

G.A.G.A.

GLOBAL ACTION FOR
GENDER AWARENESS

HANDBOOK OF THE PROJECT

METHODOLOGICAL
PACKAGE

NOVEMBER 2018
OCTOBER 2020



Erasmus+

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INTRODUCTION

GENERAL BACKGROUND

Lunaria launched in 2012 a **Medium Term Strategy** aimed to promote gender equality, through mobility, voluntary service activities and projects. This work led the organization to explore different sensitive issues within the big umbrella of “gender”, as for example, gender-based stereotypes and prejudices, gender role models, gender-based discrimination, hate speech toward individuals and LGBTQI+ communities, gender-based violence and women empowerment.

The actors, target groups and beneficiaries of the process were and are young people, youth-social workers, local organizations and NGOs.

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

- **2013 TAG CLOUD Respecting and Valuing Gender and Generational Differences**, training course aimed to develop new tools in the gender framework for youth workers to facilitate gender equality within the projects and actions they realize at local level
- **2014-2015 JAMBO Young Women Empowerment to Improve Quality of Youth Work and Volunteering in EU and Partner Countries**, capacity building project aimed to empower youth and social workers from eastern Africa and EU, by providing them with new tools to favour women participation in short term local and international voluntary service projects
- **2015-2016 PANDORA’S BOX Young Women, Community Development through EU and LA Cooperation**, capacity building project to follow up the work already started in Jambo, this time, developing the action and the methodologies applied in the field of gender equality in EU and Latin American countries
- **2015-2016 THE POT OF GOLD Education and exchange to fight hate speech and discrimination**, multi-action project including a training course and a youth exchange, to raise awareness toward the hate-speech wide-spread toward individuals and communities LGBTQI+ and to develop tools to fight the phenomenon
- **2017 GEM Gender Equality and Migration**, multi-action project including a training course and a youth exchange, to raise awareness on hate-speech toward migrant women, women with migratory backgrounds and/or coming from migrant families and to develop tools to fight the phenomenon
- **2017–2018 STAGED! Struggling Against Gender-based Discrimination through Youth Work in EU and Asia**: capacity building project to follow up the work started in Jambo and Pandora and aimed to enhance gender equity and young women empowerment in EU and SEA, by developing new tools and methods to favour young women participation in projects and international voluntary service activities
- **2018 UN-FRAMED Youth Work to Raise Awareness on LGBTQ+ Among European Youth**: training course and two youth exchanges to raise awareness on LGBTQI+ sensitive issues among youth and to develop new tools and methods to favour inclusion within the youth work framework
- **2018-2019 BREAD and ROSES Youth work to Raise Awareness on Gender Equality**: training course and two youth exchanges to raise awareness on the importance of promoting human rights with a specific focus on the gender-related ones.

PROJECT DESCRIPTION

GAGA Global Action for Gender Awareness is a Capacity Building project implemented by Lunaria, thanks to the support of the Erasmus+ Program, that took place from the 15th of November 2018 to the 14th of October 2020.

The project **AIM** was to enhance gender equality and young women empowerment by providing youth workers, peer educators, local organizations and international NGOs, in European and Partner countries, with new tools and methods, training schemes, pedagogical approaches and curricula to raise awareness on gender-sensitive issues within the local communities and at international level.

The project **SPECIFIC OBJECTIVES** were:

- to **raise awareness** on gender-sensitive topics and on the importance of sharing equal rights and opportunities, for men and women, in European and Partner countries
- to **exchange the good practices** in the field of gender equality and women empowerment, among European and Partner countries civil society organizations
- to promote transnational non formal learning education and mobility opportunities between Programme and Partner countries and to develop **skills and competences** to further **promote gender equality with a global perspective**
- to enhance the **active involvement of young people with fewer opportunities** and groups at risk of social exclusion, with a specific attention to young women in order to foster their active participation in society in European and Partner countries
- to launch, test and implement **tools and non formal learning methods** for the socio-professional development of youth workers and young trainers with a long lasting impact on the gender perspective at global level
- to launch, test and implement **new forms of practical training scheme** and curricula to be applied in European and Partner countries in order to foster gender equality.

GAGA saw the active involvement, as direct beneficiaries, of **1.920 PARTICIPANTS**, mainly youth workers, peer educators, representatives of local and international organizations and NGOs, young people and groups of local women, involved in all the project's steps.

The project was realized in **PARTNERSHIP** with European and Partner Countries organizations: CONCORDIA – France, EQUA – Spain, UNIVERSITUR – Romania, KVDA – Kenya, UPA – Uganda, FUNDACIÓN PROYECTO ECOLÓGICO CHIRIBOGA – Ecuador, BRIGADA DE VOLUNTARIOS BOLIVARIANOS DEL PERÚ – Peru, CSDS – Vietnam, GREAT – Indonesia.

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

- deepening of the **analysis concerning gender issues** in different societies, comparing the European and Partner Countries' perspectives and enhancing a cross-cultural approach in gender sensitive issues
- development of a **didactic package**, including the global pedagogical approach, the new workshops designed to globally raise youth awareness on gender issues, the toolkits of the training courses and a practical phase to test, upgrade and assess the non formal learning methods created
- 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 European and Partner Countries' organizations.

PROJECT TIMELINE

ACTION	PERIOD	LOCATION	OBJECTIVES
A1. Kick off meeting - KoM	20 th – 22 nd January 2019	Quito, Ecuador	<ul style="list-style-type: none"> to discuss and agree, among the project coordinators, on approaches and strategies to efficiently implement the project to organize the different project' steps, to define tasks and responsibilities
A2. ITC: Working methods and diagnostic	17 th – 24 th February 2019	Kampala, Uganda	<ul style="list-style-type: none"> to create the common ground of knowledge for what concerns gender to share, test and evaluated the existing NFE tools used in the different realities to build up the questionnaire for the A3. to detect the youth workers needs in terms of approaches and new methods
A3. Meetings with youth workers and organizations - MYWsOs	25 th March – 25 th April 2019	All the involved countries	<ul style="list-style-type: none"> to hand out questionnaires to the local youth workers to gather their needs in terms of methods, tools and pedagogical approaches to further raise awareness on gender sensitive-issues and to promote gender equality
A4. Study Phase - SP	13 th – 20 th May 2019	Rome, Italy	<ul style="list-style-type: none"> to study, through a Job Shadowing, the questionnaires gathered and structure the clear pictures of the needs, in terms of youth work, methods and tools to promote gender equality in the different geographical areas
A5. ITC: pedagogical approach in youth work	12 th – 19 th June 2019	Poggio Mirteto, Italy	<ul style="list-style-type: none"> to share the main outcomes gathered during the A3. and processed during the A4. to design a first synthetic draft of the global pedagogical approach applicable in EU and partner countries to create, develop and test the set of new tools and methods to be used at local level in the A6. and A7.

A6. Practical Phase 1: local trainings targeted to young people - PP1	15 th August – 30 th September 2019	All the involved countries	<ul style="list-style-type: none"> • to raise awareness on gender-sensitive issues among young people • to run the first testing of the new tools drafted in the A5. • to train the young people with methods and tools to make them becoming peer educators for the A7.
A7. Practical Phase 2: local raising awareness activities - PP2	15 th December 2019 – 30 th January 2020	All the involved countries	<ul style="list-style-type: none"> • to raise awareness on gender-sensitive issues among young people with fewer opportunities • to run the second testing of the new tools drafted in the A5.
A8. ITC: evaluation and assessment of methods	12 th – 19 th April 2020	Thai Nguyen, Vietnam	<ul style="list-style-type: none"> • to finalize the synthetic design of the global pedagogical approach to globally raise youth awareness on gender-sensitive topics and on gender equality • to run the final assessment and evaluation of the tools created during the A5. and tested during the A6. and A7.
A9. Follow Up - FU	1 st May – 30 th September 2020	All the involved countries	<ul style="list-style-type: none"> • to spread the project' information, share the knowledge, skills and competences acquired • to promote the project outcomes and results in order to further spread the raising awareness action • to disseminate the methodological package and curricula on gender in order to give local and international partners the opportunity to further enhance the actions in the field of gender sensitiveness

ACTIONS AND OUTCOMES



A1. KICK OFF MEETING – KoM

20th – 22nd January 2019

Quito, Chiriboga region, Ecuador

WHAT

Meeting among the project coordinators of all the partner organizations to discuss and agree on the common way of proceeding during the project implementation and to organize its different steps. The main results of the event became the main pillars in the project management

DELIVERABLE

- **Detailed Report including the main outcomes of the meeting:** expectations and needs from partner organizations, country diagnostic on gender, target groups and strategies to involve them, indicators setting and impact measurement, preparation of ITC Uganda and ITC Italy
- **Communication and Dissemination Strategy – CDS:** to ensure, all along the project, the visibility and the exploitation of results both during its lifetime and also after its formal end
- **Sustainability Strategy – SS:** to multiply and mainstream the outcomes in a wide perspective and to make the project sustainable in a long term perspective, also behind its lifetime
- **Risk assessment strategy:** to identify the potential risks that could mine the successful project implementation, to define a set of measures to be applied to overcome the challenges and lead the project implementation to successful results

OBJECTIVES

- To discuss and agree, among the project coordinators, on approaches and strategies to efficiently implement the project
- To organize the different project' steps, to define tasks and responsibilities
- To ensure the permanent monitoring and the efficient financial management of the project

OUTCOMES

- **Cooperation** empowerment among partner organizations
- **Smooth management** of the project activities
- **Efficient financial management** of the project



A2. ITC: WORKING METHODS AND DIAGNOSTIC

17th – 24th February 2019

Kampala, Uganda

33: total number of the
ITC participants

WHAT

International training course targeted to youth workers, facilitators and to active volunteers of the organizations to generally explore gender and gender-sensitive issues and set the ground for the upcoming steps

DELIVERABLE

- **Questionnaire** for the diagnostic in European and Partner countries
- **Synthetic users guideline**, with the information on how to use the questionnaire and how to gather the information during the meetings
- **Toolkit 1**: collection of the methods and tools delivered during the training course (internal version)

OUTCOMES

- **Common ground of knowledge** development, for what concerns gender sensitive issues in the different countries
- **Non formal education active methods and tools** sharing and testing
- **Group of experts trained** on how to understand and use the questionnaire to run the diagnostic

OBJECTIVES

- To create the common ground of knowledge for what concerns gender
- To share, test and evaluated the existing non formal education tools used in the different realities
- To build up the questionnaire for the A3. to detect the youth workers' needs in terms of approaches and new methods



A3. MEETINGS WITH YOUTH WORKERS AND ORGANIZATIONS - MYWsOs

25th of March –25th of April 2019

Ecuador, France, Indonesia, Italy, Kenya, Peru, Romania, Spain, Uganda, Vietnam

WHAT

National meetings held in all the involved countries and targeted to youth workers, peer educators and local organizations. During the meetings, questionnaires were delivered

DELIVERABLE

- **Quantitative reports**, including the: n. of meetings, n. of youth workers involved, n. of associations involved, dates, locations
- **Qualitative reports** to assess the questionnaire coverage and impact

OBJECTIVES

- To gather the needs of youth workers and organizations in terms of methods, tools and pedagogical approaches to involve young people, raise awareness on gender sensitive-issues, promote gender equality
- To efficiently collect all the information in order to process them and elaborate the data during the A4, conceived to design the global needs assessment necessary for the A5

OUTCOMES

- **738: questionnaire collected**
- **Collection of information** to afterwards run an omni-comprehensive needs assessment and diagnostic about methods, tools and pedagogical approaches needed by youth workers and organizations

OUTCOMES

questionnaires delivering – physical
meetings realized

**738: total number
on-line and off-line
QUESTIONNAIRES**

LUNARIA - Italy

11/04/2019 Alvito
15/04/2019 Rome
16/04/2019 Rome
17/04/2019 Rome
19-20/04/2019 P. Mirteto

Total n. 54

EQUA - Spain

10/04/2019 Rio San Pedro
11/04/2019 Cadiz
18/04/2019 Rota
23/04/2019 Cadiz
25/04/2019 Cadiz
25/04/2019 Rio San Pedro

Total n. 127

CONCORDIA – France

06-07/04/2019 Paris
20-21/04/2019 St. Capraix Bordeaux

Total n. 28

UNIVERSITUR - Romania

05/04/2019 Cernavoda
05-07/04/2019 Cernavoda
06/04/2019 Medgidia
13/04/2019 Bucharest
16/04/2019 Bucharest

Total n. 71

KVDA - Kenya

08-09/04/2019 Karen
24-25/04/2019 Kisumu

Total n. 24

CSDS – Vietnam

06/04/2019 Hanoi
21-21/04/2019 Thai Nguyen

Total n. 123

GREAT - Indonesia

13-04/04/2019 Getasan
20/04/2019 Salatiga
21/04/2019 Bandung
28/04/2019 Bandung

Total n. 45

UPA - Uganda

13/04/2019 Nansana,
Kampala
18/04/2019 Pakwach
District
22/04/2019 Gulu District
25/04/2019 Wakiso Distict

Total n. 108

BVBP – Peru

20-21/03/2019 Celendin
06-07/04/2019 Celendin

Total n. 52

CHIRIBOGA – Equador

06-07/04/2019 Quito
20-21/04/2019 Quito

Total n. 105





A4. STUDY PHASE - SP

13th - 20th May 2019

Lunaria's office, Rome, Italy

OBJECTIVES

- To share different ways of working in NGOs, specifically for what concerns the research applied to non-formal education and gender issues
- To analyse the questionnaire gathered and structure the clear pictures of the needs, in terms of youth work, methods and tools to promote gender equality, in the different geographical areas

OUTCOMES

Omni-comprehensive needs assessment and diagnostic about methods, tools and pedagogical approaches, needed by youth workers and organizations

WHAT

Job Shadowing involving two active members of **Universitù**: they joined **Lunaria** association for 8 days to study the questionnaires gathered during the A3. and design the diagnostic needed for the A5.

DELIVERABLE

Research report showing the needs, in terms of youth work, methods and tools to promote gender equality, in the different geographical areas.

NOTE: the report is also included in the current publication at page 48



A5. ITC: PEDAGOGICAL APPROACH IN YOUTH WORK

12th – 19th June 2019

Poggio Mirteto, Italy

36: total number of the ITC participants

WHAT

OBJECTIVES

- To design a first synthetic draft of the global pedagogical approach applicable in EU and partner countries to raise youth awareness on gender-sensitive topics and gender equality
- To create, develop and test the set of new tools and methods to be used at local level in the A6. and A7.

International training course targeted to youth workers and facilitators of the organizations to share the main outcomes gathered during the A3. and processed during the A4. in order to design a first synthetic draft of the global pedagogical approach for EU and partner countries. During the TC some specific sessions were used to create, develop and test the set of new tools and methods to be used at local level in the A6. and A7.

OUTCOMES

- **Common ground of knowledge** on the needs expressed in the different geographical areas for what concerns tools and methods in youth work
- **Pedagogical perspective draft and set of new tools tested** on the ground during the TC, for the upcoming phases in the A6. and A7.

DELIVERABLE

Toolkit 2: collection of the methods and tools delivered during the training course (internal version)

NOTE: the pedagogical approach and the six workshops revised and upgraded, are in the current publication at page 69



6. PRACTICAL PHASE 1: LOCAL TRAININGS TARGETED TO YOUNG PEOPLE - PP1

15th August – 30th September 2019

Ecuador, France, Indonesia, Italy, Kenya, Peru, Romania, Spain, Uganda, Vietnam

WHAT

Local trainings to raise awareness among young people on gender-sensitive topics. The trainings, targeted to young people part of the surrounding group of beneficiaries of the involved organizations and their local partners, were organized by the participants involved in the A2. and A5. Some of the young people involved in this action, then became peer educators for the A7. and ran the first testing of the new tools drafted in the A5.

OBJECTIVES

- To raise awareness on gender-sensitive issues among young people
- To run the first testing of the new tools drafted in the A5.
- To train the young people with methods and tools to make them becoming peer educators for the A7.

DELIVERABLE

- **Quantitative reports**, including the: n. of events, n. of young people involved, dates, location
- **Qualitative reports** to assess the impact of the methodologies and the learning process of the young people

OUTCOMES

- **523: young people involved**
- **Groups of peer educators and future young trainers** in the different geographical areas, sensitized on gender issues and capable to afterwards multiply the action in the field of gender equality

OUTCOMES

meetings realized and youth involved

**523: total number
YOUNG PEOPLE
involved**

LUNARIA - Italy

06-08/09/2019 Poggio Mirteto
27-29/09/2019 Poggio Mirteto

Total n. 30

UNIVERSITUR - Romania

03-04/09/2019 Constanța
05-06/09/2019 Cernavodă
19-20/09/2019 University of
Bucharest

Total n. 52

EQUA - Spain

24-25/08/2019 Cádiz
03-04 /09/2019 Cádiz
03-04/09/2019 Cádiz
19-20 /09/2019 Cádiz
19-20/09/2019 Cádiz

Total n. 58

CONCORDIA – France

20-21/08/2019 St.Vincent
17-18/09/2019 Paris,
Concordia office
26-29/09/2019 Tft in Saleix

Total n. 34

KVDA - Kenya

19-20/08/2019 Kisumu
County
29-30/08/2019 Kisumu
County
11-12/09/2019 Kisumu
County

Total n. 30

UPA - Uganda

13/09/2019 Nansana
14/09/2019 Nansana
20/09/2019 Wakiso
21/09/2019 Wakiso
21/09/2019 Gulu District
26/09/2019 Gulu District

Total n. 82

CHIRIBOGA – Ecuador

23-25/08/2019 Quito
17/08/2019 Quito
14-15/09/2019 San
Francisco Reserve

Total n. 33

CSDS – Vietnam

18/08/2019 Cau Giay, Hanoi
24-25/08/2019 Quoc Oai, Hanoi
07-08/09/2019 Thai Hai, Thai
Nguyen
22/09/2019 Hanoi

Total n. 68

BVBP – Peru

15-16/08/2019 Trujillo
21/09/2019 Curimana
22-23/09/2019 Aguaytia
28-29/09/2019 Huancayo

Total n. 56

GREAT - Indonesia

25-25/08/2019 Bandungan, Semarang
02-15/09/2019 Batulonceng, Bandung, West Java
22-23/09/2019 Pekalongan

Total n. 79

23





A7. PRACTICAL PHASE 2: LOCAL RAISING AWARENESS ACTIVITIES - PP2

15th December 2019 – 30th January 2020

Ecuador, France, Indonesia, Italy, Kenya, Peru, Romania, Spain, Uganda, Vietnam

WHAT

Local workshops/activities to raise awareness among young people on gender-sensitive issues. The workshops were targeted to young people and young people with fewer opportunities who are normally left out from this types of experiences. The activities were facilitated by the young people involved and trained in the A6. and supported by the participants of the A2. and A5.

OBJECTIVES

- To raise awareness on gender-sensitive issues among young people and youth with fewer opportunities
- To run the second testing of the new tools drafted in the A5.

OUTCOMES

- **588: young people involved**
- **Wide spreading** of the raising awareness action on gender, among young people, in the different geographical areas
- **Impact assessment** of methods and tools to raise awareness in the field of gender equality

DELIVERABLE

- **Quantitative reports**, including the: n. of events, n. of young people involved, dates, location
- **Qualitative reports** to assess the impact of the methodologies and the learning process of the young people

OUTCOMES

meetings realized and youth involved

**588: total number
YOUNG PEOPLE
involved**

LUNARIA - Italy

15-16/12/2019 Spintime,
Roma
19/12/2019 Frascati
21/12/2019 Atina
13/01/2020 BITT, Rome
20/01/2020 BITT, Rome
27/01/2020 BITT, Rome

Total n. 91

UNIVERSITUR - Romania

22/01/2020 Bucharest
27/01/2020 Câmpulung
28/01/2020 Câmpulung
30/01/2020 Bucharest

Total n. 69

EQUA - Spain

08-09/01/2020 San
Fernando, Cadiz
10-11/01/2020 Puerto Real,
Cádiz
20-21/01/2020 Rota, Cádiz

Total n. 40

CONCORDIA – France

10-12/01/2020 Lovettaz
29-30/01/2020 Concordia
officie Paris

Total n. 24

UPA - Uganda

24-25/01/2020 Gulu
District
27-28/01/2020 Nansana

Total n. 40

CHIRIBOGA – Ecuador

17/01/2020 Archidona
22/01/2020 Quito
25/01/2020 Quito
27/01/2020 Quito

Total n. 58

BVBP – Peru

20/11/2019 Cajamarca
21/11/2019 Cajamarca
23/11/2019 Lima
24/11/2019 Lima
07/01/2020 Cajamarca
08/01/2020 Cajamarca

Total n. 71

CSDS – Vietnam

15/12/2019 Phu Quoc
21-22/12/2019 Thai
Nguyen, Vietnam
05/01/2020 Hanoi
12/01/2020 Hanoi

Total n. 57

KVDA - Kenya

20-21/12/2021 Kileleshwa,
Nairobi
17-18/01/2020 Kileleshwa,
Nairobi

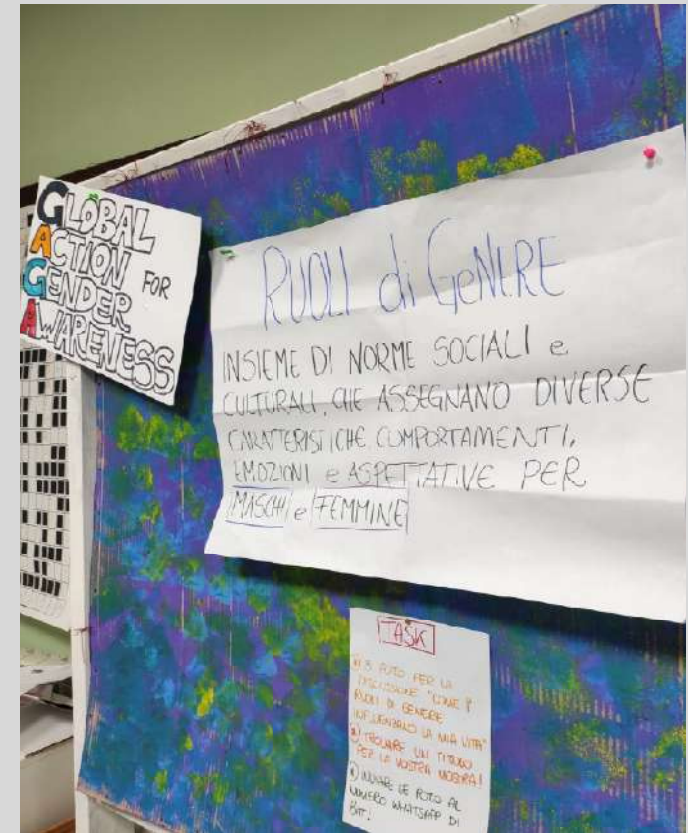
Total n. 22

GREAT - Indonesia

15-16/12/2020 Jepara
29-30/01/2020 Batuloceng
village

Total n. 115

27





A8. ITC: EVALUATION AND ASSESSMENT OF METHODS

12th – 19th April 2019

Thai Nguyen, Vietnam

WHAT

OBJECTIVES

- To finalize the synthetic design of the global pedagogical approach to globally raise youth awareness on gender-sensitive topics and on gender equality
- To run the final assessment and evaluation of the tools created during the A5. and tested during the A6. and A7.

International training course targeted to youth workers, facilitators and active volunteers of the organizations. The TC was conceived to finalize the design of the synthetic global pedagogical approach to globally raise youth awareness on gender-sensitive topics and on gender equality, to run the final assessment and evaluation of the tools created during the A5. and tested during the A6. and A7.

OUTCOMES

Unfortunately, because of the Covid-19 widespread, the impossibility to travel among different countries, the flights suspensions, the borders closures and in the respect of the safety and protection measures applied worldwide because of the pandemic, it was not possible to run the training course.

In order to face the situation, it was therefore activated a work at distance among participants and facilitators to revise the pedagogical perspective and the workshops to raise awareness on gender

DELIVERABLE

The work at distance, and using mainly on-line tools, led to the finalization of the **pedagogical perspective and the workshops to raise awareness on gender**, that you can find in the current publication, at page **69**

A9. FOLLOW UP - FU

1st May – 30th September 2020

Ecuador, France, Indonesia, Italy, Kenya, Peru, Romania, Spain, Uganda, Vietnam

WHAT

OBJECTIVES

- To spread the project' information, share the knowledge, skills and competences acquired
- To promote the project outcomes and results in order to further spread the raising awareness action
- To disseminate the methodological package and curricula on gender in order to give local and international partners the opportunity to further enhance the actions in the field of gender sensitiveness

Different types of activities accordingly to the national specificities and needs, to promote the project outcomes and results and to further spread the raising awareness action. The Follow Up aimed to spread the information about the project and share the knowledge, skills and competences acquired. Furthermore, it allowed to disseminate the methodological package and the curricula on gender in order to give local and international partners the opportunity to further enhance and multiply the actions in the field of gender sensitiveness

DELIVERABLE

OUTCOMES

Wide-spread dissemination of the outcomes, multiplication of results and design of a new plan of action in cooperation with local organizations in the different geographical areas

- GAGA Toolkit
- GAGA Handbook
- Prezi presentation
- Short video of the project
- Leaflet in .pdf and for the on line version

All the deliverables, can be found, consulted and downloaded on the Lunaria website:

https://www.lunaria.org/gaga_ka2_gender/

As above mentioned, it was not possible to run the ITC in Vietnam because of the Covid-19. For this reason and in order to face the situation, it was therefore activated a work at distance among participants and facilitators to revise the pedagogical perspective and the 6 workshops to raise awareness on gender, that led to their final editing, as it is in this Handbook.

The work was divided in different steps:

- **May 2020:** work at distance, asking the participants and facilitators of the A6. And A7. to revise them
- **June 2020:** work at distance, with the support of the Pool of Trainers involved in the previous steps, to gather all the work done, and to standardize it for the final version, as shown in this Handbook.

For this reason, somehow, we can consider this work as integral part of the Follow Up action, since it has contributed to finalize the Handbook, afterwards used in the upcoming months to disseminate the project outcomes and wide-spread the action in the gender framework.





OUTCOMES

ACTIONS AND PARTNERSHIPS CREATED

LUNARIA - Italy

- strengthening in the cooperation with Batti il tuo Tempo, youth center from the suburbs of Rome
- strengthening in the cooperation with Matemu, youth center from Rome
- strengthening in the cooperation with Rise Hub, association from Valle di Comino (Lazio region)

UNIVERSITUR - Romania

- partnership creation with DoR, a Romanian independent publication committed to discussing contemporary social issues through authentic journalism
- creation of new synergies with new stakeholders
- networking with other NGOs from Bucharest and the rest of the country
- strengthening in the collaboration with existing partners

CSDS – Vietnam

- strengthening of the sensitization action towards gender/sensitive issues, in Hanoi
- empowerment, in terms of methods and topic knowledge, of the youth workers and facilitators working with the association

UPA – Uganda

- creation of new partnerships between the UPA Gulu Branch and the local institutions: Gulu Primary Teachers College, Reproductive Health Uganda-Gulu Branch, Charity Aids Foundation and Global Grassroots
- creation of new partnership with Community Empowerment for Village Development organization in Kampala

CHIRIBOGA – Ecuador

- creation of new partnerships with: Escuela Milton Jurado Yopez in Archidona and Escuela Fe y Alegría in Quito
- creation of new partnerships with: Scouts group, CEPRODEG, UWAYA, INLG ED., SURKUNA, VIVAS NOS QUEREMOS GROUP, TECHO ECUADOR, YASUNIDOS, KIWARI, Universidad Central del Ecuador, Pontificia Universidad Católica del Ecuador, EIL Ecuador, VASE
- contacts creation with projects who already work on gender issues as ASA and ACF, the Fundación Alas de Colibrí

OUTCOMES

ACTIONS AND PARTNERSHIPS CREATED

KVDA - Kenya

- strengthening of the cooperation with the local branches of the organization
- empowerment of the local activities for local and international volunteers
- empowerment of the raising awareness action in Nairobi and Kisumu district

CONCORDIA – France

- empowerment in the skills and competences of the Pool of Trainers of the association
- creation of new synergies with new stakeholders

EQUA - Spain

- implementation of workshops in Puerto Real with AMARE and LGTBI+ groups
- strengthening of partnership with Columela Institute, leading to design a new project including 14 workshops with high school students
- creation of a new project with the Cadiz City Council focused on gender equality

BVBP – Peru

- creation of new partnerships with: Red Nacional de Promocion de la Mujer, Red Interamericana de Mujeres – Cajamarca
- creation of new synergies with groups of young people working with human rights, especially in Cajamarca
- contacts creation with LGBTQ+ community in Lima and Huanuco, specifically with transgender people
- interactions development with the local council of Cajamarca for trainings on gender issues awareness

GREAT - Indonesia

- creation of new synergies with 5 local high schools in and around Semarang
- cooperation empowerment with the local partner LRC-KJHAM, active in women's right in Semarang
- methods exchange for the association trainers and sending of other active members to gender-related education events

OUTCOMES

ACTIONS FORECAST AFTER THE END OF THE PROJECT

LUNARIA - Italy

- workshops focused on gender-sensitive issues in Rome and other Italian cities
- on-line sessions to raise awareness on gender and to train young people
- on-line and off-line meetings with different stakeholders to disseminate the outcomes
- new training courses on gender

KVDA - Kenya

- new community service volunteering program by autumn 2020
- new workcamps focused on gender sensitive issues
- off-line meetings with different stakeholders to disseminate the outcomes

GREAT - Indonesia

- on-line workshops and basic training for members from 5 cities: Semarang, Yogyakarta, Pekalongan, Tulungagung, and Bandung
- new workshops on gender issues and cultural diversity for members joining international IVS events and projects
- new trainings on gender issues and human rights in different regions of Indonesia

CHIRIBOGA – Ecuador

- Handbook presentations with some institutions that participated in the different activities of the project
- new workshops with local volunteers and schools
- support to Fundación Alas de Colibrí to run workshops in their center

EQUA - Spain

- on-line and off-line meetings with different stakeholders to disseminate the outcomes
- new project to share tools for gender with youth workers from Cadiz neighborhoods

OUTCOMES

ACTIONS FORECAST AFTER THE END OF THE PROJECT

UNIVERSITUR - Romania

- workshops in Constanța in the East and Calafat in the West, with high school students
- meetings with teachers from the University to further disseminate the tools and pedagogical approach
- meetings with youth workers to promote and disseminate the Handbook

CSDS – Vietnam

- on-line and off-line meetings with different stakeholders to disseminate the final Handbook and Toolkit
- workshops focused on gender-sensitive issues in Hanoi and other Vietnamese cities

CONCORDIA – France

- trainings with the local offices workers to test the activities and reflect on the topics
- new local trainings for Service Civique volunteers

UPA – Uganda

- on-line and off-line meetings with different stakeholders to disseminate the outcomes
- new training courses and workshops on gender in Gulu region
- new raising awareness workshops in Nansana and Lubaga division

BVBP – Peru

- 10 new workshops about gender issues, focusing on awareness and the visibility of gender inequality during the pandemic
- on-line and off-line meetings with different stakeholders to disseminate the outcomes
- new workcamps focused on gender sensitive issues

ACTORS

LUNARIA – Italy

www.lunaria.org



ASOCIACIÓN PARA LA MEDIACIÓN SOCIAL EQUA - Spain

www.asociacionequa.org



BRIGADA DE VOLUNTARIOS BOLIVARIANOS DEL PERÚ – BVBP – Perú

www.bvbperu.org



CONCORDIA - France

www.concordia.fr



CENTER FOR SUSTAINABLE DEVELOPMENT STUDIES - CSDS – Vietnam

www.csds.vn



FUNDACION PROYECTO CHIRIBOGA – CHIRIBOGA - Ecuador

www.chiribogaecuador.wordpress.com



GERAKAN KERELAWANAN INTERNASIONAL - GREAT – Indonesia

www.greatindonesia.org



KENYA VOLUNTARY DEVELOPMENT ASSOCIATION – KVDA

www.kenyavoluntary.org



UGANDA PIONEERS ASSOCIATION – UPA

www.ugandapioneers.org



UNIVERSITUR - Romania

www.universitur.ro



CHAPTER I

WHAT IS THE HANDBOOK

This publication includes the information concerning the project background, the main outcomes and the results of the field research to detect the needs of youth workers and organizations, in the participating countries, for what concerns gender issues.

Moreover it includes the global pedagogical approach promoted within the project and the six workshops built up by the project participants to answer the detected needs and to enforce the raising awareness action in the four geographical areas covered by the actions.

AIM

To be a didactic and methodological package, including the main outcomes of the project and the tools (pedagogical approach and workshops) to globally enhance the impact of the gender raising awareness action in the participating countries.

For this reason, this publication is meant as a reference point for those organizations, in Europe and Partner countries, willing to implement similar activities and projects to raise awareness on gender-sensitive aspects and to promote gender equality

TARGET

Participants involved in the training course and the local activities, their organizations, other youth workers and associations interested to develop new activities and actions to promote gender equality, using non formal education methodologies

HOW TO USE THE HANDBOOK

FORMAT

The project structure, as well as the pedagogical approach and the six workshops proposed in this publication, can be replicated at global level with different shapes and duration, accordingly to the target groups' needs, backgrounds and situations

FLEXIBILITY

For those interested in replicating the project (structure, principles of the pedagogical approach or workshops), we suggest to keep always a flexible approach and to be ready to change different elements according to the different contexts

GENERAL REMARK

Specifically, regarding the target group/s you are planning to involve, before to start any action, we recommend you to have a clear picture of their needs, expectations and profiles. It will help you to bring the required adaptations, if and when they are needed

METHODOLOGY AND LEARNING

The activities implemented during GAGA project were mainly based on non formal education.

NON FORMAL EDUCATION – NFE was defined in 1974 as any organized and systematic educational activity, carried on outside the framework of the formal system (schools-University). Thus NFE is the macro-umbrella including any organized educational activity taking place outside the formal educational curriculum.

Accordingly to the **Council of Europe**, *“non formal education refers to planned, structured programmes and processes of personal and social education for young people designed to improve a range of skills and competences, outside the formal educational curriculum. Non formal education is what happens in places such as youth organisations, [...] where young people meet [...] to undertake projects together [...]”*. (Compass - Manual for Human Rights Education with Young People, Strasbourg, 2012, p.31).

The NFE main characteristics and principles are:

- **to be voluntary:** participation is always based on free-will, participants cannot be forced to participate and, at any time, they can choose to leave the proposed learning process. In the same time it's expected that participants, choosing the process, will be proactive, taking responsibility for their own learning
- **to be an organised learning process with educational objectives:** non formal education is not a random learning but it always has, on the contrary, clear learning objectives and a clear set of methodologies conceived to meet them
- **to be accessible to everyone:** no learning obstacles or any type of impairment should prevent learners to benefit from an educational process. Thus it's important to create a barrier-free program, accessible for all and which allows everybody to be fully included
- **to be participatory:** NFE is based on the constant promotion of participation to the process and interaction with the others. The basic idea is that the permanent exchange among human should be promoted as a natural element in learning, thus also the methodologies proposed should encourage and enhance the involvement
- **to be learner-oriented:** learners are at the centre of NFE activities, thus the sessions and the learning plans, even though learning objectives are always set, should be constantly re-modulated according to the participants' feedbacks, knowledge and experiences. The process must be always adapted to the background, competences and needs of the target group/s you are working with, accompanying them through the different learning zones (see below), and taking into account the type/s of learners you work with (see below)
- **to be based on experience and action:** learning is not just something purely theoretical, but on the contrary it has to be based on the concrete experience and experimentation of situations, then supported by reflection and analysis
- **to be flexible:** the contents and related methodologies chosen have to be flexible and facilitators should be able to constantly adapt them to the needs and expectations of individuals and groups, as long as ensuring a coherence with the initial learning objectives set
- **to be holistic and process-oriented:** the approaches proposed are based on the idea that participants should constantly develop knowledge, skills and values during the learning. It's the process and the way they are involved in it, rather than the final goal, the most important element.

KEY ELEMENTS IN LEARNING

VALUES PROMOTED

Horizontal interaction
among trainees and
facilitators/trainers

Exchange
of feelings, feedbacks,
experiences, knowledge

Participative methods
permanent testing,
development, upgrading

THROUGH

Learning assessment
monitoring and evaluation
of individuals and groups

IN ORDER TO DEVELOP

Personal empowerment
enhancement of self-
esteem, self-confidence

**Soft skills and key
competences**
analysis and recognition

OUTCOME



Transmission
of knowledge and methods to
other beneficiaries

TYPES OF LEARNERS

VISUAL LEARNER

DESCRIPTION

Participants who need visual support to acknowledge and understand the contents that are being presented to them

METHOD

Use flipcharts with the main learning messages. Use pictures, images, symbols and, if possible, include the graphic facilitation

AUDITORY LEARNER

DESCRIPTION

Participants who understand and assimilate better by sounds and hearing the contents, ideas and messages

METHOD

Use music during the activities, change voice tune and tonalities.
Use talks, discussions, oral presentations, read aloud what is written on flipcharts

SENSORY LEARNER

DESCRIPTION

Participants who are more at ease in learning through physical activities, sensory experience, touching and body contact

METHOD

Use team building, trust building, simulation, role play games. Use sculptural and three-dimensional materials

ANALYTICAL LEARNER

DESCRIPTION

Participants who learn through reflection, analysis, problem solving and creating models

METHOD

Use case studies, mind maps, models/schemes and formulate the questions in the debriefing, according to that

LEARNING ZONES

COMFORT ZONE

Here participants don't learn very much, because they are placed in a zone they already know, where they feel calm, comfortable. Here they are not very much stimulated or encouraged to learn new things

STRETCHING ZONE

Here participants start to get inside the process, to understand how the group works, the team decisions are made, but still relationships are quite blurry and frictions among individuals or along the learning process, might appear

LEARNING ZONE

Here participants leave the comfort zone and enter an unknown area that might cause self-questioning, fear and where they accept to take risk. But at the same time, here the learning appears in different shapes and starts to be more tangible

PANIC ZONE

Here participants move too far from the comfort zone and the learning zone. The person starts to be in a stressful situation, can have fear and panic because their core values and principles are too much shaken, leaving them with no reference points

CHAPTER II

WHAT IS THE RESEARCH REPORT

WHAT

The research report is based on the outcomes of the questionnaires collected in all the participating countries during the A3. Meetings With Youth Workers and Organizations – MYWSoS, realized between the 25th of March and the 25th of April 2019.

The meetings, and therefore the questionnaires, aimed to gather information regarding the needs of youth workers and organizations in terms of methods, tools and pedagogical approaches to raise awareness on gender sensitive-issues and to promote gender equality among young people

HOW

All the questionnaires gathered in Europe, East Africa, Latin America and South Eastern Asia were then analysed and processed by two researchers of Universitair association during the A4. Study Phase – SP realized in Italy and hosted by Lunaria between the 13th and the 20th of May 2019.

Thanks to this action it has been possible to analyse the questionnaires collected and to structure the needs assessment, within youth work, for what concerns methods and tools to promote gender equality, in the different geographical areas

The needs assessment set then the ground in the development of the pedagogical approach and the six workshops, which are in the Chapter II of this publication, and that were indeed conceived to answer those identified needs

GENERAL BACKGROUND

**TOTAL NUMBER OF
QUESTIONNAIRES:
738**

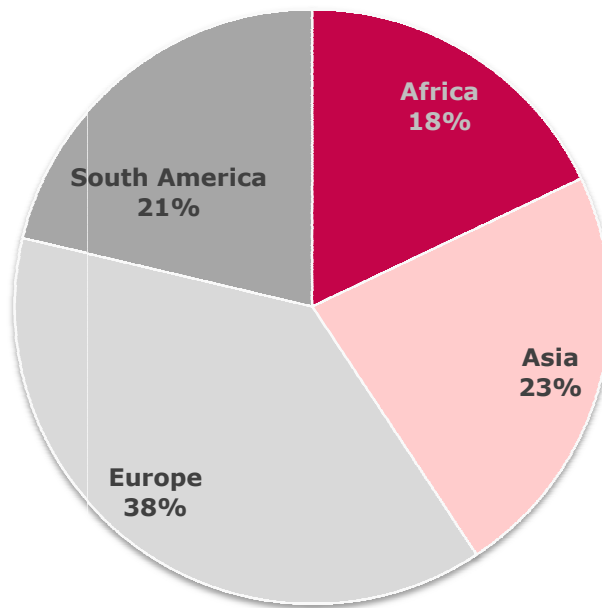
This research report is the result of the analysis of the 738 valid questionnaires delivered in 10 countries (in four continents), as presented below in the table. The questionnaires were applied simultaneously over a period of approximately a month, between March and April 2019.

It was initially created in English and then translated in each of the partner countries' languages in order to be widely applied without fear of language barriers.

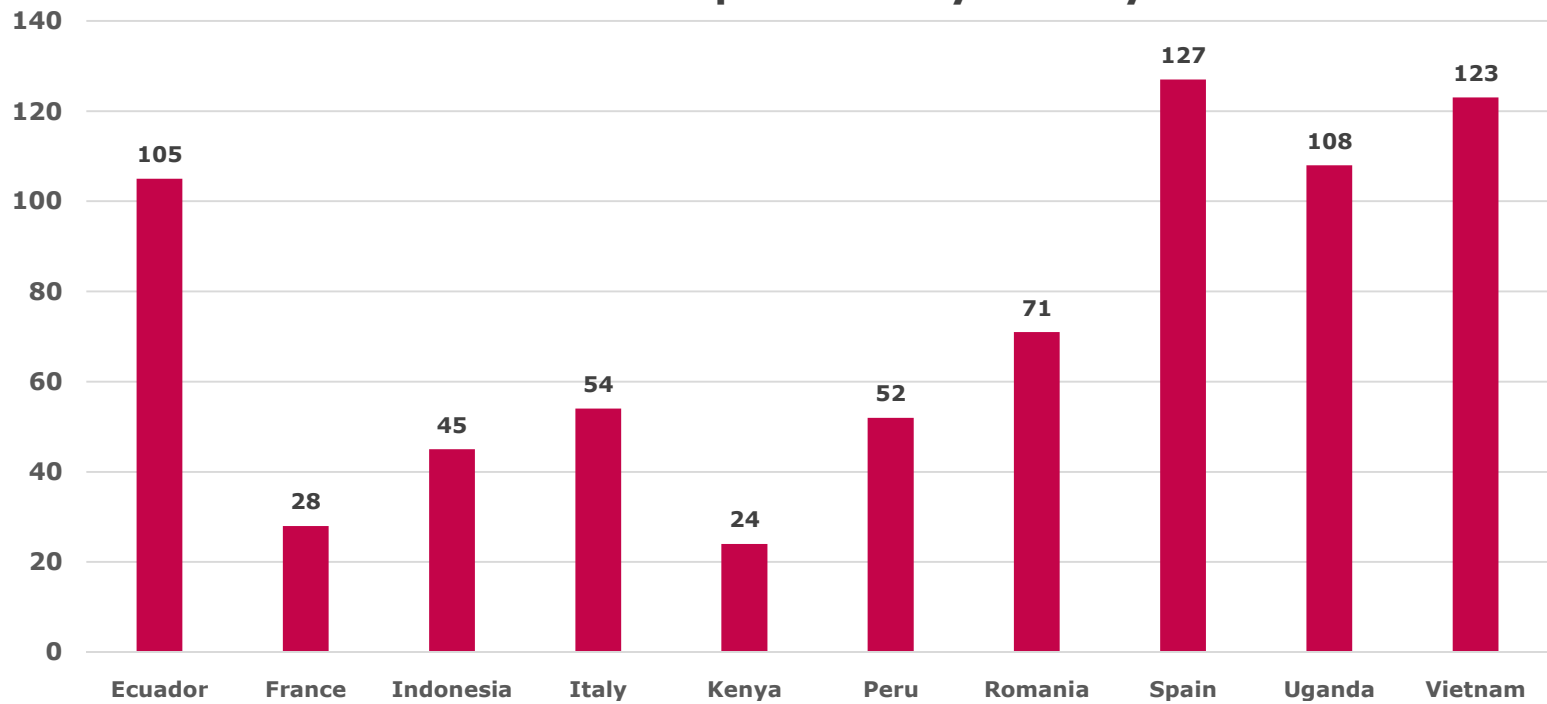
The partner organizations used a combination of online and offline methods to apply the questionnaire to their respective target groups: some used email and social media to send the Google form to the respondents and addressed all of their questions online, while others employed the offline approach, using printed questionnaires and face to face interaction to fill them out, while also directly addressing any questions or discussions prompted by their content. The responses were then translated to English and sent to the project coordinator for centralization and interpretation.

The number of respondents by country (as seen below) is useful in order to better interpret the final results. At the same time also the number of respondents by continent appear to be an interesting data to see that we've managed to get a fairly balanced response and therefore the research benefits from a fairly balanced cultural outlook. The European partners have indeed cumulated more respondents (38% as opposed to everyone else's nearly 20%) but that it was to be expected, since there are four European partners and only two partners each for Africa, Asia, and South America.

Percentage of respondents by continent



Number of respondents by country



PROFILE OF RESPONDENTS

The aim of the questionnaire was to identify the needs in terms of youth work, methods and tools to promote gender equality in the different geographical areas.

The content was developed during the Training Course in Kampala (Uganda) held on February 2019, with the contribution of all participants involved, in order to be both country-specific and general at the same time.

Each organization was invited to apply it to youth workers, social workers and educators according to their needs and specificities. Therefore, the profile of the respondents varies from one country to another.

Generally speaking, the age of 1/3 of the interviewees ranges between 21 and 25 years old, due to the fact that the organizations from Vietnam, Ecuador and Spain (which had most of the responses) train a lot of young people to become youth workers.

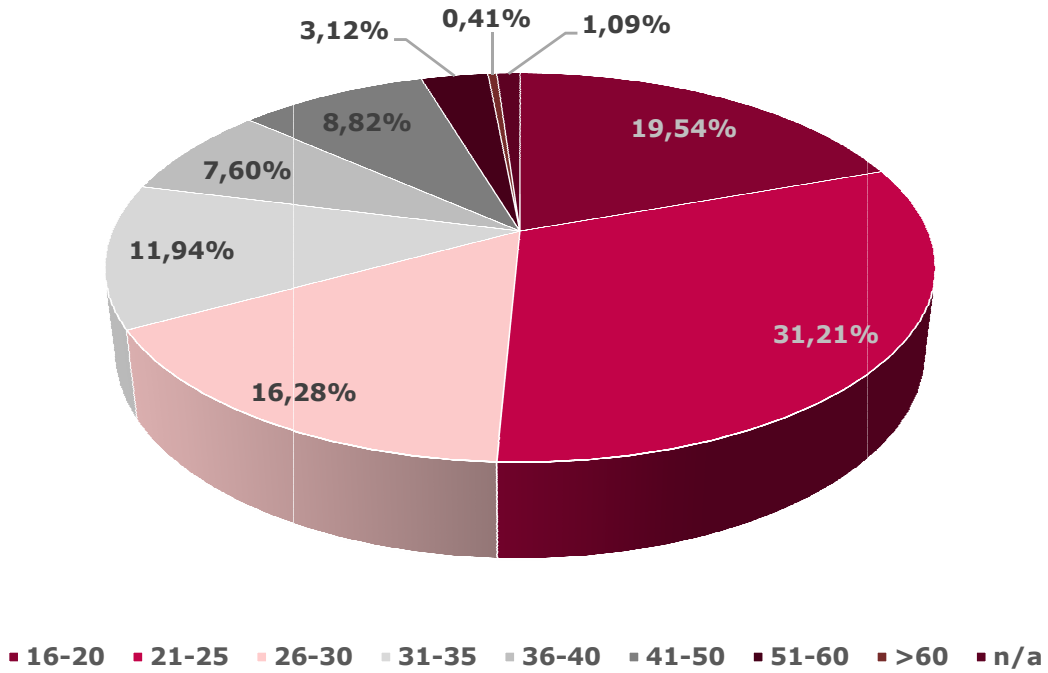
In all the countries, 66.9% of the respondents are under 30 years old, showing a general tendency of young people to work in this field and their willingness to participate in this survey.

Moreover, the majority of respondent also identifies as female (66.4%).

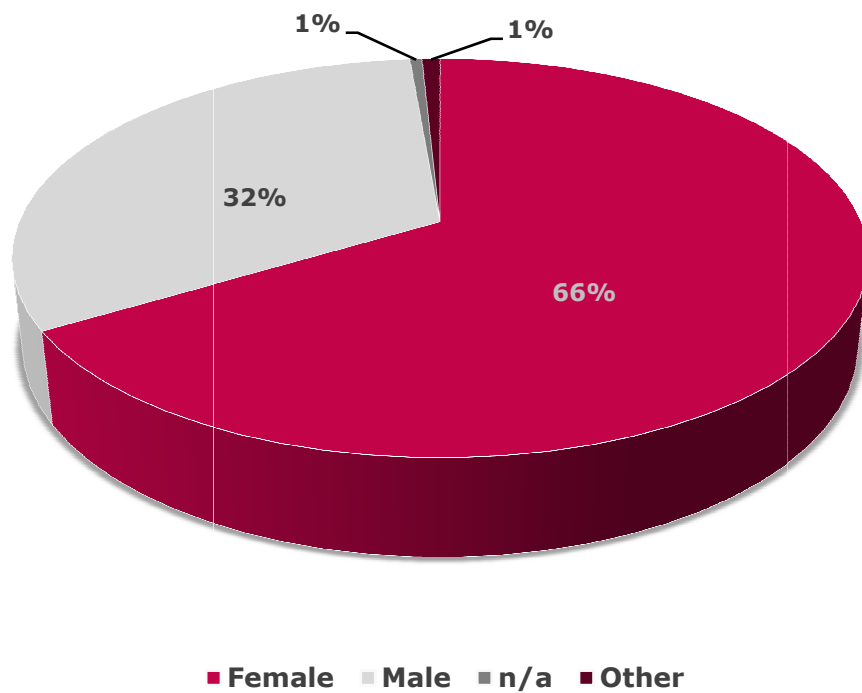
This data leads to assume that most of the countries perceive youth work as a gendered field, where women are more inclined to work due to their nurturing nature. Last but not least, there is also a general assumption that women seems to be more at ease answering questionnaires than men.

Nearly half of the respondents are College/University graduates, which indicates the preference of the NGOs to work with highly-specialized people who successfully combine formal and non-formal education.

Age of respondents



Gender of respondents



FEMALE

490

MALE

238

OTHER

6

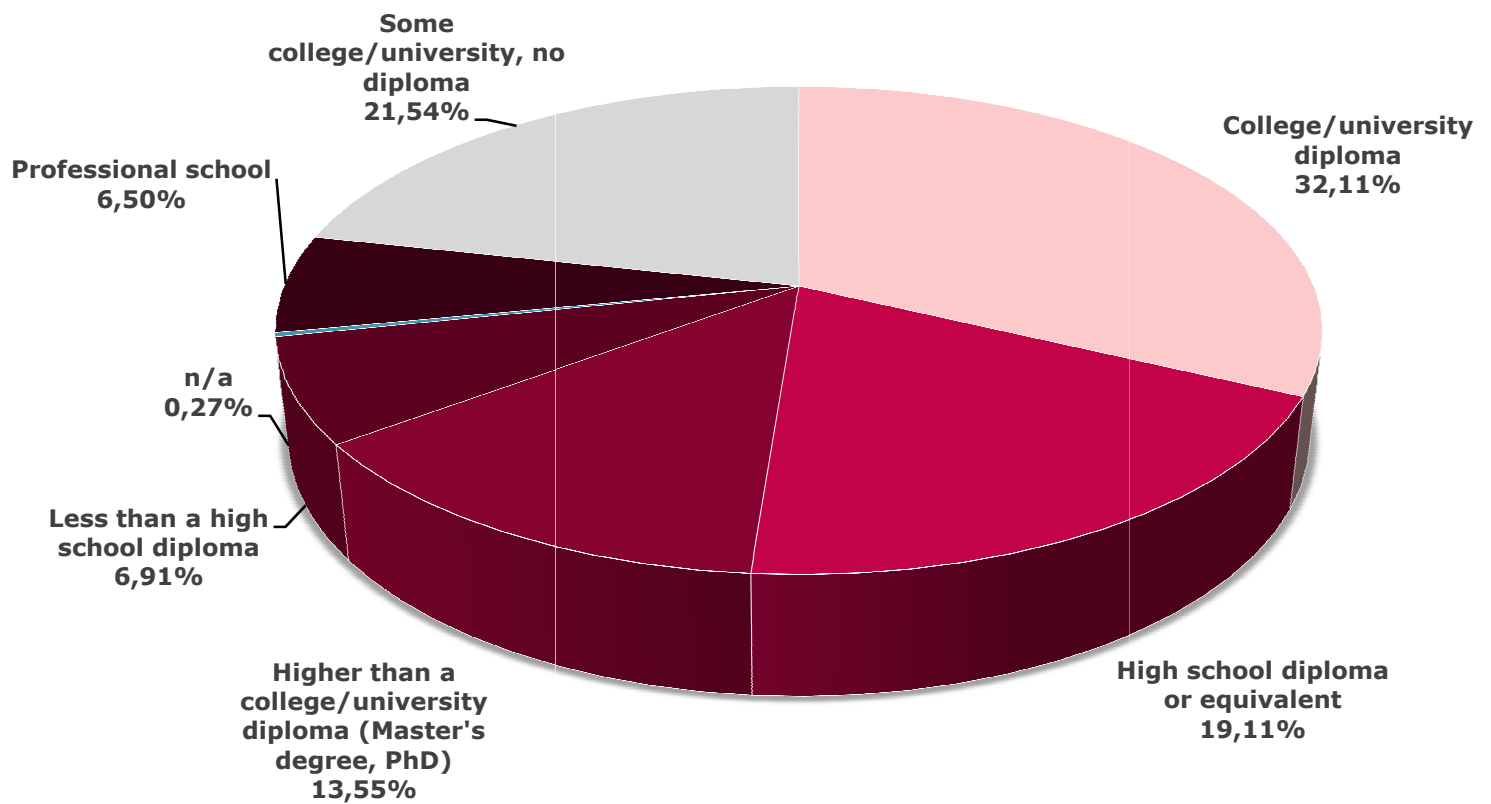
N/A

4

TOTAL

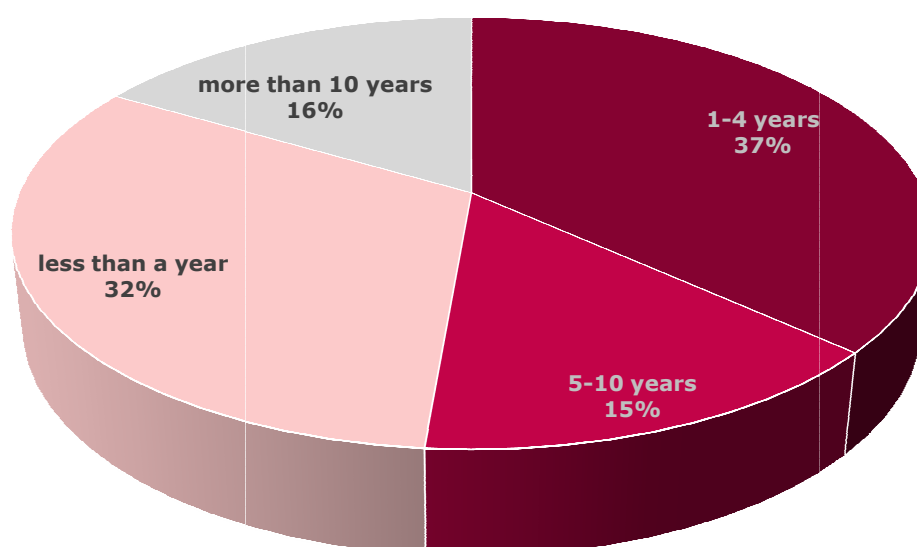
738

Level of education completed



TYPE OF EDUCATION	FREQUENCY
College/University diploma	237
High school diploma or equivalent	141
Higher than a college/university diploma (Master's degree, PhD)	100
Less than a high school diploma	51
n/a	2
Professional school	48
Some College/University, no diploma	159
Total	738

Experience as a youth/social worker



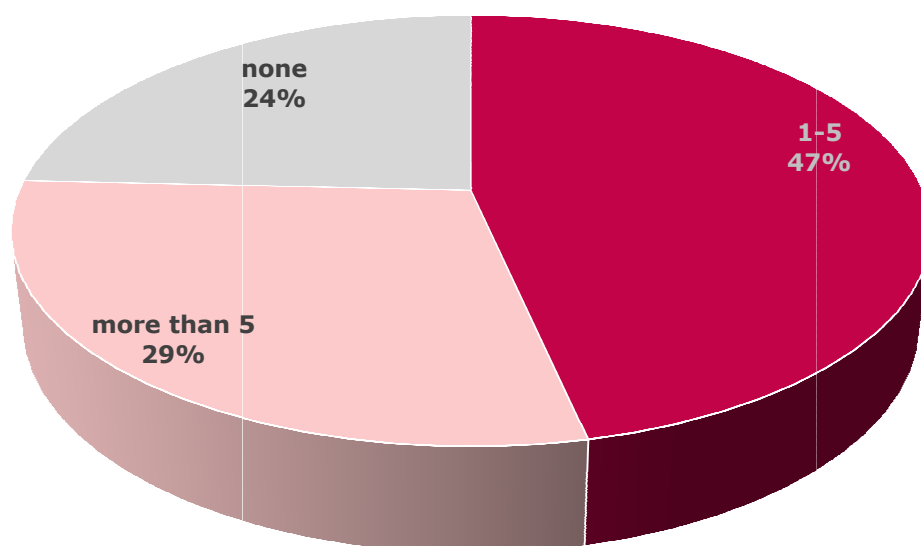
HOW LONG HAVE YOU BEEN ACTIVE AS A YOUTH/SOCIAL WORKER?	FREQUENCY
1-4 years	271
5-10 years	108
less than a year	237
more than 10 years	122
Total	738

Regarding their experience as youth/social workers, the profile of the respondents changes according to the country and the NGOs involved. Overall, there is a similar proportion of beginner facilitators (1-4 years of experience) and very young youth workers (less than a year of experience), respectively of 36.7% and 32.1%.

In the same time, the number of experienced workers and highly experienced ones is respectively 14.5% and 16.5%, ensuring the representativeness of both categories.

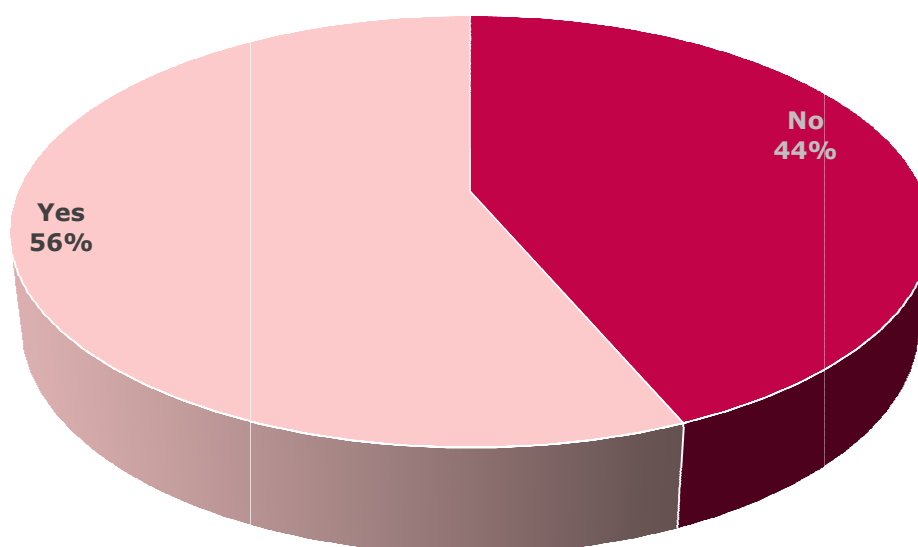
Again, this fact depends on the specific profile of the NGOs, since most of the partners in the project focus on recruiting and specializing young people in order to spread, peer-to-peer, their impact.

Number of NFE activities led as trainer/facilitator



HOW MANY ACTIVITIES USING NFE HAVE YOU PARTICIPATED IN AS A FACILITATOR/TRAINER/COORDINATOR?	FREQUENCY
1-5	344
more than 5	215
none	179
Total	738

Participation in trainings/courses on gender



DID YOU TAKE PART IN SPECIFIC TRAININGS/COURSES RELATED TO GENDER?	FREQUENCY
No	322
Yes	416
Total	738

As the figure above shows, non-formal education is popular among 75.7% of the interviewees, more than 29% being experienced facilitators, with more than 5 NFE activities led.

Their experience in the gender field is also related to the profile of the respondents each of the partners chose. In fact, since the majority of partner organizations are already committed in the gender-framework field, it appears evident how also the youth workers involved in the research have past experiences on this topic.

NEEDS OF THE RESPONDENTS

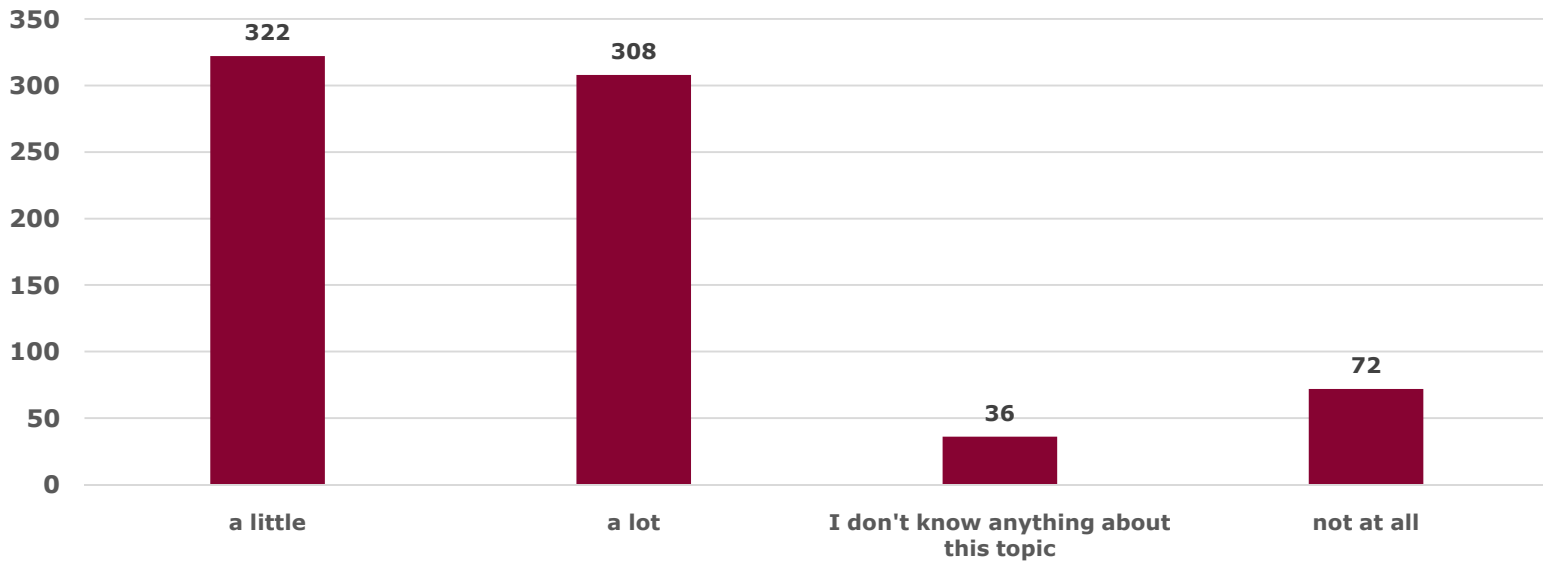
The first seven figures below illustrate the answers to the questions "To what extent do you need additional information on the following topics?", for which appears that the topics on which the most information is needed are LGBTQIA+ issues (in first place) and Gender Role Models (in second place).

Regarding the accessibility to information on gender issues, the situation pictured by the figure eight and nine is more complex: in fact while the 68% of respondents stated it is not difficult to find information in their environment, there is still a big lack of information on the subject in their own native language.

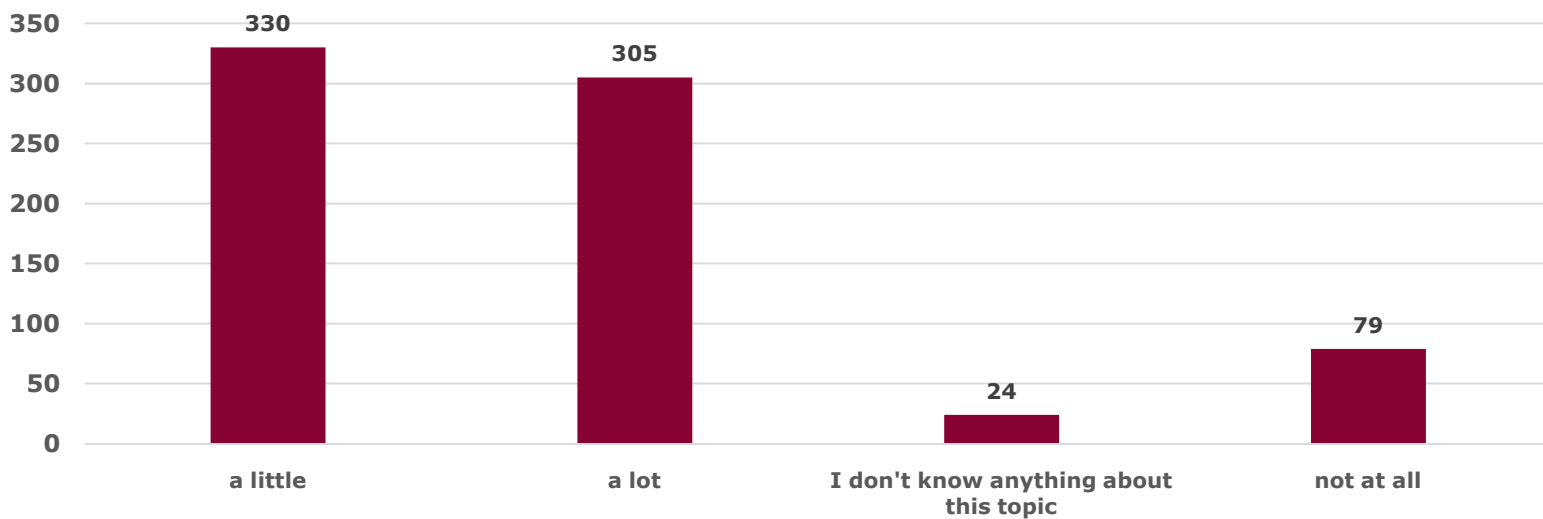
Then the upcoming six graphics show the different development needs of the respondents as youth/social workers on the different topics previously identified in the questionnaire.

Finally the last figure shows what are the main challenges the respondent are facing as youth/social workers in relation with their target groups (as better explained in the "synthesis of the main responds").

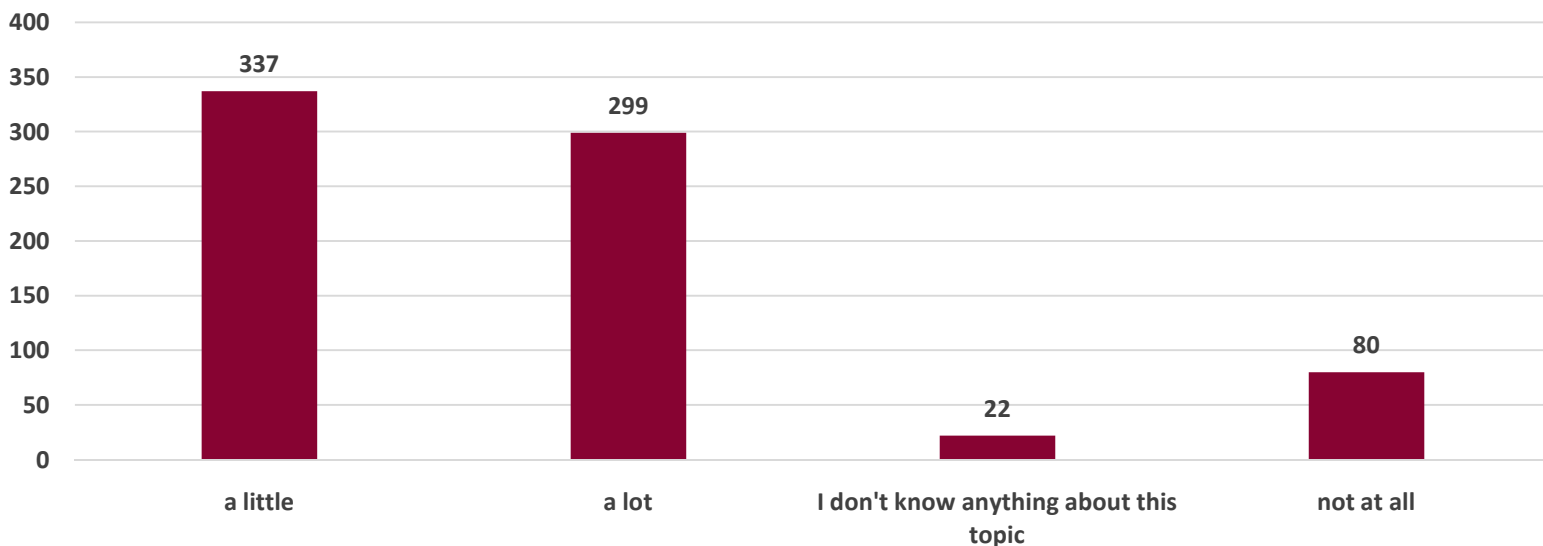
The need of information on gender identity



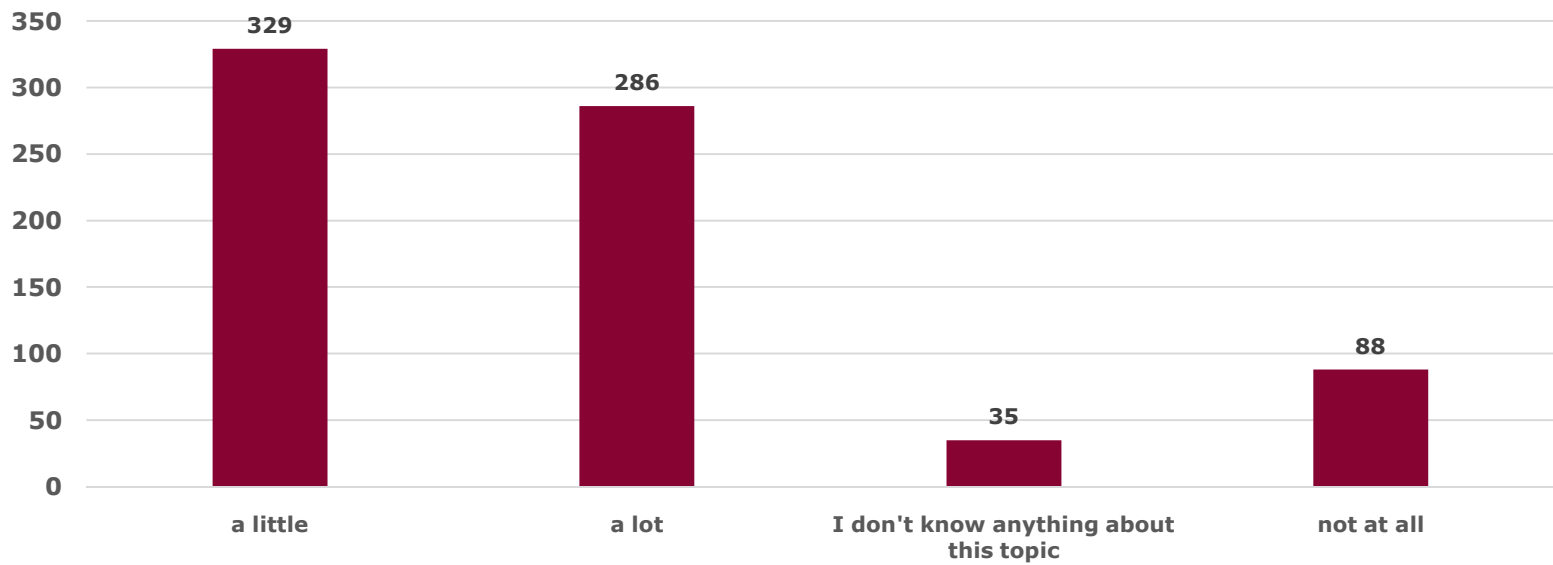
The need of information on GBV (gender-based violence)



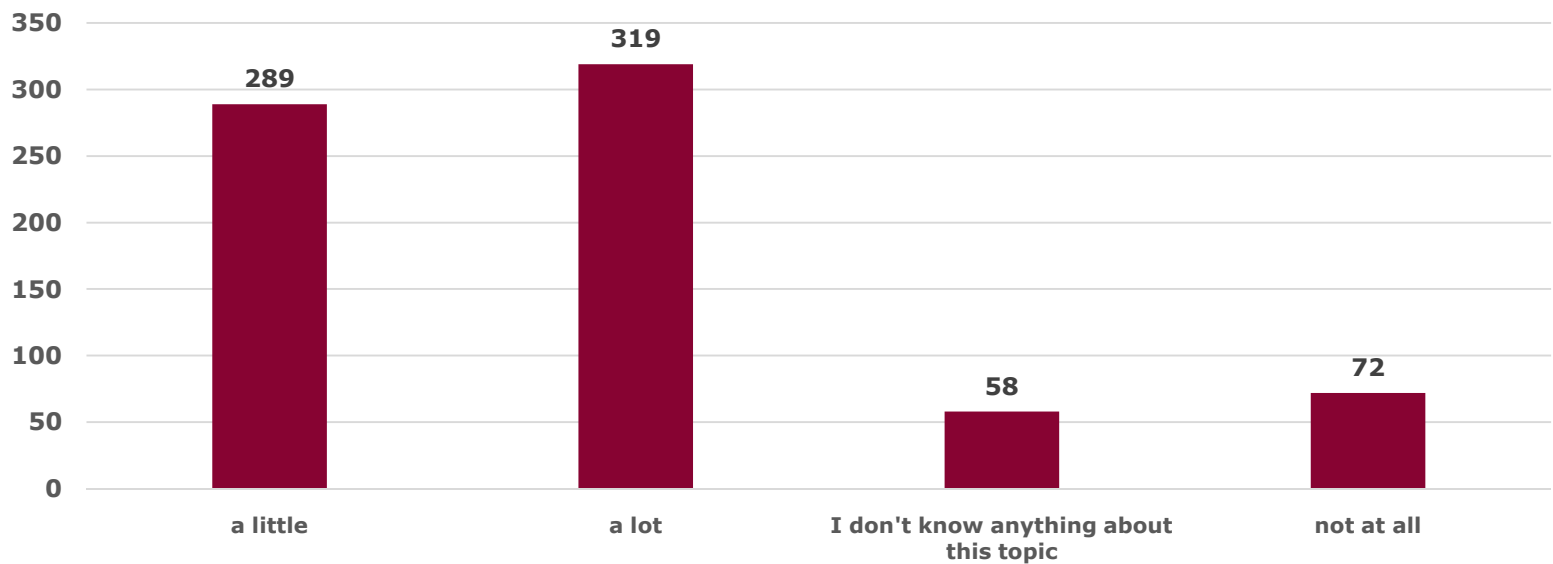
The need of information on gender equality/equity



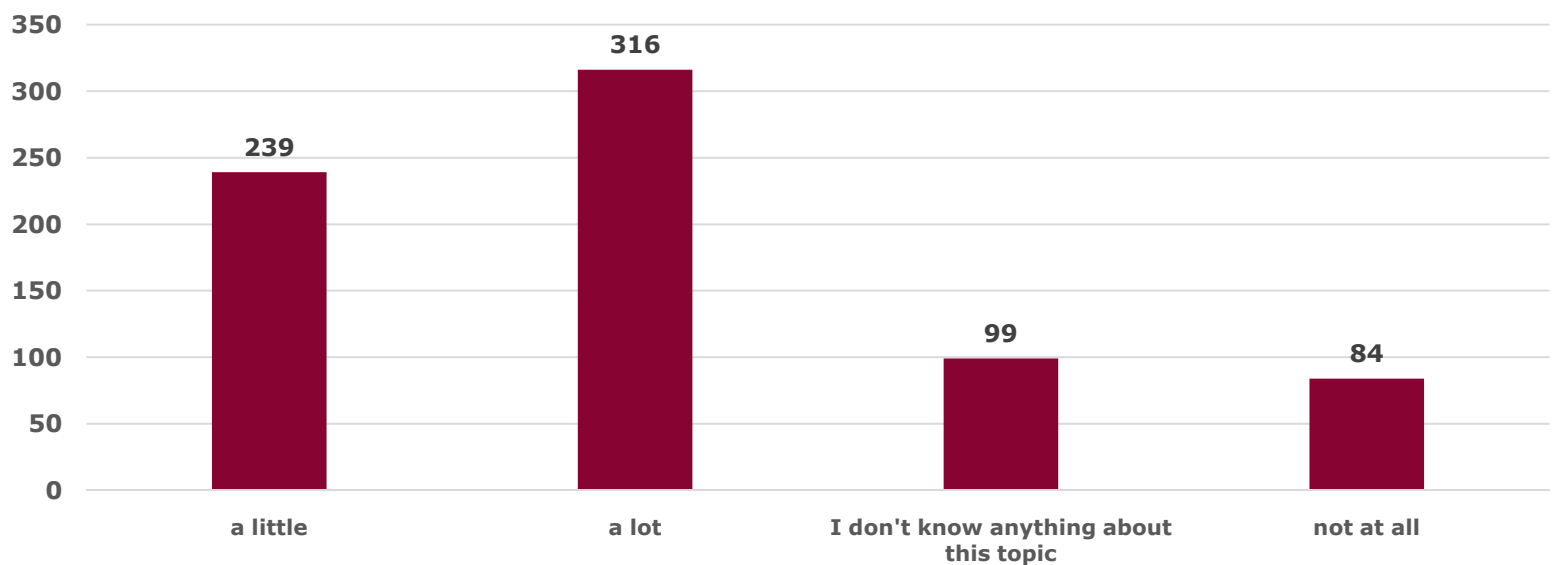
The need of information on sexuality



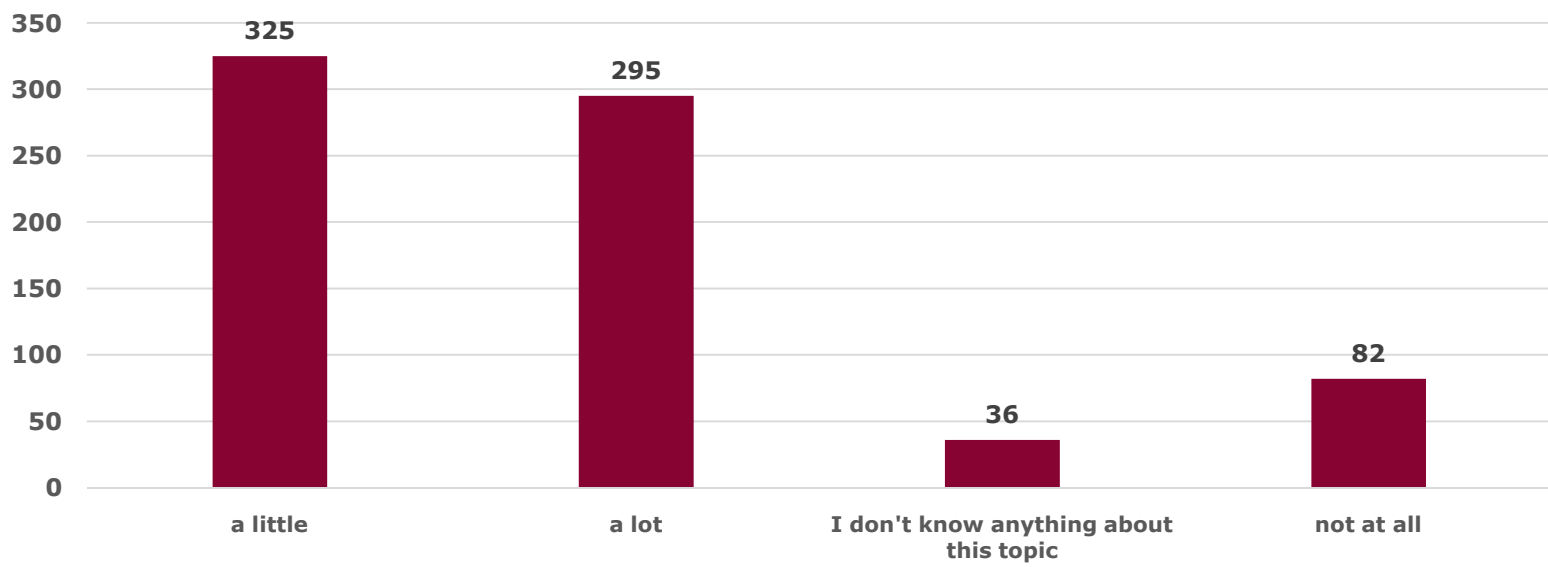
The need of information on gender role models



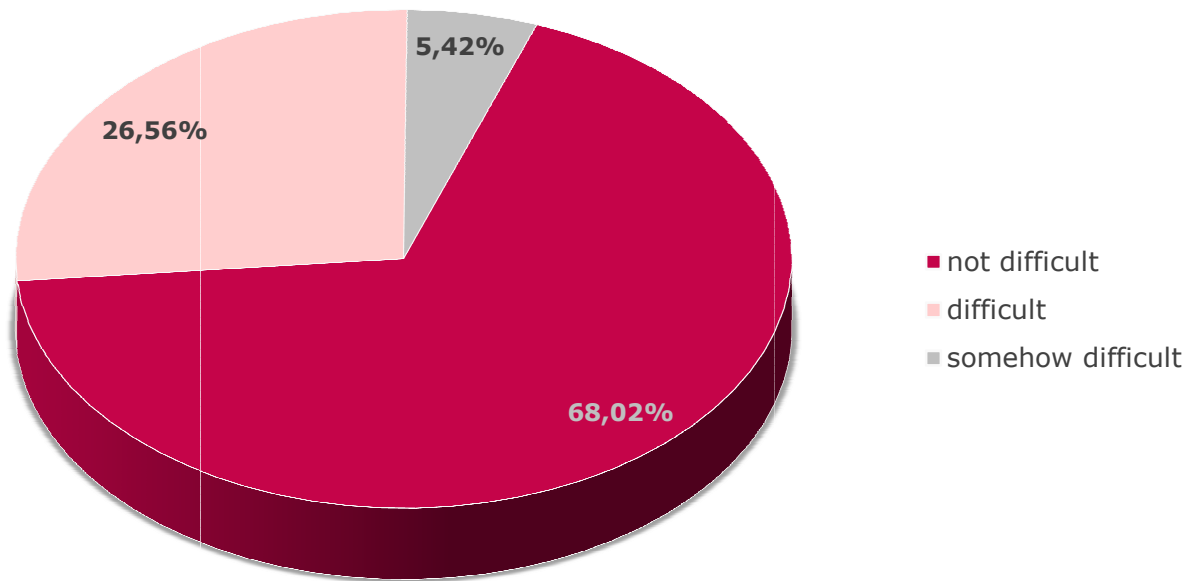
The need of information on LGBTQIA+



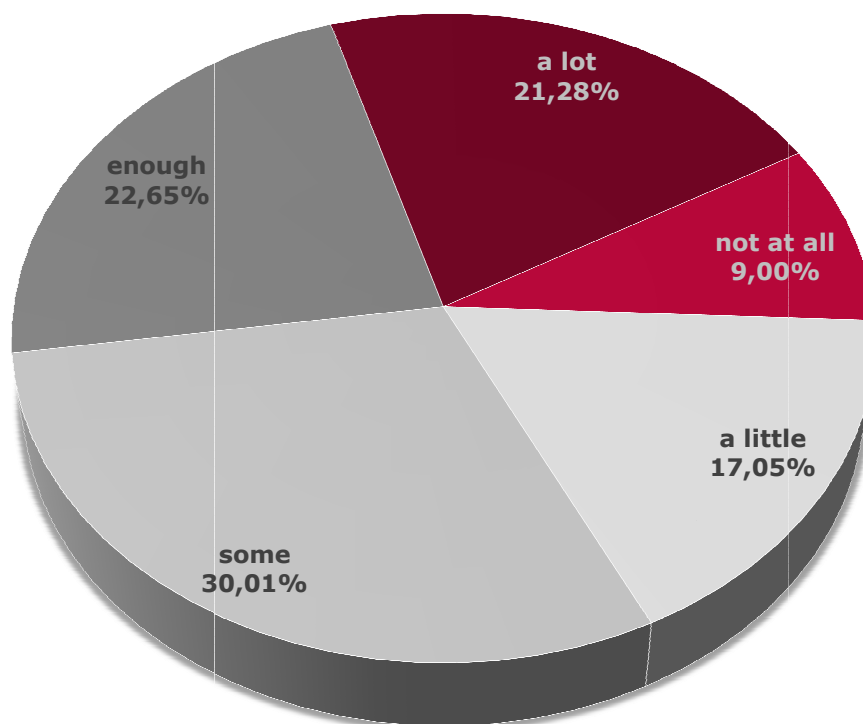
The need of information on sexual reproductive health



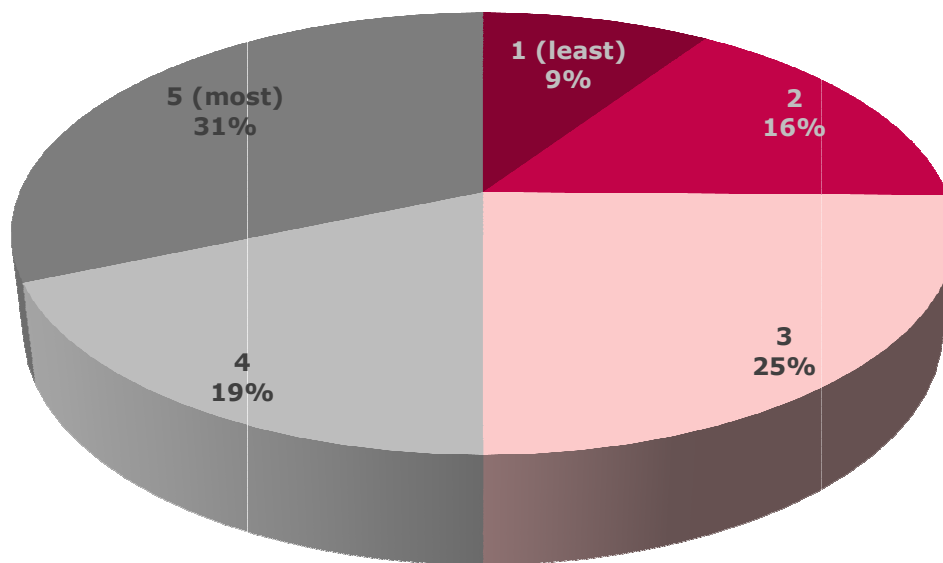
Difficulty in accessing information related to gender



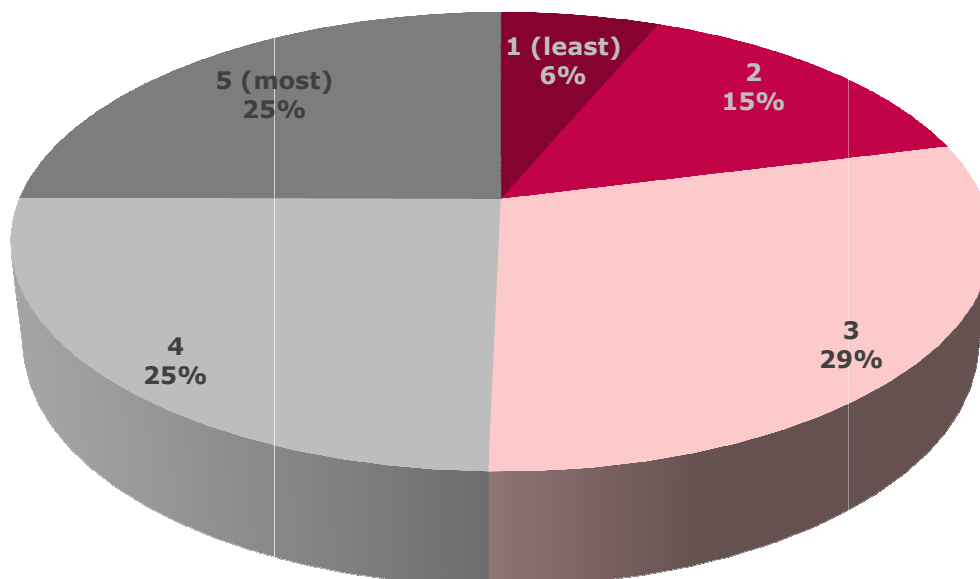
Level of information on gender in national language



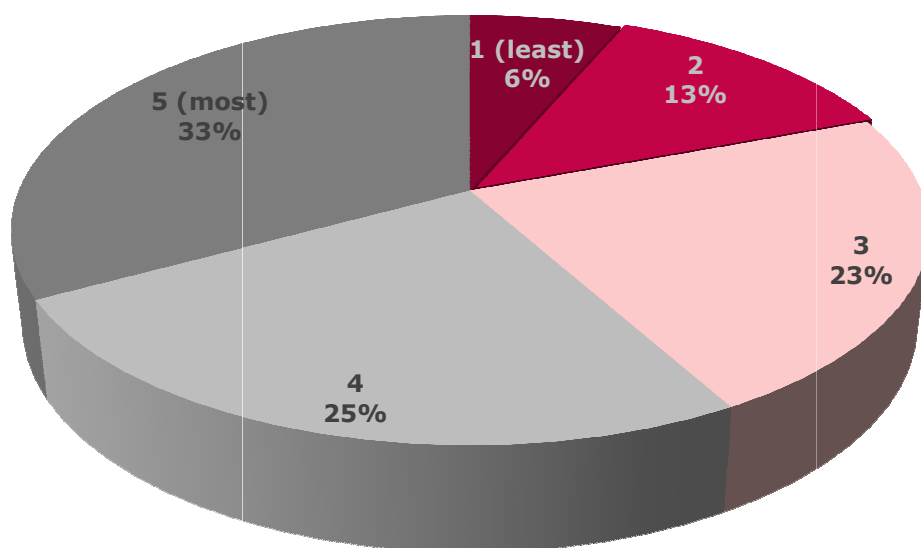
Rate the following according to your development needs as a youth/social worker: foreign language skills



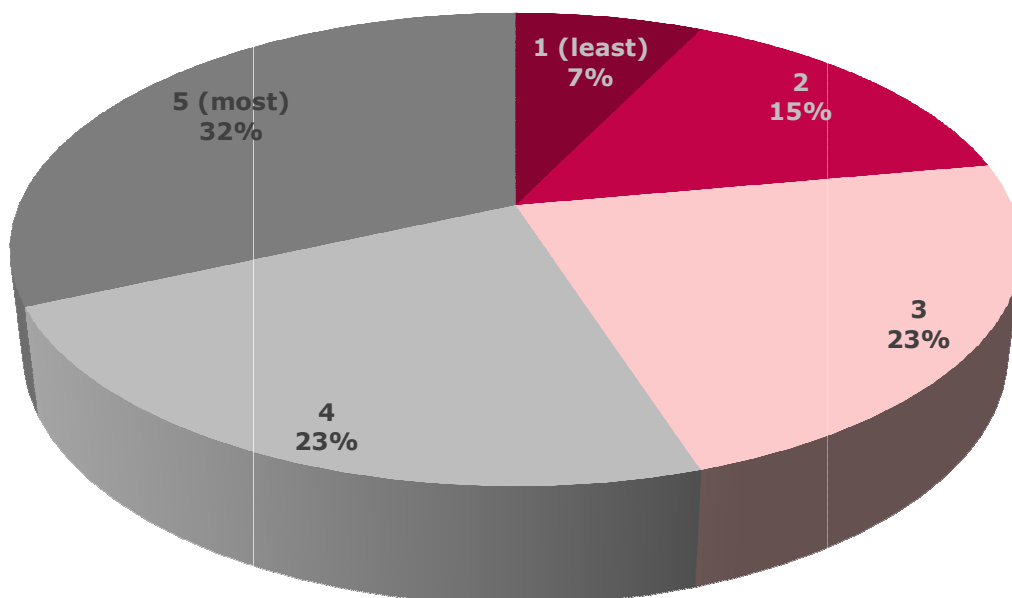
Rate the following according to your development needs as a youth/social worker: dissemination skills



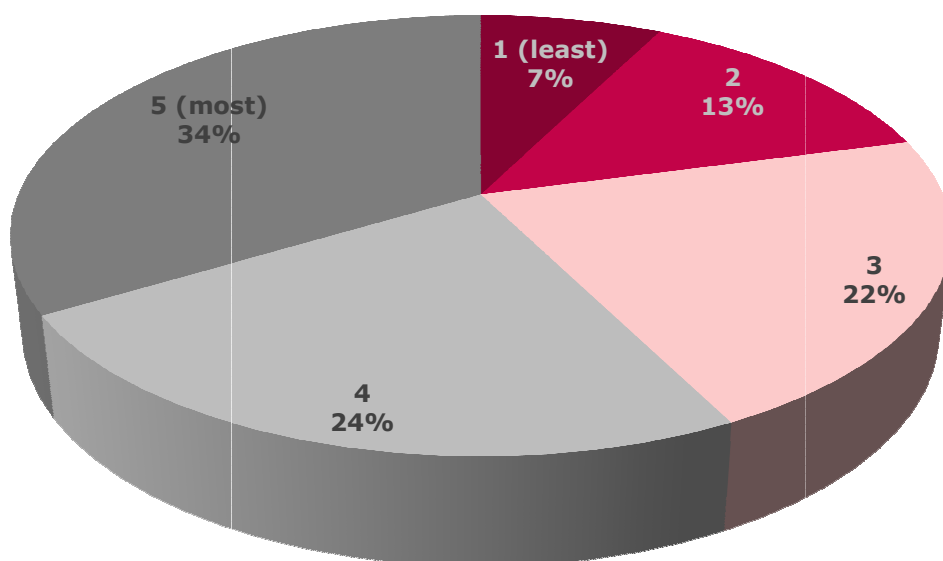
Rate the following according to your development needs as a youth/social worker: knowledge on funding opportunities



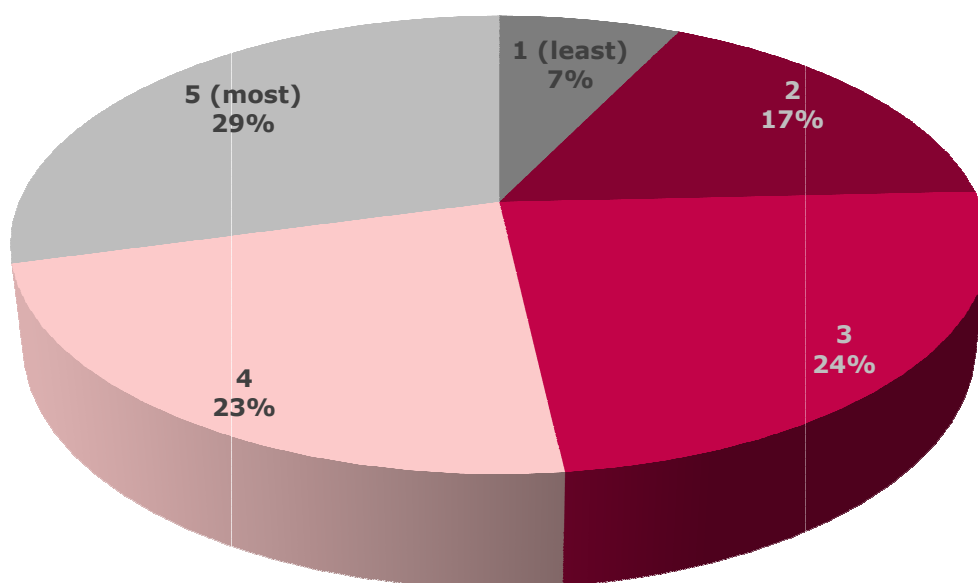
Rate the following according to your development needs as a youth/social worker: knowledge on project management



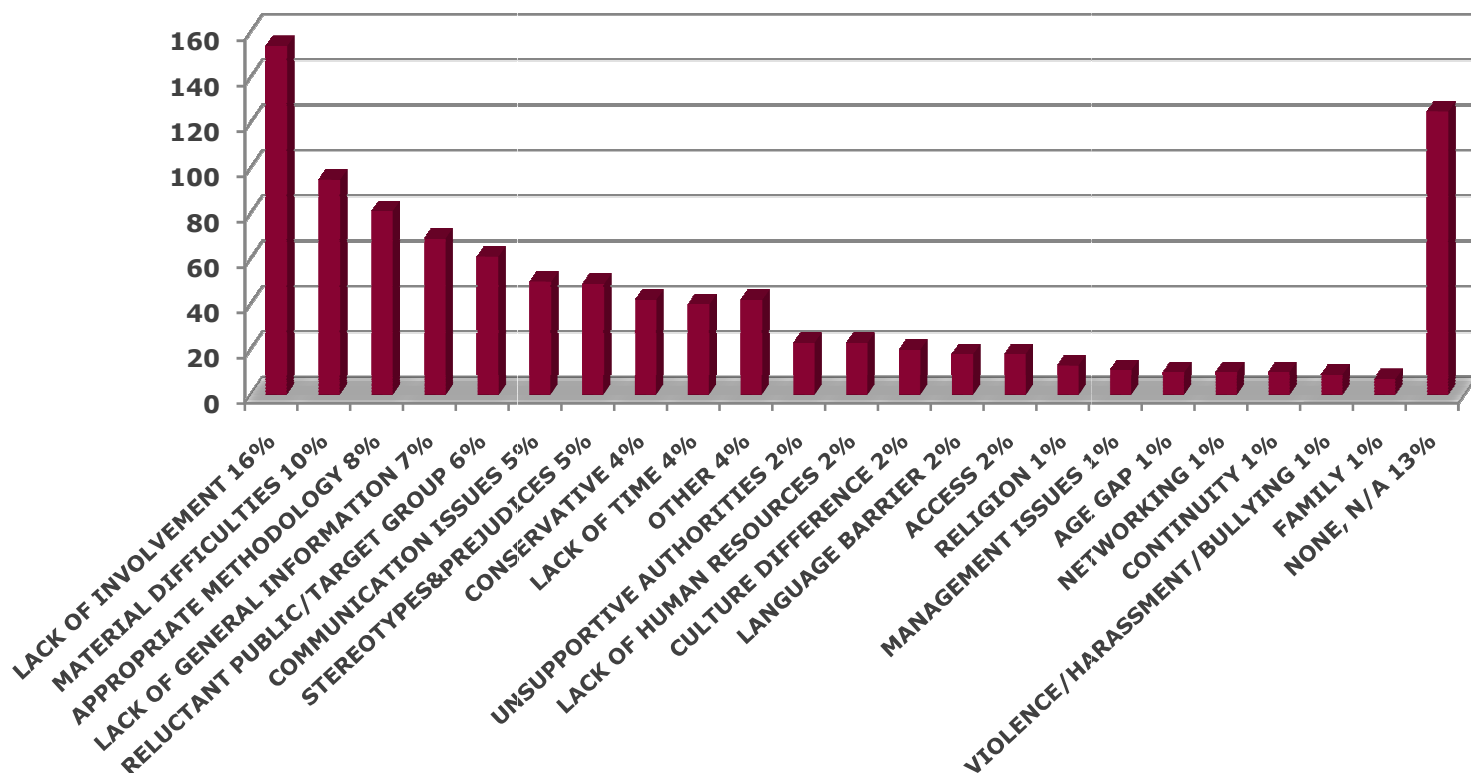
Rate the following according to your development needs as a youth/social worker: knowledge on legislation



Rate the following according to your development needs as a youth/social worker: group dynamics skills



What are the main challenges you are facing as a youth/social worker in relation with your target group?



SYNTHESIS OF THE MAIN RESPONS

Interpretation of results for “What are the main challenges you are facing as a youth/social worker in relation with your target group?”

Excluding the NONE, N/A category, which counts for 13% of all mentioned challenges, the most frequent challenge is **LACK OF INVOLVEMENT FROM THE TARGET GROUP** with 16%, which is also the first or second most mentioned challenge for 8 out of 10 participant countries. In more detail, many respondents mention under this category that they find it difficult to attract their target group and once they attract it, it's difficult to get them to actively participate or to stay involved for a longer period of time. The words used are lack of interest, participation, and respect, negative attitudes towards the content and the facilitators. Also, in Africa we see the specific issue of the participants expecting to be paid or given material goods in exchange for their participation, which means they have the wrong motivation for participating in the first place. This category can be tied to the **RELUCTANT PUBLIC/TARGET GROUP** category with 6%, but the difference between them is that the people in the “RELUCTANT” category don't usually get to be participants due to their reluctance, while the people in the “LACK OF INVOLVEMENT” category do participate, even if they have a poor attitude about it or they are difficult to attract.

The second and third most popular categories are **MATERIAL DIFFICULTIES** with 10% and **APPROPRIATE METHODOLOGY** with 8%.

“MATERIAL DIFFICULTIES” is clearly about money and materials, mostly about lack of funding for the organizations, but also sometimes about the poverty of the target group, which makes it even more difficult to reach, and sometimes about the expectation of the target group to receive money or food in exchange for their participation.

In the “APPROPRIATE METHODOLOGY” category we have included respondents who manage to reach their target group and gather participants, but who struggle to find the right methods to convey their message in a way that is both attractive, efficient and easy to understand. Many of the responses mention not being able to build **good communication** with the participants as a trainer/facilitator and **group dynamics** issues. Some of the facilitators working with young people struggle to “not be boring” and give their content an “original form that will capture attention” and others struggle with being taken seriously by the participants. They seem to need methodology that will help them to make the participants more receptive and to put them in a positive mindset to receive the content. Other respondents simply state they do not have enough experience as facilitators and do not know enough **NFE methods**, or even that there is a **lack of information** about the subject they are trying to approach and they would need more theoretical support.

CHAPTER III



GLOBAL PEDAGOGICAL APPROACH

WHAT IS THE GLOBAL PEDAGOGICAL APPROACH

WHAT

When we talk about “pedagogical approach” in the current publication, we mean the approach/es regulating the interactions between the different actors involved in the learning process (e.g. participants, facilitators, etc...) and connected to the learning environment surrounding.

These approaches, which encompass experience, analysis, reflection and action/s, encourage participants, all along and after the learning process, to take action and to get engaged for active citizenship.

The current pedagogical approach is conceived as a synthetic paper which contains the guiding principles and values to be applied while delivering the tools and methods created and tested by the project’s participants within GAGA project, and that became part of the 6 workshops to raise youth awareness on gender-sensitive issues presented in the current publication (see page 86).

AIM OF THE APPROACH

AIM

The current pedagogical approach is focused on gender equity and the related gender sensitive-issues, thus when applying it in whatever educational activity, it's important to remember the specific focus initially set.

It is conceived to facilitate the knowledge exchange and the raising awareness action among different actors, ensuring common guiding principles and therefore a real impact.

It was designed to ensure the long term viability of the action in the field of gender and a real sustainability also after the formal end of the current project.

We expect the pedagogical approach could be a common, guiding pathway, enabling different project stakeholders and any individual or organization interested, to implement new actions in the field of gender equity, including both a local and a global perspective.

HOW THE APPROACH WAS DESIGNED

HOW

The first draft of the pedagogical approach was developed within the workshops "Pedagogical Approach 3" and "Pedagogical Approach 4", during the International Training Course in Italy, implemented in June 2019. During these sessions participants received the task to conceive, outline and design the first draft of GAGA synthetic pedagogical approach.

Then the idea was to revise the draft and fine tune the final version during the International Training Course in Vietnam foreseen for April 2020.

Unfortunately, because of the events related to the Covid-19 emergency, the ITC had to be cancelled for "force majeure reasons". A Pool of Facilitators involved in all the steps of the project and appointed by the partner organizations was then charged with the task of fine tuning the first draft and to arrive to the current version of the pedagogical approach.

MAIN PILLARS WITHIN THE GAGA PEDAGOGICAL APPROACH

1. GLOBAL PEDAGOGICAL APPROACH OF GAGA

75

1.1 THINK GLOBAL, ACT LOCAL

75

1.2 WHAT A PEDAGOGICAL APPROACH IS FOR US

77

2. NON FORMAL EDUCATION METHODOLOGY

78

2.1 GROUP

78

2.2 GROUP – TIPS

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2.3 FACILITATOR

80

2.4 FACILITATOR – TIPS

81

2.5 LEARNING

82

2.6 LEARNING – TIPS

85

1. GLOBAL PEDAGOGICAL APPROACH OF GAGA

1.1 THINK GLOBAL, ACT LOCAL

WHAT DOES IT MEANS IN GAGA PROJECT?

“To think global and act local” means to persuade people to consider the entire planet in order to, and before to, take action in their communities on a specific issue.

This approach includes the fact to be open minded toward learning on different issues, cultures, events around the world and to make use of this knowledge to improve our own local areas.

WHY THESE TWO DIMENSIONS ARE IMPORTANT?

WHY GLOBAL?

Raising awareness on gender issues is a shared, global need.

- We face many similarities in the problematic related to gender issues so it's necessary to work together at global level in order to develop a common strategy to raise awareness on the topic
- We need to widen our knowledge of the world, in order to better understand our local context (the necessities and the issues most relevant and the difficulties faced)
- We need to apply global and intercultural dimensions to a local context in order to extend our perspectives on the given issue.

WHY LOCAL?

Raising awareness on gender issues, in spite of being only a shared and global need, has to begin with and within the local communities.

- We need to work and have an impact at local level, in order to have a concrete change in society
- We need to consider that gender issues are structural and rooted in our different cultures
- We need to take into consideration that each community has its own specificities.

HOW TO LINK THE GLOBAL AND THE LOCAL DIMENSIONS?

- Organizing workshops on gender issues or making viral videos, news, with a global and intercultural touch, to influence and inspire the local communities
- Encouraging the victims to raise their voice on gender-sensitive issues by sharing with them real-life stories worldwide and ensuring that they are not alone
- Working on education, applying both local and global lenses, to tackle the root causes of gender issues, which are greatly influenced by the social, cultural, and religious life of each community and society.

1.2 WHAT A PEDAGOGICAL APPROACH IS FOR US

MANIFESTO

A PEDAGOGICAL APPROACH IS A WAY TO FACILITATE A LEARNING PROCESS AND TO ENCOURAGE THE EXCHANGE OF INFORMATION, USING A SET OF APPROPRIATE TECHNIQUES, TOOLS AND METHODS, ACCORDING TO PARTICULAR OBJECTIVES AND TARGET GROUPS.

OUR PEDAGOGICAL APPROACH CONCERNS THE WAY WE TRANSMIT, EXCHANGE AND CREATE THE KNOWLEDGE BETWEEN FACILITATORS AND PARTICIPANTS AND IT IS SPECIFICALLY RELATED TO, BUT NOT LIMITED TO, ACTIONS REALIZED WITHIN THE GENDER FRAMEWORK.

DEPENDING ON THE PARTICIPANTS' NEEDS AND LEARNING OBJECTIVES, IN OUR WORK WE USE DIFFERENT KINDS OF APPROACHES AND TRANSMISSION METHODS, LIKE FRONTAL, HORIZONTAL, COOPERATIVE OR LEARNING BY DOING.

IN THE LEARNING PROCESS WE PROMOTE, THE MAIN ACTORS ARE PARTICIPANTS THEMSELVES, BUT ALSO THOSE WHO ARE FACILITATING THE PROCESS (E.G. TRAINERS, PEER EDUCATORS, YOUTH WORKERS ...)

THE PARTICIPANTS ARE NOT REQUIRED TO HAVE PREVIOUS KNOWLEDGE OF THE TOPIC IN ORDER TO JOIN THE WORKSHOPS AND THE ACTIVITIES PROPOSED, THEY CAN PARTICIPATE ACCORDING TO THEIR WILL AND MOTIVATION.

CONSIDERING THE TARGET GROUPS OF ALL THE ASSOCIATIONS INVOLVED, THAT INCLUDE NOT ONLY YOUNG PEOPLE BUT ALSO ADULTS, OUR PEDAGOGICAL APPROACH COULD ALSO BE RELATED TO THE ANDRAGOGY AND THUS CONSIDERED AS AN ANDRAGOGICAL APPROACH, WHICH MEANS A LEARNER-FOCUSED APPROACH FOR PEOPLE OF DIFFERENT AGES, GENDERS AND EXPERIENCES. PARTICULAR ATTENTION IS ALSO PAID TO PEOPLE COMING FROM LESS ADVANTAGED BACKGROUNDS. IT IS IMPORTANT FOR US TO INCLUDE THEM IN OUR ACTIVITIES AND PROVIDE THEM WITH EQUAL ACCESS TO AVAILABLE LEARNING RESOURCES.

IN OUR ACTIVITIES, WITHIN OUR PEDAGOGICAL PERSPECTIVE, WE USE THE NON FORMAL EDUCATION METHODOLOGY THAT IS BASED ON THE ACTIVE PARTICIPATION OF THE TARGET GROUP/S. IT IS LEARNING OBJECTIVES CENTRED, BASED ON PARTICIPANTS NEEDS AND IT INCLUDES ONGOING PROCESS OF FEEDBACKS AND EVALUATION MADE BY PARTICIPANTS THEMSELVES.

2. NON FORMAL EDUCATION METHODOLOGY

2.1 GROUP

GROUP DEFINITION

Three and/or more people working together to achieve a common purpose.

GROUP ORGANIZATION'S MAIN PILLARS

- **participation:** a group should be organized in a way that everyone has the right to participate in the decision making process. The participation of members should be based on free will, which will lead to higher levels of involvement
- **social agreements:** life in the group should be organized by social agreements (including rules for the community life) that should be designed and agreed by all members of the group. Social agreements may be modified at any time if needed
- **responsibility:** the group should strive for autonomy and self-governance and everyone should take responsibilities for all the aspects of the group life (everyday life, cooking, cleaning, proposing activities)
- **horizontality:** a group should be based on horizontal relations, interactions and approaches. This should be prioritized over hierarchical ones, where only one or few people are taking decisions for the whole group
- **inclusion:** a group should be the stage where respect and non-discrimination should be constantly promoted, and any behavior based on exclusion and segregation should be avoided.

2.2 GROUP - TIPS

In order to ensure an effective learning process for all participants, facilitators should consider the following aspects:

- **diagnostic:** make an initial diagnosis of the personalities, abilities/capacities and of the knowledge of the group (e.g. fears, expectations and contributions)
- **enriching elements:** try to keep the diversity inside the group (gender, age, different abilities, culture, background) to enrich the discussion and the learning process
- **participation:** ensure the sustainability of the process, be sure to develop as much as possible a participative process with your group, in order to stimulate the active involvement and the team empowerment
- **connections:** enhance the group cohesion, thus work on the group dynamics in order to facilitate the interaction and to create a safe space where the group can learn
- **inclusion:** work with all the members of the group in order to make them feel comfortable inside the team and engaged in the proposed activity. Particular attention may be paid to participants/members with less advantages (e.g. those who are shy, have less experience in or knowledge on certain issues)
- **areas of interest:** take into consideration the topics of interest of the target group, in order to keep them permanently motivated
- **equality and equity:** make sure each member of the group receives the same information in terms of quantity and quality and at the same time, pay attention to the individual needs of each participant in the learning process
- **monitoring:** make evaluations throughout the learning process
- **size:** keep attention to the group size when you organize an activity, think about the dimension of the group you can work with (not too big, not too small).

2.3 FACILITATOR

FACILITATOR DEFINITION

A facilitator, in the context of this approach, is a person who supports a group of people in a learning process by creating an enabling and motivating environment for the group members to work together in the way that suits them best to achieve the common learning objectives as well as develop their own knowledge, skills and competences.

A FACILITATOR SHOULD PAY ATTENTION TO THE FOLLOWING ASPECTS

- **learning:** a facilitator is someone who organizes efficiently an activity or a sequence of activities to create an environment for a learning process
- **knowledge:** a facilitator is someone who has the knowledge of the topic, the tools, the methodologies and the techniques to a certain extent
- **needs:** a facilitator has to be able to understand the group's needs and specificities to design suitable and appropriate activities for the group
- **exchange:** a facilitator should have the sense of interculturality, constantly promoting the exchange and interaction among participants with different backgrounds
- **communication:** a facilitator has to be a good listener and to have good communication skills in the way of delivering, receiving and processing the message
- **interaction:** a facilitator needs to have an active interaction with participants to favor the exchange and the horizontality
- **setting:** a facilitator is someone able to create a comfortable situation and environment for exchanging and learning
- **adaptability:** a facilitator has to be adaptable to the different situations and able to bring flexibility within the activities proposed and the overall learning process
- **team work:** a facilitator is someone able and eager to work in group, willing to support and share the living space with other people
- **organization:** a facilitator has to be an organized person in order to design, plan and implement the learning process of individuals and groups
- **conflict resolution:** a facilitator is someone able to manage the different types of conflicts that might occur in national and international groups and among individuals
- **sustainability:** a facilitator is someone who respects the environment and is the first to give the example through responsible behaviors and approaches
- **neutrality:** a facilitator should remain neutral, meaning the facilitator does not take side in a conflict situation nor take a particular position in a discussion.

2.4 FACILITATOR - TIPS

TO DO BEFORE THE ACTIVITY

- define the general information such as target groups, objectives and methods
- build an interactive activity by using different methods
- review the activity to make sure it meets the objectives
- ask mentors/colleagues to review your activity (if possible)
- organize a suitable timing
- choose a comfortable and suitable place for the activity
- make a list of the materials you need
- organize the space before the activity (organization of chairs, placement of materials)
- make a double check of the materials
- get prepared mentally and physically before to facilitate
- be flexible, think about a backup plan if something goes wrong
- have a trial activity if you use technical equipments
- if it is needed, and you can, send a message, sms, e-mail to the participants and remind them of the place and time.

TO DO DURING THE ACTIVITY

- make sure you and other facilitators know and understand well the activities
- make sure the participants have understood all the instructions and, if needed, repeat them in a simpler way
- remember you are not the center of attention: your purpose is to help participants to learn, and to create a framework where participants will create the content
- after the activity starts, facilitators should talk less to make participants getting more involved
- keep on track/focus on the topic, find connections and links to the topic to make it easier for participants to understand and to feel related with the subject
- take care of the timing, be the timekeeper or ask other facilitators to be in charge of that
- observe the activity and, if something goes wrong or outside the track, take a "fast decision" to manage the different issues that might appear
- be present: maintain the communication with the participants during the activity by checking their progress, asking if they need any clarification on the tasks or if they need any further support, or just simply informing them of the time left.

TO DO AFTER THE ACTIVITY

- keep neutrality in the reflection/debriefing and be objective in your comments
- make the debriefing to facilitate the participants' acknowledgment of the learning outcomes
- adopt different techniques for reflection in order to constantly stimulate the participants' reflection
- use open-ended but precise and well targeted questions, so everyone can share their own opinions but still stick to the main points of the discussion
- don't force people to talk, give them the space and the time to reflect and to answer
- if some people never talk, try to create smaller groups to make them more comfortable to express themselves
- show a genuine interest toward the group discussion and for the reflections/ideas coming out from the group
- avoid pushing on your agenda/opinion in the discussion
- maintain the sense of humor and don't be concerned to always take everything too seriously
- provide participants with references, materials, and links of resources.

2.5 LEARNING

LEARNING DEFINITION

Learning is a process of acquiring new understanding, knowledge, skills, behaviors and values by studying them or by experience. Learning is a life-long process as a consequence of ongoing interactions between people and people and between people and their environment. There are many types of learning. In this approach, we promote “active learning” or “participant-centered learning”, which means participants take control of their learning experience. We also promote “non formal learning”, which is often organized outside of the formal learning system, with a focus on “learning by doing” or “learning through experience”, to help participants developing their skills and competences through a wide range of combined methods and techniques.

"KNOWING THE PRINCIPLES OF LEARNING ALLOWS FACILITATORS TO MAKE THE LEARNING PROCESS EFFECTIVE"

LEARNING STYLES

VISUAL LEARNER

DESCRIPTION: participants who need visual support to acknowledge and understand the information and contents that are being presented to them.

METHODS TO USE: facilitators should use visual aids to convey the main learning messages. They can use pictures, images, symbols and, if possible, use the graphic facilitation as the main tool for visualization and learning.

AUDITORY LEARNER

DESCRIPTION: participants who tend to be more listening-based, who understand and assimilate better by sounds and hearing.

METHODS TO USE: facilitators should use talks and discussions during the activities, change the voice tune and tone and use music when appropriate. They can use oral presentations and read aloud what is written on flipcharts.

KINETIC and SENSORIAL LEARNER

DESCRIPTION: participants who learn most effectively through physical activities, sensory experience, touching and body contact.

METHODS TO USE: facilitators should use team building, trust building, simulation, role play games and activities. They can also use sculptural and three-dimensional materials.

ANALYTICAL LEARNER

DESCRIPTION: participants who learn through reflection, analysis, problem solving and creating models.

METHODS TO USE: facilitators should use case studies, mind maps, models and formulate the questions in the debriefing according to that preponderance.

GENERAL REMARK

It is important to note that, in a certain activity, participants may have different learning styles. Therefore facilitators may need to combine different methods and techniques in the design and implementation of any given activity, in order to ensure an effective learning process for all group members.

VARIABLES THAT INFLUENCE THE LEARNING PROCESS

- **personal profile:** participants' age, gender, diverse abilities, and backgrounds
- **motivation:** how the participants are interested and want to be involved in the process
- **previous knowledge/experience:** how much participants have learned about the subject and how familiar they are with the methods used
- **mood/energy:** how participants feel at the point of learning. Additional activities may be needed to bring participants to the suitable mood for learning
- **group dynamic:** how different participants are and how they relate and interact with each other
- **environment (time and space):** when and where the learning process is taking place.

2.6 LEARNING - TIPS

In order to ensure an effective learning process for all participants, facilitators should consider the following elements:

TIME

- **timeframe for all activities:** make sure the time is balanced for different activities and make sure there is time for reflection and evaluation
- **appropriate timing:** consider the most suitable time during the day to conduct the activity. For example, an activity with a lot of discussions should not be conducted in the late afternoon when participants may be tired and hungry.

TECHNIQUE

- **logistic:** include visual aids and graphic facilitation in the learning process if appropriate, choose well the logistics and ensure access to resources, if needed, for writing, drawing, videos
- **instructions:** give clear instructions, step by step, for all activities to make sure participants understand and to enable them to fully participate
- **definitions:** include definitions when the topic/s is specific or new for the target group and present them in a logical and clear way
- **methods:** include a variety of techniques (for example, outdoor activities, discussions, debates, reflections) if appropriate, to help participants building various skills and competences in different ways
- **connection:** make sure all activities, including the energizer, are connected with the learning objectives and that the knowledge is built in a logical structure, thus from the easier to the more complex
- **outcomes:** summarize the main learning message in a simple, logical and structured way to make it easy for participants to remember.

GROUP DYNAMICS

- **inclusion:** make sure all the members of the group are included and can participate in the activity
- **energy:** adjust activities according to the participants level of energy (for example more energetic, more relaxing ...)
- **expression:** create the proper space and choose suitable techniques for everyone to feel comfortable to express during the activities and the debriefing
- **surrounding:** consider that, in order to stimulate the group dynamics, the environment and the surround is very important to keep the group energized and motivated
- **flexibility:** adapt the activities to the group dynamics (for example having smaller group discussions to ensure the participation of everyone or having small groups of participants with mixed experiences and backgrounds to ensure an enriching learning experience for everyone...).



WORKSHOPS

AIM	To raise awareness on gender-sensitive issues
TARGET GROUP	Young people
TOPIC	STEREOTYPES AND PREJUDICES
TITLE	THE P.O.L.
SPECIFIC LEARNING OBJECTIVES	<ul style="list-style-type: none"> • To deconstruct stereotypes and prejudices related to gender issues • To raise awareness about the possible impacts of prejudices and how we can cope with them
MATERIAL	Toolbox, costumes, paper, markers, flipcharts
ACTIVITY DESCRIPTION	<p>1. ENERGIZER – THE WAR OF DRAGONS – 10 minutes</p> <p>Participants are split into two smaller groups and each has to make a line/chain (like a train). The first group is the father dragon, while the second is the mother dragon. The first person in each line/chain represents the father dragon, while in the other, the mother dragon. The last person in each line/chain represents the tail of the dragon. Each group receives the following task: the first person in the line/chain (mother or father dragon) has to try to catch the tail of the other line/chain.</p> <p>Then the competition starts and the group that catches the tail of the other one first, wins.</p> <div style="border: 1px solid green; padding: 10px; margin-top: 10px;"> <p>TIPS: depending on the workshop room space and the energy of the group, this energizer can be replaced with another one or just a name game or ice-breaker.</p> <p>If the facilitators want to connect the energizer with the topic, the activity “One truth, two lies” can be used.</p> <p>The energizer is structured in that way: each participant writes 3 statements about themselves, one is true and two are false. Then they walk around and talk with each other. Each time they meet another participant, they have to guess which statement is true or false about the other participant.</p> <p>This activity helps participants get to know each other’s and it also challenges their own stereotypes/assumptions about others.</p> </div>

2. ACTIVITY PRESENTATION – 5 minutes

The group is divided into eight smaller groups (approximately three people each) and each one receives randomly a paper that is containing a character from a different country. Some groups receive the same character. List of characters:

- Nunung, 19 years old, from Java, Indonesia
- Christian, 14 years old, homosexual, from Rome, Italy
- Lily, 17 years old, jobless, from Kampala, Uganda
- Robert, 20 years old, transgender, from Lima, Peru

TIPS: list of characters could be adjusted to suit the participants' background and the local context.

3. BUILD THE CHARACTER – 20 minutes

The group members have 20 minutes at disposal to build up the character story. The more detailed they are, the better it is (including gender, personal life, hobby, profession, relationship, sexual orientation).

TIPS: a list of guiding questions can also be used to guide participants in the character construction process. For example:

- How is the character's family?
- How is the character's living environment?
- Does the character have a wealthy or comfortable life?
- What does the character do in the free time?
- Does the character have a lot of friends? What does the character often do with them?
- How does the character look? (physically/appearance)
- Is the character in a relationship? Which kind? With whom? If not, is the character looking for someone?

Moreover, extra tasks could be added to make the activity more interesting: at the end of the group discussion, participants can draw their characters and write their story.

4. CHARACTER PRESENTATION – FIRST DEBRIEFING – 15 minutes

Each group, one by one, presents their character and a small debriefing starts, trying to detect the details/aspects of the different characters and to understand what are the mechanisms that brought the group members to build up the character in that way.

5. PROCESS OF LIFE – 20 minutes

- While the group is still in plenary, the witch, representing the "process of life" (one of the facilitators will perform this character), will enter the workshop room and, by magic, will give life to the different characters of the groups. The "process of life" explains to the groups that they can offer protection to their character along their lifetime. After that stage the "process of life" will be back to see the types of protections offered to the characters.

- The groups are left some minutes to equip their character with some materials given at disposal and to create their protections.
- After some minutes the "process of life" is back and starts checking the different protections and interacting with the groups.

EXPLANATION OF "THE PROCESS OF LIFE": the "process of life" is a combination of the four elements: fire, water, air and earth. The "process of life" has a child's consciousness and plays with the objects interesting for him/her. The bigger and more visible the protection will be, the more the "process of life", once is back, could destroy the character's protection. The smaller and less visible the protection will be, the less the "process of life", once will be back, could touch/interfere with the character's protection. The idea behind is that sometimes you actually don't need to protect your character. The more you try to use extra tools to protect yourself, the more vulnerable you are facing the "process of life". So, the main point is just be yourself. However, this point will not be revealed to the participants during this activity but during the following debriefing.

TIPS: another option is to characterize the process of life with the elements that may affect one's way of life – prevent one from living the life he/she wants. For example: the process of life is characterized by Comparison, Competition, Jealousy, Ignorance, Arrogance, Social Pressure.

To protect the characters, each group will need to find the qualities the characters should have or train in order to be themselves and live the life they desire. Some qualities like Courage, Positivity, Empathy, Respect, Patience, and Persistence can be named. The qualities and the explanation from each group for their character would decide whether the character would be "destroyed" by the "process of life" or not. This way the activity and the concept will have a better connection with the topic of the workshop. It would also address softly the question "how to react to stereotypes and prejudices" or "how to deal with social pressure created by stereotypes and prejudices".

6. DEBRIEFING – 20 minutes

Back in plenary it starts a debriefing, based on the following key questions:

- How do you feel?
- How did you build the characters? Based on what ideas or images? From which sources?
Stereotypes and prejudices may be mentioned here
- Was it difficult to build one character as a group? What made it difficult?
People may have different ideas about one character
- What is the meaning of the process of life? What would be the effective "protection" measures to keep your character "safe" from the process of life?
- What would you learn from this activity?
Stereotypes may affect the way you see others or others see you, but you shouldn't let them make you put others in those frames and you shouldn't let them shape the way you are.

	<p>TIPS: facilitators could also take the chance of the debriefing to work with participants briefly on the basic differences between “stereotypes” and “prejudices” as some participants may not understand this point clearly.</p> <ul style="list-style-type: none"> • Are stereotypes always negative? Why do we use them? • What about prejudices?
<p>DIFFERENT VARIATIONS IN THE TOOL’S USE</p>	<p>CHARACTERS/PROCESS OF LIFE – VARIATIONS</p> <p>After the Presentation of the Characters (from the beginning until Step 4.), instead of Step 5. Process of Life, facilitators can consider some other alternatives. One option is MOVING DEBATE as described below.</p> <p>Facilitators put the drawings of the characters on a circle and ask participants to stand in the middle. Participants are asked to answer a series of questions (see below) regarding daily life situations. They should position themselves close to a character they would feel safe to do certain things with. Once they take positions, they are asked to explain their choice. Example of questions for the moving debate:</p> <ul style="list-style-type: none"> • With whom would you feel comfortable to sit next to in a bus? • Who would you wish to be your co-worker? • With whom would you go out dancing? • To whom would you ask for love advice? • With whom would you wish not to be alone? • To whom would you ask for help in a difficult situation? • With whom would you never sleep in a tent? • With whom would you start an action to contrast discrimination? <p>Questions for debriefing:</p> <ul style="list-style-type: none"> • How did you feel during the moving debate? • Did you feel involved? Why? • Your answers were based on what?

AIM	To raise awareness on gender-sensitive issues
TARGET GROUP	Young people
TOPIC	GENDER ROLE MODELS
TITLE	ACT THEM OUT
SPECIFIC LEARNING OBJECTIVES	<ul style="list-style-type: none"> • To define what gender role models are • To reflect about how gender role models affect our life/behavior
MATERIAL	Computer, projector, papers, pens
ACTIVITY DESCRIPTION	<p>1. INTRODUCTION - 15 minutes</p> <p>There are some chairs placed randomly in the workshop room. In the background some dynamic music is playing and participants have to walk in the space. As soon as the music stops, they have to run to take a chair and sit. The activity continues in that way for some rounds till the moment everybody is seated.</p> <p>Participants are asked to think and to illustrate, using words or drawings, what gender role models mean for them (individual work).</p> <div style="border: 1px solid green; padding: 10px; margin: 10px 0;"> <p>TIPS: depending on the workshop space and the energy of the group, the energizer can be replaced with another one (facilitator's choice).</p> </div> <p>2. SMALL GROUPS - 20 minutes</p> <p>The big group is divided into smaller groups, approximately 5-6 people each. Within each group, each member has to share their definition of gender role models (done from the previous step) and present how they affect their personal life (they can also, if they want, share personal stories about the topic). (See variation below).</p> <div style="border: 1px solid green; padding: 10px; margin: 10px 0;"> <p>TIPS: if the facilitator desires a broader discussion about gender issues, including gender role models, each group can be assigned to exchange and create definitions about a certain topic, such as:</p> <ul style="list-style-type: none"> • Gender role models </div>

	<ul style="list-style-type: none"> • Patriarchal system • Explain the difference between the terms: gender identity, sexual orientation, sex, gender expression. <p>3. STORYLINE - 20 minutes</p> <p>Each group has to create a storyline based on what they have just shared. Then the groups receive the following tasks: they have to present their storyline using a maximum of three photos. Within the end of this session, all the groups should have sent the three photos to one of the trainers that will download them.</p> <p>TIPS: if the technical equipment is a problem (projector, internet, phone, collecting the photos), the facilitator could adapt this activity using theatre techniques, living statues, etc.</p> <p>4. CREATIVE PRESENTATION - 20 minutes</p> <p>Each group has to think about a creative way to present their story to the rest of the group. Each team member should be involved in the presentation. The presentation should not be longer than five minutes and they can use narration, sounds, etc.</p> <p>TIPS: according to each group and setting, the facilitator can choose a creative tool in advance, explain it to the participants and ask all groups to use it, but make sure they present different stories. The facilitator can use photography only (merge steps 3&4), storytelling, living statues, image theatre, etc. Please remember that using photos for the storyline and as a method of creative presentation at the same time, can be a little confusing for some of the participants. However, keep in mind that photography comes to the aid of those who learn better when presented with visual aid or when given the opportunity to express themselves more visually. Therefore, the tool uses various ways of expression in order to cater to a heterogeneous group. This said, the facilitator can choose whether to include photography or not according to the needs of the group and the resources at hand.</p> <p>5. PRESENTATION - 30 minutes</p> <p>Back in plenary, each group will have five minutes to present their story. In the background, at the same time, the three photos shot by the group are projected. After each presentation the audience can ask questions, if they have.</p> <p>6. DEBRIEFING</p> <p>To close the activity in a constructive way, these are some questions the facilitator can ask:</p> <ul style="list-style-type: none"> • Which gender stereotypes can you see from the presentations? • Do they apply in your case or in your local context? • Do you consider family or society the trigger for gender role models?
DIFFERENT	GROUP DISCUSSION - VARIATION

VARIATIONS IN THE TOOL'S USE	<p>The following activities can be used to replace the first part of the step 2 (discussion in smaller groups):</p> <p>Silent debate: the facilitator prepares a flipchart with "GENDER ROLE MODELS" written on it, then leaves it to the participants that can interact with it writing their thoughts/key words about the topic. They can also interact with the others making connections between the words, underline, use symbols to agree or disagree with a concept. Then, back in plenary, a sum up and a discussion follow about the outcome of the flipchart in order to have a common definition of gender role models.</p> <p>or</p> <p>Quick-draw: the facilitator says some professions (doctor, nurse, scientist, etc...) and the participants have to draw the people they imagine for these professions. At the end, all drawings are displayed for everyone to see and the group observes and discusses how the professions were represented gender-wise. Then, back in plenary, a sum up and a discussion follow about the outcome of the flipchart in order to have a common definition of gender role models.</p> <p>or</p> <p>Two flipcharts: the facilitator prepares a flipchart divided in two ("man" and "woman") and participants are asked to put some words that define some attitude generally attributed by the society to each gender role model. Then, back in plenary, a sum up and a discussion follow about the outcome of the flipchart in order to have a common definition of gender role models.</p>
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AIM	To raise awareness on gender-sensitive issues
TARGET GROUP	Young people
TOPIC	SEXUALITY
TITLE	NO MEANS NO
SPECIFIC LEARNING OBJECTIVES	<ul style="list-style-type: none"> To reflect about the controversial aspects of the concept of sexual consent
MATERIAL	Spray with water and disinfectant, flipcharts, A4 paper, colors and pen
ACTIVITY DESCRIPTION	<p>1. ENERGIZER - 6 minutes</p> <p>The activity starts with participants sitting in a circle. A facilitator pass and spray with the water and disinfectant the hands of participants asking them to wash them in order to be sure that everybody feels comfortable while touching each others. Then pairs are created and they start to give each other a massage. Initially, one person in the pair gives the massage and the other receives it. After a while, the roles shift and the receiver gives the massage, while the one who was doing the massage now receives it. The aim is to create a soft atmosphere and to introduce implicitly the topics on personal space and consent. To do this, at the end of the energizer the facilitator can ask the participants how they felt during the energizer and how many of them asked for permission before giving the massage.</p> <div style="border: 1px solid green; padding: 10px; margin-top: 10px;"> <p>TIPS: starting the activity with a massage may be too much for people who have social distancing as a cultural feature or for people coming from difficult backgrounds. Even for adults who are not familiar with non-formal education this may take them outside their comfort zone. The facilitator is free to choose another energizer, but should keep in mind the aim. Other options are:</p> <p>ALTERNATIVE ENERGIZER 1</p> <ul style="list-style-type: none"> The group is divided into 2 teams. The teams create 2 lines (A and B) looking at each other, in order to have couples. The couples keep eye contact. There are 3 rounds in which the facilitators ask people of line A to stay in their position, and to the people of line B to </div>

walk in the direction of their partner of line A, keeping eye contact. In each round, the people of line A can stop the people of line B as soon they feel that their partner is too close and they don't feel comfortable (each round is different as explained below). Each round is repeated from line "A" to line "B" and vice versa.

- Ways for A to stop B and vice versa:
 - In the first round the sign to stop is to stay "stop" using voice.
 - In the second round the sign to stop is to show the hand.
 - In the third round the sign to stop is just to show with his/her eyes.

ALTERNATIVE ENERGIZER 2

Split the participants in pairs. Play ambient music in the background. One participant in each pair closes their eyes or is blindfolded and is led around the room by their partner. Switch roles after 4-5 minutes.

2. GROUPS – STORY AND QUESTIONS - 35 minutes

The group is divided in four sub-groups, each one receiving a story to read, to understand and to discuss, following some guided questions, wearing the shoes of a specific character. Thus when participants are speaking or giving their point of view, the point of view is not the one of the person, but the one of the character.

After a while, the facilitator gives another story to the group to discuss with the same rules. The only added rule is that participants have to change the character that they had in the previous story.

In case there is more time for the workshop, the facilitator can hand out one extra story.

TIPS: two stories are provided in the tool, but they should always be adapted by the facilitator to the local reality for best results. The characters provided can also be adapted to reflect the local reality or the needs of the group (for a large group, the facilitator might need to add some characters). Some suggested additional characters are: a close friend of both characters, a same-sex friend, an opposite-sex friend, mother of character one, father of a character, the bartender, a random club goers who didn't know any of them.

For a deeper discussion on prejudices and sexual orientation, one of the stories can be adapted to use gender neutral names and language.

3. GROUPS – DEFINITION - 20 minutes

Within the same group, now the facilitator asks to create a common definition of the concept "sexual consent" and then to find a way to present it in plenary.

4. PRESENTATION OF DEFINITIONS - 15 minutes

Each group has a maximum of three minutes to present their definition in plenary.

	<p>5. DEBRIEFING - 20 minutes</p> <p>Back in plenary, the debriefing is run with the following key questions:</p> <ul style="list-style-type: none"> • What did you feel reading the stories? • How was to wear the shoes of different characters? • How was it to build up a common definition of "sexual consent"? <div style="border: 1px solid green; padding: 10px; margin: 10px 0;"> <p>TIPS: FRIES definition of consent can be used in order to gain more structure and clarity:</p> <ul style="list-style-type: none"> • Freely Given • Reversible • Informed • Enthusiastic • Specific <p>Source: https://www.plannedparenthood.org/learn/relationships/sexual-consent To conclude, the facilitator can show the video "Consent is a cup of tea": https://www.youtube.com/watch?v=oQbei5JGiT8</p> </div> <p>GENERAL RECOMMENDATIONS:</p> <ul style="list-style-type: none"> • The activity would be better used after a role-playing game and should be followed by an LGBTQI+ activity, as it flows into that topic quite naturally. Make sure the group is familiar with the difference between sex and gender before you begin. • Facilitators should have solid knowledge on gender issues because the discussions and the debriefing may take various turns, especially when working with gender-neutral characters. Moreover, since it is a very sensitive topic, group management skills and communication capabilities are essential. • A safe space must be created before in order to benefit from this tool. • The activity needs more than 2 hours to be efficient. If the facilitator thinks it is necessary, the tool can begin with an introductory activity that will lead the participants to a better understanding of sexual consent before the main activity. This can be a moving debate with different statements about consent. The tool is very versatile. By adapting the stories and the characters given to the participants for role play, it can be used to discuss sexuality from different points of view and tackle issues such as early pregnancy or inappropriate work place behavior and sexual harassment.
<p>DIFFERENT VARIATIONS IN THE TOOL'S USE</p>	<p>Here you can find an example of variation used with high school students to discuss abuse and consent in a work environment:</p> <p>CORPORATE CHRISTMAS PARTY STORY - VARIATION</p> <ol style="list-style-type: none"> 1. ENERGIZER - Alternative energizer 1 is more suitable for this variation 2. GROUPS – STORY AND QUESTIONS <ul style="list-style-type: none"> • Use only one story, with gender neutral names and language. • To analyze the story, don't assign a different character to each member of one group, but assign one single character to each

	<p>group (example: one group is only police officers, another group is only mothers, and so on). Inside the groups, each group member should assume the same role, but think independently and explain their position to the other group members. (See story handout below)</p> <p>3. PRESENTATION: Each group presents their conclusions in plenary.</p> <p>4. DEBRIEFING – as described above</p>
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HANDOUT

INSTRUCTIONS

AFTER READING THE STORY, EACH MEMBER OF THE GROUP WILL ANALYSE THE SCENARIO, ASSUMING THE POINT OF VIEW OF ONE OF THE FOLLOWING CHARACTERS (ONE CHARACTER FOR EACH MEMBER):

- CHARACTER ONE (IN ORDER OF APPEARANCE)
- CHARACTER TWO (IN ORDER OF APPEARANCE)
- A LAWYER
- A POLICEMAN
- A SOCIAL WORKER
- A CLOSE FRIEND OF BOTH CHARACTERS

IF YOU WANT YOU CAN FOLLOW THE QUESTIONS BELOW, TO HELP THE DISCUSSION:

- WHY DID THE CHARACTER ONE ACT IN THAT WAY?
- WHY DID THE CHARACTER TWO ACT IN THAT WAY?
- WHAT WAS MISSING IN THE COMMUNICATION BETWEEN THE TWO?

STORY 1

SINA AND ALEX ATTEND THE SAME CLASS AT THE UNIVERSITY.
THEY AREN'T CLOSE FRIENDS BUT THEY HANG OUT TOGETHER
SOMETIMES.

ONE NIGHT, THEY GO ALL TOGETHER WITH THE CLASSMATES
TO A CLUB. THEY DRINK, DANCE AND HAVE FUN.

AT ONE POINT, WHILE DANCING, ALEX GETS CLOSER TO SINA
AND GRABS HER BY HER WAIST.

SHE LAUGHS, STEPS BACK AND SAYS "NOT TONIGHT".
HE LAUGHS BACK, PULL HER CLOSER AND TRIES TO PUT HIS
HANDS IN HER PANTS.

SHE PUSHES HIS HANDS AWAY AND TELLS HIM TO STOP.

ALEX IS CONFUSED AND WALKS TO HIS FRIENDS.

SINA FEELS EMBARRASSED.

STORY 2

JOHN AND PHIL HAVE BEEN TOGETHER FOR ALMOST THREE YEARS.
FOR THEIR THIRD ANNIVERSARY PHIL DECIDES TO DO SOMETHING
SPECIAL.

HE PLANS A WHOLE DATE NIGHT AND PUT A LOT OF WORK INTO IT.
THE DATE GOES WELL AND BOTH FEEL GOOD.

AROUND MIDNIGHT THEY COME BACK HOME.

PHIL APPROACHES JOHN TO HAVE SEX.

JOHN FEELS TIRED FROM THE WEEK OF WORK BUT HE DOESN'T WANT
TO DISAPPOINT PHIL AFTER THE NICE NIGHT THEY HAD TOGETHER.

WHEN HE WAKES UP IN THE MORNING, PHIL FINDS JOHN IN THE
KITCHEN AND HE LOOKS SAD.

PHIL ASKS WHAT IS WRONG BUT JOHN DOESN'T ANSWER.

CORPORATE CHRISTMAS PARTY STORY – VARIATION

ALEX AND KAY ARE CO-WORKERS AT THE SAME COMPANY. ALEX HAS A MANAGEMENT POSITION AND KAY IS APPLYING FOR THE SAME POSITION. THEY AREN'T CLOSE FRIENDS, BUT THEY HANG OUT SOMETIMES DURING BREAKS AND AT COMPANY EVENTS. FOR THE CHRISTMAS PARTY, EVERYBODY WHO WORKS AT THE COMPANY GOES OUT TO A CLUB TOGETHER. THEY DRINK, DANCE AND HAVE FUN.

AT ONE POINT, WHILE DANCING, ALEX GETS CLOSER TO KAY AND MAKES A PROVOCATIVE GESTURE OF LOWERING A HAND ON KAY'S LOWER BACK. KAY LAUGHS, STEPS BACK AND SAYS „NOT NOW“. ALEX LAUGHS BACK, BUT GETS CLOSE TO KAY AGAIN AND TRIES TO PLACE A HAND ON KAY'S LEG. KAY TELLS ALEX TO STOP AND WALKS AWAY. ALEX IS CONFUSED AND WALKS BACK TO THEIR CO-WORKERS. KAY FEELS EMBARRASSED.

CHARACTERS FOR THE PARTICIPANTS:

- CHARACTER ONE (ALEX)
- CHARACTER TWO (KAY)
- MOTHER OF CHARACTER ONE
- BEST FRIEND OF CHARACTER TWO
- ROMANTIC PARTNER OF CHARACTER TWO
- THE MANAGER OF THE COMPANY
- A POLICE OFFICER.

AIM	To raise awareness on gender-sensitive issues
TARGET GROUP	Young people
TOPIC	LGBTIQ+
TITLE	LET'S DEFINE IT
SPECIFIC LEARNING OBJECTIVES	<ul style="list-style-type: none"> To develop basic knowledge of participants about gender identities (for a target group that does not know a lot about the topic)
MATERIAL	Graphics/drawings, flipcharts, instructions written in paper, board
ACTIVITY DESCRIPTION	<p>INTRODUCTION - 20 minutes</p> <p>For a group not familiar with this topic, the activity should be preceded by one which explores the difference between sex and gender and lead to common definition on the key words related to the topic: GENDER, BIOLOGICAL SEX, GENDER IDENTITY, GENDER EXPRESSION, SEXUAL ORIENTATION.</p> <div style="border: 1px solid green; padding: 10px; margin: 10px 0;"> <p>TIPS:</p> <ul style="list-style-type: none"> In the preparatory phase of the workshop, facilitators should select the terms considering their target group and the level of knowledge on the topic and terminology. For example, working with teenagers, in some cases, it can be useful to work on "more basic" definitions as "heterosexual", "homosexual", "bisexual", "cisgender", "transgender" etc. The facilitator should know very well all the terms, be very comfortable and knowledgeable of this topic and be prepared to clear up any confusion the participants might feel. However, it could be useful to write down on A4 paper the agreed definitions among the facilitators on the terms selected. It can be helpful to check gender related terms in local language or in the participants' language(s). </div> <p>1. MATCHING – ILLUSTRATIONS – TERMS - 30 minutes</p>

Setting: on the workshop room's floor, facilitators had left some A4 papers with graphic/drawings and key words.

Step 1.1: participants enter the workshop room and they receive the following task: find graphics/drawings that for you correspond to the key words. Each time you find a correspondence, put the graphic/drawing close to the key word.

TIPS: another way to do this is to post the A4 graphic/drawings on the walls, give the participants five sticky notes with different key words and ask them to post them on the corresponding drawing. If needed, the participants can work in groups rather than individually. Participants can also be given the possibility to interact among each other about the matching in the following way: participants can express agreement (+) or disagreement (-) about the match made by others, writing a + or a - on the papers of the drawings.

Step 1.2: back in plenary, participants can explain their choices (why they connected a specific graphic/drawing to a specific keyword). Facilitators briefly present in plenary the definition of the key words. Participants are asked to contribute to the definitions adding comments and feedback and facilitators take note of them, afterwards integrating them in the definitions presented. Thus facilitators should have an open and critical approach toward definitions, underlying that the ones they are presenting are not "the right ones" and that these terms are permanently under construction and are fluid.

TIPS: if the group needs a more interactive approach, instead of making a frontal presentation, the facilitators can propose to brainstorm in plenary the definitions of the different terms.

2. EXPLAIN A TOPIC IN A SIMPLE WAY - 45 minutes

Step 2.1: participants are divided into 5 groups, using LGBTIQ letters. Then each group receives one gender-related term. The task is to explain this gender-related term to a children audience (less than 12 years old). They are free to use different tools such as theatre, human sculptures, etc. It's left some time to prepare the representation.

TIPS: in case you hadn't the introduction and the groups are unfamiliar with the topic, the LGBTIQ letters can be replaced by "sex", "gender", "sexual identity", "gender identity" or, if time permits, this step can have more than one round.

Step 2.2: each group joins the stage and represents the gender-related term. No specific debriefing is forecasted at the end of each representation, even though it's left space for questions and clarifications. One collective debriefing is run at the end of the whole activity.

	<p>3. DEBRIEFING - 20 minutes</p> <p>Back in plenary, the debriefing is run with the following key questions:</p> <ul style="list-style-type: none"> • Was it easy/difficult to present the concept? Why? • Do you think any stereotypes or misrepresentations were used during the groups' representations? • Why did we use this technique (if your imaginary audience were kids)? <div> <p>TIPS: facilitator can use the "Genderbread Person" model at the end of the activity to show the connection between all the terms explored. Source: https://www.genderbread.org/</p> </div>
DIFFERENT VARIATIONS IN THE TOOL'S USE	/

HANDOUT

DEFINITIONS

TRANSGENDER PERSON

PERSONS WHO DON'T IDENTIFY THEMSELVES WITH THEIR GENDER ASSIGNED AT BIRTH (PERSONS WHOSE GENDER IDENTITY DOESN'T CORRESPOND TO THEIR BIOLOGICAL SEX)

GENDER QUEER

IT'S A NON-NORMATIVE GENDER IDENTITY OR EXPRESSION. THIS CAN BE AN UMBRELLA TERM OR A SPECIFIC IDENTITY

INTERSEXUAL PERSON

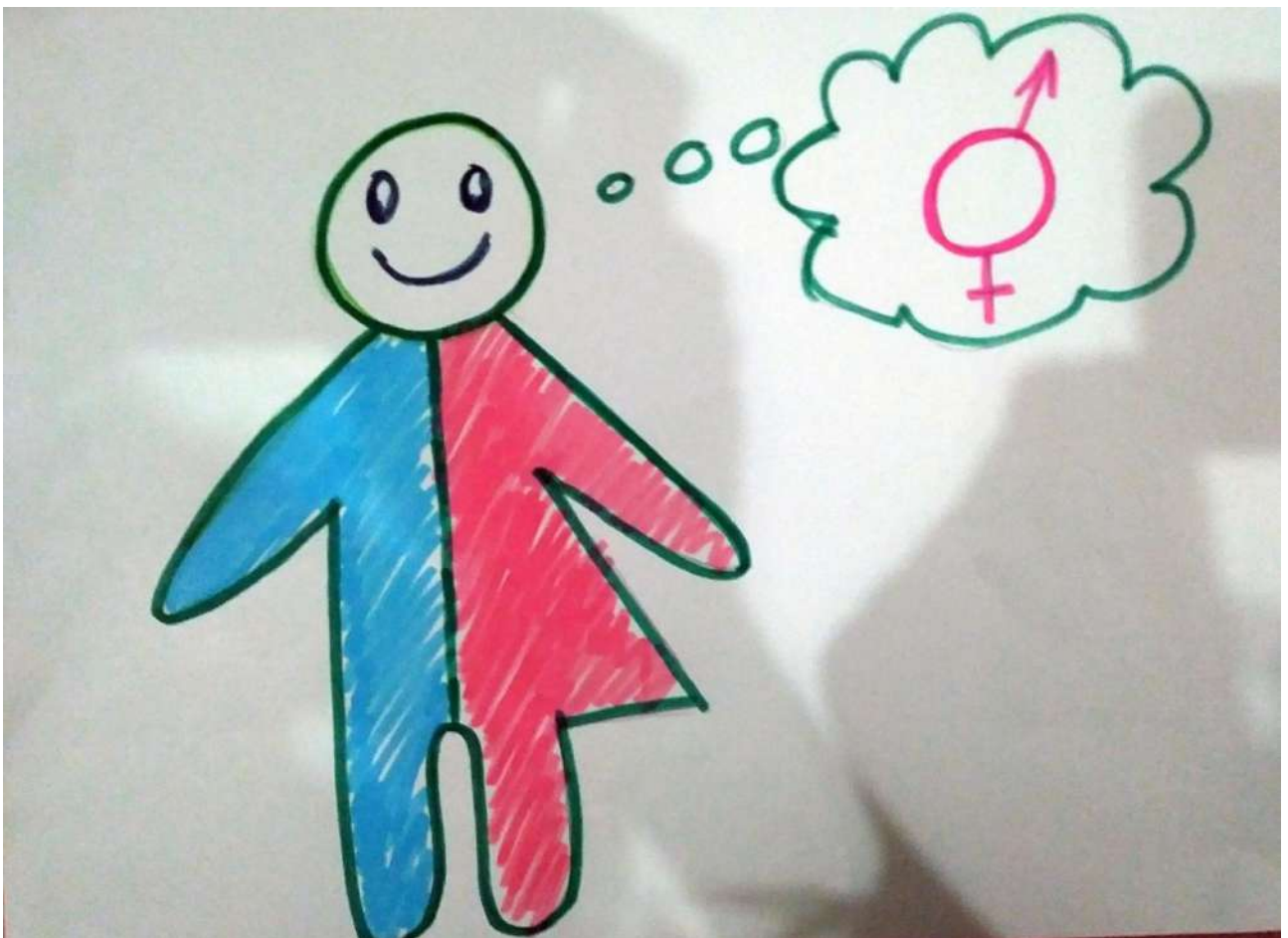
AN INDIVIDUAL BORN WITH ANY OR SEVERAL VARIATIONS IN SEX CHARACTERISTICS INCLUDING SEX HORMONES, GONADS, CHROMOSOMES OR GENITALS

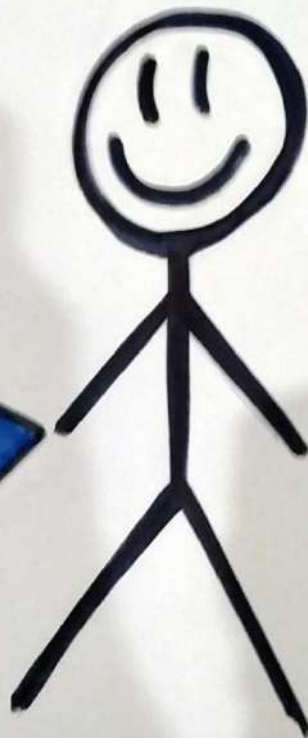
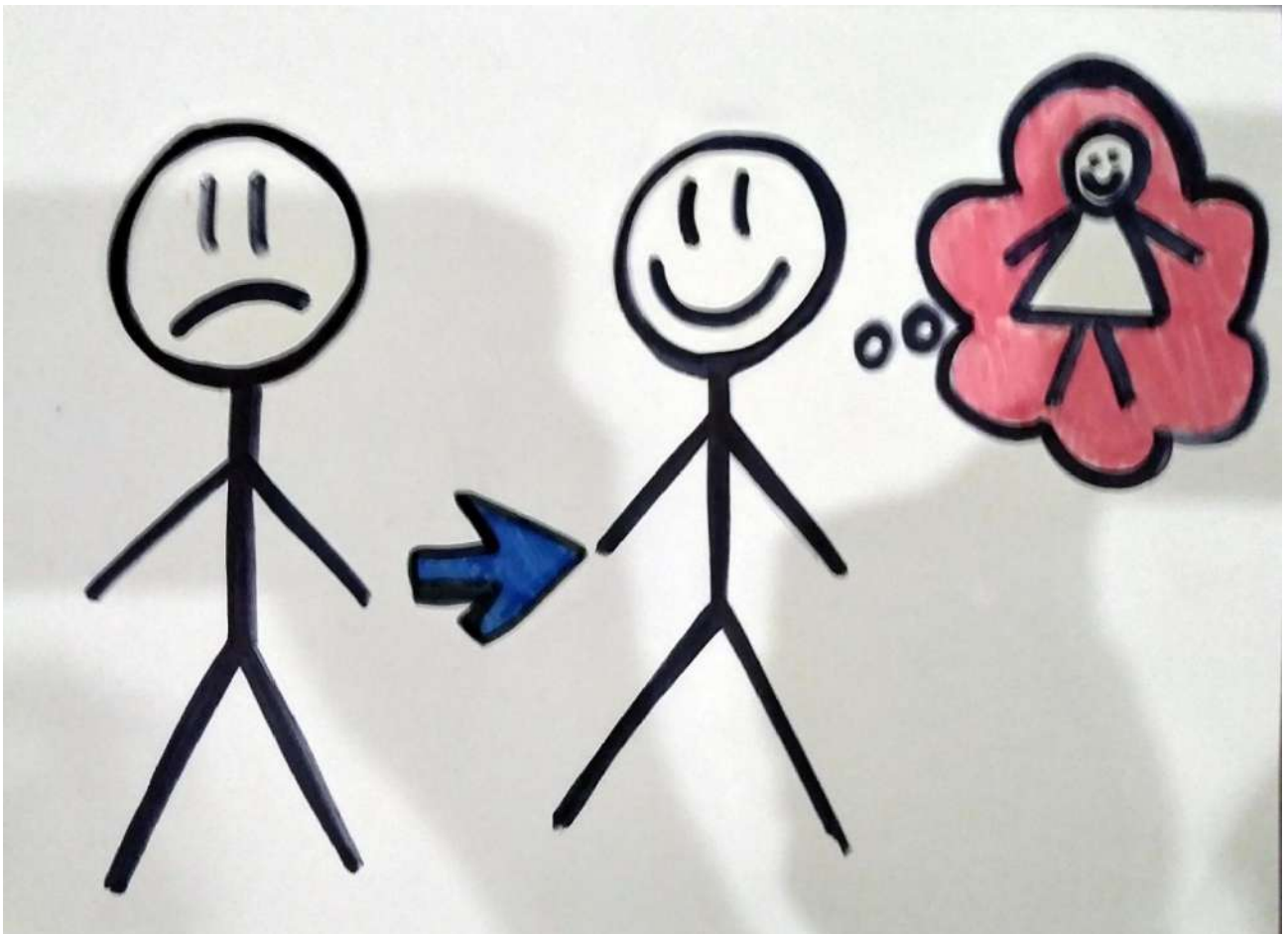
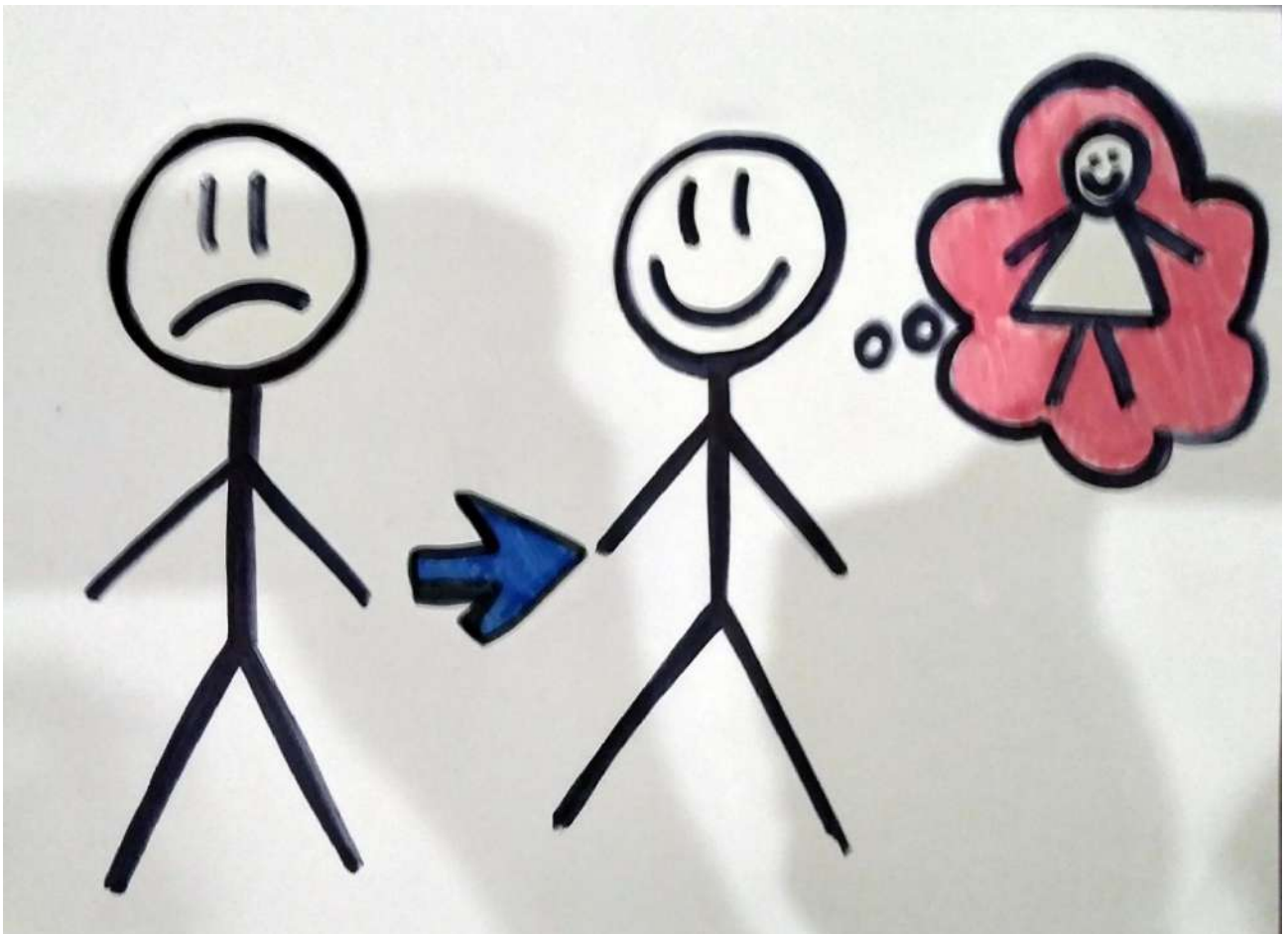
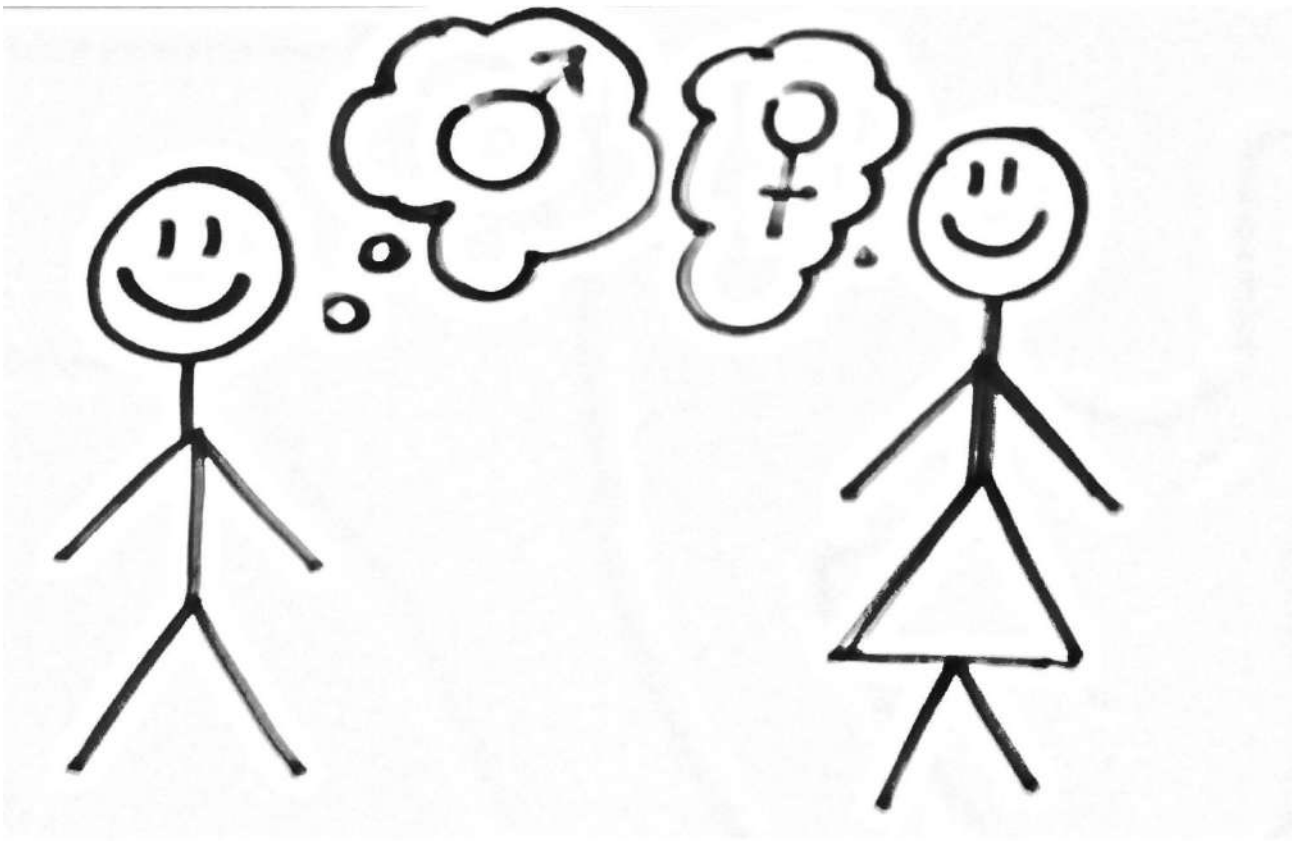
AGENDER PERSON

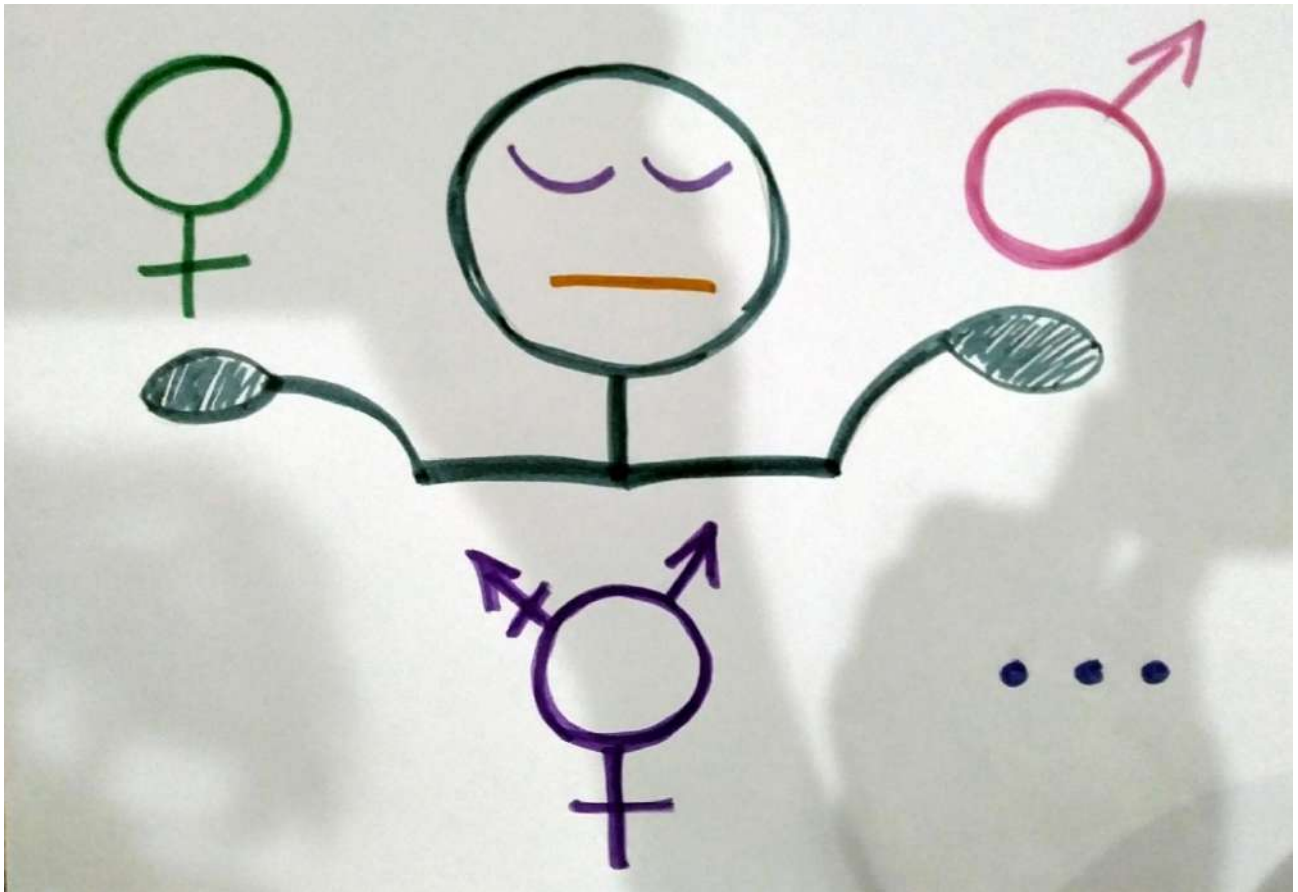
SOMEONE WHO CALLS THEMSELVES AGENDER HAVE A GENDER IDENTITY WHICH ISN'T MALE (MAN) OR FEMALE (WOMAN), BUT NEUTRAL

CISGENDER PERSON

PERSONS WHO IDENTIFY THEMSELVES WITH THE GENDER THEY WERE ASSIGNED AT BIRTH (PERSONS WHOSE GENDER IDENTITY DOES CORRESPOND TO THEIR BIOLOGICAL SEX)







AIM	To raise awareness on gender-sensitive issues
TARGET GROUP	Young people
TOPIC	EQUITY - EQUALITY
TITLE	GEGE
SPECIFIC LEARNING OBJECTIVES	<ul style="list-style-type: none"> To experiment and clarify the difference between gender equality and gender equity
MATERIAL	Cups, tape, paper, markers and rope (for the energizer)
ACTIVITY DESCRIPTION	<p>1. ENERGIZER – PUSH AND PULL - 10 minutes</p> <p>The group has to be split in two sub groups calling their names. The first group will have the advantage of having people with obvious physical advantages (e.g. taller people, stronger ones ...), thus facilitators have to prepare the group division in advance according to the participants' size. The second group will be composed by people with smaller bodies. The groups are then facing one another and in the middle there is a rope. One by one, they have to use their force to pull the person in front, from the other group, across the line. The "loser" in each competition has to stay with the other group. At the end, the team that has more members wins.</p> <div style="border: 1px solid green; padding: 10px; margin: 10px 0;"> <p>TIPS: depending on the age and physical conditions of the participants and the workshop space, the energizer can be adjusted or replaced with a more suitable activity. For example, facilitators can ask participants to draw something or dance along with music. It'd be easy to see that some people are more talented at drawing or dancing than others. This could somehow lead to experiment "inequality" in some certain circumstances, or in other words, some people may have more (natural) advantages than others or being positively discriminated.</p> </div> <p>2. TREASURE HUNT - 45 minutes</p> <ul style="list-style-type: none"> The group is once again divided in two sub groups by counting 1-2. Both groups receive the following task: they have to find different cups, each one with a special label on it.

- The two groups will have some minutes to discuss and to choose the group's name and the way to yell (greetings).
- Initially both groups receive the same rules: they have to move all together and to find the cups with the label that they are asked to find. Every time they find a cup, they will come back to their referent facilitator who will give the instructions to go to the next one. But one team has the advantage of having a considerate and understanding facilitator while the other team has the disadvantage of having a facilitator that speaks the language that most members in the group don't understand. Furthermore, for the team with the advantage, the cups are hidden in closer and more accessible places, while for the other group, the cups are hidden in more challenging places.
- The activity continues in that way, searching for the different cups. The team with the advantage will receive more freedom (e.g. they could start to search for the cups as individuals and not with the whole group).

NOTE: the activity is structured in a way that at the end, the winning team is the one with more advantages.

TIPS: the cup labels and the treasure hunt stories can be adjusted according to the interests of the group, the local and cultural context as well as the language used in the workshop. (See handout at the end for another version of the treasure hunt.)

3. DEBRIEFING – 20 minutes

Back in plenary it starts a debriefing, based on the following key questions:

- What happened during the treasure hunt?
This is the chance for two groups to share and realize the differences they had during the activity, which is important for the association with the workshop topic. Therefore, it is crucial that members from both groups raise their voices and all key differences are mentioned.
- How did you feel during the activity?
Some key words like "frustration", "unfair"... may be mentioned here
- What have you learned from this workshop?
This is when participants have the chance to link the activities – both the energizer and the treasure hunt with the concept of Equality and Equity. Examples should also be made to associate the concepts with the gender aspects.

TIPS: at the end, a small session on the definition of "Equity" and "Equality" can be added. In order to stimulate the discussion, facilitators can refer to two drawings below, asking participants which drawing corresponds to which term.

	<div data-bbox="486 224 876 504" data-label="Image"> </div> <div data-bbox="593 539 756 573" data-label="Caption"> <p>EQUALITY</p> </div> <div data-bbox="933 224 1318 504" data-label="Image"> </div> <div data-bbox="1046 539 1174 573" data-label="Caption"> <p>EQUITY</p> </div> <div data-bbox="483 604 1415 703" data-label="Text"> <p>If the workshop is conducted in other languages than English, the translation of equality and equity should be chosen and used carefully, preferably with clear explanation and examples.</p> </div>
<p>DIFFERENT VARIATIONS IN THE TOOL'S USE</p>	<p>ENERGIZER – VARIATION</p> <p>The energizer PUSH and PULL could be used as the main activity of the workshop followed by a thorough debriefing. Participants, based on what happened during the activity, can discuss the differences between equity and equality. Then they could propose changes to make the challenge fairer (one person only uses one of two hands, some people help one of the challengers). After that they could try the activity again: the same people as the first round pull each other from their side of the line, with the changes that the group proposed. Another debriefing is organized to discuss the fairness of the changed/added conditions.</p> <p>TREASURE HUNT – VARIATION</p> <p>The Treasure hunt can be adjusted to suit the workshop space, the group's characteristics and backgrounds. See the handout at the end for another version of the Treasure hunt.</p>

HANDOUT

CUPS LABELS

ADVANTAGED TEAM

condom, courage, education, food, love, rainbow, civil rights, baby, president

DISADVANTAGED TEAM

sexual transmitted disease, shame, un-alphabetize, civil war, pressure, machismo, death, tired, fear

TREASURE HUNT TASKS

The tasks are the same for each team. Only the last word from each one of the stories is different according to the disadvantaged team or the advantaged one.

1. A woman goes to the store to buy condoms, but she is ashamed.

To empower her you need to find a "condom cup" / "sexual transmitted disease cup".

2. A man is physically abused by his wife and he is ashamed to go to the police.

To empower him you need to find "a courage cup" / "shame cup".

3. You are a black woman and you cannot go to university. *To empower her you need to find "an education cup" / "un-alphabetize cup".*

4. You are a Syrian mother of four daughters and your husband is fighting in the civil war. *To empower her you need to find "a food cup" / "civil war cup".*

5. You are a Muslim woman that falls in love with a man of another/different religion and your family forbids you to marry him. *To empower her you need to find "a love cup" / "pressure cup".*

6. You are a gay man in a conservative family and you want to present them your boyfriend. *To empower him you need to find "a rainbow cup" / "machismo cup".*

7. You are in a gay relationship and your partner is dying and you will lose your house because gay marriage is illegal. *To empower him you need to find "a civil rights cup" / "death, cup".*

8. You get pregnant and you have maternity leave and when you return to work you realize that you don't have any work anymore. *To empower her you need to find "a baby cup" / "tired, cup".*

9. You are a woman candidate for presidency of the country and you have no chance to win. *To empower her you need to find "a president cup" / "fear cup".*

TREASURE HUNT - ALTERNATIVE VERSION

Each group receives a sheet (see handout below) in which a list of situations is written. The different situations can be read one by one, they can't go to the next situation without having finished the corresponding task. For each situation, after reading it together, the group must decide which option ("treasure") is to choose. Once the option is chosen, the group will receive a clue with a riddle that would allow them to get to the corresponding treasure. In each hiding place two treasures are hidden, corresponding to the two options of the situation. The group that arrives first has the opportunity to take the better choice, while the second will have to take what is left. Each time when a task is completed, the group will come back to its facilitator, read the next situation, choose the option and receive the corresponding clue to arrive at the next location/hiding place. It is important to note that the content of the clues is the same for both groups. However, for the "disadvantaged group" the form of clues contains some difficulties (ex: The clue is written in another language or as a puzzle, etc). When both groups finish, a sort of exhibition is set up with the clues and treasures divided by the two teams. The groups have 5 minutes to look at it and assimilate the differences.

Situations handout:

1. You're a woman and you go to the supermarket to buy condoms, but you're ashamed.
 - a. To improve the situation: find the treasure "sexual freedom"
 - b. Otherwise, it increases the risk of contracting sexually transmitted diseases. Get the treasure "sexually transmitted diseases"
2. You're a father boy who wants to study at the university, but you don't know who to leave your son.
 - a. Don't worry, go to the treasure " university nursery"

- b. You're forced to leave university. Go to the treasure "leave the school"*
- 3. You are in a homosexual relationship and your partner has had an accident and is in hospital.
 - a. Homosexual couples in your country finally have full "civil rights", you can go and visit her/him whenever you want. Find the treasure "civil rights"*
 - b. I'm sorry, but you're not a family, you have to wait news from the "real family". Find the treasure "real family"*
- 4. You're a woman who goes to the supermarket to buy a pack of razors.
 - a. In the market all the razors cost the same! Go to the treasure "unisex razors"*
 - b. The pack of 10 blue razors at 1.72 euros is over, you're forced to buy the pink one of 5 razors for the cost of 1,80 euros*
- 5. You are a queer person who is filling out the application to participate in a Erasmus+ training, but when asked about gender, you can't identify with either M or F, what do you do?
 - a. No problem! The association that promotes the project has already provided for the box for "Other". Find the treasure "other"*
 - b. You feel frustrated. As always you feel forced to make a decision not yours. Find the treasure "frustration"*
- 6. Queen, the people have their periods!
 - a. No problem, in your country Tampons, menstrual cups etc. are considered basic needs. They are taxed 5%. Find the treasure "5%"*
 - b. Bad news. The Queen has decided to keep the tax on tampons at 22%. Find the treasure "22%"*
- 7. You're a transgender and you need to pee during a festival night.
 - a. Luckily you're at the Fusion Festival and all you have to do is*

choose between the bathroom where to poop or where to pee. Go to the treasure "fusion"

b. Also this time you will have to choose between bathroom options for women or for men. Go to the treasure "obligatory choice"

8. You are an Italian woman and while you are working comes the day of your salary. You compare it to the salary of one of your male colleagues.

a. Perfect! Your salaries are the same!! Find the treasure "equal" Sorry, but your salary is 20 euros less! In fact you live in a country where the gender salary gap corresponds to 10.4% in favor of men. (That means, during the year, you start to gain for your work just from 15th of February). Find the treasure "gender salary gap".

AIM	To raise awareness on gender-sensitive issues
TARGET GROUP	Young people
TOPIC	GENDER BASED VIOLENCE
TITLE	TIA "EMPOWERMENT"
SPECIFIC LEARNING OBJECTIVES	<ul style="list-style-type: none"> To build knowledge about the roots of gender based violence To reflect on the way to react in front of different gender based violence situations
MATERIAL	Toolbox, costumes, paper, markers.
ACTIVITY DESCRIPTION	<p>1. DEFINITION - 10 minutes</p> <p>The facilitators briefly present in plenary what gender based violence (GBV) is, using the support of graphic facilitation. The main elements to be presented are:</p> <ul style="list-style-type: none"> General definition Pyramid of violence Important information Statistics <div style="border: 1px solid green; padding: 10px; margin: 10px 0;"> <p>TIPS: the facilitator can juggle with the order of these elements and make the presentation longer and/or more interactive to adapt to the needs of the group. To make it more interactive:</p> <ul style="list-style-type: none"> Facilitator can prepare a quiz about the topic and ask participants to move to different corners of the room for their answers. This can be used as an energizer and it can be an easy transition into the next step. The activity can start with a brainstorming about what is GBV and even about its roots. The pyramid of violence is a useful visual aid for such a brainstorming and can help steer the conversation. </div> <p>2. GROUP DIVISION - 5 minutes</p> <p>Participants are asked to stand in a circle and to close their eyes. Then facilitators pass and put a sticker on the back of each participant (the facilitators have prepared the groups in advance). When every person receives the sticker, they can open their eyes and they are asked to</p>

group according to the same sticker, without talking. Then each group randomly receives a ROOT paper (causes of different types of gender based violence) and the method to use for the representation.

TIPS: the facilitator can also consider using true stories and available documentaries about GBV as inputs rather than just the root papers. This may trigger a more profound discussion for the next step.

3. DISCUSSION ABOUT THE ROOTS - 40 minutes

- Each group receives the same task: they have to discuss the roots/causes they have received, according to their reality/experience.
- Each group, after the discussion, receives the same task: they have to prepare a presentation of the main elements discussed, using the method assigned before. List of methods:
 - News: presentation should take place in the form of a news segment on TV.
 - Mimic: presentation is completely silent.
 - Frames (living pictures): the story is divided in 3 parts – beginning, middle, and end. Participants use a different living picture for each part (no words, no movement).
 - Rap music: presentation should take the form of a rap song/performance.

TIPS: according to each group and setting, the facilitator can choose a single method of presentation for all groups. Living pictures are useful to touch a very hard topic. Drawing and visual facilitation or other non-theatre based methods could also be chosen.

Please, consider also that some groups tend to finish preparing their presentation much faster than others. To avoid frustration, this step could be turned into a self-managed work session/coffee break so each group can self-manage their time.

4. PRESENTATION - 20 minutes

Each group has between three and five minutes to present their experience to the other participants, using the method assigned.

5. TREE OF SOLUTIONS - 15 minutes

After the representations, participants are asked to write on a post-it (there are different colors, according to the topic) one or more solutions to the situation presented by each group (reflecting also on how to avoid being simply a bystander).

TIPS: to take it one step further, instead of solutions to the situation presented, they can write concrete actions to fight against GBV (things they did, they would like to, they will, small gestures, etc...) and to attach them on a flipchart already prepared.

	<p>6. DEBRIEFING - 15 minutes</p> <p>Participants are asked to share in plenary the solutions they have found out. Extra time for comments and feedback is assigned.</p> <div data-bbox="475 356 1426 680"> <p>TIPS: the debriefing can also start by recognizing personal experiences on the invisible ways of violence, realizing that we all can be victims and aggressors. Give the participants the chance to reflect on their own reality and moments when:</p> <ul style="list-style-type: none"> • We did violent actions. • We suffered violent actions. • We ignored violent actions against other people. • We did not do anything about a violent action. </div>
<p>DIFFERENT VARIATIONS IN THE TOOL'S USE</p>	<p>GROUP DIVISION/DISCUSSION – VARIATION 1:</p> <p>The activity starts with case studies (similar to the ones in the activity concerning SEXUALITY workshop).</p> <p>GROUP DIVISION/DISCUSSION – VARIATION 2:</p> <ul style="list-style-type: none"> • Participants work in pairs and are asked to remember and share some situation of GBV they faced in their life. They should choose a situation they feel comfortable sharing with others. After sharing, they are asked to choose one of the shared situations and create a little case study on it. • In plenary, the cases are presented and each time participants are asked to tell what could be the causes of the violence in this situation and more generally what could be the solution to fight these causes of violence in the society. • End the activity with the Tree of Solutions and give participants some time to reflect individually and see what solutions others propose.

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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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GLOBAL ACTION FOR
GENDER AWARENESS

HANDBOOK OF THE PROJECT

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