

G.A.G.A.

**GLOBAL ACTION FOR
GENDER AWARENESS**

TOOLKIT OF THE PROJECT

**TOOLS AND METHODS FROM
THE INTERNATIONAL
TRAINING COURSES**

**NOVEMBER 2018
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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

CHAPTER I

WHAT IS THE TOOLKIT

This publication includes the toolkits of the two International Training Courses, implemented within GAGA project, in January 2019 in Uganda and in June 2019 in Italy.

AIM

to be a tool to facilitate the transmission of knowledge, tools and educational approaches. 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 courses, 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 TOOLKIT

FORMAT

the activities in this publication are conceived to be an “open format”, for partner organizations and new interested stakeholders, to be exported in different realities and replicated at global, and also local level

FLEXIBILITY

the activities in this publication can be used in different ways: to build up an entire training course, as well as smaller workshops or to propose a single activity during a raising awareness action on gender sensitive issues

GENERAL REMARK

however you will decide to use the activities and tools described, we warmly recommend you to take into account the situation of the local background: indeed, the activities presented have to be readapted accordingly to the context, specificities and needs. Please take also a specific attention to the target group/s you are planning to involve. In the case you will decide to pick up some of the activities to work with youth workers, as well as with people coming from different backgrounds and experiences, before to start the activity we recommend you to have a clear picture of their needs 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

INDEX OF THE ACTIVITIES

This publication includes 2 Toolkits, corresponding to the 2 international training courses held in Uganda in February 2019 and in Italy in June 2019. The Toolkits are presented in chronological order, as well as in chronological order are the descriptions of the activities performed during the events.

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

Legend in order to consult the Table List of Activities:

TOPIC ADDRESSED:

Gender-Related Topics - indicated with: GRT

Group Dynamic - indicated with: GD

Intercultural Learning - indicated with: ICL

Methodologies Testing and Upgrading - indicated with: TiA

Pedagogical Approach - indicated with: PA

INTERNATIONAL TRAINING COURSE

ON WORKING METHODS AND DIAGNOSTIC

17th – 24th February 2019

Kampala, UGANDA

Hosted by Uganda Pioneers Association

ACTIVITY	TOPIC ADDRESSED				PAGE
	GRT	GD	ICL	TiA	
Abigail	X		X		40
Acting Out		X		X	46
Assessment and fine tuning	X				85
Blind Snake		X	X		64
Cafeteria	X		X		52
Call and run		X			23
Canadian Box	X	X	X		35
Case Studies	X		X		59
Characteristics				X	80
Circle of words	X	X	X	X	87
Definitions	X		X		47
Draw the face		X			25
Everybody knows		X			28
Gallery			X	X	43
Moving Debate				X	44
Name and gesture		X			23
Preparation	X			X	67
Shapes		X			30
Sharing and Analysis	X		X		57
Silent Debate	X	X			38
Social Agreement		X	X		34
Speed Dating		X			26
Spots	X	X	X	X	86
Stepping the line	X		X		50
Take the chair		X			30
The bridge		X			31
The Hand		X			28
The process	X		X		82
TiA Outcomes	X			X	79
TiA Presentation	X			X	65
Voice				X	63
Walk in group	X		X		54
Walking in two lines	X	X			55
Workshop 1	X			X	71
Workshop 2	X			X	73
Workshop 3	X			X	75
Workshop 4	X			X	77

INTERNATIONAL TRAINING COURSE

ON PEDAGOGICAL APPROACH IN YOUTH WORK 12th – 19th June 2019

Poggio Mirteto, ITALY
Hosted by Lunaria Association

ACTIVITY	TOPIC ADDRESSED					PAGE
	GRT	GD	ICL	TiA	PA	
Action Plan	X		X	X	X	138
Body, space, emotions	X		X	X		122
Canadian Box		X			X	114
Cowboy		X				93
Draw the face		X				95
First drafting					X	136
Flower Garden		X				102
Gincana on pedagogical approaches			X		X	118
Implementation		X	X	X		125
Knives and glasses		X		X		108
Learning and assessment	X	X	X	X		133
Me and facilitation	X	X	X	X	X	106
Name and dance movement		X				93
Outcomes	X		X	X		117
Preparation	X			X		129
Presentation and preparation		X	X	X		124
Sharing and silent debate		X		X		126
Snow Ball					X	112
Social Agreement		X	X			103
Speed Dating		X	X			96
Spider Net	X	X	X	X		110
Stations	X	X	X	X	X	139
Taking position		X	X	X	X	99
The process					X	134
The tree		X	X			98
To myself, to the group	X	X	X	X	X	141
Touch the sky		X	X			110
Ways of learning				X	X	128
Workshop 1 LGBTQI+	X	X	X	X		Handbook
Workshop 2 Sexuality	X	X	X	X		Handbook
Workshop 3 Gender Role Models	X	X	X	X		Handbook
Workshop 4 Stereotypes and prejudices	X	X	X	X		Handbook
Workshop 5 Equity - Equality	X	X	X	X		Handbook
Workshop 6 Gender Based Violence	X	X	X	X		Handbook

CHAPTER II

INTERNATIONAL TRAINING COURSE

ON

WORKING METHODS AND DIAGNOSTIC



TRAINING AGENDA

MORNING	NAME GAMES Name and gesture Call and run ICE BREAKING Draw the face Speed Dating GETTING TO KNOW Everybody knows The Hand	TEAM BUILDING 2 Canadian Box Silent Debate Abigail	STEPS IN GENDER 1 Definitions STEPS IN GENDER 2 Stepping the line	NORMS AND BEHAVES Walking in two lines GENDER AND CONFLICTS Sharing and Analysis	FACILITATION1 Voice Blind Snake TiA Presentation	HANDOUT_TiA WORKSHOPS Workshop 1 Feedbacks Workshop 2 Feedbacks	LEARNING TiA Outcomes FACILITATION2 Characteristics	QUESTIONNAIRE 2 Assessment and fine tuning
AFTERNOON	TEAM BUILDING 1 Shapes Take the chair The bridge GROUP Social Agreement	SHARING APPROACHES Gallery NFE Moving Debate FACILITATOR ROLE Acting Out	GENDER-COUNTRY SITUATION Cafeteria GENDER-PERSONAL Walk in group	CONFLICTS MANAGEMENT Case Studies	TRAINING in ACTION Preparation	Workshop 3 Feedbacks Workshop 4 Feedbacks	QUESTIONNAIRE 1 The process	EVALUATION Spots Circle of words

NAME GAMES

TITLE	Name and gesture
TOPIC/S	Getting to know each other and group creation
AIM	To facilitate the participants interaction
TOOL TYPE	Ice breaker/Name game/Mimic
DURATION	15 minutes
MATERIAL	/
DESCRIPTION	Participants are standing in circle and the task is the following: one person starts saying their name and adding a gesture to represent themselves. Then all the group, in a choral way, repeats the name and the gesture. The rotation goes clock-wise so the second person says their name and makes a gesture. The group repeats the name and the gesture. The activity follows in that way, till everybody has said their name adding their gesture.

TITLE	Call and run
TOPIC/S	Getting to know each other and group creation
AIM	To facilitate the participants interaction
TOOL TYPE	Ice breaker/Name game
DURATION	10 minutes
MATERIAL	/
DESCRIPTION	Participants stand in a circle. The facilitator, also standing in the circle, starts to call a name of another person and run to that person. The person who is called has to call another person's name and run to that person. It goes on like this for 2-3 minutes. Then, the facilitator can start calling

	someone else's name, creating two "calling-systems" at the same time. Depending on the group size and the atmosphere (how well participants manage to call and run, and how they enjoy it), the facilitator can start the third "calling system". The activity ends in a mess and with people feeling energetic and excited.
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ICE BREAKING

TITLE	Draw the face
TOPIC/S	Getting to know each other and group creation
AIM	To facilitate the participants interaction
TOOL TYPE	Ice breaker/Name game
DURATION	20 minutes
MATERIAL	A4 papers and pens
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Participants stand in the circle and receive an A4 paper and a pen. They have to write on their paper their name and throw the paper in the middle of the circle.</p> <p>Step 2. When the trainer says "go!" they have to go to the centre and pick up a paper with the name of another person and draw the forehead of this person. Then they have to fold the paper and put it in the middle of the circle.</p> <p>Step 3. When the trainer says "go!" they have to go in the middle and pick up a paper with the name of another person and draw the eyes and nose of this person. Then they have to fold the paper and put it in the middle of the circle.</p> <p>Step 4. When the trainer says "go!" they have to go in the middle and pick up a paper with the name of another person and draw the mouth and chin of this person. Then they have to fold the paper and put it in the middle of the circle.</p> <p>Step 5. When the trainer says "go!" they have to go to in the middle and find the paper with their name and with the drawing realized by the other. At the end of the activity all the drawings are presented in plenary and then put on the wall.</p>

TITLE	Speed Dating
TOPIC/S	Getting to know each other
AIM	To ease participants' interaction and the first exchange
TOOL TYPE	Getting to know each other
DURATION	45 minutes – the duration depends on the n. of appointments fixed
MATERIAL	Printed copies with the Handout, pens, clock
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Participants receive an A4 paper and a pen. They are asked to draw on the paper a clock with 6 hours, corresponding to the 6 questions of the Handout below (but it's possible to include how many questions as preferred). Participants are asked to take, for each hour, one appointment with another person (no more people in the same meeting are allowed).</p> <p>NOTE: also in this case the facilitator can include as many hours as the number of appointments they would like to have, accordingly to the time at disposal.</p> <p>Step 2. When the facilitator says, for example: "it's 1", all the participants should search for the partner in the appointment scheduled for 1 o'clock. During the appointment with the other person they can take key words or small notes on the flower' petals, corresponding to the question. Each appointment has a maximum time of 3 minutes. After the time it's over another appointment is called and so on till the end of the appointments.</p> <p>See Handout below.</p>

HANDOUT_SPEED DATING

1.	WHAT ARE YOUR HOBBIES?
2.	HOW IS YOUR FAMILY LIKE?
3.	WHAT IS YOUR DREAM JOB?
4.	WHAT IS YOUR IDEAL PARTNER?
5.	WHAT DO YOU LIKE ABOUT YOURSELF?
6.	WHAT EXPERIENCES HAVE YOU HAD IN VOLUNTARY/SOCIAL/GENDER RELATED ACTIVITIES?

GETTING TO KNOW

TITLE	Everybody knows
TOPIC/S	Getting to know each other and group creation
AIM	To facilitate the participants interaction
TOOL TYPE	Ice breaker/Name game/Mimic
DURATION	15 minutes
MATERIAL	X number of chairs, according to the participants number
DESCRIPTION	<p>Setting: possibly a big workshop room, where all the chairs are already in circle. While organizing the chairs, the facilitator should put one chair less than the total number of people participating in the activity.</p> <p>Participants are sitting in circle and in the middle a facilitator starts saying a sentence like "all the people who likes chocolate ...". In that moment, all the people who like chocolate have to stand up and search for another chair where to sit. When they stand up, they cannot sit in the nearest chair on their right or left side.</p> <p>One person will remain without chair and will say another statement. In that moment, all the people who feel represented by the statement, have to stand up and search for another chair where to sit.</p> <p>The activity follows in that way for some minutes, the time to warm up the group and to make them discovering something about the others.</p> <p>NOTE: if the facilitator perceives that the statements said are too strong or personal, should jump in, making a general remark on the comfort zone and the respect toward the others. This activity can be indeed very funny and interactive but it's compulsory to avoid someone will feel touched by the statements.</p>

TITLE	The Hand
TOPIC/S	Getting to know each other and group creation
AIM	To facilitate the participants interaction and the group creation

TOOL TYPE	Getting to know each other's and group creation
DURATION	40 minutes
MATERIAL	/
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Participants are sitting in circle, they receive an A4 paper and a marker and are asked to draw on paper the shape of their hand. Each finger represents a different element that should be shared with the group:</p> <ul style="list-style-type: none"> • THUMB: what you like • INDEX FINGER: why you are here • MIDDLE FINGER: something you dislike • RING FINGER: your values • LITTLE FINGER: what could help me here to grow up • HAND'S CENTRE: what I would like to give to the others. <p>Step 2. Participants receive 3 minutes to fill in their hand.</p> <p>Step 3. In circle everybody has a maximum of 1 minute to present their hand to the group members.</p>

TEAM BUILDING 1

TITLE	Shapes
TOPIC/S	Getting to know each other and group creation
AIM	To make participants interact in a funny and stimulating way; to encourage the group dynamics analysis; to reflect about the different roles in the group
TOOL TYPE	Team building activity
DURATION	20 minutes
MATERIAL	/
DESCRIPTION	<p>Participants stand in a circle, holding hands. They have to work together to create different shapes without losing each other's hands.</p> <ul style="list-style-type: none"> • First, they have to create a square. They can speak but close their eyes. • Second, they have to create a five pointed star. They can't speak but they can open their eyes. • Lastly, they have to create a hexagon (with 6 equal sides). They can't speak and can't open their eyes. <p>During the activity, the group can take as much time as they need for each challenge. When they think they are done, they can signal with their heads (nodding heads = done!; shaking heads = giving up). After that, the facilitators makes a round to check if the task was accomplished by the group.</p>

TITLE	Take the chair
TOPIC/S	Team building, communication exercise, group building activity
AIM	To make participants interact, to develop the cooperation, to stimulate the active listening and the active observation
TOOL TYPE	Team Building and Group dynamics

DURATION	30 minutes
MATERIAL	X number of chairs, accordingly to the participants number
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Participants are invited to sit on the chair and the activity is introduced by a facilitator standing in the middle of the room. The aim of the person standing in the middle of the room is to take a chair and sit. But in order to do that, the person has to walk in the room trying to steal an empty chair. In the same time all the participants sitting have to move (not simultaneously) to other chairs, but they also have to find a way to not make the person standing take the empty chair. The game starts.</p> <p>Step 2. The facilitator exits the room and give 2 minutes to the group to discuss. When the facilitator enters back the game starts again.</p> <p>Step 3. The facilitator exits one more time the room and give 3 minutes to the group to find a common strategy. When the facilitator enters back the game starts again.</p> <p>Step 4. This time two facilitators enter the game, both standing in the room and their goal is to steal two chairs. The game starts again.</p> <p>Step 5. The facilitators exit one more time the room and give 4 minutes to the group to adjust/revise their strategy. When they enter back the game starts again.</p> <p>NOTE: this activity can be proposed as energizer, even though it can be considered the first introductive step in the team building. For this reason we recommend to avoid the debriefing at its end, but to include it in the final debriefing that will be run at the end of the activity "The bridge".</p>

TITLE	The bridge
TOPIC/S	Communication, interaction with others
AIM	To develop communication skills, problem solving and creative thinking
TOOL TYPE	Team Building and Group dynamics

DURATION	90 minutes in total (10 minutes for the explanation + 10 minutes for the design + 5 minutes for the ambassador meetings + 30 minutes for the building + 5 minutes for putting the bridge together + 30 minutes for the debriefing)
MATERIAL	Flipcharts, carton boxes, paper, markers, post-it, scotch tape, rope
DESCRIPTION	<p>Setting: using the materials provided, two teams must work together to build a bridge, with each sub-team constructing half the bridge each. During the challenge, teams cannot see each other's and must rely on their communication skills to build an identical design for the bridge. Facilitators should create in advance two different spaces for the two groups (they should not see each other's), where the same materials (type and quantity) are put in a pile.</p> <p>The activity is organized accordingly to the following steps:</p> <p>Step 1. The activity is presented and the facilitator divides participants in two groups, explaining the rules of the activity.</p> <p>Step 2. Each team has to go to its assigned space where they find a pile of different materials. They have ten minutes to decide upon a strategy to build half of a bridge and to choose an ambassador.</p> <p>Step 3. After some minutes the ambassadors of the two teams meet in order to choose a common strategy to build the remaining parts of the bridge so that the two halves will perfectly fit. They have two minutes at disposal and they can only use verbal communication.</p> <p>Step 4. The ambassadors return to their teams and start building the bridge.</p> <p>Step 5. After fifteen minutes the ambassadors meet again for a two minutes' discussion. They can only use drawings (not verbal communication is allowed).</p> <p>Step 6. The ambassadors return to their teams and the two groups finalise building the two halves of the bridge.</p> <p>Step 7. The two groups put the two halves of the bridge together.</p> <p>Step 8. It follows the debriefing in plenary, including the activity "Take the chair".</p> <p>Key questions for the debriefing:</p> <ul style="list-style-type: none"> • What happened inside the group? How was the dynamic? • How did you work together? Did you equally participate? • What challenges did you face? How did you overcome them? • Who played which role? (link with "The tower") Were the roles

	<p>different than in the previous activity?</p> <ul style="list-style-type: none"> • How were the decisions made? • What is needed to have an effective team? <p>NOTE: for the debriefing we suggest to start from the first activity "Take the chair", then to pass to the second "The Bridge". Concerning the questions above, even though on the same bullet point you will find two questions, remember to never ask participants two questions in the same time, otherwise you will generate confusion! Ask one by one ☺</p>
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GROUP

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

TEAM BUILDING 2

TITLE	Canadian Box
TOPIC/S	Gender
AIM	To reflect upon communication and to start tackling the gender subject
TOOL TYPE	Work in group/debate
DURATION	45 minutes
MATERIAL	Handout with questions
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Two sub-groups are created and brought in different rooms (it's better to have no more than 14 people for group, otherwise it can be harder to manage the methodology and it can be less effective and participative).</p> <p>Step 2. A facilitator/moderator is assigned to each group. The group members are divided in other two smaller groups (with the same number of participants) and two lines are created. Participants are asked to stand in line, one in front of the other.</p> <p>Step 3. The first statement is read, the facilitator/moderator is saying in each round who is the group that "agrees" with the statement and who is the group that "disagrees" with the statement. Then the groups are left one minute to find a common strategy in defending or contrasting the statement and the different ideas that can be expressed.</p> <p>NOTE: the facilitator/moderator has a crucial role in this activity. Indeed, they can intervene in case someone from one of the two group's members is never taking the floor. In the case someone is too much talkative, the facilitator can allocate a slot of seconds for each person to express.</p> <p>Step 4. Back on line, other three minutes are allocated to defend or contrast the statement. One person is taking the floor from the "agree" group, making their comment, then it's following another person from the "disagree" group and so on (one per group).</p> <p>Step 5. The activity follows in this way till all the statements are asked and the two</p>

	groups are back in plenary. It follows the debriefing.
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	See Handout below.
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HANDOUT_CANADIAN BOX

IT IS BETTER TO BE A MAN (to one line)

IT IS BETTER TO BE A WOMAN (to the other line)

PARENTS ARE THE MAIN SOURCE OF EDUCATION

RELIGION PROMOTES GENDER INEQUALITY

HOMOSEXUAL WEDDINGS ARE NORMAL

PEOPLE "BECOME" MEN AND WOMEN (to one line)

PEOPLE "ARE BORN" MEN AND WOMEN (to the other line)

TITLE	Silent Debate
TOPIC/S	Gender and communication
AIM	To reflect on different aspects related to communication
TOOL TYPE	Silent discussion to share the different points of view
DURATION	45 minutes
MATERIAL	Three big flipcharts, three tables where to put the flipcharts and markers
DESCRIPTION	<p>Setting: before to start the activity the workshop rooms has to be prepared. Three tables are set on different parts of the room and in each table there is a flipchart and some markers.</p> <p>The activity is organized accordingly to the following steps:</p> <p>Step 1. The group is divided in three sub-groups of 5 to 8 participants. The groups are assigned to three different tables set in different spaces of the room. In each table there is a flipchart with a different subject/question to be discussed. Each group member has to write on the flipchart comments and answers to the question.</p> <p>NOTE: it's interesting to create links, at the end you will have a kind of mind mapping.</p> <p>Step 2. When each group member has written something on the flipchart, the facilitator asks all the group members to rotate to the other tables and to carefully read what came out from the other flipcharts. While they are reading they can add extra comments, answers and feedbacks.</p> <p>Step 3. It's possible to close the activity with a short plenary where participants, sitting in circle, can add extra comments or ideas. Facilitators take notes and integrate them in the flipcharts.</p> <p>See Handout below.</p>

HANDOUT_SILENT DEBATE

HOW DO WE COMMUNICATE?

WHY DO WE COMMUNICATE?

WHAT IS COMMUNICATION?

TITLE	Abigail
TOPIC/S	Gender role models
AIM	To deepen prejudices and stereotypes and to explore gender role models
TOOL TYPE	Work in group and open discussion in plenary
DURATION	90 minutes
MATERIAL	Handout with the Abigail story
DESCRIPTION	<p>Abigail's story is a tale that shows how people view the world from different perspectives, have different values and reach different conclusions out of the same information.</p> <p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Each participant receives a printed version of Abigail story, they have to read the story and make a list of characters, from the best to the worst.</p> <p>Step 2. Couples are created: the first one speaks for two minutes, while the other listen in silence. Then the listener has one minute at disposal to reformulate what the speaker has been saying. During the reformulation no extra comments or interpretations must be said. The question is: "How do you perceive Abigail?"</p> <p>Step 3. The activity follows as in the step two, but switching the roles (the speaker becomes the listener and the listener becomes the speaker). The question is: "How do you perceive Simbad?"</p> <p>Step 4. Couples are now changed: the speaker explains one idea/concept at each time and gives space to the listener to reformulate (one idea/concept at each time). The question is: "What do you think about the relationship between Abigail and Tom?"</p> <p>Step 5. The activity follows as in the step four, but switching the roles (the speaker becomes the listener and the listener becomes the speaker). The question is: "What do you think about the relationship between Abigail and the mother?"</p> <p>Step 6.</p>

	<p>Couples are now changed, but in this case, after each reformulation of the listener, the speaker can say if the reformulation was properly done or not (validation). If not the listener/speaker has to reformulate once again until the listener/speaker reformulation suit with what has been said by the speaker.</p> <p>The question is: "Why did you choose this order in the characters ranking?"</p> <p>Step 7.</p> <p>Couples are now changed: it follows an open discussion without pre-fixed rules.</p> <p>The question is: "How did you feel making this characters ranking?"</p> <p>See Handout below.</p>
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HANDOUT_ABIGAIL STORY

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

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

ONE NIGHT, A HUGE STORM FLOODED AND DESTROYED THE BRIDGE. ABIGAIL WAS REALLY SAD BECAUSE IT WOULD HAVE TAKEN MONTHS TO BUILD THE BRIDGE AGAIN.

ONE DAY ABIGAIL SAW A LITTLE BOAT TIED ON A LAP IN THE RIVER, SO SHE WENT TO SPEAK TO THE OWNER OF THE BOAT, SIMBAD.

"COULD YOU PLEASE BRING ME TO THE OTHER SHORE OF THE RIVER?"

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

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

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

SO, SHE DECIDED TO FIND SIMBAD AND ACCEPTED HIS PROPOSAL. AFTER SHE SLEPT WITH HIM, HE BROUGHT HER TO THE OTHER SHORE.

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

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

BOB GOT REALLY ANGRY BY THE BEHAVIOUR OF TOM AND PUNCHED HIM IN THE FACE. THEN, HE WENT TO LOOK FOR ABIGAIL.

SHARING APPROACHES

TITLE	Gallery
TOPIC/S	Practices and approaches in youth work, applied in the different countries
AIM	To make participants share the practices and approaches within the youth work framework they use in their country and to set the ground to exchange good practices and methodologies
TOOL TYPE	Interactive work in national group and itinerant plenary for the presentation
DURATION	75 minutes in total = 30 minutes (for the preparation) + 45 minutes for the interactive, itinerant presentation
MATERIAL	Flipcharts, A4 paper, post-it, scotch tape, markers, colours
DESCRIPTION	<p>Participants are divided in national groups and they have to prepare an interactive and graphic presentation of practices and approaches in youth work they use in their own country and activities.</p> <p>The activity is organized accordingly to the following steps:</p> <p>Step 1. The preparatory work in national groups is run, the aim is to share among the group members the different practices and approaches in youth work they have and to design an interactive presentation, using the tool of graphic facilitation.</p> <p>Step 2. It follows in plenary the itinerant presentation of the national groups, structured as follow:</p> <ul style="list-style-type: none"> • each group has to choose a spot where the interactive presentation will take place • when the presentation starts, in each national team at least one member has to remain on the spot to present the main elements to the other participants visiting the spot • the other national' group members can move to other spots to discover what happens in the other countries • after some minutes there is a rotation in the person presenting: in that way everybody will have the chance to visit the other spots and to discover the practices and approaches used in the other countries.

TITLE	Moving Debate
TOPIC/S	Formal, Non formal and Informal
AIM	To reflect on the differences between formal, non formal and informal and to go in depth on the links and the inter-relation among the three
TOOL TYPE	Moving Debate
DURATION	60 minutes
MATERIAL	Scotch tape, paper, marker
DESCRIPTION	<p>Setting: the facilitator has to draw on the floor with the scotch tape a big triangle. In each corner they have to put an A4, in one written "Formal", in one "Non formal" and in the last "Informal".</p> <p>The activity is organized accordingly to the following steps:</p> <p>Step 1. The activity starts with participants standing in the middle of the triangle. The facilitator starts reading the first statement and asks participants to take position in one of the corners of the circle. The facilitator asks to people placed in different position to comment and to explain why they took the position in the space.</p> <p>IMPORTANT RULES:</p> <ul style="list-style-type: none"> • participants cannot remain the middle of the triangle, but have to take a position • they can choose a position in the space, accordingly to the level of agreement and/or disagreement with the statement • if convinced by the arguments of the others, participants can move from the initially taken position • the facilitator should read the statements as much clearly as possible. Before to ask the group to take a position, the facilitator has to be sure that everybody has understood the statement. <p>NOTE: the questions in the Handout are intentionally contradictory, indeed the aim is not just to reflect on formal, non formal and informal but to go in depth on the links and the inter-relation among the three.</p> <p>Step 2. At the end of the activity is allocated extra time to answer questions, if there are, and clarify the difference between formal, non formal and informal.</p> <p>See Handout below.</p>

HANDOUT_NFE

**I MEET A FRIEND AT THE SWIMMING POOL AND HE
TEACHES ME HOW TO SWIM**

I ATTEND A LECTURE AT THE UNIVERSITY

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

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

FACILITATOR ROLE

TITLE	Acting Out
TOPIC/S	Role and qualities of the facilitator
AIM	To reflect on the role facilitators should have and on their qualities
TOOL TYPE	Work in group and acting out, plenary presentation
DURATION	70 minutes
MATERIAL	/
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Participants are divided in groups (approximately 5 people each) and receive the following task: they have to discuss within the group about the facilitator's role, skills and qualities. Then they have to design in an interactive way, using the acting out technique (small theatrical sketches) how to represent the main outcomes and elements discussed and specifically, they have to highlight what a facilitator should do and should not do. Each group has few minutes to rehears the sketch.</p> <p>Step 2. Each group has a maximum amount of 5 minutes to present the work in plenary. Then it's left an extra time for questions and requests of clarification. During the plenary a facilitator has to keep note on a flipchart of the main elements appeared during the discussion. After the discussion, the flipchart will be put on the wall of the workshop room.</p>

STEPS IN GENDER 1

TITLE	Definitions
TOPIC/S	Key terms related to gender
AIM	To discuss relevant key terms related to gender, to exchange different point of views and to arrive to a common definition
TOOL TYPE	Work in groups and plenary
DURATION	90 minutes
MATERIAL	Flipcharts, A4 paper, post-it, scotch tape, markers, colours
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Participants are divided in groups (approximately 5 people each), each group receives two key concepts and the following task: to discuss them, to share their understanding of the terms, to share the different perspectives and point of views.</p> <p>Step 2. Each group, after the discussion, has to arrive, possibly in a consensual way, to one common definition for each one of the term assigned. The definitions have to be written on a flipchart and put on the wall.</p> <p>Step 3. Now all the participants can mingle around, having a look at the different definitions. They have to read them carefully and leave comments, feedbacks and questions, writing them on a post-it.</p> <p>Step 4. The activity is closed in plenary with an extra round of feedbacks and comments.</p> <p>NOTE: in case participants have doubts and are still asking for extra clarifications, it's possible to present in plenary the Genderbread Model to sum up some main key concepts.</p> <p>See Handouts below.</p>

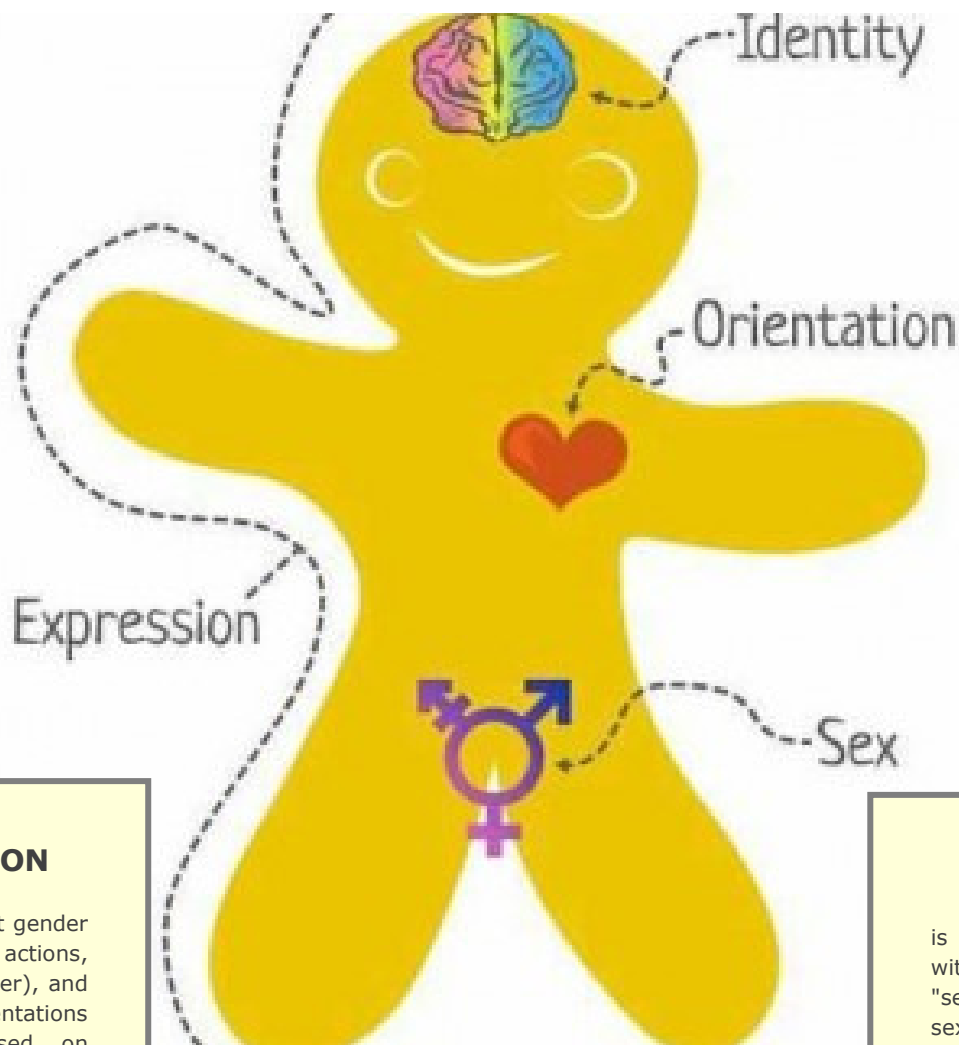
HANDOUT_STEPS IN GENDER 1

SEX
GENDER
GENDER IDENTITY
GENDER EXPRESSION
GENDER EQUALITY
GENDER EQUITY
GENDER GAP
HETERO-NORMATIVITY
SEXUAL ORIENTATION
LGBTQI+

HANDOUT_GENDERBREAD

IDENTITY

it is how you, in your head, experience and define your gender, based on how much you align (or don't) with what you understand the options for gender have to be



ORIENTATION / ATTRACTION

is how you find yourself feeling drawn (or not) to some other people, in sexual, romantic, and/or other ways (often categorized within gender)

EXPRESSION

is how you present gender (through your actions, clothing and manner), and how those presentations are viewed, based on social expectations

SEX

is the physical traits you are born with or develop, that we think of as "sex characteristics", as well as the sex you are assigned at birth

STEPS IN GENDER 2

TITLE	Stepping the line
TOPIC/S	Stereotypes, prejudices, gender identity, gender expression and sexual orientation
AIM	To reflect more in depth on the concepts of masculinity, femininity, stereotypes, prejudices and specifically on the interconnections between gender expression, gender identity and sexual orientation
TOOL TYPE	Simulation – Role Play Game
DURATION	100 minutes
MATERIAL	Flipcharts, A4 paper, markers, scotch tape
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Character design Participants are divided in 8 groups and each group receives a character. It is suggested that facilitators will assign the same character to two different groups (it can be interesting for the debriefing and the discussion). Each group has 20 minutes at disposal to build up and design their character. In order to do that, each group receives also a set of guided questions to develop their character.</p> <p>CHARACTERS:</p> <ul style="list-style-type: none"> • ANDREA – Berlin – 30 years old – housekeeper – having a child • CINDY – Bangkok – 22 years old – singer – HIV positive • JEREMIE – Kigali – 44 years old – teacher – married • CARMEN – Bogota – 18 years old – student at a well-known university <p>QUESTIONS TO DEVELOP THE CHARACTERS:</p> <ul style="list-style-type: none"> • How is your family? • How is your living environment? • Do you have a wealthy or comfortable life? • What do you do in your free time? • Do you have a lot of friends? What do you often do with them? • How do you look like? (physically/appearance) • Are you in a relationship? Which kind? With who? If you are not, are you looking for someone? <p>Step 2. Stepping the line 1 The facilitator put a long line of scotch tape in the workshop room. In the middle of the line, it's put an A4 paper where is written, in capital letters "gender expression". On the two extreme points of the line other two A4 paper are put, one with the word "<i>masculine</i>" and one with the word</p>

	<p><i>"feminine".</i></p> <p>Groups are asked to put their character on the line more in the direction of "masculine" or "feminine" accordingly to the way they have developed and designed their character. Extra time is allocated to comment the reason of the positioning, and groups are asked the following questions:</p> <ul style="list-style-type: none"> • Why did you place your character here? • Can you further explain your character? <p>Step 3. Stepping the line 2</p> <p>Now in the middle of the line, it's put another A4 paper where is written, in capital letters "gender identity". On the two extreme points of the line other two A4 paper are put, one with the word <i>"man"</i> and one with the word <i>"woman"</i>.</p> <p>Groups are asked to put their character on the line more in the direction of "man" or "woman" accordingly to the way they have developed and designed their character. Extra time is allocated to comment the reason of the positioning, and groups are asked the following questions:</p> <ul style="list-style-type: none"> • Why did you place your character here? • Can you further explain your character? <p>Step 4. Stepping the line 3</p> <p>Now in the middle of the line, it's put another A4 paper where is written, in capital letters "sexual orientation". On the two extreme points of the line other two A4 paper are put, one with the word <i>"man"</i> and one with the word <i>"woman"</i>.</p> <p>Groups are asked to put their character on the line more in the direction of "man" or "woman" accordingly to the way they have developed and designed their character. Extra time is allocated to comment the reason of the positioning, and groups are asked the following questions:</p> <ul style="list-style-type: none"> • Why did you place your character here? • Can you further explain your character? <p>Step 5. Debriefing</p> <p>It follows a debriefing in plenary with the following key questions (others can be added accordingly to the need and the participant' answers):</p> <ul style="list-style-type: none"> • How do you think this gender concepts interact among each other's? • Please provide links and explain why.
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GENDER – COUNTRY SITUATION

TITLE	Cafeteria
TOPIC/S	Gender sensitive issues in the involved countries
AIM	To reflect and discuss about different gender-sensitive issues in the participating countries, keeping a focus on cultural differences and ICL (intercultural learning) issues related to gender
TOOL TYPE	Group discussion
DURATION	100 minutes
MATERIAL	Flipchart, markers, A4 papers, post-it, pens and, in case it's decided to extra "decorate" the cafeteria, all the stuff that can be evocative of a cafeteria
DESCRIPTION	<p>Setting: the room is organized as a cafeteria, there are 5 tables with chairs, nice tablecloths, one flipchart in the middle of each table, with post-it and markers. All the details, being a simulation, are important, so if we want to add flowers, candies or any other stuff reminding a cafeteria it's fine to create the proper atmosphere and setting.</p> <p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Participants are divided in 5 groups, mixed by nationality. In each table sits a facilitator, that will be the table host. Their role is simply to launch the subject (one subject per table) to be discussed in each table, to ensure that all the participants will have equal space to talk and to keep note of the main outcomes in the discussion. Thus each group member should be left some space to present how gender issues, accordingly to the subject, are dealt in their country. Each group remains in the same table. Every thematic discussion last 20 minutes and the facilitator takes note. When the time it's over the facilitator join the next table (clockwise rotation), bringing the flipchart with them, and the next discussion starts. Twenty minutes are allocated for each round.</p> <p>SUBJECTS TO BE DISCUSSED:</p> <ul style="list-style-type: none"> • Media • Education • Religion • Society • Laws <p>NOTE: this version (having the facilitator rotating with the flipchart), allows</p>

	<p>to better keep the time and not to lose extra minutes while rotating, but remains more static for the participants, sitting all the time in the same spot and position. So in case you have more time, you can also choose the option where the facilitators remain sitting on the same table and participants are rotating each round. If you opt for that, remember to calculate at least extra 5 minutes for each rotation.</p> <p>Step 2. At the end of the activity participants are back in plenary and the table hosts run a small recap of the main elements appeared in the discussion (possibly no more than 3 minutes for each subject).</p>
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GENDER – PERSONAL

TITLE	Walk in group
TOPIC/S	Gender sensitive issues at a more personal level
AIM	To reflect and discuss about different gender-sensitive issues at a more personal level
TOOL TYPE	Group discussion
DURATION	80 minutes
MATERIAL	/
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Participants are asked to create groups by themselves choosing other group members they feel comfortable to work with, but also trying to choose to work with someone they have never worked before during the training. Each group is composed by 4 people maximum. The task for each group member is to share their personal stories related to gender. Each group can choose the space where to run the activity or can also move for a walk.</p> <p>NOTE: it has to be remarked that the activity should be played with maximum of respect and active listening and that, even though the task is to share personal stories, if someone does not feel comfortable can also choose not to share. But the important is that the person will carefully listen at the others.</p> <p>Step 2. After the sharing, each group is asked to keep note on the common elements (for macro-areas) appeared in the different stories.</p> <p>Step 3. In plenary the different groups don't share the personal stories, but the common elements highlighted and an open discussion is launched on those elements and the interconnected factors.</p>

NORMS AND BEHAVES

TITLE	Walking in two lines
TOPIC/S	Norms and behaves
AIM	To reflect with the group on the social norms and behaves we are surrounded of, on what are they rooted on, and on how they influence our way of acting and thinking
TOOL TYPE	Simulation and group discussion
DURATION	30 minutes
MATERIAL	A big workshop room
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Introduction The group is divided in two subgroups, one remaining in the workshop room and one is brought outside in another room. The group inside the workshop room will receive the following task: you have to create a line, being in contact shoulder by shoulder with the persons on your right and left side, so to create one single, compact line. You have to find a way to walk from one side of the room to the other, without losing the physical connection and keeping the same rhythm. When you arrive at the end of the workshop room, you have to turn and continue the walk in the opposite direction and so on. The group is left few minutes to keep practicing. The group in the other room will receive no task.</p> <p>Step 2. Action The group outside the workshop room enter and will see the other group walking on line, keeping the physical contact and walking with the same rhythm. In this moment and while the first group is keep walking, the other group members, realistically could find different ways to interact or not with the group. For example, they might choose to block it, to pass in between, to work as individuals, as smaller groups or as a unique group, or to choose to keep the same walking and with the same rhythm, joining the first group.</p> <p>Step 3. Debriefing After the activity, participants sit in circle and the debriefing starts.</p> <p>Key questions for the Debriefing:</p> <ul style="list-style-type: none"> • What happened? – FACTS, based on observation, not on interpretation • What did you feel? – FELLINGS, based on personal emotions • What do you think? – INTERPRETATION, based on personal thinking

	<p>and interpretation of the facts</p> <ul style="list-style-type: none"> • What do you understand from the activity? – CONCLUSIONS, based on personal and group reflection.
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GENDER AND CONFLICTS

TITLE	Sharing and Analysis
TOPIC/S	Gender-based conflicts
AIM	To make participants reflect on their personal gender related conflicts they lived or experimented in their life and to give them the chance to share them within the group, reflecting on possible ways to manage them
TOOL TYPE	Individual and work in small groups, theatre representation and analysis
DURATION	180 minutes
MATERIAL	Chairs, soft music, A4 paper, notebooks, pens, flipcharts, markers and whatever might be need for the representation
DESCRIPTION	<p>Setting: in the workshop room it has to be created a "soft" environment, there are chairs without order (one for participant) put in the space and there is a soft, intimate music. No light in the room.</p> <p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Introduction Participants enter the room one by one and are explained that can freely walk in the space and then, when feels comfortable in a specific point, they can sit on the nearest chair. Once everybody is sitting, participants are asked to close their eyes. Then the facilitator asks participants to think about a conflict linked to gender, they lived or heard about in their life.</p> <p>NOTE: the work is about the gender related conflict/s participants lived or heard in their life. Thus personal and intensive elements might appear. For this reason, it's fundamental to create the proper and "safe" atmosphere, where to feel protected.</p> <p>Step 2. Sharing stories Four groups are created and in each one, participants should share their story. The facilitator should remark that, if a participant is not feeling comfortable sharing their own story, they can decide not to do it and only to listen at the others.</p> <p>Step 3. Story selection In each group one story has to be selected. It's important to underline that no stories are "the best or the worst": the story should be selected accordingly to the fact the group members think it is the most representative of gender related conflicts.</p> <p>Step 4. Preparation</p>

	<p>Each group it's left some time to prepare a short theatre representation of the story chosen and that will be afterwards presented to the other groups. All the representations have to finish with the conflict explosion (no potential solutions have to be represented). It's left some space to prepare the improvisation.</p> <p>Step 5. Representations</p> <p>All the groups, one by one, represent the short theatre scene. After each representation, the actors remain on the stage and the following questions are asked:</p> <ul style="list-style-type: none"> • What are the gender issues you identified? (to the spectators) • What is the context? (to the spectators) • Can you identify this issue in your country? (to the actors and to the spectators). <p>Step 6. Debriefing</p> <p>After all the representations and analysis, participants sit in circle and the debriefing starts.</p> <p>Key questions for the Debriefing:</p> <ul style="list-style-type: none"> • What are the causes of the conflicts you have identified? – to be asked story by story • Who were the victims of the stories? – to be asked story by story • Give us some key words to define "what do you define conflict".
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CONFLICTS MANAGEMENT

TITLE	Case Studies
TOPIC/S	Conflict management
AIM	To go more in depth on how to manage conflicts, wearing the shoes of youth workers
TOOL TYPE	Group discussion and plenary
DURATION	120 minutes
MATERIAL	Flipcharts, markers, pen, paper A4, post-it, scotch tape
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Participants are divided in two groups and each one receives four case studies about gender-based violence (the same four case studies are given to both the groups). For each case study the groups have twenty minutes to study the case, share ideas on feasible solutions/intervention as youth workers. The group members need to discuss and agree on common solutions/ways they would propose/apply, to manage the conflict/s.</p> <p>Step 2. Back in plenary the two groups present the outcomes of the work done and the solution they identified (conflict by conflict). The plenary ends with the presentation of the Hodgson Model.</p> <p>See Handouts below.</p>

HANDOUT_CASE STUDIES

CASE STUDY 1

There is a married couple with one young son. After a while the man becomes aggressive towards the woman and she decides to divorce. The moment she informs him, the man hits the wife in front of the child and tells him: "this is how to treat women when they misbehave".

CASE STUDY 2

A 16 years old girl belonging to an ethnic minority family falls in love with a boy. The family finds out and decides to arrange the marriage. Inevitably the girl needs to stop going to school, although she has very good performance at school.

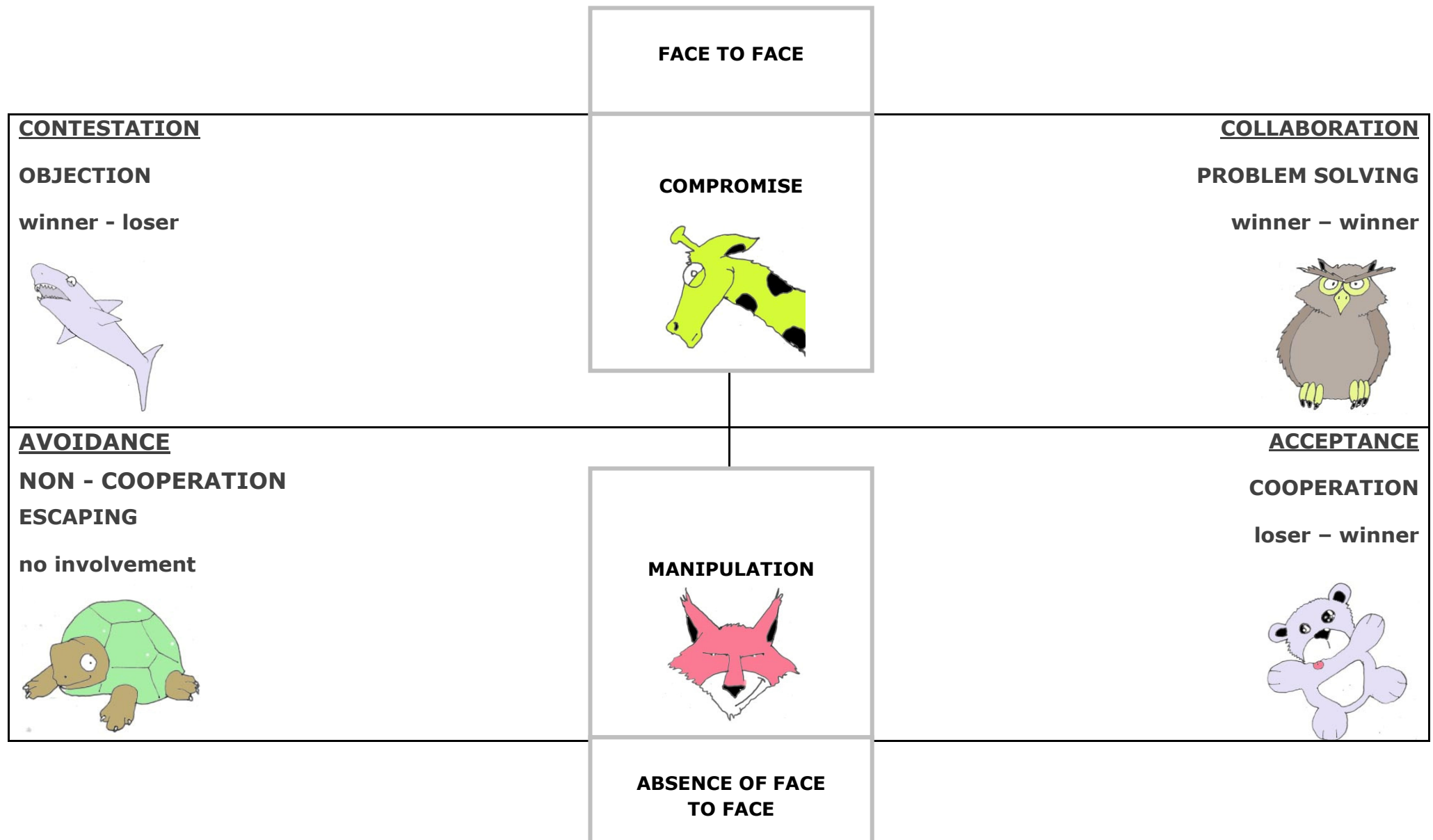
CASE STUDY 3

A man gets married to the woman he loves. She has a permanent job, he is unemployed. After a while she gets promoted but he is still unemployed. One day they visit their neighbours. After few drinks the fellows tell him: "How can you live using your wife's money? You are not a real man".

CASE STUDY 4

A young gay couple celebrates their two years' anniversary and decide to tell their families about their relationship. They visit together the first family and do the coming out. The father reacts in a very aggressive manner, shouting: "Get out of here! You are not my son anymore".

HANDOUT_HODGSON MODEL



HANDOUT_HODGSON THEORY

DIFFERENT STYLES IN MANAGING CONFLICTS

Success in terms of conflict management requires from the different actors to make enlightened decisions. The list below can help you to decide what kind of conflict resolution you could use (or you tend to use) in accordance with a given situation.

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

COLLABORATION: a cooperative "face to face style"

Adapted when both sides want to find a solution and when they have to work together to set up an answer. It is a way to proceed close to the win-win strategy in negotiation

CONTESTATION: a non-cooperative "face to face style"

Adapted when quick and decisive actions are necessary (an emergency for example)

ACCEPTANCE: a cooperative style, "without any face to face"

Adapted when you notice that you have made a mistake, when the issue is less important for you or in the case where you want to make a good impression on the other side's and/or on the mediators

AVOIDANCE: a non-cooperative style, "without any face to face"

Adapted when the issue is without any importance or when, even if the matter is relevant for you, you "escape" the possibility to approach it. You do not have much power and you do not see any possibility to change the situation

COMPROMISE: a style at the crossroad between the others and which implies all of their elements

This style is moderately assertive and moderately cooperative: the goal is to find middle ground. The compromising style is used with issues of moderate importance and/or when both parties are equally powerful and/or equally committed to opposing views.

FACILITATION 1

TITLE	Voice
TOPIC/S	Voice and active listening
AIM	To encourage a reflection about the importance the voice's use, of the active listening and to make participants practically experiment it
TOOL TYPE	Work in couple
DURATION	30 minutes
MATERIAL	A big workshop room
DESCRIPTION	<p>Introduction: participants are welcomed in the workshop room and a small warm up is run. They have to walk in the space, keeping different rhythms, following the facilitator's instructions and keeping the eye contact when they meet. Then when they meet someone they have to greet the person adding, if they feel, a small physical contact. The last time two persons meet, the facilitator says "stop" and couples are created. The warm up has to finish with couples created and having the members of the couple staying on the opposite line, one in front of the other and keeping the eye contact among them.</p> <p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Choose a random sentence Each person has to choose a short sentence (or a short piece of a song, of a poem ...). Then one minute is left to keep practicing and repeating the short sentence, with a medium intensity in the voice's tune.</p> <p>Step 2. Both moving (voice from low to high) Both the couple members are moving simultaneously to the centre, repeating the sentence. When the couple members are more distant the voice is very low, while more they are getting closer and more the voice is getting higher. While walking the eye contact has to be kept. Then it has to be repeated the same but on the contrary, coming back to the original point. While walking back the eye contact has to be kept.</p> <p>Step 3. Both moving (voice from high to low) Both the couple members are moving simultaneously to the centre, repeating the sentence. When the couple members are more distant the voice is very high, while more they are getting closer and more the voice is getting lower. While walking the eye contact has to be kept. Then it has to be repeated the same but on the contrary, coming back to the original point. While walking back the eye contact has to be kept.</p>

	<p>Step 4. Only one member (voice from low to high) Only one member is moving to the centre, repeating the sentence, while the other is remaining in the position. When the couple member is more distant the voice is very low, while more the person is getting closer and more the voice is getting higher. While walking the eye contact has to be kept. Then it has to be repeated the same but on the contrary, coming back to the original point. While walking back the eye contact has to be kept.</p> <p>Step 5. Only one member (voice from high to low) Only one member (the other one before not moving) is now moving to the centre, repeating the sentence, while the other is remaining in the position. When the couple member is more distant the voice is very strong, while more the person is getting closer and more the voice is getting lower. While walking the eye contact has to be kept. Then it has to be repeated the same but on the contrary, coming back to the original point. While walking back the eye contact has to be kept.</p> <p>Step 6. Observing and performing People from the two lines are now sitting (still on the opposite side of the workshop room), being one line in front of the other one (and one couple's members in front of the other). One couple can decide to repeat the exercise with the others watching. In this case the task is similar to one of those done before but also different simple variations can be brought. Every time, a trainer explains the task before to start.</p>
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TITLE	Blind Snake
TOPIC/S	Group Dynamics
AIM	To make participants interact in a funny and stimulating way; to encourage the group dynamics analysis; to reflect about the different roles in the group; to get better prepared for the Training in Action, strengthening the cooperation within the group
TOOL TYPE	Group dynamics, cooperation activity
DURATION	45 minutes
MATERIAL	Blindfolds (one for each participant), 4 flags
DESCRIPTION	<p>Setting: for this activity a big space outside is needed, e.g. garden or field. In four different spots are put the totems (one in each spot) and on the top of each totem, a flag.</p> <p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Participants are divided in four groups, each one is assigned with a trainer</p>

	<p>who is explaining the task. They have five minutes to look where the totem is and to find their strategy to arrive there, blindfolded, and to bring back the flag. When they walk they are all blindfolded, they have to walk on line as a snake, and each person should be in physical contact with the person in front. Only the last person on the line is not blindfolded and guides the group.</p> <p>Step 2. At the end of the activity it follows a debriefing on what happened during the process. In this case, being the activity run within the same group of the Training in Action and being conceived to reflect on group dynamics and cooperation, also the debriefing will keep the same focus.</p> <p>NOTE: the activity has a limited time at disposal (approximately 30minutes). In the case groups will finish earlier, they can be switched and moved to another position, with the same task. If the groups won't finish on time, the activity is stopped when the time it's over.</p>
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TITLE	TiA Presentation
TOPIC/S	Interactive methods within non formal education to run a workshop
AIM	To introduce participants to what is coming afterwards, the Training in Action, where they will be asked to organize workshops
TOOL TYPE	Plenary
DURATION	30 minutes
MATERIAL	Flipcharts, markers, post-it and scotch tape
DESCRIPTION	<p>This section is conceived to present the upcoming step in the training, the Training in Action – TiA workshops.</p> <p>Specifically, the facilitator presenting this session has to underline that the specific learning objectives of the TiA are to:</p> <ul style="list-style-type: none"> • Encourage the learning by doing • Experiment team work • Test methods and tools • Experiment the process of creating a workshop • Learn how to assess and upgrade tools <p>GENERAL REMARK: specifically, the Training in Action module has been conceived to give participants, during the training itself, the chance to facilitate workshops based on non formal education working methods. This include the idea of creating, testing, assessing and upgrading the methods during the training experience to empower participants. This approach, will then allow them to replicate, at local and national level, what</p>

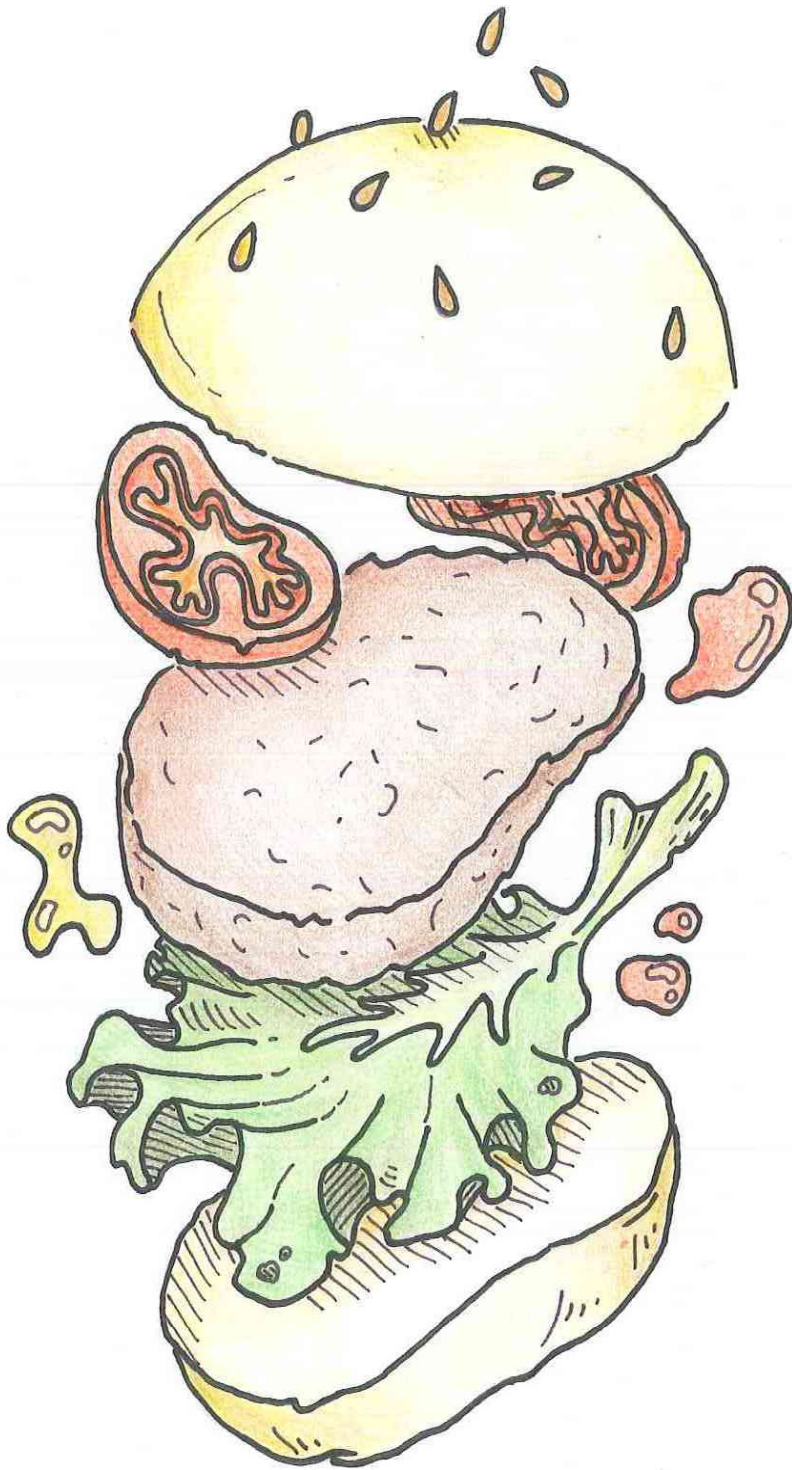
	they have learnt, both during the internal actions of the project as well as during the follow up, multiplying the experience.
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TRAINING IN ACTION

TITLE	Preparation
TOPIC/S	Interactive methods within non formal education to run a workshop
AIM	To make participants practicing how to conceive, organize and implement a workshop of 90 minutes that can be afterwards re-proposed
TOOL TYPE	Work in groups
DURATION	180 minutes
MATERIAL	Flipcharts, markers, pen, paper A4, scissor, glue, post-it, scotch tape and any other material that participants will need to prepare the workshop
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Group division Four groups are created and receive the following task: they have to create a workshop 90 minutes long, that can be re-proposed once back home.</p> <p>NOTE: during the group division it's important to ask flexibility in order to try to have groups balanced by size, gender and nationality.</p> <p>Step 2. Sub-topic selection Different gender-related subjects are presented in plenary and groups are left some time to choose what to pick and that will be the subject of their workshop. Possibly it would be better not to have two workshops focused on the same subject, for this reason, once a topic is chosen by a group, the others will be asked to be focused on another one.</p> <p>GENDER-RELATED SUBJECTS:</p> <ul style="list-style-type: none"> • Stereotypes and prejudices • Gender role models • Language and words • Gender based violence • Patriarchy/power • Sexuality • LGBTQI+ <p>Step 3. Preparation Participants, divided in groups, will work on the preparation of a 90 minutes workshop, using non formal education working methods.</p> <p>Step 4. Feedbacks At the end of the preparation it's run a session about feedbacks: this part is shaped to make participants reflect on how to give a positive feedback to the others after the end of the workshop. Indeed, after realizing each</p>

	<p>workshop, extra 30 minutes will be allocated to give feedbacks about the activity organized.</p> <p>The Sandwich Model (Handout below) is presented in plenary and participants can ask questions and clarifications.</p> <p>The main elements that have to be analysed are:</p> <ul style="list-style-type: none"> • Your feelings • Something to improve • Something good. <p>NOTE: the focus is centred on “giving positive feedback”. Please bear in mind that there is no intention to make anyone feeling uncomfortable or hurt. On the contrary, the activity aims to give the chance to think how to find positive words for people we work with and to encourage them to continue working, trying to improve all the time.</p> <p>Every time feedbacks are towards the activity, not personal feedbacks to individual participants are given.</p> <p>At the end of each workshop it will be run the Feedbacks session, consisting in these steps:</p> <ul style="list-style-type: none"> • the workshop’ facilitators and participants will be asked to write on 3 different post-it the 3 elements to evaluate (only one element per post-it) • the workshops facilitators takes the floor and each one makes their own sandwich, evaluating the three elements • some of the participants can also take the floor to comment (facilitators should underline that, if something has been already said, there is no need to repeat, but new elements should be added) • all the post-it will be then collected by the group of facilitators because they will be useful for the upcoming session “TiA Outcomes”. <p>See Handout and the Workshops descriptions below.</p>
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HANDOUT_SANDWICH MODEL



HOW I FEEL



SOMETHING
TO IMPROVE



SOMETHING I
LIKE



HANDOUT_TiA WORKSHOPS

The OUTCOMES you will find in the “Handout_TiA Workshops” comes from the Training in Action – TiA session, where participants received the task to conceive, plan and implement a workshop of 90 minutes.

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

The idea was to afterwards use these workshops once back home, even though not initially forecast as internal follow up, in order to strengthen the raising awareness action on gender-sensitive issues.

For this reason, this session can be considered as an added value to the training outcomes, bringing an extra multiplier effect at local and regional level.

WORKSHOP 1

AIM	To raise awareness on the subject among young people
TOPIC	PATRIARCHY/POWER
SPECIFIC LEARNING OBJECTIVES	To experiment power imbalance
TIME BREAKDOWN	<ul style="list-style-type: none"> • Energizer 15' • Introduction 10' • "A new world" 35' • Debriefing 20' • Conclusion 10'
DESCRIPTION	<p>ENERGIZER Participants stand in the circle and there is a banana called "rabbit". In the first round, everybody has to pass it on their right side, saying something they would do with the banana. Then in the second round, everybody has to pass it on their left side.</p> <p>INTRODUCTION Couples are created and then split to form lines. In turns, each line walk toward the other, stopping in the place they feel comfortable. Then the participants start to walk freely in the space, following different ways of walking.</p> <p>"A NEW WORLD" 1. Participants receive the following explanation: "In this exercise we will all become citizens of a New Planet. On this planet we do one thing all the time – greet each other. We also very seriously follow the laws of the land. Each of you will walk around the room and introduce yourself by name to the others, one by one. Every time you meet someone for a second or third time, you should give them new information about yourself (such as where you live, or what you enjoy doing)."</p> <p>2. All the participants are asked to stand and begin moving around and greeting each other's. While they are doing this, facilitators place the four piles of rights cards on a central table.</p> <p>3. After two minutes, one of the facilitators calls "Stop!" and explains to the participants: "On this planet we have special laws, I will now read the four main pillars of our laws to you:</p> <ul style="list-style-type: none"> • Law One: <i>you have the right to physical safety, which protects you from being physically hurt. Each of you will get this Life Card that represents your right to physical safety.</i> • Law Two: <i>you have the right to respect from others, which protects you from unkind or discriminatory treatment from others. Each of you will get this Life Card that represents your right to respect from others.</i>

	<ul style="list-style-type: none"> • C. Law Three: <i>you have the right to make your own decisions, which protects you from being prevented from having money, property or access to information and resources. Each of you will get this Life Card that represents your right to make your own decisions.</i> • D. Law Four: <i>you have the right to control over your sexuality, which protects you from being forced into marriage, sex, sex work, or any other type of unwanted sexual activity. Each of you will get this Life Card that represents your right to control your sexuality."</i> <p>Participants are asked to come, to collect their cards and to continue greeting each other while holding them.</p> <p>4. While participants continue to greet each other, a facilitator lays out the two piles of Life Cards.</p> <p>5. After two minutes, one of the facilitators calls "Stop!" and explains to the participants: "Our planet now has a new law! The whole population will be divided into two parts. Half of you will become 'Squares' (blue), and the other half will be 'Circles' (pink). Each of you must come up and collect one Life Card and attach it to yourself. Then please continue greeting each other."</p> <p>6. After two minutes, one of the facilitators calls "Stop!" and explains to the participants: "Here on New Planet, times have changed. We now officially declare that Circles have more power than Squares! If I clap my hands while a Circle and a Square are talking to each other, the Circle can take away one of the Square's four Rights Cards. If the Square has no more rights, the Circle can take the Square's Life Card. If a Square loses all their Life Card, they must stand frozen in place for the rest of the game. Even though Squares know these risks, they must continue to greet Circles. You can continue now."</p> <p>7. Every 1-2 minutes one of the facilitators claps the hands. Once a third of the participants are standing frozen, the game is ended by calling, "Stop!"</p> <p>DEBRIEFING Discussion is divided in 3 slots, facts, feelings, thinking and the related questions are following:</p> <p>1. Facts:</p> <ul style="list-style-type: none"> • What happened during the activity? <p>2. Feelings:</p> <ul style="list-style-type: none"> • How did pinks feel removing the rights from blues? • How did blues feels about it? <p>3. Thinking</p> <ul style="list-style-type: none"> • Are these rights equally respected in your community? • Is there any gender-related division above these rights in your community? <p>CONCLUSION At the end of the activity, the facilitator takes five extra minutes to draw the conclusion of the activities, highlighting the main ideas/concepts shared by the group.</p>
MATERIAL	Stickers, pens, banana, flipchart, post-it

WORKSHOP 2

AIM	To raise awareness on the subject among young people
TOPIC	SEXUALITY
SPECIFIC LEARNING OBJECTIVES	<ul style="list-style-type: none"> • To understand the perception of sexuality in the different countries • To identify the problematic that young people's face regarding sexuality
TIME BREAKDOWN	<ul style="list-style-type: none"> • Energizer 15' • Introduction 5' • Brainstorming 10' • Picture explanation 5' • Definition social images and discuss about problematic 40' • Share good practices 10' • Conclusion (themes) 5'
DESCRIPTION	<p>ENERGIZER Participants walk in the space, after a while the facilitator claps the hands and says the shape participants have to take and the number of participants needed to compose the shape (e.g. a triangle with five people). After participants have taken the shape, they have to keep it for few seconds and when the facilitator claps again, they should restart to walk. In the next clap, once again the facilitator says a shape participants have to take and the number of participants needed to compose the shape. The activity continues that way for some minutes.</p> <p>INTRODUCTION The facilitator gives the instruction that 4 sub-groups have to be created.</p> <p>BRAINSTORMING It's then launched in each group a brainstorming on the factors/sources information/influences that young people have in their societies to learn about sex and sexuality. During the brainstorming they have to be listed on a piece of paper.</p> <p>PICTURE EXPLANATION Facilitators have prepared in advance 12 drawings representing different factors/sources influences. Each group receives 3 drawings (if some more appear during the brain storming it can be added (no more than 4xgroup))</p> <ul style="list-style-type: none"> • each group is then asked to discuss on their perception about sex and sexuality and to write a sentence/definition about it in every drawing • then, one person from every group has to read the result to the rest of the groups. <p>DEFINITION SOCIAL IMAGES AND DISCUSS ABOUT THE PROBLEMATICS This session is about the problematic about sex and sexuality for young people's. Thus all the groups are asked to discuss about the problems young peoples of their countries are facing about sex and sexuality, They have to</p>

	<p>list these problems and the to prioritize 3, writing everyone in a different paper. Then one person of the 3 groups read the prioritized problems.</p> <p>SHARE GOOD PRACTICES All the problems prioritized by every group are collected and stuck them to the wall. Participants are asked to stand up and come to read them. They can add post-it with possible activities or good practices to work on these problems.</p> <p>CONCLUSIONS As a general conclusion is forecast a round to share feelings about the topic and the workshop.</p>
MATERIAL	Flipchart, markers, tape, papers

WORKSHOP 3

AIM	To raise awareness on the subject among young people
TOPIC	GENDER-BASED VIOLENCE
SPECIFIC LEARNING OBJECTIVES	<ul style="list-style-type: none"> • To recognize causes of gender based violence in their families/communities • To understand the negative effects of gender based violence • To find solutions of combating gender based violence
TIME BREAKDOWN	<ul style="list-style-type: none"> • Energizer 10' • Brainstorming 20' • Group work 35' • Story presentation 20' • Evaluation 5'
DESCRIPTION	<p>ENERGIZER</p> <p>The energizer starts with the participants in circle and one of the facilitator repeating a verse of the lyrics "Fishers of men". All the group is invited to repeat it. Then the facilitator repeats the same verse but singing this time and the group is asked to sing the same. The activity follows for a while, including all the time a different verse, till the full song is learnt and the group can sing together.</p> <p>BRAINSTORMING</p> <p>The group is divided in four smaller groups, two to discuss about GENDER and two about VIOLENCE. The task is to highlight the most reflected topics and to prepare an interactive presentation to be shared in plenary. The plenary presentation follows.</p> <p>GROUP WORK (story telling)</p> <p>Then the group is divided in three smaller groups, all of them receiving the following tasks:</p> <ul style="list-style-type: none"> • to tell a story about gender and violence they have heard • to identify the causes of the story • to identify effects of the story • to conclude with the key points of the story • to prepare a short theatrical presentation <p>STORY PRESENTATION</p> <p>Then the three groups, one by one, go on the stage and they have to act out the story related to gender based violence they worked on before. The other groups' members can, at the end of the representation, ask questions about the story solution. The activity follows in that way till all the stories are represented and questions and answers covered.</p>

	EVALUATION Participants are back in plenary and in the circle and it's run a short evaluation of the workshops: so each participants is asked to make one phrase about their feeling during the session.
MATERIAL	/

WORKSHOP 4

AIM	To raise awareness on the subject among young people
TOPIC	GENDER ROLE MODELS
SPECIFIC LEARNING OBJECTIVES	<ul style="list-style-type: none"> To identify the different gender role models according to different contexts To analyse how gender role model impacts individuals
TIME BREAKDOWN	<ul style="list-style-type: none"> Energizer (R&J game) 10' Introduction, dividing groups & materials 10' Gender role distribution discussion (task 1) 15'-20' Theatre preparation (task 2) 5' Theatre performances (3'/each group) 15' Reflection, debriefing and conclusion 25'-30'
DESCRIPTION	<p>ENERGIZER</p> <p>Participants are asked to create two lines (each person should have in front another person). Then the facilitator explains that a love competition is starting and that all the people standing in the first row are Romeo, while all the others, in the other row, are Juliet. The two characters can also receive a specific, simple mimic, that participants are asked to repeat all the time the names Romeo or Juliet are called. When the facilitator says "love" from both the rows they have to run in the middle of the workshop room and sit, one on the leg of the other. In each round, the slowest couple is eliminated, till only one couple will remain.</p> <p>INTRODUCTION, DIVIDING GROUPS & MATERIALS</p> <p>The activity is introduced, the sub-groups created and the materials assigned.</p> <p>GENDER ROLE DISTRIBUTION DISCUSSION</p> <p>Each group has to discuss gender role model within a specific, different aspect (each group has a different aspect to be discussed). The different aspects are:</p> <ul style="list-style-type: none"> love/relation family work/money physical appearance/manner <p>THEATRE PREPARATION</p> <p>Five minutes are allocated for each group to prepare a short theatrical sketch to represent the gender role models discussed in relation with their specific sub-aspect.</p>

	<p>THEATRE PERFORMANCES</p> <p>Then the results of the previous discussion have to be presented, using the theatre techniques. One group each time goes to the stage and represents the gender role model/s they have discussed and worked on.</p> <p>REFLECTION, DEBRIEFING AND CONCLUSION</p> <p>It follows a discussion/debriefing where participants will reflect on the theatre representations and on the sharing of the personal stories related to gender role (who wants and who feels it).</p>
MATERIAL	/

LEARNING

TITLE	TiA Outcomes
TOPIC/S	Training in Action outcomes
AIM	To go more in depth on the analysis of the Training in Action and to highlights specific outcomes that could be used for the upcoming steps
TOOL TYPE	Group discussion
DURATION	90 minutes
MATERIAL	Flipcharts, markers, pen, paper A4, post-it, scotch tape
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Read the feedbacks Participants group in the same equip of facilitators of the Training in Action. They take back the post-it with the feedbacks (your feelings - something to improve - something good) given by the participants of their workshop and they have to carefully read all the elements.</p> <p>Step 2. The hat Each group receive a flipchart containing four different elements to evaluate, each one represented by a hat, in different colours. The elements to evaluate are:</p> <ul style="list-style-type: none"> • Logistic • Team work • Learning • Recommendations (in case you will use again the tool, how would you adjust it/what would you change). <p>Each group, should go in the analysis point by point, discuss and fill in the flipchart with the main outcomes and elements appeared in their discussion.</p>

FACILITATION 2

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

HANDOUT_CHARACTERISTICS

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

QUESTIONNAIRE 1

TITLE	The process
TOPIC/S	Questionnaire creation
AIM	To create the questionnaire that will be used in the upcoming step of the project (Activity 3. Meetings with Youth Workers and Organizations)
TOOL TYPE	Work in group and plenary
DURATION	180 minutes
MATERIAL	Flipcharts, markers, pens, paper A4, post-it, scotch tape
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. DEFINE AND DESCRIBE YOUR TARGET GROUP (SOCIAL WORKERS) Participants are divided in national groups and they have to identify the following elements concerning their target groups:</p> <p>General features:</p> <ul style="list-style-type: none"> • Who they work with • Where they work (place/level) • How do they work in the local community (one-on-one, group, how often) • Other <p>Particular features:</p> <ul style="list-style-type: none"> • Age • Studies • Anything relevant (eg. Religion) <p>Step 2. REFLECT ON THE TARGET GROUP'S NEEDS Participants are divided in national groups and they have to identify the following elements concerning their target groups' needs:</p> <p>Education and knowledge</p> <ul style="list-style-type: none"> • Formal • Non formal <p>Pedagogical approach</p> <ul style="list-style-type: none"> • Relation with the group • Tools, methods, etc ... <p>Relation with the local community</p> <ul style="list-style-type: none"> • Is the target group in connection with the local community?

- If no, why?
- If yes, how the target group is in connection with the local community?

Resources

- What are the resources you have at disposal to join the target group (human and economic)?
- What is missed?

Step 3. TRANSFORM THE NEEDS INTO HYPOTESYS

In plenary, the national groups present the different needs highlighted in the previous work. A facilitator takes note on a flipchart of all the elements and when one is repeated, put a cross close to the element. At the end the elements receiving a highest score, are the one selected to be transformed into hypothesis. Than the different hypothesis are correctly phrased (eg. I have the hypothesis that the target group has the need for more non formal education activities).

Step 4. CHOOSE THE COMMON HYPOTESIS

From the previous session facilitators highlighted a certain number of common needs to be translated into hypothesis. These hypothesis were afterwards correctly phrased. Then one main hypothesis has to be chosen by the group members.

Step 5. TRANSFORM HYPOTESYS IN OBJECTIVES

The facilitators present back in plenary the objectives of the questionnaire:

- To determine the level of information the youth/social workers have on particular gender issues
- To determine the needs of youth/social workers, in term of pedagogical approach (tools, methods) related to gender
- To determine the needs of youth/social workers, in relation with the local context.

Participants, divided in mixed groups, receives the set of hypothesis and they have to transform them into objectives.

Step 6. – HOW TO FORMULATE QUESTIONS

Before to start the upcoming work, it's run an exercise to recognize the "wrong" ways to formulate questions in questionnaires. The group is divided in sub-groups (not by nationality this time) and each receives the set of questions The task is to recognize the questions not well phrased and find a way to better phrase them.

Handout below.

HANDOUT_EXERCISE

1. what do you usually use with your target group? a) non formal education b) role play games c) energizers d) power points e) frontal presentations
2. how likely would it be for you to host a training in the near future?
3. How long have you been in your current job? a) 1 – 2 years b) 2 – 5 years c) 5 – 10 years
4. How likely are you to participate in this free of charge, authorized training course?
5. What is your monthly household income? a) below 3.000 \$ b) over 3.000 \$
6. which of this facilitation styles do you consider to be the most effective and the most economical?
7. Do you disagree that the perfect facilitator does not exist? a) agree b) disagree c) I don't know
8. Which NGO are you more likely to work with? a) VPV b) Universitur c) UPA d) Lunaria e) BVBP

QUESTIONNAIRE 2

TITLE	Assessment and fine tuning
TOPIC/S	Questionnaire creation
AIM	To create the questionnaire that will be used in the upcoming step of the project (Activity 3. Meetings with Youth Workers and Organizations)
TOOL TYPE	Work in group and plenary
DURATION	180 minutes
MATERIAL	Flipcharts, markers, pens, paper A4, post-it, scotch tape
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. BRAINSTORMING ON QUESTIONS Participants are divided in mixed groups and, starting from the specific objectives previously identified, it's launched a brain storming on the possible questions to include in the questionnaire.</p> <p>Step 2. SELECT QUESTIONS The different groups present the questions they identified as the most representative for the questionnaire. Then it starts an open discussion in plenary on the questions to be selected and the final ones are identified.</p> <p>NOTE: in case there are similar questions, we suggest the facilitator to merge and rephrase them, in cooperation with the whole group.</p> <p>Step 3. CHOOSE THE FINAL ORDER In plenary, through an open discussion, it's chosen the final order of the questions to be included in the questionnaire.</p>

EVALUATION

TITLE	Spots
TOPIC/S	Final, overall evaluation of the project
AIM	To run the final, overall evaluation of the project, making the analysis of the different main elements (food and lodgement, learning, group dynamics, logistic, pool of trainers)
TOOL TYPE	Artistic and interactive session, individual work
DURATION	90 minutes
MATERIAL	All the material needed to arrange the different spaces and settings (accordingly to the trainers fantasy 😊)
DESCRIPTION	<p>Setting: we need a very big workshop room that can be divided in different spaces or different rooms or spaces outside (if there is a good weather). In case we are going outside, we need to take care that the spaces are separated but not too much distant. Soft music and good decorations are welcomed to create the atmosphere 😊</p> <p>Beginning: one of the facilitator makes a short introduction on the activity' tasks, participants enter the different settings for the evaluation and are invited to discover the surrounding. They can stay as long as they want in each space answering the questions and expressing themselves, they can move and then be back if they want to add something.</p> <p>Space 1 – food and lodgement <u>Instruction:</u> <i>comment with post-it and messages how the accommodation and food was</i> <u>Methodology:</u> drawings representing food and accommodation and post-it to leave comments and feedbacks</p> <p>Space 2 – group dynamics <u>Instruction:</u> <i>use your creativity to comment the group dynamics. You can write a message, use key-word, draw</i> <u>Methodology:</u> on the floor there is a big flipchart (you can glue two or three together), with coloured markers, tempera colour and pens</p> <p>Space 3 – objectives <u>Instruction:</u> <i>draw a face on each section, representing the training specific objectives. More you are satisfied and more the face is with a smile and is closer to the target centre. Less you are satisfied and more the face is serious and closer to the external part of the target</i> <u>Methodology:</u> on a board there is a big flipchart with a target. The target is divided in different areas, accordingly to the specific objectives of the training. On the floor, there are pens and coloured markers to comment</p>

	<p>Space 4 – learning <u>Instruction:</u> go back to the graphic facilitation on the wall representing the activities run during the training and comment, using post-it, your learning in the different sessions <u>Methodology:</u> a chair under the graphic facilitation, with pens and post-it</p> <p>Space 5 – Training in Action <u>Instruction:</u> write a letter to yourselves to comment your experience during the Training in Action. When you finish, please hung the letter on the rope, using a cloth peg <u>Methodology:</u> a rope is in tension between two sides of the room. There are cloth pegs on the rope (as in a laundry) and on a chair, many pieces of paper (A4 cut in half) with pens, to write the letter</p> <p>Space 6 – pool <u>Instruction:</u> write a message, feedback, comment, suggestion you would like to leave to the pool of trainers <u>Methodology:</u> post box on the ground with pieces of paper and pens to write down the comments/feedbacks</p> <p>Space 7 – adjourney <u>Instruction:</u> take back the faces drawn the day one of the training and on the back of the drawing leave a message to the person <u>Methodology:</u> all the drawings realized on the first day during the activity "Draw the face", and pens/coloured markers.</p>
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TITLE	Circle of words
TOPIC/S	Collective evaluation
AIM	To run a collective evaluation in plenary
TOOL TYPE	Evaluation tool
DURATION	/ minutes (the time necessary for each person to share, freely, his/her feelings, impressions, comments and ideas)
MATERIAL	/
DESCRIPTION	<p>Setting: participants are sitting in circle in the workshop room and the facilitator is presenting the activity. Participants have to take the floor one by one and, they have to say "something to themselves" and "something to the group".</p> <p>NOTE: if, when his/her turn to speak arrives, a participants does not feel ready to express, can skip the first round, but then in the second round has to take the floor and express himself/herself.</p>

RESOURCES ON GENDER

BOOKS - NOVELS

André Aciman	"Call me by your name"
Andrew Sean Greer	"Less"
Angela Davis	"Race, Gender, Class"
David Leavitt	"The forgotten language of cranes"
Gayle Rubin	"Traffic in women"
Jeffrey Eugenides	"Middlesex"
Judith Butler	"Gender Troubles"
Joan Scott	"Gender"
Laura Esquivel	"Como agua para chocolate"
Martin Weinberg	"Dual attraction: understanding bisexuality"
Michel Foucault	"History of sexuality"

MOVIES - DOCUMENTARIES

Blue is the warmest colour	SENSE8
Big Mouth (cartoon series)	Sex Education (series)
Call me by your name	The Danish girl (movie)
Carol	The girl train
Desert flower (movie)	The hours (movie)
Gender Revolution (national geographic documentary)	The Handmaid's tale (series)
Girl (Balerina) – transgender	The iron rose
Heeding and angry inch (movie)	Touch me not
Palmeras en la nieve	Trishi
Pamela Palenciano (spanish) no solo duelen los golpes – monologue about gender violence and inequality	Vagina's monologues (pills documentary)
Pose (series)	XXY(Uruguayan or Argentinian)
Queer Britain (BBC documentary)	

OTHER

Knese institute of gender studies	"Ni una menos" feminist movement
Makera university library – Faculty of Gender and woman studies	"Non una di meno" feminist movement

CHAPTER III

INTERNATIONAL TRAINING COURSE ON PEDAGOGICAL APPROACH IN YOUTH WORK



TRAINING AGENDA

MORNING	NAME GAMES Name and dance movement Cowboy GETTING TO KNOW Draw the face Speed Dating EXPECTATIONS-CONTRIBUTIONS The tree TRAINING AGENDA Taking position	MOTIVATION 2 Knifes and glasses TEAM BUILDING 2 Spider Net Touch the sky	PEDAGOGICAL APPROACH 2 Gincana on pedagogical approaches FACILITATION Body, space, emotions	OPEN WORKSHOPS 2 Implementation	POGGIO MIRTETO Photo Rally	TRAINING in ACTION Workshop 1 LGBTQI+ Feedbacks Workshop2 Sexuality Feedbacks	TRAINING in ACTION Workshop 5 Equity - Equality Feedbacks Workshop 6 Gender Based Violence Feedbacks	PEDAGOGICAL APPROACH 4 First drafting WHAT'S THE NEXT Action Plan
AFTERNOON	TEAM BUILDING 1 Flower Garden Social Agreement MOTIVATION 1 Me and facilitation	PEDAGOGICAL APPROACH 1 Snow Ball PARTICIPATION Canadian Box JOB SHADOWING Outcomes	OPEN WORKSHOPS 1 Presentation and preparation	LEARNING Sharing and silent debate Ways of learning	TRAINING in ACTION Preparation	TRAINING in ACTION Workshop 3 Gender Role Models Feedbacks Workshop 4 Stereotypes and prejudices Feedbacks	OUTCOMES Learning and assessment PEDAGOGICAL APPROACH 3 The process	EVALUATION Stations To myself, to the group

NAME GAMES

TITLE	Name and dance movement
TOPIC/S	Getting to know each other and group creation
AIM	To facilitate the participants interaction
TOOL TYPE	Ice breaker/Name game/Mimic
DURATION	15 minutes
MATERIAL	/
DESCRIPTION	<p>Participants are standing in circle and the task is the following: one person starts saying their name and adding a dance movement to represent themselves. Then all the group, in a choral way, repeats the name and the dance movement.</p> <p>The rotation goes clock-wise so the second person says their name and makes a dance movement. The group repeats the name and the dance movement. The activity follows in that way, till everybody has said their name, adding their dance movement.</p>

TITLE	Cowboy
TOPIC/S	Getting to know each other and group creation
AIM	To facilitate the participants interaction
TOOL TYPE	Ice breaker/Name game
DURATION	15 minutes
MATERIAL	/
DESCRIPTION	Participants are standing in circle and the task is the following: one person

	<p>goes to the middle and has to point out one of the participant standing in the circle saying their name.</p> <p>The person called has to crouch down and the two persons on the right and left side have to turn and guess the name of the other. Who guess as a first wins, the one who guess after or that makes a mistake with the name of the other person, goes to the centre to replace the previous person calling the name. In the meantime, the person previously in the middle, join once again the circle.</p> <p>NOTE: the activity has to go with an intensive speed because has the double goal to make participants remembering the names and to get energized. For this reason, the facilitator leading the activity has to keep the energies up and stimulate an active rhythms.</p>
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GETTING TO KNOW

TITLE	Draw the face
TOPIC/S	Getting to know each other and group creation
AIM	To facilitate the participants interaction
TOOL TYPE	Ice breaker/Name game
DURATION	20 minutes
MATERIAL	A4 papers and pens (and possibly with low, lively music as a background)
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Participants stand in the circle and receive an A4 paper and a pen. They have to write on their paper their name and throw the paper in the middle of the circle.</p> <p>Step 2. When the trainer says "go!" they have to go to the centre and pick up a paper with the name of another person, fold it and draw the forehead of this person. Then they have to throw the paper in the middle of the circle.</p> <p>Step 3. When the trainer says "go!" they have to go in the middle and pick up a paper with the name of another person, fold it and draw the eyes and nose of this person. Then they have to throw the paper in the middle of the circle.</p> <p>Step 4. When the trainer says "go!" they have to go in the middle and pick up a paper with the name of another person, fold it and draw the mouth and chin of this person. Then they have to throw the paper in the middle of the circle.</p> <p>Step 5. When the trainer says "go!" they have to go to in the middle and find the paper with their name and with the drawing realized by the other. At the end of the activity all the drawings are presented in plenary and then put on the wall.</p> <p>NOTE: the drawings can be further used in the final evaluation to leave feedbacks/messages to the person who then, will bring the drawing back home.</p>

TITLE	Speed Dating
TOPIC/S	Getting to know each other
AIM	To make participants getting in touch in an interactive way
TOOL TYPE	Getting to know each other's
DURATION	45 minutes – the duration depends on the n. of appointments fixed
MATERIAL	Printed copy of the Handout, pens, clock
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Participants are receiving an A4 paper and a pen. They are asked to draw on the paper a clock with 12 hours, corresponding to the 12 questions of the Handout below (but it's possible to include how many questions as preferred). Participants are asked to take, for each hour, one appointment with another person (no more people in the same meeting are allowed).</p> <p>Step 2. When the facilitator says, for example: "it's 1", all the participants should search for the partner of the appointment scheduled for 1 o'clock. During the appointment with the other person, both the couple members have to answer the question. They can take key words or small notes on the clock' hours, corresponding to the question. Each appointment has a maximum time of 3 minutes. After the time it's over another appointment is called and so on till the end of the appointments.</p> <p>See Handout below.</p>

HANDOUT_SPEED DATING

WHAT ARE YOU DOING AT THE MOMENT? (your job, your studies ...)
WHAT ARE YOUR HOBBIES?
WHAT MAKES YOU LAUGH?
WHAT DO YOU LIKE ABOUT YOURSELF?
WHAT IS YOUR FAVOURITE FOOD? CAN YOU COOK IT?
DO YOU SING KARAOKE? WHAT IS YOUR FAVOURITE SONG? CAN YOU SING IT, OR A PART OF IT, FOR YOUR PARTNER?
WHAT WOULD YOUR IDEAL PARTNER LOOK LIKE? HAVE YOU FOUND ONE?
WHAT GENDER ISSUES CONCERN YOU?
WHAT ARE YOUR EXPERIENCES IN SOCIAL/VOLUNTARY/GENDER-RELATED ACTIVITIES?
WHAT IS YOUR FAVOURITE WAY OF LEARNING AND SHARING KNOWLEDGE?
WHAT IS YOUR MOTTO/SLOGAN/QUOTE OF LIFE?
IF YOU WOULD CHOOSE ONE ITEM/ANIMAL TO REPRESENT YOU, WHAT WOULD IT BE? WHY?

EXPECTATIONS-CONTRIBUTIONS

TITLE	The tree
TOPIC/S	Expectations and contributions sharing
AIM	To share within the group the expectations toward the training, the potential fears and the contributions, in terms of knowledge, knowhow and skills, that participants are thinking to bring
TOOL TYPE	Getting to know each other's and group creation
DURATION	<p>20 minutes: presentation of the activity and first step in filling up the garden</p> <p>NOTE: this activity is conceived as a starting point to reflect on fears, expectations and contribution and it can be afterwards used during the final evaluation. The facilitators can also choose to have it as an introduction for the first day and then to continue at the end of every training day, in order to evaluate the development of the participants' expectation and contributions.</p> <p>Also in this case, at the end of the project, the Tree Model can be used as evaluation tool to analyse the individual process and progress of participants.</p>
MATERIAL	Flipchart, post-it, pens, markers
DESCRIPTION	<p>Setting: it has to be prepared a flipchart where is drawn a tree, with roots, trunk and leafs.</p> <p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Participants receive post-it with different colours:</p> <ul style="list-style-type: none"> • Pink: representing the expectations - to put on the top part of the tree • Green: representing the contributions - to put on the trunk and the leafs • Orange: representing the fears - to put on the roots. <p>Participants are given time to fill in the post-it and to stick them on the flipchart. One element/sentence for each post-it, and it's possible to add as many post-it they want for each category (fears, expectations, contributions).</p> <p>Step 2. After a short break (possibly it can be good to have a coffee break in this moment, for the facilitators to read the post-it and cluster them), facilitators will make in plenary a synthesis of the main elements appeared in each category.</p>

TRAINING AGENDA

TITLE	Taking position
TOPIC/S	Key elements in the training
AIM	To reflect on some key elements in the training course as learning, mistakes, participation, challenge
TOOL TYPE	Moving Debate
DURATION	60 minutes
MATERIAL	Scotch tape, rope, paper, marker
DESCRIPTION	<p>Setting: the facilitator has to draw on the floor, with the rope, a big circle divided in 7 points. In each part there is an A4 paper with written:</p> <ul style="list-style-type: none"> • Yes, totally • Yes • Little yes • Dialectic point • Little no • No • No at all <p>NOTE: while in all the cases “yes” and “no”, and their graduations, participants have simply explained or the “no” or the “yes” elements that lead them to take position, in the case of the dialectic point, which is in the middle of the circle, they have to explain both their yes and their no elements.</p> <p>The activity is organized accordingly to the following steps:</p> <p>Step 1. The activity starts with participants standing in the middle of the circle. The facilitator starts reading the first statement and asks participants to take position in one of the 7 points of the circle. The facilitator asks to people placed in different positions to comment and to explain why they took the position in the space.</p> <p>IMPORTANT RULES:</p> <ul style="list-style-type: none"> • The facilitator should read the statements as much clearly and loudly as possible. Before to ask the group to take a position, the facilitator has to be sure that everybody has understood the statement • After participants have taken a position, they can choose to move and to change idea, if they were convinced by the comments of the others.

	<p>Step 2.</p> <p>At the end of the activity is allocated extra time to underline the key words: "learning", "mistakes", "participation", "challenge" and to make the training agenda presentation. Extra space for questions or clarifications is allocated.</p> <p>See Handout below.</p>
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HANDOUT_TAKING POSITION

**FACILITATORS ARE THE MAIN SOURCE OF
LEARNING**

ERRORS ARE YOUR FRIENDS

**IN A TRAINING LIKE THIS ONE, IT'S COMPULSORY
TO PARTICIPATE**

WE ALWAYS HAVE TO CHALLENGE OURSELVES

TEAM BUILDING 1

TITLE	Flower Garden
TOPIC/S	Getting to know each other and group creation
AIM	To create the group and start the reflection on the internal group dynamics
TOOL TYPE	Groups creation/First steps in group dynamics/Non-verbal communication
DURATION	90 minutes
MATERIAL	Scotch tape
DESCRIPTION	<p>Setting: before to start the activity the workshop room has to be properly arranged in the following way: the scotch tape has to be put on the floor so to create a rectangular pattern. Inside the rectangle, other strips in horizontal and vertical are added (as a chessboard). The distance between the strips has to be the same.</p> <p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Introduction Participants are divided in 2 groups and they receive simultaneously the same task: they have to pass through the garden and arrive to the opposite part of the rectangle. One group is starting from the right side and the other from the left side.</p> <p>NOTE: only facilitators (one per group) have the map and know the path to be followed.</p> <p>RULES FOR THE FLOWER FIELD:</p> <ul style="list-style-type: none"> • It's not possible to talk • No more than one participant can be on the frame delimited by the scotch tape • Participants have to pass in chain hand in hand – the chain cannot be broken • No empty space – when moving from one frame to another, no one can skip any frame that has been touched by the previous participant in the line. <p>Step 2. 1st round Both the groups start without having any time to talk before about the strategy. The two groups start simultaneously, both have to play in silence and each time they step on the wrong place, they start again since the beginning.</p>

	<p>Step 3. 2nd round Before to start the groups are left 60 seconds to discuss and find out their strategy. The two groups start simultaneously, both have to play in silence and each time they step on the wrong place, they start again since the beginning.</p> <p>Step 4. 3rd round Before to start the groups are left 3 minutes to discuss and find out their strategy (they can also find materials to ease the implementation of their strategy). Then the two groups start simultaneously, both have to play in silence and each time they step on the wrong place, they start again since the beginning.</p> <p>Step 5. Debriefing It follows a debriefing focused on: relation within the group members, communication, competition with the other group, cooperation.</p>
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TITLE	Social Agreement
TOPIC/S	How to live and work in group
AIM	To make participants set common agreements on how to live together and how to work together all along the training course
TOOL TYPE	Individual work, work in group and plenary discussion
DURATION	45 minutes
MATERIAL	Post-it, A4 paper, pens, markers, 1 big flipchart
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Introduction One of the facilitators runs a short introduction in plenary on what a "Social Agreement" is.</p> <p>Step 2. Individual work Participants receive a post-it and should think about common rules to live together and common working agreements to be applied for the whole duration of the training.</p> <p>Step 3. Work in group Participants are gathering in different groups (approximately 5) and share the main outcomes, clustering their agreements in three macro categories: "ways of working", "communication", "informal time". Each group can internally choose how to work on that but they all have to create a common list of rules and working agreements.</p>

Step 4. Plenary discussion

The groups are back in plenary and moderated by a facilitator, they present the common list of rules and working agreements they have prepared.

During the presentation the different elements are listed on a flipchart. The aim of the activity is to arrive at the end, using possibly the consensus, to a list of common rules to live together and common working agreements to be applied for the whole duration of the training. The flipchart will remain on the wall for the week and participants/group will have the possibility to propose, on process, adjustments or new elements in the Social Agreement list.

See Handout below.

HANDOUT_SOCIAL AGREEMENT

WHAT

A Social Agreement is a set of agreements that a team makes within itself to describe/guide how the team members will behave and work together

HOW

A Social Agreement is created, enforced and amended by mutual agreement of the team members

WHO

It is essential that:

- The whole team should form the agreement
- Nothing should go to the Social Agreement unless it has a complete agreement from all the group members

MOTIVATION 1

TITLE	Me and facilitation
TOPIC/S	My motivation as facilitator: why we do, reasons behind, relation with ourselves, relation with the others, space perception, roles, styles and approaches
AIM	To reflect on the reasons that stands behind our decision to be facilitators, to better understand our relation with our body, the surrounding space, the other people, our styles and approaches to youth work
TOOL TYPE	Combination of individual/brain work, work with the body, work in couple and in plenary
DURATION	90 minutes
MATERIAL	Music, a big workshop room, papers, pens
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Introduction Participants are outside the workshop room, in silence and facilitators make a short introduction. Then participants are entering the workshop room and start walking in the space. 10 minutes are allocated for this part.</p> <p>Step 2. Self-perception of the body During the free walking in the space, the facilitator gives different inputs on the different body parts to listen and where to keep the focus (feet, legs, spine, head, breathing, rhythm). Then the facilitator asks everybody to find a "place" where they feel comfortable and sit. 10 minutes are allocated for this part.</p> <p>Step 3. Me as facilitator Each person receives a piece of paper with the question (already written), "what does it means to you to be a facilitator?". While thinking and answering the question, participants have to remain in silence and there is some soft music as background. 7 minutes are allocated for this part.</p> <p>Step 4. Meeting with the others Participants are asked to stand up and to keep walking in the space and when they meet someone, keeping the eye contact, they have to say "hello my name is" and then add a soft physical contact. After a while they are asked to find a "place" where they do feel comfortable and sit. 10 minutes are allocated for this part.</p> <p>Step 5. Strengths and weaknesses in facilitation Each person is receiving a piece of paper, divided in two columns, each with</p>

	<p>a different question (already written), "what are the challenges you are facing being a facilitator?", "what are the rewarding aspects of being a facilitator?"</p> <p>While thinking and answering the questions, participants have to remain in silence and there is some soft music as background.</p> <p>7 minutes are allocated for this part.</p> <p>Step 6. Trust and control</p> <p>Participants are asked to stand up and to keep walking in the space and when they meet someone, they can create a couple. Each couple can start to perform "the puppet and the master" (one person is the master and guides the movements of the other, the puppet, who has to follow the inputs. After a while the roles changes and the puppet becomes the master and vice versa).</p> <p>Then the facilitator asks every couple to find a "place" where they feel comfortable and sit.</p> <p>7 minutes are allocated for this part.</p> <p>Step 7. Sharing</p> <p>The members of each couple take some time to share what they felt and the answers to the previous questions ("what does it means to you to be a facilitator?", "what are the challenges you are facing being a facilitator?", "what are the rewarding aspects of being a facilitator?").</p> <p>10 minutes are allocated for this part.</p> <p>Step 8. Debriefing</p> <p>Back in plenary in the big circle, it's run a debriefing divided in two parts, one about feelings and one about the answers given before, individually.</p> <p>Key questions for the debriefing:</p> <ul style="list-style-type: none"> • What did you feel walking in the room alone? • What did you feel when you had eye contact with others and used your voice? • What did you feel performing "the puppet and the master" (both as a puppet and as a master)? • What does it mean to you to be a facilitator? • What are the challenges you are facing being a facilitator? • What are the rewarding aspects of being a facilitator? • Why it is important to reflect on these aspects?
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MOTIVATION 2

TITLE	Knives and glasses
TOPIC/S	Motivation in a group
AIM	To reflect on the importance of promoting and developing motivation within the group of young people we work with, in order to ensure participation and a long lasting involvement. On the contrary of the previous activity "Me and facilitation" focused on ourselves, this one is more focused on the group and the participants needs
TOOL TYPE	Combination of work in group and plenary discussion
DURATION	90 minutes
MATERIAL	10 cups/glasses and 10 knives
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. The group is divided in two sub-groups of equal number, they are assigned with two facilitator (one per group). The facilitator of one group choose a comfortable place where to run the tasks, gives clear instruction on the task (possibly also with drawings), is cooperative, motivates the group and is supportive. The facilitator of the other group chooses a very uncomfortable place to perform the task, does not explain the task, creates confusion, does not show interest toward the group and is not supportive at all. The two groups have the same amount of time (15 minutes) to fulfil the assigned task:</p> <ul style="list-style-type: none"> • You have to create a platform with three glasses and three knives, that holds the fourth glass without touching the floor • The distance between the glasses, part of platform, has to be longer than the length of a knife. <p>NOTE: if a group finishes sooner and is ready for further challenge, the facilitator can ask them to perform an extra task:</p> <ul style="list-style-type: none"> • You have to create a platform with two glasses and four knives, that holds the third glass without touching the floor • The distance between the glasses, part of platform, has to be longer than the length of a knife. <p>Step 2. Back in plenary the two groups, starts a debriefing, structured as follows:</p> <ul style="list-style-type: none"> • What did you observe? – asked to the first group • What did you observe? – asked to the second group • How did you feel? – asked to the first group • How did you feel? – asked to the second group

	<ul style="list-style-type: none">• What do you learn from this activity about the role of facilitators (what facilitators should do and should not do)? – asked to both groups.
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TEAM BUILDING 2

TITLE	Spider Net
TOPIC/S	Communication, cooperation
AIM	To make participants interact in a funny and stimulating way; to encourage the group dynamics analysis; to reflect about the different roles in the group and the importance of communication and cooperation
TOOL TYPE	Team building - Outdoor Activity
DURATION	40 minutes
MATERIAL	Ropes
DESCRIPTION	<p>Setting: two spider nets in rope are built outside. In each spider net there should be enough holes for all the group members. The net should also have one hole more than the number of the participants in each group, to give the group "a choice" to avoid the very difficult holes.</p> <p>All the participants have to cross the spider net, passing through the holes. Each group receives "3 bonuses" and each time they touch the rope they lose one.</p> <p>In the case that the "3 bonuses" are used, the whole group should start again to cross the spider net.</p> <p>NOTE: after a participant crossed, by passing through one hole, it's not possible for the other participants to use it any more. No other equipments are allowed during the activity.</p>

TITLE	Touch the sky
TOPIC/S	Team work, communication, cooperation
AIM	To develop the team work, the interaction and the cooperation
TOOL TYPE	Team work activity

DURATION	60 minutes
MATERIAL	/
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Participants are sitting in a circle in plenary and they receive the following task: they have to find a way "to touch the sky!" Once the task is assigned, trainers move from the room and leave to the group 15 minutes to fulfil alone the task.</p> <p>NOTE: there is not "the perfect way to touch the sky", but it's very important that the entire group will find a collective way, based on consensus, to touch the sky and not as sub-groups or individual persons.</p> <p>Step 2. After the 15 minutes trainers are back in plenary and ask the group to show their way to touch the sky.</p> <p>Step 3. Back in plenary, it follows the debriefing of the two activities "Spider net" and "Touch the sky". Key questions for the debriefing:</p> <ul style="list-style-type: none"> • How did you feel? • What has happened in the Spider Net? – observation and facts • What did you learn from the Spider Net? – interpretation and re-elaboration • What has happened in Touch the sky? – observation and facts • What did you learn from Touch the sky? – interpretation and re-elaboration.

PEDAGOGICAL APPROACH 1

TITLE	Snow Ball
TOPIC/S	Definition of what a "Pedagogical Approach" is for us
AIM	To share ideas and point of views and to define what a "Pedagogical Approach" is for us
TOOL TYPE	Work in groups and presentation in plenary
DURATION	60 minutes
MATERIAL	Post-it, paper, pens, flipcharts and markers
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Each participant receives a post-it and a pen and has to write alone, on the post-it, what a "Pedagogical Approach" is. There are five minutes at disposal.</p> <p>Step 2. Groups of two participants are created. They have to present their two definitions and discuss them, finding common aspects and they have to create one new definition. They have seven minutes at disposal.</p> <p>Step 3. Groups of four participants are created (a group of two is mixed with another group of two). They have to present their two definitions and discuss them, finding common aspects and they have to create one new definition. They have ten minutes at disposal.</p> <p>Step 4. Groups of eight participants are created (a group of four is mixed with another group of four). They have to present their two definitions and discuss them, finding common aspects, and they have to create one new definition. They have fifteen minutes at disposal.</p> <p>Step 5. In plenary the three groups present their definition and if there is still some time at disposal, it's possible to ask the following key questions for the debriefing:</p> <ul style="list-style-type: none"> • How was the process? • Did you cooperate within the group? • Did everybody participate? • Was it hard to find common definitions? <p>See Handouts below with the 3 definitions created by participants.</p>

HANDOUT_SNOW BALL

IT IS A WAY IN WHICH WE FACILITATE A LEARNING PROCESS USING DIFFERENT METHODOLOGIES SUCH AS FORMAL, NON FORMAL AND INFORMAL EDUCATION.

IT IS A COMBINATION BETWEEN THEORETICAL AND PRACTICAL: THE TECHNIQUES, METHODOLOGY AND TOOLS THAT WE DECIDE TO USE IN ORDER TO ENCOURAGE THE LEARNING PROCESS ACCORDING TO PARTICULAR OBJECTIVES, AND TARGET GROUPS (CONSIDERING THEIR CHARACTERISTICS: AGE, CULTURE, BACKGROUND, ETC ...) BY PLANNING, ORGANIZING ACTIVITIES.

"When you see an ICEBERG, you CHOOSE to see what's in the deep, under the level of the sea" – extra explicative comment added by the group, while presenting the definition.

PEDAGOGICAL APPROACH MEANS FACILITATING/TRANSMITTING THE EXCHANGE OF INFORMATION USING APPROPRIATE TOOLS AND THE METHODS, WHILE GIVING AND RECEIVING EVALUATION/FEEDBACK DURING THE ENTIRE PROCESS.

THIS METHOD IS BASED ON THE DIDACTIQUE STEP BY STEP IN ORDER TO GAIN COMPETENCES.

PARTICIPATION

TITLE	Canadian Box
TOPIC/S	Participation
AIM	To reflect on communication and to tackle the issue of participation
TOOL TYPE	Work in group/debate
DURATION	90 minutes
MATERIAL	Handout with questions
DESCRIPTION	<p>Setting: two sub-groups are created and brought in different rooms (it's better to have no more than fourteen people for group, otherwise it can be harder to manage the methodology and it can be less effective and participative). A facilitator/moderator is assigned to each group. The group members are divided in other two smaller groups (with the same number of participants) and two lines are created. Participants are asked to stand in line, one in front of the other.</p> <p>STRUCTURE OF THE ACTIVITY</p> <ol style="list-style-type: none"> 1. Canadian Box 2. Ladder of participation model 3. Positioning and discussion <p>The activity is organized accordingly to the following steps:</p> <p>1. CANADIAN BOX</p> <p>Step 1. First statement The first statement is read: <i>"it's is more important to focus on the goal than on the process"</i></p> <ul style="list-style-type: none"> • Back in group, two minutes for a brainstorming it's left to the two sub-groups in order to find out arguments • Back in line, four minutes for the debate it's allocated • Rule for the debate: the group members of the two groups take the speech when and how they prefer <p>Step 2. Second statement The second statement is read: <i>"the facilitator should be part/outside the group"</i></p> <ul style="list-style-type: none"> • Back in group, two minutes for a brainstorming it's left to the two sub-groups in order to find out arguments • Back in line, four minutes for the debate it's allocated • Rule for the debate: the facilitator decides who speak

Step 3. Third statement

The third statement is read: "*conflicts are negative for the group*"

- Back in group, two minutes for a brainstorming it's left to the two sub-groups in order to find out arguments
- Back in line, four minutes for the debate it's allocated
- Rule for the debate: ping pong (one person from a group takes the floor, then one from the second, then the floor goes back to the first and then to the second ...)

Step 4. Fourth statement

The fourth statement is read: "*equality is unfair*"

- Back in group, two minutes for a brainstorming it's left to the two sub-groups in order to find out arguments
- Back in line, four minutes for the debate it's allocated
- Rule for the debate: ping pong + twenty second speech for each group member

Step 5. Fifth statement

The fifth statement is read: "*if an idea is agreed by the majority of the group, the whole group should follows*"

- Back in group, two minutes for a brainstorming it's left to the two sub-groups in order to find out arguments
- Back in line, four minutes for the debate it's allocated
- Rule for the debate: ping pong + body gestures (while arguing, the person makes a step forward from the line and uses also their body to explain the argument).

Step 6. Debriefing

Back in plenary it starts a debriefing with the following key questions:

- How was the activity for you? (one idea, one sentence, one round)
- We used different rules. How did they influence the communication and the dynamics among the two teams' members?
- Taking the hat of the facilitator, how would you deal with participant's involvement in terms of communication?

2. LADDER OF PARTICIPATION MODEL

It's presented in plenary, the Ladder of Participation Model.

See Handout below.

3. POSITIONING AND DISCUSSION

The different ladders of participation are possibility represented with drawings (use the Graphic Facilitation ☺) and they are distributed in circle, at equal distance one from another. The facilitator reads a statement and participants are invited to take position to the level they consider more linked to the answer. After the positioning, who wants, can take the floor and comment the reason they choose this level in the ladder of participation.

Questioning for the positioning and the debate:

- In this training, what would be the ideal level of participation you want to achieve with the group?
- As participant, which level of participation you feel comfortable with?
- As facilitator, which level you feel comfortable with?
- What was your level of participation in some specific activities (make some examples) during the training?
- Open: reflect on the link between participants and motivation.

HANDOUT_LADDER OF PARTICIPATION

<p>1. INSTRUMENTALIZATION</p> <p>Decisions are based on the interest of few persons (the organizers). Participants might participate in events without being aware of the objectives</p>
<p>2. INSTRUCTION</p> <p>Directive instructions/communication, without further explanations/information, are given</p>
<p>3. INFORMATION</p> <p>Instructions with more information about what happened, why, what will happen, etc ..., are given</p>
<p>4. CONSULTATION</p> <p>Participants are consulted, but have no control over the fact if their point of views are taken into account</p>
<p>5. INVOLVEMENT</p> <p>Participants are asked for advices. Their point of views have influence but they have no control of the decisions and no guarantee to influence the decision making</p>
<p>6. PARTNERSHIP</p> <p>Participants can negotiate with the decision makers. The negotiation includes agreements about roles, responsibilities, and level of control</p>
<p>7. PARTIAL DELEGATION OF POWER</p> <p>Participants can determine particular aspects by themselves</p>
<p>8. DELEGATION OF POWER</p> <p>Target group (participants) determine all the substantial aspects. Other's role is to support, advice, not to decide</p>
<p>9. GROUP OWNED POWER</p> <p>Participants initiate and implement activities by themselves. They make decisions independently and take responsibilities for themselves</p>

JOB SHADOWING

TITLE	Outcomes
TOPIC/S	Main outcomes sharing, for what concerns the youth workers needs of methods and information about gender, extracted from the A 3. Meetings with Youth Workers and Organizations and re-elaborated through the A 4. Job Shadowing
AIM	To share the main outcomes gathered during the A3., processed during the A4. and to set the common ground of knowledge for the upcoming training sessions
TOOL TYPE	Gallery and group discussion
DURATION	90 minutes
MATERIAL	/
DESCRIPTION	<p>Setting: the main outcomes extracted from the A3. Meetings with Youth Workers and Organizations and re-elaborated through the A4. Job Shadowing are, with the support of some of the participants who delivered the questionnaires, shaped with the Graphic Facilitation to organize an interactive gallery.</p> <p>The activity is organized accordingly to the following steps:</p> <p>Step 1. With the support of some of the participants involved in the A3. some flipcharts are prepared to sum up the main information and outcomes. Once the flipcharts are ready, they are put on the wall and participants can mingle around reading the main outcomes and taking notes.</p> <p>Step 2. Back in circle, it starts a discussion where participants can ask further questions or clarifications and they can highlight the results that stroked the most their interest.</p>

PEDAGOGICAL APPROACH 2

TITLE	Gincana on pedagogical approaches
TOPIC/S	Different pedagogical approaches
AIM	To reflect on some pedagogical approaches to acknowledge the potential differences and to get inspired for the upcoming steps consisting in the design of the synthetic draft of the GAGA pedagogical approach
TOOL TYPE	Work in groups and plenary
DURATION	120 minutes
MATERIAL	Flipcharts, markers, post-it, A4, pens
DESCRIPTION	<p>Setting: before to start the activity, facilitators identified three pedagogical approaches to propose to the group. Moreover, logistically, three different spaces would be created and equipped for the Gincana: each space representing a different pedagogical approach (Constructivism, Social-constructivism, Transmission), where one facilitator, using different techniques, has to guide the reflection on the pedagogical approach.</p> <p>The three spaces are:</p> <ul style="list-style-type: none"> • Constructivism: the facilitator works with participants on the preparation of the meal • Social-constructivism: the facilitator lets the group decide the topic to be discussed and the way to discuss it • Transmission: the facilitator runs a frontal presentation and the group has to listen and to take note. <p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Participants are divided in three groups and each has to join a different space/station. A total amount of 30 minutes for each station is allocated. Within the 30 minutes, the first 15 are to practically experiment the pedagogical approach and the remaining 15 to evaluate the strengths and weakness of the approach. At the end of the 30 minutes, the groups rotate clock-wise so that, for the end of the workshop, all the groups would have experimented the different pedagogical approaches.</p> <p>Step 2. At the end of the activity participants are back in plenary for the final discussion/conclusion that will consist in:</p> <ul style="list-style-type: none"> • Synthetic presentation of the main outcomes included in the three

	<p>flipcharts and highlighting strengths and weaknesses of each pedagogical approach</p> <ul style="list-style-type: none"> • More detailed presentation of the three pedagogical approaches (constructivism, social-constructivism, transmission) • Short conclusion: it's important to underline that these three approaches are not the only ones existing. On the contrary there are many more but the idea is to activate the reflection and to be inspired for the upcoming steps. <p>See Handouts below.</p>
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HANDOUT_PEDAGOGICAL APPROACHES

CONSTRUCTIVISM

1. TEACHER IS A GUIDE/ACCOMPANYING PERSON FOR THE LEARNER
2. INITIALLY THE TEACHER HAS CONTROL ON THE KNOWLEDGE, BUT THEN HE/SHE SHARES IT WITH THE PERSON/GROUP
3. MISTAKES ARE A SOURCE OF LEARNING
4. WE LEARN AS INDIVIDUALS AND AS GROUP MEMBERS
5. EVALUATION IS CRUCIAL AND HAS TO BE RUN ALL ALONG THE PROCESS, AS EVALUATION IS ALSO STRUCTURED
6. KNOWLEDGE IS BASED ON PRACTICE/LEARNING BY DOING
7. LEARNING OBJECTIVES ARE BUILT UP TOGETHER
8. THERE IS COOPERATION IN THE LEARNING BY DOING, EVEN THOUGH "I TEACH YOU HOW TO COOK", "I TEACH YOU HOW TO DANCE"

SOCIAL – CONSTRUCTIVISM

1. NO ONE KNOWS = EVERY BODY KNOWS
2. FACILITATOR DOES NOT CONTROL THE KNOWLEDGE SHARED
3. MISTAKES DO NOT EXIST, WE SIMPLY HAVE DIFFERENT OPINIONS
4. YOU CANNOT LEARN IF YOU ARE NOT IN A GROUP
5. EVALUATION IS NOT STRUCTURED
6. KNOWLEDGE COMES FROM THE PARTICIPANTS/GROUP
7. LEARNING OBJECTIVES ARE CHOSEN BY THE GROUP, AS WELL AS THE SUBJECT TO BE DISCUSSED AND THE WAY TO DO THAT

TRANSMISSION

1. AUTHORITY OF THE TEACHER (ASSUMPTION THAT THE LEARNER DOES NOT KNOW)
2. THE TEACHER HAS THE TOTAL CONTROL OF THE KNOWLEDGE
3. STUDENTS/LEARNERS ARE SANCTIONED IF THEY MAKE MISTAKES
4. THE STUDENT/LEARNER IS ALONE IN THE LEARNING PROCESS
5. EVALUATION = EXAM/MARK = CONTROL OF WHAT THE STUDENT/LEARNER HAS LEARNT
6. YOU LEARN ONLY THEORETICAL (COLD) KNOWLEDGE AND NOT A PRACTICAL ONE
7. THE LEARNING OBJECTIVES ARE CHOSEN BY THE TEACHER AND THE INSTITUTIONS
8. THERE IS A FRONTAL WAY TO TRANSMIT THE KNOWLEDGE AND WITH LOTS OF INFORMATION

HANDOUT_PEDAGOGICAL APPROACHES EVALUATION

CONSTRUCTIVISM	
STRENGTHS	WEAKNESSES

SOCIAL - CONSTRUCTIVISM	
STRENGTHS	WEAKNESSES

TRANSMISSION	
STRENGTHS	WEAKNESSES

FACILITATION

TITLE	Body, space, emotions
TOPIC/S	Body, space, emotions perception and self-awareness
AIM	To encourage a reflection about the importance of developing the self-awareness and the self-perception of the body, of the space and of the emotions
TOOL TYPE	Work on the body, space, emotions and group discussion
DURATION	80 minutes
MATERIAL	A big workshop room (or a big space outside, if the workshop room is not available)
DESCRIPTION	<p>Introduction: participants have to gather in front of the workshop room and then they have to enter one by one.</p> <p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Body, speed and space Participants are entering one by one and one of the facilitator asks them, with a soft voice, to keep walking in the space, giving also different indications, such as:</p> <ul style="list-style-type: none"> • Keep attention to your feet, knees, legs, spine • Keep attention to the different speeds you have while walking • Try to use, during the walk, all the space at disposal, like the lower, the medium and the higher space surrounding you <p>Step 2. Emotions Participants are still walking in the space and the facilitator asks them to keep attention to their feelings and emotions, then the activity follows in four steps:</p> <ul style="list-style-type: none"> • Now participants have to walk in a neutral position and all the time the facilitator will say an emotion (like happiness, sadness, anger, joy ...), participants have to keep this emotion till the moment the facilitator will clap the hands and they have to be back to the neutral position, still walking in the space • Now participants have to walk in a neutral position and all the time the facilitator will say an emotion, will also add the level of intensity of the emotion from 0 to 5 (where 0 corresponds to the lower intensity and 5 to the highest intensity). Participants have to keep this emotion till the moment the facilitator will clap the hands and they have to be back to the neutral position, still walking in the space • Now participants have to walk in a neutral position and all the time the facilitator will say an emotion, will also add the number of people that have to gather and, all together, they have to create a statue

	<p>representing this emotion. Participants have to keep this emotion till the moment the facilitator will clap the hands and they have to be back to the neutral position, still walking in the space</p> <ul style="list-style-type: none"> • Now participants have to walk in a neutral position and all the time the facilitator will say an emotion, will also add the number of people that have to gather and, all together, they have to create a statue representing this emotion. In the same time the facilitator adds also the level of intensity of the emotion from 0 to 5 (where 0 corresponds to the lower intensity and 5 to the highest intensity). Participants have to keep this emotion till the moment the facilitator will clap the hands and they have to be back to the neutral position, still walking in the space <p>Step 3. The socks Now the group is divided in three sub-groups and the clowning technique "The socks" is explained. Each group will receive two emotions (normally one positive and one negative). They have to enter the workshop room, in physical contact (one touching the other) and, changing their position (without losing the physical contact), they have to make this emotion growing till its climax, arriving in front of the other groups, that are now the spectators. In this moment, they have to stop all together and keep the neutral position. Then, still keeping the physical contact, they have to start the opposite emotion, starting once again, from the lower intensity, making it growing while moving backwards and still keeping the physical contact.</p> <p>Step 4. Theatre machine If there is still some time left, it's possible to add, as a collective closure, the "theatre machine". Here the first person goes to the middle of the workshop room, stops, repeating mechanically the same sound and gesture. Then the second person arrives in the middle of the workshop room, stops closer to the first person, repeating mechanically another sound and gesture. The activity follows in that way till every person is on the stage, repeating their sound and gesture and it's created a big machine with different movements and sounds.</p> <p>Step 5. Debriefing Participants are back in plenary and starts a debriefing focused on:</p> <ul style="list-style-type: none"> • Re-cup of all the activity steps • Feelings during the different steps • Thinking as facilitator: analysis of the techniques, strengths and weakness and possible adaptation.
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OPEN WORKSHOPS 1

TITLE	Presentation and preparation
TOPIC/S	Interactive methods within non formal education to run a workshop
AIM	To make participants practicing how to conceive and organize a workshop 45 minutes long. This activity is preparatory for the upcoming one Training in Action, conceived to have the groups creating the six workshops that will be incorporated in the final Handbook
TOOL TYPE	Work in groups
DURATION	180 minutes
MATERIAL	Flipcharts, markers, pen, paper A4, scissor, glue, post-it, scotch tape and any other material that participants will need to prepare the workshop
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Group division Six groups are created and receive the following task: they have to create a workshop 45 minutes long. The workshop can be about the subject they want but each group need to pick up from the hat a paper where there will be the two techniques combined and that have to be used during the workshop. Below the list of the different techniques (then facilitators can choose the combinations they prefer):</p> <ul style="list-style-type: none"> • Competition • Cooperation • Small groups • Individual work • Physical contact • Role play • Acting out • Story telling • Graphic/visual • Non verbal • Dancing <p>NOTE: during the group division it's important to ask flexibility in order to try to have groups balanced by size, gender and nationality.</p> <p>Step 2. Preparation Participants, divided in groups, will work on the preparation of a short workshop of 45 minutes (a maximum of 60 can be accepted), using the non formal education working methods picked up. They have to design the workshop, choose the space, divide tasks and responsibilities, be in charge for materials and logistics and make a rehearse of the workshop before to deliver it.</p>

OPEN WORKSHOPS 2

TITLE	Implementation
TOPIC/S	Interactive methods within non formal education to run a workshop
AIM	To make participants practicing how to implement a workshop 45 minutes long. This activity is preparatory for the upcoming one Training in Action
TOOL TYPE	Work in groups
DURATION	270 minutes
MATERIAL	Flipcharts, markers, pen, A4 paper, scissor, glue, post-it, scotch tape and any other material that participants will need to prepare the workshop
DESCRIPTION	<p>The six groups run their workshops, every time a group is delivering, the members of the remaining five groups participate in the workshop.</p> <p>Tips for the rotation while delivering the workshop:</p> <ul style="list-style-type: none"> • group A → group B + group C + group D + group E + group F • group B → group A + group C + group D + group E + group F • group C → group A + group B + group D + group E + group F • group D → group A + group B + group C + group E + group F • group E → group A + group B + group C + group D + group F • group F → group A + group B + group C + group D + group E

LEARNING

TITLE	Sharing and silent debate
TOPIC/S	Evaluation of the interactive methods within non formal education applied to run the six workshops
AIM	To make participants run the evaluation of the experience, making an overall analysis on the following aspects: work in team, facilitation, strengths and weaknesses of the tools, possible adjustments
TOOL TYPE	Work in groups
DURATION	75 minutes
MATERIAL	Flipcharts, markers, pen, post-it, A4 paper
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Group discussion in plenary In plenary a discussion it's launched, participants are asked to comment and answer the following key questions (to be asked one by one otherwise confusion can be generated):</p> <ul style="list-style-type: none"> • How was to prepare the activity? • How was to deliver the activity? <p>Step 2. Silent debate Setting: for each one of the techniques used (Competition, Cooperation, Small groups, Individual work, Physical contact, Role play, Acting out, Storytelling, Graphic/visual, Non verbal, Dancing), it's left a flipchart on the floor. Participants have 30 minutes to visit the different flipcharts/techniques, commenting the key questions included in each flipchart. All the work has to be run at individual level, in complete silence, using the technique of the Silent Debate.</p> <p>Step 3. Conclusions Back in plenary, extra time it's left to allow participants to share the last comments and feedbacks.</p> <p>See Handout below.</p>

HANDOUT_SILENT DEBATE

NAME OF THE TECHNIQUE TO EVALUATE/ANALYSE	
STRENGTHS	WEAKNESSES
WHEN TO USE THIS TECHNIQUE?	
TIPS TO RUN THE ACTIVITY	
FOR WHICH TARGET GROUP THIS TECHNIQUE COULD BE MORE EFFECTIVE?	

TITLE	Ways of learning
TOPIC/S	Different ways of learning
AIM	To experiment and reflect on different ways of learning
TOOL TYPE	Work in groups, presentation in plenary and discussion
DURATION	90 minutes
MATERIAL	Flipcharts, markers, pen, post-it, A4 paper
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Four sub-groups are created, each one receives a different way of learning. Below the list of the ways of learning proposed for this activity:</p> <ul style="list-style-type: none"> • Visual • Listening based • Kinetic • Analytical <p>Step 2. In each group it has to be run the analysis and the discussion on the learning characteristics (within this way of learning) and on the techniques that can help participants, with a preponderance of this way of learning, to learn the most.</p> <p>Step 3. Each group has to prepare a short presentation of the main outcomes of the discussion, simulating that the participants (from the other three groups) belong to the group with a preponderance of the way of learning they have worked on. E.g. the group presenting the "visual", should organize the presentation as if the audience preponderance is mainly visual and thus should use visual techniques. The different presentations are run.</p> <p>Step 4. In plenary it's run a debriefing where participants are encouraged to share their comments and feedbacks. At the end facilitators should have a short conclusion, underlying that these four typologies are not the only ones existing. On the contrary there are more, but the idea is not to discover them all, but mainly to activate the reflection and to be inspired for the upcoming steps.</p>

TRAINING IN ACTION

TITLE	Preparation
TOPIC/S	Interactive methods within non formal education to run a workshop
AIM	To make participants practicing how to conceive, organize and implement a workshop of 90 minutes. This session it's extremely crucial, because participants will create, implement and asses the 6 workshops that will be afterwards used and tested during the Activity 6. Local Trainings and the Activity 7. Local Workshops. These workshops, after the final testing and assessment became part of the final Handbook of the project.
TOOL TYPE	Work in groups
DURATION	180 minutes
MATERIAL	Flipcharts, markers, pen, paper A4, scissor, glue, post-it, scotch tape and any other material that participants might need to prepare the workshop
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Group division Four groups are created and receive the following task: they have to create a workshop 90 minutes long, to raise awareness on gender-sensitive issues. This workshop will be afterwards used and tested during the Activity 6. Local Trainings and the Activity 7. Local Workshops.</p> <p>IMPORTANT: it should be underlined that the group composition is based on the following aspects:</p> <ul style="list-style-type: none"> • Intercultural perspective • Different experiences/knowledge • Expertise in the subject/gender topic • Expertise in the methods/tools <p>Step 2. Sub-topic selection Each group should appoint a member that joins the centre of the workshop room where there are different cups, each one containing a different subject. When the facilitator will say "go" each group member will pick up, simultaneously, the topic/subject of the workshop.</p> <p>IMPORTANT: the different subjects you will find listed below are based on the results of the Activity 3. Meetings with Youth Workers and NGOs and are responding to the main needs (in terms of tools to develop to raise awareness on gender-sensitive issues) highlighted in the questionnaires, by the youth workers in all the involved countries.</p> <p>List of subjects:</p> <ul style="list-style-type: none"> • Stereotypes and prejudices

- Gender role models
- Sexuality
- Gender equality/gender equity
- Gender based violence
- LGBTQI+

Step 3. Preparation

Participants, divided in groups, will work on the preparation of a short workshop of 90 minutes, using non formal education working methods.

To each group will be assigned a facilitator, that will join the group and will give the following tasks to be run in chronological order, during the workshop preparation:

- Internal sharing: who we are
- Internal sharing: how we feel comfortable to work in team
- Role and responsibilities: appointment of different group members that will be more focused on time management, learning objectives, group dynamics/atmosphere
- Definition of the workshop specific learning objectives
- Workshop preparation: definition of tools and methods, space identification, tasks and responsibilities division, materials and logistics, rehearsal of the workshop before to deliver it
- Fill in the toolkit (**See Handout below**).

Step 4. Feedbacks

At the end of the preparation it's run a session about feedbacks: this part is shaped to make participants reflect on how to give a positive feedback to the others after the end of the workshop. Indeed, after realizing each workshop, extra 30 minutes will be allocated to give feedbacks about the activity organized.

The Sandwich Model (**See Handout below**) is presented in plenary and participants can ask questions and clarifications.

The main elements that have to be analysed are:

- **Your feelings**
- **Something to improve**
- **Something good**

At the end of each workshop it will be run the Feedbacks session and the workshop' participants will be asked to write on 3 different post-it the 3 elements to evaluate and then they can also take the floor to comment. All the post-it will be then collected by the group of facilitators because they will be useful for the upcoming session "Learning and assessment".

NOTE: the focus is centred on "giving positive feedback". Facilitators have to underline that there is no intention to make anyone feeling uncomfortable or hurt. On the contrary, the activity aims to give the chance to think how to find positive words for people we work with and encourage them to continue working and trying to improve all the time.

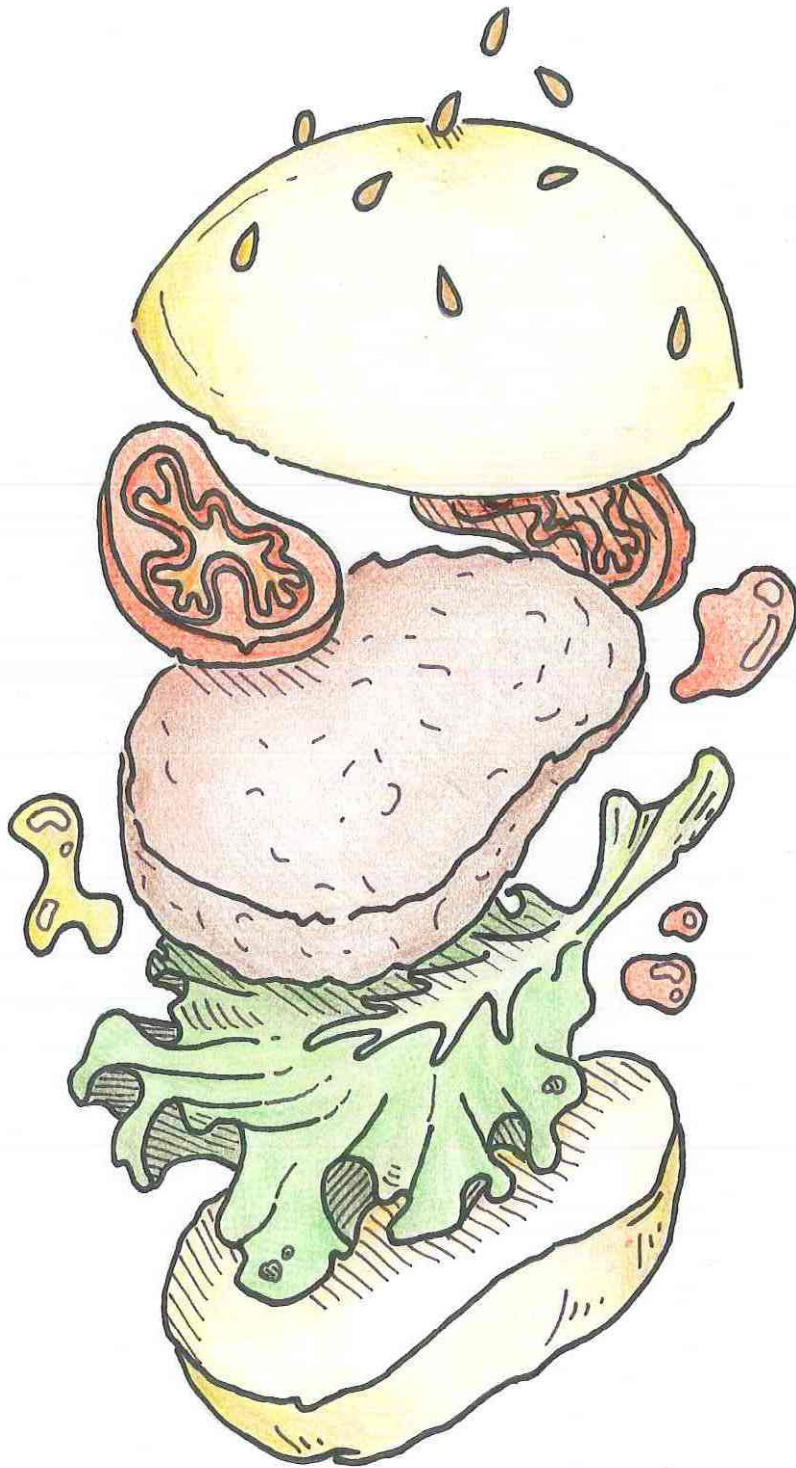
Every time feedbacks are towards the activity, not personal feedbacks to individual participants are given.

The six workshops elaborated by the participants are not in this Toolkit because they are part of the HANDBOOK of the project. . You can consult this publication, on the Lunaria's website: <https://www.lunaria.org/gaga-ka2-gender/>, to find the detailed description.

HANDOUT_BLANKED TOOLKIT

AIM	To raise awareness on gender-sensitive issues
TARGET GROUP	Young people
TOPIC	
TITLE	
SPECIFIC LEARNING OBJECTIVES	
ACTIVITY DESCRIPTION and TIME BREAKDOWN	
TASKS DISTRIBUTION	
MATERIAL	

HANDOUT_SANDWICH MODEL



HOW I FEEL



SOMETHING
TO IMPROVE



SOMETHING I
LIKE



OUTCOMES

TITLE	Learning and assessment
TOPIC/S	Training in Action outcomes
AIM	To go more in depth on the analysis of the Training in Action and to highlight specific outcomes that could be used for the upcoming steps
TOOL TYPE	Group discussion
DURATION	90 minutes
MATERIAL	Flipcharts, markers, pen, paper A4, post-it, scotch tape
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Read the feedbacks Participants group in the same equip of facilitators of the Training in Action. They take back the post-it with the feedbacks (your feelings - something to improve - something good) given by the participants of their workshop and they have to carefully read all the elements.</p> <p>Step 2. The hat Each group receive a flipchart containing two different elements to evaluate:</p> <ul style="list-style-type: none"> • Team work • Adaptation/modification/tips for a future use of the tool <p>Each group, should go point by point, discuss and fill in the flipchart with the main outcomes and elements appeared in their discussion.</p>

PEDAGOGICAL APPROACH 3

TITLE	The process
TOPIC/S	GAGA Pedagogical Approach
AIM	To build up the first draft of a synthetic vision of the global pedagogical approach of GAGA.
TOOL TYPE	Plenary presentation and discussion, and work in groups
DURATION	180 minutes
MATERIAL	Flipcharts, markers, post-it, scotch paper
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. General Presentation Facilitators introduce the different steps in the work participants will be asked to perform.</p> <p>Step 2. Objectives Presentation Facilitators introduce the specific objectives of this session, which are:</p> <ul style="list-style-type: none"> to build up the first draft of a synthetic vision of the global pedagogical approach of GAGA. It has to be remarked that the Pedagogical Approach should include the guiding principles in the way of using the tools and methods created during the Training in Action, to raise youth awareness on gender sensitive issues at global level to experiment some techniques of collective decision making process. <p>Step 3. Agreement VS Consensus Participants are now asked to define the group specific objectives in the way to structure the Index (with the macro subjects to be tackled) of the GAGA Pedagogical Approach. Here the idea of Agreement is also introduced: this work is not going to be on the consensus, where everyone is satisfied, but on the agreement, where no one remains un-satisfied and no one disagrees.</p> <p>Step 4. Candidates election Facilitators explain that within the process it's necessary to appoint the Scribs that will support the fine tuning of the Index. It is not possible to stand for the Scribs' position but it should be the group, with a general agreement, proposing the name of two group members (that have to be identified accordingly to their capacity to mediate the different positions and to sum up). Once the names are proposed, the two candidates can accept the appointment or not. In case they are not accepting, other two names have to be proposed, in case they are accepting, they are appointed for the</p>

	<p>task.</p> <p>Step 5. Implementation</p> <p>Step 5.1: in plenary it starts a brainstorming on the possible subjects to include in the Index.</p> <p>Step 5.2: sub-groups are created and each group will create an Index proposal, including the subjects proposed during the brainstorming.</p> <p>Step 5.3: the different proposals are passed to the two Scribes, who have the task to merge them, trying to create one Index, including the most recurrent proposals.</p> <p>Step 5.4: the Index proposal (done by the Scribes) is presented in plenary. It's left extra time for questions and then the group can agree to adopt it or not. If all the group agree, the Index is accepted. In case one or more members of the group disagree, they have to explain why, the Scribes take note, try to integrate the proposals in a new Index that is presented in plenary. The activity follows in that way, till all the group members agree on the Index.</p>
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PEDAGOGICAL APPROACH 4

TITLE	First drafting
TOPIC/S	GAGA Pedagogical Approach
AIM	To build up the first draft of a synthetic vision of the global pedagogical approach of GAGA.
TOOL TYPE	Work in group, plenary presentation and discussion
DURATION	180 minutes
MATERIAL	Flipcharts, markers, post-it, scotch paper
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. The activity "The process" ended with the creation of the final Index, proposed by the Scribes and approved with the general agreement of all the group members. Now different sub-groups are created, each one taking charge of a different section of the Index.</p> <p>Below the list:</p> <ul style="list-style-type: none"> • think global, act local (intercultural perspective) • what a pedagogical approach is for us • group – principles • group – tips • facilitator – principles • facilitator – tips • learning – principles • learning – tips <p>The different groups start to work on their thematic section.</p> <p>Step 2. After the first 45 minutes, the groups rotate, clock-wise, so that each group will have a look of the work done by the previous one on a different thematic subject and will continue the work on that part.</p> <p>Step 3. After the second 45 minutes, the groups rotate, clock-wise, so that each group will have a look of the work done by the previous one on a different thematic subject and will continue the work on that part.</p> <p>IMPORTANT: when the groups are rotating and start the work on the next thematic section, it's important to underline that they should not change the</p>

	<p>work already done by the previous group or to invalidate it. On the contrary they can further develop or propose small adjustments adding a post-it.</p> <p>The pedagogical approach elaborated by the participants is not in this Toolkit because it is part of the HANDBOOK of the project. You can consult this publication, on the Lunaria's website: https://www.lunaria.org/gaga-ka2-gender/, to find the detailed description.</p>
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WHAT'S THE NEXT

TITLE	Action Plan
TOPIC/S	Next steps in GAGA project
AIM	To reflect on what participants have learned during the training and to brainstorm on what they can do in the next steps of the project at the local level (A6 and A7).
TOOL TYPE	Individual reflection, group discussion
DURATION	60 minutes
MATERIAL	Papers, flip chart, scissors, pens and colour pens, strings
DESCRIPTION	<p>The activity is organized accordingly to the following steps:</p> <p>Step 1. Individual reflection Participants work individually to reflect on what they have learned during the training and brainstorm on all the ideas of activities they want to do during A6 and A7. They can write down each idea on a small sticky note. 10 minutes for this step.</p> <p>Step 2. Discussion in group of participants from the same country Participants gather together with others from the same country to share the ideas and see if and how they can work together to realize their ideas. 25 minutes for this step.</p> <p>Step 3. Discussion in group of participants from the same continent Participants gather together with others from the same continent to share ideas and see if they can learn from each other's ideas and if they can cooperate to a certain extent. 15 minutes for this step.</p> <p>Step 4. Global picture Participants gather in the big group, putting their ideas of action on a big map on a flip chart, according to their country. Similar ideas of activities, target groups or techniques used will be connected by a string (or colour lines). This is done in order to have a global picture of possible actions that participants will organize during A6 and A7 and the connection between them. 10 minutes for this step.</p>

EVALUATION

TITLE	Stations
TOPIC/S	Final, overall evaluation of the project
AIM	To run the final, overall evaluation of the project, running the analysis of the different main elements (food and lodgement, learning, group dynamics, logistic, pool of trainers)
TOOL TYPE	Artistic and interactive session, individual work
DURATION	90 minutes
MATERIAL	All the material needed to arrange the different spaces and settings (accordingly to the trainers fantasy 😊)
DESCRIPTION	<p>Setting: we need or a very big workshop room that can be divided in different spaces or different rooms or spaces outside (if there is a good weather). In case we are going outside, we need to take care that the spaces are separated but not too much distant. Soft music and good decorations are welcomed to create the atmosphere 😊</p> <p>Beginning: one of the facilitators makes a short introduction on the activity' tasks, participants enter the different settings for the evaluation and they are invited to discover the surrounding. They can stay as long as they want in each space answering the questions and expressing themselves, they can move and then be back if they want to add something.</p> <p>Space 1 – food and lodgement <u>Instruction:</u> <i>comment with post-it and messages how the accommodation and food was</i> <u>Methodology:</u> drawings representing food and accommodation and post-it to leave comments and feedbacks</p> <p>Space 2 – group dynamics <u>Instruction:</u> <i>use your creativity to comment the group dynamics. You can write a message, use key-word, draw</i> <u>Methodology:</u> on the floor there is a big flipchart (you can glue two or three together), with coloured markers, tempera colour and pens</p> <p>Space 3 – objectives <u>Instruction:</u> <i>draw a face on each section, representing the training specific objectives. More you are satisfied and more the face is with a smile and is closer to the target centre. Less you are satisfied and more the face is serious and closer to the external part of the target</i> <u>Methodology:</u> on a board there is a big flipchart with a target. The target is divided in different areas, accordingly to the specific objectives of the training. On the floor, there are pens and coloured markers to comment</p>

	<p>Space 4 – contents <u>Instruction:</u> <i>using post-it, rate your level of satisfaction concerning the contents tackled</i> <u>Methodology:</u> a long strip is on the floor, on the two extremes there are two A4 papers, one with a plus and one with a minus. In the middle of the strip, post-it, small piece of paper and pens to write comments</p> <p>Space 5 – methodology <u>Instruction:</u> <i>inflate the balloon! More you are satisfied concerning the methodologies used and more you have to inflate. Less you are satisfied, less the balloon is inflated. Then leave on your balloon a post-it with comments</i> <u>Methodology:</u> two chairs with a rope in between, where the balloon can be stacked, after being inflated. On the chairs, post-it, pens and balloons</p> <p>Space 6 – learning <u>Instruction:</u> <i>go back to the graphic facilitation on the wall representing the activities run during the training and comment, using post-it, your learning in the different sessions</i> <u>Methodology:</u> a chair under the graphic facilitation, with pens and post-it</p> <p>Space 7 – training in action <u>Instruction:</u> <i>write a letter to yourselves to comment your experience during the Training in Action. When you finish, please hung the letter on the rope, using a cloth peg</i> <u>Methodology:</u> a rope is in tension between two sides of the room. There are cloth pegs on the rope (as in a laundry) and on a chair, many pieces of paper (A4 cut in half) with pens, to write the letter</p> <p>Space 8 – pool <u>Instruction:</u> <i>write a message, feedback, comment, suggestion you would like to leave to the pool (kitchen, facilitators, logistic)</i> <u>Methodology:</u> post box on the ground with pieces of paper and pens to write down the comments/feedbacks</p> <p>Space 9 – photomaton <u>Instruction:</u> <i>write on the A4 a key word representing the training, take a costume and go behind the curtain, dressed up</i> <u>Methodology:</u> a small table with the A4 papers and coloured markers. A wardrobe with the costumes. Behind the curtain there is one of the facilitators with the camera taking picture of the participants (one by one), costumed and with their key word</p> <p>Space 10 – adjourney <u>Instruction:</u> <i>write on a piece of paper your best moment during the training. Then fold it and leave it in the box</i> <u>Methodology:</u> a box surrounded by small pieces of paper and pens/coloured markers.</p>
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TITLE	To myself, to the group
TOPIC/S	Collective evaluation
AIM	To run a collective evaluation in plenary
TOOL TYPE	Evaluation tool
DURATION	/ minutes (the time necessary for each person to share, freely, his/her feelings, impressions, comments and ideas)
MATERIAL	/
DESCRIPTION	<p>Setting: participants are sitting in circle in the workshop room and the facilitator is presenting the activity. Participants have to take the floor one by one and they have to say "something to themselves" and "something to the group".</p> <p>NOTE: if, when his/her turn to speak arrives, a participant does not feel ready to express, can skip the first round, but then in the second round has to take the floor and express himself/herself.</p> <p>At the end of the round, one of the facilitator brings in the middle of the circle the box (used in the previous activity in the Space 10 – adjourney). Each participants, one by one, has to go to the centre, then to take a message where is written the best moment during the training (wrote by someone else), reading it in front of the group and bring it back home.</p>

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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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G.A.G.A.

**GLOBAL ACTION FOR
GENDER AWARENESS**

TOOLKIT OF THE PROJECT

**TOOLS AND METHODS FROM
THE INTERNATIONAL
TRAINING COURSES**

**NOVEMBER 2018
OCTOBER 2020**



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