → they have to put it on the sun.</li> </ul> <p>They are given time to fill them and then to stick them on the flipchart.</p> <p><b>NOTE:</b> participants can include in the same seed more than one expectation.</p> <p><b>Step 2.</b> At the end of every day 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>

# TEAM BUILDING

<b>TITLE</b>	<b>Chopstick in couple</b>
<b>TOPIC/S</b>	Cooperation, participation, group dynamics
<b>AIM</b>	To make participants interact in a funny and stimulating way; to encourage the group dynamics analysis; to reflect about the different roles in the couple and in the group
<b>TOOL TYPE</b>	Team building - Outdoor Activity
<b>MATERIAL</b>	Chopsticks (a couple per participant), one can, all the materials to build obstacles (e.g. chairs, pieces of wood, brooms ....)
<b>DURATION</b>	30 minutes
<b>DESCRIPTION</b>	<p><b>Setting:</b> before the activity it's very important to prepare the setting and the space outdoor. The path should be filled with different obstacles so that each couple will face a series of challenges to fulfil the task.</p> <p>Participants are divided in couples and each participant receives two chopsticks. The couples are in line, spread all along the path. The first couple in the line receives a can and while it is kept in equilibrium using only the chopstick, they have to take it to the next couple. In order to do that they have, at least, to cross one of the obstacle all along the path. Every time the can falls down, they have to start again. Those who have already fulfilled the task, should follow the other couples and support them.</p> <p><b>NOTE:</b> before to start the activity, trainers can also invent a small story to "accompany" the participants in the activity and create the atmosphere.</p>

<b>TITLE</b>	<b>Team Radar</b>
<b>TOPIC/S</b>	Group Dynamics
<b>AIM</b>	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
<b>TOOL TYPE</b>	Group creation and analysis of the group dynamics



<b>MATERIAL</b>	Blindfolds (one for each participant), 4 "totems", 4 flags
<b>DURATION</b>	45 minutes
<b>DESCRIPTION</b>	<p><b>Setting:</b> for this activity is needed a big outdoor area, e.g. gardens or fields. In four different places are put the totems and on the top of each totem a flag.</p> <p>Participants are divided in four groups, each one is assigned to a trainer who is explaining the task.</p> <p>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><b>NOTE:</b> 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>

<b>TITLE</b>	<b>Spider net</b>
<b>TOPIC/S</b>	Cooperation, participation, group dynamics
<b>AIM</b>	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
<b>TOOL TYPE</b>	Team building - Outdoor Activity
<b>MATERIAL</b>	Ropes
<b>DURATION</b>	40 minutes
<b>DESCRIPTION</b>	<p><b>Setting:</b> 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 lives" and each time they touch the rope they lose one. In the case that the "3 lives" are used, the whole group should start again to cross the spider net.</p> <p><b>NOTE:</b> after a participant crossed by entering in one hole, it's not possible for the others participants to use it any more.</p>

<b>TITLE</b>	<b>Chocolate river</b>
<b>TOPIC/S</b>	Cooperation, communication, active listening
<b>AIM</b>	Team building activity
<b>TOOL TYPE</b>	To make participants experience group cooperation, active listening and different ways to communicate
<b>MATERIAL</b>	Sheets of paper A4, ropes
<b>DURATION</b>	80 minutes
<b>DESCRIPTION</b>	<p><b>Setting:</b> 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><b>Step 1.</b> 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><b>Step 2.</b> 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><b>Step 3.</b> 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"> <li>• Team Responsibility: did it matter if only a few of you made it across the river?</li> <li>• Communication: the importance of checking on the person behind you before stepping into the next marshmallow;</li> <li>• Individual Strengths and Weaknesses.</li> </ul>

## F – NF – I

<b>TITLE</b>	<b>Moving debate in 3 areas</b>
<b>TOPIC/S</b>	Formal, Non formal and Informal
<b>AIM</b>	To reflect on the differences between formal, non formal and informal and to go in depth on the links and the inter-relation among the three
<b>TOOL TYPE</b>	Moving Debate
<b>MATERIAL</b>	Scotch tape, paper, marker
<b>DURATION</b>	60 minutes
<b>DESCRIPTION</b>	<p><b>Setting:</b> 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 is organized accordingly to the following steps:</p> <p><b>Step 1.</b> the activity starts with participants standing in the middle of the circle. The facilitator starts reading the first statement (see Handout below) and asks 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><b>IMPORTANT RULES:</b></p> <ul style="list-style-type: none"> <li>• participants cannot remain the middle of the circle, but have to take a position;</li> <li>• they can choose a position in the space, accordingly to the level of agreement and/or disagreement with the statement;</li> <li>• 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.</li> </ul> <p><b>NOTE:</b> 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 depth on the links and the inter-relation among the three.</p> <p><b>Step 2.</b> at the end of the activity is allocated extra time to answer questions, if there are, and clarify the difference between formal, non formal and informal.</p>



# HANDOUT\_QUESTIONS MOVING DEBATE

**I MEET A FRIEND IN THE SWIMMING-POOL AND HE TEACHES ME TO SWIM**

**I PARTICIPATE TO A WORKSHOP ABOUT SUSTAINABILITY ORGANIZED BY A GROUP OF LOCAL VOLUNTEERS**

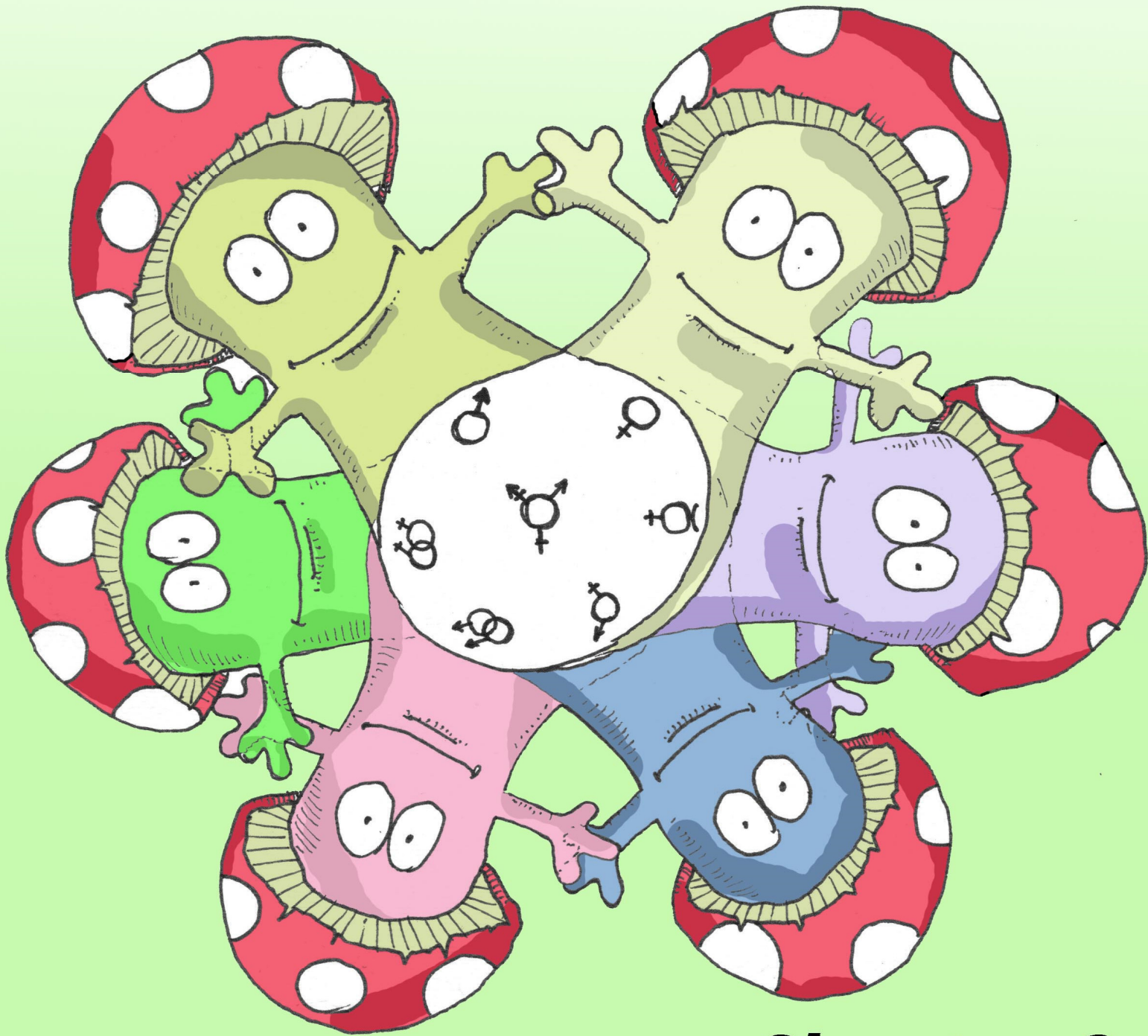
**I ATTEND A LECTURE AT THE UNIVERSITY**

**THE INTECULTURAL EVENING IS A \_\_\_\_\_ TOOL**

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

**A TEACHER IN A SCHOOL IS RUNNING AN HISTORY LECTURE USING THE KNOWLEDGE AND EXPERIENCE OF PARTICIPANTS**

# Gender 1<sup>o</sup> step



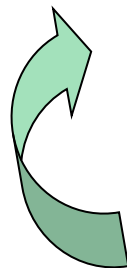
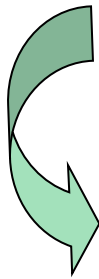
## ***Chapter 2***

**INTRODUCTION  
ON GENDER**

**GENDER-BASED  
STEREOTYPES**

**GENDER 1<sup>st</sup> STEP**  
**Chapter 2**

**GENDER ROLE  
MODELS**



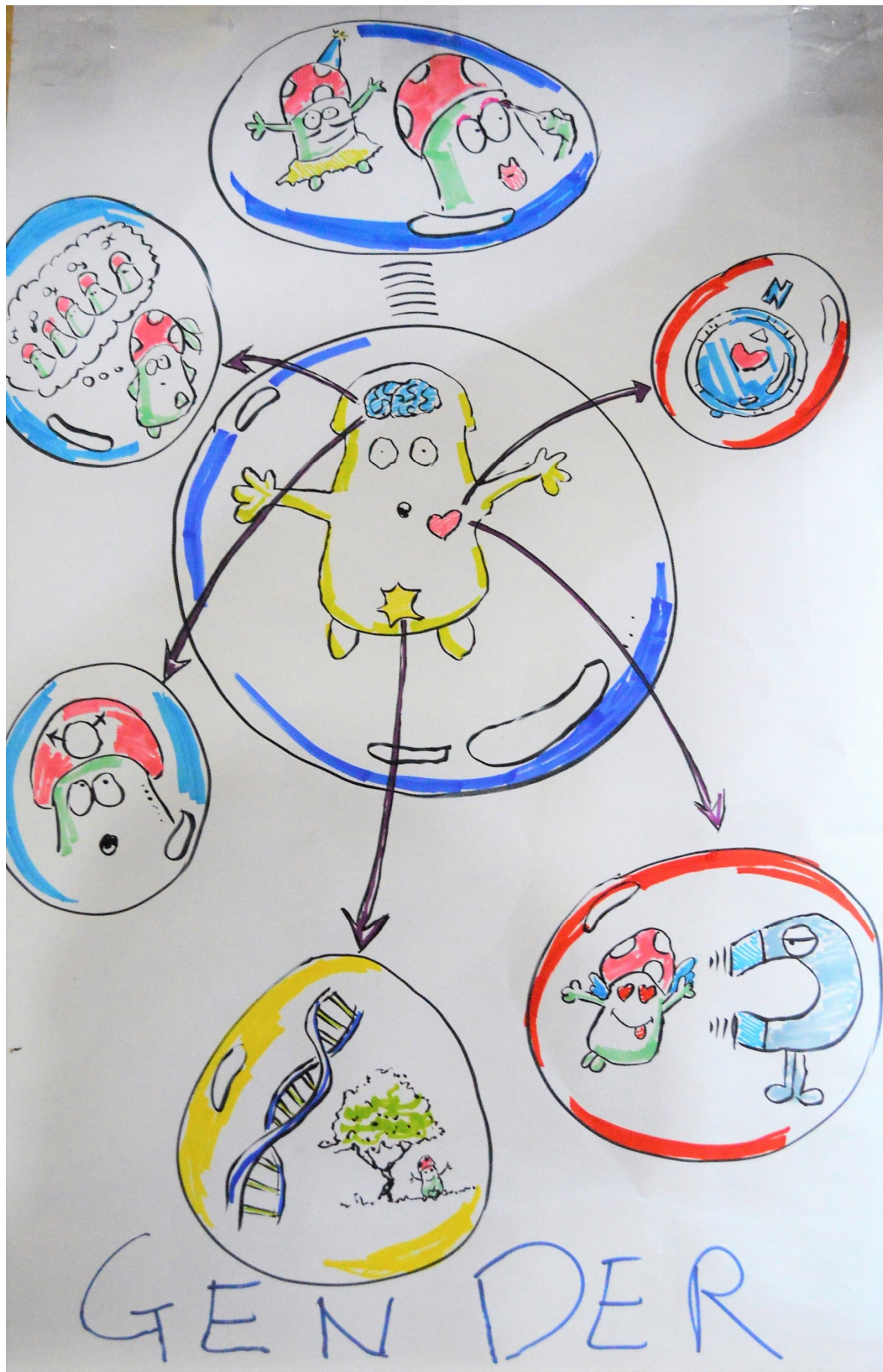


## INTRODUCTION ON GENDER

<b>TITLE</b>	<b>Gender “definitions”</b>
<b>TOPIC/S</b>	Gender
<b>AIM</b>	To encourage participants to define what “gender” is for them and afterwards to create a common definition, using drawing
<b>TOOL TYPE</b>	Work in group and plenary
<b>MATERIAL</b>	Flipcharts, color, markers
<b>DURATION</b>	120 minutes
<b>DESCRIPTION</b>	<p><b>Setting:</b> before to start the activity, trainers should draw the five flipcharts: in the middle of the flipchart there is a circle (for the common drawing) while on the external part is divided in different parts not symmetric, one for each group member. Five tables with chairs should be arranged and in the table is left the flipchart with different colours and markers.</p> <p>The activity is organized accordingly to the following steps:</p> <p><b>Step 1.</b> five groups are created, and each group is asked to join a table. On the table there is the flipchart and they have to fulfil the following task: they have to take some time and to think about what “gender” is for them and then they have to draw it (also key words are fine) in their part of flipchart.</p> <p><b>Step 2.</b> after all the group members finished, the second task is assigned: they have to present to the other group members their drawing, explaining what “gender” is for them.</p> <p><b>Step 3.</b> after the sharing, participants of each group should discuss and agree on a common definition/representation of what “gender” is for them and they have to draw it on the flipchart.</p> <p><b>Step 4.</b> it follows a presentation in plenary of the different group `drawings.</p>

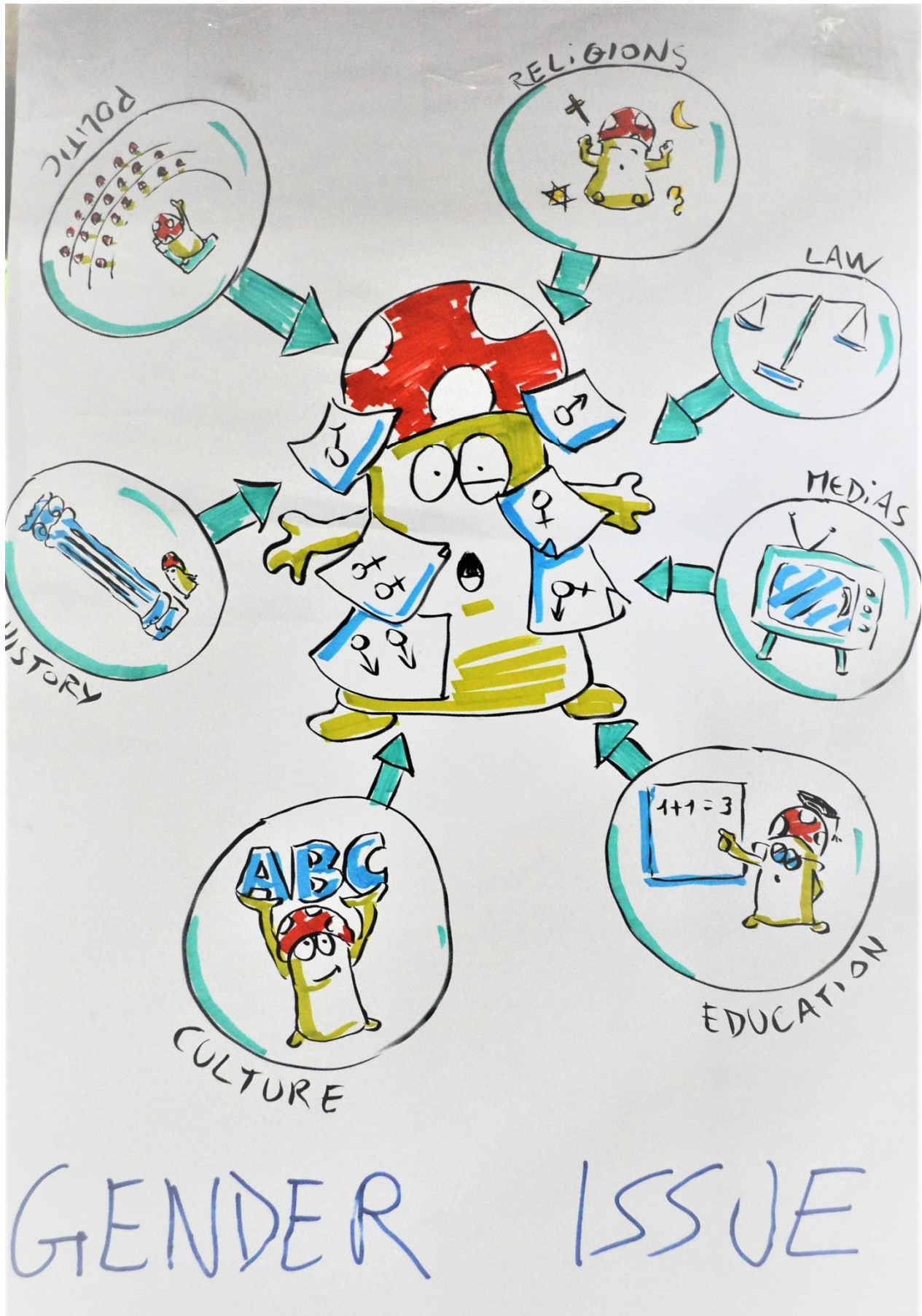
<b>TITLE</b>	<b>More inside "gender"</b>
<b>TOPIC/S</b>	Gender
<b>AIM</b>	To reflect on different gender-sensitive aspects and to go more in depth inside gender issues
<b>TOOL TYPE</b>	Work in group
<b>MATERIAL</b>	Tables, chairs, flipcharts, markers and pens
<b>DURATION</b>	160 minutes
<b>DESCRIPTION</b>	<p><b>Setting:</b> before to start the activity, the workshop room has to be set as follows: five tables with chairs on the opposite sides of the room and, in the middle 5 chairs in circle.</p> <p>The activity is organized accordingly to the following steps:</p> <p><b>Step 1.</b> five groups are created, join their table and the first question is handed out. The group has 20 minutes to discuss the question and one of the group members has to keep note.  <b>Question 1:</b> <i>What are the main differences between: gender identity, gender expression, sexual orientation, biological sex?</i></p> <p><b>Step 2.</b> in each group one member is chosen as reporter and has to join one of the chair in circle. Once all the reporters are there they have 5 minutes each to explain the main elements discussed within the group.  <b>NOTE:</b> is something has been already said it's better to avoid repetitions and to say only elements not previously mentioned.</p> <p><b>Step 3.</b> back in groups, the second question is handed out and the group has 20 minutes to discuss the question and one of the group members (a different person) has to keep note.  <b>Question 2.</b> <i>In your opinion, what are the main reasons behind gender issues in your country?</i></p> <p><b>Step 4.</b> in each group one member is chosen as reporter and has to join one of the chair in circle. Once all the reporters are there they have 5 minutes each to explain the main elements discussed within the group.</p> <p><b>Step 5.</b> back in groups, the third question is handed out and the group has 20 minutes to discuss the question and one of the group members (a different person) has to keep note.  <b>Question 3.</b> <i>What is the difference between gender equality and gender equity (according to you)?</i></p> <p><b>Step 6.</b> in each group one member is chosen as reporter and has to join one of the chair in circle. Once all the reporters are there they have 5 minutes each to explain the main elements discussed within the group.</p>

# INTRODUCTION ON GENDER\_OUTCOMES 1





# INTRODUCTION ON GENDER\_OUTCOMES 2

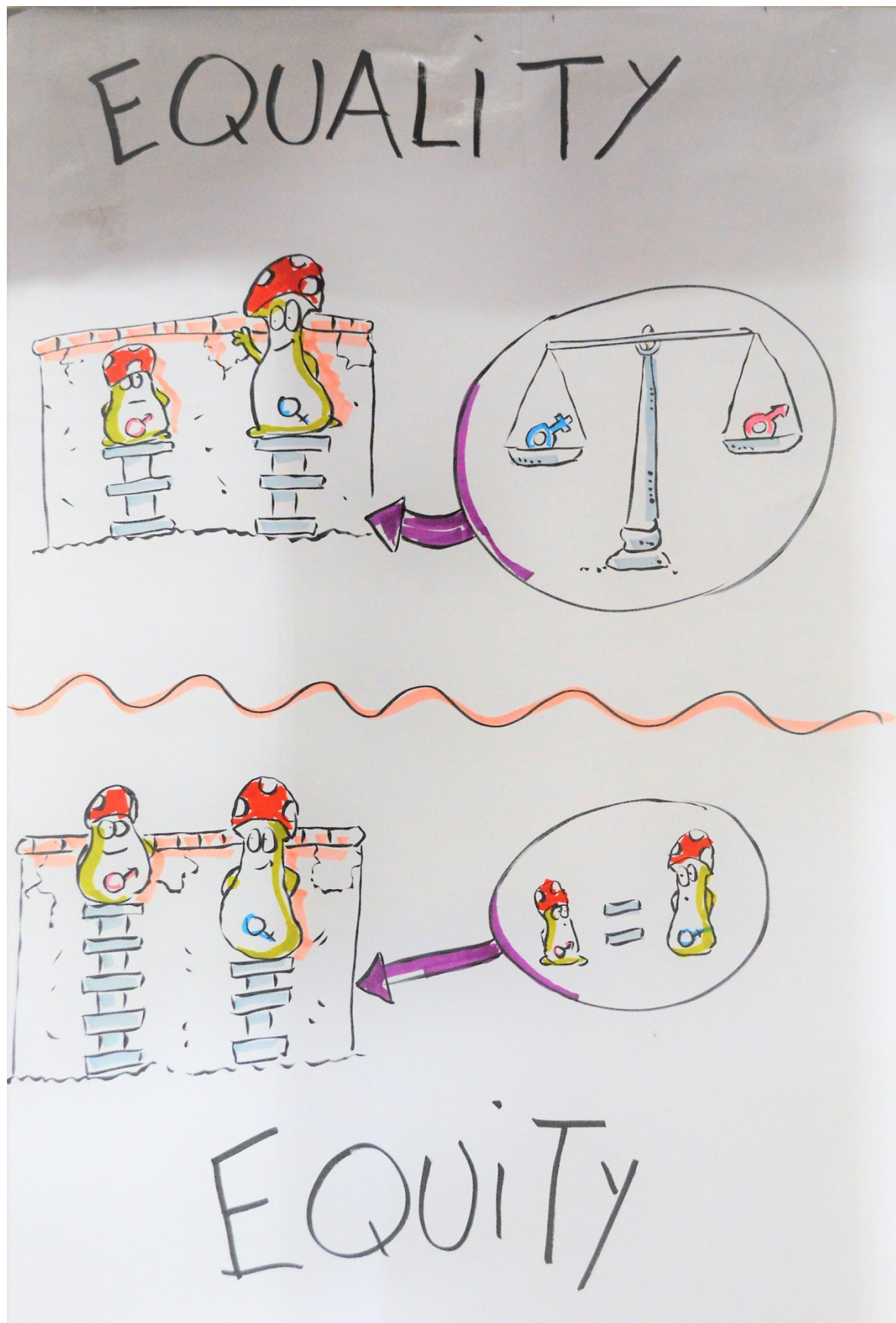




# INTRODUCTION ON GENDER\_OUTCOMES 3









# GENDER-BASED STEREOTYPES

<b>TITLE</b>	<b>2 true and 1 false statements</b>
<b>TOPIC/S</b>	First steps in stereotypes
<b>AIM</b>	To energize the group and, in the same time, to make the first small step on stereotypes, linking it with the upcoming session
<b>TOOL TYPE</b>	Work in group
<b>MATERIAL</b>	A4, pens, scotch tape
<b>DURATION</b>	20 minutes
<b>DESCRIPTION</b>	<p>Each participant receives an A4 paper and one pen. He/she should write on the paper two true statements and one false statement about himself/herself. Then the paper should be stuck on the chest with a scotch tape.</p> <p>Participants should walk in the space and meet someone else, read the statements and try to guess what is the true and the false one. The same should be done by the other people.</p> <p>The activity proceeds for a while, it's not compulsory to meet everybody, but more people we meet and better it is.</p> <p>After that, all the participants come back to the circle and, one by one, they go to the middle, presenting the three statements and explaining to the others which one are true and which false.</p>

<b>TITLE</b>	<b>Abigail</b>
<b>TOPIC/S</b>	Gender role models
<b>AIM</b>	To deepen the prejudices and stereotypes and to explore the gender role models
<b>TOOL TYPE</b>	Work in group and open discussion in plenary
<b>MATERIAL</b>	Handout with the Abigail story
<b>DURATION</b>	90 minutes
<b>DESCRIPTION</b>	<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><b>Step 1.</b> 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><b>Step 2.</b> four smaller groups are created, within each group the lists have to be shared and discussed.</p> <p><b>Step 3.</b> the group, using the consensus, should arrive to a common list of characters, from the best to the worst.</p> <p><b>Step 4.</b> back in plenary, each group should read the character list and a facilitator keep note on a flipchart.</p> <p><b>Step 5.</b> 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 <b>ICEBERG MODEL</b>.</p>

# HANDOUT\_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 BECAME VERY ANGRY AND SCREAMED TO HER: "YOU CHAETED ON ME!", THEN KICKED HER OUT OF HIS HOUSE.

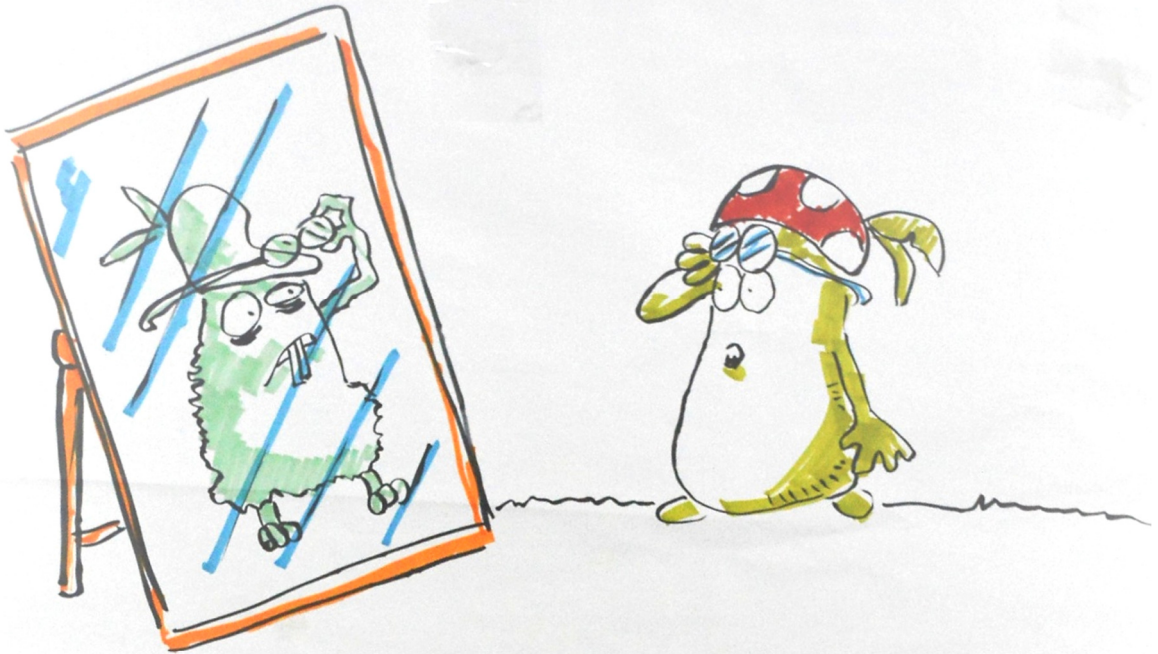
ABGAIL RUN AWAY, WHEN SHE MET THE BEST FRIEND OF TOM, BOB, TO WHOM SHE EXPLAINED EVERYTHING SHE HAS PASSED THROUGH.

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

THEN, HE WENT TO LOOK FOR ABIGAIL.

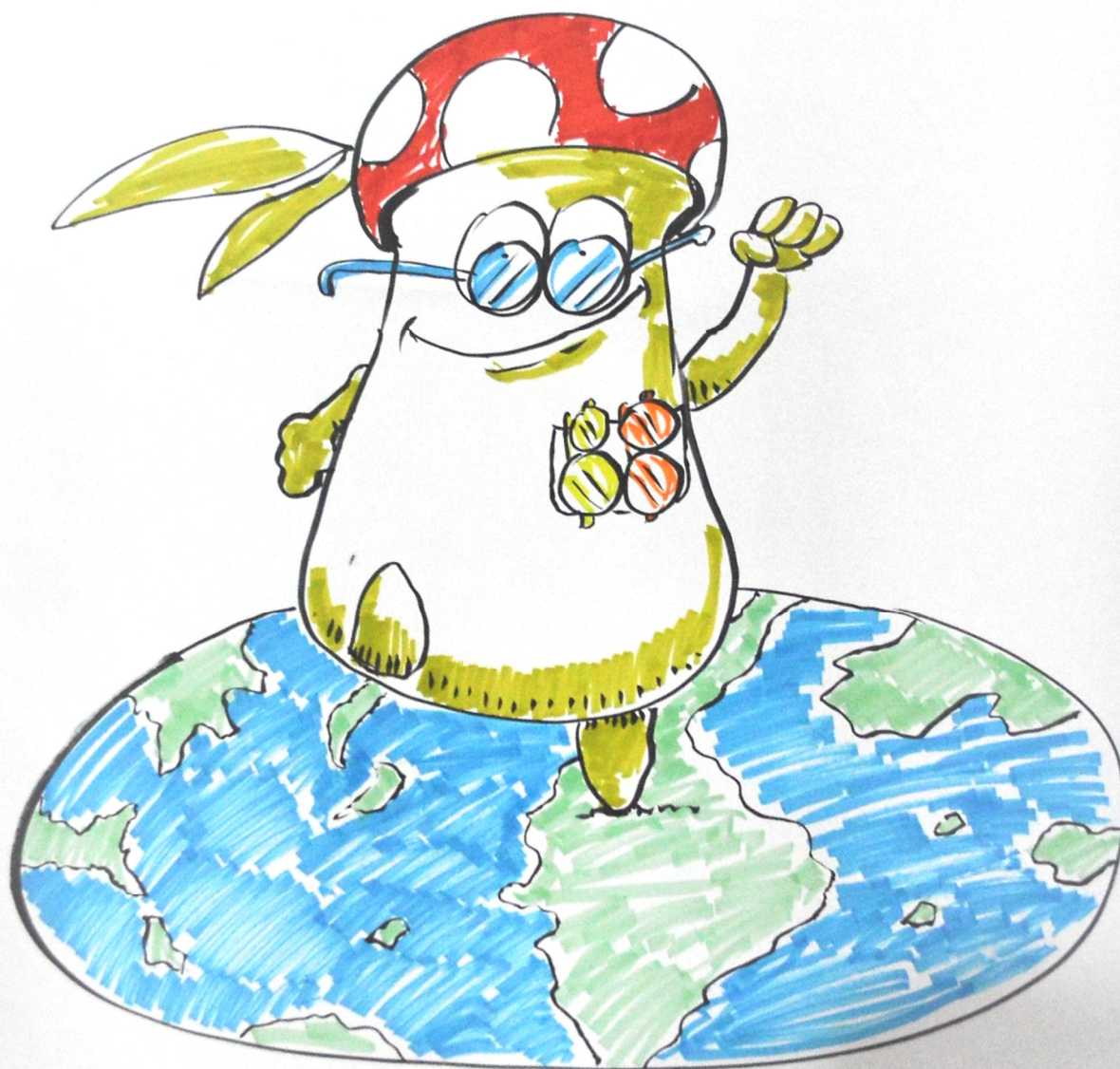


# GENDER-BASES STEREOTYPES\_OUTCOMES 1



Stereotypes





GENDER ISSUES IN  
EACH COUNTRY

# GENDER ROLE MODELS

<b>TITLE</b>	<b>One step forward</b>
<b>TOPIC/S</b>	Prejudices and Stereotypes
<b>AIM</b>	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”
<b>TOOL TYPE</b>	Role play game
<b>MATERIAL</b>	A big space, soft music and the Handout cards
<b>DURATION</b>	80 minutes
<b>DESCRIPTION</b>	<p>The activity is organized accordingly to the following steps:</p> <p><b>Step 1.</b> 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><b>NOTE:</b> 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. 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><b>Step 2.</b> participants are explained that they have to take one step forward for each situation they feel their character could manage easily. They have to stay frozen in the same position if it is not possible for the character to do the action. A set of different statements is read and participants should move forward or stay still.</p> <p><b>Step 3.</b> back in plenary, the trainer runs the analysis of the activity and the debriefing.</p> <p>Key questions for the debriefing:</p> <ul style="list-style-type: none"> <li>✓ How did you feel?</li> <li>✓ Which was your character?</li> <li>✓ Was it easy to represent your character?</li> <li>✓ Why did you act in this way?</li> <li>✓ What was the gender of your character?</li> <li>✓ Why did you choose this gender? (if gender was not specified in the</li> </ul>

	<p>card)</p> <ul style="list-style-type: none"> <li>✓ Do you think to be excluded from society, in some way?</li> <li>✓ Do you think you applied stereotypes while representing your character?</li> </ul> <p>It follows a debriefing about <b>STEREOTYPES</b> and <b>PREJUDICES</b> in general and specifically about the gender-related prejudices.</p>
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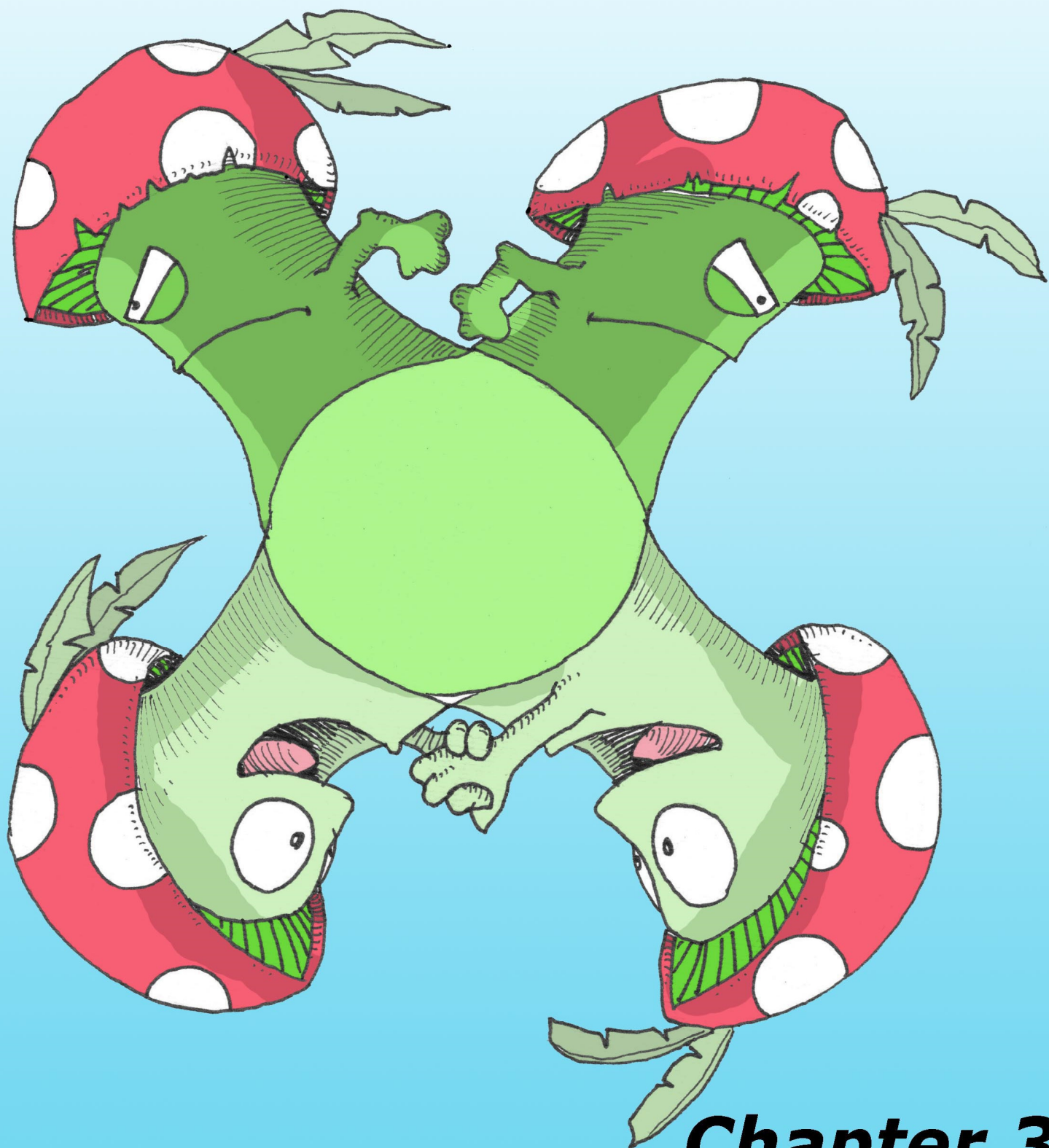


# HANDOUT\_ONE STEP FORWARD

31 YEARS OLD THAI SEX WORKER	25 YEAR OLD DUTCH SEX WORKER
35 YEARS OLD BURMESE MAN OWNER OF A BIG FARM	25 YEARS OLD DIVORCED WOMAN FROM JAVA
41 YEARS OLD FRENCH MAN, ARTIST WITH AIDS	VIETNAMESE WOMAN WITH AIDS
20 YEARS OLD GAY STUDYING IN A PRIVATE SCHOOL	40 YEARS OLD BURMESE WOMAN POLITICIAN
55 YEARS OLD WOMAN CANDIDATE FOR PRESIDENCY	160YEASR OLD SINGLE MOTHER FROM SUMATRA
35 YEARS OLD MAN WITH A HUGE INHERITANCE	42 YEARS OLD ROMENIAN WOMAN FROM RURAL AREA, VICTIM OF DOMESTIC VIOLENCE
50 YEARS OLD TRANSGENDER WOMAN	18 YEARS OLD TRANSGENDER WOMAN
A LITTLE GIRLS THAT HELPS HER FAMILY BUSINESS	40 YEARS OLD LGBTQ+ ACTIVIST
GAY FILM DIRECTOR	WOMAN WITH 7 KIDS
16 YEARS OLD SINGLE MOTHER	20 YEARS OLD VIETNAMEESE WOMAN STUDYING IN A PRIVATE SCHOOL
38 YEARS OLD DIVORCED MAN FROM ITALY	LESBIAN WHO WANTS TO BECOME A MODEL
40 YEARS OLD RUMENIAN POLITICIAN	35 YEARS OLD WOMAN WITH A HUGE INHERITANCE
35 YEARS OLD VIETNAMESE MAN FROM THE CITY, VICTIM OF DOMESTIC VIOLENCE	39 YEARS OLD TRANSGENDER FAMOUS SINGER
CLOSETED GAY POLITICIAN	MAN WITH 7 KIDS

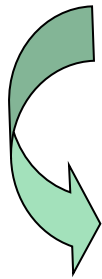
<b>TITLE</b>	<b>What I dare to ask you</b>
<b>TOPIC/S</b>	Gender sensitive issues in the different countries
<b>AIM</b>	To create the space for further deepening some gender sensitive issues and to better share the country situation concerning different gender aspects
<b>TOOL TYPE</b>	Work in group
<b>MATERIAL</b>	/
<b>DURATION</b>	90 minutes
<b>DESCRIPTION</b>	<p><b>Setting:</b> before to start the activity, the workshop room has to be set as follows: six different spaces with chairs on the opposite sides of the room.</p> <p>Participants are divided in national teams and the activity is explained. There will be allocated 15 minutes each rotation and in each rotation participants can move from their national table to other national tables. During the rotation at least two national group members have to remain on their table to welcome the other participants.</p> <p>The group members, while rotating, have to join other national groups and can ask specific questions to deepen some gender sensitive issues and to better understand the country situation concerning different gender-sensitive aspects.</p>

# Gender 2º Step



***Chapter 3***

**GENDER-BASED  
CONFLICTS**



**GENDER 2<sup>nd</sup> STEP**  
**Chapter 3**



**CONFLICTS  
TRANSFORMATION**

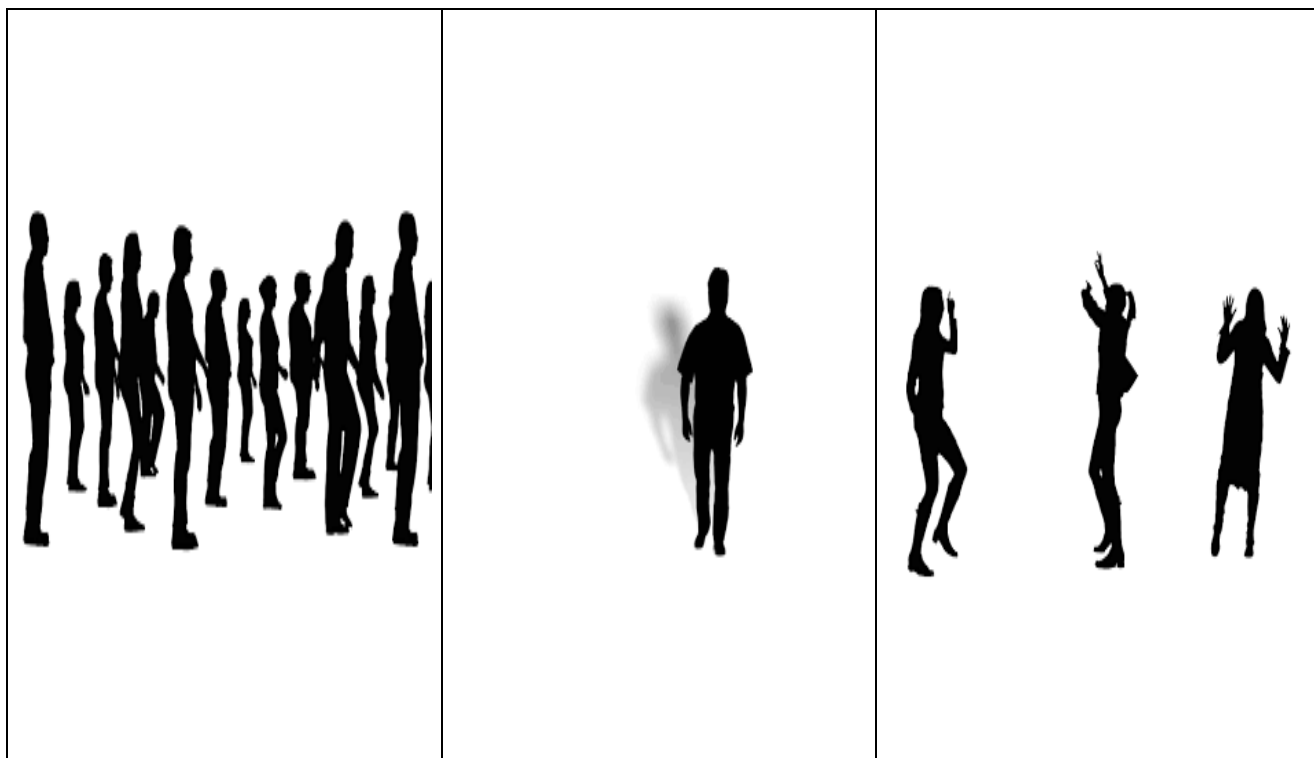


## GENDER-BASED CONFLICTS

<b>TITLE</b>	<b>Sharing personal stories</b>
<b>TOPIC/S</b>	Gender based conflicts
<b>AIM</b>	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.
<b>TOOL TYPE</b>	Individual and work in small groups
<b>MATERIAL</b>	Chairs, soft music
<b>DURATION</b>	80/90 minutes
<b>DESCRIPTION</b>	<p><b>Setting:</b> 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><b>Step 1.</b> 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, they can sit on the nearest chair.</p> <p><b>Step 2.</b> 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 some of the key words referred to the work they did in the previous day.</p> <p><b>Step 3.</b> when the key words are whispered, one of the trainer asks participants to think about a gender related conflict they lived in their life.  <b>NOTE:</b> the work it's about the personal gender related conflict/s participants lived in their life. For this reason, <b>it's fundamental to create the proper and “safe” atmosphere</b>, where to feel protected.</p> <p><b>Step 4.</b> four groups are created and in each one, participants should share their story.  <b>NOTE:</b> 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><b>Step 5.</b> 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.  <b>NOTE:</b> this activity is preparatory for the next one “Strip cartoon”.</p>

<b>TITLE</b>	<b>Strip cartoon</b>
<b>TOPIC/S</b>	Conflict analysis
<b>AIM</b>	To make participants run a detailed conflict analysis of the different conflict situations identified by each group (setting, type of conflict, actors)
<b>TOOL TYPE</b>	Work in group
<b>MATERIAL</b>	/
<b>DURATION</b>	100 minutes
<b>DESCRIPTION</b>	<p>The activity is organized accordingly to the following steps:</p> <p><b>Step 1.</b> is provided a brief explanation of what living pictures are and how the representation through strip cartoons works.  <b>NOTE:</b> for a clearer understanding of the technique, it's better to draw it on a flipchart. See Handout below.</p> <p><b>Step 2.</b> participants are left some time to be back to 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><b>Step 3.</b> each group represents the three frames on stage.</p> <p><b>Step 4:</b> 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><b>NOTE:</b> 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 <b>CONFLICTS EXPLOSION MODEL</b>. Handout below.</p>

## CONFLICT EXPLOSION FRAME

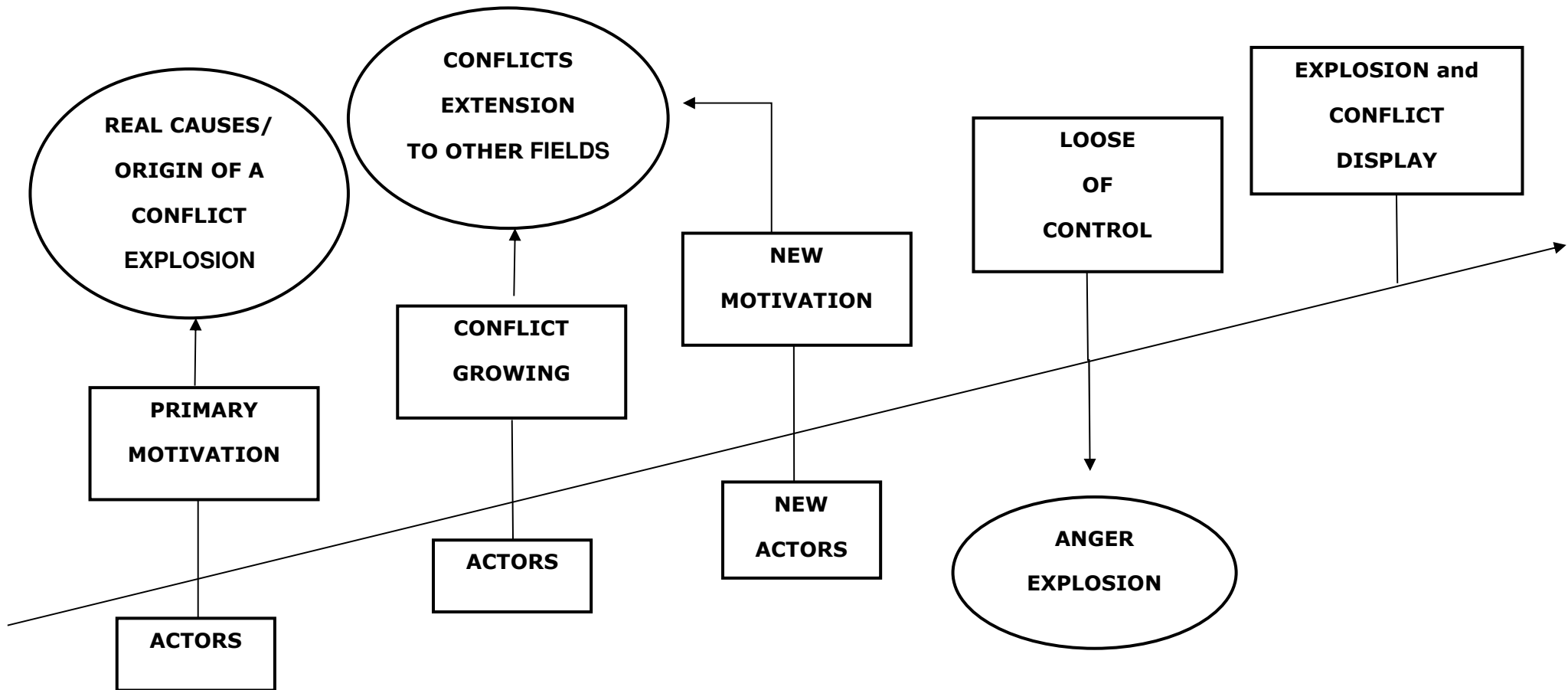


**SEQUENCE 1**  
beginning of the action

**SEQUENCE 2**  
climax of the action

**SEQUENCE 3**  
conflict explosion

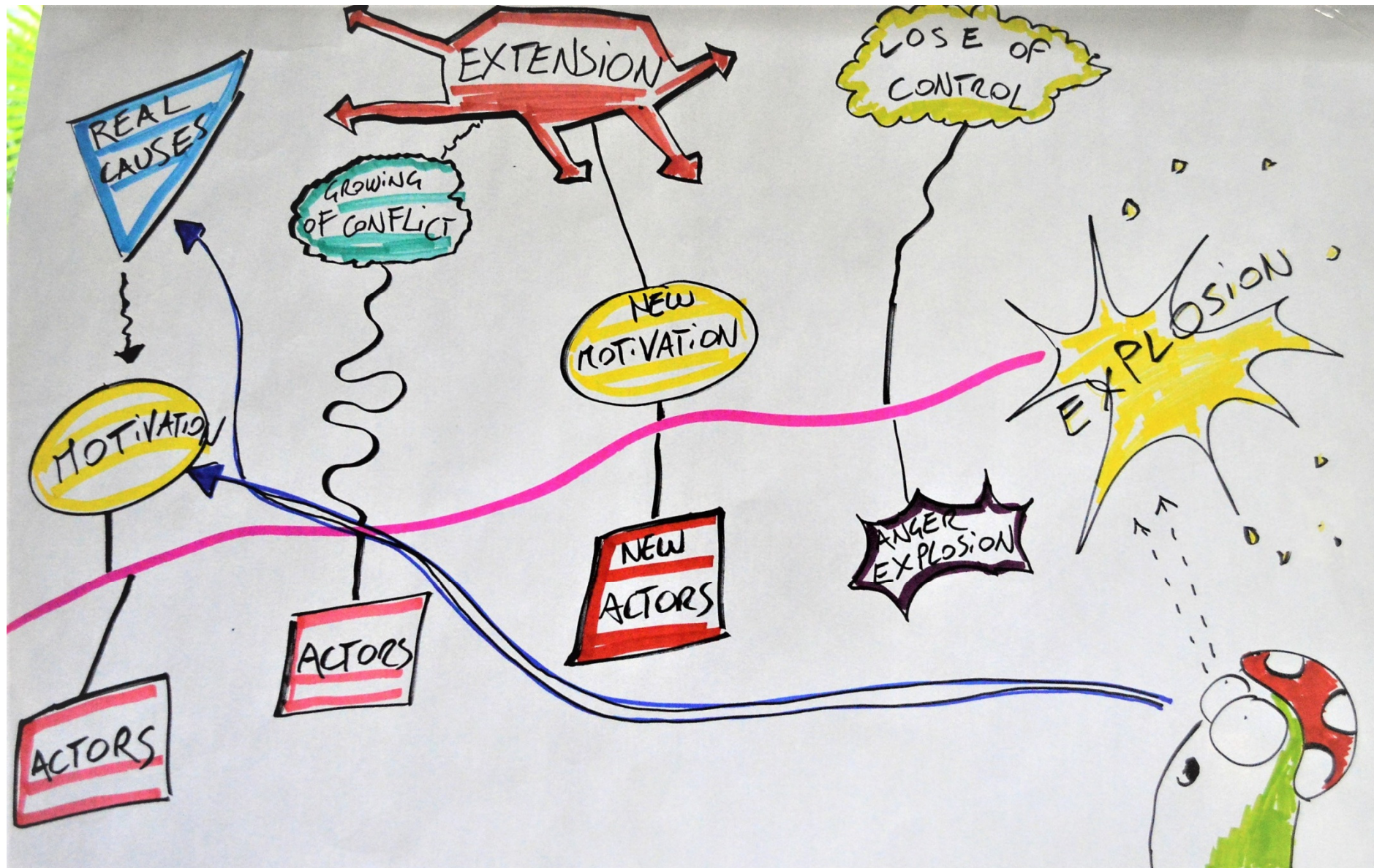
# HANDOUT\_CONFLICT EXPLOSION MODEL



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



# HANDOUT\_CONFLICT\_EXPLOSION\_MODEL\_GRAPHIC



# CONFLICTS TRANSFORMATION

<b>TITLE</b>	<b>Social Theatre</b>
<b>TOPIC/S</b>	Conflicts management
<b>AIM</b>	To make participants work on the possible and multiple ways to manage and, in some cases, solve conflicts
<b>TOOL TYPE</b>	Theatre activity
<b>MATERIAL</b>	/
<b>DURATION</b>	120 minutes
<b>DESCRIPTION</b>	<p>The activity is run in two different rounds: in each round a different conflict story is analysed.</p> <p><b>HOW TO MANAGE THE TECHNIQUE:</b></p> <p><b>Step 1. First story</b>  the pool of trainers, as actors, is representing the first story in a theatrical way. The representation should stop on the conflict explosion.  <b>NOTE:</b> 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><b>Step 2.</b> whoever of the group of participants can enter the stage and 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"> <li>• to the spectators: what has changed?</li> <li>• to the secondary actors: how do you feel and what has changed?</li> <li>• to the oppressed: how do you feel and what has changed?</li> <li>• to the oppressor: how do you feel and what has changed?</li> </ul> <p><b>Step 3. Second story</b>  the pool of trainers, as actors, is representing the second story in a theatrical way. The representation should stop on the conflict explosion  <b>NOTE:</b> 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>

**Step 4.** whoever of the group of participants can enter the stage and 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.

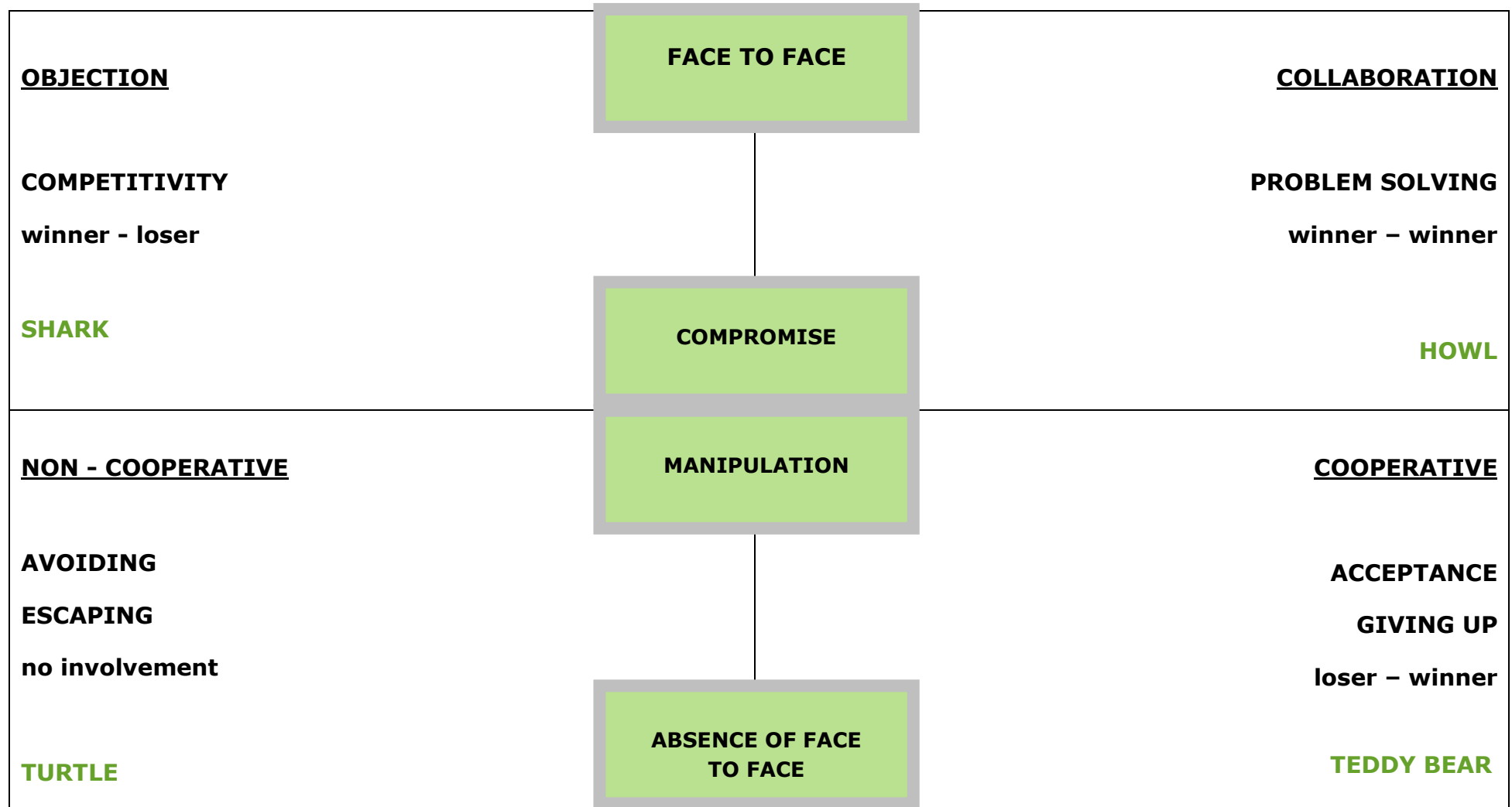
After each representation, all the actors are remaining on the stage and the Joker asks:

- 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 managing a conflict and on the methodology used.



# HANDOUT\_HODGSON MODEL



# HANDOUT\_ HODGSON THEORY

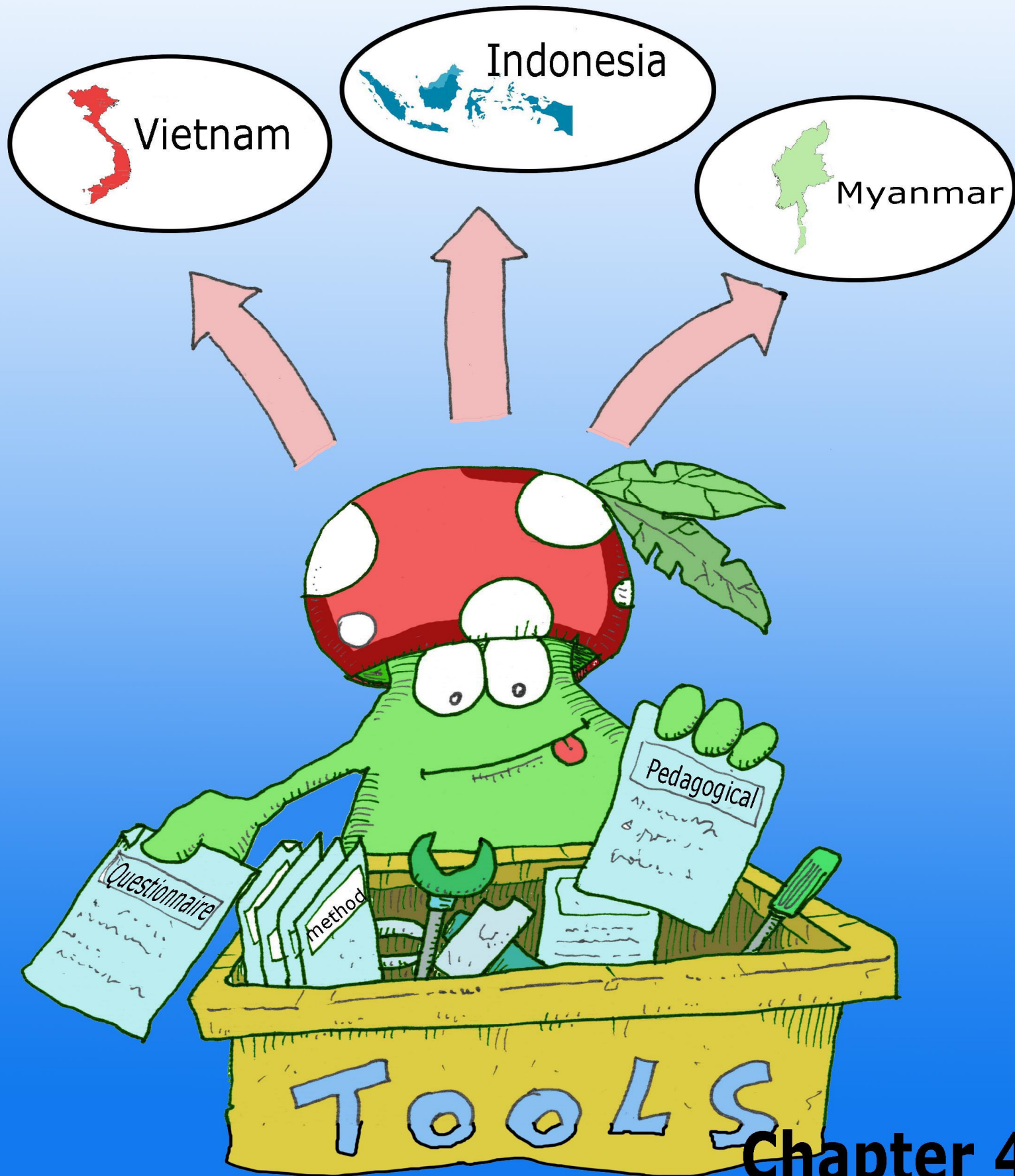
## DIFFERENT STYLES IN MANAGING CONFLICTS

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.

<b>COLLABORATION: a cooperative face to face style</b>
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
<b>CONTESTATION: a non-cooperative face to face style</b>
Adapted when quick and decisive actions are necessary (an emergency for example)
<b>ACCEPTANCE: a cooperative style, without any face to face</b>
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
<b>AVOIDANCE: a non-cooperative style, without any face to face</b>
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
<b>COMPROMISE: a style at the crossroad between the others and which implies all of their elements</b>
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

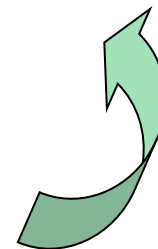
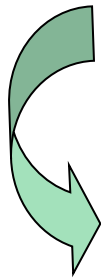


**QUESTIONNAIRE**

**PEDAGOGICAL  
APPROACH**

**YOUTH MEETINGS**  
**Chapter 4**

**TRAINING IN  
ACTION**





## QUESTIONNAIRE

<b>TITLE</b>	<b>Questionnaire preparation</b>
<b>TOPIC/S</b>	Youth Meetings
<b>AIM</b>	To prepare, in a bottom up approach, the questionnaire that will be handed out during the Youth Meetings
<b>TOOL TYPE</b>	Work in group
<b>MATERIAL</b>	Flipcharts, paper, markers, post-it
<b>DURATION</b>	180 minutes
<b>DESCRIPTION</b>	<p>The activity is organized accordingly to the following steps:</p> <p><b>Step 1.</b> The activity starts in plenary with a brainstorming to define, in a collective way, the main thematic chapters of the questionnaire.  <b>NOTE:</b> in this stage the facilitator should give the group the freedom to express their point of view and, in the same time, should facilitate the creation of the macro-topics (e.g. if there are two very similar, he/she can propose to merge them).</p> <p><b>Step 2.</b> once the main thematic chapters of the questionnaire are defined, participants are asked to group themselves accordingly to the thematic they are interested to work on.  The thematic chapters are: culture, religion, education, politics and law, health, media.  <b>NOTE:</b> participants are free to choose their group, but it should be posed, as basic criteria for the division, the balance of nationality.</p> <p><b>Step 3.</b> in each group, members have to think about possible questions related to the thematic.  <b>NOTE:</b> a maximum of 3-4 questions. The questions should be "open" and shaped with the aim to detect gender-sensitive issues in the different countries.</p> <p><b>Step 4.</b> It starts the rotation, where some group members can move to other groups to listen at the questions created and to give feedbacks, following the methodology explained below, the Ballint Group.  <b>NOTE:</b> at least one group member should remain in the thematic table.</p> <p><b>BALLINT GROUP METHODOLOGY</b></p> <ul style="list-style-type: none"> <li>✓ <b>step a.</b> (10 minutes): in each group, roles have to be defined: facilitator, time keeper and the reporter (that usually becomes also</li> </ul>

	<p>the spokesperson)</p> <ul style="list-style-type: none"> <li>✓ <b>step b.</b> (5 minutes): the spokesperson presents to the newcomers the questions defined by his/her group members, explaining also the logic behind and why the questions have been shaped in that way. In this stage the newcomers cannot speak.</li> <li>✓ <b>step c.</b> (5 minutes): the newcomers can ask questions to the spokesperson to clarify or to better understand them so to be able to run a deep analysis of the questions.</li> <li>✓ <b>step d.</b> (30 minutes): the spokesperson has to remain in silence and take only note of what has been said. The newcomers discuss among themselves what to modify, change and upgrade in the questions. At the end of this stage the questions are rephrased.</li> <li>✓ <b>Step e.</b> (5 minutes): the spokesperson can take the floor again while the new comers remain in silence. The spokesperson gives a feedback on the process of the questions reformulation and on the final outcomes of the work.</li> </ul> <p><b>Step 5.</b> once this part it's over, the new comers are back to their initial group where it's given a collective feedback concerning the final outline of the questions (accordingly to the comments and suggestions previously received). Other 15 minutes are left to decide if to accept the new questions outline, where some have been rephrased.</p> <p><b>Step 6.</b> it follows the plenary presentation of all the questions. For the questions created and that will be used during the Youth Meetings, see the final version in the Handout below.</p>
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# HANDOUT\_QUESTIONNAIRE

**1. WHAT IS THE MEANING OF GENDER AND SEX TO YOU?**

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**2. WHAT DO YOU THINK ABOUT THE ROLE OF MEN AND WOMEN IN YOUR FAMILY?**

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**3. WHAT DO YOU THINK ABOUT THE EDUCATION ON GENDER IN YOUR COUNTRY?**

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**4. HOW SCHOOL PROFESSIONALS AND TEACHERS SHOULD BRING GENDER  
EDUCATION IN SCHOOLS AND UNIVERSITIES?**

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**5. WHERE DO YOU HAVE OTHER OPPORTUNITIES TO LEARN ABOUT YOUR BODY SEX  
AND SEXUALITY?**

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**6. HOW DOES THE STATE PROMOTE GENDER EQUALITY?**

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**7. HOW WOMEN RIGHTS ARE PROMOTED AND DEFENDED AT INSTITUTIONAL LEVEL?**

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**8. WHAT ARE THE CONSEQUENCES AND IMPACTS OF WOMEN PARTICIPATION IN  
POLITICS?**

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**9. WHAT IS THE CURRENT GENDER ISSUE ON MEDIA IN YOUR COMMUNITY?**

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**10. HOW DO YOU FEEL ABOUT THE WAY THE MEDIAS REPRESENT YOUR GENDER?**

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**11. HOW DO YOU CHOOSE THE MEDIA TO GET TRUSTFUL INFORMATION?**

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**12.HOW IS MEN AND WOMEN’S VIRGINITY CONSIDERED IN YOUR SOCIETY?**

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**13.HOW SAME SEX COUPLE ARE PERCEIVED IN YOUR SOCIETY?**

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**14.WHAT IS YOUR PERCEPTION IF A WOMAN DECIDES NOT TO GET MARRIED IN HER LIFE?**

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**15.WHAT DO YOU THINK ABOUT ABORTION?**

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**16. WHAT DO YOU THINK ABOUT HEALTH CARE ACCESS DEPENDING ON GENDER?**

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**17. MAKE A LIST OF THE MOST SAFE METHODS FOR STDs (SEXUALLY TRANSMITTED DISEASES) PREVENTION.**

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# PEDAGOGICAL APPROACH

<b>TITLE</b>	<b>Gincana – pedagogical approach</b>
<b>TOPIC/S</b>	Pedagogical approaches to take into account while organizing and implementing the Youth Meetings
<b>AIM</b>	To learn/refresh different pedagogical approaches, useful for the Youth Meetings
<b>TOOL TYPE</b>	Work in group
<b>MATERIAL</b>	Flipcharts, paper, markers, post-it
<b>DURATION</b>	90 minutes in total = 10 minutes for the explanation + 80 minutes for the activity (each round should last 20 minutes)
<b>DESCRIPTION</b>	<p><b>Setting:</b> 4 different stations should be created, representing:</p> <ul style="list-style-type: none"> <li>✓ <b>target group needs</b></li> <li>✓ <b>group dynamics</b></li> <li>✓ <b>learning styles</b></li> <li>✓ <b>learning objectives and evaluation</b></li> </ul> <p>The activity is organized accordingly to the following steps:</p> <p><b>Step 1.</b> the activity is presented and “The Master of Time” divides participants in 4 groups, explaining the rules of the activity.</p> <p><b>Step 2.</b> each team has to move from one station to another, gathering information about each station topic (they have to stay 20 minutes in each station). The “The Master of Time” keeps the time and call the rotation.</p> <p><b>NOTE:</b> in order to speed up a bit the activity the rotation can be different: each group remains in the same station (place) and the facilitators are the ones rotating.</p>

<b>TITLE</b>	<b>Draw the “perfect” facilitator</b>
<b>TOPIC/S</b>	Role and qualities of the facilitator
<b>AIM</b>	Work in group and plenary presentation
<b>TOOL TYPE</b>	To reflect on the role a facilitator should have and on his/her qualities
<b>MATERIAL</b>	Handout with the facilitator model
<b>DURATION</b>	45 minutes
<b>DESCRIPTION</b>	<p>The activity is organized accordingly to the following steps:</p> <p><b>Step 1.</b> participants are divided in groups (approximately 5 people each) and receive the Handout with the facilitator model. They have to discuss within the group about the facilitator’s role, skills and qualities and they have to give a graphic representation of the main outcomes. Furthermore, they have to include at the very bottom of the drawing what a facilitator should not do.</p> <p><b>Step 2.</b> 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><b>NOTE:</b> this activity has to be considered preparatory for the “Training in Action”.</p>

<b>TITLE</b>	<b>Open space of tools</b>
<b>TOPIC/S</b>	Methods for the Youth Meetings: non formal education methods
<b>AIM</b>	To learn/refresh/share different non formal education working methods that can be used during the Youth Meetings
<b>TOOL TYPE</b>	Work in group
<b>MATERIAL</b>	Flipcharts, paper, markers, post-it
<b>DURATION</b>	90 minutes

DESCRIPTION

The activity is organized accordingly to the following steps:

**Step 1.** in plenary participants are asked to share if they want some tools they know and they have been using. The facilitator takes notes of the different proposals and two different slots of 45 minutes each are created. During the same slot there are different workshops run simultaneously. Participants have the chance to choose, positioning themselves in the workshop they are interested to join.

**NOTE:** the person that proposed the tool has to remain all the time in the workshop to present it to the participants visiting.

slot 1	<b>SIMULATION</b>	<b>CHIEF OF POWER</b>	<b>WORLD CAFÉ'</b>	<b>CANADIAN BOX</b>	<b>ROLE PLAY</b>
slot 2	<b>PLA – PARTICIPATIVE LEARNING ACTION</b>	<b>DEBATE</b>	<b>FOOT MASSAGE</b>	<b>HIPPO IN A BATH</b>	<b>UNIVERSAL CLAP</b>

**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) are organized. 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.

In the case of this activity the workshop facilitator assigned to each thematic table is the person who proposed the tool.

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

- ✓ tools 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.

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

- ✓ 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.

# TRAINING in ACTION

<b>TITLE</b>	<b>Work in groups and preparation</b>
<b>TOPIC/S</b>	Interactive methods within non formal education to run a workshop
<b>AIM</b>	To make participants practicing how to conceive, organize and implement a workshop of 150 minutes that can be afterwards re-proposed during the Youth Meetings.
<b>TOOL TYPE</b>	Work in groups
<b>MATERIAL</b>	Flipcharts, markers, pen, paper A4, scissor, glue, post-it, scotch tape and any other material that participants will need to prepare the workshop
<b>DURATION</b>	180 minutes
<b>DESCRIPTION</b>	<p>The activity is organized accordingly to the following steps:</p> <p><b>Step 1. Group division</b> four groups are created and receive the following task: they have to create a workshop 2 hours and a half long, that can be re-proposed during the Youth Meetings. <b>NOTE:</b> during the group division it's important to ask flexibility in order to try to have groups balanced in size, gender and nationality.</p> <p><b>Step 2. Preparation</b> Participants, divided in groups will work on the preparation of a short workshop of 150 minutes, using non formal education working methods. <b>NOTE:</b> the methods tested and assessed could be afterward used during the Youth Meetings held in Myanmar, Indonesia and Vietnam forecast for July and August 2017.</p> <p><b>Step 3. Feedbacks</b> At the end of the preparation it's run a session about feedbacks: this part is shaped to make participants reflect on how to give a positive feedback to the others after the end of the workshop. Indeed, after realizing each workshop, extra 30 minutes will be allocated to give feedbacks about the activity organized. The Sandwich model (Handout below) is presented in plenary and participants can ask questions and clarifications. The main elements that have to be analysed are:</p> <ul style="list-style-type: none"> <li>✓ <b>your feelings</b></li> <li>✓ <b>something to improve</b></li> <li>✓ <b>something good.</b></li> </ul>



	<p><b>NOTE:</b> the focus is centred on “giving positive feedback”. Please bear in mind that 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.</p> <p>Every time feedbacks are towards the activity, not personal feedbacks to individual participants.</p>
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# HANDOUT\_SANDWICH MODEL



HOW I FEEL



SOMETHING  
TO IMPROVE



SOMETHING I  
LIKE



<b>TITLE</b>	<b>Training in Action- Implementation</b>
<b>TOPIC/S</b>	Practical implementation of a workshop
<b>AIM</b>	<p>To make participants practically experiment how to create, structure and prepare a short workshop of 60 minutes, using non formal education working methods.</p> <p><b>NOTE:</b> the methods tested and assessed could have been afterward used during the Local Actions Implementation</p>
<b>TOOL TYPE</b>	Non formal education for one of the activities identified within the project proposal
<b>MATERIAL</b>	Flipcharts, markers, pen, paper A4, scissor, glue, post-it, scotch tape and any other material that participants will need to run the workshop
<b>DURATION</b>	600 minutes in total = 150 minutes each group, + 30' feedbacks
<b>DESCRIPTION</b>	<p>Each group has at disposal 150 minutes to run the workshop.</p> <p>Below the example on how the group rotation is working:</p> <ul style="list-style-type: none"> <li>✓ group A → B + C + D</li> <li>✓ group B → A + C + D</li> <li>✓ group C → A + B + D</li> <li>✓ group D → A + B + C</li> </ul> <p><b>IMPORTANT FOR THE FEEDBACKS AFTER EACH WORKSHOP</b></p> <p>the 20 minutes of feedbacks are divided in the following way:</p> <ul style="list-style-type: none"> <li>✓ feedbacks from the participants who run the activities;</li> <li>✓ feedbacks from the participants who participated in the activity;</li> <li>✓ feedbacks from the pool of trainers.</li> </ul> <p><b>NOTE:</b> participants have to follow the predetermined structure of the "Sandwich Model" for giving feedbacks:</p> <ul style="list-style-type: none"> <li>✓ personal feelings about the work;</li> <li>✓ something to improve;</li> <li>✓ something good.</li> </ul>

# OUTCOMES\_TRAINING in ACTION

**The OUTCOMES you will find in this part comes from the Training in Action session, where participants received the task to conceive, plan and implement a workshop of 150 minutes.**

**The 4 workshops created, have been delivered during the training course, evaluated, assessed and upgraded.**

**The idea is that these workshops could be afterward used also during the Youth Meetings forecast in July and August 2017.**



# OUTCOMES\_TiA PARTICIPANTS WORKSHOP 1

<b>TARGET GROUP</b>	Youth meetings participants
<b>MACROTOPIC</b>	Gender sensitive issues
<b>SUBTOPIC</b>	<b>Stereotypes &amp; prejudices</b>
<b>OBJECTIVES</b>	To understand how stereotypes and prejudices influence gender based discrimination
<b>TITLE</b>	<b>Stoppy time</b>
<b>METHODS</b>	<ul style="list-style-type: none"> <li>✓ Energizer activity</li> <li>✓ Simulation game</li> <li>✓ Discussion</li> </ul>
<b>DURATION</b>	150' Energizer 15' Asia trip 75' Warm up 10' Stereotypes vs prejudices 50'
<b>MATERIALS</b>	Post-it, music, paper, pens/markers, some chairs and tables, flipchart
<b>DESCRIPTION</b>	<p><b>Activity 1: Asia trip</b></p> <p>Facilitators ask participants to sit down, and tell a story about the Asia trip. Participants are asked to imagine to travel alone in Asia and they have to choose three people to sit with and three people they don't want to sit with during the journey.</p> <p>The people they will meet during this trip are:</p> <ul style="list-style-type: none"> <li>✓ A young artist from Indonesia with HIV</li> <li>✓ A female sex worker from Thailand</li> <li>✓ A drunk woman who speaks only Vietnamese</li> <li>✓ A transsexual singer from Italy</li> <li>✓ A 15 years old girl from Myanmar who is part of a minority ethnic group and doesn't want to go home</li> <li>✓ A smelly business woman from Japan</li> <li>✓ A very feminine French guy who can speak several languages</li> </ul> <p>Then, facilitators ask the participants to sit in the chairs they are provided for them. Each person will have 10 minutes to write it down on post-it notes.</p> <p>After time's up, a set of time of 40 minutes is given to share in three groups and ask to create a common list. Eventually, the groups present their list in plenary, while facilitators ask them questions.</p> <p><b>Activity 2: Stereotypes vs prejudices</b></p> <p>Participants are invited to stay in the middle of the space in front of them. A facilitator then, ask them to react accordingly to certain</p>

	<p>statements, going to the right side of the workshop room if they think is a stereotype and to the left if they consider it a prejudice.</p> <p>The statements proposed could be:</p> <ul style="list-style-type: none"> <li>✓ All women are good cooker</li> <li>✓ A lot of men love football</li> <li>✓ Men do not express their emotions</li> <li>✓ Women with tattoos are easy going</li> <li>✓ Real men should not cry</li> </ul> <p>When participants take their positions, the facilitators ask them to explain why they chose it and start to debate about it. If the group has a good mood and energy, participants from one group can ask questions to the other group.</p> <p>When all the statements have been read, facilitators, in plenary, give an explanation and further information about what a stereotype and a prejudice are.</p>
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# OUTCOMES\_TiA PARTICIPANTS WORKSHOP 2

<b>TARGET GROUP</b>	Youth meetings participants
<b>MACROTOPIC</b>	Gender sensitive issues
<b>SUBTOPIC</b>	<b>How stereotypes define gender roles</b>
<b>OBJECTIVES</b>	Sensitize and raise awareness on gender roles and stereotypes; to reflect on how work is defined differently for men and women
<b>TITLE</b>	<b>Raise your hand</b>
<b>METHODS</b>	<ul style="list-style-type: none"> <li>✓ Frontal presentation</li> <li>✓ Drawings</li> <li>✓ Team building exercise</li> <li>✓ Quiz</li> <li>✓ Debriefing</li> </ul>
<b>DURATION</b>	150' Energizer 15' Activity 1 50' Activity 2 70' Conclusion 15'
<b>MATERIALS</b>	3 stools, chairs, board, prizes, colour markers, flipcharts, post-it, A4 paper sheets
<b>DESCRIPTION</b>	<p><b>Activity 1: Draw your Clock</b></p> <p>Divide the group in national pairs and give to each participant their "clock" paper, in which they have to describe the daily routine of a person. Ask them to calculate how many hours a person works in a day, reflecting on the definition of "work". Then they also have to reflect on the difference that might occur if the person they decided to describe is of the opposite sex. If there's time left, ask to all the pairs to present their clocks.</p> <p>Then, in plenary, facilitators tell a personal story, which leads to a frontal presentation about the differences between the reproductive/domestic role, the productive role and the community role.</p> <p><b>Activity 2: No name game</b></p> <p>Participants are divided in four different groups. Facilitators will ask a set of closed questions, as a quiz (see Handout below). The objective of the activity is to get as many points as possible. Each group has 15 second to discuss and choose between the option A, B or C, telling why they did choose that answer (e.g. "we answered B because we learn it at school"). One point is assigned to each correct answer and the group will get the possibility to answer the next question, while, if they are wrong, they will get 0 point and cannot answer the next question. In the end, the scores are calculated and the winner group get a prize.</p> <p><b>NOTE:</b> observe if you get as answer "we know this for a fact", "we made a logical elimination process", "we think so", they can hide stereotypes.</p>

	<p>Conclude with a debriefing where a set of questions is asked:</p> <ul style="list-style-type: none"><li>✓ How did feel?</li><li>✓ Which criteria did you use to choose the answer?</li><li>✓ Were you surprised by the correct answer?</li></ul> <p>Sum up and conclude with the motto "think about how we think about things".</p>
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# HANDOUT\_QUESTIONS FOR THE QUITZ

<b>1. In Hmang (VN) traditionally who will propose marriage?</b>	<input checked="" type="checkbox"/> Man <input type="checkbox"/> Woman <input type="checkbox"/> Family
<b>2. After getting married in Java (IN) where does the couple move to?</b>	<input checked="" type="checkbox"/> Man's family <input type="checkbox"/> Women's family <input type="checkbox"/> Outside
<b>3. Which is the biggest causes of injury and death to women in the world?</b>	<input checked="" type="checkbox"/> Gender-based violence <input type="checkbox"/> Cancer <input type="checkbox"/> Traffic accidents
<b>4. In which country women need permission to divorce?</b>	<input checked="" type="checkbox"/> Israel <input type="checkbox"/> Iran <input type="checkbox"/> Indonesia
<b>5. Which country doesn't allow abortion in any circumstances?</b>	<input checked="" type="checkbox"/> Chile <input type="checkbox"/> Afghanistan <input type="checkbox"/> Macedonia
<b>6. By the law, in which country do women need their husband permission to leave the country?</b>	<input checked="" type="checkbox"/> Jordan <input type="checkbox"/> Laos <input type="checkbox"/> Bhutan
<b>7. Which of these issues happen more often to women?</b>	<input checked="" type="checkbox"/> Obesity <input type="checkbox"/> Autism <input type="checkbox"/> Parkinson
<b>8. In the world, what percentages of countries offer paternity leave or financial support to men after a child is born?</b>	<input checked="" type="checkbox"/> 43% <input type="checkbox"/> 55% <input type="checkbox"/> 20%
<b>9. Female tourists in Dubai can get arrested if?</b>	<input checked="" type="checkbox"/> She get raped <input type="checkbox"/> She eat ice cream in the street <input type="checkbox"/> She wears a bikini on the beach
<b>10. What percentage of women have a leader role in Thailand?</b>	<input checked="" type="checkbox"/> 30% <input type="checkbox"/> 55% <input type="checkbox"/> 5%
<b>11. How many LGBT young people don't feel safe online?</b>	<input type="checkbox"/> 27% <input type="checkbox"/> 55% <input type="checkbox"/> 10%
<b>12. In Mihang (Indonesia) traditionally who will propose (marriage)?</b>	<input checked="" type="checkbox"/> Woman <input type="checkbox"/> Man <input type="checkbox"/> Family
<b>13. After getting married in Ede (Vietnam) where does the couple move to?</b>	<input checked="" type="checkbox"/> Woman's family <input type="checkbox"/> Man's family <input type="checkbox"/> Outside
<b>14. In which country women are not allowed to drive?</b>	<input checked="" type="checkbox"/> Vatican <input type="checkbox"/> Togo <input type="checkbox"/> Brunei
<b>15. How many country leaders in the world are women?</b>	<input checked="" type="checkbox"/> 17 <input type="checkbox"/> 41 <input type="checkbox"/> 8

<b>16. In Egypt in 2015 for every 100.000 births, how many women died?</b>	<input checked="" type="checkbox"/> Around 30 <input type="checkbox"/> Around 10.000 <input type="checkbox"/> Around 30.000
<b>17. Which country has recently given a law ordering couples living together to marry?</b>	<input checked="" type="checkbox"/> Burundi <input type="checkbox"/> Colombia <input type="checkbox"/> Dominican Republic
<b>18. In Britain, how many women are fired each year for being pregnant?</b>	<input checked="" type="checkbox"/> 30.000 <input type="checkbox"/> 5.000 <input type="checkbox"/> 15.000
<b>19. What was the 1<sup>st</sup> country to allow women the right of vote?</b>	<input checked="" type="checkbox"/> New Zealand <input type="checkbox"/> Canada <input type="checkbox"/> Norway
<b>20. In Romania, what percentage of women hold seats in parliament?</b>	<input checked="" type="checkbox"/> < 15% <input type="checkbox"/> 15% <input type="checkbox"/> > 15%

# OUTCOMES\_TiA PARTICIPANTS WORKSHOP 3

<b>TARGET GROUP</b>	Youth meetings participants
<b>MACROTOPIC</b>	Gender sensitive issues
<b>SUBTOPIC</b>	<b>Gender roles</b>
<b>OBJECTIVES</b>	To recognize that tasks done by women and tasks done by men are equally valuable
<b>TITLE</b>	<b>Tasks and Family</b>
<b>METHODS</b>	<ul style="list-style-type: none"> <li>✓ Energizer</li> <li>✓ Gender clock + reflection</li> <li>✓ Growing debate + reflection</li> </ul>
<b>DURATION</b>	150' 15' Energizer 65' Gender clock 10' Energizer 60' Debate
<b>MATERIALS</b>	Chairs, post-it, 4 tables, 8 "clock" paper, pens, 1 "debate" paper, flipchart
<b>DESCRIPTION</b>	<p><b>Activity 1: Gender clock</b></p> <p>Divide the participants in four groups. Each group will have two "clock" papers, each of them with two different characters: male farmer and female farmer. 20 minutes are given to two groups to write the farmers daily routine during working days, while the other two groups during holidays.</p> <p>They are asked to use four different colours to describe: sleeping hours, payed work, not payed work and social life. In plenary, the groups present their clock, while the facilitators ask the questions:</p> <ul style="list-style-type: none"> <li>✓ There is any difference within the task division?</li> <li>✓ Would it have been different if they had a different job?</li> </ul> <p><b>Activity 2: Debate</b></p> <p>Divide the group in two sides, one side YES and another side NO. The groups will have come up with three arguments for each side. Four minutes are set to the groups to come up with a common list of three points to support each of the three arguments. Then, each group present their three statements and align them in two questions. Each group will only ask the questions to the other group, which will have 3 minutes to answer.</p> <p>Later, the facilitators will ask:</p> <ul style="list-style-type: none"> <li>✓ How did you feel having to argue for a specific side?</li> <li>✓ Was it easy to think of the supporting points even if they weren't linked to your personal opinion?</li> <li>✓ What do you think you have learned?</li> </ul>

# OUTCOMES\_TiA PARTICIPANTS WORKSHOP 4

<b>TARGET GROUP</b>	Youth meetings participants
<b>MACROTOPIC</b>	Gender sensitive issues
<b>SUBTOPIC</b>	<b>Activism</b>
<b>OBJECTIVES</b>	Raise awareness, collective decision making, think of concrete actions, empowerment of people
<b>TITLE</b>	<b>Utopia of Gender Equality</b>
<b>METHODS</b>	Debriefing, Drawing activity
<b>DURATION</b>	180' Welcoming 30' Energizer 15' Introduction 5' <b>Activity:</b> Reality 35' + Utopia 50' + Action 40' + Conclusion 5'
<b>MATERIALS</b>	Snacks, drinks, name tags, pens, attendance list, flipcharts, markers, hand-outs with characters' description, snail flipchart, post-it, coloured paper, A4 paper, glue, scissors, music device,
<b>DESCRIPTION</b>	<p>Welcome the participants, propose something to drink, make them sign the participant list and give a name tag to everyone.</p> <p><b>Energizer: Little motor</b> Participants are asked to walk in the space with their little motor (a pen) on their head. When they cross other people they have to greet them with a bow. If the pen falls, they have to freeze and someone else must pick up and put back the little motor.</p> <p><b>Introduction: Flipchart presentation</b> We explain the methodology and the 3 steps of the activity written on a flipchart: Reality, Utopia and Action</p> <p><b>REALITY:</b></p> <ul style="list-style-type: none"> <li>✓ <b>One step forward:</b> short activity with characters and questions. No debriefing, just ask the participants feelings at the end.</li> <li>✓ <b>Individual reflection:</b> the participants have to think to a personal limitation, write it on a post-it and stick it on the shell (symbolizing limitation) of a snail drew by the facilitators on the flipchart.</li> </ul> <p><b>UTOPIA:</b></p> <ul style="list-style-type: none"> <li>✓ <b>Group drawing activity:</b> divide the participants in groups and ask them to draw on a flipchart their idea of utopia according to one theme (media, family, work, education, law, politics).</li> <li>✓ <b>Presentation:</b> each group present the outcome of their work.</li> <li>✓ <b>Sum Up:</b> the facilitators gather the main values appeared from the presentations.</li> </ul>



	<ul style="list-style-type: none"> <li>✓ <b>Individual reflection:</b> the participants have to think to what they wish for themselves, write on a post it and stick it in the head of the snail (symbolizing their ideals).</li> </ul> <p><b>ACTION:</b></p> <ul style="list-style-type: none"> <li>✓ <b>Plenary discussion:</b> ask people how they feel, ask questions to talk about utopia and the difficulties to reach it. Close with a sum up.</li> <li>✓ <b>Individual reflection:</b> the participants have to think about what they're doing or they want to do as a first step to reach their utopia, write on the post it and stick it on the snail body (symbolizing the movement).</li> </ul> <p><b>Conclusion:</b> Sum up using graphic facilitation and present a short story of the snail trying to reach its Utopia without being able to, but finally making a long way in the good direction. Thanks the participants and inform them about next step.</p> <p><b>Follow up</b> Take pictures of the production and end it by mail. Use the production to build the next steps of the training.</p>
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<b>TITLE</b>	<b>Evaluation in 3 steps</b>
<b>TOPIC/S</b>	Final evaluation
<b>AIM</b>	To run the final evaluation of the project, analysing different aspects of the training
<b>TOOL TYPE</b>	Group activity
<b>MATERIAL</b>	A4, markers, colour and scotch tape
<b>DURATION</b>	120 minutes
<b>DESCRIPTION</b>	<p>The activity is organized accordingly to the following steps:</p> <p><b>Step 1. Recap of the week</b>  Participants are asked to close their eyes and are accompanied in a retroactive journey by the trainer voice.  <b>NOTE:</b> it's important to open the evaluation with this session to allow participants to remember what they have done during the training.</p> <p><b>Step 2. The flower of learning</b>  Each participant receives a piece of paper where they have to draw a flower. The petals correspond to different learning achievements they had during the training. Soft music in the background: participants have 20 minutes to fill in their flower.</p> <p><b>Step 3. Circle</b>  Participants are back in the circle: when they want and feel comfortable they can take the floor saying two things:</p> <ul style="list-style-type: none"> <li>✓ Something to myself</li> <li>✓ Something to the group</li> </ul> <p><b>Step 4. After the way back</b>  Once back home participants will receive an online questionnaire to evaluate in details: food and lodgement, topics, group dynamics, methods, pool of trainers and learning outcomes. The data collected will be used as starting point to prepare the training course in Indonesia.</p>



# A SPECIAL THANKS TO ALL THE ACTORS:

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COM, Myanmar: [www.comcharity.org.mm](http://www.comcharity.org.mm)



CONCORDIA, France: [www.concordia.fr](http://www.concordia.fr)



CSDS, Vietnam: [www.csds.vn](http://www.csds.vn)



GREAT, Indonesia: [www.greatindonesia.org](http://www.greatindonesia.org)



UNIVERSITUR, Romania: [www.universitur.ro](http://www.universitur.ro)



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**TOOL KIT REALIZED BY:** Sara Mandozzi









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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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