PHOENIX

Youth Work for Gender Awareness in the Euro-Mediterranean Context

TOOLKIT ITC1

AND

DIAGNOSTIC QUESTIONNAIRE

ITC 1: Questionnaire for the diagnostic and Toolkit 1 with the collection of the workshops delivered to participants during the training

PHOENIX

INDEX

CHAPTER I - INTRODUCTION

PROJECT SUMMARY

PHOENIX is a KA2 - Capacity building in the field of youth, implemented with the support of Erasmus+ program.

The project aims to enhance gender equity and young women empowerment by providing youth workers, peer educators, local organizations and international NGOs, in EU and Mediterranean countries, with new tools and methods, training modules and pedagogical approaches to raise youth awareness on gender-sensitive issues, both within the local communities and at international level.

Therefore, the project answers to the specific objective of the call: anti-discrimination and gender equality.

The work plan is designed to logically and efficiently reach the project' objectives and to deliver the expected outcomes and results.
The work plan includes the following working packages:

- WP1: project management and coordination
- WP2: research – needs assessment
- WP3: mobility preparation and implementation
- WP4: organization of workshops
- WP5: communication and dissemination.

The consortium members are: LUNARIA – Italy, OTRA ESCUELA – Spain, AGDZ VOLUNTEERS WITHOUT BORDERS – Morocco and JORDAN YOUTH INNOVATION FORUM – Jordan.

BACKGROUND

Lunaria launched in 2012 a long term strategy aimed to promote gender equality through youth work, within a European and worldwide perspective.
The actors, target groups and beneficiaries of the process were and are young people, youth-social workers, local organizations and NGOs.

This work has brought the organization to explore different sensitive issues within the big umbrella of "gender", as for example gender-based stereotypes, gender role models, gender-based discrimination, hate speech toward individuals and LGBTQI+ communities, gender-based violence and women empowerment.

Within this strategy, were already implemented different projects in cooperation with European organizations (as youth exchanges and training courses within the KA1 of Erasmus+ program) and partner countries organizations (as capacity building in the field of youth within the KA2 of Erasmus+ program).

More specifically about the KA2 already implemented, below some references of the projects already implemented:

- **2014-2015 JAMBO Young Women Empowerment to Improve Quality of Youth Work and Volunteering in EU and Partner Countries**: aimed to empower youth and social workers from eastern Africa and Europe, 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**: aimed to follow up the work already started with Jambo, further developing, in European and Latin American countries, the action and the methodologies already applied in the field of gender equality.

- **2017–2018 STAGED! Struggling Against Gender-based Discrimination through Youth Work in EU and Asia**: aimed to follow up the work started in Jambo and Pandora and aimed to enhance gender equity and young women empowerment in European and South Eastern Asian countries, by developing new tools and methods to favour young women participation and empowerment.

- **2018 – 2020 GAGA Global Action for Gender Awareness**: aimed to enhance gender equity and young women empowerment by providing youth workers, peer educators, local organizations and international NGOs, in European and Partner countries, with new methods, training schemes and pedagogical approaches to raise awareness on gender-sensitive issues.

OBJECTIVES

The project aims to enhance gender equity and young women empowerment by providing youth workers, peer educators, local organizations and international NGOs, in EU and Mediterranean countries, with new tools and methods, training modules and pedagogical approaches to raise youth awareness on gender-sensitive issues, both within the local communities and at international level.

More specifically, the project aims to promote non-formal learning activities, to support the development of youth work in third countries, to foster the testing and launching of schemes and programs of non-formal learning mobility in the Euro-Mediterranean context.

In order to meet the above mentioned goal, the project foresees to implement the following specific objectives:

- **SO1:** to raise awareness on gender-sensitive topics and on the importance of sharing equal rights and opportunities, for every human being, in European and Mediterranean countries.

- **SO2**: to exchange good practices in the field of gender equity and women empowerment, among civil society organizations.

- **SO3**: to develop youth work methods and tools for the socio-professional development of youth workers and facilitators, in order to further develop their skills and competences for the promotion of gender equity.

- **SO4**: to develop, test and launch a pedagogical approach, training schemes and non-formal learning mobility experiences in order to boost the participating organizations' expertise within the gender framework.

- **SO5**: to enhance the active involvement of young people with fewer opportunities and groups at risk of exclusion, with a specific attention to young women, fostering their active participation in society.

WORK PLAN

The work plan is designed to logically and efficiently reach the project' objectives and to deliver the expected outcomes and results.

- **WP1: PROJECT MANAGEMENT AND COORDINATION**: aims to guarantee the correct development and implementation of the activities as well as the economic efficiency of their planning and management. It includes two partners' meetings: "Kick off meeting" and "Evaluation meeting" in presence and various other online partners' meetings.

- **WP2: RESEARCH – NEEDS ASSESSMENT**: aims to provide a detailed diagnostic of the situation in the participant countries, for what concerns the challenges faced and the needs of youth workers and organizations in terms of methods, tools and pedagogical approaches to raise gender awareness among young people. It includes two phases: the "Youth worker and organizations meetings" to hand out the questionnaires to local organizations and youth workers and the "Study phase: diagnostic re-elaboration", where the data and information gathered are going to be elaborated.

- **WP3: MOBILITY PREPARATION AND IMPLEMENTATION**: aims to share the gender perspective and the existing non formal education tools used in the different countries, setting the ground for a common understanding; to build the standardized questionnaire to detect the youth workers and associations needs in the local backgrounds; to design a first draft of the pedagogical approach for activities to raise youth awareness on gender-sensitive topics; to create, develop and test a set of new tools and workshops for the upcoming activities; to finalize the design of the synthetic pedagogical approach to be applied in projects and activities aimed to enhance gender equity; to run the final assessment of the tools and workshops tested in the previous steps, finalizing the methodological curricula on gender. It includes three main activities: the "ITC 1: Working methods and diagnostic", the "ITC 2: Pedagogical package for youth work", the "ITC 3: Evaluation and methods assessment".

- **WP4: ORGANIZATION OF WORKSHOPS**: aims to raise awareness among local youth workers, peer educators and young people on gender-sensitive topics (overall objective); to train local youth workers and peer educators with tools and methods on gender sensitive topics, to afterwards facilitate workshops targeted to young people (Local trainings); to test and assess the tools and methods created during the second training, contemporarily raising awareness among young people on gender-sensitive topics and therefore creating new opportunities for gender equity (Local workshops). It includes two main activities: the "Local trainings" targeted to youth workers and peer educators and the "Local workshops" targeted to young people.

- **WP5: COMMUNICATION AND DISSEMINATION**: aims to ensure ongoing visibility at different levels of project concept, objectives, activities and results; to involve local, regional associations and youth groups in local project activities; to promote and disseminate the shared pedagogical approach for gender equity in the participating countries; to disseminate the methodological curricula on gender to further enhance grass-rooted and international actions; to create new synergies and cooperation with local organization and communities to implement activities, initiatives and projects to raise gender awareness. It includes two main activities: the "Standard dissemination plan" for 21 months and the "Follow up", additional measures for dissemination for the remaining 3 months.

CAPACITY BUILDING ACTIVITIES

The project foresees a combination of international activities (3 training courses) to develop non-formal learning methods, new forms of practical training schemes and tools for the socio-professional development of youth workers and trainers and capacity building activities. These consist in Meetings with youth workers and organizations for the needs assessment and in the implementation of local trainings and workshops.

The capacity building activities are conceived to strengthen the impact of the raising awareness action on gender at local and regional level.

The diagnostic is meant to gather a consistent number of stakeholders to detect the needs of youth workers and organizations in terms of methods, tools and pedagogical approaches for raising youth awareness on gender sensitive-issues. Therefore, the pedagogical approach and the workshops to be designed afterwards, are aimed to answer the identified needs.

Moreover, the local activities will contribute to raise awareness among local youth workers, peer educators and young people on gender-sensitive topics, to train local educators with tools and methods for gender sensitization, enabling them to afterwards facilitate workshops targeted to young people, to test and assess the tools and methods created during the second training for a final upgrade.

PROJECT STRUCTURE

KICK OFF MEETING - ITALY: FEBRUARY 2024

INTERNATIONAL TRAINING COURSE 1 -
ITALY: MAY 2024

RESEARCH – NEEDS ASSESSMENT - ALL: JULY 2024 - OCTOBER 2024

Diagnostic: youth workers and organizations meetings - all: July 2024 - August 2024
Study Phase: diagnostic re-elaboration - all: September 2024 - October 2024

INTERNATIONAL TRAINING COURSE 2 -
MOROCCO: NOVEMBER 2024

ORGANIZATION OF WORKSHOPS - ALL: JANUARY 2025 - AUGUST 2025

Local trainings - all: February 2025 - March 2025
Local raising awareness workshops - all: June 3025 - July 2025

INTERNATIONAL TRAINING COURSE 3 -
SPAIN: SEPTEMBER 2025

COMMUNICATION AND DISSEMINATION - ALL: JANUARY 2024 -
DECEMBER 2025

Follow up and dissemination: November 2025 - December 2025

EVALUATION MEETING - JORDAN: DECEMBER 2025

TARGET GROUPS

The project foresees the knowledge development of young people and young women coming from backgrounds with fewer opportunities, who had not finalized the study cycle or abandoned school in early age.

It will be achieved boosting their participation in local and international activities where they will learn youth work techniques and increase their understanding of gender issues.

The combination of these approaches are conceived to strengthen their skills and competences both from a methodological point of view (also in perspective of the labour market) and from the thematic point of view (becoming more sensitized on the subject and therefore action-makers within their local communities).

NEEDS ANALYSIS

In the Agenda 2030 on Sustainable Development Goals, the UN sets a great emphasis on the need to empower women and girls for democratic societies, governance, and inclusive sustainable development. However, despite significant progresses in the last decade, gender inequality is still a reality and women and minority groups face a combination of multiple discrimination, in Europe and worldwide.

The Human Rights Watch, World Report 2017 shows how girls and women are still facing restrictive social norms, constitute the majority of the world's poorest and are the group at higher risk of HIV/AIDS and STDs.
Role models, stereotypes and prejudices rooted in the cultural behaves and norms lead to early pregnancy, early marriage, machismo, domestic, psychological, sexual and gender based violence, having often most of the cases un-reported. A consistent number of women is still not financially independent, have scarce access to remunerated labour market and are paid less than men, remaining in a subordinated role in the family and community. Women are under-represented in governments and decision-making bodies even when specific quota are set. Intersectionality is quite wide-spread and in some countries the LGBTQI+ community faces restrictive laws and persecution.

The pandemic wide-spread in 2020 has consistently contributed to strengthen the gap and the discriminative events, within families, communities and working places.

The above mentioned KA2 project "GAGA Global Action for Gender Awareness" implemented between 2018 and 2020, included a research report, based on the outcomes of the questionnaires collected in all the participating countries for the diagnostic run in 2019. Questionnaires were gathered in Europe, East Africa, Latin America and South Eastern Asia. Thanks to this action it was possible to run the first youth work' needs assessment, for what concerns methods and tools to promote gender equality, in the different geographical areas. The research report is the result of the analysis of the 738 valid questionnaires delivered in 10 countries (in four continents). These data show that the topics on which the most information is needed are LQBTQIA+ issues and Gender Role Models. Regarding the accessibility to information on gender issues, the 68% of respondents stated it is not too difficult to find general information in their environment, but there is still a big lack of information on the subject in their own native language and of tools to tackle the subject with young people. Among the main challenges faced: gender-based stereotypes, leading to discrimination and violence in some cases, gender pay gap and inequalities inside the labour market for man and women, discrimination towards minorities and hate speech.

All these elements show the urgency to further invest in women empowerment and gender equity, identifying and redressing power imbalances and enhancing the women' autonomy to better manage their own lives. Moreover, there is the need for more updated information after Covid-19, able to measure the real impact of pandemic on the life of the most fragile and vulnerable groups. Thus, it's important to get an updated picture of the needs, in terms of youth work techniques and approaches, to tackle the gender' subjects, making sensitization among young people and local communities.

CONSORTIUM

LUNARIA - Italy
https://www.lunaria.org/

OTRA ESCUELA
https://madrid.otraescuela.org/

AGDZ VOLUNTEERS ORGANIZATION
https://agdzvolunteers.com/

JORDAN YOUTH INNOVATION FORUM
https://jyif.org/

CHAPTER II – INTERNATIONAL TRAINING COURSE 1

WHAT

The International Training Course - Working Methods and Diagnostic is part of the WP3: Mobility Preparation and Implementation.

The training course was held from the **22nd** to the **28th of May 2024**, implemented in La Buona Terra, Passignano sul Trasimeno (PG) and hosted by Lunaria association.

The training course was conceived to share the gender perspective and the existing Non Formal Education - NFE tools and methods used in the different countries, setting the ground for a common understanding.

Moreover, the training course aimed to build the standardized questionnaire to detect the youth workers and associations needs in the local backgrounds, tool afterwards used during the diagnostic part of the WP2: Research – Needs Assessment.

SPECIFIC OBJECTIVES

To share the gender perspective and the existing NFE tools and methods used in the different countries, setting the ground for a common understanding

To build the standardized questionnaire to detect the youth workers and associations needs in the local backgrounds (tool for the diagnostic)

TARGET GROUPS

YOUTH WORKERS

FACILITATORS

ACTIVISTS

DELIVERABLES

The project forecasts the implementation of a specific deliverable at the end of the International Training Course, the ITC 1: "Questionnaire for the diagnostic and Toolkit 1 with the collection of the workshops delivered to participants during the training".
For a friendlier use and an easier understanding for the readers of this publication, the consortium chose to use, as a synthetic version of the title: "Toolkit ITC1 and Diagnostic Questionnaire".

TARGET GROUP: the deliverable is conceived for a variety of different stakeholders and target groups. Youth and social workers, peer educators, facilitators and, in general, people involved in the educational activities targeted at young people are the main beneficiaries. At large, also, their organisations, youth centres, other new associations and NGOs interested in further developing the gender raising awareness action among young people.

The deliverable is therefore divided in two major parts:

TOOLKIT

aimed to collect the workshops delivered to the participants during the training course held in Italy. The Toolkit includes the interactive methods, the tools and workshops to raise gender awareness.

The Toolkit aims to equip youth workers and educators, from the consortium member organisations and from different countries not initially involved in the project, with tools, interactive methods and workshops to raise awareness among young people on gender-sensitive issues and the sub-related subjects. Thus, the importance and effectiveness of these workshops lays on their potential transferability to other local realities and backgrounds from the European and the Mediterranean area, promoting a long lasting impact of the gender raising awareness action.

Moreover, these tools can be used to bring on board young people and young women from different sensitive backgrounds, making sensitization on gender-sensitive subjects affecting their everyday life and creating the proper stage for enhancing their involvement and active participation.

The tools and methods were selected and proposed by a group of experienced trainers coming from the associations part of the consortium. Thus, they have to be considered as a methodological collection of good practices and examples to afterwards re-propose in the local work with young people.

STANDARDIZED QUESTIONNAIRE FOR THE DIAGNOSTIC

aimed to detect the youth workers and associations needs in the participating realities. During the international training course held in Italy, the consortium chose to create two questionnaires, one targeted to youth workers and one to young people. This, with the purpose to gather different perspectives towards gender-sensitive issues and to combine the youth and educators' experiences for a more structured, solid and effective diagnostic.

The questionnaires are meant to be used during the WP2: Research – Needs Assessment, taking place between July and October 2024. During July and August 2024, the questionnaires are going to be handed out in presence and online by the training' participants who were trained for an efficient management of the diagnostic tools, using non formal education and participative methods.

Then, in September and October 2024, it's following the diagnostic re-elaboration, where the data and information gathered will be processed and elaborated, becoming part of the deliverable "Synthetic Diagnostic Report", showing the young people and educators/youth worker's needs, in terms of methods and tools to promote gender equity. This deliverable is a very important milestone because it will be afterwards used during the "International Training Course 2: Pedagogical package for youth work", to design the first draft of the pedagogical approach for activities to raise youth awareness on gender-sensitive topics and to create, develop and test a set of new tools and workshops for the upcoming activities, the local trainings and workshops part of the WP4: Organization of Workshops.

CHAPTER III – TOOLKIT

TECHNICAL ASPECTS

DURATION

Most of the workshops proposed in this section have an overall duration which fluctuates between 60 and 180 minutes. This duration was chosen for two main reasons. First, they suit well within the standard duration of a morning or afternoon session of three hours in a training, where it's possible to organize one bigger workshop divided in different steps or combine shorter and consequential workshops. Second, for a potential replicability with young people, since it's easier to have them involved in workshops with a shorter duration. At this age, the level of attention can be pretty fluctuating and it's better to propose two workshops in a row on different sub-subjects rather than a longer workshop of six hours.

TRANSFERABILITY

The activities and tools proposed in this section can be replicated both at European and at local levels with different shapes and durations, according to the target groups' needs and the local backgrounds' situations. Their potential transferability stands also on the use of non-formal education techniques based on the common principles of interaction, participation, and horizontality.

ADAPTABILITY

However, if you decide to use the tools described in this section, we warmly recommend to take into account the situation of the local background/s where you want to implement them and to get to know well the target group/s to whom you are proposing the activities.

Please pay attention to the participants you are planning to involve. It's one thing to choose some of the activities to work with youth workers and peer educators, and another thing using them to work with young people coming from backgrounds with fewer opportunities and at major risk of exclusion. Moreover, in the work we are doing nowadays with young people, we cannot ignore the impact of the Covid-19 pandemic. Many young people have been severely affected both directly and indirectly. Therefore, youth workers and facilitators should be aware that they cannot use the same approaches and styles they used before the pandemic.

In conclusion, before to propose any of the workshops below, we warmly suggest you have a clear picture of the target needs and profiles. It will help you bring flexibility in the approach you are proposing, and the required adaptations, if and where they are needed.

FRAMEWORK

METHODOLOGY

All the activities proposed are 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 - universities). Thus, NFE is the macro-umbrella including any organized educational activity taking place outside the formal academic curriculum.

According 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).

Moreover, *"Non-formal education is an integral part of a lifelong learning concept that allows young people and adults to acquire and maintain the skills, abilities and outlook needed to adapt to a continuously changing environment. It can be acquired on the personal initiative of each individual through different learning activities taking place outside the formal educational system. An important part of non-formal education is carried out by non-governmental organisations involved in community and youth work."*
(Recommendation 1437 (2000) - Parliamentary Assembly - Text adopted by the Assembly on 24 January 2000)

CHARACTERISTICS

The NFE main characteristics and principles are:

TO BE VOLUNTARY:
participation is always based on free will to be involved, in any moment participants can choose to leave the learning process, and no one can be forced to participate. At the same time, it's expected that participants will be proactive, taking responsibility for their own learning

TO BE OBJECTIVES-BASED:
learning doesn't take place randomly, but it is always based on clear educational, pre-organized objectives and clear methodologies to achieve them

TO BE ACCESSIBLE TO EVERYONE:
no learning obstacles or any type of impairment should prevent learners from benefiting from an educational process. It's important to create barrier-free programs, accessible for all, which allow everybody to be fully included

TO BE PARTICIPATORY:
participation and interaction with the others should be constantly encouraged. Learning has to be based on the permanent exchange among individuals, and also the methodologies proposed are conceived to enhance the active involvement of everyone

TO BE LEARNER-ORIENTED:
learners are the centre of the activities. For this reason, even though learning objectives are always pre-set, the sessions and the learning plans should constantly be re-modulated according to the participants' feedbacks, knowledge and experiences. They must be continuously adapted to the different backgrounds, competences, typologies or learners and needs of the target group/s we are working with

TO BE EXPERIENCE-BASED:
learning is not just something purely theoretical, but it is based on the concrete experience, on the "learning by doing", then supported by the reflection and the more theoretical analysis

TO BE FLEXIBLE:
the contents and the related methodologies chosen have to be flexible. Facilitators should be able to constantly adapt them to the needs and expectations of individuals and groups, ensuring at the same time a coherence with the initial learning objectives set

TO BE HOLISTIC AND PROCESS-ORIENTED:
participants should constantly develop knowledge, skills and values during the learning experience. The most important element is the process and the way they are involved in it, rather than the achievement of the final goal

VALUES

Inside the Non-Formal Education framework, the main values promoted are the horizontal interaction among trainees and facilitators/trainers and the exchange of feelings, feedback, experiences, knowledge, skills and competences.

These principles and values are then implemented through the application of participative methods, their testing, development, upgrading and the constant learning assessment of individuals, based on permanent monitoring and evaluation.

This on-going process leads the person involved in the learning path to enhance the self-esteem and the self-confidence, getting personally empowered. Moreover, it contributes to the development of their soft skills and key competences that could be afterwards used and applied in different spheres of life.

In this process it's important to remember that we are not alone, but metaphorically, members of bigger communities: each one of us, after having experienced the learning process, has, therefore, the responsibility to share with other people the knowledge and competencies acquired.

LEARNING

LEARNING STYLES

In the learning process promoted within Non-Formal Education, we need to remember that human being are different and that in those differences grounds the potentiality of a more coherent and "360° learning experience".

We are learning in different ways, using different senses, approaches, mixing them but focusing on some specific aspects.

When, as facilitators and youth workers, we deliver activities, it's very important to keep in mind that each person is different and somehow unique. For this reason, we need to acknowledge that there are different learning styles and consequently different tools and approaches to be used to build the most inclusive learning experience, where everybody is brought on board.

LEARNING ZONES

When we deliver activities as facilitators and youth workers, it's also very important to remember that normally each individual and group might pass through different learning stages. Therefore, also our approaches and behaviours must change, and they need to be adapted/adjusted according to the stage where the individual and/or the group are.

Please consider that we are now simplifying a much more complex process and that the information you will find below doesn't offer the "perfect receipt" working in every context and background. For this reason, we suggest you to take it just as a guiding path, remembering that human beings are unique, that things might change, and that you need to be flexible and adaptable.

COMFORT ZONE:
here participants don't learn very much because they are in a zone they already know, where they feel calm and comfortable. Therefore, they don't feel highly stimulated or encouraged to learn new things
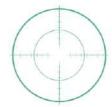
STRETCHING ZONE:
here participants start to get inside the process, to understand how the group works, how team decisions are made, but the relationships are quite blurry, therefore frictions among individuals might appear during their learning process. These frictions should not be considered as something negative, on the contrary, they are integral part of the learning process, and what counts the most is to learn the way "to pass through the storm"

LEARNING ZONE:
here participants, after having left the comfort zone, enter an unknown area that might cause self-questioning, fears and taking risks. At the same time, here the learning takes many forms and starts to be more tangible and fruitful

PANIC ZONE:
here participants move too far from the comfort zone and the learning zone. They find themselves in an over stressful situation, they can be afraid and panic because their core values and principles are shaken too much, leaving them with no reference points. In this stage people stop learning and the process is not constructive any more.

TRAINING AGENDA

1

NAME GAMES
What's your name?

ICE BREAKERS
Collective portrait

GETTING TO KNOW EACH OTHER'S
Speed dating

EXPECTATIONS AND CONTRIBUTIONS
Let's share it

SAFE(R) SPACE
It bugs me when

TEAM BUILDING
Alphabetic order
Crossing the river

NON FORMAL EDUCATION METHODOLOGY
NFE pillars

2

COMMON GROUND
Snowball on gender equity and women empowerment

DEEPER ON THE TOPIC
World café

ME AND GENDER IDENTITY
Multiple identities

COMMUNICATION AND ACTIVE LISTENING
Debate activity

3

GENDER EQUITY AND WOMEN EMPOWERMENT IN DIFFERENT LOCAL BACKGROUND
On the stage!

GENDER AND INTERCULTURE
Abe's story

4

INTERSECTIONALITY
One step forward

MAPPING THE LOCAL BACKGROUND
Discovering Passignano sul Trasimeno

5

GENDER BASED CONFLICTS
Image theatre

GENDER SENSITIVE ISSUES
Open space

6

TOOLS FOR DIAGNOSTIC 1
The context: sending and target

TOOLS FOR DIAGNOSTIC 2
Questionnaire preparation

7

LEARNINGS AND GROUP DYNAMICS
The Training Course on the stage!

PHOENIX NEXT STEPS
Questionnaire finalization and next steps

FINAL EVALUATION
Training Course evaluation
Circle of word

TOOLKIT INDEX

The Toolbox Index is conceived to present the activities not in a chronological order, as in the training agenda above, but in alphabetic order, accordingly to the topic and sub-topic addressed, including the reference page number.

TOPICS ADDRESSED:
Group Dynamic - indicated with: **GD**
Gender Issues - indicated with: **GI**
Questionnaire creation - indicated with: **QC**
Final Evaluation - indicated with: **FE**

ACTIVITIES	GD	GI	QC	FE	PAGE
Abe's story		X			40
Alphabetic order	X				29
Circle of word	X	X	X	X	57
Collective portrait	X				24
Crossing the river	X	X			30
Debate activity		X			37
Image theatre		X			47
It bugs me when	X				28
Let's share it	X				27
Multiple identities		X			35
NFE pillars	X	X	X		31
On the stage!		X			39
One step forward	X	X			43
Open space		X			50
Questionnaire finalization and next steps		X	X		54
Questionnaire preparation		X	X		52
Snowball on gender equity and women empowerment		X			32
Speed dating	X				25
The context: sending and target		X	X		51
The Training Course on the stage!	X	X	X	X	53
Training Course evaluation	X	X	X	X	55
What's your name?	X				23
World café		X			33

TOOLKIT

NAME GAMES

TITLE	**WHAT'S YOUR NAME?**
TOPIC/S	Name games
AIM	To get to know each other's' names To start to break the ice among the participants
TOOL TYPE	Name games
DURATION	30 minutes
MATERIAL	• Name and gesture: none • Name and ball: two balls in different colours • Flower and name: an object shaped as flower
DESCRIPTION	The workshop includes the following steps: **Step 1. Name and best dance move** The participants are standing in a circle and they are asked to say one by one their name, preferred pronouns and make their best dance movement. After each participant does so, the rest of the group repeat, all at the same time, the name and the dance movement. The activity continues until everybody said their name. **Step 2. Name and ball** The participants are standing in circle and the facilitator has a ball in their hands. The facilitator says their name while passing the ball 1 to another person in the group. The person who received the ball has to say their name and pass the ball 1 to someone else. After a while the facilitator introduces the ball 2 to the game, explaining that, this time, while passing the ball 2, the person has to say the name of the person receiving the ball 2. The game continues with the ball 1 and ball 2 going from one person to another at the same time. **NOTE**: it is important to keep the rhythm in order to train the memory and not being too boring. **Step 3. Flower and name** The participants are standing in circle and the facilitator has an object shaped as a flower in their hands. The facilitator starts to walk fast in the direction of another participant in the circle saying their name. The person named has to say as fast as possible, and before the facilitator reach their position, the name of someone else. If it happens, the facilitator has to change the direction going towards the new person named. If it doesn't happen, the facilitator takes the position of the first person named and the person takes the facilitator's place, going towards someone else. The game continue for a while until everyone had the chance to change position.

ICE BREAKERS

TITLE	**COLLECTIVE PORTRAIT**
TOPIC/S	Ice breaker
AIM	To break the ice
TOOL TYPE	Ice breaker
DURATION	30 minutes
MATERIAL	A4 papers, coloured markers
DESCRIPTION	The workshop includes the following steps: **Step 1. Introduction** Participants are welcomed in a very famous artistic atelier previously settled with table and benches in circle. Every participant receives an A4 paper and a marker and has to write their name on the top of it. **Step 2. Portrait** Participants are asked to pass the paper on their left side one time and to draw one element of the faces (only the shape of the face, the left eye, the right eye, the lips, etc …) told by the facilitator. For every element, they have to pass the paper on their left until the portrait is completed and the paper comes back to the owner.

GETTING TO KNOW EACH OTHER'S

TITLE	SPEED DATING
TOPIC/S	Get to know each other's
AIM	To get to know each other's
TOOL TYPE	Group dynamic activity
DURATION	40 minutes
MATERIAL	/
DESCRIPTION	The workshop includes the following steps: **Step 1. Introduction** A music is played and participants are asked to mingle around until the music stops. When the music stops, participants have to create pairs and the facilitator tells a statement to give a topic to discuss (see the handout below): the pairs have 4 minutes to share and discuss the topic. **Step 2. Different rounds** When the 4 minutes finish, the music is played again and when it stops participants have to create a new pair. This is repeated as much topics the facilitator wants to introduce. **Handout below.**

HANDOUT - SPEED DATING

TELL ME ...
1. ... YOUR DREAM HOLIDAY DESTINATION
2. ... A PERSONAL BELONGING YOU WOULDN'T LEAVE BEHIND
3. ... YOUR DREAM JOB WHEN YOU WERE A CHILD
4. ... IF YOUR LIFE WAS A MOVIE, WHAT TITLE WOULD IT HAVE?
5. ... A THING YOU WOULD COOK TO SEDUCE SOMEONE
6. ... YOUR FAVOURITE BODY PART
7. ...HOW LOOKS LIKE YOUR PHONE WALLPAPER
8. ... WHAT MAKES YOU BEAUTIFUL

EXPECTATIONS AND CONTRIBUTIONS

TITLE	LET'S SHARE IT
TOPIC/S	Expectations and contributions toward the Training Course
AIM	• To have participants reflecting on their expectations and contributions toward the Training Course • To detect and share the expectations and contributions of participants
TOOL TYPE	Individual reflection and Plenary sharing
DURATION	30 minutes
MATERIAL	Flipchart, markers, pens, sticky notes
DESCRIPTION	The workshop includes the following steps: **Step 1. Individual reflection** A background music is played and it is created a calm atmosphere in the room. Participants are invited to reflect on their expectations and contributions towards the Training Course and to write them on two different sticky notes. It is left some time for individual reflection. **Step 2. Sharing** Once they finished, they are invited to stick the papers to a flipchart divided in two columns: expectations and contributions. Participants are invited to share with the rest of the team what they wrote. **Step 3. Similarities and differences** At the end, if time allows, the facilitator can ask participants to reflect on the similarities and differences they found out.

SAFE(R) SPACE

TITLE	IT BUGS ME WHEN
TOPIC/S	Safe space, getting to know each other's, social agreement and group rules
AIM	• To start to create a safe space within the group by getting to know the each other's needs • To set the basis of the collective life and the group rules during the Training Course
TOOL TYPE	Brainstorming, Plenary discussion
DURATION	40 minutes
MATERIAL	Flipcharts, markers
DESCRIPTION	The workshop includes the following steps: **Step 1. Ice breaking statements** The activity is structure as brainstorming in plenary with three ice breaking statements to be completed by participants. The first statement is *"It bugs me when in my family…"*. Participants are invited to share as much as they want with example and cases. A second statement is proposed: *"It bugs me when in my friends…"*. The same process is repeated. A third statement is proposed *"It bugs me when in international groups…"*. The same process is repeated. **Step 2. Guidelines for the collective life** After the brainstorming on the third statement, participants are invited to make proposition in plenary on guidelines to live together during the training (eg. be on time, respect the silent hours in the dormitory etc). This moment works with consensus: participants have to find an agreement on the different proposals.

TEAM BUILDING

TITLE	ALPHABETIC ORDER
TOPIC/S	Name games, getting to know each other's
AIM	To break the ice among participants
TOOL TYPE	Team building activity
DURATION	30 minutes
MATERIAL	Two ropes
DESCRIPTION	The workshop includes the following steps: **Step 1. Introduction** Participants are divided in two teams and each team is asked to stand in a line and to step on a rope on the floor. The activity is presented as a competition. During the activity participants are not allowed to talk and they are not allowed to lose contact with the rope. Then, each group has to order themselves in a line following a specific order told by the facilitator. **Step 2. Different rounds** The activity is played in several rounds and in every round is presented a specific order: alphabetic order, day and month of birth, colour of the eyes etc.

TITLE	**CROSSING THE RIVER**
TOPIC/S	Group creation, cooperation
AIM	To build the team
TOOL TYPE	Team building
DURATION	60 minutes
MATERIAL	Two ropes, A4 papers
DESCRIPTION	**Setting**: before starting the activity the workshop room or the outdoor space has to be properly arranged in the following way: there should be two ropes on the ground parallel to each other, about 20 feet apart. The workshop includes the following steps: **Step 1. Introduction** Participants are divided in two team and each team has to line up on one side of the rope. They are informed that they are looking at a giant hot chocolate river. They must get their entire team across the hot chocolate river, but it is too hot to swim across, and too deep to walk across. Obviously, they cannot walk around the river, since it does not end just because the ropes do. The only way to get across is by using the stones to be provided by the facilitators (such as A4 paper). Then, each team receives about five or six pieces of paper, so that they have enough to get across with one or two left over. Unfortunately, the stream in the river is so strong that it actually sweeps the stones away if someone is not holding them down (with a hand, foot, or other safe appendage). Also, the stones swell up once they are placed in the river, and they become too heavy to move again, so they must remain where they are placed. **Step 2. River crossing** Each team has to start to play, finding their way to arrive on the other side of the river. Voice cannot be used while crossing. **Step 3. Debriefing** It follows a debriefing in plenary, focused on observation, team responsibility and communication among the group members. Key questions for the debriefing: • What did you feel? • What has happened? • Did you manage to find a way/strategy? And if yes, which one? • Do you feel everybody was included? • How was not to use the voice while crossing? • What type of communication you used within your group?

NON FORMAL EDUCATION METHODOLOGY

TITLE	**NFE PILLARS**
TOPIC/S	Non Formal Education methodology and pillars
AIM	To share the NFE pillars used as methodology during the Training Course
TOOL TYPE	Interactive presentation, brainstorming
DURATION	20 minutes
MATERIAL	/
DESCRIPTION	The facilitators present the main pillars of Non Formal Education methodology, involving the participants in an interactive way. It is asked to brainstorm on the following terms: learning by doing, comfort zone, active participation. The different feedbacks and comments from the participants are gathered and then used as a starting point in the deeper analysis of the main NFE pillars.

COMMON GROUND

TITLE	SNOWBALL ON GENDER EQUITY AND WOMEN EMPOWERMENT
TOPIC/S	Gender related issues
AIM	To set a common ground and understanding of what gender is for the group
TOOL TYPE	Individual reflection, discussion in groups, plenary
DURATION	60 minutes
MATERIAL	Papers, pens, flipcharts, coloured markers
DESCRIPTION	The workshop includes the following steps: **Step 1. Individual** Participants are invited to reflect individually on the following question: "What gender is for you?". They can take notes on a paper, writing key words, drawing and to express the way they prefer. **Step 2. Pairs** Participants are asked to gather in pairs, to share their individual reflection and to agree on a common definition on gender. **Step 3. Four people** Each pair is now asked to join another pair, to form a group of four people, to share the definition created and to agree on a new common definition of gender. **Step 4. Eight people** Each group of four is now asked to join another group of four, to form a group of eight and to follow the same process in order to arrive to a common definition of gender. At the end of this step, extra time is allocated and participants are asked to represent their common definition on a flipchart using drawings and key words. **Step 5. Plenary presentation and discussion** Participants are gathered in plenary and some questions are asked to analyse the process. After this phase, each group presents their definition. It is left time for questions and clarifications. Similarities and differences are identified by participants. **NOTE**: this activity is not meant to find the perfect and official definition of gender. On the contrary, it aims to build from the participants' knowledge and to stimulate their reflections, interactions, discussion on gender, and on the macro-topics to be tackled during the training. This is a fundamental step to set the common ground and understanding.

DEEPER ON THE TOPIC

TITLE	WORLD CAFÉ
TOPIC/S	Gender related issues, gender equity, women empowerment
AIM	• To go deeper on the topic of gender-related issues • To create space for sharing among participants coming from different backgrounds
TOOL TYPE	Group discussion, plenary presentation
DURATION	100 minutes
MATERIAL	Flipcharts, markers, 3 tables
DESCRIPTION	Preparation: facilitators prepare three flipcharts with three different questions related to gender issue (handout below) written on it. Each flipchart is put on a table with markers. The workshop includes the following steps: **Step 1. Tables discussion** Participants are divided in three groups and they are asked to join one of the table previously prepared. On each table they find a flipchart with a question to discuss in their group and they have to take notes on the main outcomes on the flipchart. Each group has at disposal 20 minutes for each table/topic. After the 20 minutes, the groups rotate in order to have the chance to explore all the different questions. **Step 2. Notes restitution** After the discussion hold on the three table, each group has at disposal 10 minutes to prepare a restitution of the notes found and written on the flipchart. **Step 3. Plenary restitution** Participants are now gathered in plenary and each group present the main elements raised from the question discussed. It is left time to add missing elements, questions and comments. **Handout below.**

HANDOUT - WORLD CAFE'
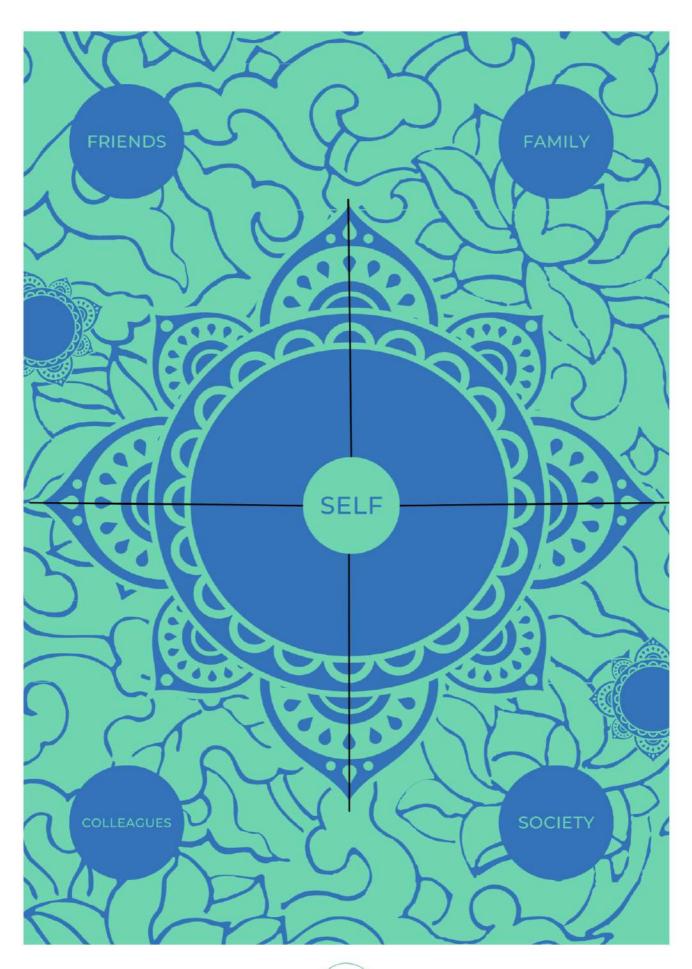
1. WHAT ARE THE REASONS BEHIND GENDER RELATED ISSUES IN YOUR COUNTY?

2. WHAT ARE THE MAIN DIFFERENCES BETWEEN: GENDER IDENTITY, BIOLOGICAL SEX, GENDER EXPRESSION, SEXUAL ORIENTATION?

3.WHAT ARE THE MAIN DIFFERENCES BETWEEN GENDER EQUITY AND GENDER EQUALITY IN YOUR OPINION?

ME AND GENDER IDENTITY

TITLE	MULTIPLE IDENTITIES
TOPIC/S	Gender identity
AIM	To reflect on the different aspects of identity
TOOL TYPE	Individual reflection, plenary reflection
DURATION	90 minutes
MATERIAL	Mandala 1x participant, markers, pens, flipcharts, background music
DESCRIPTION	**Introduction**: the word "Mandala" comes from Sanskrit language and means circle. A Mandala can be described as any form of circular geometric design which contains symbols of a person's inner self, guiding principles, values and ideas about the world. **Preparation**: the facilitators have to draw a Mandala model (as the one in the Handout) on a big piece of paper (one for each participant). The Mandala has to be divided in four quadrants: Friends, Family, Colleagues, Society. The four quadrants have a common core inside the centre, which is the Mandala, representing the "self". Setting: it is created a calm atmosphere in the workshop room with incense, music, a carpet in the middle where the mandalas, pens, markers are put and a big flipchart in the middle. The workshop includes the following steps: **Step 1. Passing through our individual Mandala** Participants, are gathered out of the workshop room and are asked to remain in silence during the activity. Then, they are welcomed to enter the room. The activity is introduced as an individual reflection on identities: participants are explained each one of them can take a mandala and take an individual time to fill the different elements that shape their identity. They can fill in the quadrants of their mandala with reflections, thoughts, feelings and comments. It is personal work and the mandala is not going to be shared with other people, unless they ask. **Step 2. Flipchart and words** Participants are invited, if and when ready, to write or draw on the flipchart in the middle of the room what touched them the most about the process and topic. After this moment, it is left time to share with one word or one sentence how they feel. **Handout below.**

HANDOUT - MANDALA

FRIENDS

FAMILY

SELF

COLLEAGUES

SOCIETY

COMMUNICATION AND ACTIVE LISTENING

TITLE	DEBATE ACTIVITY
TOPIC/S	Communication, active listening
AIM	To reflect on communication and active listening
TOOL TYPE	Debate activity
DURATION	60 minutes
MATERIAL	/
DESCRIPTION	The workshop includes the following steps: **Step 1. Explanation** The participants are divided in two groups and they are asked to stand in a line in front of each others. Therefore, two sub-groups are created. The facilitator explains the activity as it follows: • the facilitator reads a set provocative statements • for each statement, the facilitator assigns to each group the "agreement" or "disagreement" position • each group has 3 minutes for an internal discussion to list as much arguments as possible to defend the position assigned • after the internal group discussion, each group has to defend their position following a specific rule given by the facilitator in each round **Step 2. Statements and discussion rules** The statements are read and the rules are given as a follows: • Round 1: each group has a disposal a total of 2 minutes each, to present their arguments • Round 2: both groups have at disposal 4 minutes and they have to give one argument each group (one agree one disagree), in a sort of ping – pong debate • Round 3: each group has at disposal a total of 2 minutes each, to present their arguments and the facilitator calls the speaker • Round 4: each group has a disposal a total of 2 minutes each, to present their arguments and each participant can speak only once • Round 5: participants are not any more in two line, but in two half circles facing each other • Round 6: no rules are assigned. **Step 3. Plenary discussion** Participants are now gathered in plenary and they are asked some questions. Below some suggestions are proposed: • Was it easy or difficult to defend an opinion that probably was not your own opinion? • What does it mean to be an active listener? • What is the purpose of this activity? **Handout below.**

HANDOUT - STATEMENTS

1. ALL WE NEED IS LOVE
2. WE ARE NOT EQUAL
3. THE INTEREST OF THE GROUP IS MORE IMPORTANT THAN THE INTEREST OF THE INDIVIDUAL
4. TO TRULY SUPPORT LGBTQI+ RIGHTS YOU HAVE TO BE PART OF THE COMMUNITY
5. EACH OF US CAN MAKE A DIFFERENCE
6.   WE HAVE TO TOLLERATE EVERYONE IN ORDER TO LIVE TOGETHER

GENDER EQUITY AND WOMEN EMPOWERMENT IN DIFFERENT LOCAL BACKGROUND

TITLE	ON THE STAGE!
TOPIC/S	Gender equity and women empowerment in different local backgrounds
AIM	To share, in a creative way, what is the country situation for what concerns gender equity and women empowerment
TOOL TYPE	Group discussion, theatre, plenary
DURATION	120 minutes
MATERIAL	Paper, pens, costumes for theatre
DESCRIPTION	The workshop includes the following steps: **Step 1. Sharing – National teams** Participants are gathered in team by sending organization/country and they are asked to share cases related to the subject of gender equity and women empowerment in their local background. The cases can be good practices, challenges, news etc. **Step 2. Sharing - Mixed groups** Mixed groups with participants coming from different countries are created and participants have to share the different cases identified in the step 1. **Step 3. Select and prepare** Each group has to select one case or the common element found, if it is the case, and to create a short theatre sketch out of it. **Step 4. Sketches representation** All the groups are gathered and each one is invited to represent the sketch. After each sketch the audience is invited to say what they understood and what is the case presented about. It follows a moment where the group can clarify and integrate. **Step 5. Plenary for comments and reflections** After all the sketches are presented, it follows a moment for comments and reflections on similarities and differences, in order to have a bigger picture of the different countries' situation for what concerns gender issues.

GENDER AND INTERCULTURE

TITLE	ABE'S STORY
TOPIC/S	Gender and intercultural learning
AIM	• To deepen the reflection on gender based stereotypes and cultural values associated to gender • To reflect about intercultural conflicts
TOOL TYPE	Group discussion
DURATION	90 minutes
MATERIAL	Handout of the two stories, papers and stationery, handout iceberg model
DESCRIPTION	**Introduction for facilitators**: Abe's story is a tale that shows how people view the world from different perspectives, have different values and reach different conclusions out of the same information. The workshop includes the following steps: **Step 1. Individual ranking** Participants are divided in 2 macro-groups, located in different rooms/spaces, accompanied by one facilitator. In each macro-group, the facilitator reads the Abe story. Each participant individually can read the story once again and then everyone is invited to work individually in order to make a ranking of the characters, from the best to the worst. **NOTE**: each group receives the same story, but characters have different genders from one story to another (eg. in one macro-group Abe is female, in second macro-group is male). **Step 2. Groups ranking – two sub-groups per story** Participants of each macro-group are now divided in two smaller groups. Within each smaller group, participants have to find an agreement and to create a common list of the characters, finding their own criteria of evaluation. **Step 3. Groups ranking – one sub-group per story** The two sub-groups are now together in the macro-group and they gave to find an agreement on a new common list. **Step 4. Plenary and debriefing** Back in plenary, each group should read the character list and a facilitators keep note on a flipchart, not revealing YET the gender of characters. It follows a debriefing, analysing the different lists' orders and the reasons that moved each group to create the order. During the debriefing, the gender in the stories is revealed. **Step 4. Iceberg Model** The final conclusion is run in plenary presenting the Iceberg Model of culture and intercultural clash. **Handout below.**

HANDOUT - ABE'S STORY

ABE VERSION F

A GIRL NAMED ABE LOVES A BOY NAMED TAM, WHO LIVES ON THE OTHER SIDE OF THE RIVER.

ONE NIGHT A FLOOD DESTROYED ALL BRIDGES ACROSS THE RIVER, AND HAS LEFT ONLY ONE BOAT AFLOAT.

SO ABE GOES TO SYD, THE OWNER OF THE BOAT, AND ASKS HIM TO BE BROUGHT TO THE OTHER SIDE. SYD AGREES, BUT ASKS HER TO SLEEP WITH HIM IN RETURN.

ABE DOES NOT KNOW WHAT TO DO AND GOES TO THE MOTHER TO ASK FOR ADVICE, BUT THE MOTHER TELLS HER THAT DOES NOT WANT TO INTERFERE.

AFTERWARDS ABE SLEEPS WITH SYD WHO, AS PROMISED, TAKES HER ACROSS THE RIVER.

ABE RUNS TO TAM AND TELLS EVERYTHING THAT HAS HAPPENED TO HER.
TAM, ENRAGED, PUSHES ABE, SENDING HER AWAY.

NOT FAR FROM TAM'S HOUSE, ABE MEETS JAY, TAM'S BEST FRIEND, AND TELLS HIM HER SIDE OF THE STORY.

JAY HITS TAM FOR WHAT HE HAS DONE AND WALKS AWAY WITH ABE.

ABE VERSION M

A BOY NAMED ABE LOVES A GIRL NAMED TAM, WHO LIVES ON THE OTHER SIDE OF THE RIVER.

ONE NIGHT A FLOOD DESTROYED ALL BRIDGES ACROSS THE RIVER, AND HAS LEFT ONLY ONE BOAT AFLOAT.

SO ABE GOES TO SYD, THE OWNER OF THE BOAT, AND ASKS HER TO BE BROUGHT TO THE OTHER SIDE. SYD AGREES, BUT ASKS HIM TO SLEEP WITH HER IN RETURN.

ABE DOES NOT KNOW WHAT TO DO AND GOES TO THE FATHER TO ASK FOR ADVICE, BUT THE FATHER TELLS HIM THAT DOES NOT WANT TO INTERFERE.

AFTERWARDS ABE SLEEPS WITH SYD WHO, AS PROMISED, TAKE HIM ACROSS THE RIVER.

ABE RUNS TO TAM AND TELLS EVERYTHING THAT HAS HAPPENED TO HIM.
TAM, ENRAGED, PUSHES ABE, SENDING HIM AWAY.

NOT FAR FROM TAM'S HOUSE, ABE MEETS JAY, TAM'S BEST FRIEND, AND TELLS HER HIS SIDE OF THE STORY.

JAY HITS TAM FOR WHAT SHE HAS DONE AND WALKS AWAY WITH ABE.

HANDOUT - ICEBERG MODEL

THE ICEBERG MODEL, BY EDWARD T. HALL'S, REPRESENTS HOW THE PERSONAL CULTURE OF EACH INDIVIDUAL IS SHAPED AND CONSTRUCTED, AND HOW OUR BEHAVIOURS ARE INFLUENCED BY INHERITED STRUCTURES AND BELIEFS.

THE ICEBERG IS DIVIDED IN 3 MAIN PARTS, 2 OF WHICH ARE LOCATED UNDERWATER:

VISIBLE: WAY OF ACTING (LANGUAGE, FOOD, ART CUSTOMS, DRESS, FOOD, MUSIC, RITUALS, GREETINGS, ETC).

INVISIBLE: WAY OF THINKING (WORLDVIEW, RELIGION, POWER RELATIONSHIPS, ROLE MODELS, STATUS, ETC).

INVISIBLE: WAY OF FEELING (CONCEPTS OF TIME, JUSTICE, AUTHORITY, SPIRITUAL BELIEFS, MANAGEMENT OF EMOTIONS, ETC).

FROM MULTICULTURAL TO INTERCULTURAL

WHEN TWO ICEBERGS/CULTURES COLLIDE WE MIGHT HAVE DIFFERENT REACTIONS (AS IN MODEL BELOW).

FIRST MEETING: WHEN TWO HUMAN BEING REPRESENTING TWO DIFFERENT CULTURES MEET, THEY CAN HAVE DIFFERENT CHOICES OF REACTION:
ESCAPE: YOU DON'T WANT TO HAVE NOTHING TO DEAL WITH THAT CULTURE, ESCAPING CONFRONTATION
REJECT: YOU EVALUATE AND DECIDE THAT YOU DON'T WANT TO HAVE ANYTHING TO DEAL WITH THAT CULTURE
SELF QUESTIONING: YOU WANT TO DISCOVER MORE, YOU GET CLOSER TO THE CULTURE.
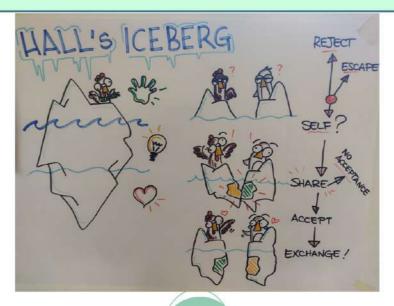
FROM MULTI TO INTER-CULTURE: WHEN TWO ICEBERGS ARE GETTING CLOSER, THEY ARE RISKING TO COLLIDE IN THEIR UNDERWATER SIDE. THE SAME IT'S HAPPENING WITH CULTURES, WHICH ARE ALSO RISKING TO COLLIDE.
BUT WHEN AN EFFECTIVE AND DEEP SHARING (NOT ONLY ON THE SURFACE), HAPPENS, WE CROSS THE LINE BETWEEN A MULTICULTURAL AND AN INTERCULTURAL SHARING.
IN THAT CASE I COULD HAVE TWO REACTIONS:
NOT ACCEPT: AFTER TRYING I UNDERSTAND I AM NOT TRULY INTEREST IN THE OTHER CULTURE, THEN, I CAN SELF QUESTION AGAIN, OR REJECT, OR ESCAPE
ACCEPT: ENJOY THE DEEPER ASPECTS OF THE OTHER CULTURE.

FROM ME TO WE: DURING THE DISCOVERING/ACKNOWLEDGING PHASE, I CAN MAKE CERTAIN ASPECTS OF THE OTHER CULTURE PART OF MINE AND VICE VERSA, HAVING THEM MUTUALLY INFLUENCING EACH OTHER AND THUS PROMOTING A TRUE INTERCULTURAL EXCHANGE. AFTER AN EXCHANGE, BOTH PARTS ARE CHANGED, THEY ARE NOT THE SAME AS BEFORE SINCE THEY GOT TOUCHED IN THE DEEPEST PARTS OF THEIR ICEBERG.

INTERSECTIONALITY

TITLE	ONE STEP FORWARD
TOPIC/S	Intersectionality, discrimination
AIM	• To raise awareness on the society' inequalities • To reflect on intersectionality
TOOL TYPE	Role play game, group discussion
DURATION	60 minutes
MATERIAL	Characters, statements
DESCRIPTION	The workshop includes the following steps: **Step 1. Entering and introduction** The participants are invited to keep silence and to enter the workshop room where was previously created a calm atmosphere with some soft background music, incense. While entering, the facilitator gives to each participant a piece of paper where is written a character. They don't have to read it for the moment, but to keep it for themselves, not showing it to anyone else. Participants are invited to find a comfortable space in the room, to sit down and to read their role card. **Step 2. Embodiment process** For the duration of the activity, participants are then invited to read their piece of paper where is written their character, and to get into the role. In order to help the participants in the embodiment process, the facilitator reads out some of the following questions, pausing after each one, to give the time to reflect and to build up a picture of themselves and their lives: • What was your childhood like? • How was the house did you live in? • What kind of games did you play? • What work did your parents do? • What is your everyday life like now? • Where do you meet friends? • What do you do in the morning, in the afternoon, in the evening? • How is your lifestyle? • Where do you live? • How much money do you earn each month? • What do you do in your free time? • What you do in your holidays? • What excites you and what are you afraid of?

DESCRIPTION

Step 3. Explanation of the next step
The facilitator asks participants to remain completely in silent as they line up beside each other (like on a starting line). The facilitator explains that is going to read out a list of situations or events. Every time that they can answer "yes" to the statement, they should take a step forward. Otherwise, they should stay where they are and not move.

Step 4. Step forward
The statements are read one at a time. The facilitator has to pause for a while between each statement to allow participants to reflect upon and to step forward or to stand on their position.

Step 5. Characters sharing and different positions
At the end participants are invited to share which was their character, to look around and to take note of the final positions.

Step 6. De-rolling
It is left a couple of minutes to come out of the characters before the debriefing. For this part we suggest to use some simple de-rolling technique: participants can be asked to breath in and breath out, to metaphorically remove their character' cloths or to shake a bit their body.

Step 7. Debriefing
Participants are now gathered in plenary and the facilitator asks some questions to discuss and reflect on what happened.
Key questions for the debriefing:
- How did you feel stepping forward - or not?
- For those who stepped forward often: at what point did you begin to notice that other people were not moving as fast as you were?
- How did you imagine your role?
- Does the exercise mirror society in some way? And if yes, how?

Handout below.

HANDOUT - CHARACTERS

I AM AN ACTIVIST FOR GENDER EQUITY IN MOROCCO

I AM AN ACTIVIST FOR GENDER EQUITY IN SPAIN

I AM A SOCIAL WORKER WORKING WITH TEENEGERS IN THE SUBURB OF ROME

I AM A SOCIAL WORKER WORKING WITH TEENEGERS IN THE SUBURB OF MARRAKESH

I AM A GIRL WEARNING HIJAB IN ITALY

I AM A GIRL WEARNING HIJAB IN JORDAN

I AM A TEENAGER QUESTIONING MY GENDER IDENTITY IN SPAIN

I AM TEENAGER GROWING UP IN A STRICT RELIGIOUS COMMUNITY IN ITALY

I AM A TAXI DRIVER IN JORDAN

I AM A TEACHER IN MOROCCO

I AM THE DIRECTOR OF AN IMPORTANT IMPORT EXPORT COMPANY

I AM A FEMALE POLITICIAN IN ITALY

I AM A MALE POLITICIAN

I AM A HOMELESS PERSON IN MOROCCO

I AM A HOMELESS WOMAN IN ITALY

I AM A WHITE HOMOSEXUAL MAN WORKING FOR THE INSTITUTIONS

I AM A TRANS WOMAN RUNNING FOR MAYOR POSITION IN MY LOCAL RURAL COMMUNITY IN ITALY

I AM A MIDDLE-CLASS MALE LIVING IN JORDAN

I AM A PREGNANT REFUGEE IN ITALY

I AM AN ADOPTED TEENAGER QUESTIONING MY GENDER

HANDOUT - STATEMENTS

YOU ARE FREE TO GO OUT WHENEVER YOU WANT
YOU NEVER HAD ECONOMICAL PROBLEMS
YOU CAN MARRY WHOEVER YOU WANT
YOU CAN GET THE JOB YOU LIKE
YOU FEEL ACCEPTED BY THE SOCIETY YOU LIVE IN
YOU CAN GO ON HOLIDAY TWICE A YEAR
YOU ARE ABLE TO TAKE PART IN THE POLITICAL ACTIVITIES OF YOUR COMMUNITY
YOU FEEL PROTECTED BY THE POLICE
YOU CAN DRESS UP THE WAY YOU WANT
YOU ARE OPTIMISTIC ABOUT YOUR FUTURE

GENDER BASED CONFLICTS

TITLE	IMAGE THEATRE
TOPIC/S	Gender based conflicts
AIM	• To share and analyse gender based conflicts in the different local backgrounds • To find collective and creative solutions to everyday life gender based conflicts
TOOL TYPE	Theatre of the Oppressed by Augusto Boal, group discussion
DURATION	120 minutes
MATERIAL	/
DESCRIPTION	**WARMING UP AND PREPARATORY WORK FOR THE IMAGE THEATRE** It is proposed a set of exercises to introduce the work on the body, the emotions, the "frozen" positions as a preparation for the image theatre. The workshop includes the following steps: **Step 1. 1 – 2 – 3 stay!** Participants are standing in a line and one facilitator on the other side, at least 20 steps away. The participants have the aim to reach the side of the facilitator. It works in the following way: the facilitator, without looking at the participants, counts until 3 and then shouts "stay!" turning to look at them. Participants, while they are not observed, they have to run to get closer to the facilitator, but as soon as they says "stay!" they have to stop in a statue position without moving. It is repeated until everyone reach the facilitator side. Every time a participants moves, falls, laugh etc. they have to be back in the initial line and start from the beginning. The activity can be played several time. This activity is proposed to work on the statue and frozen position crucial for the image theatre. It is very important to stress on this element and be clear with the participants about it. **Step 2. 1 – 2 – 3 stay! – with emotions** The same activity is proposed again with a variant. This time for every round, the facilitator tells an emotion that participants have to embody (with body position, face expression etc) while walking through the facilitator, and make it grow and grow until the climax (the side of the facilitator). The activity can be played several time with different emotions. This activity is proposed to add the element of the emotions and their expression with the body, face, eyes, look. **Step 3. Facial expression in circle** The participants are now gathered in a circle and in several rounds, who feels to do has to cover their face with their hands and when opening has to express an emotion with the eyes and face expression. All the rest of the group has to copy the emotion only with the face. It is repeated several times to give the opportunity to more people to try. This activity is aimed to warm up the face and to train the participants to use face expression and eyes/look to communicate the emotions.

DESCRIPTION

IMAGE THEATRE

The workshop includes the following steps:

Step 1. Sharing conflicts
Different conflict contexts are presented and participants are asked to create three groups choosing the most three relevant for them to work on during the activity: public space, work, daily life, friends, family, work, health. Participants are divided in different teams and they are asked to share gender based conflicts happening in their local background in the specific context chosen. They are free to share as much as they feel to and it is important that they share something that is relevant for them.

Step 2. Conflicts through images
Each team have to select one conflict situation and clearly identify the oppressor, the oppressed, the bystander. They have to create one image using their bodies to represent the conflict case.

Step 3. Representation and intervention
Each group present their image and after it follows the identification from the audience of the roles (the oppressor, the oppressed, the bystander). When the roles are clearly identified, the spect-actors are invited to intervene in the scene to propose possible solutions, modification to change and improve the situation. For every scene, a different technique is proposed:
- Scene 1: the spect-actors, one by one, can enter the scene position behind the characters and give them voice saying one sentence about what is going on.
- Scene 2: the spect-actors, one by one, can enter the scene taking the role of the oppressed or bystander taking a new position.
- Scene 3: the spect-actors, one by one, can enter the scene adding themselves in the situation.

For each scene the technique is repeated as much as the spect-actors want to propose new solutions.

Step 4. Debriefing
It follows a debriefing in plenary. Key questions for the debriefing:
- How did you feel?
- What did you learn from the technique and from the activity?

Handout below.

48

HANDOUT - THEATRE OF THE OPPRESSED

INTRODUCTION

THE THEATRE OF THE OPPRESSED – TDO, WAS BORN IN BRAZIL IN THE 1960S, BY THE ACTOR, DIRECTOR AND SOCIAL RESEARCHER AUGUSTO BOAL.

IT IS A METHOD THAT HAS THE PURPOSE OF INVESTIGATING THE OPPRESSIONS, OF INDIVIDUALS AND OF THE GROUP, AND OF STAGING THEM TO ELABORATE POSSIBLE EMANCIPATION ACTIONS. IN THE TDO TECHNIQUE, REPRESENTS A TOOL FOR COLLECTIVE ELABORATION AND EXPERIMENTATION OF SOCIAL CHANGE.

WITHIN THE METHODOLOGY ACTORS AND SPECTATOR, CALLED "SPECT-ACTORS", CAN BOTH ENGAGE IN THE SCENE EXPLORING SOLUTIONS TO OPPRESSION.

IMAGE THEATRE IS ONE OF THE TECHNIQUE UNDER THE UMBRELLA OF THE TDO.

GENDER SENSITIVE ISSUES

TITLE	OPEN SPACE
TOPIC/S	Learn and exchange
AIM	To encourage participants in sharing workshops, activities, tools and actions they know and related to the subject of the training
TOOL TYPE	Work in smaller groups
DURATION	180 minutes
MATERIAL	A4 paper, pens, flipcharts, paper, markers, post-it
DESCRIPTION	The workshop includes the following steps: **Step 1. Preparation** Since the day before, participants are asked to share, if they want, some workshops, activities, tools and actions they know and related to the subject of the training. The facilitator leaves on the wall a big flipchart with different time slots, where participants can include their proposals. To include a proposal, the following information should be specified: • Workshop title • Workshop aim • Synthetic description (in couple of lines) • Name of the facilitator **Step 2. Matching and agenda creation** Then, when the activity is finally launched, facilitators read back the different proposals and different slots of 60 minutes each, run in parallel, are created. During the same slot there can be different workshops run simultaneously. Participants can choose, positioning their name on the flipchart, the workshop/s they are interested to join. The person proposing the workshop has to remain all the time in the workshop to present/facilitate. **GENERAL REMARK ON THE TECHNIQUE**: the Open Space is a technique allowing participants to discuss sensitive topics, to go in depth on relevant aspects, to share methodologies and activities they know about a specific, given subject. During the Open Space different thematic workshops are organised. Participants, following the principles of this technique, are free to move from one to another workshop according to their interest to work on one or more aspects. Where participants should remain in a workshop for the entire 60 minutes (according to the workshop specificity) it has to be initially specified in the synthetic description. In the Open Space Technique, the main pillars are: • bottom up approach: workshops have to be proposed by participants • self-organization of the workshops: participants themselves are those proposing and facilitating the workshops • time it's time: it's important to keep attention to the time at disposal for the workshop and to respect it • butterflies and bees: in a group we can be silent and listen, as we can also speak and share our opinions.

TOOLS FOR DIAGNOSTIC 1

TITLE	**THE CONTEXT: SENDING ORGANIZATIONS AND TARGET**
TOPIC/S	Describing the sending organization
AIM	• To get to know better each sending organization • To shape the tools for diagnostic starting from the local context of the sending organization
TOOL TYPE	Group work, plenary presentation
DURATION	80 minutes
MATERIAL	Flipcharts, markers
DESCRIPTION	**General information**: the aim of this session is to build the method to detect the youth workers and associations needs in the local backgrounds. This method will be used in the diagnostic, following phase of the project. The workshop includes the following steps: **Step 1. Sending organization** Participants are divided in groups by sending organization and they are invited to prepare a presentation of their association focusing on the following elements: values and mission, places of implementation of the main activities, activities and main projects on gender equity and women empowerment. It follows a presentation of each sending organization. **Step 2. Target groups** Participants are now divided in mixed groups and they receive a flipchart divided in two columns: one is for "youth" one is for "youth workers". In each group they have to share and write down in two different colours (one for common target group and one for differences), the target groups of their sending organization. The aim of this activity is to get to know each organization better and in particular to find the common target group/s each organization work with in order to shape the questionnaires addresses to them.

TOOLS FOR DIAGNOSTIC 2

TITLE	QUESTIONNAIRE PREPARATION
TOPIC/S	Tool for diagnostic
AIM	To build the questionnaire to detect the youth workers and youth needs in the local backgrounds
TOOL TYPE	Plenary work, group work
DURATION	120 minutes
MATERIAL	Flipcharts, markers, pens, A4 papers
DESCRIPTION	The workshop includes the following steps: **Step 1. Brainstorming on needs** Participants are gathered in plenary and they are invited to brainstorm on possible questions to detect the needs of young people and youth workers. It is an exercise for the upcoming step. **Step 2. Brainstorming questions** Participants are divided in four teams: two will work on the questions for the "young people" and two for the "youth workers". They have to brainstorm and write down around 15 questions (open and multiple choice). **Step 3. Presentation, feedbacks and first draft** The questions are presented in plenary. Participants are invited to share their feedback, suggestion, preferences. The feedback are gathered by the facilitators that afterward present a draft proposal to the participants in order to finalize the questions in a collective way.

LEARNINGS AND GROUP DYNAMICS

TITLE	**THE TRAINING COURSE ON THE STAGE!**
TOPIC/S	Group dynamics, learning
AIM	To reflect in a creative way on the learning and group dynamics during the Training Course
TOOL TYPE	Theatre
DURATION	60 minutes
MATERIAL	Costumes, items (if needed)
DESCRIPTION	The workshop includes the following steps: **Step 1. Reflection** Participants are divided in teams and they are asked to reflect upon, to share their learning and how did they feel in the group during the Training Course. They are invited to reflect on the whole process from the arrival till now to observe the evolution of the group dynamic, the intercultural exchange, the main event in the group etc. **Step 2. Sketch preparation** Then, the participants of each team are invited to create a theatre sketch to represent what they experienced during the week. **Step 3. Representation** Participants are now gathered in plenary and each group represent their sketch.

PHOENIX NEXT STEPS

TITLE	**QUESTIONNAIRE FINALIZATION AND NEXT STEPS**
TOPIC/S	Project timeline, objectives, activities
AIM	• To finalize the questionnaire • To refresh the project timeline, objectives, activities
TOOL TYPE	Interactive presentation
DURATION	40 minutes
MATERIAL	Questionnaire draft, flipchart with the project description
DESCRIPTION	The workshop includes the following steps: **Step 1. Questionnaire fine-tuning** The draft of the questionnaire is presented in plenary and participants have the chance to propose some suggestion to finalize it, such as different terminology, rephrasing. Once the questionnaire is finalized, the participants are invited to reflect and ask questions on the second phase of the project: the research phase. **Step 2. Next steps** It is presented, once again, the project timeline, objectives, activities in order to refresh what was presented at the beginning of the Training Course. It is left time for clarifications, questions, and further reflection on the implementation of the project.

FINAL EVALUATION

TITLE	**TRAINING COURSE EVALUATION**
TOPIC/S	Evaluation of different aspects of the Training Course
AIM	To run an individual evaluation of different aspects of the experience
TOOL TYPE	Evaluation tool
DURATION	60 minutes
MATERIAL	All the material needed to arrange the different spaces and settings (accordingly to our fantasy)
DESCRIPTION	**Setting**: we need a big workshop room that can be divided into different spaces or different rooms or spaces outside (if there is good weather). In case we are going outside, we need to take care that the spaces are separated but not too distant. Soft music and good decorations are welcomed to create the atmosphere. The workshop includes the following steps: **Step 1. Storytelling and introduction** The facilitator makes a short recap of what happened during the week, using the storytelling technique. Then it follows a short introduction on the activity' tasks. After that, participants enter the different settings for the evaluation and are invited to discover the surroundings. 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. **Step 2. Evaluation in spots** Food and lodgement • Instruction: comment with messages how the accommodation and food was • Methodology: a drawings representing food and accommodation and papers to leave comments and feedbacks The process • Instruction: make a symbol, to describe how much you were satisfied about the process (the closest to the centre the most you are satisfied, the closest to the edge the less you are satisfied) • Methodology: "pizza" a round drawn on a paper divided in several slices: content/topic, methodology, agenda-flow, group dynamics Training Course's specific objectives • Instructions: write a short comment on how are you satisfied about the Training objectives • Methodology: flipcharts with the objectives written on it

DESCRIPTION	<u>Pool of trainers</u> • Instruction: write a feedback, comment, suggestion you would like to leave to the pool of trainers and leave it inside the envelop • Methodology: post boxes (represented with envelopes) on the ground with pieces of paper and pens to write down the comments/feedbacks <u>Messages to each others'</u> • Instruction: write on the collective portrait (done in day 1) nice messages to the once you connected the most during the process • Methodology: collective portraits of all the participants are spread on the floor with markers and pens <u>Learning</u> • Instruction: write a letter to yourself, to share the learning achieved all along the training course (about yourself, from the others, about the topic) • Methodology: laundry (represented with ropes tied and pieces of paper handed there with cloth pegs), on the ground pens to write down the letters <u>What is the next?</u> • Instruction: write on a paper with the shape of flame (previously cut by facilitators) what is your next step after the Training Course and how you would like to be involved in the following steps of the project • Methodology: drawing and writing. A4 for papers and pen, markers in the corner of the room.

TITLE	CIRCLE OF WORD
TOPIC/S	Final evaluation
AIM	To ran the final collective evaluation
TOOL TYPE	Evaluation tool
DURATION	/ minutes (the time necessary for each person to share, freely, their feelings, impressions, comments and ideas)
MATERIAL	/
DESCRIPTION	**Setting**: participants are sitting in a circle and the facilitator is presenting the activity. Participants are invited to take the floor one by one, saying: "something to themselves" and "something to the group". **NOTE**: when the turn to speak arrives, if the 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.

CHAPTER IV - STANDARDIZED QUESTIONNAIRE FOR THE DIAGNOSTIC

WHAT

The Standardized Questionnaire for the diagnostic, aims to detect the youth workers and associations needs in the participating realities.

During the international training course held in Italy, the consortium chose to create two questionnaires, one targeted to youth workers and one to young people. This, with the purpose to gather different perspectives towards gender-sensitive issues and to combine the youth and educators' perspective for a more structured, solid and effective diagnostic.

The questionnaires are meant to be used during the WP2: Research – Needs Assessment, taking place between July and October 2024. During July and August 2024, the questionnaires are going to be handed out in presence and online by the training' participants who were trained for an efficient management of the diagnostic tools, using non formal education and participative methods.

Then, in September and October 2024, is following the diagnostic re-elaboration, where the data and information gathered will be processed and elaborated, becoming part of the deliverable "Synthetic diagnostic report", showing the needs, in terms of youth work, methods and tools to promote gender equality. This deliverable is a very important milestone because it will be therefore used during the "International Training Course 2: Pedagogical package for youth work", to design the first draft of the pedagogical approach for activities to raise youth awareness on gender-sensitive topics and to create, develop and test a set of new tools and workshops for the upcoming activities, the local trainings and workshops part of the WP4: Organization of Workshops.

PHOENIX - QUESTIONNAIRE FOR YOUTH WORKERS

PHOENIX - QUESTIONNAIRE FOR YOUTH WORKERS

This questionnaire is a tool developed and used during the needs assessment phase of the international project "**Phoenix - Youth Work for Gender Awareness in the Euro-Mediterranean Context**" (Erasmus+ Program - Key Action 2 - Capacity building in the field of youth, Ref. no. 101129995), co-financed by the European Commission through the Erasmus+ Programme.
All information collected strictly serves the purpose of the project only, and it aims to detect the needs of youth workers related to gender issues and women empowerment. No private information is saved through this form.

Do you consent to give us an honest opinion about gender issues and women's empowerment?

☐ Yes

☐ No

Your age

☐ <18

☐ 18 - 25

☐ 26 - 35

☐ 36 - 50

☐ >50

Your gender

☐ Male

☐ Female

☐ Open (self-determined)

Country/territory of origin

_____

Country/territory where you currently live

_____

Your group of origin

_____

The association/institution/NGO you work for

_____

Years of experience in youth work

☐ < 3 years

☐ 3 - 5 years

☐ 6 - 10 years

☐ 11 - 15 years

☐ >15 years

What is the usual gender rate of your participants?

☐ 50/50

☐ More women than men

☐ More men than women

☐ Other

Rate the severity of the following issues you are facing in your work environment (1 - not at all, 5 - very severe)

	1	2	3	4	5
lack of funding	☐	☐	☐	☐	☐
lack of participants	☐	☐	☐	☐	☐
lack of resources	☐	☐	☐	☐	☐
lack of knowledge	☐	☐	☐	☐	☐
lack of capacity of writing project proposals	☐	☐	☐	☐	☐
lack of appreciation for your job	☐	☐	☐	☐	☐
no citizenship status	☐	☐	☐	☐	☐

Which of the following would be beneficial for your career development?

☐ vocational training programmes

☐ formal education

☐ increased job opportunities

☐ networking opportunities

☐ language courses

☐ mental health support

☐ international certification of youth work

☐ non-formal education programmes

☐ Other:

Please rank the interest of your target group regarding the following topics (not interested at all, somehow interested, interested, very interested):

	not interested at all	somehow interested	interested	very interested
gender-based violence	☐	☐	☐	☐
LGBTQ+ issues	☐	☐	☐	☐
feminism	☐	☐	☐	☐
discrimination/stereotypes/prejudices	☐	☐	☐	☐
employment/self employment	☐	☐	☐	☐
immigrant rights	☐	☐	☐	☐
reproductive rights (eg. abortion)	☐	☐	☐	☐
environment	☐	☐	☐	☐
art and self expression	☐	☐	☐	☐
sexual education (intimacy, affection etc.)	☐	☐	☐	☐

How confident do you feel when/if addressing these topics with youngsters (not confident at all, somehow confident, confident, very confident)?

	not confident at all	somehow confident	confident	very confident
reproductive rights (eg. abortion)	☐	☐	☐	☐
gender-based violence	☐	☐	☐	☐
racism	☐	☐	☐	☐
LGBTQ+ issues	☐	☐	☐	☐
women's empowerment	☐	☐	☐	☐
sex and intimacy	☐	☐	☐	☐
sex work	☐	☐	☐	☐
hate speech (online and offline)	☐	☐	☐	☐
feminism	☐	☐	☐	☐
sexually transmitted diseases	☐	☐	☐	☐

To what degree do you consider the following stakeholders important in addressing gender issues and women's empowerment (not important at all, moderately important, important, very important)?

	not important at all	moderately important	important	very important
the government and other state institutions	☐	☐	☐	☐
the NGOs and other organisations	☐	☐	☐	☐
the formal education institutions	☐	☐	☐	☐
the families	☐	☐	☐	☐
informal groups	☐	☐	☐	☐
religious institutions	☐	☐	☐	☐
political parties and groups	☐	☐	☐	☐

What tools/activities would you need in order to improve your skills in gender issues and women's empowerment?

- ☐ games and other interactive activities
- ☐ books and other materials related to this topic
- ☐ taking part into training courses related to this topic
- ☐ online/digital tools related to this topic
- ☐ dissemination tools
- ☐ common global spaces to share best practices and successful experience
- ☐ Other:

Which tools/actions do you consider to be most efficient for disseminating your project results?

- ☐ social media
- ☐ mass media
- ☐ workshops
- ☐ insertion in formal education
- ☐ books and other publications
- ☐ multiplier events (festivals, conferences, seminars, cultural events, meetings etc.)
- ☐ Other:

What are the challenges you are facing while trying to address gender issues and women's empowerment with young people?

_____

_____

_____

_____

_____

PHOENIX - QUESTIONNAIRE FOR YOUNG PEOPLE

PHOENIX - QUESTIONNAIRE FOR YOUNG PEOPLE

This questionnaire is a tool developed and used during the needs assessment phase of the international project "**Phoenix - Youth Work for Gender Awareness in the Euro-Mediterranean Context**" (Erasmus+ Program - Key Action 2 - Capacity building in the field of youth, Ref. no. 101129995), co-financed by the European Commission through the Erasmus+ Programme.

All information collected strictly serves the purpose of the project only, and it aims to detect the needs of youth workers related to gender issues and women empowerment. No private information is saved through this form.

Do you consent to give us an honest opinion about gender issues and women's empowerment?

☐ Yes

☐ No

Your age

☐ <18

☐ 18 - 25

☐ 26 - 30

☐ 31 - 35

☐ >35

Your gender

☐ Male

☐ Female

☐ Open (self-determined)

Country/territory of origin

_____

Country/territory where you currently live

_____

Your group of origin

_____

Which of the following would be beneficial for your career development?

- ☐ vocational training programmes
- ☐ formal education
- ☐ increased job opportunities
- ☐ networking opportunities
- ☐ language courses
- ☐ mental health support
- ☐ international certification of youth work
- ☐ non-formal education programmes
- ☐ Other:

How interested are you in gender and women's empowerment?

	1	2	3	4	5	
not interested	☐	☐	☐	☐	☐	very interested

How interested are you in discovering more about the following topics (not interested at all, somehow interested, interested, very interested):

	not interested at all	somehow interested	interested	very interested
gender-based violence analysis and prevention	☐	☐	☐	☐
LGBTQ+ issues	☐	☐	☐	☐
feminism	☐	☐	☐	☐
discrimination/stereotypes/prejudices	☐	☐	☐	☐
employment/self employment	☐	☐	☐	☐
immigrant rights	☐	☐	☐	☐
reproductive rights (eg. abortion)	☐	☐	☐	☐
environment	☐	☐	☐	☐
art and self expression	☐	☐	☐	☐
sexual education (intimacy, affection etc.)	☐	☐	☐	☐

How confident do you feel when/if discussing these topics (not confident at all, somehow confident, confident, very confident):

	not confident at all	somehow confident	confident	very confident
reproductive rights (eg. abortion)	☐	☐	☐	☐
gender-based violence	☐	☐	☐	☐
racism	☐	☐	☐	☐

	not confident at all	somehow confident	confident	very confident
LGBTQ+ issues	☐	☐	☐	☐
women's empowerment	☐	☐	☐	☐
sex and intimacy	☐	☐	☐	☐
sex work	☐	☐	☐	☐
hate speech (online and offline)	☐	☐	☐	☐
feminism	☐	☐	☐	☐
sexually transmitted diseases	☐	☐	☐	☐

Where do you take your information related to gender issues?

☐ social media
☐ mass media (TV, newspapers, magazines, radio etc.)
☐ my family
☐ school/university
☐ NGOs/youth centres/other institutions
☐ religious institutions
☐ peers (friends, colleagues)
☐ artistic expressions (music, films and art in general)
☐ podcasts
☐ political groups
☐ Other:

Which tools/actions do you consider to be most efficient for getting information on gender issues and women's empowerment?

☐ social media
☐ mass media
☐ workshops
☐ insertion in formal education
☐ books and other publications
☐ multiplier events
☐ Other:

How important do you think it is for the following entities to get involved in addressing gender issues and women's empowerment (not important at all, moderately important, important, very important)?

	not important at all	moderately important	important	very important
the government and other state institutions	☐	☐	☐	☐
the NGOs and other organisations	☐	☐	☐	☐
the formal education institutions	☐	☐	☐	☐
the families	☐	☐	☐	☐
informal groups	☐	☐	☐	☐
religious institutions	☐	☐	☐	☐
political parties and groups	☐	☐	☐	☐

How would you like to learn more about gender issues and women's empowerment?

- ☐ games and other interactive activities
- ☐ books and other materials related to this topic
- ☐ taking part into training courses related to this topic
- ☐ online/digital tools related to this topic
- ☐ common global spaces to share best practices and successful experience
- ☐ international youth exchanges
- ☐ being lectured in school/university
- ☐ informal discussions with friends
- ☐ Other:

What are the challenges you are facing while trying to find out more about gender issues and women's empowerment?

_____

_____

_____

_____

_____

Would you like to become a youth worker?

- ☐ Yes
- ☐ No
- ☐ Maybe

A SPECIAL THANKS TO THE PARTNER ORGANIZATIONS INVOLVED IN THE PROJECT:

LUNARIA - ITALY
OTRA ESCUELA - SPAIN
AGDZ VOLUNTEERS ORGANIZATION - MOROCCO
JORDAN YOUTH INNOVATION FORUM - JORDAN

ANOTHER SPECIAL THANKS TO ALL THE ACTORS (PARTICIPANTS AND FACILITATORS) THAT MADE THIS TRAINING REAL AND CONCRETE.

WE COULDN'T HAVE DONE, WHAT WE HAVE DONE ... WITHOUT THEIR SUPPORT!!!!

Lunaria is an "Association for Social Promotion", established in 1992, not-for-profit, non-religious, and autonomous from any political party affiliation.

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

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

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

PHOENIX