

STAGED!

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

INTERNATIONAL TRAINING COURSE
ON PROJECT MANAGEMENT

26th September-03rd October 2017
Semarang, Indonesia



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



INDEX

PROJECT BACKGROUND

5

PROJECT DESCRIPTION

6

PROJECT TIMELINE

7

INTERNATIONAL TRAINING COURSE INDONESIA

11

HOW TO USE THE TOOLKIT

12

INFORMATION ABOUT METHODS

13

DELIVERABLES OF THE TRAINING

14

AGENDA OF THE TRAINING COURSE

16

TOOLKIT of the TRAINING COURSE

17

ANNEX - DICTIONARY

64

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
ITINERANT FEASIBILITY VISIT – IFV meetings with local representatives, youth workers, peer educators and local stakeholders in Myanmar, Vietnam and Indonesia	20th March 2017 – 9th April 2017	Indonesia, Myanmar and Vietnam	✓ to meet the SEA local partners, run the needs assessment and the diagnostic of the project .
INTERNATIONAL TRAINING COURSE ITC on gender issues and non formal education methods	21st - 28th May 2017	Thai Nguyen, Vietnam hosted by CSDS, Vietnam	✓ to raise awareness on gender-sensitive issues, and to develop and test methods that will be afterwards used in the upcoming steps of the project
YOUTH MEETINGS - YMs national Youth Meetings held in the SEA countries and targeted to young people and other relevant young stakeholders	01st July – 15th August 2017	Indonesia, Myanmar and Vietnam	✓ to raise awareness toward gender issues and the role of women; ✓ to deep and expand the needs assessment and the diagnostic started during the Itinerant Feasibility Visit
INTERNATIONAL TRAINING COURSE ITC on project management	26thSeptember- 3rd October 2017	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.
STUDY PHASE - SP observation period, run by the participants of the training courses and the young people involved in the Youth Meetings	01st November 2017 – 15th December 2017	Indonesia, Myanmar and Vietnam	✓ to define the events/actions/informative meetings/IVS projects , to meet the local need previously identified
LOCAL ACTIONS IMPLEMENTATION – LAsI:	01st January 2018 –	Indonesia, Myanmar	✓ to implement events/actions/informative

local events/actions/informative meetings/IVS projects focused on gender issues to concretely answer to the local needs previously identified	28th February 2018	and Vietnam	meetings/IVS projects focused on gender issues 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.
INTERNATIONAL TRAINING COURSE ITC restitution and methods sharing	14th- 21th April 2018	Poggio Mirteto (RI) Italy hosted by Lunaria	<ul style="list-style-type: none"> ✓ to share within the European partners, the outcomes of the previous steps, all the relevant information gathered ✓ to experiment the methods that can be used to develop projects on gender equality and to train the EU volunteers joining IVS projects in SEA.
FOLLOW UP activities to spread the project outcomes, to capitalize the results and to involve new beneficiaries	01st May 2018 – 31st August 2018	France, Indonesia, Italy, Myanmar, Romania and Vietnam	<ul style="list-style-type: none"> ✓ to spread the knowledge and methodologies acquired during the experience ✓ to implement new activities, initiatives and projects 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 project management

26th September - 3rd October 2017, Semarang, INDONESIA



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. Project Design – 3. Training in Action, 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.

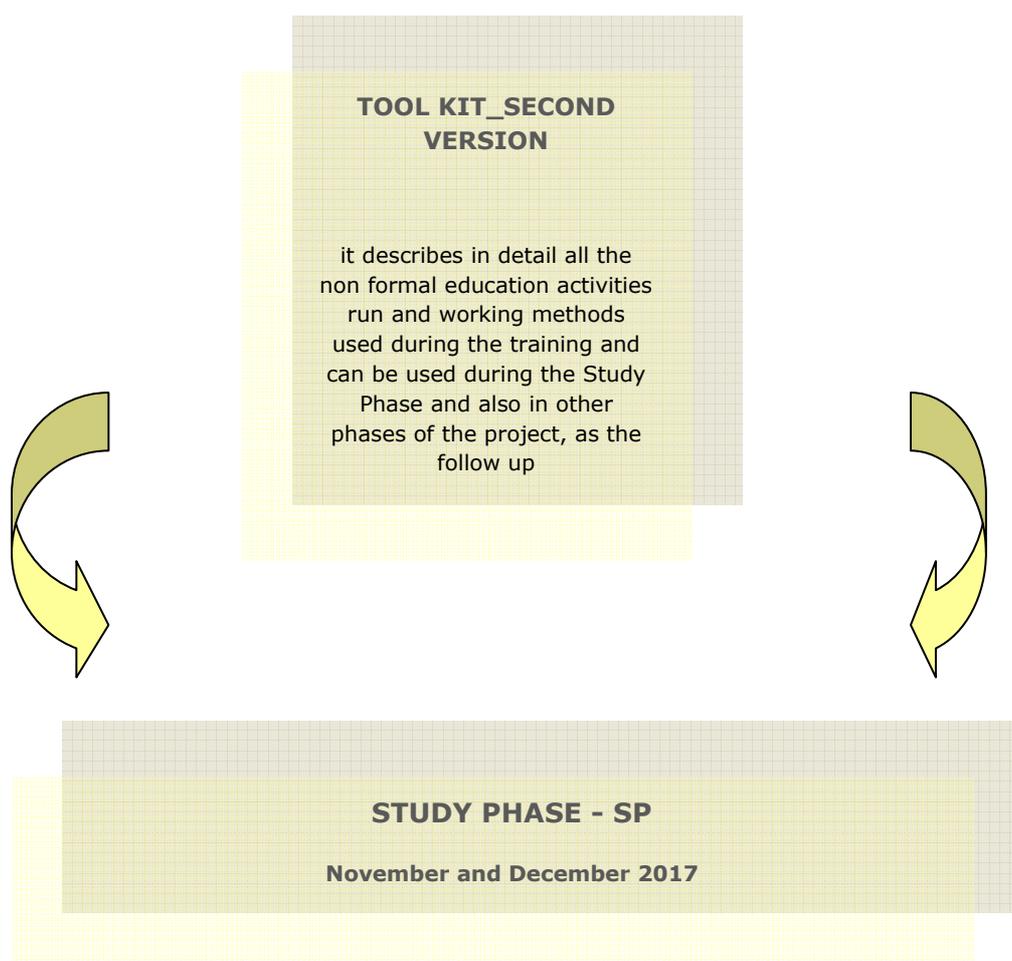
Non formal education lies on the idea that human beings never stop learning and developing, that we all learn different things in different moments and in different spheres of our life. For this reason, it's important to propose a **LIFE-LONG-LEARNING APPROACH**, to encourage the acquirement of competences,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





AGENDA OF THE TRAINING COURSE

GROUP CREATION Chapter 1	PROJECT DESIGN Chapter 2	TRAINING in ACTION Chapter 3
NAME GAMES Alphabetic order Name Ball – 2 steps	YOUTH MEETINGS The Gallery	NON FORMAL EDUCATION F – NF – I Role of the facilitator Finger to finger (space/contact) On line (voice) The drunken bottle (trust/contact)
GETTING TO KNOW EACH OTHERS Cafeteria Working together	MIND MAPS Creation of a collective mind map	TRAINING in ACTION –TiA Preparation Implementation
TEAM BUILDING Leave me the chair The Tower The Bridge	PROJECT DESIGN – step 1 Gincana	FINAL EVALUATION Evaluation in different stations The circle of exchange
	PROJECT DESIGN – step 2 The Tree (causes and solutions) Identification (context) Identification (stakeholders) Be specific (objectives) Market of ideas –(actions) Actions prioritization (actions) 5 W (project analysis) Retro planning (timeline) In Action (agenda)	

TOOLKIT

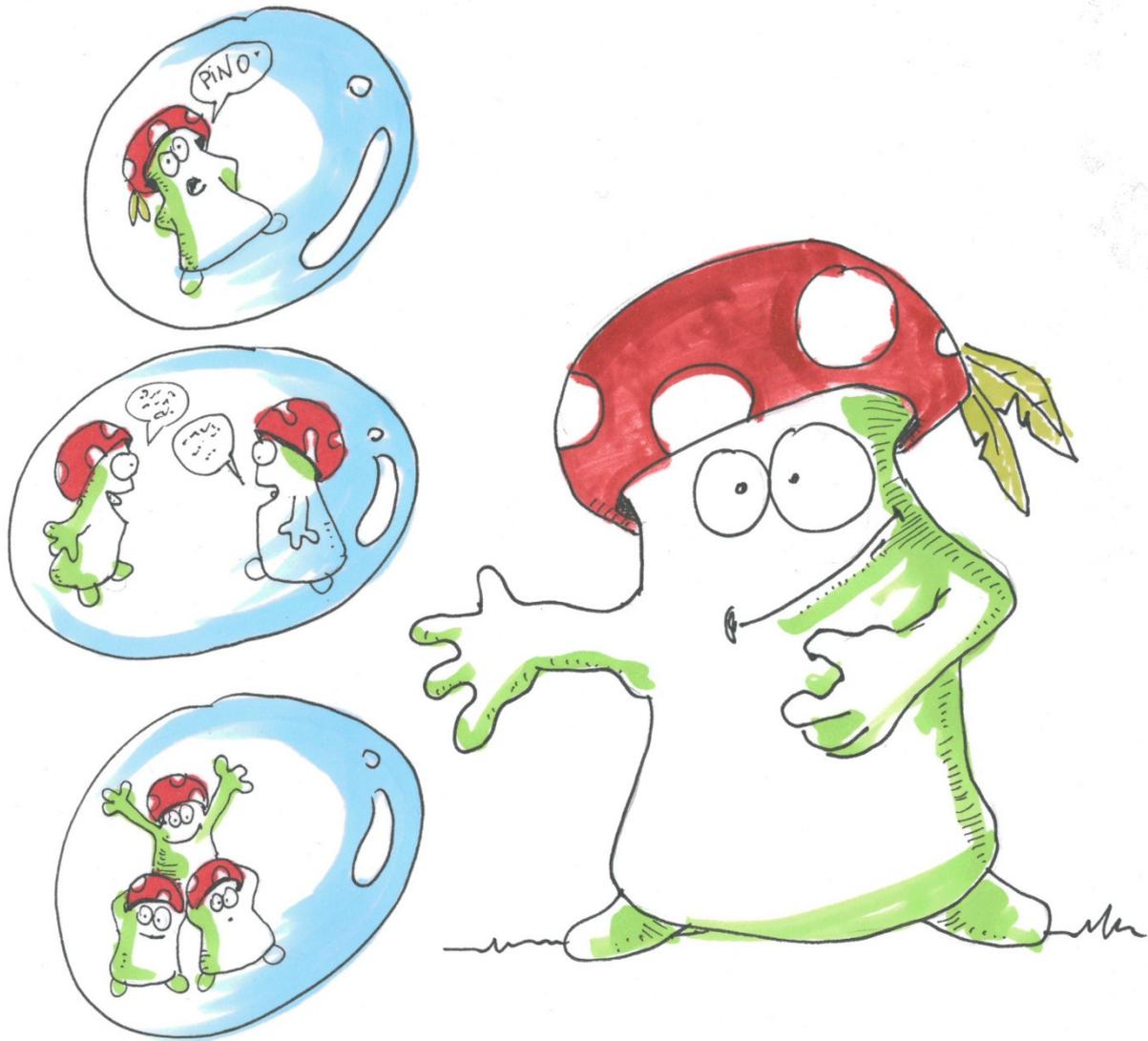
of the

TRAINING COURSE



GROUP CREATION

Chapter 1

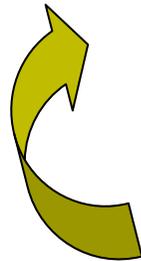
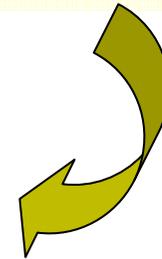


NAME GAMES

**GETTING TO
KNOW EACH
OTHERS**

GROUP CREATION
Chapter 1

**TEAM
BUILDING**



NAME GAMES

TITLE	Alphabetic Order
TOPIC/S	Learn the names/Getting to know each other/Group creation
AIM	To make the group refresh the names; to acknowledge that there are several, different types of communication and that there are also many ways to communicate non verbally
TOOL TYPE	Ice breaker/Name game
MATERIAL	Adhesive tape
DURATION	20 minutes
DESCRIPTION	It's explained that a competition is starting and participants are divided in 2 groups, each one representing a team. Two long adhesive tape lines are stuck on the floor and participants are asked to create a line and to touch the line with their feet. The game has to be played in silent, participants have to find "alternative ways" to communicate and when they have to move from their position but their feet cannot leave the strip. The first task is to create the alphabetic order of the team from A to Z. The group that believes to have fulfilled the task as a first have to raise the arms. The second task is to create the age order of the team from the younger to the older. The group that believes to have fulfilled the task as a first have to raise the arms.

TITLE	Name ball – 2 steps
TOPIC/S	Learn the names/Getting to know each other's/Group creation
AIM	To remember the names and to make participants interact
TOOL TYPE	Ice breaker/Name game

MATERIAL	One ball
DURATION	15 minutes
DESCRIPTION	<p>Participants are invited to stand in a circle, the game starts, divided in four 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> <p>Step 4. the activity continues without ball. Now participants, still standing in circle are asked to say, one by one, something special they know to do or they like to do. This action should be accompanied by a movement to mime it. The first participants say his/her name, his/her "something special" with the voice and miming and then all the group repeat in the same time, the name, the "something special" and the mime. The activity follows in that way, till everybody presented him/herself.</p>

GETTING TO KNOW EACH OTHERS

TITLE	Cafeteria
TOPIC/S	Gender-related issues
AIM	To make participants discuss relevant gender-related topics
TOOL TYPE	Work in small groups
MATERIAL	Flipchart, markers, A4 papers, post-it, pens. If it's possible, all the staff to simulate a cafeteria, Handout
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 toward the training. Post-it have three different colours, one for fears, one for expectations and contribution. When participants have finished the task, they are asked to put them on their reference flipchart on the wall. After the next activity "Working together", the restitution is foreseen.</p> <p>See Handout below.</p>

HANDOUT_CAFETERIA QUESTIONS

WHEN I DON'T HAVE INTERNET ACCESS ...

IF I HAD A SUPER POWER ...

WHAT DO YOU KNOW ABOUT THE PROJECT "STAGED"?

HOW WOULD YOU DEFINE SEX AND GENDER?

WHAT IS YOUR EXPERIENCE WITH PROJECTS?

TITLE	Working together
TOPIC/S	Work in group
AIM	To make participants set common agreements on how to live together and how to work together all along the training course
TOOL TYPE	Individual work, work in group and plenary discussion
MATERIAL	Post-it, A4 paper, pens, markers, 1 big flipchart
DURATION	45 minutes
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Individual work Participants receive a post-it and should think about common rules to live together and common working agreements to be applied for the whole duration of the training.</p> <p>Step 2. Work in group Participants are gathering in different groups (approximately 5) and share the main outcomes. Then they have to create a common list of rules and working agreements.</p> <p>Step 3. Plenary discussion The groups are back in plenary and moderated by a facilitator, they present the common list of rules and working agreements they have prepared. During the presentation the different elements are listed on a flipchart. The aim of the activity is to arrive at the end, using the consensus methodology, to a list of common rules to live together and common working agreements to be applied for the whole duration of the training. The flipchart will remain on the wall for the week and it will be left to participants the possibility to propose adjustments or new elements.</p>

TEAM BUILDING

TITLE	Leave me the chair
TOPIC/S	Team building, communication exercise, group building activity
AIM	To make participants interact, to develop the cooperation, to stimulate the active listening and the active observation
TOOL TYPE	Team Building and Group dynamics
MATERIAL	"X" number of chairs, accordingly to the participants number
DURATION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. participants are invited to sit on the chair and the activity is introduced by a trainer standing in the middle of the room. The aim of the person standing in the middle of the room is to take a chair and sit. But in order to do that he/she has to walk in the room trying to steal an empty chair. In the same time all the participants sitting have to move (not simultaneously) to other chairs, but they also have to find a way to not to make the person standing take the empty chair. The game starts.</p> <p>Step 2. the facilitator exits the room and give 2 minutes to the group to find a common strategy. When he/she enters back the game starts again.</p> <p>Step 3. the facilitator exits one more time the room and give 3 minutes to the group to find a common strategy. When he/she enters back the game starts again.</p> <p>Step 4. this time two facilitators enter the game, both standing in the room and their goal is to steal two chairs. In the same time all the participants sitting have to move (not simultaneously) to other chairs, but they also have to find a way to not allow the persons standing to take the empty chairs. The game starts.</p> <p>Step 5. the facilitators exit one more time the room and give 4 minutes to the group to find a common strategy. When they enter back the game starts again.</p> <p>NOTE: this activity is proposed as energizer, even if is the first instructive step in the team building, for this reason we recommend to avoid the debriefing and its end, but to include it in the final debriefing that will be run at the end of the activity "The Tower".</p>

TITLE	The Tower
TOPIC/S	Construction, communication exercise, group building activity
AIM	To make participants interact, to develop the cooperation and to stimulate the active listening
TOOL TYPE	Team Building and Group dynamics
MATERIAL	Different objects (e.g. pieces of paper, card board, scotch tape, leaves, small pieces of wood ...), Handout
DURATION	50 minutes
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. participants are divided in 4 groups (approximately 6/7 people each group). Each group receives different objects in equal number and the instruction and the task are delivered: they have to build the highest and more resistant tower in the world! (5 minutes)</p> <p>Step 2. the activity starts and each group has at disposal fifteen minutes to create the tower. (15 minutes)</p> <p>Step 3. each group should visit the other group's stations, to see the tower. (5 minutes)</p> <p>Step 3. it does not follow the debriefing in plenary, which will be run after the next activity "The Bridge", but the groups gather and discuss within their group what has happened during the activity. The Handout below is distributed in each group to facilitate the reflection and the discussion.</p> <p>See Handout below.</p>

HANDOUT_THE TOWER

TEAM ROLE	SYMBOL	CONTRIBUTION	ALLOWABLE WEAKNESSES
PLANT		Creative, imaginative, free-thinking. Generates ideas and solves difficult problems	Ignore incidentals. Too preoccupied to communicate effectively
RESOURCE INVESTIGATOR		Outgoing, enthusiastic, communicative. Explores opportunities and develops contacts	Over-optimistic. Loses interest once initial enthusiasm has passed
CO-ORDINATOR		Mature, confident, identifies talent. Clarifies goal. Delegates effectively	Can be seen as manipulative. Offloads own share of the work
SHAPER		Challenging, dynamic, thrives on pressure. Has the drive and courage to overcome obstacles	Prone to provocation. It might offends people's feeling
MONITOR / EVALUATOR		Sober, strategic and discerning. Sees all options and judges accurately	Lacks drive and ability to inspire others. Can be overly critical
TEAMWORKER		Co-operative, perceptive and diplomatic. Listens and averts friction	Indecisive in crunch situations. Avoids confrontation
IMPLEMENTER		Practical, reliable, efficient. Turns ideas into actions and organizes work that needs to be done	Somewhat inflexible. Slow to respond to new possibilities
COMPLETER / FINISHER		Painstaking, conscientious, anxious. Searches out errors. Polishes and perfects	Inclined to worry unduly. Reluctant to delegate
SPECIALIST		Single-minded, self-starting, dedicated. Provides knowledge and skills in rare supply	CONTRIBUTES ONLY ON A NARROW FRONT. Dwells on technicalities

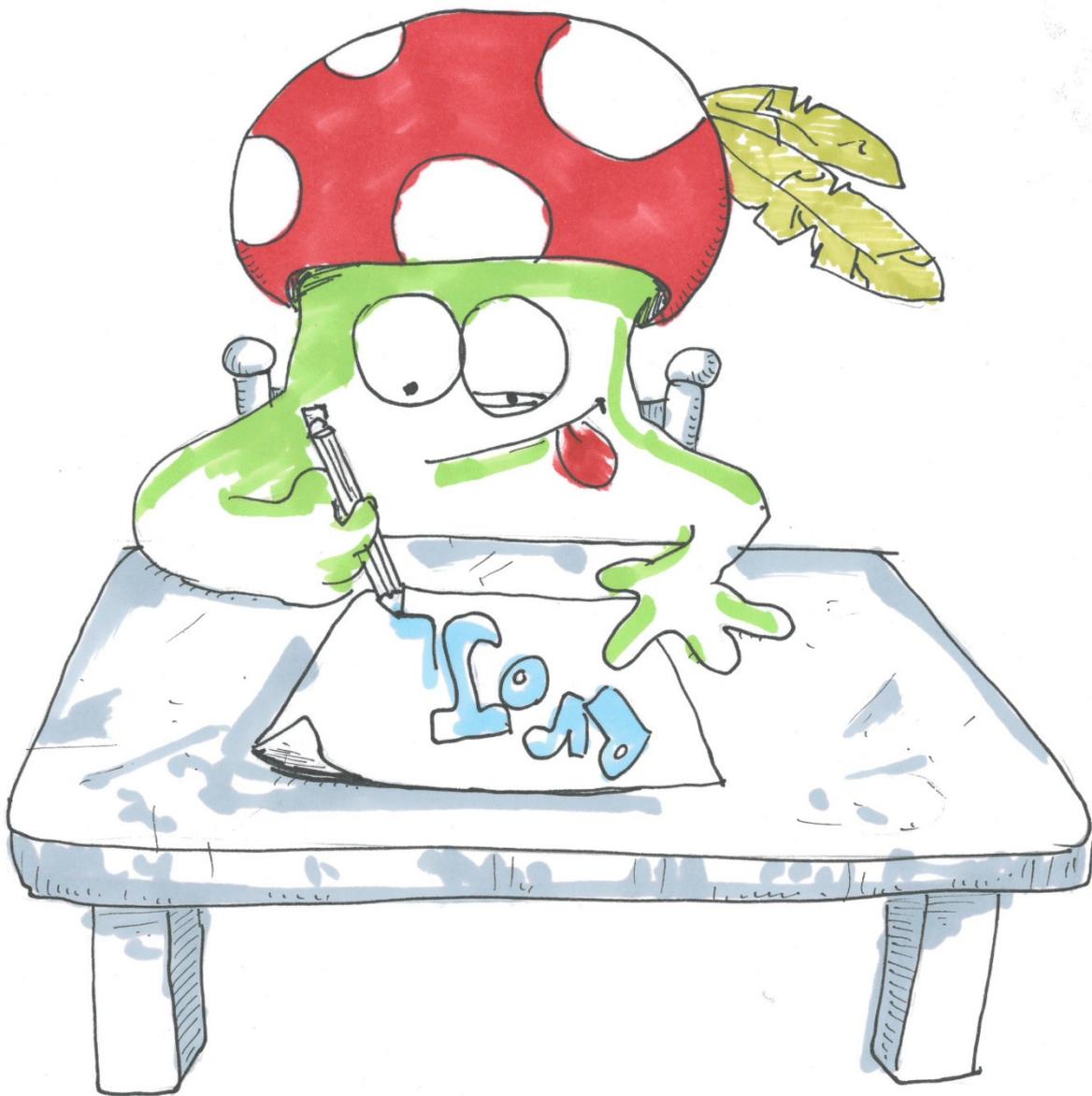
TITLE	The Bridge
TOPIC/S	Communication, interaction with others
AIM	To develop communication skills, problem solving and creative thinking
TOOL TYPE	Team building
MATERIAL	Flipcharts, carton boxes, paper, markers, post-it, scotch tape, rope
DURATION	90 minutes in total (10 minutes for the explanation + 10 minutes for the design + 5 minutes for the ambassador meetings + 30 minutes for the building + 5 minutes for putting the bridge together + 30 minutes for the debriefing)
DESCRIPTION	<p>Using the materials provided, two teams must work together to build a bridge, with each sub-team constructing half the bridge each. During the challenge, teams cannot see each other and must rely on their communication skills to build an identical design.</p> <p>Setting: 2 different spaces for 2 groups that should not see each other where the same materials for each group are put in a pile.</p> <p>The activity is organized accordingly to the following steps:</p> <p>Step 1. the activity is presented and facilitator divides participants in 2 groups, explaining the rules of the activity.</p> <p>Step 2. each team has to go to its assigned space where they find a pile of different materials. They have 10 minutes to decide upon a strategy to build half of a bridge and to choose an ambassador.</p> <p>Step 3. after some minutes the ambassadors of the two teams meet in order to decide upon a common strategy to build the bridge. They have 2 minutes at disposal and they can only use verbal communication.</p> <p>Step 4. the ambassadors return to their teams and start building the bridge.</p> <p>Step 5. after 15 minutes the ambassadors meet again for a 2 minutes discussion.</p> <p>Step 6. the two groups finalise building the 2 halves of the bridge.</p> <p>Step 7. the two groups put the bridge together.</p> <p>Step 8. it follows the debriefing in plenary, including the activity "Leave me the chair" and "The Tower".</p> <p>Key questions for the debriefing:</p> <ul style="list-style-type: none"> ✓ What happened inside the group? How was the dynamic?

- | | |
|--|--|
| | <ul style="list-style-type: none">✓ How did you work together? Did you equally participate?✓ What challenged did you face? How did you overcome them?✓ Who played which role? (link with "The tower") Were the roles different than in the previous activity?✓ How were the decisions made?✓ What is needed to have an effective team? |
|--|--|

NOTE: for the debriefing we suggest to start from the first activity "Leave me the chair", then to pass to the second "The Tower" and then to the third "The Bridge".

PROJECT DESIGN

Chapter 2



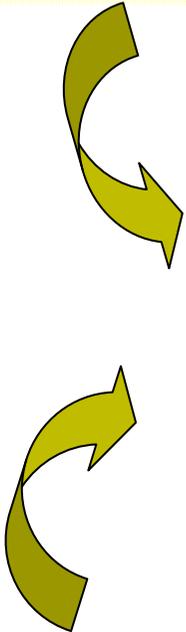
**YOUTH
MEETINGS**

MIND MAPS

PROJECT DESIGN
Chapter 2

PROJECT DESIGN
– step 2

PROJECT DESIGN
– step 1



YOUTH MEETINGS

TITLE	The Gallery
TOPIC/S	Actions realized during the Youth Meetings
AIM	To share in an interactive and participative way, the actions realized during the Youth Meetings and the main outcomes
TOOL TYPE	Interactive work in national group and itinerant plenary for the presentation
MATERIAL	Flipcharts, A4 paper, markers, post-it, scotch tape, markers, colours
DURATION	105 minutes in total = 60 minutes (for the preparation) + 45 minutes 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>The presentation has to highlight two aspects:</p> <ol style="list-style-type: none"> 1. General: each group receives, as a general track, a set of questions to be answered <ul style="list-style-type: none"> ✓ How many meetings did you organize? ✓ How many young people took part? What was their profiles? ✓ What activities did you realize and what was the methodology used? ✓ How many facilitators took part? How many in each meeting? 2. Specific – outcomes: each national group has to create a Mind Map to present the most relevant information gathered and the main outcomes of the Youth Meetings. is assigned with a different <p>It follows in plenary the itinerant presentation of the national groups, structured as follow: each group has to choose a spot where the living presentation will take place. When the presentation starts, in each national team two persons have to remain on the spot to present the YMs structure, the main outcomes and the mind map to the other participants visiting the spot. The other national' group members can move to other spots to discover what happened in the other countries. After some minutes there is a rotation in the person presenting: in that way everybody will have the chance to visit the other spots and to discover what happened in the other countries.</p>

MIND MAP

TITLE	Creation of a collective mind map
TOPIC/S	Gender sensitive issues in the different countries
AIM	To create a collective mind map about common gender issues in three countries
TOOL TYPE	Work in plenary with the support of the Mind Map tool
MATERIAL	Flipchart, A4 paper, pens, markers, scotch paper, colours
DURATION	<p>This activity starts from the main outcomes appeared in the previous one, "The Gallery".</p> <p>Setting: participants are sitting in circle (big circle) in the plenary room. In the middle of the floor, there is a piece of paper where a brain, symbolizing the Mind Map, is drawn.</p> <p>Based on the analysis of gender issues identified on each country from a national perspective, participants are invited, without a predetermined order, to take a paper, to write a common issue that comes up in their mind in connection with the presentation of the results of the youth meetings and to place it on the mind map. Each participant is also asked to associate each issue proposed with the categories identified during the training in Vietnam to draft the questionnaire. The macro-categories were:</p> <ul style="list-style-type: none"> ✓ Culture ✓ Religion ✓ Education ✓ Politics and Laws ✓ Health ✓ Media <p>Furthermore, they are also invited to highlight the connections and links among the issues raised by other participants and the categories. When taking the floor, participants must first present their word, explain why they chose the macro category and then develop their point of view. The following person has the choice to position his or her paper on the same category if his or her issue is related to the preceding one or choose a new category.</p> <p>Once the activity it's over, participants are asked to choose, using post-it for voting, the 2 areas they are more interested to work for the upcoming steps of the project design. The different expression of interest are gathered, checked and 6 groups are created. These groups will work together on the design of their project proposal.</p> <p>See Handouts below.</p>

MORE INFORMATION CONCERNING THE MIND MAP

A Mind Map is a diagram/drawing in which information is represented visually, usually with a central idea placed in the middle and associated ideas arranged around it.

Mind Map is a highly effective way of getting information in and out of your brain and to, literally, "map out" your ideas.

All Mind Maps have some things in common. They have a natural organizational structure that radiates from the centre and use lines, symbols, words, colour and images according to simple, brain-friendly concepts.

The tool is conceived that way to show relationships among the pieces/concepts/ideas of the whole subject. A Mind Map is often created around a single concept/idea, drawn as an image in the centre of a blank page, to which associated representations of ideas such as images, words and parts of words are added. Major ideas are connected directly to the central concept, and other ideas branch out from those.

In practice this tool AIMS to represent, in a visual way, the main information collected and to share them in a catching and intuitive way.

PROJECT DESIGN – step 1

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	/
DURATION	70 minutes in total (10 minutes: explanation + 60 minutes: activity - each round should last 20 minutes)
DURATION	<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>NOTE: in case of big groups we recommend to create 6 stations, with 6 facilitators, 2 for the project time line, 2 for the 5 W and 2 for the problems/causes/effects. Possibly two separate rooms: 3 stations/facilitator in each.</p> <p>The activity is organized accordingly to the following steps:</p> <p>Step 1. the activity is presented, participants are divided in 3 groups (or 6 groups), and the rules of the activity are explained.</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. One of the trainers gives the time for the rotation.</p> <p>See Handouts below.</p>

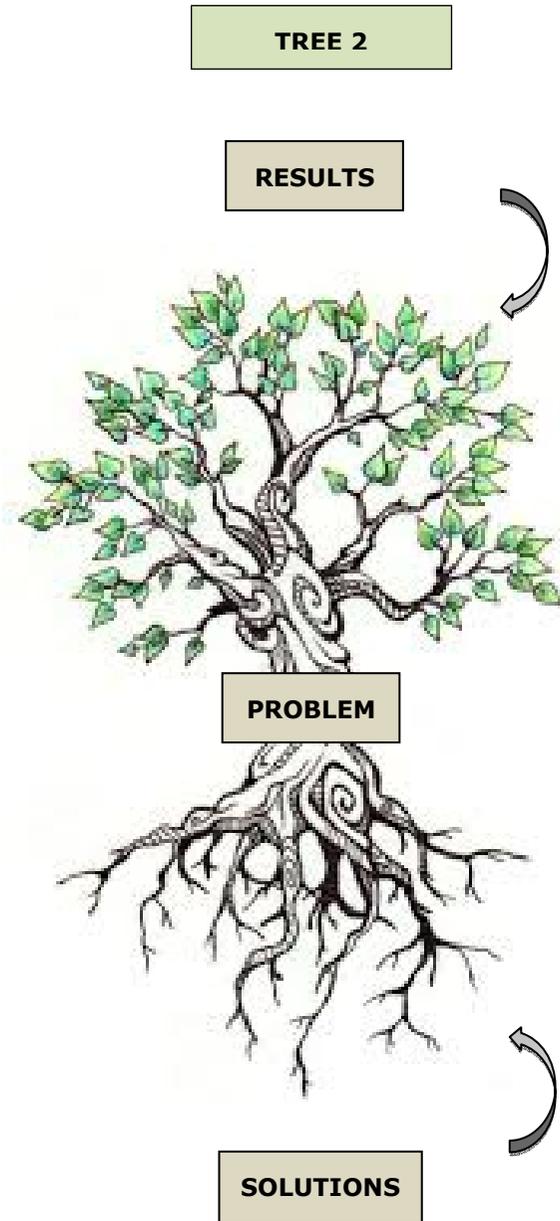
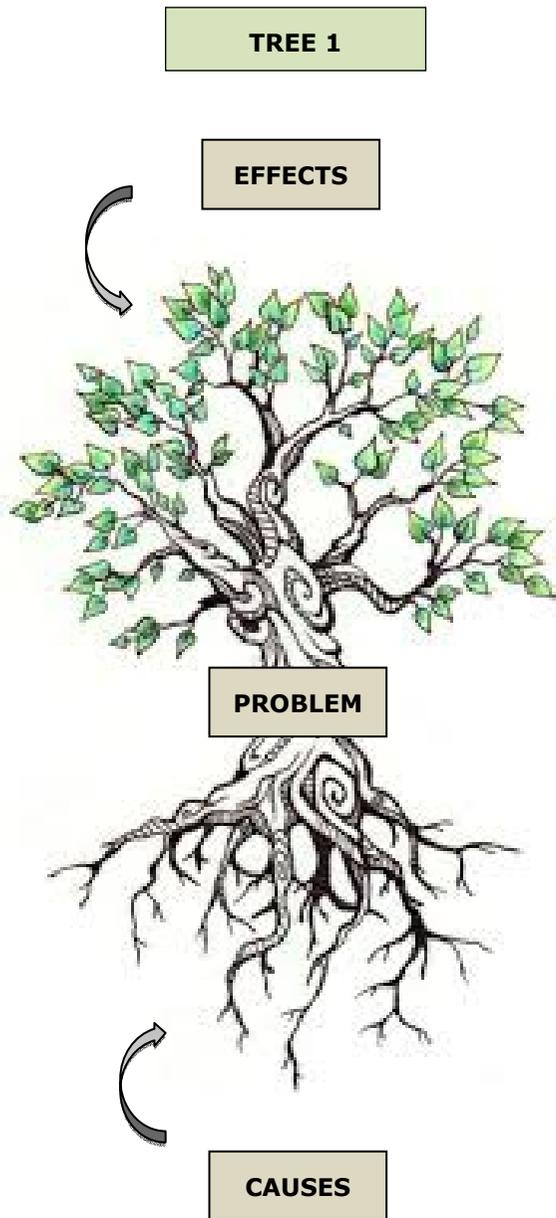
HANDOUT_GINCANA_PROJECT TIMELINE

1	IDENTIFY THE PROBLEM/S YOU WANT TO ADDRESS
2	IDENTIFY THE NEEDS OF THE LOCAL CONTEXT (DIAGNOSTIC)
3	IDENTIFY YOUR TARGET GROUPS
4	IDENTIFY THE NEEDS OF THE TARGET GROUPS
5	IDENTIFY THE STAKEHOLDERS
6	DEFYNE THE OBJECTIVES
7	IDENTIFY THE ACTION/S YOU WANT TO IMPLEMENT
8	CREATE A TIMELINE OF THE ACTIONS
9	IDENTIFY THE METHODOLOGY/S YOU WANT TO APPLY
10	PLANN HOW TO ORGANIZE THE ACTION/S
11	ORGANIZE THE LOGISTIC
12	RUN THE ON-GOING MONITORING
13	RUN THE FINAL EVALUATION
14	ORGANIZE THE FOLLOW UP
	FIND ECONOMICAL RESOURCES
	IDENTIFY HUMAN RESOURCES

PROJECT DESIGN – step 2

TITLE	The Tree (causes and solutions)
TOPIC/S	Causes and solutions identification
AIM	To identify the causes and solutions related to the macro-problems
TOOL TYPE	Work in group
MATERIAL	The tree model drawn on a flipchart (one for each group), post-it, pens and markers, Handout
DURATION	120 minutes
DESCRIPTION	<p>Introduction: in plenary the Tree model is presented and it's explained that, in this specific case, the groups won't work on the tree 1 (causes and effects) and then on the tree 2 (solutions and results), but only on the causes of the tree 1 and the solutions of the tree 2.</p> <p>The activity is organized accordingly to the following steps:</p> <p>Step 1. participants, back in their group, starting from the macro-problem identified (trunk) have to identify the problem's causes (roots) → tree 1.</p> <p>Step 2. having still in mind the macro-problem identified (trunk), they have to identify the solutions (roots) → tree 2</p> <p>See Handout below.</p>

HANDOUT_THE TREE MODEL



TITLE	Identification (context)
TOPIC/S	Context where the project/action will take place
AIM	To identify the context where the project/action will take place to better target and narrow the work on project design
TOOL TYPE	Work in group
MATERIAL	Flipcharts, A4 paper, post-it, pens, markers, scotch paper
DURATION	60 minutes
DESCRIPTION	<p>In the previous activity "The Tree (causes and solutions)", groups have been asked to identify, on a larger scale, the causes and solutions related to the macro-problem. This was to give them the chance, starting from the collective Mind Map (representing gender sensitive issues in different countries) to have a better picture and a general overview of the causes and solutions.</p> <p>Now the groups are asked to narrow and better target their work, identifying a context where their project/action, will take place. Indeed having the context will facilitate the project design work, because it will allow the groups to start from the needs assessment and diagnostic of the context and target groups, to afterwards define the objectives and the project structure.</p>

TITLE	Identification (stakeholders)
TOPIC/S	Stakeholders of the context where the project/action will take place
AIM	To identify the stakeholders present in the context where the project/action will take place to better target and narrow the work on project design
TOOL TYPE	Work in group
MATERIAL	Flipcharts, A4 paper, post-it, pens, markers, scotch paper
DURATION	60 minutes

DESCRIPTION	<p>In the previous activity "Identification (context)" the groups have been asked to narrow and better target their work, identifying a context where their project/action, will take place. Indeed the context identification facilitates the project design work, because it allows the groups to start from the needs assessment and diagnostic of the context and target groups, to afterwards define the objectives and the project structure.</p> <p>The activity is organized accordingly to the following steps:</p> <p>Step 1. based on the same logic of the previous activity, the groups are asked to narrow and better target their work, identifying the stakeholders present in the context where their project/action, will take place. Indeed having the stakeholders will facilitate the project design work, because it will allow the groups to start from their needs assessment and profile, to afterwards define the objectives and the project structure.</p> <p>Step 2. after the general identification of all the stakeholders, groups have to identify who are the direct actors/target/beneficiaries of the project and the stakeholders surrounding (and may be directly or indirectly involved in the action).</p> <p>Step 3. groups have to identify the links among the different stakeholders, actors/target/beneficiaries involved.</p>
--------------------	---

TITLE	Be specific (objectives)
TOPIC/S	Objectives identification
AIM	To identify the objectives related to the causes
TOOL TYPE	Work in group
MATERIAL	Flipcharts, A4 paper, post-it, pens, markers, scotch paper
DURATION	90 minutes
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. each group has to be back on the solutions (see Tree Model, roots of the tree 2) previously identified. They have to choose one or more solutions and for each one they gave 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 solutions (see Tree Model, roots of the tree 2).</p>

TITLE	Market of ideas –(actions)
TOPIC/S	Activities proposal
AIM	To propose a set of possible activities to meet the identified specific objectives
TOOL TYPE	Work in groups
MATERIAL	Flipcharts, A4 paper, post-it, pens, markers, scotch paper
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 passed to the next person. The activity follows in this way, respecting the rotation, till each participant has written a maximum of 3 proposals. During the work, participants have to remain in silence.</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 (it's important to read what the others wrote before us, so avoid repetitions). <p>NOTE: a maximum of three activities for participants can be proposed. When a participant is receiving the sheet of paper he/she has to read the activities previously written by the other group members, so to avoid repetition.</p>

TITLE	Actions prioritization (actions)
TOPIC/S	Activity prioritisation
AIM	To set a priority list of the proposed activities/actions and to choose the one the group will work on
TOOL TYPE	Work in groups

MATERIAL	Flipcharts, A4 paper, post-it, pens, markers, scotch paper, Handout
DURATION	70 minutes
DESCRIPTION	<p>Each group receives an Handout as the model below. Each group should be back on the list of the proposed activities/actions, prepared during the "Market of ideas" and make a prioritisation accordingly to the set of indicators, assigning different scores.</p> <p>The INDICATORS are:</p> <ul style="list-style-type: none"> ✓ Objectives ✓ Means = Resources ✓ Urgency ✓ Risk <p>The activity/action that receives the highest score is the one selected for the upcoming work.</p> <p>See Handout below.</p>

HANDOUT_MARKET OF IDEAS

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:					
Activity 10:					

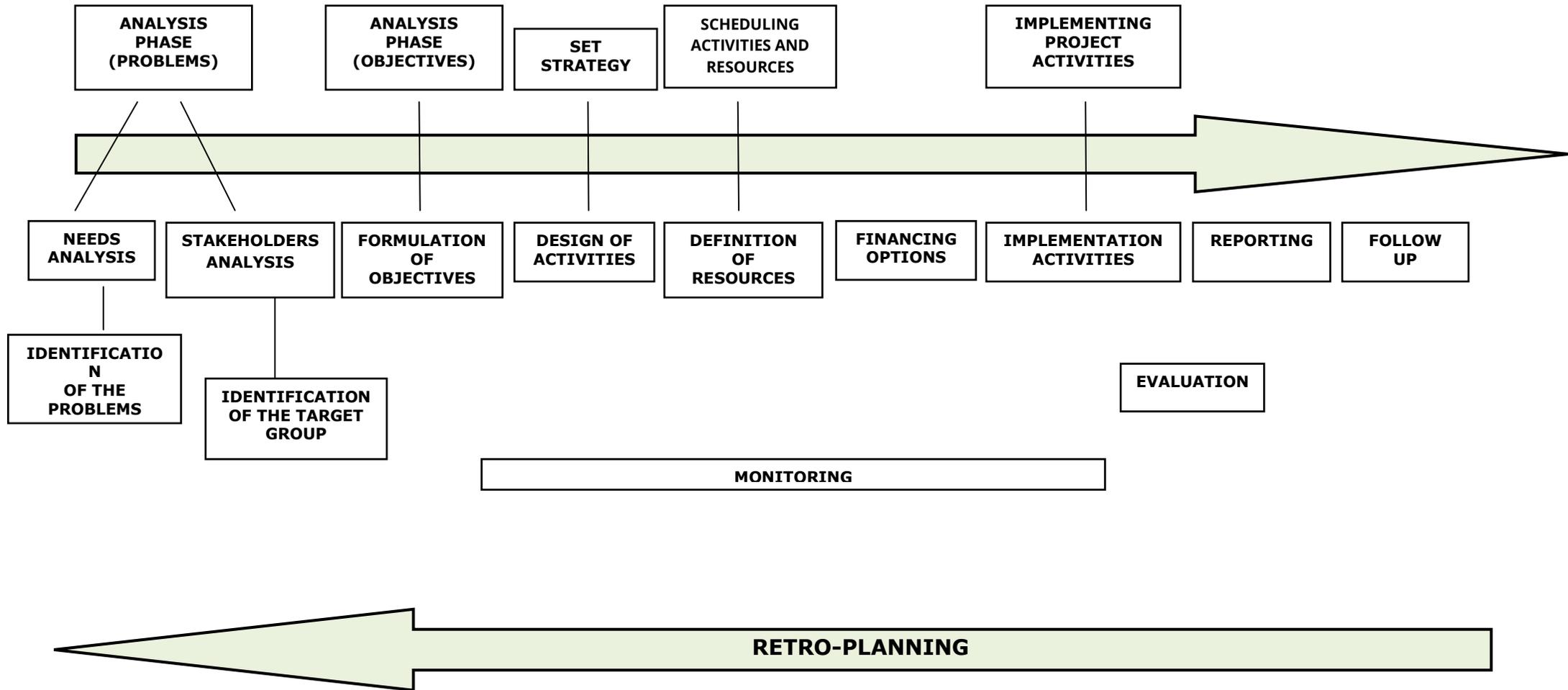
TITLE	5 W (project analysis)
TOPIC/S	Analysis of the overall project
AIM	To make a more profound analysis of the overall project using the technique of the 5W
TOOL TYPE	Work in group
MATERIAL	Flipcharts, A4 paper, post-it, pens, markers, scotch paper, Handout
DURATION	60 minutes
DESCRIPTION	<p>Each group receives the Handout with the 5 W + HOW. The task is to analyse the overall project accordingly to the scheme received. The main questions are: "Who?", "Why?", "What?", "When?", "Where?", "How?"</p> <p>NOTE: the idea is now to be back on the general overview of the project: after the work done aimed to be specific and well targeted, identifying the context, stakeholders specific objectives and activities/actions, it's now important to analyse the bigger picture of the overall project. This will allow the groups to detect if there is an internal coherence or there are some elements missed.</p> <p>See Handout below.</p>

HANDOUT_5 W

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 DIMENTIONS	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				

TITLE	Retro planning (timeline)
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	Flipcharts, A4 paper, post-it, pens, markers, scotch paper,
DURATION	90 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 overall project chosen, including all the specific actions falling inside.</p> <p>NOTE: all the steps in the retro-planning should be fixed on a flipchart, possibly, with the duration and the timeline.</p> <p>See Handout below.</p>

HANDOUT_RETROPLANNING



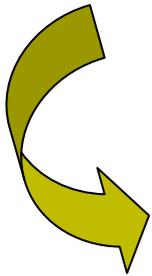
TITLE	In Action (agenda)
TOPIC/S	Agenda of one of the activities proposed within the project
AIM	To create the detailed agenda of one of the actions within the project
TOOL TYPE	Work in group
MATERIAL	Flipcharts, A4 paper, post-it, pens, markers, scotch paper
DURATION	90 minutes
DESCRIPTION	<p>The "Retro planning (timeline)" activity gave the chance to have an overall picture of all the actions within the project and the steps that need to be done in order to implement it.</p> <p>Now each group has to identify one of the action within the project (possibly a training or a workshop) and to define in detail the agenda of the overall event.</p> <p>NOTE: this activity is preparatory for the upcoming session "Training in Action".</p>

TRAINING in ACTION

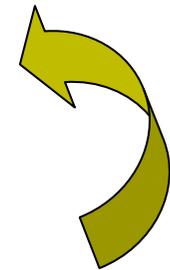
Chapter 3



**NON FORMAL
EDUCATION**



TRAINING in ACTION
Chapter 3



**TRAINING in
ACTION - TiA**

NON FORMAL EDUCATION

TITLE	F – NF – I
TOPIC/S	Formal, non formal and informal education
AIM	To reflect within the group on the differences between formal and non formal education
TOOL TYPE	Brainstorming in plenary
MATERIAL	Flipcharts, markers
DURATION	20 minutes
DESCRIPTION	<p>Setting: the group is in plenary, sitting in circle and on a corner there is a trainer in front of a flipchart.</p> <p>The group is asked to brainstorm on key words defining formal education. The group is then asked to brainstorm on key words defining non formal education.</p> <p>After having collected all the key words, it's clarified the difference between formal, non formal and informal education.</p> <p>NOTE: this activity is preparatory for the upcoming sessions.</p>

TITLE	Role of the facilitator
TOPIC/S	Role and qualities of the facilitator
AIM	Work in group and plenary presentation
TOOL TYPE	To reflect on the role a facilitator should have and on his/her qualities
MATERIAL	Flipcharts, A4 paper, post-it, pens, markers, scotch paper

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 a flipchart. 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>

TITLE	Finger to finger (space/contact)
TOPIC/S	Body and eye contact
AIM	To encourage a reflection about the importance of the body posture and the eye contact and to make participants practically experiment it
TOOL TYPE	Work in couple
MATERIAL	A big workshop room and music
DURATION	20 minutes
DESCRIPTION	<p>Setting: participants are in the workshop room and the activity starts with some activities of relaxation and breathing.</p> <p>Then couples are created and it's explained that they have to be in touch. In order to be in touch, each couple member has to touch, with his/her index finger, the index finger of the other member couple (only one finger touching one finger).</p> <p>Then when the facilitator gives the order they can start moving in the space. There is not one person conducting the other, but both have to keep a great attention to the movement of the other person and move accordingly to what they perceive. Practically the input on the movement are given contemporary by both members of the couple.</p> <p>The facilitator encourage the couple to move in different ways in the space, experimenting different rhythms and speed. All the space can be used.</p>

	<p>Then different types of music are played (starting from a very soft rhythm till arriving to a stronger one) and the couples should keep moving in the space accordingly to the intensity of the rhythm they perceive.</p> <p>When the activity stops, the same couples are kept, but this time two lines are created, with a certain distance in between. The member of the couple should stay on the opposite line, one in front of the other and have to keep the eye contact among them.</p>
--	--

TITLE	On line (voice)
TOPIC/S	Voice and active listening
AIM	To encourage a reflection about the importance of the use of the voice and active listening and to make participants practically experiment it
TOOL TYPE	Work in couple
MATERIAL	A big workshop room
DURATION	30 minutes
DESCRIPTION	<p>Setting: the previous activity finished with the member of the couple staying on the opposite line, one in front of the other and keeping the eye contact among them.</p> <p>The activity is organized accordingly to the following steps:</p> <ul style="list-style-type: none"> ✓ choose a random sentence ✓ both are moving (simultaneously) to the centre, repeating the sentence. When the couple members are more distant the voice is very low, while more they are getting closer and more the voice is getting higher. While walking the eye contact has to be kept. Then repeat the same but on the contrary, coming back to the original point. While walking back the eye contact has to be kept. ✓ both are moving (simultaneously) to the centre, repeating the sentence. When the couple members are more distant the voice is very strong, while more they are getting closer and more the voice is getting lower. While walking the eye contact has to be kept. Then repeat the same but on the contrary, coming back to the original point. While walking back the eye contact has to be kept. ✓ only one member is moving to the centre, repeating the sentence, while the other is remaining on his/her position. When the couple member is more distant the voice is very low, while more he/she is getting closer and more the voice is getting higher. While walking the eye contact has to be kept. Then repeat the same but on the contrary, coming back to the original point. While walking back the eye contact has to be kept.

	<ul style="list-style-type: none"> ✓ only one member (the other) is moving to the centre, repeating the sentence, while the other is remaining on his/her position. When the couple member is more distant the voice is very strong, while more he/she is getting closer and more the voice is getting lower. While walking the eye contact has to be kept. Then repeat the same but on the contrary, coming back to the original point. While walking back the eye contact has to be kept. ✓ people from the two lines are now sitting (still on the opposite of the workshop room), being one line in front of the other one (and one couple's member in front of the other). One couple can decide to repeat the exercise with the others watching. In this case the action is similar to one of the ones before and is the trainer explaining the task before to start.
--	---

TITLE	The drunken bottle (trust/contact)
TOPIC/S	Space and trust
AIM	To encourage a reflection about the perception of space and the importance of trust and to make participants practically experiment it
TOOL TYPE	Work in group
MATERIAL	A big workshop room and music
DURATION	30/45 minutes
DESCRIPTION	<p>Setting: starting from the previous activity, groups are created, merging the different couples (never divide a couple members)</p> <p>The activity is organized accordingly to the following steps:</p> <ul style="list-style-type: none"> ✓ groups are set in circle ✓ soft music as a background is kept ✓ one member of the group is standing in the middle of the circle and the others are around ✓ when the person is feeling comfortable, keeping the eyes closed, starts to fluctuate in the space with the feet in connection with the ground and the others have to take care of him/her, softly accompanying the movement of the person and protecting him/her from falling <p>NOTE: more the trust is getting higher and more the person in the centre will move. It's very important that the other group members will take the maximum care of the person!!!</p> <ul style="list-style-type: none"> ✓ after a while the person in the middle of the circle stops and is replaced by another member of the group

✓ the activity continues in this way till everybody finished.

NOTE: in each circle there should be a trainer. In the beginning of the activity it should be also explained that if one group member does not feel comfortable to go to the middle, he/she can stay just in the external part of the circle!!!

Step 5. back in plenary and debriefing. Having time at disposal is recommended to ask the same questions for each activity performed.

Key questions for the **debriefing**:

- ✓ How did you feel?
- ✓ What did you observe?
- ✓ Why we have done this activity?

NOTE: where needed, being a set of activities based on feelings, emotions and use of the body, we suggest the facilitator to ask the question and then leave the group a minute to reflect on the question before to answer.

TRAINING in ACTION – TiA

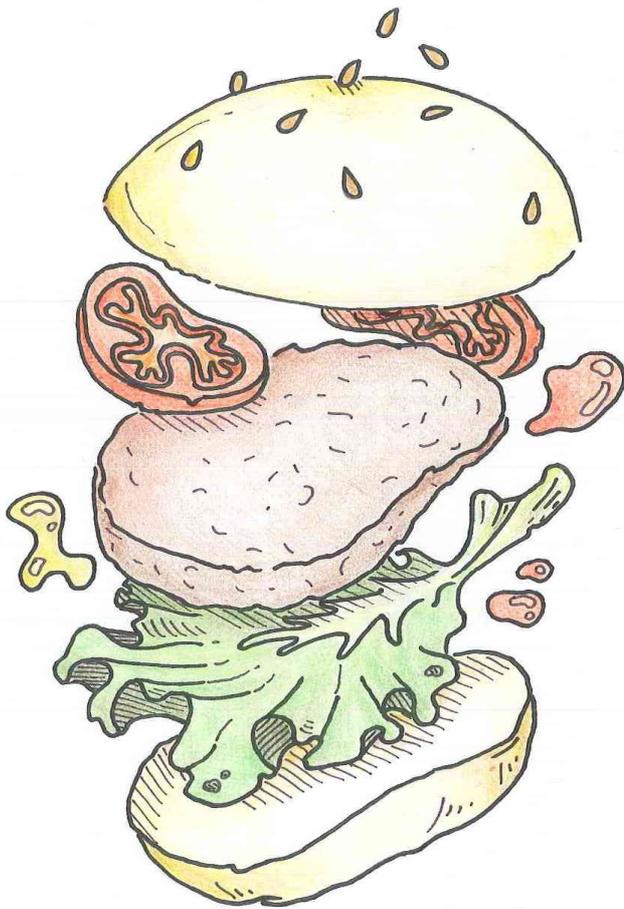
TITLE	Preparation
TOPIC/S	Non formal education activities for the workshop
AIM	To make participants practicing how to conceive, organize and implement a workshop of 60 minutes about gender-sensitive topics, using non formal education working methods
TOOL TYPE	Plenary and work in group
MATERIAL	Flipcharts, markers, pen, paper A4, scissor, glue, post-it, scotch tape and any other material that participants will need to prepare the workshop
DURATION	120 minutes
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. participants, remains in the same groups created for the project design. They have to be back on the same groups /that have worked on the project design). Then, starting from the agenda of the overall training or workshop event they created, they have to pick up a workshop of 60 minutes they want to implement.</p> <p>Each group has to conceive and structure the workshop accordingly to its learning objectives, identify the activities to propose, divide the tasks, define responsibility, make the logistic check and the general rehearsal.</p> <p>METHODOLOGICAL REMARK: it has been decided to dedicate the last part of the training to the drafting, development and implementation of workshops for different reasons:</p> <ul style="list-style-type: none"> ✓ to develop participants transversal skills: on project design and on facilitation (capacity of conceiving a project and capacity to deliver, as a facilitator the activity itself) ✓ to give participants the chance to create workshops that they can test, evaluate and assess during the training itself ✓ to deepen an assessment on the cross-setting competences developed and on the learning to learn. Practically they acknowledge how to transmit to others the knowledge we have acquired ✓ to create a set of workshops that can be re-used and re-adapted during upcoming steps of the project, the Study Phase and the Local Actions Implementation. <p>Step 2. each group has to prepare a detailed and visual presentation of the work developed during the project design and on the project proposal they have created.</p> <p>Step 3. when the time for the preparation it's over, before to have the</p>

workshop presentation, it's presented in plenary the Sandwich Model, tool proposed to give and receive feed backs after each workshop is performed.

NOTE ABOUT THE SANDWICH MODEL: 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 to workshop (not personal feedbacks to individual participants). The main elements that have to be evaluated using the model are:

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

See Handout below.



HOW I FEEL



SOMETHING TO IMPROVE



SOMETHING I LIKE



TITLE	Implementation
TOPIC/S	Non formal education activities for the workshop
AIM	To make participants present the project proposal they have created and to 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 upcoming steps of the project, the Study Phase and the Local Actions Implementation
TOOL TYPE	Work in groups
MATERIAL	Flipcharts, markers, pen, paper A4, scissor, glue, post-it, scotch tape and any other material that participants will need to run the workshop
DURATION	120 minutes for each workshop (20 minutes: project presentation, 10 minutes: question and clarifications, 60 minutes workshop, 30 minutes: feedbacks using the Sandwich Model)
DESCRIPTION	<p>Each group has at disposal 120 minutes to run the workshop.</p> <p>Below the example on how the group rotation is working:</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 ✓ group E → A + B + C + D + F ✓ group F → A + B + C + D + E

FINAL EVALUATION

TITLE	Evaluation in different stations
TOPIC/S	Final, overall evaluation of the project
AIM	To run the final, overall evaluation of the project, running the analysis of the different main elements (food and lodgement, learning, group dynamics, logistic, pool of trainers)
TOOL TYPE	Artistic and interactive session, individual work
MATERIAL	All the material needed to arrange the different spaces and settings (accordingly to the trainers fantasy 😊)
DURATION	90 minutes
DESCRIPTION	<p>Setting: we need or a very big workshop room that can be divided in different spaces or different rooms or spaces outside (if there is a good weather. In case we are going outside, take care that the spaces are separated but not too much distant. Soft music and good decorations are welcome to create the atmosphere 😊</p> <p>Participants enter the different settings for the evaluation and are invited to discover the surrounding. They can stay as long as they want in each space answering the questions and expressing themselves, they can move and then be back if they want to add something.</p> <p>Space 1 – food and lodgement <i>"How the accommodation and food was?"</i> Methodology: drawings representing food and accommodation and post-it to leave comments and feedbacks</p> <p>Space 2 – overall evaluation (contents, topics, methods, group dynamics) <i>"What do I want to leave here?"</i> <i>"What do I want to bring back home with me?"</i> <i>"What do I need to digest"</i> methodology: the trash bean (to leave), the luggage (to take back) and the washing machine (to digest)</p> <p>Space 3 – Learning <i>"What did I learnt from the personal point of view?"</i> <i>"What did I learnt from the professional point of view?"</i> methodology: the laundry – participants have to write two short letters to themselves</p> <p>Space 4 – Pool of Trainers <i>"A message, feedback, comment, suggestion I would like to leave to the trainers"</i> methodology: post box</p>

TITLE	The circle of exchange
TOPIC/S	Collective evaluation
AIM	To run a collective evaluation in plenary
TOOL TYPE	Evaluation tool
MATERIAL	/
DURATION	/ minutes (the time necessary for each person to share, freely, his/her feelings, impressions, comments and ideas)
DESCRIPTION	<p>Setting: the chairs participants are sitting in circle in the workshop room and the facilitator is presenting the activity.</p> <p>Participants have to take the floor one by one and they have to say "something to themselves" and "something to the group".</p> <p>NOTE: if, when his/her turn to speak arrives, a participants 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>

DICTIONARY

ACTIVITY	Element of work that is required by the project, uses resources, and takes time to complete. Activities have expected durations, costs, and resource requirements.
ACTION	A measure (workshop, meeting, seminar, training) intended to influence the course of the project.
AGENDA SCHEDULE =	A detailed planning of an action, mentioning the timing, the topics and methodologies etc.
AIM = GENERAL OBJECTIVE = PROJECT GOAL	Required total result or effect of a project.
APPLICATION FORM	A standard format, or layout, for the submission of a formal proposal in response to a call for projects.
BUDGET	Time-phased financial requirements.
CALL, EXTRA-CALL, CALL FOR PARTNERS, PERMANENT CALL	Official announcement launched by an organisation, donor, institution or network in order to receive application forms.
CASH-FLOW	The amounts, sources, and uses of cash in an organization.
CAUSE	Person, thing or situation that gives rise to an action, phenomenon, or condition
COMMUNICATION TOOLS	A communication tool is the specific device or product that carries a communication message to a target group. Different communication tools are often used as part of an effective communication plan in order to communicate the intended message to the target group.
COMMUNICATION STRATEGY	Process used to identify the general or specific information needs of the project stakeholders, the frequency with which the information is presented to them, and the form the communication will take. Also

	includes general communication such as press releases, articles, and public presentations.
CONTRIBUTION/PAYMENT IN KIND	Goods, services, and transactions not involving money or not measured in monetary terms.
DEADLINE FINISH DATE =	Point in time associated with an activity's or project's completion.
DELIVERABLE	A deliverable is any tangible outcome that is produced by the project. All projects create deliverables. These can be documents, plans, computer systems, buildings, aircraft, etc. Internal deliverables are produced as a consequence of executing the project and are usually needed only by the project team. External deliverables are those that are created for clients and stakeholders. Your project may create one or many deliverables.
DIAGNOSTIC	Stage of project design related to identification of the problem and understanding the needs and the context of the target group.
DISSEMINATION	The spreading of information and results of the
INDIRECT BENEFICIARIES	In the context of project management, the term "indirect beneficiaries" refer to the persons and the communities that use the project outputs or benefit from them.
EFFECTS	A change that is a result or consequence of an action or other cause.
ESTIMATING COST	The process of forecasting a future result in terms of cost, based upon information available at the time.
EVALUATION	Assessment of a certain process, action, activity etc. using indicators.
FOLLOW-UP	A continuation or a repetition of a project after its finalization.
FUNDING	Organizational process by which monetary resources for a project are approved and formally allocated to the project.
FUNDING BODY = DONOR	A person, organization or department that provides funds for a particular purpose.
HUMAN RESOURCES = HUMAN CAPITAL	Human resources are the people who make up the workforce of an organization, business sector, or economy. In project management, it refers to the people you need in order to implement it.
IMPACT	Estimate of the effect that a risk will have on schedule, costs, project quality, and performance.
INDICATORS	An element that indicates the state or level of something. In case of project design and management they can be used for monitoring and

(QUANTITATIVE AND QUALITATIVE)	evaluation.
INSTALLMENT	A sum of money due as one of several equal payments for a project, spread over an agreed period of time. (E.g. The payment for a project could be done over 2 years time, in 3 equal instalments.)
INVOICE = BILL = STATEMENT OF CHARGES	A document with a list of goods sent or services provided, with a statement of the sum due for these, issued by the provider.
LUMP SUM	A fixed amount of money that is paid on one occasion.
METHODOLOGY	A system of methods used in a particular action or activity.
MILESTONE	Identifiable point in a project or set of activities that represents a reporting requirement or completion of a large or important set of activities.
MULTIPLIER EFFECT	An effect in which an increase in spending produces an increase in national income and consumption greater than the initial amount spent.
NEEDS ASSESSMENT	The action of assessing the needs of someone or something.
OBJECTIVE	An objective is a concrete statement that describes what the project is trying to achieve. The objective should be written at a low level, so that it can be evaluated at the conclusion of a project to see whether it was achieved. Project success is determined based on whether the project objectives were achieved. A technique for writing an objective is to make sure it is Specific, Measurable, Attainable/Achievable, Realistic, and Time bound (SMART).
PARTNER	Project partners are the organisations responsible for carrying out specific project activities in the manner and scope indicated in the application form.
PARTNERSHIP AGEEMENT	A partnership agreement is a contract between two or more partners that is used to establish the responsibilities, and profit and loss distribution of each partner, as well as other rules about the general partnership.
PERMANENT (CONTINUOUS, ONGOING) MONITORING	Continuous monitoring is the process and used to detect compliance and risk issues associated with the organization's financial and operational environment. In project management it is the process used to detect the risk issues related to the project development.
PROBLEM ANALYSYS	Problem analysis involves identifying the problem you want to address through your project and establishing the causes and effects related to that problem.

PROGRAM	Group of related projects managed in a coordinated way to obtain benefits not available from managing the projects individually; may include an element of ongoing activities or tasks.
PROJECT DESCRIPTION	A general task of the project manager or his/her deputy who is supposed to identify the idea, goals, background, approach, outcomes and other data in a correct and comprehensive manner.
PROJECT MANAGEMENT	The application of knowledge, skills, tools and techniques to a broad range of activities in order to meet the requirements of a particular project.
PROJECT TEAM	A project team is a team whose members usually belong to different groups, functions and are assigned to activities for the same project. A team can be divided into sub-teams according to need. Usually project teams are only used for a defined period of time.
PROVISIONAL BUDGET	An estimate, a temporary budget that can be adjusted in accordance with the expenses during the implementation stage of the project.
QUALITY	The totality of features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs.
ACTUAL COST = REAL COST	The real expenditures incurred in buying or producing something, especially as opposed to a budgeted or estimated cost.
REPORTING	An assessment that takes place during a project or process, that conveys details such as what sub-goals have been accomplished, what resources have been expended, what problems have been encountered, and whether the project or process is expected to be completed on time and within budget. Progress reports are used by management to determine whether changes are necessary to an ongoing effort.
RISK ASSESSMENT	The identification, evaluation, and estimation of the levels of risks involved in a situation (action, activity), their comparison against benchmarks or standards, and determination of an acceptable level of risk.
RISK MANAGEMENT	The identification, analysis, assessment, control, and avoidance, minimization, or elimination of unacceptable risks.
STAKEHOLDER = ACTOR = PARTY-AT-INTEREST	Individual or organization who is actively involved in the project or whose interests may be affected, either positively or negatively, as a result of project execution or successful project completion.
SUSTAINABILITY	In project management: Ability to maintain or support an activity or process over the long term.
TARGET GROUP = DIRECT BENEFICIARIES	Those who will participate directly in the project, and thus benefit from its existence.

TIMELINE WORKFRAME =SCHEDULE	= Planned dates to perform activities and meet milestones.
VALORISATION	Process of exploiting project learning and outcomes (training products and processes, methodology, course materials etc.) with a view to optimising their value and impact in existing and new contexts (target groups, companies, sectors, training institutions and systems etc.).

BIBLIOGRAPHY

Ward, J.L., 2000. Project management terms: a working glossary. ESI Intl.

Wideman, R.M., 2002. Wideman comparative glossary of project management terms v3. 1. Max's project management wisdom.

<http://www.businessdictionary.com/>

A SPECIAL THANKS TO ALL THE ACTORS:

COORDINATING ORGANIZATION - TRAINING COURSE: Lunaria

HOSTING ORGANIZATION: GREAT, Indonesia

POOL OF TRAINERS: Sara Mandozzi, Virio Mortelli, Ismi Novia Setyaningrum, Paul Sirejols, Nunzio Soricaro, Anca Tudoricu

LOGISTIC SUPPORT: Zukhrufin Fu'Addati Mulikah

PARTNER ORGANIZATIONS

COM, Myanmar: www.comcharity.org.mm



CONCORDIA, France: www.concordia.fr



CSDS, Vietnam: www.csds.vn



GREAT, Indonesia: www.greatindonesia.org



UNIVERSITUR, Romania: www.universitur.ro



A SPECIAL THANKS GOES TO ALL PARTICIPANTS, WITHOUT THEM THIS PROJECT WOULD NOT HAVE BEEN POSSIBLE!

ALINA IOANA MARECI, AUNG WIN SWE, CECILE GOMEZ, CITRA AYU KURNIAWATI, ELENA CIOFALO, EMELDA, ETTORE ISMAEL BORGHETTO, FAJAR NUARI ERWIANISYA, HESTIA AINUN FINTARI, IULIAN NICHITA, JUSTINE NINNIN, LE THI NGOC ANH, LE THI THU HUE, LE THU HUONG, MAI ANH DUNG, MARIA GRIGORESCU, MARIE SOULIE, MICHAELROSSI POZZETTI, NALA IZATI, NAW SU SU WIN, NGUYEN THI HONG, PHONE MYINT MAUNG, SA TIN MIN AUNG, SEIN CHERRY WIN, SEREVINNA DEWITA, TENGU ANTHONY SATRIA, THAZIN AUNG, TOTHI THUONG, YOHANN VANCASSEL

TOOL KIT REALIZED BY: Sara Mandozzi





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.

The project was Co-funded by the Erasmus+ programme of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Co-funded by the
Erasmus+ Programme
of the European Union

STAGED!

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

INTERNATIONAL TRAINING COURSE
ON PROJECT MANAGEMENT

26th September-03rd October 2017
Semarang, Indonesia



Erasmus +