STAGED!

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

HANDBOOK OF THE PROJECT

Erasmus+

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GENERAL BACKGROUND

Lunaria launched in 2012 a **MEDIUM TERM STRATEGY** aimed to explore gender issues, with a European and worldwide perspective, enhancing **women empowerment** and **gender equity** by developing new tools and working methods within the youth work.

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

The main **PRIORITIES** within this strategy were and are:

- to raise **youth** awareness on the daily growth of discrimination and to share relevant tools to make sensitisation among other peers;
- to provide **youth workers** and **peer educators** with new tools to fight the discrimination wide-spread and to promote intercultural approaches;
- to provide **local, international organizations** and **NGOs**, with new tools to conceive and implement actions and projects;
- to share **good practices** and **working methods** to make more effective the local and global action in Europe and worldwide;
- to create a **network** of different actors and organizations from the civil society, to promote equality and human rights.

The first action was the project **JAMBO Young Women Empowerment to Improve Quality of Youth Work and Volunteering in EU and Partner Countries**, Key Action 2, within the Erasmus+ program. The project allowed to set a grass-rooted action in Kenya, Tanzania and Uganda, and to develop active methodologies to be applied in the field of gender equality.

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

The third action is the current project **STAGED! Struggling Against Gender-based Discrimination through Youth Work in EU and Asia**, a Key Action 2, within the Erasmus+ program. This time the geographical focus was on South Eastern Asia, involving Indonesia, Myanmar and Vietnam.

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

PROJECT DESCRIPTION

STAGED! Struggling Against Gender-based Discrimination through Youth Work in EU and Asia, is a Capacity Building project implemented by Lunaria, thanks to the support of the Erasmus+ Program, that took place from the 1st of January 2017 to the 30thof August 2018.

The project **AIM** was 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, in local and international activities.

The project **SPECIFC OBJECTIVES** were:

- 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 **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 initiatives in the gender equality framework within the involved countries.

STAGED! saw the active involvement of **1.542 PARTICIPANTS**, mainly youth workers, young people and groups of local women, involved in all the project' steps.

The project was realized in **PARTNERSHIP** with European - EU and South Eastern Asia – SEA voluntary service and civil society organizations: Concordia – France, Universitur – Romania, GREAT - Indonesia, COM - Myanmar, CSDS – Vietnam.

The active involvement of all the organizations and participants, led STAGED! to achieve the following **OUTCOMES**:

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

ACTORS

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Lunaria – Italy
www.lunaria.org

CONCORDIA - France
www.concordia.fr

UNIVERSITUR - Romania
www.universitur.ro

COM - Myanmar
www.comcharity.org.mm

CSDS - Vietnam
www.csds.vn

GREAT - Indonesia
www.greatindonesia.org

PROJECT TIMELINE

ACTION	PERIOD	LOCATION	AIM
ITINERANT FEASIBILITY VISIT – IFV Visits to Myanmar, Vietnam and Indonesia	**20th March 2017–9thApril 2017**	Indonesia, Myanmar and Vietnam	• to meet the local representatives, youth workers, peer educators and local stakeholders in Myanmar, Vietnam and Indonesia to present the project, to agree on the upcoming steps and to run the countries' situation diagnostic
INTERNATIONAL TRAINING COURSE ITC on gender issues and non formal education methods	**21st May–28th May 2017**	Thai Nguyen, Vietnam hosted by CSDS, Vietnam	• to raise awareness on gender-sensitive issues • to analyse the socio-cultural backgrounds, women role and the gender role models in the different societies • to analyse the gender-related conflicts and the possible ways to manage them • to experiment NFE tools and methods to be used to tackle gender issues
YOUTH MEETINGS - YMs national Youth Meetings held in the SEA countries, targeted to young people and other relevant young stakeholders	**01st July–15th August 2017**	Indonesia, Myanmar, Vietnam	• to raise awareness towards 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	**26th September–3rd October 2017**	Semarang, Indonesia hosted by GREAT, Indonesia	• to develop tools to conceive, draft and develop projects, on the project life cycle, project management and project coordination
STUDY PHASE - SP observation period, run by the participants of the TCs and the young people involved in the YMs, to study how to meet, through concrete actions, the local needs previously identified	**01st November 2017–15th December 2017** (6 weeks)	Indonesia, Myanmar and Vietnam	• to define the events/actions/informative meetings/IVS projects, to be implemented during the Local Actions Implementation

LOCAL ACTIONS IMPLEMENTATION – LAsI local events/actions/informative meetings/IVS projects focused on gender issues to answer to the local needs previously identified	**01st January 2018–28thFebruary 2018**	Indonesia, Myanmar and Vietnam	• to implement events/actions/informative meetings/IVS projects to answer the needs previously identified and to promote women empowerment and gender equality
INTERNATIONAL TRAINING COURSE ITC restitution and methods sharing	**14th April–21stApril 2018**	Poggio Mirteto, Italy hosted by Lunaria, Italy	• to share within the European partners, the outcomes of the previous steps and all the relevant information gathered • to present, test, assess and fine-tune the methods that can be used to develop projects/trainings/workshops on gender equality in EU and SEA
FOLLOW UP different types of actions to spread the outcomes and multiply the project effects	**01st May 2018–31st August 2018**	France, Indonesia, Italy, Myanmar, Romania and Vietnam	• to share the knowledge and methodologies acquired during the experience • to spread the project outcomes, to capitalize the results and to involve new beneficiaries • to set the ground to implement new activities, initiatives and projects to raise awareness on gender issues, promote women empowerment and gender equality

ACTIONS DESCRIPTION

ITINERANT FEASIBILITY VISIT – IFV

20th March 2017 – 9th April 2017

Myanmar, Vietnam and Indonesia

WHAT

One representative of Lunaria and one of Universitur reached Myanmar, Vietnam and Indonesia to meet the SEA local partners, NGOs, representatives of the local communities, women groups, youth workers, young people, peer educators and local stakeholders to run the needs assessment, the diagnostic and to share the upcoming steps of the project.

The outcomes of the IFV have been used to prepare the first ITC on gender issues and non formal education methods, that took place in Vietnam.

TOOLS

QUESTIONNAIRE TRAINING NEEDS ASSESSMENT: aimed to reflect on the partner organizations gender perspective, training needs and methodological needs (NFE)

THE WALL AND THE TREE MODEL: aimed to deepen the problems, the needs and the possible solutions, referred to gender issues in the local communities and country, shaping it in a visual and intuitive way through the model

REPORT FIELD VISIT: aimed to present the activities and areas of intervention of the different realities visited and to share all the relevant information among the consortium

QUESTIONNAIRE LOCAL PARTNER: targeted to the coordinators of the local association/group, aimed to deepen the gender-related analysis and the role of women so to provide the detailed picture of the country situation and design the diagnostic

WORD CAFÉ': targeted to the youth or women groups met, aimed to detect their country perspective concerning gender and the role of women.

VISISTS

MYANMAR

1. Colourful Girls Association
2. Care International Myanmar
3. Phan Tee Eain (PTE)
4. Women's Organization Network of Myanmar (WONM)
5.Khin Zar Mon–Gender Consultant and Freelance Trainer
6. Women Can Do It (WCDI)
7.Myanmar Young Social Entrepreneur Forum (MYSF)

Questionnaire training needs assessment: 1
The Wall and the Tree Models: 1
Report Field Visit: 6
Questionnaires Local Partners: 5
World Café: 2

VIETNAM

1. The Centre for Women and Community Development (CWCD)
2. Hagar
3. Institute for Social Development Studies (ISDS)
4. Oxfam
5. Hanoi Queer–A Local Group of LGBT Activists
6. The Centre for Education and Development (CED)
7. Vietnam Volunteer Centre (VVC)
8. The Institute for Studies of Society, Economics and Environment (ISEE)
9. Centre for Studies and Applied Sciences and Gender, Family, Women and Adolescents (CSAGA)
10.Visit to The Vietnamese Women's Museum

Questionnaire training needs assessment: 1
The Wall and the Tree Models: 1
Report Field Visit: 9
Questionnaires Local Partners: 7
World Café: /

INDONESIA

1. Kjham
2. Kp Taman Gede
3. Kp Peribumi
4. Kp Muktiharjo
5. Ewi Sinta – Bandarharjo

Questionnaire training needs assessment: 1
The Wall and the Tree Models: 1
Report Field Visit: 5
Questionnaires Local Partners: 1
World Café: 4

MAIN ELEMENTS of the FEASIBILITY VISIT

GENDER BASED VIOLENCE

there were shared different cases of GBV, most of the time domestic violence (sexual violence, marital rape, psychological violence)

there is the common idea that what happens at home should not be shared outside: most women are afraid to denounce the domestic violence both because in some cases, if perpetrated by the husband, (not continuously) is not considered violence and because they are afraid of the social stigma (of being considered not a good mother and a good wife)

WOMEN AND MIGRATION

mostly in Vietnam and Indonesia it's quite common for women to migrate, both within the country for seasonal jobs as well as abroad. Main destinations are China, Taiwan, Singapore, Malaysia, Saudi Arabia, Hong Kong, South Korea

migration exposes women to extra challenges: they are exploited, usually they don't have working contracts, so they cannot enter the health and social security services and report the cases of violence, if they face any

migration – **marriage**: specifically in Vietnam there are several cases where marriages are pre-arranged (Vietnamese bride – Chinese groom). In this case women are either forced by the family or they decide on their own to do it in order to economically support the family afterwards. In this case poverty and the lack of economic resources play an important role in the decision process

social stigma in migration: if you migrate and come back home with economical resources you are well perceived by society, while if you have been exploited or victim of violence you are badly perceived by society. Women victim of violence usually don't speak up of what happened when they were abroad. It leads to harmful consequences from the psychological and social point of view

MARRIAGE

social institution: in all the three countries was pointed out the importance of marriage, both for men and women. The average age is 20 – 25, but it varies a lot in each country and accordingly to urban/rural dimension, as well as the level of education

in all the countries: there are still cases of early marriage (generally from 14 up). In many cases the early marriage is taking place in those areas where there is more poverty and lower education (mostly in rural areas, but also in urban - suburban)

TRAFFIKING

trafficking of women and children: the main destinations are China, Taiwan, Singapore, Malaysia, Saudi Arabia, Hong Kong, South Korea

the victims of trafficking normally are involved in jobs with very poor conditions, high rate of exploitation and in sex work

migration – trafficking: several women are convinced/recruited by "agents" to migrate in other countries with the perspective of well remunerated jobs. Once they arrive, they are more exposed to trafficking: their documents are taken (so it's harder to escape) and they are forced to work in jobs not corresponding to the initially promised ones. These jobs are not paid or poorly paid, thus they are exploited

MYANMAR

VIETNAM

INDONESIA

ITC ON GENDER ISSUES AND NON FORMAL EDUCATION METHODS

21st – 28th May 2017

Thai Nguyen, Vietnam

WHAT

The training, targeted to 30 participants from Italy, Romania, France, Indonesia, Myanmar and Vietnam and 6 experts, AIMED:

- **to raise awareness on gender-sensitive issues**
- **to analyse the socio-cultural backgrounds, women role and the gender role models in the different societies**
- **to analyse the gender-related conflicts and the possible ways to manage them**
- **to experiment NFE tools and methods to be applied to gender issues**

OUTCOMES

- NETWORKING EMPOWERMENT within the partner organizations
- NETWORKING DEVELOPMENT at national level and creation of new synergies among CSOs
- DEVELOPMENT OF THE CAPABILITY, for the TC participants, to work in group, to approach gender issues from a wider perspective, to run the needs assessment and to use non formal education methods and techniques for the Youth Meetings
- DEVELOPMENT OF THE CAPACITY to set up the questionnaire afterward used during the Youth Meetings to gather the youth' needs assessment

DELIVERABLES

FIRST DRAFT of the **HANDBOOK_TC IN VIETNAM: https://www.lunaria.org/wp-content/uploads/2017/05/STAGED_Toolkit_TC-Vietnam.pdf**

YOUTH MEETINGS - YMs

01st July – 15th August 2017

Myanmar, Vietnam and Indonesia

WHAT

National Youth Meetings held in the SEA countries, targeted to young people and other relevant young stakeholders.

Participants of the first training course, supported by their organizations, ran and facilitated the YMs targeted to the local young people, involving both genders, and AIMED:

- **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**

OUTCOMES

The Youth Meetings had a total duration of 26 days and involved 304 participants

DELIVERABLES

The main OUTCOMES of the diagnostic developed are summarized in the **PREZI PRESENTATION: https://prezi.com/-zstqbniyu63/staged/**

MAIN OUTCOMES of the YOUTH MEETINGS

MYANMAR

Meeting 1:
06/07/2017 - 07/07/2017 (2 days)
Pintaya Damayone, Pintaya Township, Shan State
38 participants
Meeting 2:
26/07/2017 – 27/07/2017 (2 days)
Daw Nge Kha village, Demoso Township, Kayah State
44 participants
Meeting 3:
27/07/2017 (1 day)
Kyokone village, Myan Aung Township, Ayeyarwaddy Region
40 participants
Meeting 4:
28/07/2017 (1 day)
Women Future Association Office, Loikaw Township, Kayah State
14 participants
Meeting 5:
12/08/2017 – 13/08/2017 (2 days)
Charity-Oriented Myanmar Office, Yangon Region
27 participants

Total n. of days: 8
Total amount of participants: 163

VIETNAM

Meeting 1:
16/07/2017 (1 day)
CSDS Regional Office in Quoc Oai, Hanoi
22 participants
Meeting 2:
26/07/2017 – 30/07/2017 (5 days)
Socihub, Hanoi and Thai Hai, Thai Nguyen
15 participants
Meeting 3:
04/08/2017 (1 day)
Nghia Tan Primary School, Cau Giay, Hanoi
19 participants
Meeting 4:
14/08/2017 (1 day)
Nghia Tan Primary School, Cau Giay, Hanoi
15 participants

Total n. of days: 8
Total amount of participants: 71

INDONESIA

Meeting 1:
05/07/2017- 08/07/2017 (4 days)
Yon Arhanudse, Semarang, Central Java
20 participants
Meeting 2:
13/07/2017 – 14/07/2017 (2 days)
Hikmatulhayat Orphanage & Campus of Islamics State Institute, Tulungagung, East Java
21 participants
Meeting 3:
15/07/2017-16/07/2017 (2 days)
Mawar Camping Ground, Semarang, Central Java
15 participants
Meeting 4:
22/07/2017 (1 day)
Campus of Islamics State Institute, Salatiga, Central Java
18 participants
Meeting 5:
14/08/2017 (1 day)
LRC-KJHAM Office, Semarang, Central Java
10 participants
Total n. of days: 10
Total amount of participants: 70

MYANMAR

STAGED!
Struggling Against Gender-based Discrimination
through Youth Work in EU and Asia
Erasmus+

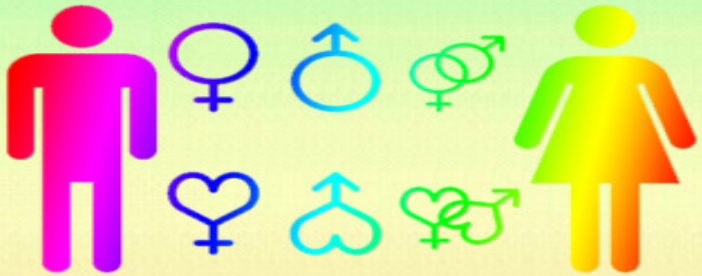
VIETNAM

BIOLOGICAL GENDER
(Male, female, others...)

SEXUAL ORIENTATION
(physical, mental)

GENDER IDENTITY
(personal perception)

GENDER EXPRESSION



gender diversity

STEREOTYPE

JOB

JOB CHOICE
JOB ORIENTATION
PROMOTION

IMAGE

BOOKS, STORIES
TV (MOVIES, AD...)

FAMILY

ROLES
PRIORITY

SOCIETY

SMOKING
TATOO
DRINKING

INDONESIA
HANDPHONE
DI DALAM
AREA MASJID

ROMANIA

WHAT

Universitur association, even if not officially involved in the Youth Meetings (targeted only to SEA associations) decided to organize the following actions, based on the needs of the local context:

1. hand out a questionnaire on gender-sensitive issues

2. organize focus groups based on the most important topics extracted from the questionnaire

TOOL

QUESTIONNAIRE

Section with personal details

Section concerning the perception and gender roles

- Name 3 things that make you feel interested in a potential partner and 3 things that make you lose interest
- Who do you think should pay on a first date? Why?
- How much does it bother you if your life partner makes more money than you? (on a scale from 1 to 5)
- Name 2 jobs/professions that aren't suited for women and 2 that aren't suited for men
- Give 2 examples of situations when men and women are treated differently
- What is the difference between two women holding hands and two men holding hands?
- What do you think about non-conventional relationships (LGBT, interracial, age gap, polyamory etc)?
- Which do you think is more pleasant esthetically: a lesbian couple or a male gay couple?
- Who do you think is more likely to cheat on their partner, a man or a woman?
- What do you think is the best/most acceptable number of previous partners a man should have before getting married? What about a woman?
- If you could choose between a virgin partner and a sexually experienced one, which one would you choose?

OUTCOMES

ROMANIA

Meeting 1:
23 November 2017 (1 day), in Faculty of Geography, University of Bucharest, Romania
Focus group about gender roles in society, family and couples
Young people involved: 12

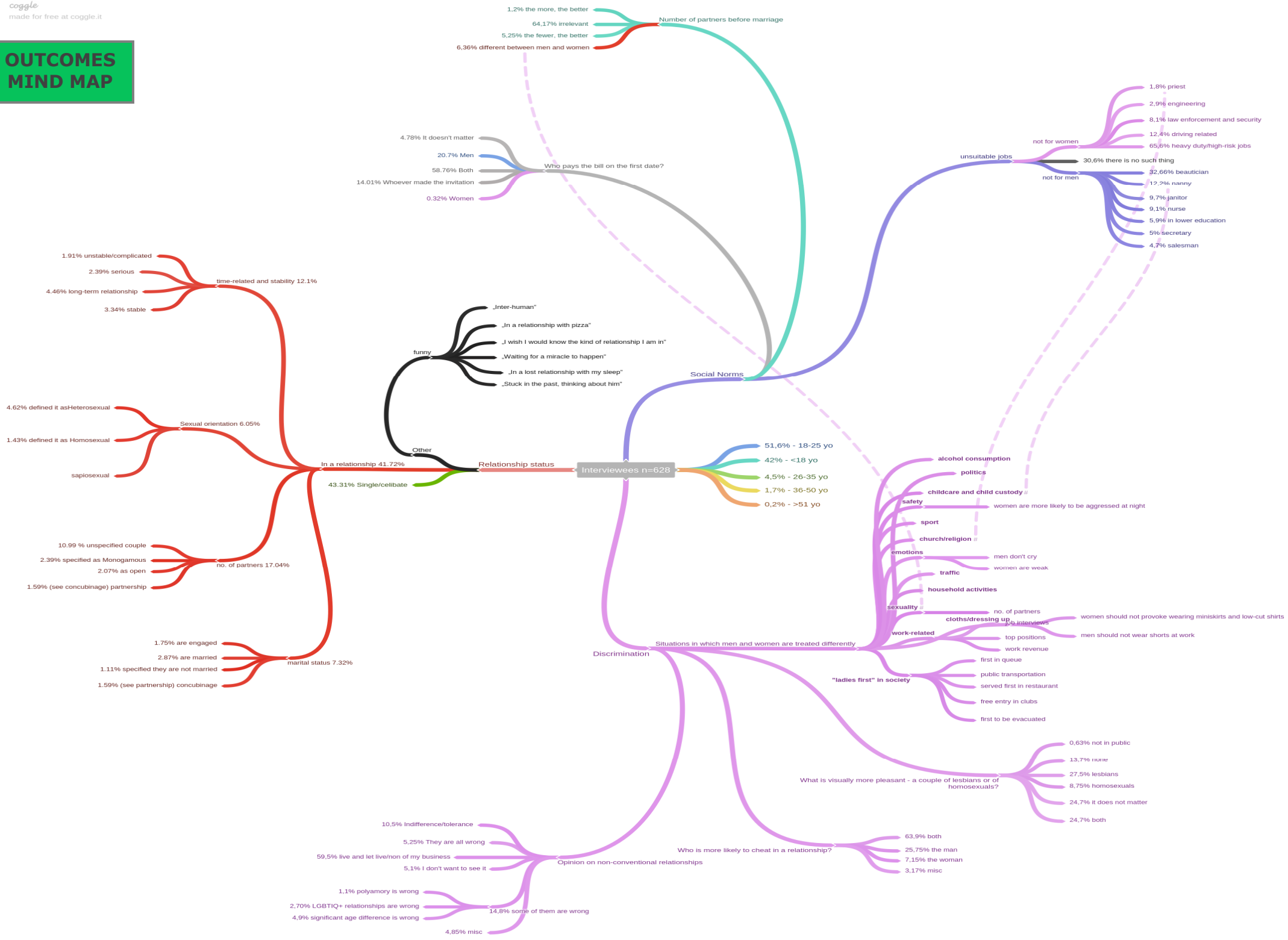
Meeting 2:
06 December 2017(1 day), in Faculty of Geography, University of Bucharest, Romania
Focus group about gender roles in couples and relationships
Young people involved: 12

Meeting 3:
10 January 2018(1 day), in Faculty of Geography, University of Bucharest, Romania
Focus group about family and gender roles
Young people involved: 12

Total amount of young people: 36
Total n. of questionnaires: 628

coggle
made for free at coggle.it

OUTCOMES MIND MAP



ITC ON PROJECT MANAGEMENT

26th September – 3rd October 2017

Semarang, Indonesia

WHAT

The training, targeted to30 participants from Italy, Romania, France, Indonesia, Myanmar and Vietnam and 6 experts, AIMED:

- **to share tools and information on how to conceive and draft projects, on the project life cycle, project management, budget compilation and project coordination**
- **to set the ground for the upcoming phases - Study Phase (November – December 2018) and Local Actions implementation (January – February 2018)**
- **to afterwards set the ground to develop, draft and implement new projects proposals during the Follow Up Phase at the end of the project**

OUTCOMES

- NETWORKING empowerment within the partner organizations, member of the consortium
- SKILLS AND COMPETENCES development, for the TC participants, on how to conceive, design and write project proposals, organize budgets and run the overall coordination of a project;
- TESTING AND UPGRADING of the different non formal education methods to run the following phases
- MIND MAP tool, testing and experimentation

DELIVERABLES

FIRST DRAFT of the **HANDBOOK_TC IN INDONESIA: https://www.lunaria.org/wp-content/uploads/2017/10/STAGED_Toolkit_TC-Indonesia.pdf**

KACHIN STATE
MYANMAR
HAPPY FAMILY
Topic: HAPPY FAMILY
Title: MEN GROUP & WOMEN GROUP MEETING
GREAT

STUDY PHASE - SP

01st November 2017 – 15th December 2017

Myanmar, Vietnam and Indonesia

WHAT

observation period, run by the participants of the two international trainings courses and the young people involved in the Youth Meetings, to study how to meet, through concrete actions, the local needs previously identified during the Youth Meetings.The Study Phase, taking into account the results of the Youth Meetings, AIMED:

- **to further develop the focus on the local needs previously identified during the Youth Meetings**
- **to define the events/actions/informative meetings/IVS projects to answer those needs and to be implemented during the Local Actions Implementation (January and February 2018)**

OUTCOMES

The Study Phase had a total duration of 20 days and involved 438 participants

DELIVERABLES

The main OUTCOMES of the Study Phase are summarized in the **PREZI PRESENTATION: https://prezi.com/-zstqbniyu63/staged/**

MAIN OUTCOMES of the STUDY PHASE

MYANMAR

Meeting 1:
01/11/2017 (1 day)
CARE office, Hlaing Thayar
7 participants
Meeting 2:
20/11/2017 (1 day)
COM office, Yangon
6 participants
Meeting 3:
26/11/2017 (1 day)
CARE Hlaing Thayar
79 participants
Meeting 4:
03/12/2017 (1 day)
Myan Aung
82 participants
Meeting 5:
07/12/2017 (1 day)
CARE, Hlaing Thayar
20 participants

Total n. of days: 5
Total amount of participants: 194

VIETNAM

Meeting 1:
25-26/11/2017(2 days)
Ba Vi, Hanoi
18 participants
Meeting 2:
02/12/2017 (1 day)
SOCI HUB in Cau Giay, Hanoi
22 participants
Meeting 3:
09/12/2017 (1 day)
SOCI HUB in Cau Giay, Hanoi
20 participants
Meeting 4:
10-11/12/2017 (2 days)
Ba Vi, Hanoi
15 participants
Meeting 5:
10-11/12/2017 (2 days)
Thai Nguyen
28 participants

Total n. of days: 8
Total amount of participants: 103

INDONESIA

Meeting 1:
03/11/2017 (1 day)
PIKMA base camp, Kampus Poltekkes Semarang
21 participants
Meeting 2:
08/11/2017 (1 day)
Coffeeville - Oishi Pan, Magelang City
5 participants
Meeting 3:
19/11/2017 (1 day)
Lobby of Borobudur Conservation Office, Magelang
5 participants
Meeting 4:
13/12/2017 (1 day)
Setiabudi Highschool Semarang
35 participants
Meeting 5:
13/12/2017 (1 day)
PAUD Pasir Sari, Pekalongan
15 participants
Meeting 6:
13/12/2017 (1 day)
Elementary School, Tulungagung
50 participants
Meeting 7:
15/12/2018 (1 day)
Sangat Art Spase, Jogjakarta
10 participants

Total n. of days: 7
Total amount of participants: 141

Director Room
Finance Room

LOCAL ACTIONS IMPLEMENTATION – LAsI

01st January 2018 – 28th February 2018

Myanmar, Vietnam and Indonesia

WHAT

local events/actions/informative meetings/IVS projects focused on gender issues to answer to the local needs previously identified during the Youth Meetings and the Study Phase. During the Local Actions Implementation, each partner organization and youth group identified and implemented the most appropriate and relevant action/s to be developed at local, regional and national level to answer the needs of the local backgrounds.
The LAsI, AIMED:

- **to raise awareness on gender sensitive issues**
- **to promote women empowerment and gender equality**
- **to enhance the women active participation in concrete local actions**

OUTCOMES

The Local Actions Implementation had a total duration of 82 days and involved 357 beneficiaries

DELIVERABLES

The main OUTCOMES of the Study Phase are summarized in the **PREZI PRESENTATION: https://prezi.com/-zstqbniyu63/staged/**

MAIN OUTCOMES of the LOCAL ACTIONS IMPLEMENTATION

MYANMAR

Activity 1:
10-23/02/2018 (14 days)
Phayartaung Yay Sate village, Southern Shan State
13 participants
Target group: International and local volunteers
Activity: International workcamp
Objectives:
* to raise awareness in gender issues in international volunteer camps
* to promote intercultural learning and raise awareness on gender based cultural issues

Activity 2:
03-16/03/2018 (14 days)
Phayartaung Yay Sate village, Southern Shan State
20 participants
Target group: International volunteers and local youth
Activity: International workcamp
Objectives:
* to raise awareness in gender issues in international volunteer camps
* to promote intercultural learning and raise awareness on gender based cultural issues

Activity 3
03-18/03/2018 (16 days)
Lwei Baung monastery, Southern Shan State
42 participants
Target group: International volunteers and local community
Activity: International workcamp
Objectives:
* to raise gender awareness on local community
* to share information on gender issue and intercultural learning
* to empower young women for social change

Total n. of days: 44
Total amount of participants: 75

VIETNAM

Activity 1:
14/01/2018 (1 day)
Quoc Oai town
25 participants
Target group: Students (16 -22 years old)
Activity: Workshop on gender equality
Objectives:
* to distinguish the definition of "gender" and "sex"
* to understand the differences of gender roles between males and females and the types of gender roles
* to distinguish "gender equality" and "gender equity"
* to inform about the writing competition on gender equality

Activity 2:
05/02/2018 (1 day)
Quoc Oai town
150 participants
Target group: Students
Activity: Gender roles exchange
Objectives:
* to play some games
* to watch a dance performance by students
* to experience the activities
* to do some small contests: football, makeup
* to cook the traditional cake

Activity 3:

03/02/2018, 24/02/2018 (2 days)
Hanoi town
12 participants
Target group: Students of primary school
Activity: Drawing contest for children
Objectives:
* to discuss real situations/study cases (and then how to react) when young people are bullied at school by other peers because of the way they like to dress or the games they like to play
* to use drawing and drawing context to reflect about study cases, gender sensitive issues and possible solutions to bulling because of gender issues

Activity 4:
04/02/2018 (1 day)
Soci hub, Hanoi
15 participants
Target group: Young people
Activity: Workshop
Objectives:
* to make young people approach gender issues through NFE activities
* to make the young people wear the shoes of someone else by involving them in role play game
* to further develop the reflection and raising awareness action on gender-sensitive issues

Activity 5:
04/03/2018 (1 day)
Quoc Oai town
10 participants
Target group: Young people
Activity: Gender roles exchange through cooking
Objectives:
* to develop a better understanding of gender roles through the collective activity of cooking together and to prepare a meal
* to reflect on role models and attitudes through an open discussion after the end of the activity

Activity 6:
13-24/03/2018 (12 day)
Hanoi town
16 participants
Target group: International and local volunteers
Activity: International workcamp
Objectives:
* to raise awareness on gender-sensitive issues among the international volunteers and among the local communities of Vietnam
* to raise awareness toward LGBTQ+ issues in the capital and the region as well as to empower the networking with local partners active in this framework
* to promote gender equality in the city of Hanoi and the neighboring regions

Total n. of days: 18
Total amount of participants: 228

INDONESIA

Activity 1:
25/02/2018 (1 day)
Location: LRC-KJHAM, Semarang
38 participants
Target group: International students in KJHAM
Activity: Interactive workshop
Objectives:
* to make participants wear the shoes of someone's (linked to gender issues)
* to go in depth on the stereotype related to gender we might apply in the everyday life
* to reflect on gender role models and the role of women in family and society through a simulation activity
* to reflect on the role of women in promoting women empowerment against violence in relationship

Activity 2:
02-20/03/2018 (19 days)
Location: Pekalongan, Central Java
16 participants
Target group: International and local volunteers
Activity: International workcamp
Objectives:
* to support the initiatives promoted by the young mothers of the local community and aimed at protecting the sea and the cost through the mangrove trees planting
* to raise awareness among the local community on the importance of environmental protection on the coastal area of Javva island
* to promote micro local economy through the production and distribution of eco-sustainable products extracted from mangrove trees
* to promote women empowerment and gender equality within the local community and economic independence of the young women of the community

Total n. of days: 20
Total amount of participants: 54

HANDPHONE
DI DALAM
AREA MASJID

ITC RESTITUTION AND METHODS SHARING

14th – 21st April 2018

Poggio Mrteto, Italy

WHAT

The training, targeted to 26 participants from Italy, Romania, France, Indonesia and Vietnam and 6 experts, AIMED:

- **to analyze the different cultural perspectives while tackling gender-sensitive issues**
- **to share within the European partners, the outcomes of the previous steps and all the relevant information gathered**
- **to present, test, assess and fine-tuned the methods that can be used to develop projects/trainings/workshops on gender equality in EU and SEA**

OUTCOMES

- NETWORKING further empowerment within the partner organizations, member of the consortium and other local partners
- DEVELOPMENT of the capability to approach gender issues from a wider cross-cultural perspective, within the EU and SEA framework
- SKILLS and COMPETENCES development for the TC participants, being involved in an advanced Training for Trainers
- TOOLS testing and upgrading of the different non formal education methods to run the previous phases
- METHODOLOGICAL PACKAGE development, fine tuning ad finalization to raise awareness on gender-sensitive issues in workshops, actions and sensitization activities in the different geographical areas

DELIVERABLES

FINAL HANDBOOK of the project
PREZI PRESENTATION:
https://prezi.com/-zstqbniyu63/staged/
SHORT VIDEO for the visibility and a multiplying effect:
https://vimeo.com/298185489

FOLLOW UP

01st May 2018 – 31st August 2018

France, Indonesia, Italy, Myanmar, Romania and Vietnam

WHAT

Different types of actions to spread the outcomes and multiply the project effects, AIMED:

- **to share the knowledge and methodologies acquired during the experience**
- **to spread the project outcomes, to capitalize the results and to involve new beneficiaries**
- **to set the ground to implement new activities, initiatives and projects to raise awareness on gender issues, promote women empowerment and gender equality**

OUTCOMES

The Follow Up had a total duration of 15 days and involved 304 direct beneficiaries and approximately 4.560indirect beneficiaries who acknowledged all the project outcomes information from the direct beneficiaries

DELIVERABLES

The main OUTCOMES of the Study Phase are summarized in the **PREZI PRESENTATION: https://prezi.com/-zstqbniyu63/staged/**

MAIN OUTCOMES of the FOLLOW UP

MYANMAR

Activity 1:
03/05/2018 (1 day)
Hlaing Thayar CARE office, Yangon, Myanmar
15 participants
Activity: PCM design by CARE Hlaing Thayar Staff
Objectives:
* to share the backbones of PCM with the staff of the organization so to enable them to realize new project proposals

Activity 2:
15 - 17/05/2018 (3 days)
Wan Hai Village, SSYCBC Office, Kyae Thee Township, Southern Shan State, Myanmar
28 participants
Activity: Gender and Sex training
Objectives:
* to deepen the concepts of: gender and sex, gender socialization, gender stereotype and gender equality, among partner's staff and local youth

Activity 3:
22 May 2018 (1 day)
COM office, Yangon, Myanmar
34 participants
Activity: Proposal writing
22nd May 2018
* to share the backbones of PCM with the staff of the organization so to enable them to realize new project proposals

Activity 4:
01 - 03 June 2018 (3 days)
Katmendu, Nepal
12 participants
Activity: Networking and proposal writing
* to develop networking among Asian organizations and to create a common project framework with specific indicators for new project proposals

Total n. of days: 8
Total amount of participants: 89

VIETNAM

Activity 1:
30/06/2018 (1 day)
Ngoc My commune, Quoc Oai town, Quoc Oai district, Hanoi
25 participants
Activity: Workshop - step 1
Objectives:
* to go in depth on gender based stereotypes
* to analyze gender role models in Vietnamese culture - step 1
* to present the main project outcomes

Activity 2:
08/07/2018(1 day)
Nghia Huong commune, Quoc Oai town, Quoc Oai, Hanoi
20 participants
Activity: Workshop - step 2
Objectives:
* to analyze differences between stereotypes and prejudices
* to analyze gender role models in EU and SEA - step 2
* to reflect about new actions in the gender field

Activity 3:
28/07/2018(1 day)
Ngoc my commune, Quoc Oai town, Quoc Oai district, Hanoi
45 participants
Activity: Workshop about LGBTQ
Objectives:
* to have a talk show with LGBT community
* to raise awareness on LGBT sensitive issues
* to reflect about new actions in the LGBTQ field

Total n. of days: 3
Total amount of participants: 90

INDONESIA

Activity 1:
26/05/2018 (1 day)
Rumah Belajar Aku Bisa, street of DewiKunti 36, Grogol, Salatiga
10 participants
Activity: Interactive presentation of the project and of gender issues in SEA and EU
Objectives:
* to present the main outcomes of the project
* to share tools and sharing methods
* to promote voluntary service

Activity 2:
26/06/2018 (1 day)
Campus 2 IAIN Salatiga, street of Nakula Sadewa 9, Sidomukti, Salatiga
20 participants - GREAT members
Activity: Informative meeting and practical methods testing
Objectives:
* to present the main outcomes of the project
* to share tools and methods and to test them so to enable participants to replicate them

Activity 3:
21/07/2018 (1 day)
SMP Al Ishlah, Semarang
29 Volunteers of Al Ishlah Peace Camp
Activity: Raising awareness workshop
Objectives:
* to reflect about inclusion and exclusion
* to reflect on gender issues within a global perspective
* to share the main project outcomes

Activity 4:
25/07/2018(1 day)
Islamic Boarding House of Al-Hasan, Banyu Putih Tmur, Siderejo Lor, Salatiga
66 Students of Islamic Boarding House of Al-Hasan Salatiga
Activity: informative meeting and practical methods testing
Objectives:
* to present the main outcomes of the project
* to share tools and methods and to test them so to enable participants to replicate them

Total n. of days: 4
Total amount of participants: 125

VIETNAM

MYANMAR

INDONESIA

METHODOLOGY
AND
LEARNING

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 no 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.

Furthermore, the project has been grounded on the use of **GRAPHIC FACILITATION,** a powerful tool because of it flexibility. 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 was very useful to overcome language barriers, being based on a basic dictionary of images that can be understandable for everyone.

Exchange
of feelings, feedbacks, experiences and knowledge
Transmission
of knowledge and methods to other beneficiaries
Horizontal interaction
among trainees and facilitators/trainers
LEARNING in NFE
Key Words
Participative methods
permanent testing, development and upgrading
Personal empowerment
enhancement of the self-esteem and of the self-confidence
Learning assessment
of individuals and groups
Soft skills and key competences
analysis and recognition

HOW TO USE THE HANDBOOK

The Handbook **AIMS** to be a tool to facilitate the transmission of knowledge, tools and good practices. For this reason, this publication is 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 Handbook is addressed to different **ACTORS**: participants involved in the training courses, their organizations, other youth workers and associations interested to develop new actions to promote gender equality, using non formal education methodologies.

The project **STAGED!** and this Handbook are based on 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 attention 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. It will help your to bring adaptation, if needed.

TABLE LIST OF ACTIVITIES

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

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

In the same time, for convenience we have created the **Table List of Activities** that you will find in the next pages. Here there is a table corresponding to each training course and the activities are included under the training where they have been performed. Thus in each table the activities are not in a chronological order but in alphabetic order, accordingly to the topic explored, including the reference page number.

Legend in order to consult the Table List of Activities:

TOPIC ADDRESSED:

Gender-Related Topics - indicated with: GRT

Group Dynamic - indicated with: GD

Intercultural Learning - indicated with: ICL

Project Management - indicated with: PM

Methodologies Testing and Upgrading - indicated with: TiA

ITC ON GENDER ISSUES AND NON FORMAL EDUCATION METHODS

21st – 28th May 2017
Thai Nguyen, Vietnam

ALPHABETIC ORDER	TOPIC ADDRESSED					PAGE
	GRT	GD	ICL	PM	TiA	
2 true and 1 false statements	X	X				66
Abigail	X		X			66
Chocolate River		X				56
Chopstick in couple		X				55
Draw the "perfect" facilitator		X			X	87
Evaluation in 3 steps	X	X	X	X	X	105
Gender "definitions"	X					61
Gincana – pedagogical approach		X			X	87
More inside "gender"	X					61
Moving debate in 3 areas	X		X			58
Name games in three steps		X				50
One step forward	X		X			69
Open space of tools					X	88
Questionnaire preparation	X		X			83
Sharing personal stories	X		X			74
Social Theatre	X		X			78
Speed-dating Flower		X				51
Spider Net		X				56
Strip Cartoon	X		X			75
Team Radar		X				55
The Garden		X				54
Training in Action-Implementation					X	93
What I dare to ask you		X				72
Work in groups and preparation	X	X	X		X	90

ITC ON PROJECT MANAGEMENT

26th September – 3rd October 2017
Semarang, Indonesia

ALPHABETIC ORDER	TOPIC ADDRESSED					PAGE
	GRT	GD	ICL	PM	TiA	
5 W (project analysis)				X		138
Actions prioritization (actions)				X		136
Alphabetic order		X				114
Be specific (objectives)	X		X	X		134
Cafeteria	X		X	X		116
Creation of a collective mind map	X		X	X		126
Evaluation in different stations	X	X	X	X	X	154
F – NF – I					X	144
Finger to finger (space/contact)		X			X	145
Gincana				X		129
Identification (context)	X		X	X		133
Identification (stakeholders)	X		X	X		133
Implementation	X		X	X	X	152
In Action (agenda)	X		X	X		142
Leave me the chair		X				119
Market of ideas (actions)	X		X	X		135
Name Ball – 2 steps		X				114
On line (voice)					X	146
Preparation	X	X	X	X	X	149
Retro planning (timeline)	X		X	X		140
Role of the facilitator		X			X	144
The Bridge		X				122
The circle of exchange						155
The drunken bottle (trust/contact)		X			X	147
The Gallery	X		X	X		125
The Tower		X				120
The Tree (causes and solutions)	X		X	X		131
Working together		X				118

ITC RESTITUTION AND METHODS SHARING

14th – 21stApril 2018
Poggio Mirteto, Italy

ALPHABETIC ORDER	TOPIC ADDRESSED					PAGE
	GRT	GD	ICL	PM	TiA	
Carry the water		X				173
Characteristics Snowball					X	186
Coded Discussion		X				183
Evaluation stations	X	X	X	X	X	208
Gender Cafè	X		X			181
Facilitation Tips	X		X		X	185
Human Bridge		X			X	184
Me, Utopia, Actions	X		X	X		206
Moving Debate	X		X			179
Name Characteristic		X				168
Open workshops - Evaluation	X		X		X	205
Open Workshops – Implementation	X		X		X	203
Secret Mission		X				175
Speed Dating		X				170
STAGED! Project Gallery	X		X			173
Team Radar		X			X	175
The Blanket		X				168
The Circle of words	X	X	X	X	X	209
The Flower		X				200
The Ocean		X				172
TiA evaluation – Tool Fair	X	X	X	X	X	198
Tibetan Bridge		X				176
Touch the Sky		X				177
Training in Action- Implementation	X		X		X	188
Work in groups and preparation	X		X		X	188
Work in groups and preparation_Open Workshops	X		X		X	202

ITC ON GENDER ISSUES AND NON FORMAL EDUCATION METHODS

21st - 28th May 2017
Thai Nguyen, VIETNAM

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 was then used during the preparation of the Youth Meetings and also in other phases of the project

QUESTIONNAIRE

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

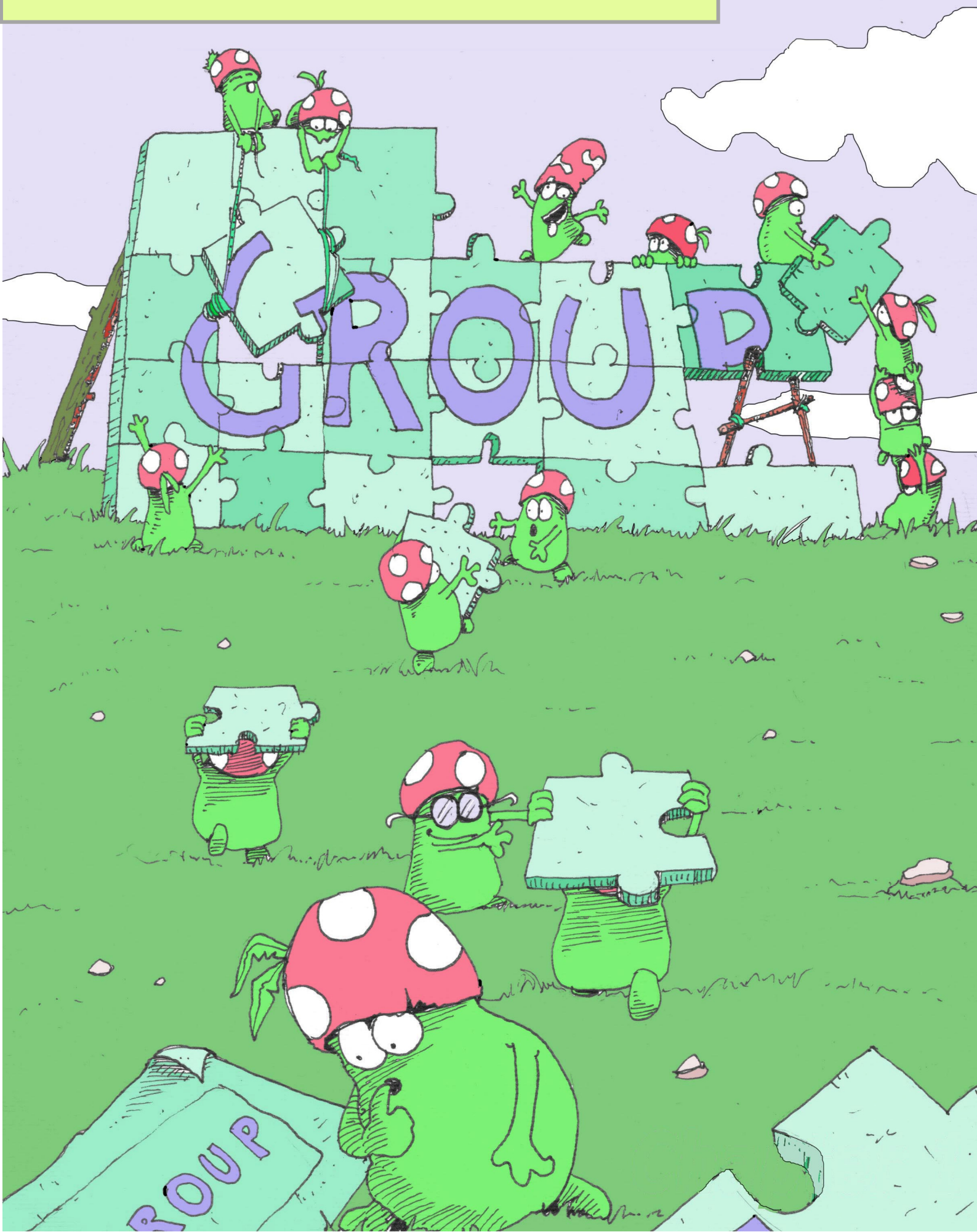
YOUTH MEETINGS - YMs

July and August 2017

AGENDA OF THE TRAINING COURSE

CHAPTER 1 GROUP CREATION	CHAPTER 2 GENDER 1ST STEP	CHAPTER 3 GENDER 2ND STEP	CHAPTER 4 YOUTH MEETINGS	CHAPTER 5 EVALUATION
NAME GAMES Name games in three steps	**INTRODUCTION ON GENDER** Gender "definitions" More inside "gender"	**GENDER-BASED CONFLICTS** Sharing personal stories Strip Cartoon	**QUESTIONNAIRE** Questionnaire preparation	**EVALUATION** Evaluation in 3 steps
GETTING TO KNOW EACH OTHERS Speed-dating Flower The Garden	**GENDER-BASED STEREOTYPES** 2 true and 1 false statements Abigail	**CONFLICTS TRANSFORMATION** Social Theatre	**PEDAGOGICAL APPROACH** Gincana – pedagogical approach Draw the "perfect" facilitator Open space of tools	
TEAM BUILDING Chopstick in couple Team Radar Spider Net Chocolate River	**GENDER ROLE MODELS** One step forward What I dare to ask you		**TRAINING IN ACTION** Work in groups and preparation Training in Action-Implementation	
F – NF – I Moving debate in 3 areas				

CHAPTER 1
GROUP CREATION



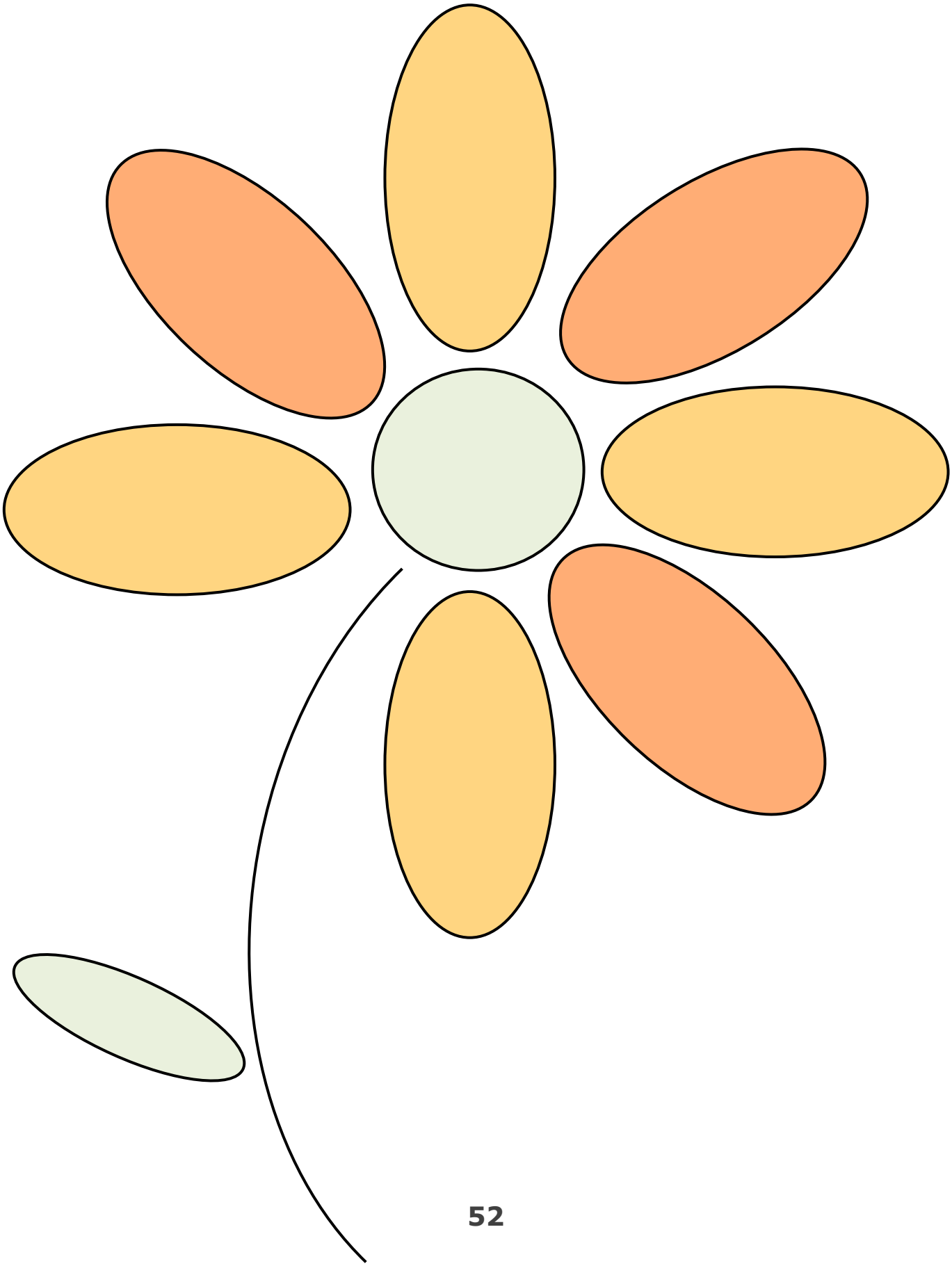
NAME GAMES

TITLE	**Name games in three steps**
TOPIC/S	Learn the names/Getting to know each other/Group creation
AIM	To remember the names and to make participants interact
TOOL TYPE	Ice breaker/Name game
MATERIAL	/
DURATION	30 minutes
DESCRIPTION	The activity is organized accordingly to the following steps: **Step 1.** participants are invited to stand in a circle, one by one saying their names, following the circle order. **Step 2.** participants are still standing in a circle, one is starting saying the name of one of the group member and is running in 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 their name. **Step 3.** 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 on the side. The faster wins, while the looser goes to the middle. The activity follows in that way until everybody said his/her name.

GETTING TO KNOW EACH OTHERS

TITLE	**Speed-dating Flower**
TOPIC/S	Getting to know each other's
AIM	To make participants to get in touch in an interactive way
TOOL TYPE	Getting to know each other's
MATERIAL	Printed copies with the Handout, pens, clock
DURATION	45 minutes – the duration depends on the n. of appointments fixed
DESCRIPTION	The activity is organized accordingly to the following steps: **Step 1.** 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). **NOTE**: also in this case the facilitator can include many hours as the number of appointment he/she would like to have, accordingly to the time at disposal. **Step 2.** 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 words 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. **See Handout below.**

HANDOUT_SPEEDATING FLOWER_MODEL



HANDOUT_SPEEDATING FLOWER_QUESTIONS

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

TITLE	**The Garden**
TOPIC/S	Expectations and contributions sharing
AIM	To share within the group the expectations toward the training and the contributions that participants are thinking to bring
TOOL TYPE	Getting to know each other's and group creation
MATERIAL	Flipchart, post-it, pens, markers
DURATION	20 minutes: presentation of the activity and first step in filling up the garden **NOTE:** this activity is conceived to be run in each training day so to evaluate the development of the expectation and contributions of participants. For this reason, we recommend to allocate a slot of 5 – 10 minutes at the end of each day where participants are asked to be back on the garden drawing and filling it. At the end of the project, the Garden Model can be used as evaluation tool to analyse the individual learning process of participants and their level of satisfaction.
DESCRIPTION	**Setting:** trainers have prepared a flipchart where is drawn a garden, with grass, the sky and the sun. The activity is organized accordingly to the following steps: **Step 1.** the first day Participants receive 2 post-it with different shapes: • one (with the shape of a seed) representing the expectations: they have to put it under/on the level of the grass; • one (with the shape of a sun ray) the contributions toward the training: they have to put it on the sun. They are given time to fill the post it and then to stick them on the flipchart. **NOTE:** participants can include in the same seed more than one expectation. **Step 2.** 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, flowers, plants ...) accordingly to the personal development of their expectations.

TEAM BUILDING

TITLE	**Chopstick in couple**
TOPIC/S	Cooperation, participation, group dynamics
AIM	To make participants interact in a funny and stimulating way; to encourage the group dynamics analysis; to reflect about the different roles in the couple and in the group
TOOL TYPE	Team building - Outdoor Activity
MATERIAL	Chopsticks (a couple per participant), one can, all the materials to build obstacles (e.g. chairs, pieces of wood, brooms ….)
DURATION	30 minutes
DESCRIPTION	**Setting:** 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. 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. **NOTE:** before to start the activity, trainers can also invent a small story to "accompany" the participants in the activity and create the atmosphere.

TITLE	**Team Radar**
TOPIC/S	Group Dynamics
AIM	To make participants interact in a funny and stimulating way; to encourage the group dynamics analysis; to reflect about the different roles in a group
TOOL TYPE	Group creation and analysis of the group dynamics
MATERIAL	Blindfolds (one for each participant), 4 "totems", 4 flags

DURATION	45 minutes
DESCRIPTION	**Setting**: 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. Participants are divided in four groups, each one is assigned to a trainer who is explaining the task. They have five minutes to look where the totem is and to find their strategy to arrive there, blindfolded, and to bring back the flag. **NOTE:** the activity has a limited time at disposal (approximately 30 minutes). In the case groups will finish earlier, they can be switched, going in another position, with the same task. If the groups won't finish on time, the activity is stopped when the time it's over.

TITLE	**Spider Net**
TOPIC/S	Cooperation, participation, group dynamics
AIM	To make participants interact in a funny and stimulating way; to encourage the group dynamics analysis; to reflect about the different roles in the group
TOOL TYPE	Team building - Outdoor Activity
MATERIAL	Ropes
DURATION	40 minutes
DESCRIPTION	**Setting**: two spider nets in rope are built outside. In each spider net there should be enough holes for all the group members. 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. **NOTE**: after a participant crossed by entering in one hole, it's not possible for the others participants to use it any more.

TITLE	**Chocolate River**
TOPIC/S	Cooperation, communication, active listening

AIM	Team building activity
TOOL TYPE	To make participants experience group cooperation, active listening and different ways to communicate
MATERIAL	Sheets of paper A4, ropes
DURATION	80 minutes
DESCRIPTION	**Setting**: lay two ropes on the ground parallel to each other, about 20 feet apart. The activity is organized accordingly to the following steps: **Step 1.** participants have to line up on one side of the rope, and they are informed that they are looking at a giant hot chocolate river. They must get their entire team across the hot chocolate river, but it is too hot to swim across, and too deep to walk across. Obviously, they cannot walk around the river, since it does not end just because the ropes do. The only way to get across is by using the large, fluffy marshmallows that you provide (such as carpet squares, poly spots, paper plates or an A4 paper). Give participants about eight or nine pieces of paper, so that they have enough to get across with one or two left over. **Step 2**. advise the group that this challenge isn't about physical abilities, but rather it is about communication. Unfortunately, the stream in the river is so strong that it actually sweeps the marshmallows away if someone is not holding them down (with a hand, foot, or other safe appendage). Also, the marshmallows swell up once they are placed in the river, and they become too heavy to move again, so they must remain where they are placed. **Step 3**. participants start to play and they have to find their way to arrive on the other side of the river. It follows a debriefing about all the previous team building activities. Possible topics to explore during the debriefing: • Team Responsibility: did it matter if only a few of you made it across the river? • Communication: the importance of checking on the person behind you before stepping into the next marshmallow; • Individual Strengths and Weaknesses.

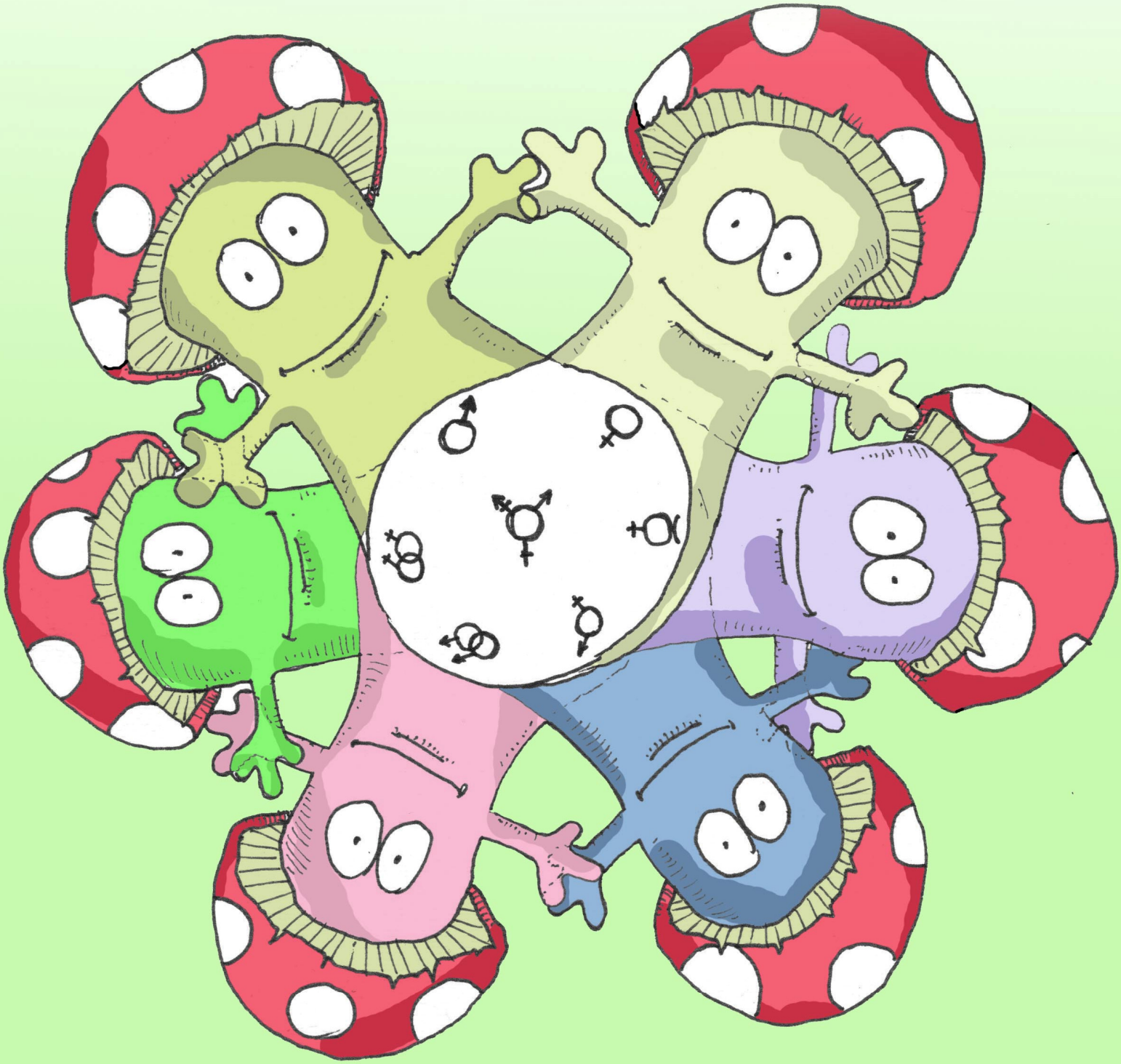
F – NF - I

TITLE	**Moving debate in 3 areas**
TOPIC/S	Formal, Non formal and Informal
AIM	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
TOOL TYPE	Moving Debate
MATERIAL	Scotch tape, paper, marker
DURATION	60 minutes
DESCRIPTION	**Setting:** the facilitator has to draw on the floor with the scotch tape a big circle, divided in 3 parts. In each section has to put an A4, in one written "Formal", in one "Non formal" and in the last "Informal". The activity is organized accordingly to the following steps: **Step 1.** 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. **IMPORTANT RULES:** • participants cannot remain the middle of the circle, but have to take a position; • they can choose a position in the space, accordingly to the level of agreement and/or disagreement with the statement; • the facilitator should read the statements as much clearly as possible. Before to ask the group to take a position, the facilitator has to be sure that everybody has understood the statement. **NOTE:** the questions in the Handout are intentionally contradictory, indeed the aim is not just to reflect on formal, non formal and informal but to go in depth on the links and the inter-relation among the three. **Step 2.** 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. **See Handout below.**

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

CHAPTER 2
GENDER 1ST STEP

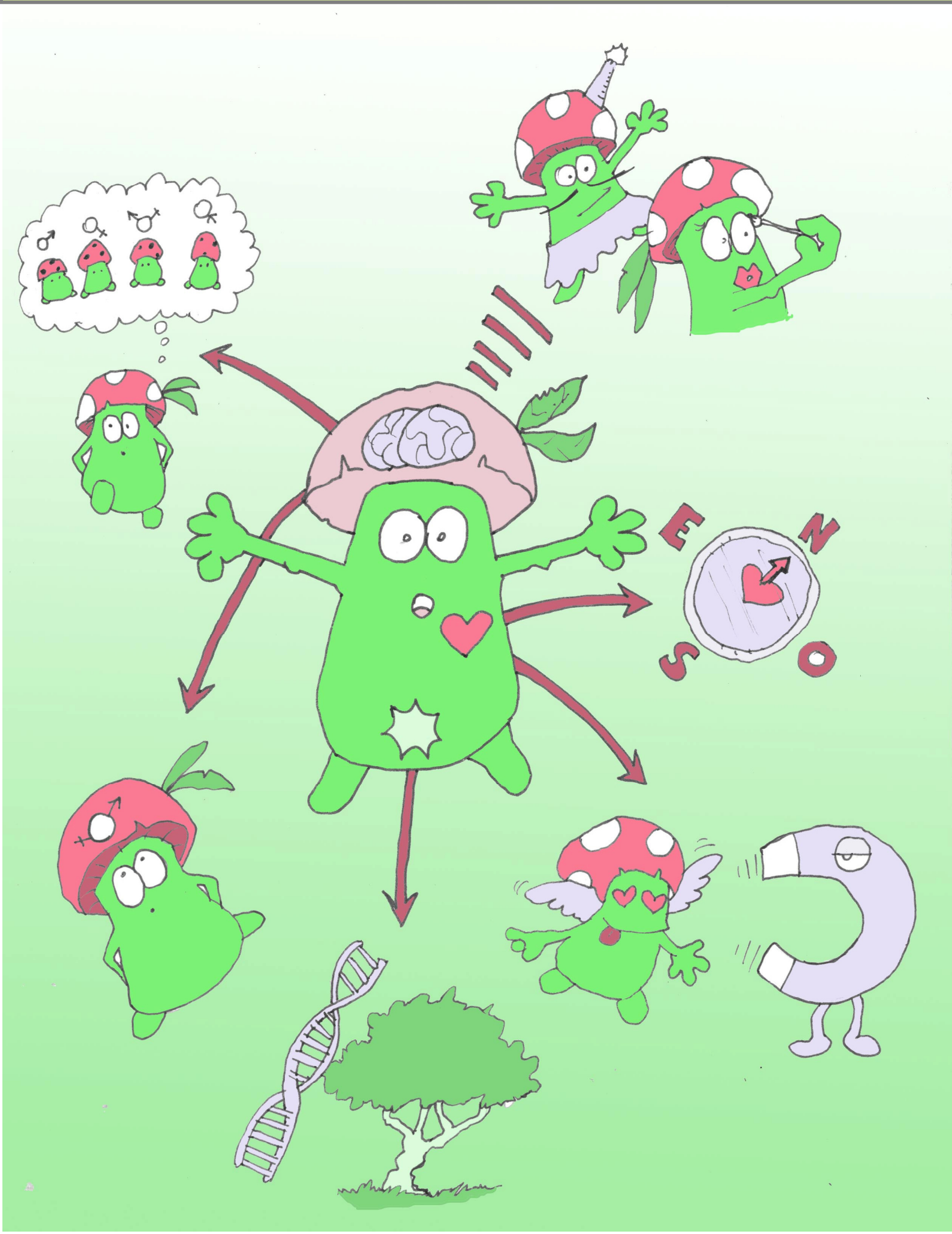


TITLE	**Gender "definitions"**
TOPIC/S	Gender
AIM	To encourage participants to define what "gender" is for them and afterwards to create a common definition, using drawing
TOOL TYPE	Work in group and plenary
MATERIAL	Flipcharts, colour, markers
DURATION	120 minutes
DESCRIPTION	**Setting:** before to 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. The activity is organized accordingly to the following steps: **Step 1.** 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. **Step 2.** 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. **Step 3.** 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. **Step 4.** it follows a presentation in plenary of the different group' drawings.

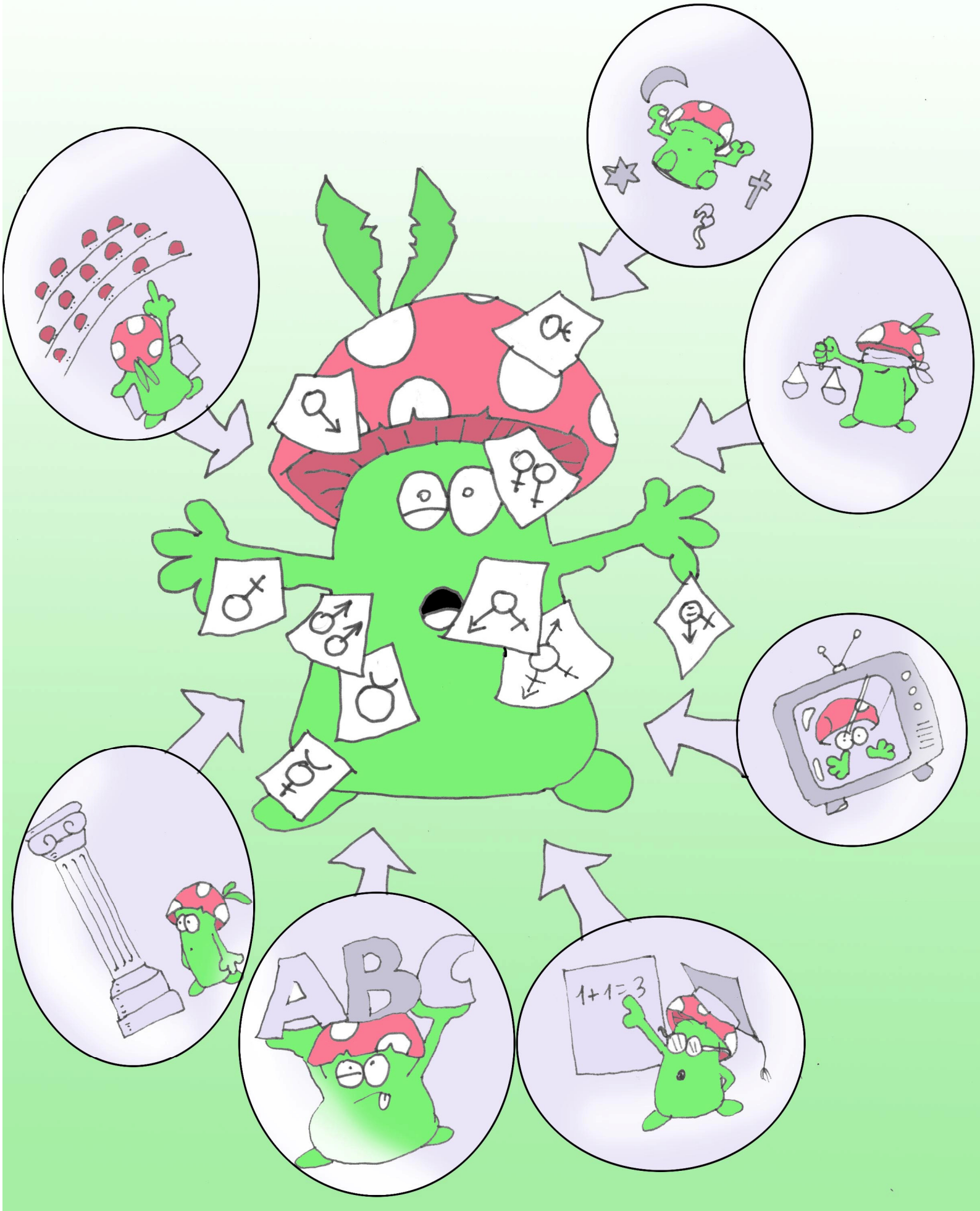
TITLE	**More inside "gender"**
TOPIC/S	Gender
AIM	To reflect on different gender-sensitive aspects and to go more in depth inside gender issues

TOOL TYPE	Work in group
MATERIAL	Tables, chairs, flipcharts, markers and pens
DURATION	160 minutes
DESCRIPTION	**Setting:** 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. The activity is organized accordingly to the following steps: **Step 1.** 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. **Question 1:** *What are the main differences between: gender identity, gender expression, sexual orientation, biological sex?* **See Outcome 1 below.** **Step 2.** 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. **NOTE:** is something has been already said it's better to avoid repetitions and to say only elements not previously mentioned. **Step 3.** 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. **Question 2.** *In your opinion, what are the main reasons behind gender issues in your country?* **See Outcome 2 below.** **Step 4.** 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. **Step 5.** 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. **Question 3.** *What is the difference between gender equality and gender equity (according to you)?* **See Outcome 3 below.** **Step 6.** 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.

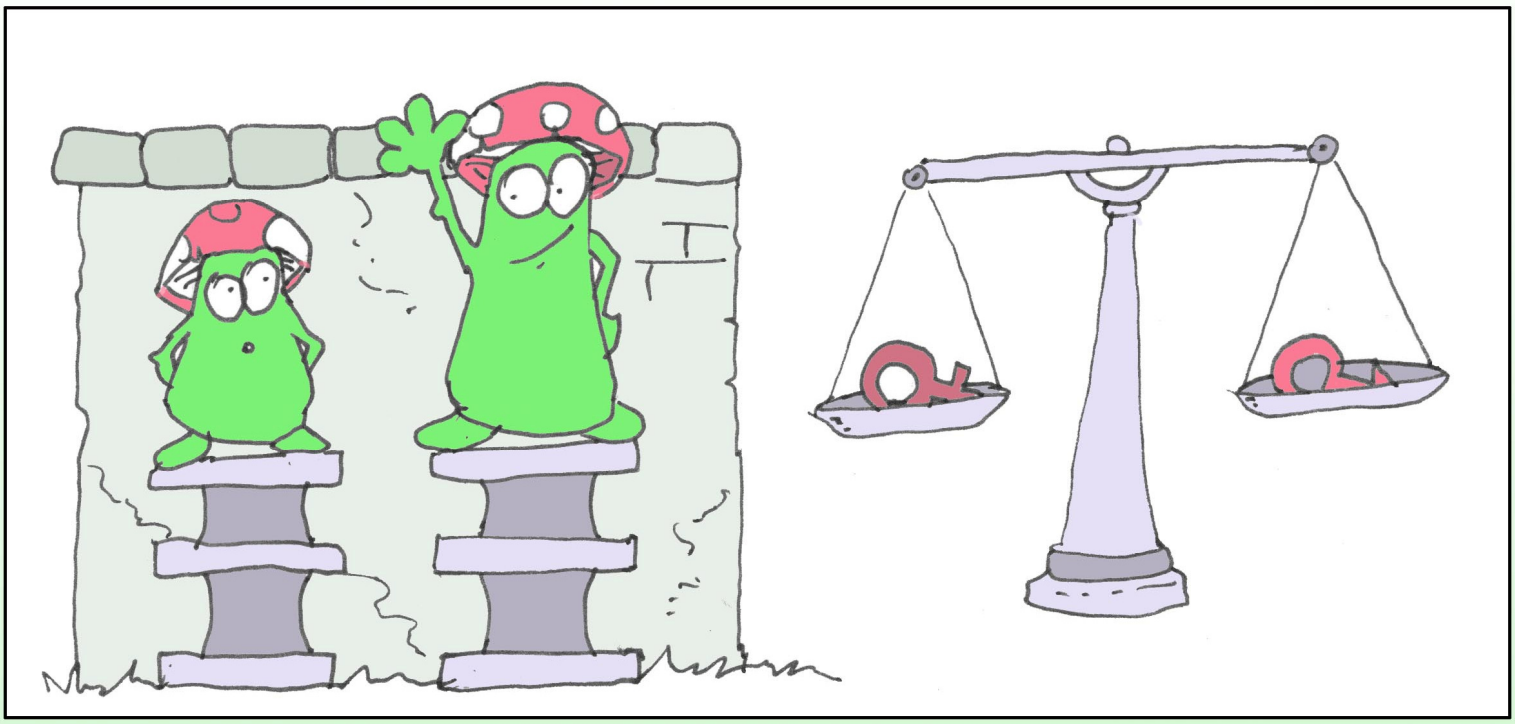
HANDOUT_GENDER ROLE MODELS_OUTCOMES 1

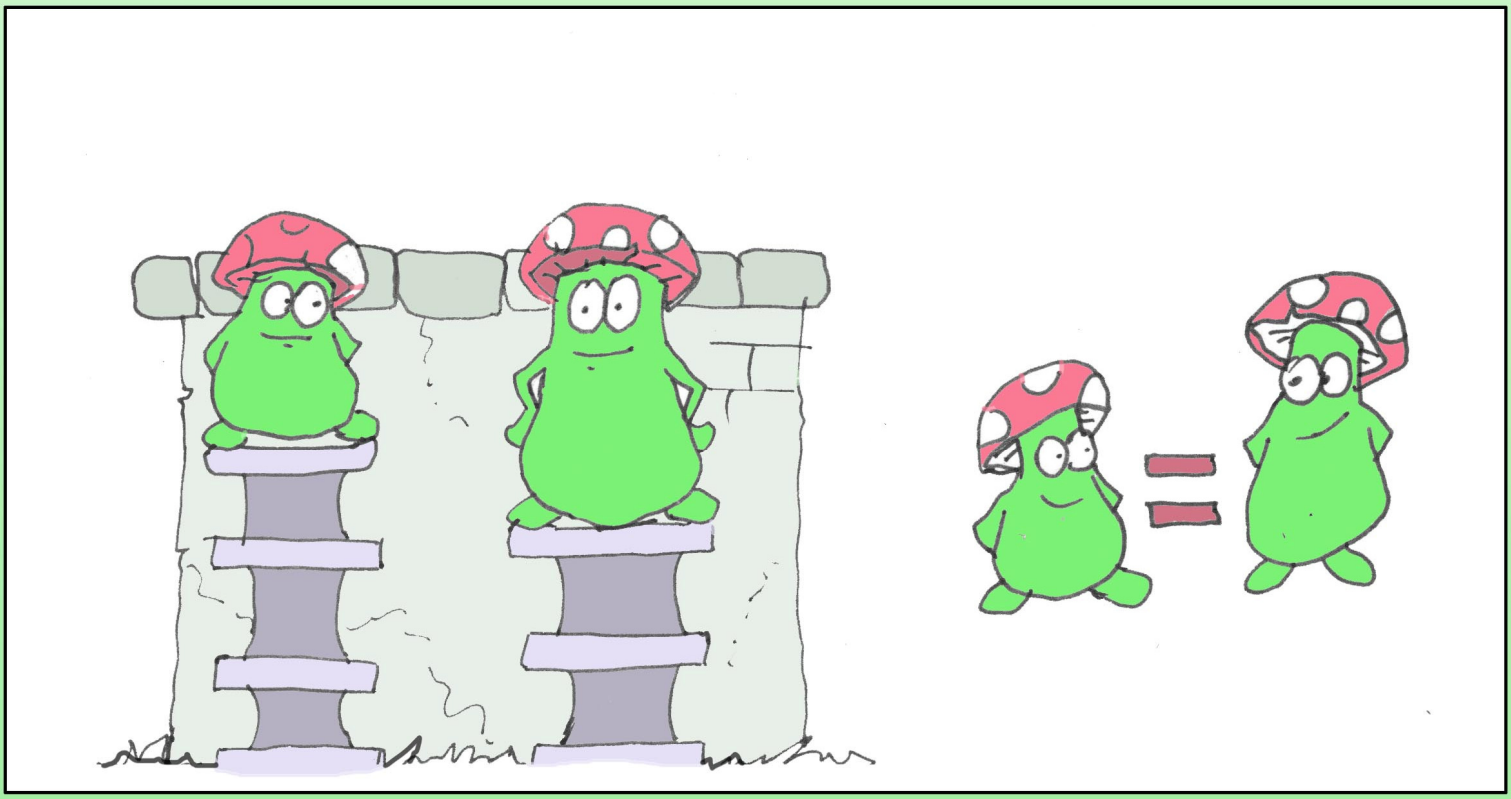


HANDOUT_GENDER ISSUES_OUTCOMES 2



HANDOUT_EQUALITY vs EQUITY_OUTCOMES 3





TITLE	**2 true and 1 false statements**
TOPIC/S	First steps in stereotypes
AIM	To energize the group and, in the same time, to make the first small step on stereotypes, linking it with the upcoming session
TOOL TYPE	Work in group
MATERIAL	A4, pens, scotch tape
DURATION	20 minutes
DESCRIPTION	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. 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. The activity proceeds for a while, it's not compulsory to meet everybody, but more people we meet and better it is. 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.

TITLE	**Abigail**
TOPIC/S	Gender role models
AIM	To deepen the prejudices and stereotypes and to explore the gender role models
TOOL TYPE	Work in group and open discussion in plenary
MATERIAL	Handout with the Abigail story
DURATION	90 minutes

DESCRIPTION	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. The activity is organized accordingly to the following steps: **Step 1.** each participant receives a printed version of Abigail story, they have to read the story and make a list of characters, from the best to the worst. **Step 2.** four smaller groups are created, within each group the lists have to be shared and discussed. **Step 3.** the group, using the consensus, should arrive to a common list of characters, from the best to the worst. **Step 4**. back in plenary, each group should read the character list and a facilitator keeps note on a flipchart. **Step 5.** it follows in plenary the debriefing, analysing the different list's orders and the reasons that moved each group to create the order. The final conclusion is run in plenary presenting the **ICEBERG MODEL.** **See Handout below.**

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 BECOME VERY ANGRY AND SCREAMED TO HER: "YOU CHAETED ON ME!", THEN KICKED HER OUT OF HIS HOUSE.

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

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

THEN, HE WENT TO LOOK FOR ABIGAIL.

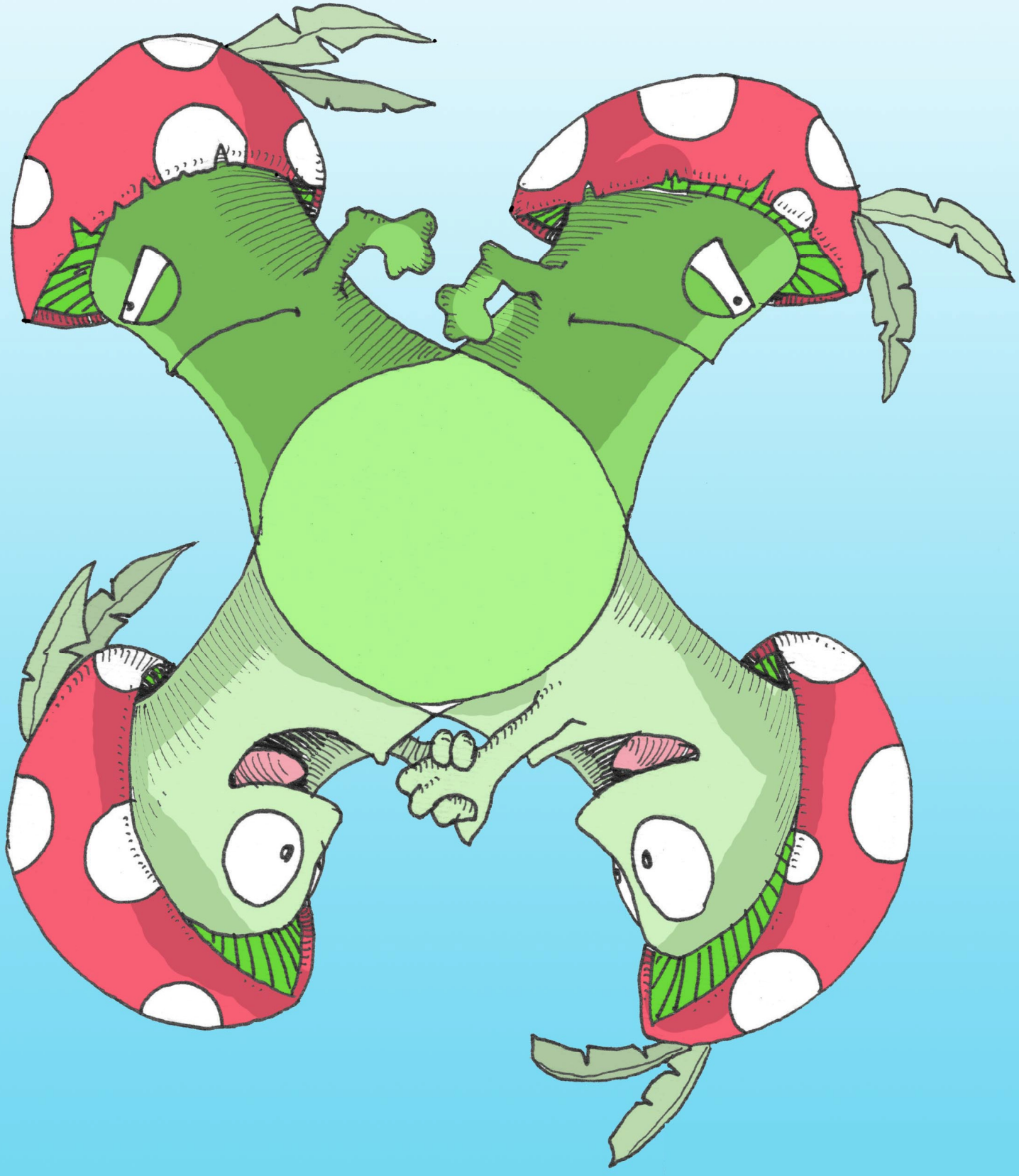
ITLE	**One Step Forward**
TOPIC/S	Prejudices and Stereotypes
AIM	To analyse the stereotypes and the prejudices we might use in an unconscious way in our daily life, to "wear the shoes" of other people we might tend to judge or to "put into boxes"
TOOL TYPE	Role play game
MATERIAL	A big space, soft music and the Handout cards
DURATION	80 minutes
DESCRIPTION	The activity is organized accordingly to the following steps: **Step 1.** participants are standing on a long line. Trainers hand out a role to each participant, each person has to carefully read the character's description, take his/her own time and try to think and act as the person described. **NOTE**: the activity is centred on the role play game method. For this reason, it's important to create a soft atmosphere to enforce the concentration and the action of wearing the shoes of someone else. 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. **Step 2.** 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. **Step 3.** back in plenary, the trainer runs the analysis of the activity and the debriefing. Key questions for the debriefing: • How did you feel? • Which was your character? • Was it easy to represent your character? • Why did you act in this way? • What was the gender of your character? • Why did you choose this gender? (if gender was not specified in the card) • Do you think to be excluded from society in some way? • Do you think you applied stereotypes while representing your character?

	It follows a debriefing about **STEREOTYPES** and **PREJUDICES** in general and specifically about the gender-related prejudices. **See Handout below.**

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 APRIVATE SCHOOL	40 YEARS OLD BURMESE WOMAN POLITICIAN
55 YEARS OLD WOMAN CANDIDATE FOR PRESIDENCY	16 YEARS 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

TITLE	**What I dare to ask you**
TOPIC/S	Gender sensitive issues in the different countries
AIM	To create the space for further deepening some gender sensitive issues and to better share the country situation concerning different gender aspects
TOOL TYPE	Work in group
MATERIAL	/
DURATION	90 minutes
DESCRIPTION	**Setting:** 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. 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. 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.

CHAPTER 3
GENDER 2ND STEP

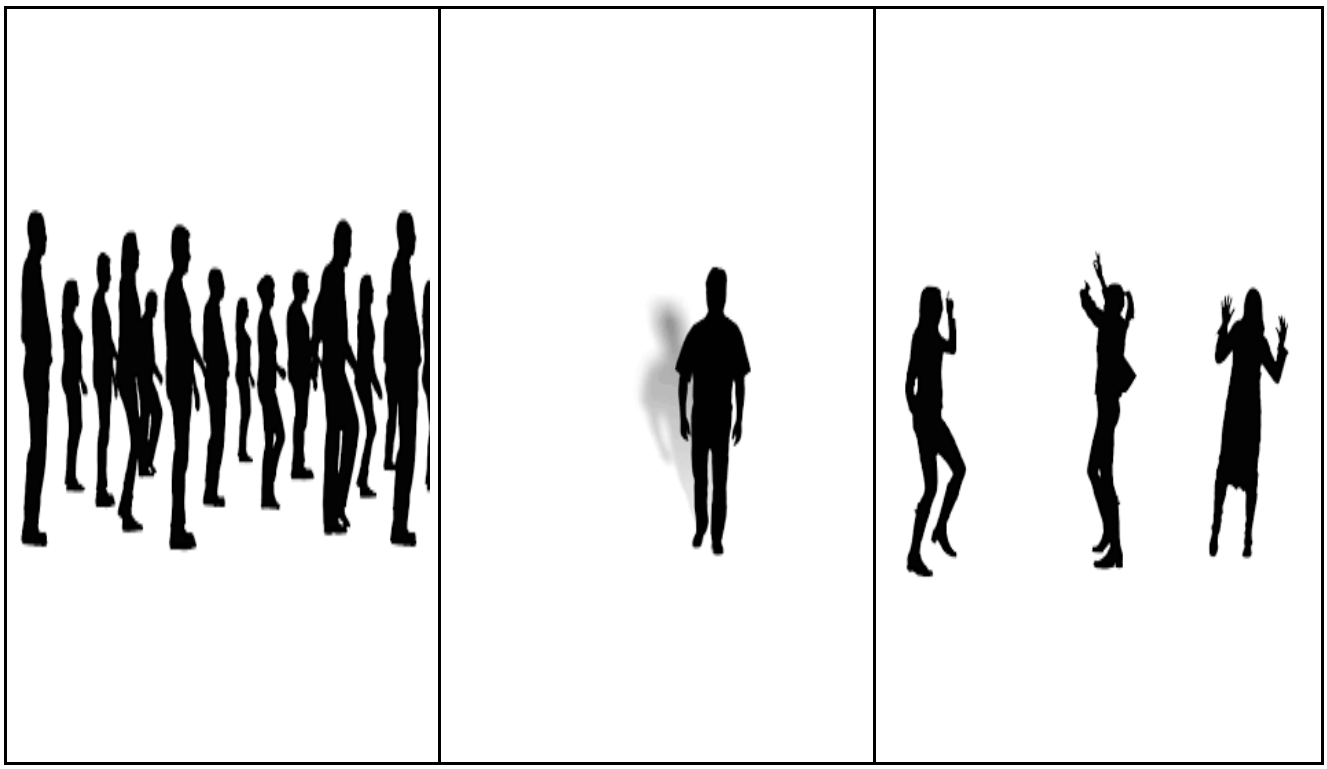


GENDER-BASED CONFLICTS

TITLE	**Sharing personal stories**
TOPIC/S	Gender based conflicts
AIM	To make participants reflect on their personal gender related conflicts they lived or experimented in their life and to give them the chance to share them within the group.
TOOL TYPE	Individual work and work in small groups
MATERIAL	Chairs, soft music
DURATION	80/90 minutes
DESCRIPTION	**Setting**: in the workshop rooms has to be created a "soft" environment, there are chairs without order (one for participant) put in the space and there is a soft, intimate music. No light in the room. The activity is organized accordingly to the following steps: **Step 1.** participants are entering the room one by one and are explained that can freely walk in the space and then, when feels comfortable in a specific point, they can sit on the nearest chair. **Step 2.** participants are asked to close their eyes. Then a couple of trainers create the atmosphere whispering in the participants hears, and then raising the tune of the voice, key words evocating conflicts, violence, stereotypes, prejudices and some of the key words referred to the work they did in the previous day. **Step 3.** when the key words are whispered, one of the trainer asks participants to think about a gender related conflict they lived in their life. **NOTE:** the work it's about the personal gender related conflict/s participants lived in their life. For this reason, **it's fundamental to create the proper and "safe" atmosphere, where to feel protected.** **Step 4.** four groups are created and in each one, participants should share their story. **NOTE:** if a participant is not feeling comfortable sharing his/her personal story, he/she can decide not to do it and only to listen at the others. **Step 5**. in each group one story has to be selected. It's important to underline that "no stories are the best or the worst", the story should be selected accordingly to the fact the group members think it is the most representative of gender related conflicts. **NOTE:** this activity is preparatory for the next one "Strip cartoon".

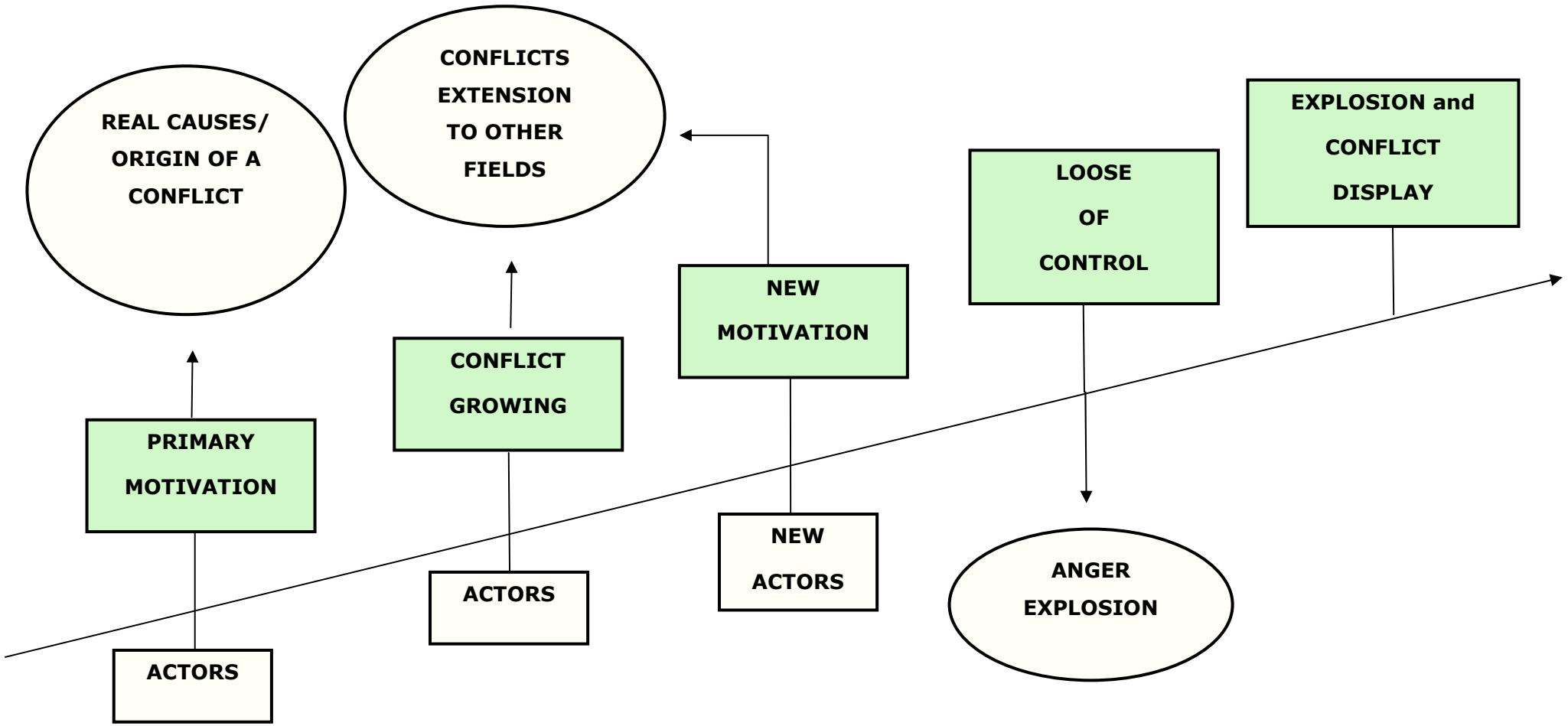
TITLE	**Strip cartoon**
TOPIC/S	Conflict analysis
AIM	To make participants run a detailed conflict analysis of the different conflict situations identified by each group (setting, type of conflict, actors)
TOOL TYPE	Work in group
MATERIAL	/
DURATION	100 minutes
DESCRIPTION	The activity is organized accordingly to the following steps: **Step 1.** is provided a brief explanation of what living pictures are and how the representation through strip cartoons works. **NOTE:** for a clearer understanding of the technique, it's better to draw it on a flipchart. See Handout below. **Step 2.** 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. **Step 3.** each group represents the three frames on stage. **Step 4**: after each representation the group remains on the stage and it's run the analysis of the situation with a specific focus on: "ACTORS" and "CAUSES". **NOTE:** in this phase of the activity, each group should only create the conflict case and identify the actors and the causes, THEY SHOULD NOT think about the possible solutions!!!! At the end of the debriefing is presented the **CONFLICTS EXPLOSION MODEL**. **See Handout below.**

CONFLICT EXPLOSION FRAME



SEQUENCE 1	SEQUENCE 2	SEQUENCE 3
beginning of the action	climax of the action	conflict explosion

HANDOUT_CONFLICT EXPLOSION MODEL



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

TITLE	**Social Theatre**
TOPIC/S	Conflicts management
AIM	To make participants work on the possible and multiple ways to manage and, in some cases, solve conflicts
TOOL TYPE	Theatre activity
MATERIAL	/
DURATION	120 minutes
DESCRIPTION	The activity is run in two different rounds: in each round a different conflict story is analysed. **HOW TO MANAGE THE TECHNIQUE:** **Step 1.1 First story** the pool of trainers, as actors, is representing the first story in a theatrical way. The representation should stop on the conflict explosion. **NOTE:** the story characters have to be well defined, there should be one representing "the oppressor", another one representing "the oppressed" and other secondary characters. One trainer plays the role of the Joker, who can intervene to manage the representation, can stop it or give the floor. **Step 1.2** 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. 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 2.1 Second story** the pool of trainers, as actors, is representing the second story in a theatrical way. The representation should stop on the conflict explosion. **NOTE:** as before, the story characters have to be well defined, there should be one representing "the oppressor", another one representing "the oppressed" and other characters. Still the Joker can intervene to manage the representation, can stop it or give the floor.

	Step 2.2 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 3.** it follows in plenary a general debriefing on the activity, on the different ways to manage a conflict and on the methodology used. **See Handout below.**

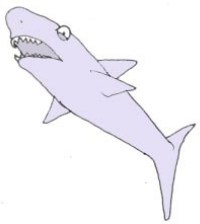
HANDOUT_HODGSON MODEL

FACE TO FACE

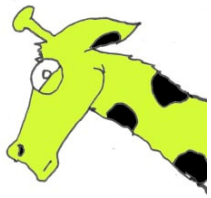
OBJECTION

COMPETITIVITY

winner - loser



COMPROMISE



COLLABORATION

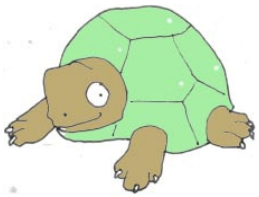
PROBLEM SOLVING

winner – winner

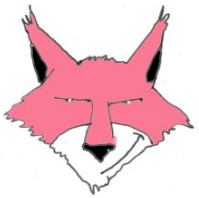
NON - COOPERATIVE

ESCAPING

no involvement



MANIPULATION



COOPERATIVE

ACCEPTANCE

loser – winner

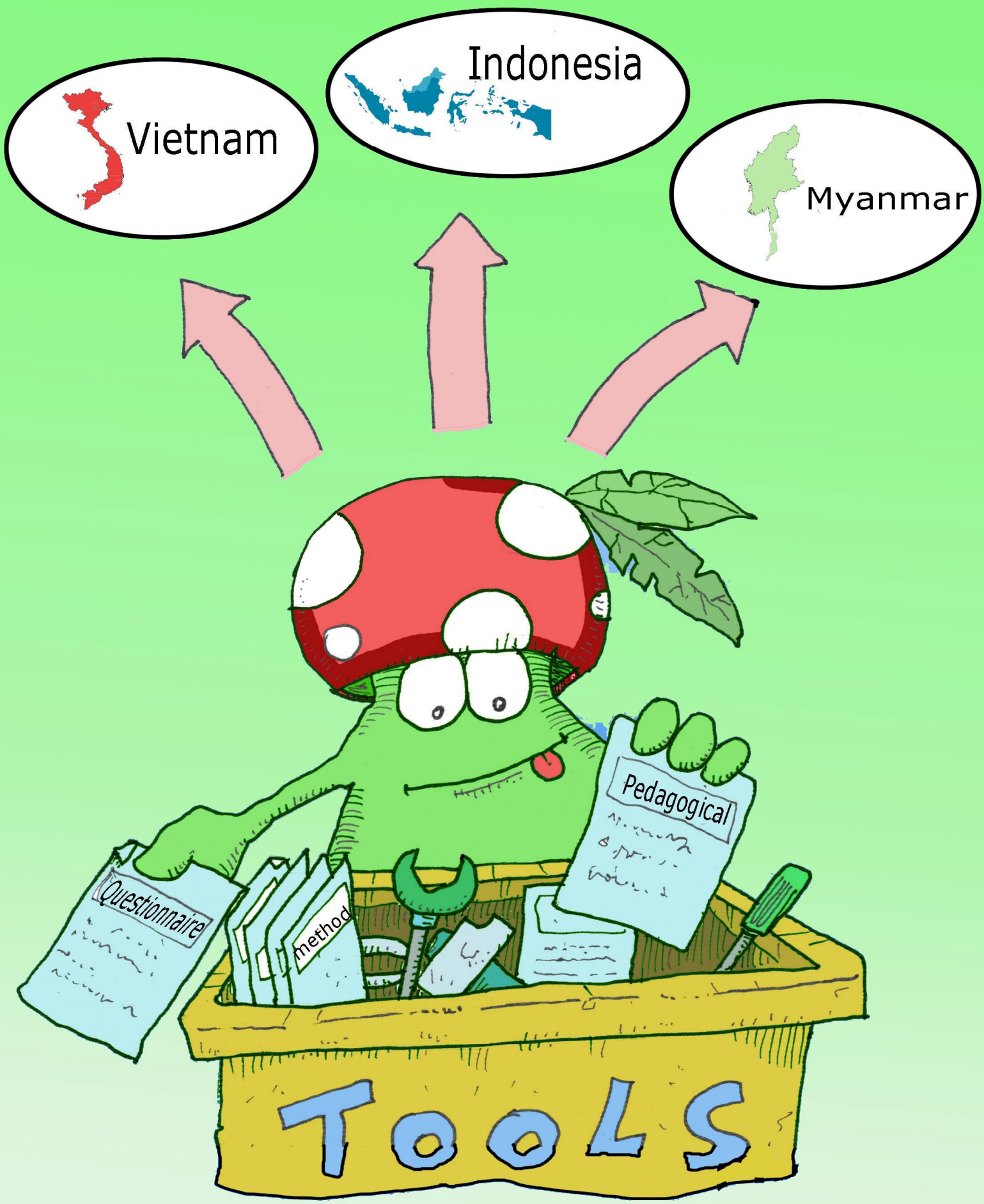
ABSENCE OF FACE TO FACE

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

COLLABORATION: a cooperative face to face style
Adapted when both sides want to find a solution and when they have to work together to set up an answer. It is a way to proceed close to the win-win strategy in negotiation
CONTESTATION: a non-cooperative face to face style
Adapted when quick and decisive actions are necessary (an emergency for example)
ACCEPTANCE: a cooperative style, without any face to face
Adapted when you notice that you have made a mistake, when the issue is less important for you or in the case where you want to make a good impression on the other side's and/or on the mediators
AVOIDANCE: a non-cooperative style, without any face to face
Adapted when the issue is without any importance or when, even if the matter is relevant for you, you "escape" the possibility to approach it. You do not have much power and you do not see any possibility to change the situation
COMPROMISE: a style at the crossroad between the others and which implies all of their elements
This style is moderately assertive and moderately cooperative: the goal is to find middle ground. The compromising style is used with issues of moderate importance and/or when both parties are equally powerful and/or equally committed to opposing views

CHAPTER 4
YOUTH MEETINGS



QUESTIONNAIRE

TITLE	**Questionnaire preparation**
TOPIC/S	Youth Meetings
AIM	To prepare in a bottom up approach the questionnaire that will be handed out during the Youth Meetings
TOOL TYPE	Work in group
MATERIAL	Flipcharts, paper, markers, post-it
DURATION	180 minutes
DESCRIPTION	The activity is organized accordingly to the following steps: **Step 1.** the activity starts in plenary with a brainstorming to define, in a collective way, the main thematic chapters of the questionnaire. **NOTE:** 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). **Step 2.** once the main macro-topic/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 appeared during this activity are: culture, religion, education, politics and law, health, media. **NOTE:** participants are free to choose their group, but it should be posed, as basic criteria for the division, the balance of nationality. **Step 3.** in each group, members have to think about possible questions related to the thematic. **NOTE:** 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. **Step 4.** 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, called the Ballint Group. **NOTE:** at least one group member should remain in the thematic table. **BALLINT GROUP METHODOLOGY** • **step a.** (10 minutes): in each group, roles have to be defined: facilitator, time keeper and the reporter (that usually becomes also the spokesperson) • **step 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. • **step c.** (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. • **step d.** (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 re-phrased. • **Step e.** (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. **Step 5.** 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 re-phrased. **Step 6.** 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 below. **See Handout below.**

HANDOUT_QUESTIONNAIRE

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

---

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

---

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

---

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

---

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

---

6. HOW DOES THE STATE PROMOTE GENDER EQUALITY?

---

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

---

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

---

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

---

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

---

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

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

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

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

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.

PEDAGOGICAL APPROACH

TITLE	**Gincana – pedagogical approach**
TOPIC/S	Pedagogical approaches to be taken in account while organizing and implementing the Youth Meetings
AIM	To learn/refresh different pedagogical approaches, useful for the Youth Meetings
TOOL TYPE	Work in group
MATERIAL	Flipcharts, paper, markers, post-it
DURATION	90 minutes in total = 10 minutes for the explanation + 80 minutes for the activity (each round should last 20 minutes)
DESCRIPTION	**Setting**: 4 different stations should be created, representing: • **target group needs** • **group dynamics** • **learning styles** • **learning objectives and evaluation** The activity is organized accordingly to the following steps: **Step 1**. the activity is presented and "The Master of Time" divides participants in 4 groups, explaining the rules of the activity. **Step 2.** 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. **NOTE**: 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.

TITLE	**Draw the "perfect" 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	Handout with the facilitator model
DURATION	45 minutes
DESCRIPTION	The activity is organized accordingly to the following steps: **Step 1.** participants are divided in groups (approximately 5 people each) and receive the Handout with the facilitator model. They have to discuss within the group 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. **Step 2.** each group has a maximum amount of 5 minutes to present the work in plenary. Then it's left an extra time for questions and clarification requests. **NOTE:** this activity has to be considered preparatory for the "Training in Action".

TITLE	**Open space of tools**
TOPIC/S	Methods for the Youth Meetings: non formal education methods
AIM	To learn/refresh/share different non formal education working methods that can be used during the Youth Meetings
TOOL TYPE	Work in group
MATERIAL	Flipcharts, paper, markers, post-it
DURATION	90 minutes
DESCRIPTION	The activity is organized accordingly to the following steps: **Step 1**. in plenary participants are asked to share if they want share 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 table, to choose 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. Below the list of the proposed workshops.

slot 1	**SIMULATION**	**CHIEF OF POWER**	**WORLD CAFÉ'**	**CANADIAN BOX**	**ROLE PLAY**
slot 2	**PLA – PARTIICPATIVE LEARINING ACTION**	**DEBATE**	**FOOT MASSAGE**	**HIPPO IN A BATH**	**UNIVERSAL CLAP**

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.

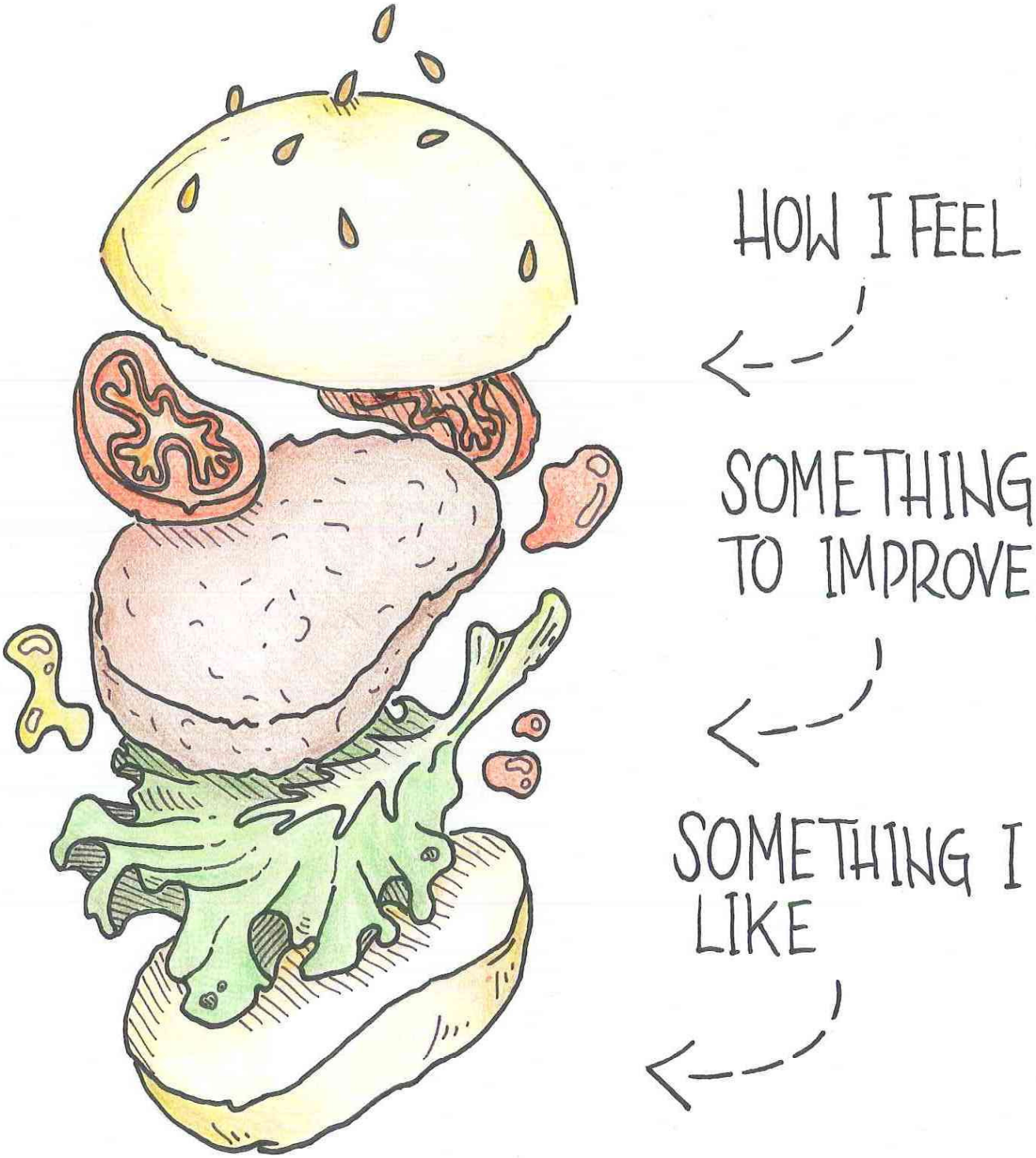
In the Open Space Technique, the main **RULES** are:

- 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 you can also speak and share your opinion.

TITLE	**Work in groups and preparation**
TOPIC/S	Interactive methods within non formal education to run a workshop
AIM	To make participants practicing how to conceive, organize and implement a workshop of 150 minutes that can be afterwards re-proposed during the Youth Meetings
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 prepare the workshop
DURATION	180 minutes
DESCRIPTION	The activity is organized accordingly to the following steps: **Step 1. Group division** 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. **NOTE:** during the group division it's important to ask flexibility in order to try to have groups balanced in size, gender and nationality. **Step 2. Preparation** Participants, divided in groups will work on the preparation of a short workshop of 150 minutes, using non formal education working methods. **NOTE**: 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. **Step 3. Feedbacks** 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: • **your feelings** • **something to improve** • **something good.** **NOTE**: 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. Every time feedbacks are towards the activity, not personal feedbacks to individual participants are given. **See Handout below.**

HANDOUT_SANDWICH MODEL



TITLE	**Training in Action- Implementation**
TOPIC/S	Practical implementation of a workshop
AIM	To make participants practically experiment how to create, structure and prepare a workshop of 150 minutes, using non formal education working methods. **NOTE**: the methods tested and assessed could have been afterward used during the Local Actions Implementation
TOOL TYPE	Non formal education workshops
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	720 minutes in total = 150 minutes workshop+ 30 minutes feedbacks
DESCRIPTION	Each group has at disposal 150 minutes to run the workshop. Below the example on how the group rotation is working: • group A → B + C + D • group B → A + C + D • group C → A+ B + D • group D → A + B + C **IMPORTANT FOR THE FEEDBACKS AFTER EACH WORKSHOP** the 30 minutes of feedbacks are divided in the following way: • feedbacks from the participants who run the activities; • feedbacks from the participants who participated in the activity; • feedbacks from the pool of trainers. **NOTE**: participants have to follow the predetermined structure of the "Sandwich Model" for giving feedbacks: • personal feelings about the work; • something to improve; • something good.

OUTCOMES_TRAINING in ACTION

The OUTCOMES in this section comes from the Training in Action – TiA 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 was to afterwards use these workshops during the Youth Meetings forecast in July and August 2017.

TARGET GROUP	Youth meetings participants
MACROTOPIC	Gender sensitive issues
SUBTOPIC	**Stereotypes & prejudices**
OBJECTIVES	To understand how stereotypes and prejudices might lead to gender based discrimination
TITLE	**Stoppy time**
METHODS	• Energizer activity • Simulation game • Discussion
DURATION	150' Energizer 15' Asia trip 75' Warm up 10' Stereotypes vs prejudices 50'
MATERIALS	Post-it, music, paper, pens/markers, some chairs and tables, flipchart
DESCRIPTION	**Activity 1: Asia trip** 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. The people they will meet during this trip are: • A young artist from Indonesia with HIV • A female sex worker from Thailand • A drunk woman who speaks only Vietnamese • A transsexual singer from Italy • A 15 years old girl from Myanmar who is part of a minority ethnic group and doesn't want to go home • A smelly business woman from Japan • A very feminine French guy who can speak several languages 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. 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. **Activity 2: Stereotypes vs prejudices** 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 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. The statements proposed could be:

	• All women are good cooker • A lot of men love football • Men do not express their emotions • Women with tattoos are easy going • Real men should not cry 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. When all the statements have been read, facilitators, in plenary, give an explanation and further information about what a stereotype and a prejudice are.

TARGET GROUP	Youth meetings participants
MACROTOPIC	Gender sensitive issues
SUBTOPIC	**How stereotypes define gender roles**
OBJECTIVES	To sensitize and raise awareness on gender roles and stereotypes; to reflect on how work is defined differently for men and women
TITLE	**Raise your hand**
METHODS	• Frontal presentation • Drawings • Team building exercise • Quiz • Debriefing
DURATION	150' Energizer 15' Activity 1 50' Activity 2 70' Conclusion 15'
MATERIALS	3 stools, chairs, board, prizes, color markers, flipcharts, post-it, A4 paper sheets
DESCRIPTION	**Activity 1: Draw your Clock** 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. 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. **Activity 2: No name game** 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. **NOTE**: 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. Conclude with a debriefing where a set of questions is asked:

	• How did you feel? • Which criteria did you use to choose the answer? • Were you surprised by the correct answer? Sum up and conclude with the motto "think about how we think about things”. **See Handout below.**

HANDOUT_QUESTIONS FOR THE QUITZ

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

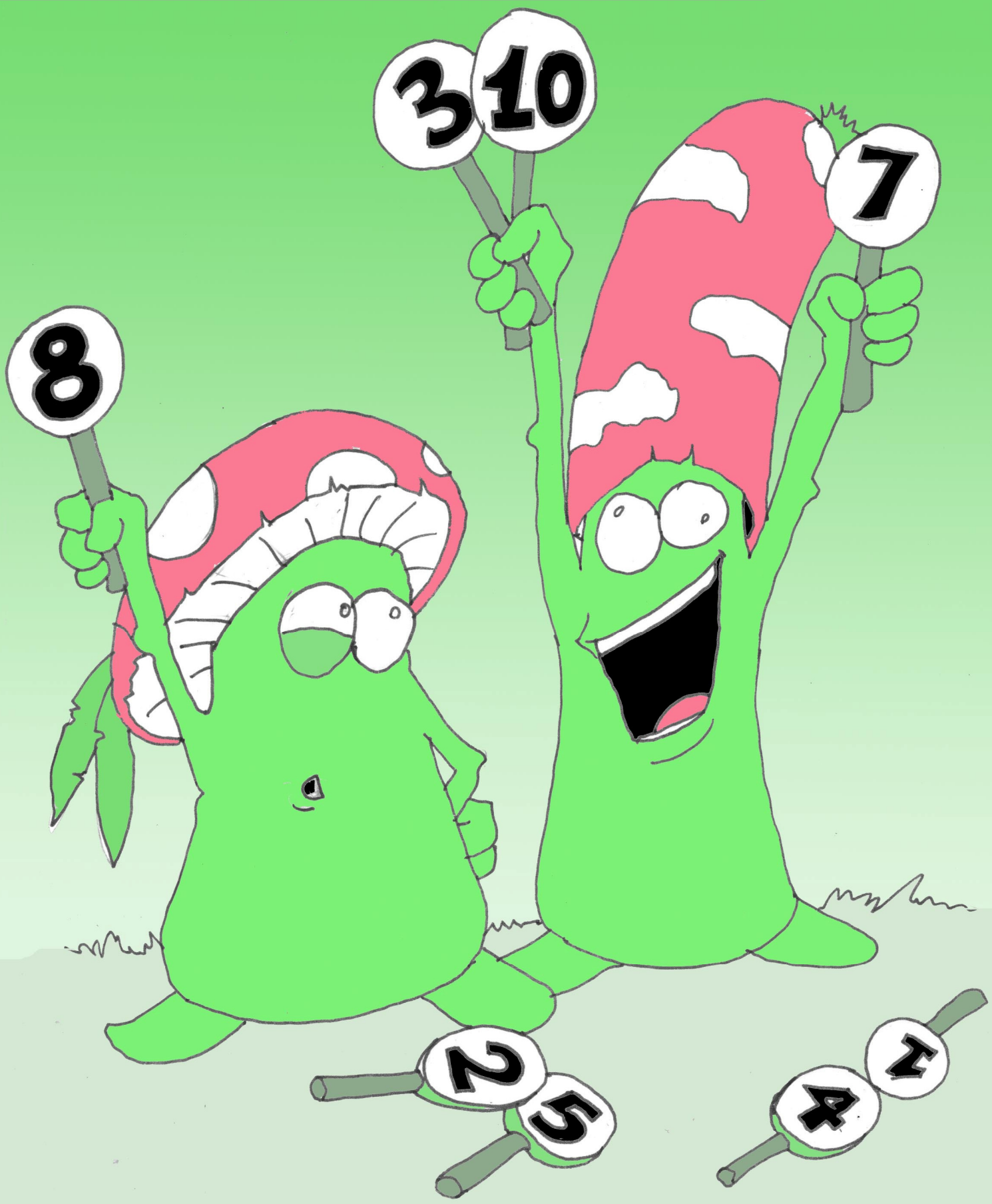
16. In Egypt in 2015 for every 100.000 births, how many women died?	■ Around 30 □ Around 10.000 □ Around 30.000
17. Which country has recently given a law ordering couples living together to marry?	■ Burundi □ Colombia □ Dominican Republic
18. In Britain, how many women are fired each year for being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

TARGET GROUP	Youth meetings participants
MACROTOPIC	Gender sensitive issues
SUBTOPIC	**Gender roles**
OBJECTIVES	To recognize that tasks done by women and tasks done by men are equally valuable
TITLE	**Tasks and Family**
METHODS	• Energizer • Gender clock + reflection • Growing debate + reflection
DURATION	150' 15' Energizer 65' Gender clock 10' Energizer 60' Debate
MATERIALS	Chairs, post-it, 4 tables, 8 "clock" paper, pens, 1 "debate" paper, flipchart
DESCRIPTION	**Activity 1: Gender clock** 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. They are asked to use four different colours to describe: sleeping hours, paid work, not paid work and social life. In plenary, the groups present their clock, while the facilitators ask the questions: • There is any difference within the task division? • Would it have been different if they had a different job? **Activity 2: Debate** Divide the group in two sides, one side YES and another side NO. The groups has to 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. Later, the facilitators will ask: • How did you feel having to argue for a specific side? • Was it easy to think of the supporting points even if they weren't linked to your personal opinion? • What do you think you have learned?

TARGET GROUP	Youth meetings participants
MACROTOPIC	Gender sensitive issues
SUBTOPIC	**Activism**
OBJECTIVES	Raise awareness, collective decision making, think of concrete actions, empowerment of people
TITLE	**Utopia of Gender Equality**
METHODS	• Debriefing • Drawing activity
DURATION	180' Welcoming 30' Energizer 15' Introduction 5' **Activity:** Reality 35' + Utopia 50' + Action 40' + Conclusion 5'
MATERIALS	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
DESCRIPTION	Welcome the participants, propose something to drink, make them sign the participant list and give a name tag to everyone. **Energizer: Little motor** 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. **Introduction: Flipchart presentation** We explain the methodology and the 3 steps of the activity written on a flipchart: Reality, Utopia and Action **REALITY:** • **One step forward:** short activity with characters and questions. No debriefing, just ask the participants feelings at the end. • **Individual reflection:** 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. **UTOPIA:** • **Group drawing activity:** 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). • **Presentation:** each group present the outcome of their work. • **Sum Up:** the facilitators gather the main values appeared from the presentations. • **Individual reflection:** 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). **ACTION:** • **Plenary discussion:** ask people how they feel, ask questions to talk about utopia and the difficulties to reach it. Close with a sum up. • **Individual reflection:** 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). **Conclusion:** 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. **Follow up** Take pictures of the production and end it by mail. Use the production to build the next steps of the training.

CHAPTER 5
EVALUATION



EVALUATION

TITLE	**Evaluation in 3 steps**
TOPIC/S	Final evaluation
AIM	To run the final evaluation of the project, analysing different aspects of the training
TOOL TYPE	Group activity
MATERIAL	A4, markers, colour and scotch tape
DURATION	120 minutes
DESCRIPTION	The activity is organized accordingly to the following steps: **Step 1. Recap of the week** Participants are asked to close their eyes and are accompanied in a retroactive journey by the trainer voice. **NOTE:** it's important to open the evaluation with this session to allow participants to remember what they have done during the training. **Step 2. The flower of learning** 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. **Step 3. Circle** Participants are back in the circle: when they want and feel comfortable they can take the floor saying two things: • Something to myself • Something to the group **Step 4. After the way back** 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.

Kanca
museum
FREEDOM
CHOICE

ITC ONPROJECT MANAGEMENT

26th September - 3rd October 2017
Semarang, INDONESIA

DELIVERABLES OF THE TRAINING

TOOL KIT_SECOND VERSION

it describes in detail all the non formal education activities run and working methods used during the training and that were then used during the Study Phases and also in other phase of the project

STUDY PHASE - SP

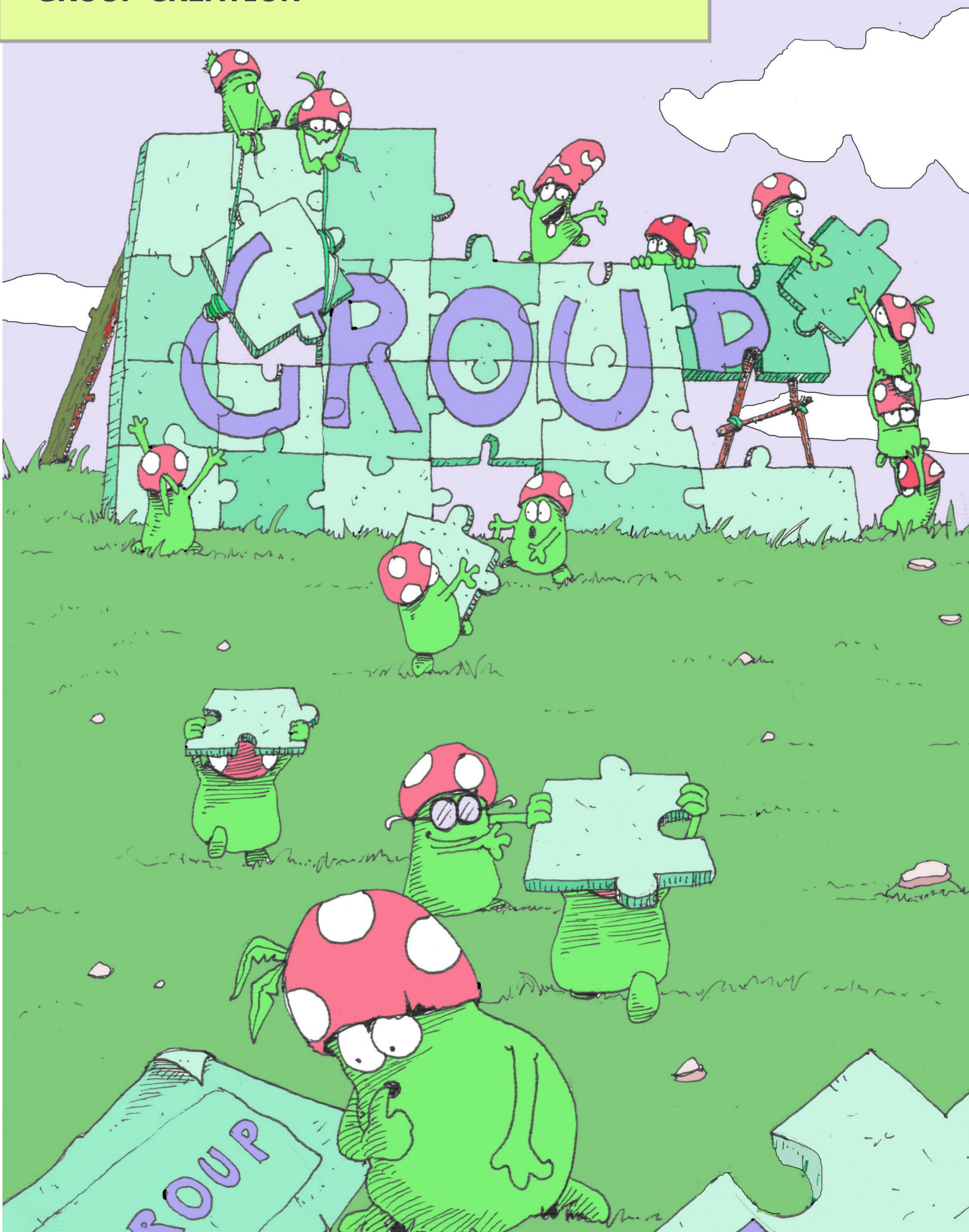
November and December 2017

Active Citizens
Together we make a better world

AGENDA OF THE TRAINING COURSE

CHAPTER 1 GROUP CREATION	CHAPTER 2 PROJECT DESIGN	CHAPTER 3 TRAINING in ACTION	CHAPTER 4 EVALUATION
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)	**EVALUATION** Evaluation in different stations The circle of exchange
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		
	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)		

CHAPTER 1
GROUP CREATION



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 silence, participants have to find "alternative ways" to communicate and when they have to move from their position 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	Participants are invited to stand in a circle, the game starts and the activity is organized accordingly to the following steps: **Step 1.** each participant should throw the ball to another one, saying his/her name. **Step 2.** each participant should throw the ball to another one, saying the name of the person who is receiving the ball. **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. **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 has presented him/herself.

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	**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. **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. Below, in the Handout, the set of questions to discuss. 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. **See Handout below.**

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	The activity is organized accordingly to the following steps: **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. **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. **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 participants will have the possibility to propose adjustments or new elements on process.

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	30 minutes
DESCRIPTION	The activity is organized accordingly to the following steps: **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. **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. **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. **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. **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. **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 at its end, but to include it in the final debriefing that will be run at the end of the activity "The Tower".

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	The activity is organized accordingly to the following steps: **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) **Step 2.** the activity starts and each group has at disposal fifteen minutes to create the tower. (15 minutes) **Step 3.** each group should visit the other group's stations, to see the tower. (5 minutes) **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. **See Handout below.**

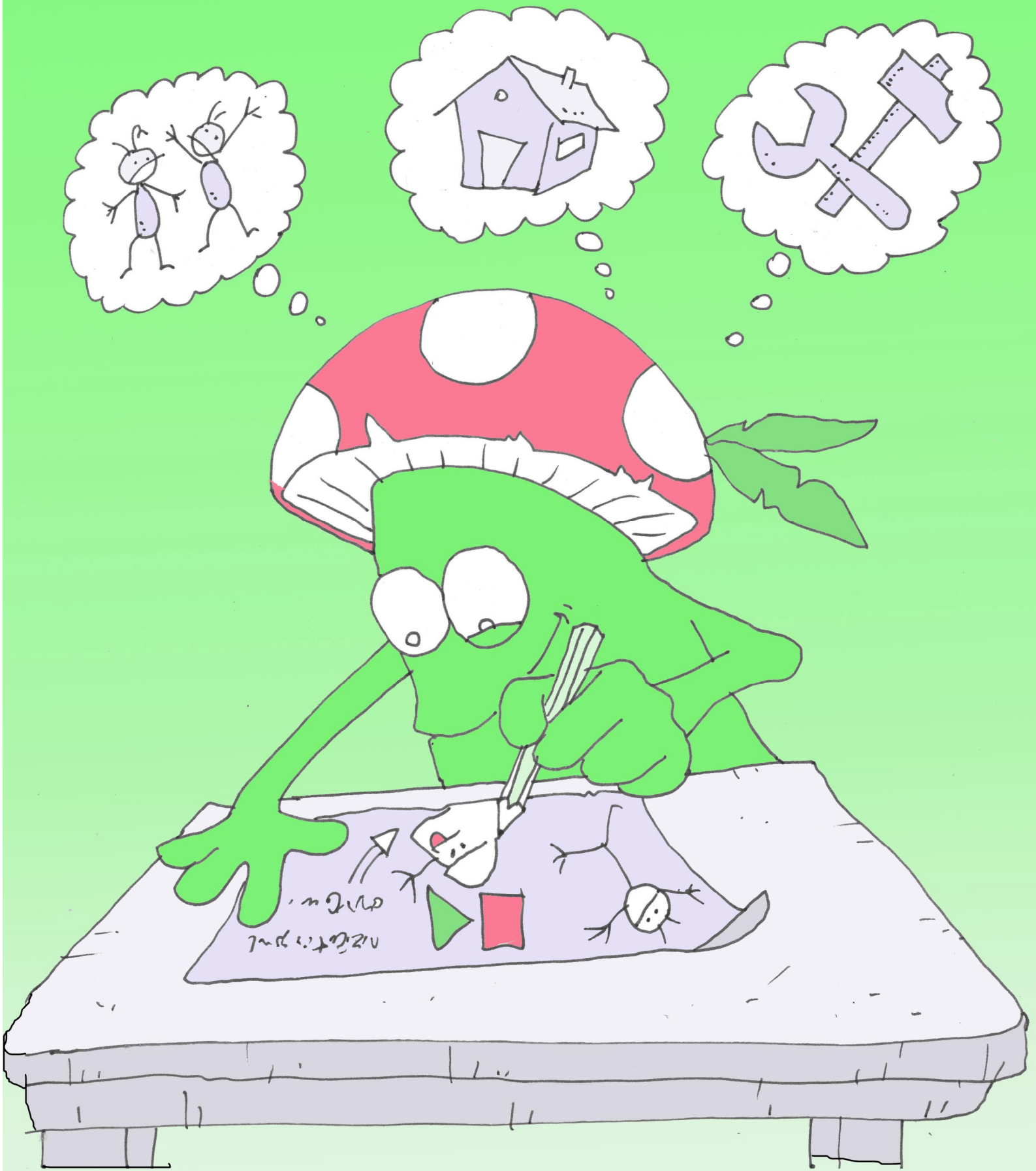
HANDOUT_THE TOWER

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	80 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	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. **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. The activity is organized accordingly to the following steps: **Step 1**. the activity is presented and facilitator divides participants in 2 groups, explaining the rules of the activity. **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. **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. **Step 4.** the ambassadors return to their teams and start building the bridge. **Step 5.** after 15 minutes the ambassadors meet again for a 2 minutes discussion. **Step 6.** the two groups finalise building the 2 halves of the bridge. **Step 7.** the two groups put the bridge together. **Step 8.** it follows the debriefing in plenary, including the activity "Leave me the chair" and "The Tower". **Key questions for the debriefing**:

	• What happened inside the group? How was the dynamic? • 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".

CHAPTER 2
PROJECT DESIGN



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	Participants are divided in national groups and they have to prepare the presentation of what happened during the Youth Meetings. The presentation has to highlight two aspects: 1. **General:** each group receives, as a general track, a set of questions to be answered • 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. 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.

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	150 minutes
DESCRIPTION	This activity starts from the main outcomes appeared in the previous one, "The Gallery". **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. Based on the analysis of gender issues identified in 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** appeared were: • Culture • Religion • Education • Politics and Laws • Health • Media 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. 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. **See Handout below.**

HANDOUT_INFO ON THE MIND MAP

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.

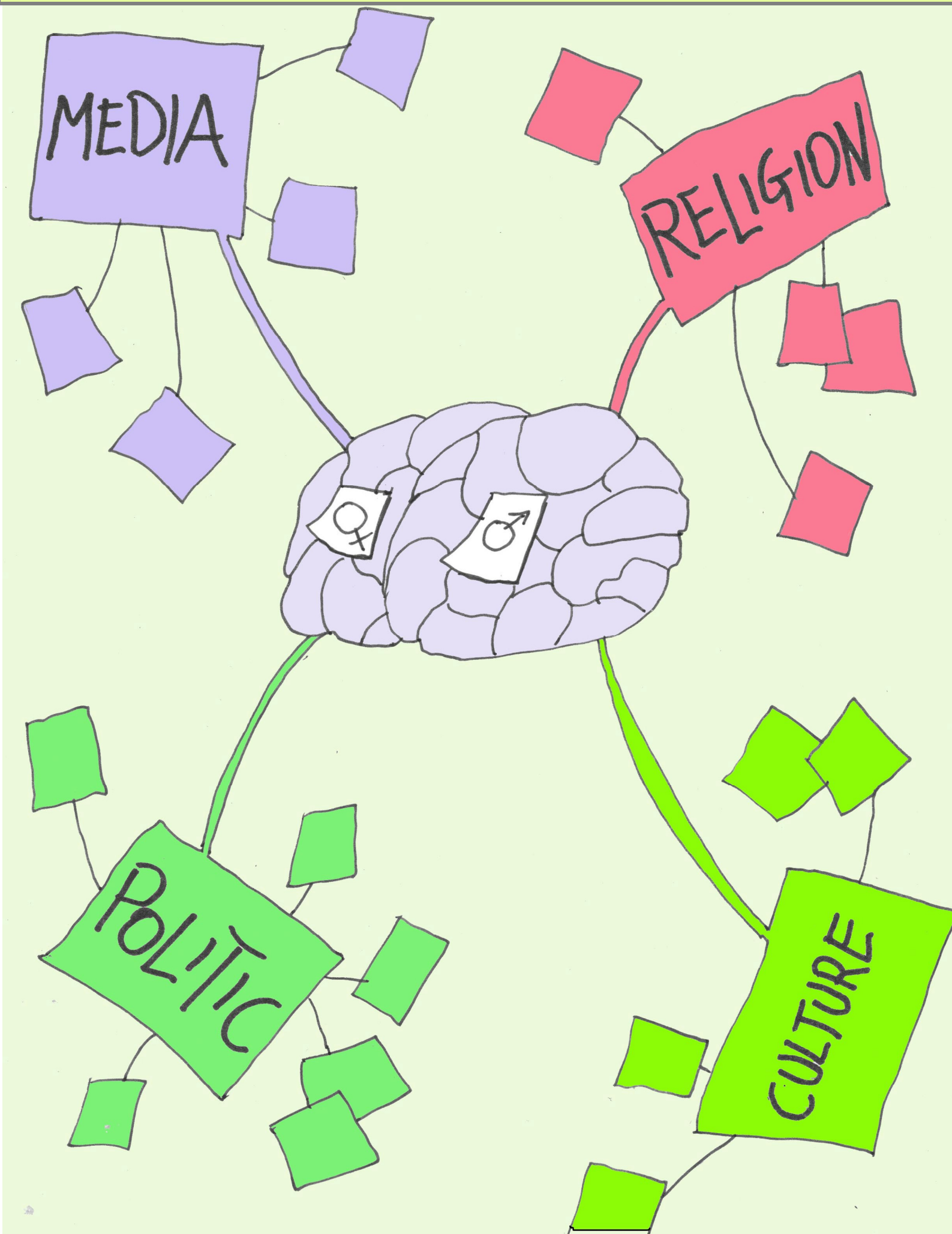
Mind Map is a highly effective way of getting information in and out of your brain and to, literally, "map out" your ideas.

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.

HANDOUT_ MIND MAP



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: • 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)
DESCRIPTION	**Setting:** trainers should create 3 different stations representing: • project time line • 5 W • problems/causes/effects **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. The activity is organized accordingly to the following steps: **Step 1.** the activity is presented, participants are divided in 3 groups (or 6 groups), and the rules of the activity are explained. **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. **See Handout below.**

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
15	FIND ECONOMICAL RESOURCES
16	IDENTIFY HUMAN RESOURCES

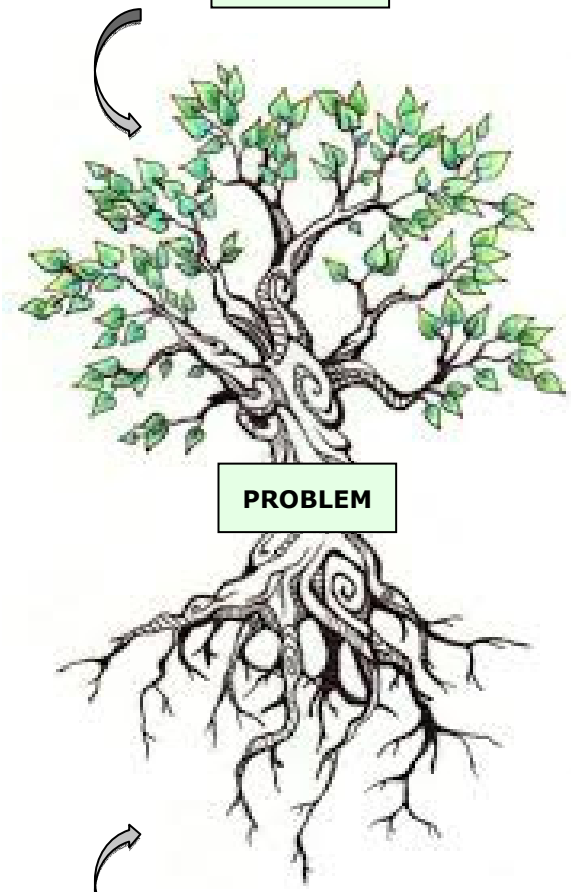
PROJECT DESIGN – step 2

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	**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. The activity is organized accordingly to the following steps: **Step 1.** participants, back in their group, starting from the macro-problem identified (trunk) have to identify the problem's causes (roots) → tree 1. **Step 2.** having still in mind the macro-problem identified (trunk), they have to identify the solutions (roots) → tree 2 **See Handout below.**

HANDOUT_THE TREE MODEL

TREE 1

EFFECTS

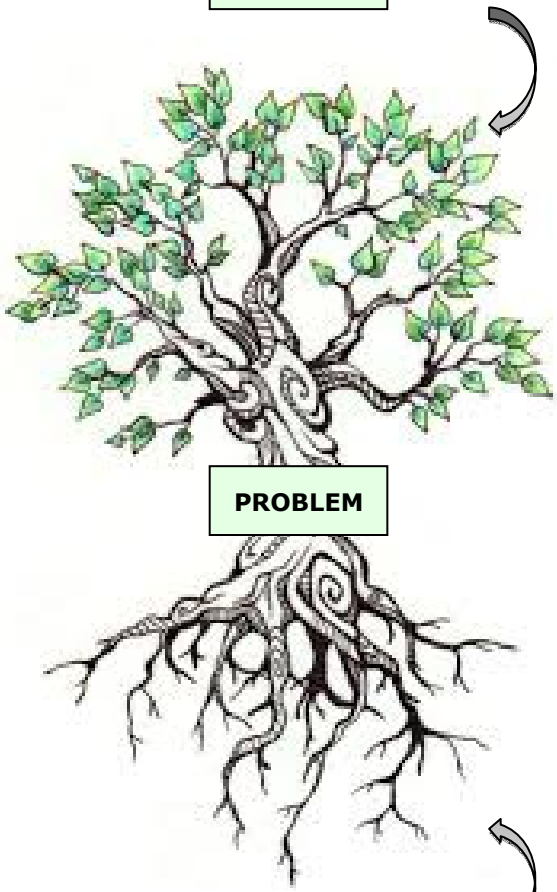


PROBLEM

CAUSES

TREE 2

RESULTS



PROBLEM

SOLUTIONS

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	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. 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.

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	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. The activity is organized accordingly to the following steps: **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. **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. **Step 3.** groups have to identify the links among the different stakeholders, actors/target/beneficiaries involved.

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	The activity is organized accordingly to the following steps: **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 have to identify one or more specific objectives. **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).

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	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. **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. This technique is conceived to: • enhance the concentration (is played in silence); • ease the fact that 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). **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.

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	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 below, assigning different scores. The **INDICATORS** are: • Objectives • Means = Resources • Urgency • Risk The activity/action that receives the highest score is the one selected for the upcoming work. **See Handout below.**

HANDOUT_ACTIONS PRIORITIZATION

ACTIVITIES	O Objectives	M Means = Resources	U Urgency	R Risk	TOTAL
Activity 1:					
Activity 2:					
Activity 3:					
Activity 4:					
Activity 5:					
Activity 6:					
Activity 7:					
Activity 8:					
Activity 9:					
Activity 10:					

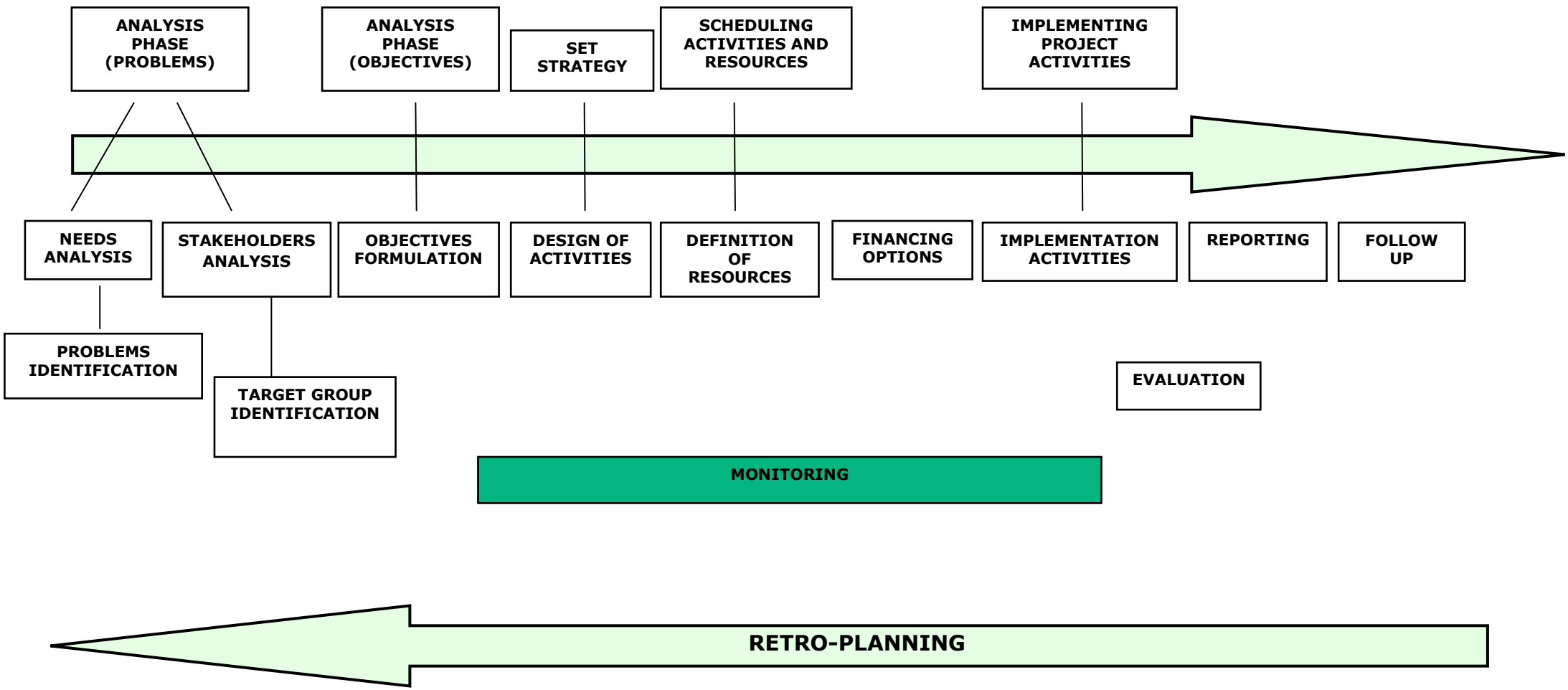
TITLE	**5 W (project analysis)**
TOPIC/S	Analysis of the overall project
AIM	To make a more profound analysis of the overall project using the technique of the 5W
TOOL TYPE	Work in group
MATERIAL	Flipcharts, A4 paper, post-it, pens, markers, scotch paper, Handout
DURATION	60 minutes
DESCRIPTION	Each 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?" **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. **See Handout below.**

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				

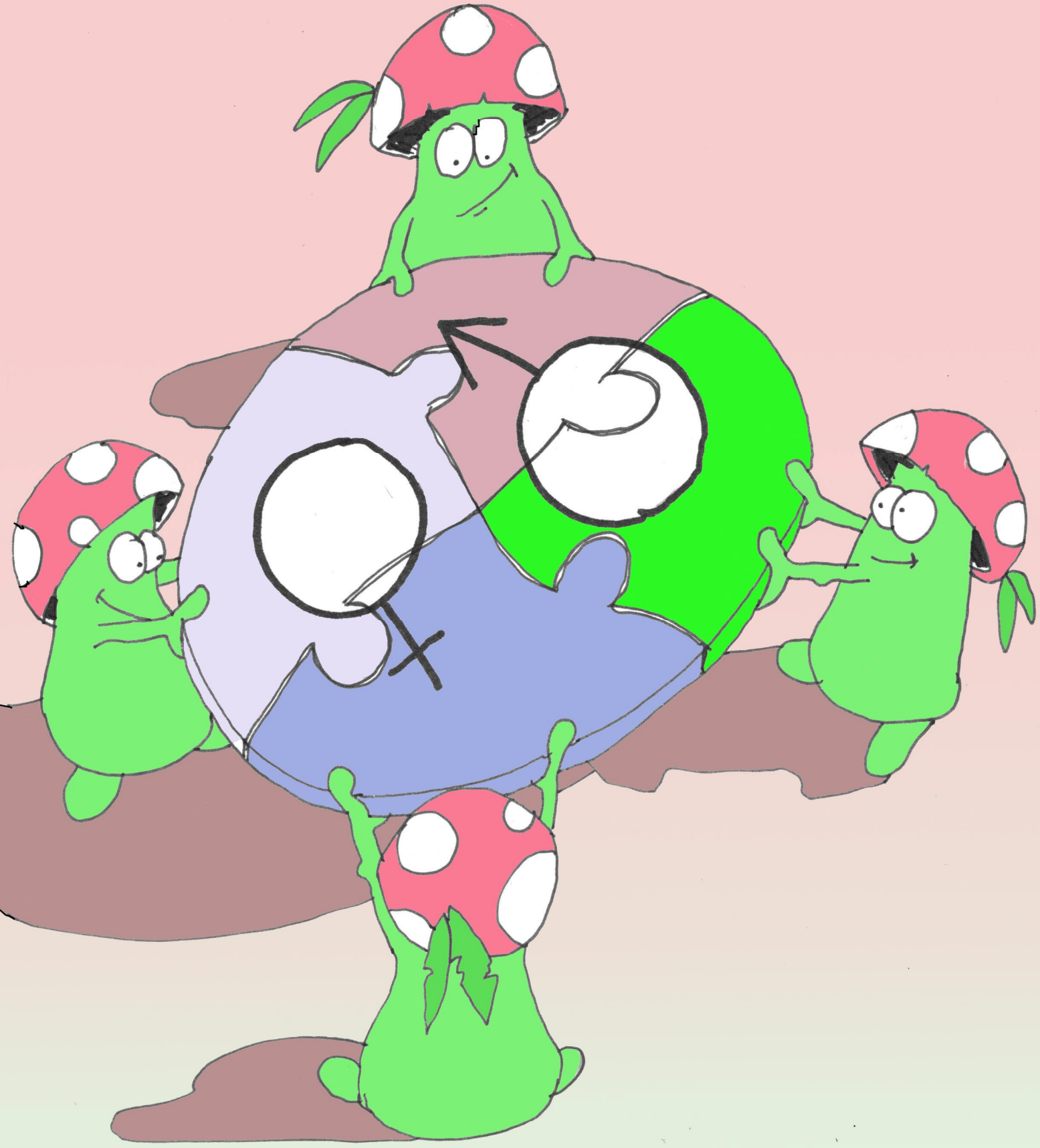
TITLE	**Retro planning (timeline)**
TOPIC/S	Timeline of the project and its actions
AIM	To reflect, in a retroactive way, on all the required steps that should be fulfilled while planning, organizing and implementing the chosen activity/project
TOOL TYPE	Work in group
MATERIAL	Flipcharts, A4 paper, post-it, pens, markers, scotch paper
DURATION	90 minutes
DESCRIPTION	The activity is organized accordingly to the following steps: **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 identifying the required steps to implement a project, starting from the last one. It's left space for questions and answers. **Step 2.** each group has to make the detailed retro planning of the overall project chosen, including all the specific actions falling inside. **NOTE:** all the steps in the retro-planning should be fixed on a flipchart, possibly, with the duration and the timeline. **See Handout below.**

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	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. 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. **NOTE:** this activity is preparatory for the upcoming session "Training in Action".

CHAPTER 3
TRAINING in ACTION



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	**Setting:** the group is in plenary, sitting in circle and on a corner there is a trainer in front of a flipchart. The group is asked to brainstorm on key works defining formal education. The group is then asked to brainstorm on key works defining non formal education. After having collected all the key words, it's clarified the difference between formal, non formal and informal education. **NOTE**: this activity is preparatory for the upcoming sessions.

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	The activity is organized accordingly to the following steps: **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. **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. **NOTE:** this activity has to be considered preparatory for the "Training in Action".

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	**Setting:** participants are in the workshop room and the activity starts with some activities of relaxation and breathing. 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 of the couple (only one finger touching one finger). 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. The facilitator encourages the couple to move in different ways in the space, experimenting different rhythms and speed. All the space can be used. 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.

	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.

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	**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. The activity is organized accordingly to the following steps: • **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. • **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 members 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 those done before and the trainer explains the task before to start.

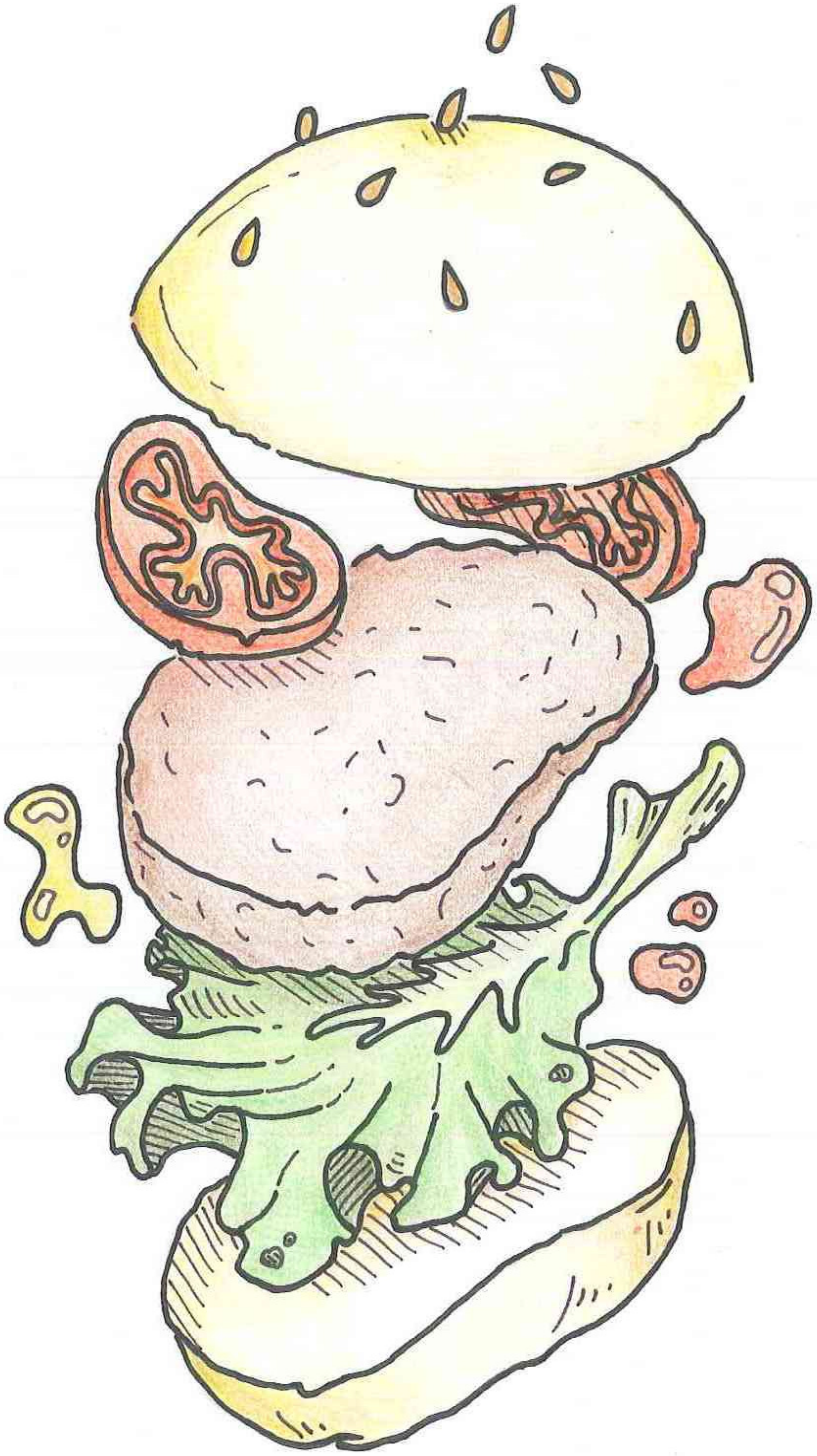
TITLE	**The drunken bottle (trust/contact)**
TOPIC/S	Space and trust
AIM	To encourage a reflection about the perception of space and the importance of trust and to make participants practically experiment it
TOOL TYPE	Work in group
MATERIAL	A big workshop room and music
DURATION	30/45 minutes
DESCRIPTION	**Setting:** starting from the previous activity, groups are created, merging the different couples (never divide the couple members). Groups are set in circle and 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. The activity is organized accordingly to the following steps: **Step 1.** 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 **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!!! **Step 2.** 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 3. 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:** if 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.

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	The activity is organized accordingly to the following steps: **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. 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. **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: • 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 the assessment on the cross-setting competences developed and on the learning to lean. Practically they acknowledge how to transmit to others the knowledge they 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. **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. **Step 3.** when the time for the preparation it's over, before to have the 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.**

HANDOUT_SANDWICH MODEL



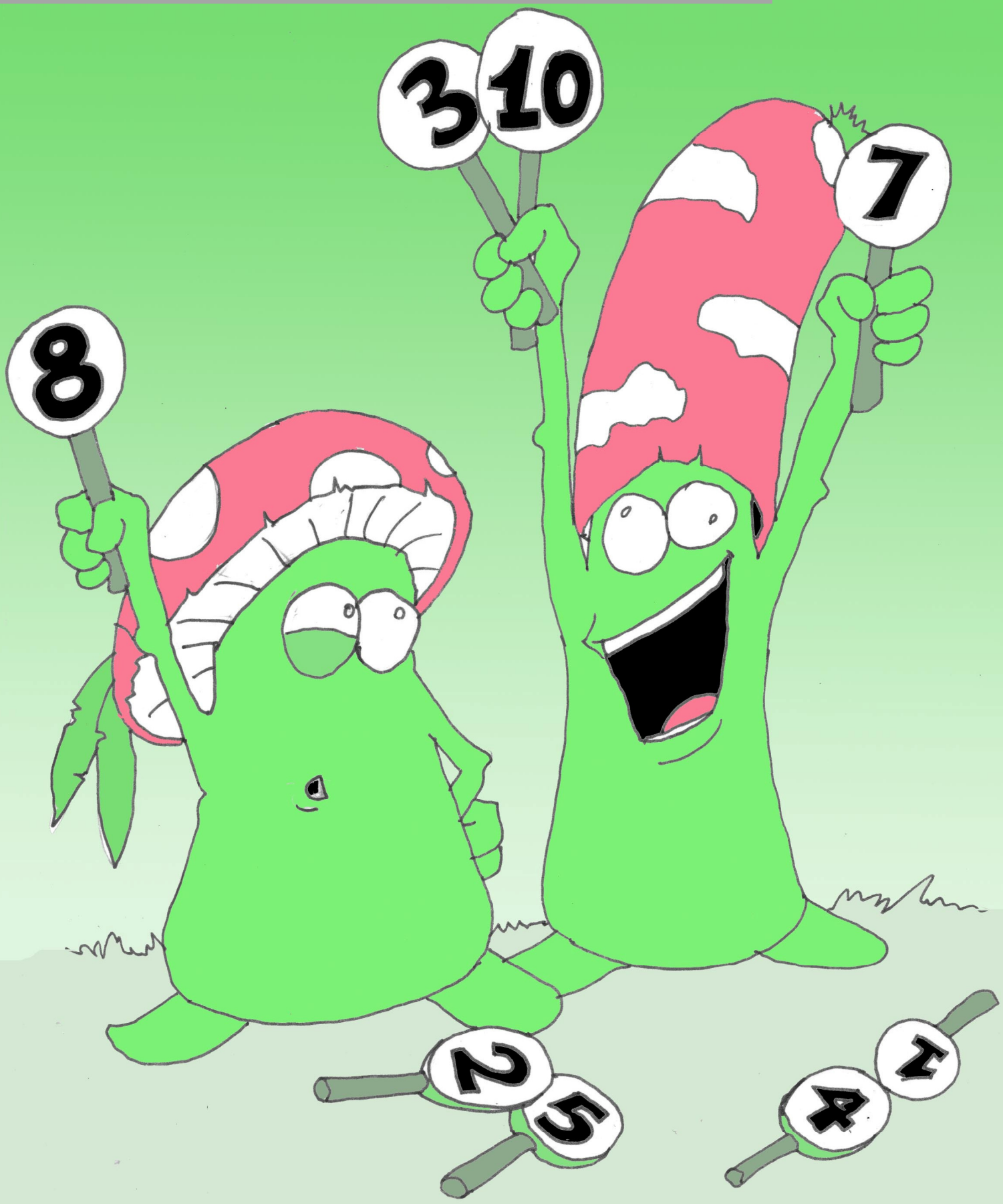
HOW I FEEL

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	Each group has at disposal 120 minutes to run the workshop. Below the example on how the group rotation is working: • 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

CHAPTER 4
EVALUATION



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	**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 welcomed to create the atmosphere ☺ 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. **Space 1 – food and lodgement** *"How the accommodation and food was?"* Methodology: drawings representing food and accommodation and post-it to leave comments and feedbacks **Space 2 – overall evaluation (contents, topics, methods, group dynamics)** *"What do I want to leave here?"* *"What do I want to bring back home with me?"* *"What do I need to digest"* Methodology: the trash bean (to leave), the luggage (to take back) and the washing machine (to digest) **Space 3 – Learning** *"What did I learnt from the personal point of view?"* *"What did I learnt from the professional point of view?"* Methodology: the laundry – participants have to write two short letters to themselves, one for each question **Space 4 – Pool of Trainers** *"A message, feedback, comment, suggestion I would like to leave to the trainers"* Methodology: post box

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	**Setting**: participants are sitting in circle in the workshop room and the facilitator is presenting the activity. Participants have to take the floor one by one and they have to say "something to themselves" and "something to the group". **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.

HANDOUT_PROJECT MANAGEMENT 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	An activity (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**	Intended overall 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 organization, 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 end
DELIVERABLE	A deliverable is any concrete 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 project
INDIRECT BENEFICIARIES	In the context of project management, the term "indirect beneficiaries" refers 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	Effects that your project will have on different levels, eg. local communities, participants involved, other stakeholders, local backgrounds …
INDICATORS **(QUANTITATIVE AND QUALITATIVE)**	An element that indicates the state or level of something. In case of project design and management they can be used for monitoring and 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 installments)
INVOICE BILL	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	Effect of the project which is multiplied (increased and widespread among different subjects and actors) both during the project itself as well as at its end

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 clear and precise, 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 organizations 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	Permanent monitoring is the process 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 leads to identify the problem you want to address through your project and establish the causes and effects related to that problem
PROGRAM	Group of related projects/actions managed in a coordinated way to obtain benefits not available from managing the projects individually. It 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 engaged 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
REAL COST ACTUAL 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	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 optimizing their value and impact in existing and new contexts (target groups, companies, sectors, training institutions and systems etc.)

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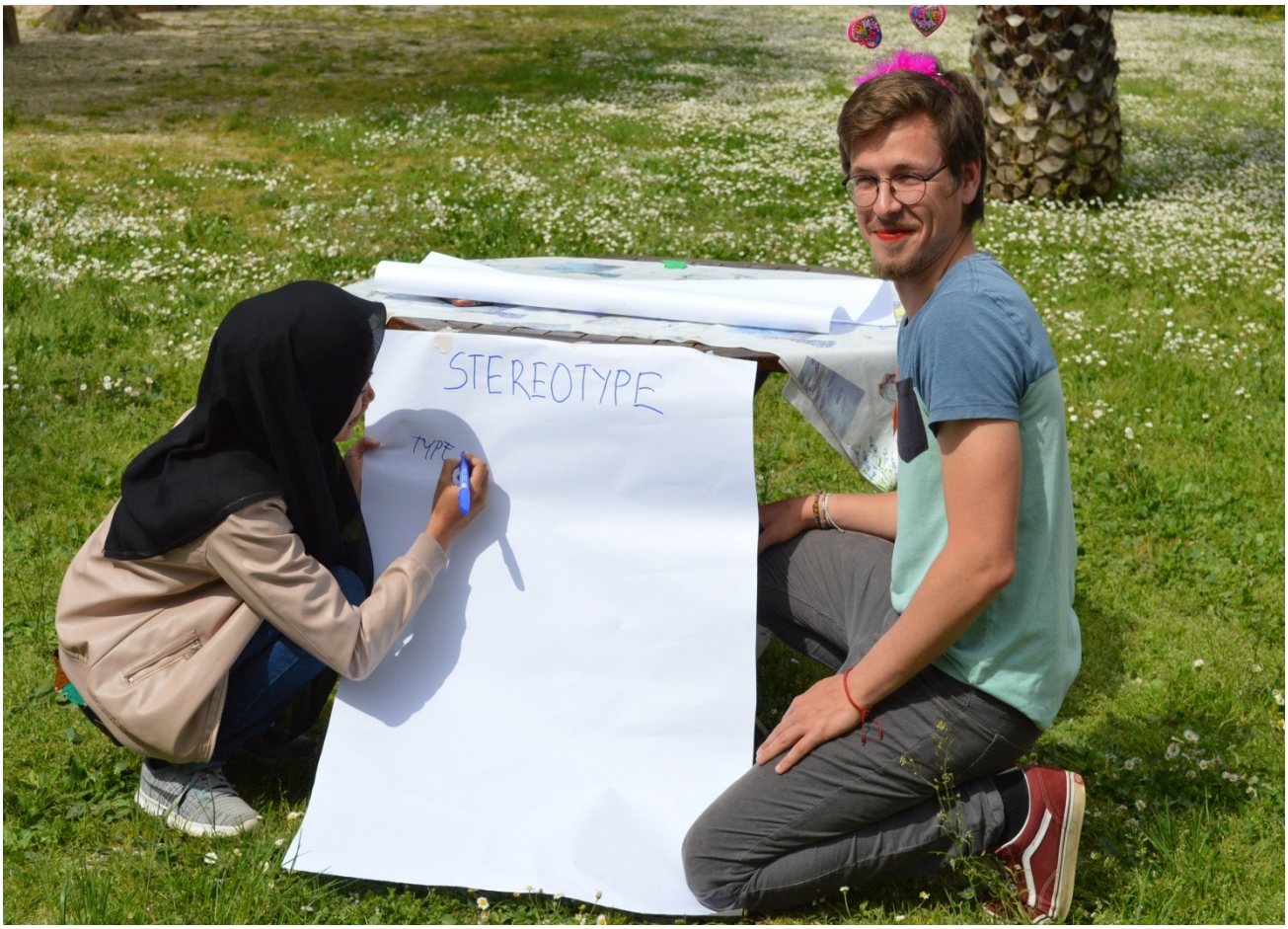
ITC RESTITUTION AND METHODS SHARING

14th – 21th April 2018
Poggio Mirteto, ITALY



DELIVERABLES OF THE TRAINING

HANDBOOK of the PROJECT

it describes in detail the overall project including:

- general background
- project and actions description methodology and learning
- how to use the handbook
- the NFE activities and the working methods used during the 3 ITCs

The Handbook is meant to be used in the Follow Up Phase as well as by all those interested in realizing new activities within the gender-sensitive framework. Thus the Handbook will be also an added tool for the multiplication of results and dissemination.

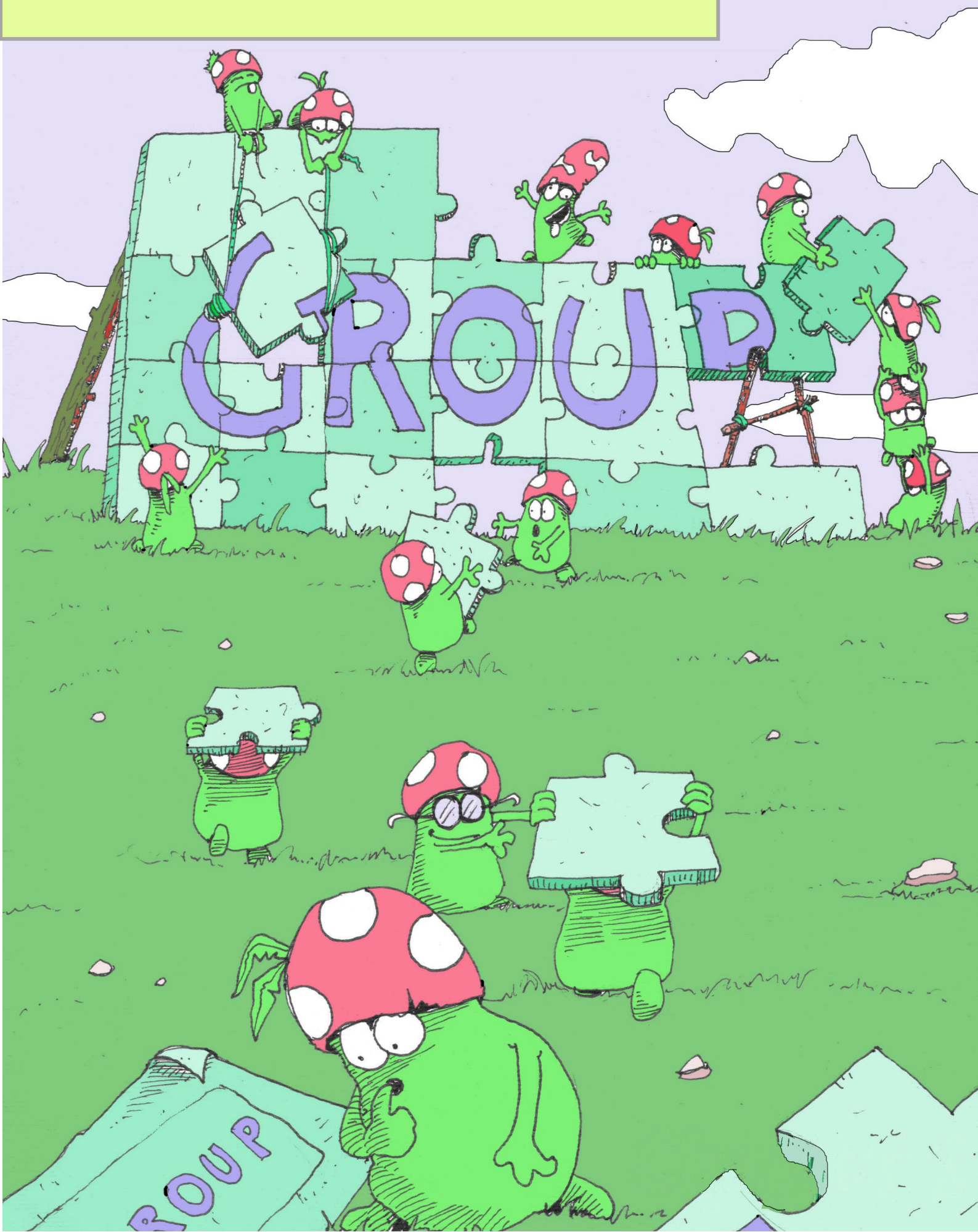
FOLLOW UP - FU

May – August 2018

AGENDA OF THE TRAINING COURSE

CHAPTER 1 GROUP CREATION	CHAPTER 2 FACILITATION TOOLS	CHAPTER 3 PEDAGOGICAL APPROACH	CHAPTER 5 EVALUATION
NAME GAMES Name Characteristic The Blanket	**ACTIVE LISTENING** Coded Discussion Human Bridge	**METHODOLOGY &TOOLS** TiA evaluation – Tool Fair	**EVALUATION** Evaluation stations The Circle of words
GETTING TO KNOW EACH OTHERS Speed Dating The Ocean	**TIPS FOR FACILITATION** Facilitation Tips	**OPEN WORKSHOPS** The Flower Work in groups and preparation_Open Workshops Open Workshops – Implementation Open workshops - Evaluation	
TEAM BUILDING Carry the water STAGED! Project Gallery	**FACILITATOR** Characteristics Snowball	**ACTIONS and FOLLOW UP** Me, Utopia, Actions	
TEAM WORK Secret Mission Team Radar Tibetan Bridge Touch the Sky	**TRAINING IN ACTION** Work in groups and preparation Training in Action-Implementation		
ICL IN GENDER Moving Debate Gender Cafè			

CHAPTER 1
GROUP CREATION



NAME GAMES

TITLE	**Name Characteristic**
TOPIC/S	Learn the names/Getting to know each other/Group creation
AIM	To remember the names and to make participants interact
TOOL TYPE	Ice breaker/Name game
MATERIAL	/
DURATION	30 minutes
DESCRIPTION	The activity is organized accordingly to the following steps: **Step 1.** participants are invited to stand in a circle, one by one following the circle order, saying their names and one characteristic representing them. **Step 2.** participants are now in couple and share their characteristic representing them. **Step 3.** back in plenary, each couple is presenting the characteristics in front of the others. Each couple's member has to present the characteristic of the other member of the couple.

TITLE	**The Blanket**
TOPIC/S	Learn the names/Getting to know each other/Group creation
AIM	To remember the names and to make participants interact
TOOL TYPE	Ice breaker/Name game
MATERIAL	A blanket
DURATION	20 minutes
DESCRIPTION	Participants are divided in 2 sub-groups: the participants of each group will

	receive a number. The two groups are divided by a blanket kept by trainers. When trainers call a number the persons of the two groups corresponding to this number, has to get closer to the blanket. At this stage, the person crouching in front of the blanket cannot see what stands behind the blanket. When the blanket fall down they has to guess the name of who is standing in front. The fastest win.

GETTING TO KNOW EACH OTHERS

TITLE	**Speed Dating**
TOPIC/S	Getting to know each other's
AIM	To make participants interact and get in touch in an interactive way
TOOL TYPE	Getting to know each other's
MATERIAL	A4 papers, pens, clock
DURATION	45 minutes – the duration depends on the n. of questions
DESCRIPTION	The activity is organized accordingly to the following steps: **Step 1.** in plenary it's presented the activity and it's explained that since now on couples have to be formed. Each person is receiving an A4 paper and a pen. Couples can find the space where to stay or sit, but the important is that they can still hear the trainer voice. **Step 2.** the trainer reads out the first question and in each couple 3 minutes are allocated to answer the question. Then, remaining in the same couple, the second question is read and other 3 minutes are allocated to answer. The activity proceeds in that way since all the questions are over. **Step 3.** at the end it's foreseen a plenary moment to close the activity. **NOTE:** the activity can be also played in a different way. Participants receives the A4 paper and they have to draw on it a clock with "x" hours, accordingly to the n. of questions. Each hour corresponds to a different meeting with a different person. Participants are asked to take, each hour, one date with another person (no more people in the same meeting are allowed). Then when the facilitator says, for example: "it's 1" all the participants should search for the partner in the date scheduled for 1 o'clock. During the date with the other person they can take key word or small notes. Each appointment has a maximum time of 3 minutes. After the time it's over another meeting is called and so on till the end of the appointments. **See Handout below.**

HANDOUT_SPEEDATING QUESTIONS

WHAT IS YOUR CURRENT JOB?
WHAT ARE YOUR HOBBIES?
WHAT IS YOUR FAVOURITE ANIMAL?
WHAT GENDER ISSUE CONCERNS YOU?
WHAT IS YOUR FAMILY TRADITION?
WHAT IS YOUR FAVOURITE MEANS OF TRANSPORT?
WHAT IS YOUR FAVOURITE MOMENT IN LIFE?
WHAT MAKES YOU LAUGH?
DO YOU SING KARAOKE?
WHAT FOOD DO YOU LIKE?
WHICH COUNTRY DO YOU WANT TO TRAVEL TO?
WHAT IS YOUR IDEAL PARTNER?
WHAT EXPERIENCES HAVE YOU HAD IN GENDER RELATED ACTIVITIES?

TITLE	**The Ocean**
TOPIC/S	Expectations and contributions sharing
AIM	To share within the group the expectations toward the training and the contributions that participants are thinking to bring
TOOL TYPE	Getting to know each other's and group creation
MATERIAL	Flipchart, post-it, pens, markers
DURATION	20 minutes: presentation of the activity and first step in filling up the Ocean Model. **NOTE:** this activity is conceived to be run in each training day so to evaluate the development in 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, and ask participants to be back on the drawing and filling it. At the end of the project, the Ocean Model can be used as evaluation tool to analyse the individual process of participants.
DESCRIPTION	Trainers have prepared a flipchart where is drawn the ocean, with ocean floor, the water and the sky with the sun. The activity is organized accordingly to the following steps: **Step 1.** the first day Participants receive 2 post-it with different shapes: • one (with the shape of a sea weed) representing the expectations: they have to put it under/on the level of the ocean floor; • one (with the shape of a sun ray) the contributions toward the training: they have to put it on the sun. They are given time to fill them and then to stick them on the flipchart. **NOTE:** participants can include in the same seed more than one expectation. **Step 2.** at the end of every day participants have to be back on the Ocean Model and, starting from the sea weed, they have to develop the drawing (by letting the weed grow) accordingly to the personal development of their expectations.

TEAM BUILDING

TITLE	**Carry the water**
TOPIC/S	Cooperation, participation, group dynamics
AIM	To make participants interact in a funny and stimulating way; to encourage the group dynamics analysis; to reflect about the different roles in the couple and in the group
TOOL TYPE	Team building - Outdoor Activity
MATERIAL	Water, plastic cup, some scotch tape, one elastic, one piece of rope and one scissor (be creative ☺)
DURATION	30 minutes
DESCRIPTION	The activity is organized accordingly to the following steps: **Step 1.** participants are divided in smaller groups (approximately 6 people each) and they receive this task: each group, receiving only the materials given, has to find the way to carry the water from a fountain/tap till a basket set in the opposite direction. Then 5 minutes are left to each group to discuss and find the way to fulfil the task. **Step 2.** the game starts and 5 minutes are allocated to fulfil the task. At the end of the 5 minutes, the group with the basket fuller with water, is declared "the winner". **Step 3.** it follows a short debriefing focused on: • Internal strategy of each group • Internal dynamics of each group • Cooperation • Communication.

TITLE	**STAGED! Project Gallery**
TOPIC/S	Actions realized during the previous steps of the project
AIM	To share in an interactive and participative way, all the actions realized in the previous steps of the project 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	150 minutes in total = 70 minutes for the preparation + 70 minutes for the presentation + 10 minutes for the closure
DESCRIPTION	Participants are divided in national groups and they have to prepare the presentation of what happened during STAGED! project's phases: • Youth Meetings • Study Phase • Local Actions Implementation The presentation has to highlight two aspects: **1. General:** each group receives, as a general track, a set of questions to be answered • How many meetings/actions did you organize? • How many young people took part? What was their profiles? • During the meetings/actions, what activities did you realize and what was the methodology used? **2. Specific – outcomes:** each national group can show the specific outcomes of each phase, both using a Mind Map (tool already experimented in the TC in Indonesia), graphic facilitation, or other interactive tools they do consider appropriate for the presentation. 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 actions realized and the main outcomes 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.

TEAM WORK

TITLE	**Secret Mission**
TOPIC/S	Team work, cooperation
AIM	To develop the team work, the interaction and the cooperation and set ground for the upcoming step (Training inaction)
TOOL TYPE	Team work activity
MATERIAL	40 chairs
DURATION	30 minutes
DESCRIPTION	The activity is organized accordingly to the following steps: **Step 1.** each participants is receiving a small piece of paper with a mission to be performed on it. They cannot show to the others their mission. The two missions in the papers are: • you have to bring outside all the chairs and leave them in a specific point in the garden, creating a circle • you have to bring inside the workshop room all the chairs you will find in the garden and create with them a circle **Step 2.** participants are now left 10 minutes to finalize their task, remaining in silence. **NOTE:** at the end of the activity is not foreseen a debriefing because it will be done at the very end of the four Team Work activities.

TITLE	**Team Radar**
TOPIC/S	Team work, cooperation
AIM	To develop the team work, the interaction and the cooperation and set ground for the upcoming step (Training inaction)
TOOL TYPE	Team work activity
MATERIAL	Blindfolds (one for each participant), 4 "totems", 4 flags
DURATION	45 minutes

DESCRIPTION	**Setting:** for this activity is needed big spaces outside, e.g. gardens or fields. In four different spaces are put the totems and on the top of each totem a flag. The activity is organized accordingly to the following steps: **Step 1.** participants are divided in four groups, each one is assigned to a trainer who is explaining the task. They have five minutes to look where the totem is (the totem is set quite far away from their initial position) and to find their strategy to arrive there, blindfolded, and to bring back the flag. **Step 2.** participants of each group are blindfolded and they start their task accomplishment. 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. **NOTE:** at the end of the activity is not foreseen a debriefing because it will be done at the very end of the four Team Work activities.

TITLE	**Tibetan Bridge**
TOPIC/S	Team work, cooperation
AIM	To develop the team work, the interaction and the cooperation and set ground for the upcoming step (Training inaction)
TOOL TYPE	Team work activity **ATTENTION:** we suggest you to propose this activity only if you are skilled in making knot, in knowing how to build up a Tibetan Bridge and you know how to keep the basic safety and protection measures for participants!!!
MATERIAL	Simple ropes (3 x 1 cm size) for walk and protection, one rope for junction (0,8 cm size), tree or pole to connect the sides
DURATION	30 minutes
DESCRIPTION	The activity is organized accordingly to the following steps: **Step 1**. participants have to be divided in 2 groups (max 6 persons for each), and they watch a practical presentation on how to connect the central rope of the bridge between the 2 sides and how to make a good and safe knot. **Step 2**. each group receives the following task: it has to be created the best bridge ever but it has to be safe and functional, with one rope in the middle for walking (high 50 cm/ 1 m max), 2 parallel ropes in the sides (1-meter-high from the walking grope), and one final rope as junction to hang

	from the first tree, crossing the 3 ropes until the other tree. In this way it will be created only one ropes system. **Step 3.** the activity starts and it's given a limited amount of time to accomplish the task. **NOTE:** trainers can add impairments to the groups (e.g. one person blindfolded, one person mute, one person with the harms blocked, one person with the legs blocked). All these extra aspects have to be then well debriefed at the end of the session to reflect on inclusion and active participation in a group. **Step 4.** when the time is over, each group, rotating, has to test the bridges built by the others (2 min for each test). **NOTE:** at the end of the activity is not foreseen a debriefing because it will be done at the very end of the four Team Work activities.

TITLE	**Touch the Sky**
TOPIC/S	Team work, cooperation
AIM	To develop the team work, the interaction and the cooperation and set ground for the upcoming step (Training in Action)
TOOL TYPE	Team work activity
MATERIAL	/
DURATION	20 minutes
DESCRIPTION	The activity is organized accordingly to the following steps: **Step 1.** participants are sitting in a circle in plenary. They receive a task: they have to find a way "to touch the sky!" Once the task is assigned, trainers move from the room and leave to the group 15 minutes to fulfil the task. **NOTE:** there not exist "the perfect way to touch the sky", but it's very important that the entire group will find a collective way, based on consensus, to touch the sky and not as sub-groups or individual persons. **Step 2.** after the 15 minutes trainers are back in plenary and ask the group to show their way to touch the sky. **Step 3.** it follows the debriefing of the four activities "Secret Mission", "Team Radar", "Tibetan Bridge" and "Touch the Sky". Possible subjects for the debriefing: • Communication within the group • Complementarities • Cooperation

	• Leadership • How decisions are taken in the group • Consensus Key-questions for the debriefing: • What happened during the first activity? • What happened during the second activity? • What happened during the third activity? • What happened during the fourth activity? • How was the cooperation within the group? • Did you actively listen at the others advices? • Did you launch proposals or did you follow the other advices? • Did someone take the leadership during each activity? • What are the strategies that you adopted? • Why did we run this session?

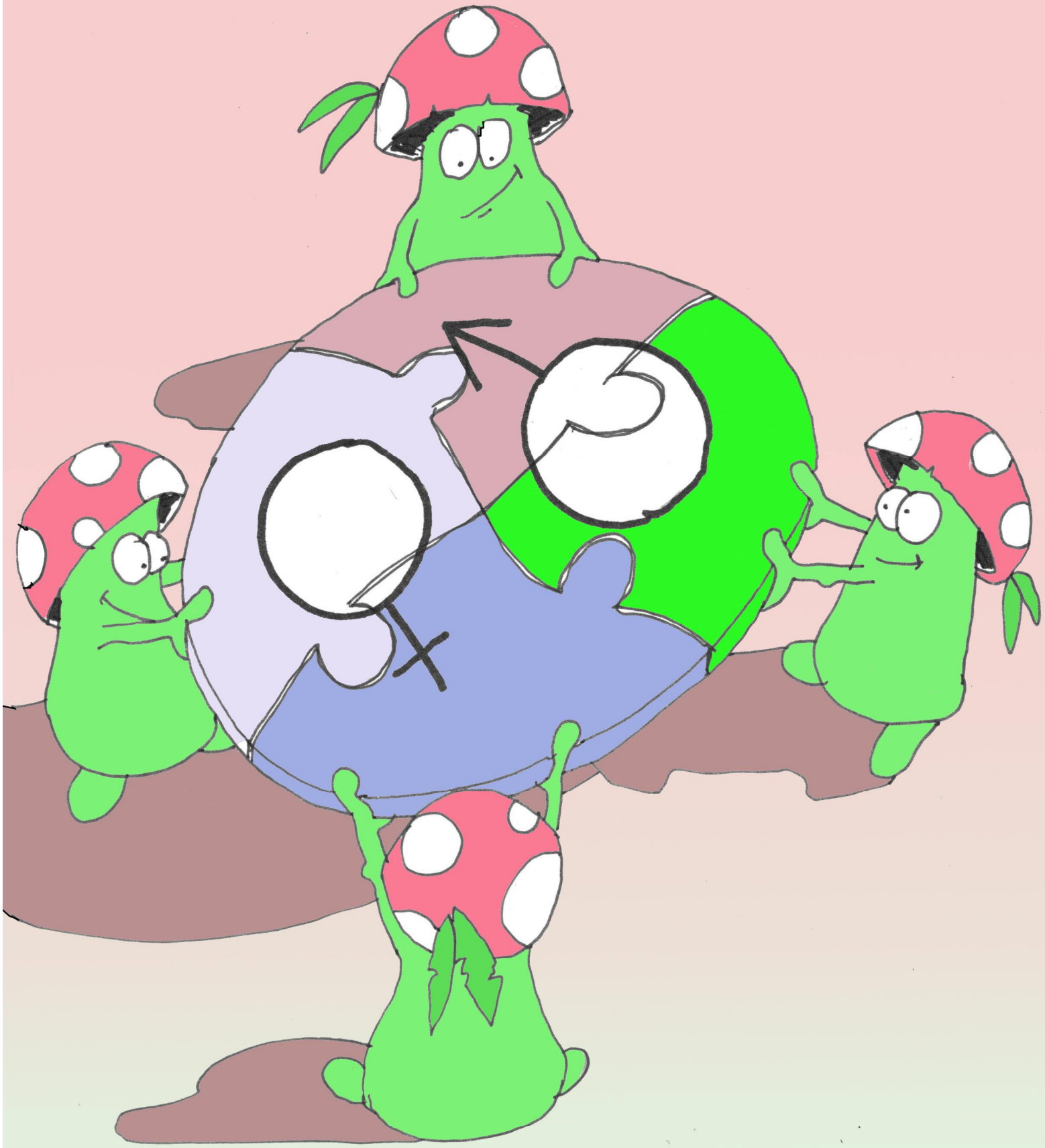
TITLE	**Moving Debate**
TOPIC/S	Intercultural Learning within Gender sensitive issues in EU and SEA
AIM	To reflect and debate about different gender-sensitive issues, keeping a focus on cultural differences and ICL within gender
TOOL TYPE	Group discussion
MATERIAL	Scotch tape, A4 paper, markers
DURATION	60 minutes
DESCRIPTION	**Setting:** the facilitator has to draw on the floor with the scotch tape a long line to divide the room in two sides. In one side there is an A4 paper on the wall, with the sentence "I agree" and in the other side, another A4 paper with the sentence "I disagree". The activity is organized accordingly to the following steps: **Step 1.**participants are asked to stand in the middle of the line, all turned with their front part in the same direction. The facilitator starts reading the first statement 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. **Step 2**. the activity follows in that way for all the other questions read by the facilitator. **Step 3.** at the end of the activity it's left space for a final closure concerning gender within an ICL perspective. **IMPORTANT RULES FOR THE MOVING DEBATE:** • After the question is read, participants cannot remain the middle of the line, but have to take a position • they can choose a position in the space, according to the level of agreement and/or disagreement with the statement • the facilitator should read the statements as much clear as possible • before to ask the group to take a position, the facilitator has to be • sure that everybody understood the statement. **NOTE:** the questions read are intentionally contradictory, because the aim is to stimulate the active discussion and the interaction among the participants on specific sensitive topics. **See Handout below.**

HANDOUT_MOVING DEBATE_QUESTIONS

PHYSICAL APPEARANCE IS MORE IMPORTANT FOR WOMEN THAN FOR MEN
EQUALITY IS UNFAIR
IN ORDER TO LIVE TOGHETER, WE HAVE TO TOLLERATE EVERY ONE
WOMEN SHOULD BE PROTECTED BECAUSE THEY ARE A MORE VULNERABLE GROUP
MARRIAGE HAS TO BE FOR THE WHOLE LIFE
WE DO NOT NEED FEMMINISM … IF HUMAN RIGHTS ARE APPLIED
LGBTQ+ COMMUNITY IS ALSO DISCRIMINATING
YOU CANNOT STAND FOR WOMEN RIGHTS IF YOU ARE NOT A WOMAN
RELIGION REINFORCES GENDER-BASED DISCRIMINATION
MEDIA ALWAYS REINFORCE STEREOTYPES ABOUT GENDER
IT'S COMPULSORY TO PROVIDE SEXUAL EDUCATION IN SCHOOL

TITLE	**Gender Cafè**
TOPIC/S	Intercultural Learning within Gender sensitive issues in EU and SEA
AIM	To reflect and discuss about different gender-sensitive issues, keeping a focus on cultural differences and ICL within gender
TOOL TYPE	Group discussion
MATERIAL	Flipchart, markers, A4 papers, post-it, pens and in case it's decided to extra "decorate" the cafeteria, all the stuff that can evocate a cafeteria
DURATION	100 minutes
DESCRIPTION	**Setting:** the room is organized as a cafeteria, there are 3 tables with chairs, nice tablecloths, one flipchart in the middle of each table, with post-it and markers. Some of the trainers are dressed up as waiters, possibly with aprons and notebooks to take the customers' orders. **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. The activity is organized accordingly to the following steps: **Step 1.**waiters' welcome participants in the cafeteria and explain them what table join. Once all the participants are sitting on their table, it's presented the activity: in each table there is a relevant topic to be discussed. The topics are not presented before in plenary, but the group members discover the new topic when they join the new table. The topics of each table are: • Religion • Media • Education • Policy/laws In each table there is a table host who is keeping track of the main points in the discussions. While participants are discussing, waiters are joining the tables taking the customers' orders and bringing them coffee, tea, biscuit, candies and fruit. **Step 2.** after each slot of time, participants can decide what is the next table they want to join. They cannot stay two rounds on the same table. **Step 3.** in the end of the activity participants are back in plenary and the table hosts run a small recap of the main elements appeared in the discussion.

CHAPTER 2
FACILITATION TOOLS



ACTIVE LISTENING

TITLE	**Coded Discussion**
TOPIC/S	Active listening
AIM	To make participants reflect on active listening and to practice it
TOOL TYPE	Simulation exercise
MATERIAL	A4 paper, markers
DURATION	60 minutes
DESCRIPTION	The activity is organized accordingly to the following steps: **Step 1: Preparation** The group is divided into two groups: one small group and one big group. **1.1** the facilitator asks to the small group to go away with him/her to do some games or simple exercises. They have to be back after 10 minutes. **1.2** meanwhile another facilitator asks the big group to stay in a circle and choose a topic to discuss (for example, migration). They are asked to define 10 words that are often used to discuss that topic (for example: policy, immigration, laws, poverty, inequality…). They are asked to replace all the 10 words with vocabulary from other topic (usually a simpler topic, for example food, say "policy" = pasta, "immigration" = spaghetti, "laws" = pizza,…) and to keep discussing the main topic using the vocabulary. They are left some time to practice the new vocabulary. **Step 2: Discussion** After the first part, the small group is asked to come back and join the discussion. The facilitators have to observe how the discussion goes on. **Step 3: Reflection** At the end of the activity is forecasted a debriefing, that has to be mainly focused on active listening, communication and inclusion. Key questions: • How did you feel during the activity? (both the groups are asked) • What did you learn from the activity? (both the groups are asked)

TITLE	**Human Bridge**
TOPIC/S	Group communication, cooperation and trust
AIM	To make participants experimenting the communication process with a group and the dynamics behind the cooperation strengthening
TOOL TYPE	Work in groups, simulation, outdoor activity **ATTENTION:** we suggest you to keep a great attention to the basic safety and protection measures for participants!!! Moreover, the activity is very based on physical contact, so we also recommend you to know well your group (and if the tool is suitable) before to use it ☺
MATERIAL	Two big mattress (crash pad type)
DURATION	80 minutes
DESCRIPTION	**Setting:** trainers have prepared in advance two lines to keep distance between the groups and have put on floor two crash pads. The activity is organized accordingly to the following steps: **Step 1.** the main group is divided in two sub-groups and it's explained that they have to imagine one river in the middle. The task of the 2 groups is to create a human bridge without stepping in the imaginary river. **Step 2.** the two groups are left 5 minutes to discuss on how to build up the bridge. **Step 3.** the two groups are starting to build the human bridge and when they think it's joined and stable, they have to send 1-2 persons each group to try to cross the bridge. **Step 4.** after the activity it's over, it follows a debriefing where participants will reflect on the group dynamics, on the different roles within the group, with a specific focus on communication, cooperation and trust.

TIPS FOR FACILITATION

TITLE	**Facilitation Tips**
TOPIC/S	Facilitation
AIM	To learn/refresh the main pillars concerning methodologies and facilitation
TOOL TYPE	Work in group
MATERIAL	Flipcharts, paper, markers, post-it
DURATION	70 minutes in total = 10 minutes for the explanation + 60 minutes for the activity (each round/station should last 20 minutes)
DESCRIPTION	**Setting**: 4 different stations should be created, representing: • **target group needs** • **learning objectives and evaluation** • **technical steps** The activity is organized accordingly to the following steps: **Step 1**. the activity is presented and "The Master of Time" divides participants in 4 groups, explaining the rules of the activity. **Step 2.** 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. **NOTE**: 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.

FACILITATOR

TITLE	**Characteristics Snowball**
TOPIC/S	Role of the facilitator
AIM	To reflect on the different facilitation skills and the roles of the facilitator
TOOL TYPE	Individual and group reflection
MATERIAL	A4 paper
DURATION	45 minutes
DESCRIPTION	**Setting:** participants stand in the circle and the facilitators present theatrically the cards representing different roles, skills and characteristics for a facilitator, while spreading them on the ground. The activity is organized accordingly to the following steps: **Step 1.**participants are asked to walk in the space, read the different cards and choose the three "best characteristics" and three "worst characteristics" a facilitator should have. **Step 2.** once the selection it's done, participants are asked to group themselves in couples and try to do a common list of the three best and worst characteristics. **Step 3.** once the common list it's done, three couples gather and together they have to share their previous common lists, creating then a new common one. **Step 4.** back in plenary each group will then present their list to the other groups. **Step 5.** it follows a conclusion regarding the characteristics chosen, the importance of the working team composing the Pool of Facilitators and the balance between different styles while facilitating different kind of activities. **See Handout below.**

HANDOUT_CHARACTERISTICS SNOWBALL

KNOWLEDGE BRINGER	FRIEND
PARENT	TEACHER
EDUCATOR	COP
SECRET AGENT	CONFLICT MEDIATOR
TECHNICIAN	TOOLS TESTER
LEADER	BOSS
ACTIVE LISTENER	PHOTOGRAPHER
ARTIST	SUPER HERO
CLOWN	JUGGLER
TIME KEEPER	E.T.
MAGICIAN	DREAMER
CONTROLLER	PROMOTER
SUPPORTER	ANALYTIC MIND
PSHYCOLOGIST	PROBLEM SOLVER
TASKS ORIENTED	VOLCANO
MULTI - TASKER	TEAM PLAYER
BATMAN	MULTI – LINGUISTIC
OPEN - MINDED	POPEYE
PEACE KEEPER	RESEARCHER
EVALUATOR	CAMALEONT

TRAINING IN ACTION

TITLE	**Work in groups and preparation**
TOPIC/S	Interactive methods within non formal education to run a workshop
AIM	To make participants practicing how to conceive, organize and implement a workshop of 90 minutes that can be afterwards re-proposed during the Follow Up
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 prepare the workshop
DURATION	180 minutes
DESCRIPTION	The activity is organized accordingly to the following steps: **Step 1. Group division** Four groups are created and receive the following task: they have to create a workshop 90 minutes long, that can be re-proposed during the Follow Up and used to raise awareness on gender sensitive issues and to wide-spread the project outcomes. **NOTE:** during the group division it's important to ask flexibility in order to try to have groups balanced in size, gender and nationality. Groups topics: • Gender and sex • Stereotypes and prejudices • Gender role models • Gender based conflict and conflict management **Step 2. Preparation** Participants, divided in groups will work on the preparation of a short workshop of 90 minutes, using non formal education working methods.

TITLE	**Training in Action- Implementation**
TOPIC/S	Practical implementation of a workshop
AIM	To make participants practically experiment how to create, structure and prepare a short workshop of 90 minutes, using non formal education working methods
TOOL TYPE	Non formal education workshop

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	480 minutes in total = 90 minutes workshop, + 30 minutes feedbacks
DESCRIPTION	Each group has at disposal 90 minutes to run the workshop and then extra 30 minutes for the feedbacks. Below the example on how the group rotation is working: • group A → B + C + D • group B → A + C + D • group C → A+ B + D • group D → A + B + C **IMPORTANT FOR THE FEEDBACKS AFTER EACH WORKSHOP** the 20 minutes of feedbacks are divided in the following way: • feedbacks from the participants who run the activities; • feedbacks from the participants who participated in the activity; • feedbacks from the pool of trainers. **NOTE**: participants have to follow the predetermined structure of the "Sandwich Model" for giving feedbacks: • personal feelings about the work • something to improve • something good.

OUTCOMES_TRAINING in ACTION

The OUTCOMES in this section comes from the Training in Action – TiA session, where participants received the task to conceive, plan and implement a workshop of 90 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 during the Follow Up forecast from May to August 2018 and in whatever other activity to raise awareness on gender sensitive issues and to spread the project's outcomes.

TARGET GROUP	Participants of the international training course, part of STAGED! project
MACROTOPIC	Gender sensitive issues
SUBTOPIC	**Gender and Sex**
OBJECTIVES	To develop the reflection and the knowledge concerning sex and gender, and specifically: • to understand how sex and gender are perceived in different societies/countries • to exchange personal perceptions about sex and gender
TITLE	**The Puzzle**
METHODS	• group discussion - drawing • group discussion - puzzle • gallery
DURATION - 90'	Energizer + Grouping 5' Discussion 1st question + drawing 10' + presentation 10' Discussion 2nd question 10' + presentation 10' Discussion 3rd question 10'+ put the puzzle 10' Gallery + Debriefing 25'
MATERIALS	Flipcharts, colour papers, colour pens, tables, chairs, scissors, tapes
DESCRIPTION	The activity is organized accordingly to the following steps: **Step 1.** facilitators divide the group into 3 sub-groups. Each group goes to the table and receives questions and different tasks: • To draw the personal perception of sex and gender • To discuss if their own perception is different from their society's perception • Which factors affect their perception? Which factors affect the society's perception? **Step 2.** for the 1st and 2nd questions, each group sends one representative to present their group work. For the 3rd question, each group makes their own puzzle from the factors which they have discussed about. **Step 3.** in the end, the group makes a big circle. In the middle, there are all group work with the puzzle on top. Everyone can go around and take some time to look at the work done by the other groups.

TARGET GROUP	Participants of the international training course, part of STAGED! project
MACROTOPIC	Gender sensitive issues
SUBTOPIC	**Stereotypes and Prejudices**
OBJECTIVES	To reflect on gender stereotypes & prejudices, and specifically: • to acknowledge the fact that each person might have gender stereotypes and prejudices • to better understand the difference between the stereotypes and prejudices • to reflect on personal experiences on stereotypes and prejudices through an ICL perspective
TITLE	**Lipstick & Mustard**
METHODS	• energizer: 1 truth / 2 lies • key words brainstorming: "stereotypes" and "prejudices" • strip cartoon • debriefing
DURATION - 90'	Introduction + energizer 10' Keywords brainstorming 10' Strip cartoon 60' Debriefing 10'
MATERIALS	Post-it, pens, 2 flipcharts, markers, tape, papers
DESCRIPTION	**Activity 1:Energizer** Each participant is given 3 post-it and a pen. They have to write on the post-it 1 true statement and 2 lies statements about themselves. Participants put the post-it on their body (visible) and then walk around and meet someone else to read the statements and guess which one is true/false. (The more people we meet, the better it is). **Activity 2: Key words brainstorming** Facilitator asks for keywords related to stereotypes/prejudices and write them on flipcharts. After having all the keywords participants are asked if there are any links among them. **Activity 3: Strip cartoon** Facilitators ask participants to think about gender stereotypes and prejudices which might happen to them/around them. Then the group is divided into 3 sub-groups, and the participants of each group share their experience and choose 1 story to be presented by 3 frames of strip cartoon. After each performance it follows a discussion on the representation. **Activity 4: debriefing** Key questions for the debriefing: • Could you see connection among the activities? • Did you realize something after the workshop? • Can you see the difference between the 2 concepts?

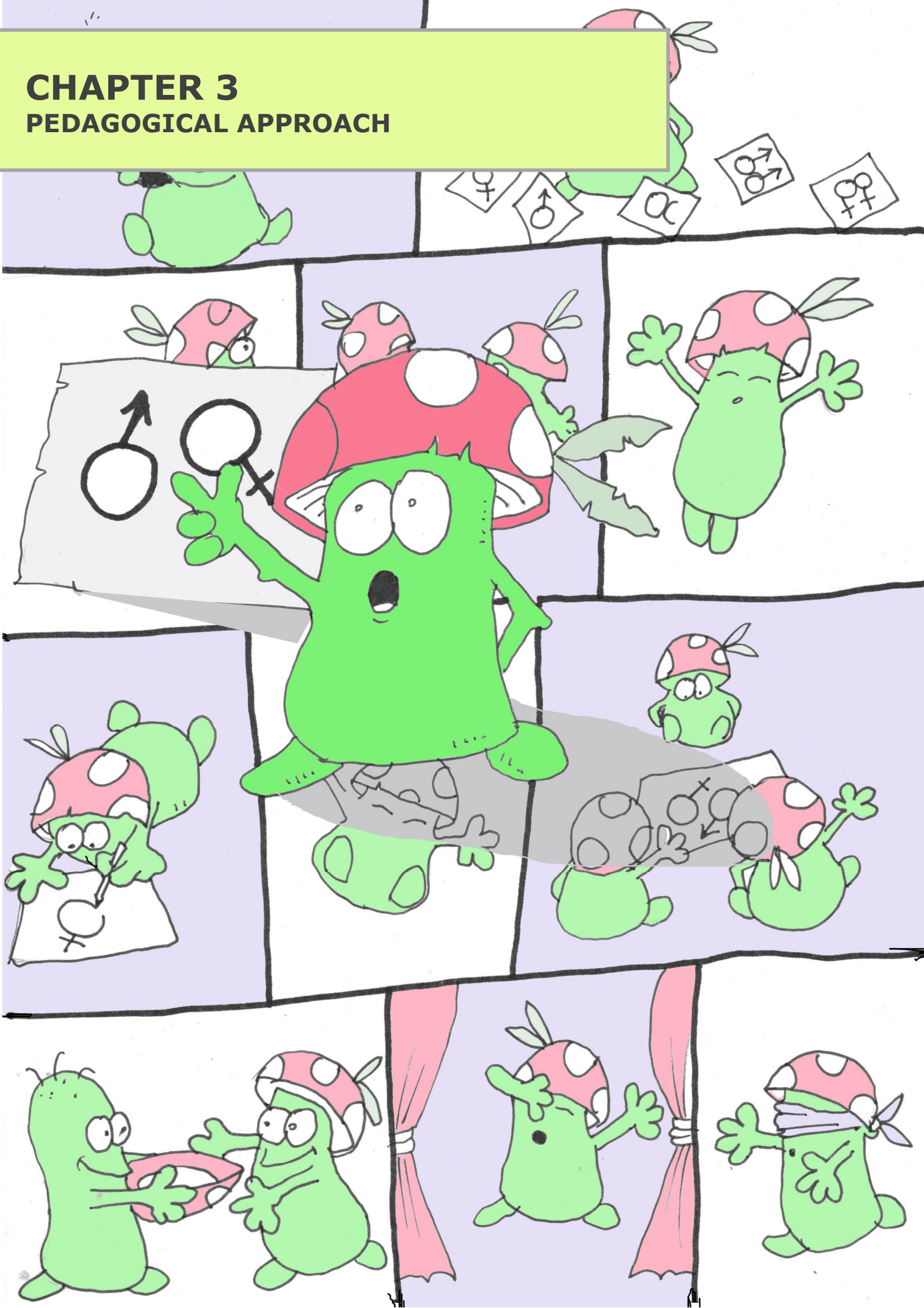
	• Can stereotypes lead to prejudices? • Did you noticed intercultural differences about the topic during the activities?

TARGET GROUP	Participants of the international training course, part of STAGED! project
MACROTOPIC	Gender sensitive issues
SUBTOPIC	**Gender Role Models**
OBJECTIVES	To deconstruct the roots, behind gender role model, and specifically: • to understand the influence of early childhood storytelling in creating gender role models • to identify how unconscious gender behavior is generated • to reflect on how our social constructs are built for future generations
TITLE	**Once Upon a Time**
METHODS	• energizer: princess in tower • small group discussion • mimic
DURATION - 90'	Energizer: princess in tower 10' Small group discussion 35' Mimic 45'
MATERIALS	Post-it, pens, flipcharts
DESCRIPTION	**Activity 1: Energizer** Participants stands in circle and facilitators present the three poses (princess in tower, fairy god-mother, dragon). Participants stand in the circle with a person in the middle. The person in the middle point at one participant and give the name of the pose. That person and the two other person on the left and right side, realize the pose. **Activity 2: Small group discussion** Participants close their eyes. They think about their favorite fairytale and the character they were feeling mostly connected during their childhood. Then they open their eyes and write on a post-it one word they associated with that character. Participants are then split into 3 groups. In each group, participants describe their fairytale and explain why they chose that character. Participants choose and discuss about one character. **Activity 3: Mimic** The facilitators explain how to create a one minute mimic play where the others have to guess the character. Few minutes are left to each group to prepare and rehearse. Each group presents one by one their play, followed by facilitator questions: • to the public: is everything clear? • to the actors: what did you see? • to the actors: what did you represent? • to the public: who was the main character? • to the actors: how did you feel? At the end few more minutes are allocated for the general conclusion about gender role models.

TARGET GROUP	Participants of the international training course, part of STAGED! project
MACROTOPIC	Gender sensitive issues
SUBTOPIC	**Gender based Conflicts**
OBJECTIVES	To empower people to take action in front of gender based conflicts, and specifically: • to reflect about different kinds of gender based conflicts • to realize how much power, we might have in a conflict situation • to explore different ways to manage a conflict
TITLE	**Theatre Soup**
METHODS	• energizer 5' • group discussions • image theatre • debriefing
DURATION - 90'	Energizer 5' Group discussion 15' Image theatre 50' Debriefing 20'
MATERIALS	Post-it, papers, markers
DESCRIPTION	**Activity 1: Energizer** Facilitators have to prepare in advance a circle with chairs and place post-it with numbers under the chairs so at the end of the energizer, by picking the number under the chairs, 3 groups will be created. Participants sit in a circle on the chairs. One person is in the middle and says one sentence that some of the participants can identify with e.g. "I like ice-cream". In this case everyone who likes ice-cream has to stand up, move and sit on a different chair. After everyone sits back down, one person is left without a chair and says another sentence and so on. At the end of the energizer participants are asked to look under their chairs: the number they find represent the group they belong to. **Activity 2: Group discussion** Three groups are created and they receive the following task: they have to share stories about gender based conflicts and choose one to afterwards share it through the representation. **Activity 3: Image theatre** Each group has to present the story by creating a series of 3 scenes/images using living statues. No talking or movement allowed in the 3 scenes/images. The 3 images must reflect the following stages of the conflict: • introduction of characters • development of conflict • conflict climax After each group presents their set of images, the other participants are asked to step into the last image and propose a solution for the conflict

	they identify. If the story/conflict isn't clear, the group who presented it can be asked to clarify. **NOTE:** extra elements can be added to each group to propose a way to manage the conflict: • Group 1: the participants can place themselves in the image *but* they can't touch other statues or change anyone's position • Group 2: the participants can replace any statue they want except the oppressor(s) (if one or more oppressors can be identified) • Group 3: the participants can place themselves in the image as a new statue or change the position of one statue. **Activity 4: Debriefing** The debriefing is run in 3 different steps: • recap of the 1st story • question 1: what did you feel when you acted or when you saw the story? • question 2: what did you understand about the different solutions?

CHAPTER 3
PEDAGOGICAL APPROACH



TITLE	**TiA evaluation – Tool Fair**
TOPIC/S	Evaluation of the tools used during the Training in Action workshops
AIM	To run, different steps, the evaluation of the tools proposed during the Training in Action workshops
TOOL TYPE	Work in group
MATERIAL	Flipcharts, markers, flipcharts, post it, colored markers
DURATION	160 minutes
DESCRIPTION	The activity is organized accordingly to the following steps: **Step 1.**the groups of the Training in Action are gathering and they have some time to reflect on the tools they used and on their strength and weaknesses.20 minutes approximately. **Step 2.** in plenary and with the support of graphic facilitation, it's introduced the difference between Non Formal Education - NFE (sphere), Methodology (macro-area, eg. Role play game) and Tool (the specific tool falling within the methodology, eg. One Step Forward, that is falling within the methodology of Role Play Games). It's left space for questions, clarification, comments and contributions. 15 minutes approximately. **Step 3.**5 different groups (approximately 5/6 participants each) are created and the task of the next step is explained: each group will a give methodology and a flipchart. They have to answer the following questions: 1. define the methodology, 2. explain when it can be used; 3. analyse the strengths and weaknesses; 4. list the tools that are falling within the methodology. 45 minutes approximately. **See Handout below.** **Step 4.** the different flipcharts are put on the wall and the members of the other groups, can have a look and leave post-its with questions and comments. 20 minutes approximately. **Step 5.**each group has to take back the flipchart and carefully read the post it with comments and questions. 10 minutes approximately. **Step 6.** back in plenary, each group is left 10 minutes to present the work done, to clarify the questions asked with the post it and answer the comments left on the post it. 50 minutes approximately.

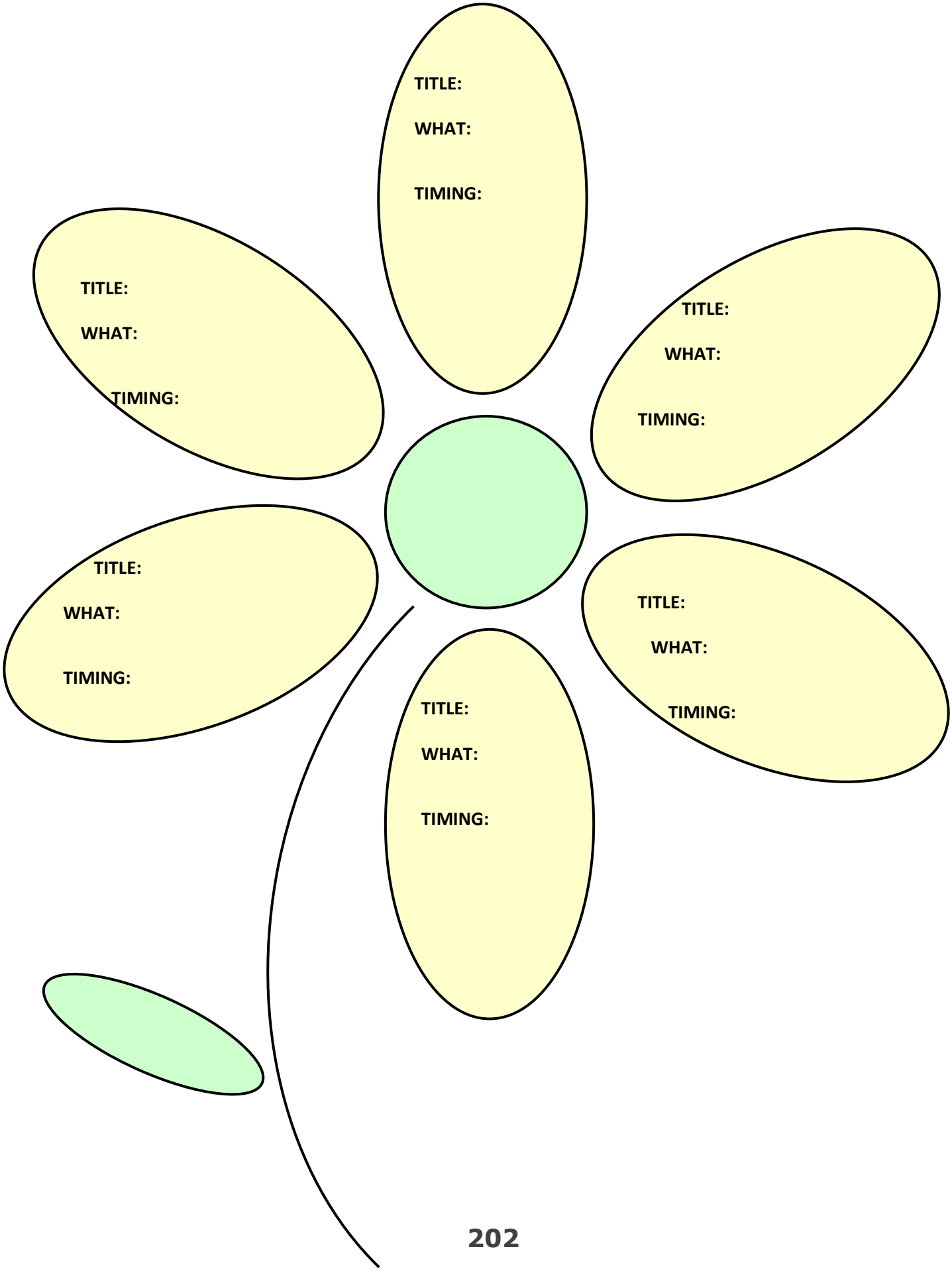
HANDOUT_TOOL FAIR GRID

METHODOLOGY ASSIGNED:	
WHAT (define the methodology):	
WHEN (explain when it can be used):	
STRENGHTS: * * * * * * *	**WEAKNESSES:** * * * * * * *
TOOLS LIST (list the tools that are falling within the methodology): * * * * * * *	

OPEN WORKSHOPS

TITLE	**The Flower**
TOPIC/S	NFE tools and methods
AIM	To present, test, share and assess different NFE tools that can be used in the gender framework
TOOL TYPE	Individual work and plenary
MATERIAL	Flipcharts, markers, flipcharts, post it, colored markers
DURATION	180 minutes
DESCRIPTION	The activity is organized accordingly to the following steps: **Step 1.**the activity starts in plenary and one of the facilitator is proposing the flower model (**See Handout below**) and is explaining the activity: some minutes are left to think, at individual way, to extra NFE tools that can be used to raise awareness about gender-sensitive issues or to promote gender equality. **Step 2.** each participant is receiving a piece of paper where they have to explain briefly: 1. Title (tool title); 2. What (short description of the tool); 3. Timing (time required to perform the tool); 4. Materials (what are the material/spaces needed to perform the tool). **Step 3**. back in plenary each person proposes the tool, using as a support the short description prepared before and all the proposals are put on the flower model. **NOTE:** it's very important to explain that it's not compulsory that each person will propose a tool, but then it's very important that each person will be involved in the working group to deliver the tool and participate in the workshop. **Step 4**. the matching of the different proposals is done: in the case there are similar tools, the proposers are asked if they can merge the proposal and run together the workshop. At the end of the section, it's ready the list of tools/workshops that will be proposed in the next activities "Work in groups and preparation" and "Open Workshops – Implementation".

HANDOUT_THE FLOWER



TITLE	**Work in groups and preparation_Open Workshops**
TOPIC/S	Non formal education activities for the Open Workshop
AIM	To make participants further practicing how to conceive, organize and implement a workshop of different duration with a clear focus about gender-sensitive issues, using non formal education working methods
TOOL TYPE	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	180 minutes
DESCRIPTION	The activity is organized accordingly to the following steps: **Step 1.**the previous activity "The Flower" ended with the creation of different groups, each one composed by the person/s who has/have proposed the tools and those interested to support in the workshop design and implementation. **NOTE:** the workshop/tools proposer is not the leader of the group: indeed, all the group members are entitled to actively contribute to the activity design. So, please bear in mind that some ideas might change on process and also the way of performing the tool ☺. **Step 2.** 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. **METHODOLOGICAL REMARK**: it has been decided to dedicate this training session, after the Training in Action, to the further drafting, develop and implement workshops for different reasons: • to further develop participants' facilitation and training skills: capacity of conceiving a workshop answering precise learning objectives and capacity to deliver, as a facilitator the activity itself; • to give participants the extra opportunity, being a Trainer for Trainers, to create workshops that they can test, evaluate and assess during the training itself; • to deepen the assessment on the cross-setting competences developed and on the learning to learn: it practically aims to develop the capacity to transmit to other people the knowledge acquired; • to create an extra set of workshops that can be re-used and re-adapted during the Follow Up activities and in new initiatives/actions.

TITLE	**Open Workshops – Implementation**
TOPIC/S	Non formal education activities for the Open Workshop
AIM	To make participants further practicing how to conceive, organize and implement a workshop of different duration with a clear focus about gender-sensitive issues, using non formal education working methods
TOOL TYPE	Work in group and practical testing
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	360minutes
DESCRIPTION	The different workshops are performed. Those from the group performing the activity will be the facilitators, while all the other, will participate. **GENERAL REMARKE:** if you want to include this session in a Training for Trainers, please consider that the workshop duration it might vary, so it will be possible to have small workshops 30 minutes long and other longer, as, e.g. 120 minutes. In this case we are including as a general provision 360 minutes but this session can be shorter or longer accordingly to the number of workshops proposed and their duration.

OUTCOMES_OPEN WORKSHOPS

The OUTCOMES in the Open Workshops section are not edited in the Handbook.

All the workshops created and proposed have been uploaded on a Google Drive page dedicated to the project Handbook and can be consulted/downloaded on the current link: https://drive.google.com/open?id=1XxIg8FA60rBhRQRrfydLpJkYsNNZsYXs

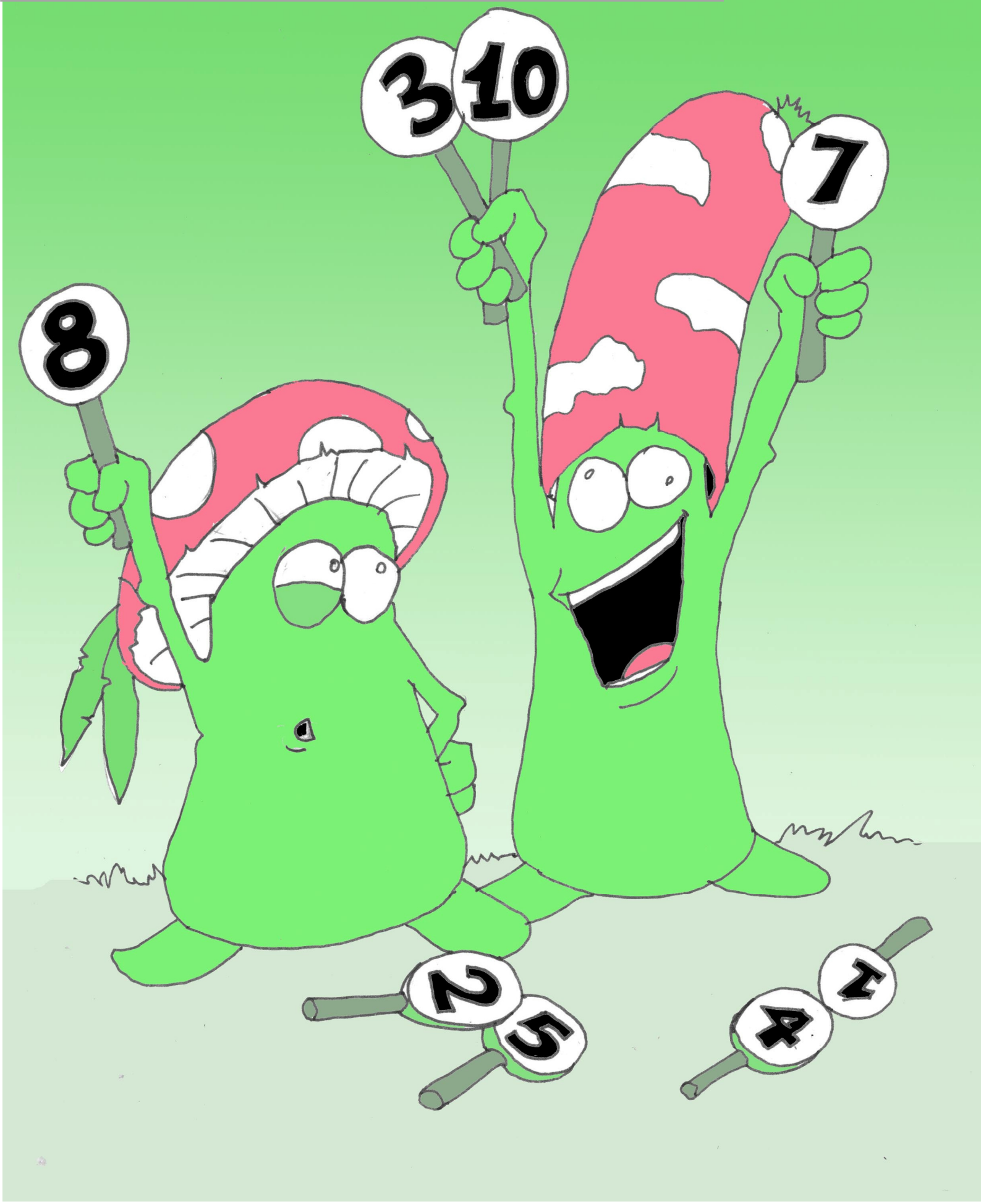
The idea is that these workshops could be afterward used during the Follow Up forecast from May to August 2018 and in whatever other activity to raise awareness on gender sensitive issues and to wide-spread the project outcomes..

TITLE	**Open Workshops – Evaluation**
TOPIC/S	Non formal education activities for the Open Workshop
AIM	To make participants further practicing how to evaluate the tools/ workshop proposed
TOOL TYPE	Individual work, work in group and plenary
MATERIAL	Flipcharts, scotch tape, markers, flipcharts, post it, colored markers
DURATION	90 minutes
DESCRIPTION	**Setting:** a big, long flipchart is put on the wall. The flipchart is divided in different columns each one corresponding to one tool/workshop delivered. On the extreme left part of the flipchart (first column) there are three lines, corresponding to: 1. Feelings; 2. To be improved; 3. Something good. **NOTE:** this session is based on the general concept of the Sandwich Model (previously used), where participants are asked to run the workshop evaluation accordingly to the three specific aspects previously mentioned. The activity is organized accordingly to the following steps: **Step 1.** 20 minutes are left to think, at individual way, to the different tools/workshops proposed. Post it are left to each participant (each post it with a different colour, one representing the Feelings, one the To be improved and one Something good). Participants should not follow the chronological order in which the tools/workshops have been delivered and it's not compulsory to give feedbacks to all the workshops, but they are encouraged to leave constructive feedbacks as much as they can. **Step 2.** all the participants are back to the flipchart, they have to read the feedbacks left by the others and take note of the most relevant (useful for them). **Step 3.** back in plenary other extra minutes are left for extra comments and reflections about the tools.

ACTIONS and FOLLOW UP

TITLE	**Me, Utopia, Actions**
TOPIC/S	Actions that can be realized during the Follow Up
AIM	To develop new ideas and proposals of actions/activities that can be realized during the Follow Up
TOOL TYPE	Work in group
MATERIAL	Flipcharts, scotch tape, markers, flipcharts, post it, colored markers
DURATION	120 minutes
DESCRIPTION	The activity is organized accordingly to the following steps: **Step 1.** the activity starts in plenary where one facilitator introduce the group the differences between: 1. Attitudes; 2. Knowledge; 3. Skills; 4. Competences. Then the Utopia Model is presented. **Step 2.** each participant is receiving an A4 paper with a marker and has to draw his/her Utopia Model, filling in the bottom part of the drawing with the lists of **Attitudes, Knowledge, Skills and Competences** they think to have developed during the training. **Step 3.** each participant has then to fill in the upper part of the drawing with their **Utopia** (what they would dream to do in the future). **Step 4.** each participant has then to fill in the central part of the drawing with the **actions** they consider realistically achievable (matching their Attitudes, Knowledge, Skills, Competences and their Utopia). **Step 5.** participants can now start to walk in the space and every time they meet someone they can share their work and the actions they would like to realize, creating links with those having similar actions. **Step 6.** at the end of the activity all the drawings are put on the wall and the session is closed with a plenary moment where the different actions are jointed using a string to better show the different links and connections.

CHAPTER 4
EVALUATION



TITLE	**Evaluation stations**
TOPIC/S	Final, overall evaluation of the project
AIM	To run the final, overall evaluation of the project, including 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	**Setting:** a very big workshop room that can be divided indifferent spaces or different rooms or spaces outside (if there is a good weather). In case it is used the space outside, take care that the spaces are separated but not too much distant. Soft music and good decorations are welcome to create the atmosphere ☺ 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. **Space 1 – Food and Lodgement - "The pot and the spoon"** Task: write comments/feedbacks concerning food and lodgement and put them in the pot Methodology: drawings representing food and accommodation and post it to leave comments and feedbacks and a big pot **Space 2 – Learning - "The Laundry"** Task: write in English a letter to describe the training experience and when you have finished, handle it on the rope Methodology: some ropes tined as in a laundry, cloth pegs and pieces of paper on the ropes and below a small carpet with pens and markers **Space 4 – Pool of Trainers – "The Post Box"** Task: write feedbacks to the pool of trainers and leave them in the envelope Methodology: post box (different envelopes, each one for a trainer, where participants can leave messages and feedbacks) **Space 5 – Expectations and Contributions – "The Ocean"** Task: come back to the Ocean and make your seeds growing accordingly to the fulfilment of your expectations Methodology: the Ocean realized in the first day of activity, some pens, colours and markers.

TITLE	**The Circle of words**
TOPIC/S	Final Evaluation
AIM	To make the final evaluation of the project, to reflect about the different learning processes, to share feed backs and comments; to create a free space for participants to make them expressing their feelings
TOOL TYPE	Group activity
MATERIAL	Ball of wool, soft music
DURATION	minutes
DESCRIPTION	**Setting:** soft music in the plenary room with candles on the floor and a ball of wool in the middle of the room. Participants are sitting in the circle. When everybody is in, the music stops and one of the trainers presents the activity: one person starts making their comment (it has to be said something to yourself and something to the group). When they finish, other person who want to talk will take the floor. The activity is following in this way, till everybody speaks. **NOTE:** it should be clearly explained that this is a "free" moment and space to evaluate the project, so each person can take the time they think is needed.

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COM - Myanmar: www.comcharity.org.mm
CONCORDIA - France: www.concordia.fr
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TOOL KIT REALIZED BY: Sara Mandozzi

GRAPHIC: Virio Mortelli

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

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

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

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

HANDBOOK OF THE PROJECT

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