

A large, stylized phoenix is depicted within a circular frame. The phoenix's tail feathers are on the right, transitioning from purple to pink to yellow. Its wings are spread, with green and blue feathers visible. The word "PHOENIX" is written in large, bold, dark blue capital letters across the center of the circle.

PHOENIX

**Youth Work for Gender
Awareness in the Euro-
Mediterranean Context**

**TOOLKIT ITC 2
AND
SYNTHETIC PEDAGOGICAL APPROACH**

**ITC 2: First draft of the pedagogical approach
and workshops on gender**



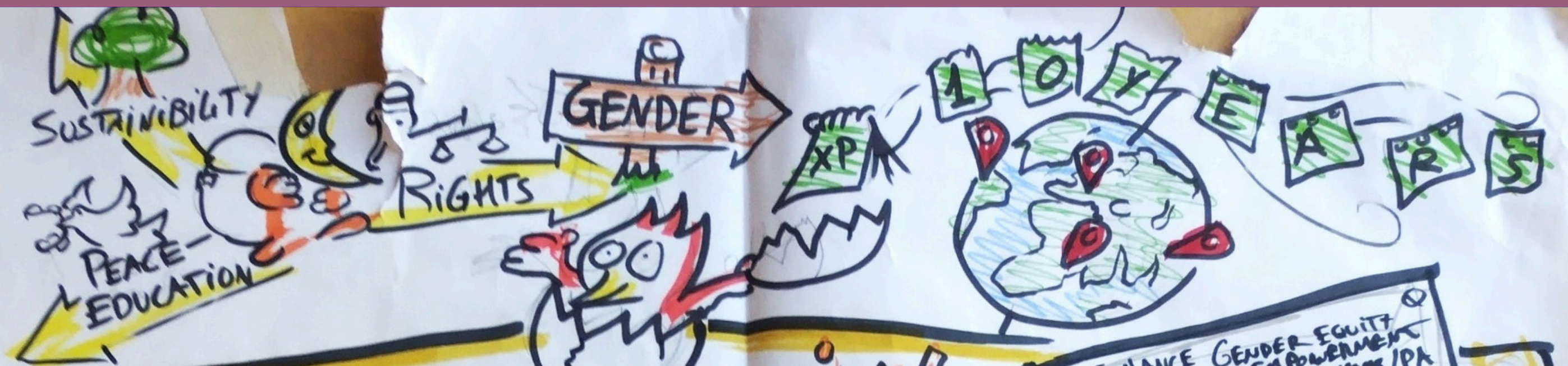
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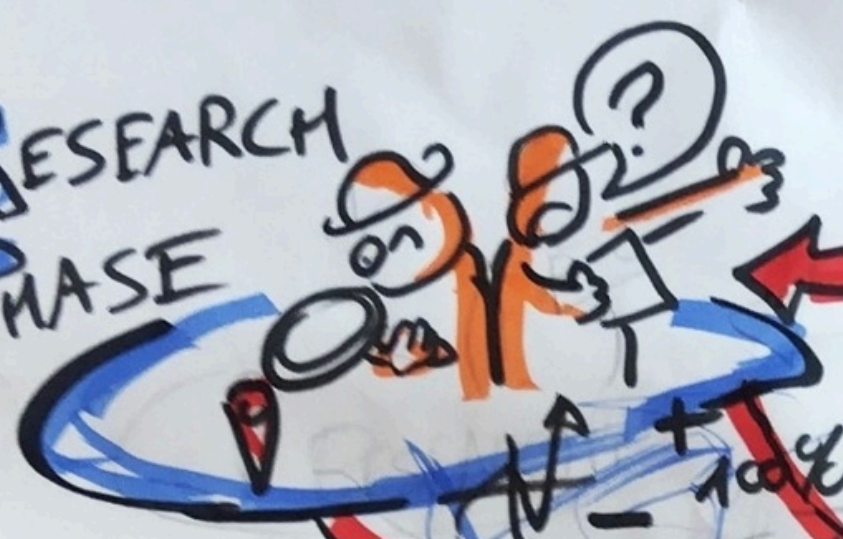


PHOENIX

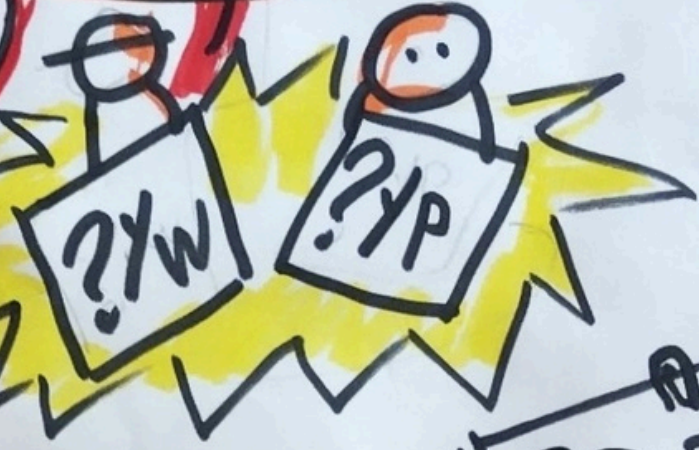
TO ENHANCE GENDER EQUITY AND YOUNG WOMEN EMPLOYMENT BY PROVIDING TOOLS / METHODS / PA TO YOUTH & YOUNG WORKER TO TACKLE GENDER SENSITIVE ISSUES IN BOTH LOCAL CON. AND INTERNATIONAL.



RESEARCH PHASE



DATA



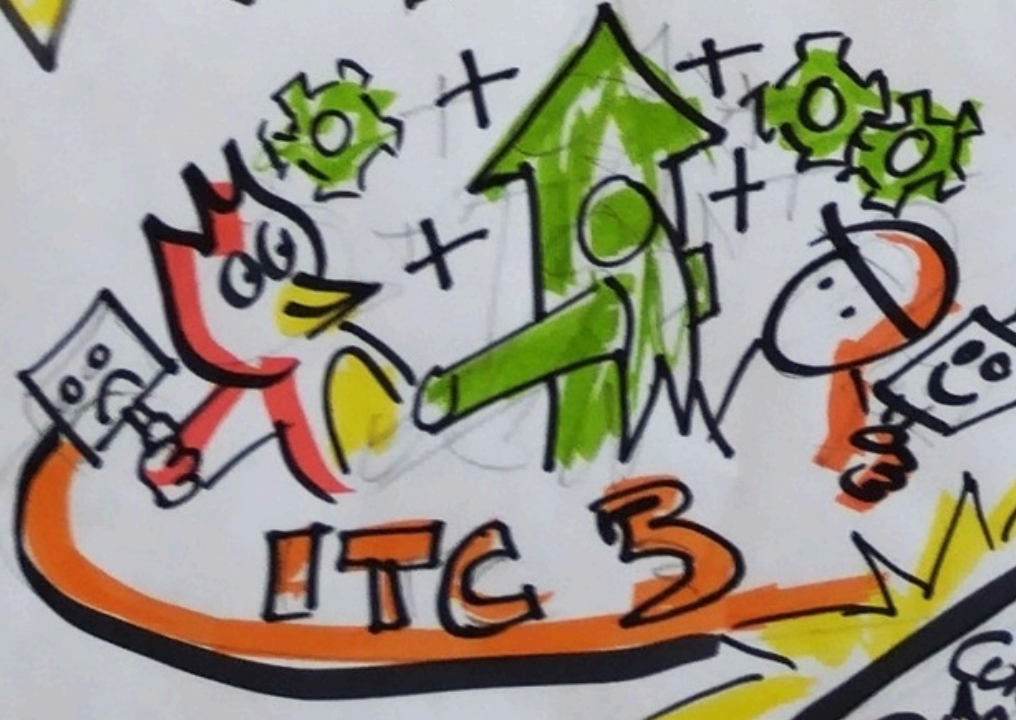
ITC 2



1 TO UNDERSTAND THE MAIN OUTCOMES

2 DRAFT THE PEDAGOGICAL APPROACH

3 COCREATE WORKSHOPS



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

- WP 1: project management and coordination
- WP 2: research – needs assessment
- WP 3: mobility preparation and implementation
- WP 4: organization of workshops
- WP 5: communication and dissemination.

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

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 towards individuals and LGBTIQ+ communities, gender-based violence and women empowerment.

Within this strategy, we have 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 previous KA2s, 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 favor women’s 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 favor young women’s participation and empowerment.
- **2018 – 2020 GAGA Global Action for Gender Awareness:** aimed to enhance gender equity and young women’s 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's 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 reach the project objectives logically and efficiently and to deliver the expected outcomes and results.

WP 1: 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 partner meetings: Kick off meeting and Evaluation meeting in person and various other online partners' meetings.

WP 2: 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 organization 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.

WP 3: 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.

WP 4: 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 educators and the Local workshops targeted to young people.

WP 5: 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 grassroots and international actions; to create new synergies and cooperation with local organizations 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 (targeted to youth workers and educators) and workshops (targeted to young people). The capacity building activities are conceived to strengthen the impact of the raising awareness action on gender at local and regional levels.

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 aim to contribute to the 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



TARGET GROUPS

The project foresees the knowledge development of young people and young women coming from backgrounds with fewer opportunities, who have not finalized the study cycle or have abandoned school at an 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 is 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, often most of the cases going unreported. A consistent number of women is still not financially independent, have scarce access to remunerated labor 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 LGBTIQ+ community faces restrictive laws and persecution.

The widespread pandemic in 2020 consistently contributed to strengthening the gap and the discriminating 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 LQBTIQ+ 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 labor market for men 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 their 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 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, raising awareness and action among young people and local communities.

CONSORTIUM

LUNARIA - Italy

<https://www.lunaria.org/>



JORDAN YOUTH INNOVATION FORUM

<https://jyif.org/>



Jordan Youth Innovation Forum
الملتقى الأردني للإبداع الشبابي

AGDZ VOLUNTEERS ORGANIZATION

<https://agdzvunteers.com/>



OTRA ESCUELA

<https://madrid.otraescuela.org/>



CHAPTER II – INTERNATIONAL TRAINING COURSE 2

WHAT

The International Training Course - Pedagogical Package for Youth Work is part of the WP 3: Mobility Preparation and Implementation.

The training course was held from the **04th to the 10th of November 2024**, implemented in Riad Tabhirte, Agdz and hosted by AGDZ association.

The training course was conceived to design the first draft of the pedagogical approach for activities to raise youth awareness on gender sensitive topics.

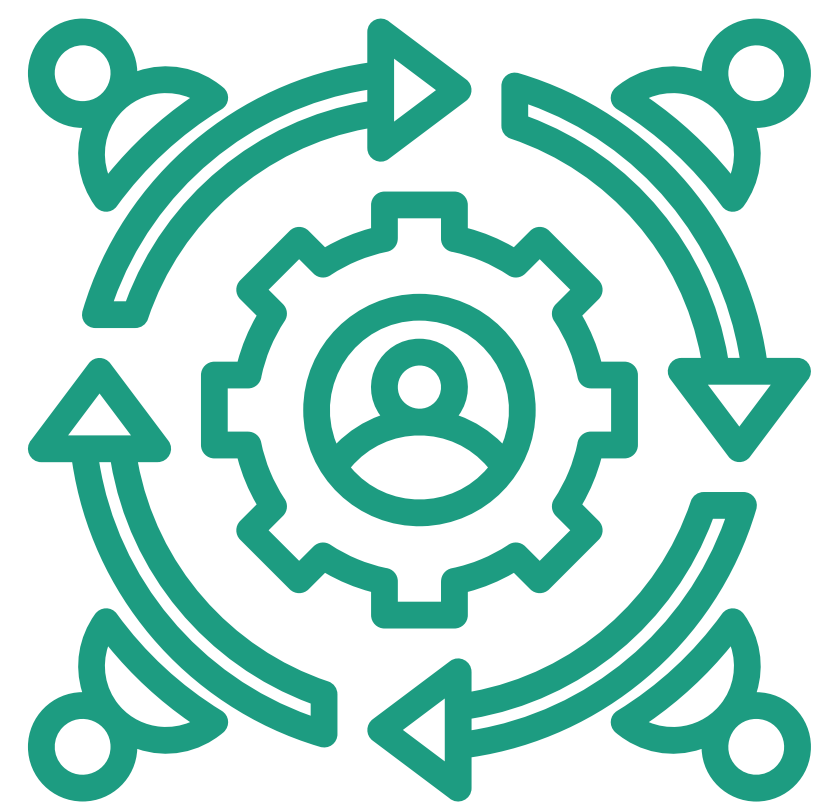
Moreover, the training course aimed to create, develop and test a set of new tools and workshops for the upcoming activities, part of the WP4: Organization of Workshops (including Local trainings and Local workshops).

SPECIFIC OBJECTIVES

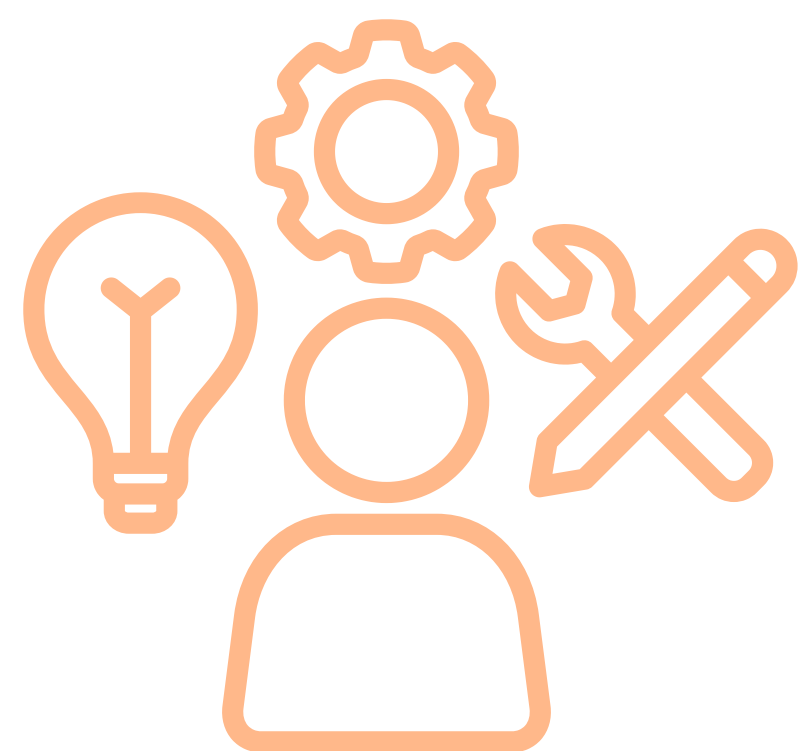
To create the first draft of the pedagogical approach for activities to raise youth awareness on gender sensitive topics



To design, test and assess new workshops to raise youth awareness on gender-sensitive topics



To develop social competences and skills within the Non-Formal Education framework



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 2: “First draft of the pedagogical approach and Workshops on Gender”.

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 ITC 2 and Synthetic Pedagogical Approach”.

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 organizations, youth centers, 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 Morocco. The Toolkit includes the interactive methods, the tools and workshops for 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 on gender-sensitive issues and the sub-related subjects. Thus, the importance and effectiveness of these workshops lay 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 facilitators coming from the associations part of the consortium. Thus, they have to be considered as a methodological collection of good practices and examples to be afterwards re-proposed in the local work with young people.

FIRST DRAFT OF THE PEDAGOGICAL APPROACH: aimed to set the principles and the “modus operandi” when delivering activities focused on gender. The pedagogical approach is therefore meant to offer guidelines and inputs to the future youth workers and facilitators involved in the facilitation of the new workshops created and at large, of activities focused on gender-sensitive issues.

The approach, developed in Morocco by the training course’ participants, is focused on the following major elements: Basic Ground and Contents, Environment and Target Group, Facilitator Role and Communication, Methodology and Tools.

NEW WORKSHOPS ON GENDER: activities focused on gender-sensitive issue, meant to raise the youth awareness on the subject and to boost the action of sensitization on the local communities. The workshop’ subjects are: Art as a Tool for Activism, Gender Based Violence, Media and Gender, Migrant Women, Political Engagement, Reproductive Health and Rights.

The new workshops are going to be tested and the pedagogical approach applied during the WP 4: Organization of Workshops (including the Local trainings targeted to youth workers and educators and the Local workshops targeted to young people), taking place between January and August 2025.

Then, within the end of August 2025, the final version of the workshops will be edited taking into account the intercultural feedback received from the facilitators in the participating countries. The pedagogical approach, also taking into account the feedback received during the testing, will be further revised and finalized during the ITC 3: Evaluation and methods assessment, forecast in Spain in September 2025. They will both become part of the deliverable “Methodological Curricula on Gender”, the handbook including the main outcomes of the diagnostic, the synthetic vision of the pedagogical approach and the new workshops.

CHAPTER III - TOOLKIT

TECHNICAL ASPECTS

DURATION

Most of the workshops proposed in this section have an overall duration of 90 minutes. This duration was chosen for two main reasons. First, they suit well within the standard duration of half-morning or half-afternoon session 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 international 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 workshops 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 workshop, **we warmly suggest you have a clear picture of the targets' needs and profiles**. It will help you to 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:

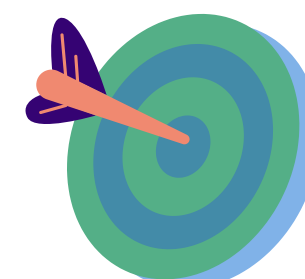
TO BE VOLUNTARY:

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



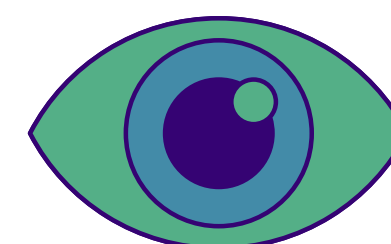
TO BE PARTICIPATORY:

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 center 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' feedback, knowledge and experiences. They must be continuously adapted to the different backgrounds, competences, typologies of 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 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 self-esteem and 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

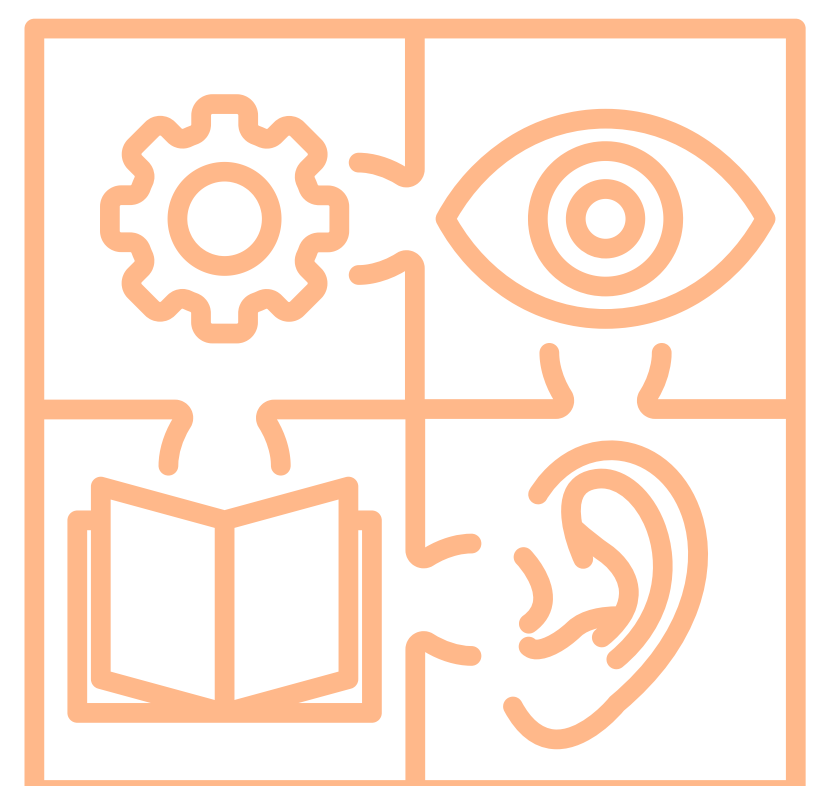
In the learning process promoted within Non-Formal Education, we need to remember that human beings are different and that in those differences ground the potentiality of a more coherent and “360° learning experience”.



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.



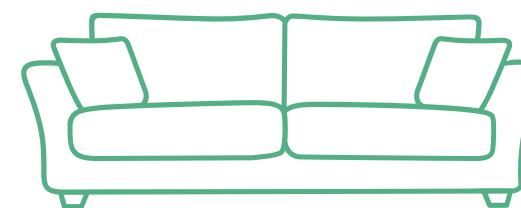
LEARNING ZONES

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 behaviors 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 recipe" 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.



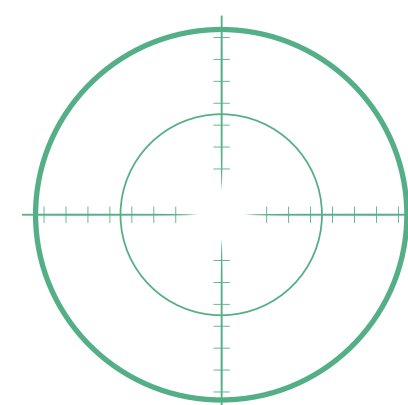
STRETCHING ZONE:

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

I am...

GET TO KNOW EACH OTHER

We are...

PROJECT, AGENDA, METHODOLOGY

Presentation and moving debate

TEAM BUILDING

Cooperation

ACTIVE LISTENING

Let's talk about gender

2

IDENTITIES

The sunshine is on

ID signs

FIELD RESEARCH OUTCOMES

The gallery

TOPIC SELECTIONS

Presentation and majoritarian system

CONTENTS EXPLORATION

Research on the topics

3

CONTENTS PRESENTATION

How do we learn?

PEDAGOGICAL APPROACH 1

Mind map

TRAINING IN ACTION

Introduction and work in teams

4

TRAINING IN ACTION

Workshops creation

5

TRAINING IN ACTION

Workshops testing:

Reproductive and health rights

Gender based violence

Social media and gender

6

TRAINING IN ACTION

Workshops testing:

Migrant women

Political engagement and gender

Art as a tool for activism

TRAINING IN ACTION

Workshops evaluation and assessment

7

PEDAGOGICAL APPROACH 2

Cafeteria

NEXT STEPS

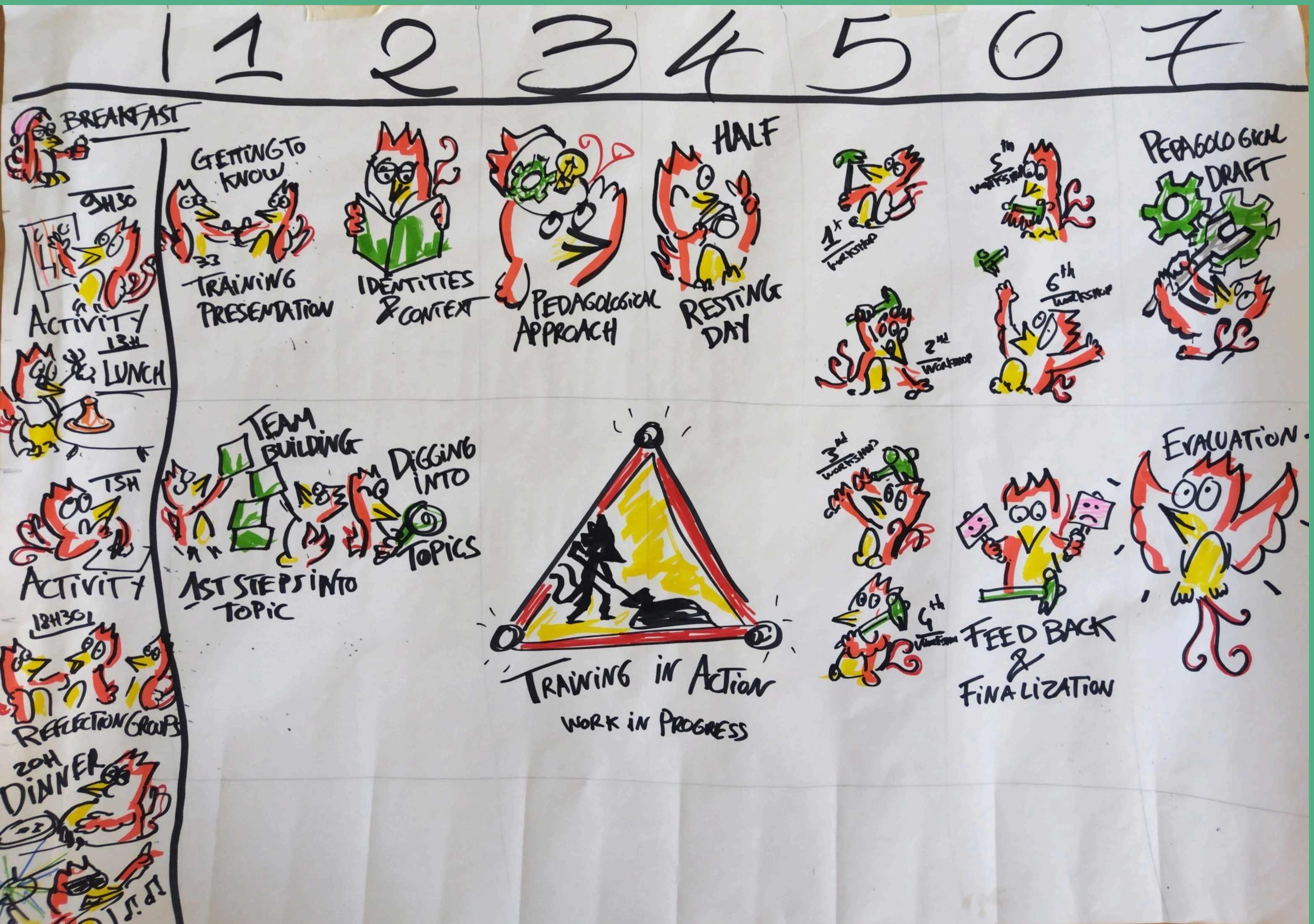
Work in national teams

EVALUATION

Training Course evaluation

Closure

20



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**
 Approach and Workshops Creation - indicated with: **AWC**
 Final Evaluation - indicated with: **FE**

ACTIVITIES	GD	GI	AWC	FE	PAGE
Cafeteria		X	X		48
Closure	X	X	X	X	52
Cooperation	X				27
How do we learn?			X		39
I am...	X				24
ID signs		X			32
Introduction and work in teams		X	X		42
Let's talk about gender		X			29
Mind map		X	X		40
Presentation and majoritarian system		X	X		36
Presentation and moving debate		X	X		26
Research on the topics		X	X		38
The gallery		X			35
The sunshine is on	X	X			31
Training Course evaluation	X	X	X	X	50
We are...	X	X			25
Work in national teams	X	X	X		49
Workshops creation	X	X	X		44
Workshops evaluation and assessment	X	X	X	X	47
Workshops testing		X	X		46
Workshop testing - Impact of social media on gender roles		X	X		78
Workshop testing - Art as a tool for gender activism and resistance		X	X		68
Workshop testing - What is GBV?		X	X		71
Workshop testing - Borderlines		X	X		81
Workshop testing - Speak up		X	X		84
Workshop testing - The body is a territory		X	X		75

TOOLKIT

NAME GAMES

TITLE	I AM...
TOPIC/S	Name games, ice breakers
AIM	To get to know each other’s names
TOOL TYPE	Name games, ice breakers
DURATION	20 minutes
MATERIAL	/
DESCRIPTION	<p>The workshop includes the following steps:</p> <p>Step 1. Triangle Participants are invited to enter the room and to walk in the space. While walking, they have to secretly choose two people of the group. As soon as everyone has them chosen in their mind, they have to continue walking in the space, creating a triangular shape, with the three people being the vertex of the triangle.</p> <p>Step 2. Name and pronouns Participants are now standing in a circle and, one by one, they are invited to say their name and preferred pronouns to be referred to.</p> <p>Step 3. My name is ... and my body says ... Participants are invited, one by one, to complete the sentence “<i>My name is</i> (their name) <i>and my body says</i> (a movement/sound according how they feel)”. After each person says the sentence, all the group repeats the name and the movement in order to energize the group and to support the names’ memorization.</p>

GETTING TO KNOW EACH OTHERS

TITLE	WE ARE...
TOPIC/S	Getting to know each other
AIM	To get to know each other
TOOL TYPE	Speed dating, active listening
DURATION	60 minutes
MATERIAL	Background music, objects for the speed dating, post-it for the speed dating, pens
DESCRIPTION	<p>The workshop includes the following steps:</p> <p>Step 1. Speed dating</p> <p>Participants are invited to walk in the room while listening to a music, as soon as the music stops, they are invited to create pairs. This will be repeated several times and they are invited to meet every time someone new/they don't know already. Each time the pairs are created, the facilitator gives a task or asks a questions. For each question (except the n. 9) between 2 and 4 minutes are allocated.</p> <p>Below a proposal of questions/tasks:</p> <ol style="list-style-type: none">1.Who am I? Say it with the mine (no words, only gestures)2.Share a recipe that you learnt from your family3.Pirates fight4.What this object tells about me? (this question requires a preparation: while the music is playing, the facilitator gives one object randomly to each participant. As soon as everyone gets one, the music is stopped and they receive the task)5.What do I expect from this Training Course? Write it on the post-it and share it with your pair (this question requires a preparation: while the music is playing, the facilitator gives to each participant one post-it and one pen. As soon as everyone gets one, the music is stopped and they receive the task. At the end of the round, the facilitators gather all the post-it)6.Teach your favorite dance move7.What makes me beautiful?8.Keep the eye contact (no words)9.Share your identity/story/biography, anything you want to share about yourself. <p>NOTE: this task is described with more details in the step 2 of the activity.</p> <p>Step 2. Biographies</p> <p>For the question n. 9 of the step 1 more time is allocated to allow participants to share elements and information about themselves (around 10 minutes).</p> <p>After sharing in pairs, participants are all gathered to receive the following task: each one is invited to present in a creative way their partner to the rest of the group. They have 10 minutes for individual preparation.</p> <p>After the preparation, participants are gathered and they are invited to start the sharing one by one. They choose the order and how to present the person.</p>

PROJECT, AGENDA, METHODOLOGY

TITLE	PRESENTATION AND MOVING DEBATE
TOPIC/S	Project, agenda presentation, methodology
AIM	<ul style="list-style-type: none">• To present the project aim, objectives, timeline• To present the program of the Training Course• To start to create a common ground in the methodological framework proposed
TOOL TYPE	Interactive presentation and moving debate
DURATION	60 minutes
MATERIAL	/
DESCRIPTION	<p>The workshop includes the following steps:</p> <p>Step 1. Presentation The project and the agenda are presented in an interactive way, using the graphic facilitation.</p> <p>Step 2. Moving debate on methodological framework The room is divided in two parts “very relevant” and “not relevant”. Participants are asked to stand in the middle position, considered as the “neutral”. A set of key words on the methodology of non-formal education are proposed. For each key word, participants are asked to take position according to what they think is more relevant for them. After they take position, participants are invited to share their arguments with the rest of the group.</p> <p>The key words proposed are:</p> <ul style="list-style-type: none">• Horizontality• Interculturality• Mistakes• Communication• Self-responsibility.

TEAM BUILDING

TITLE	COOPERATION
TOPIC/S	Team work, team building
AIM	To promote cooperation and team building among the group members
TOOL TYPE	Team building activity
DURATION	90 minutes
MATERIAL	Stickers for the dots (in alternative tape with symbols drawn with the markers), paper and pens for the reporter
DESCRIPTION	<p>The workshop includes the following steps:</p> <p>Step 1. Dot game This step includes the following sub-steps:</p> <p>1.1 Preparation Participants stand in circle with the eyes closed and receive dots of different color and shapes on their foreheads (one colored/different shaped dot per person).</p> <p>NOTE: we remind the facilitators preparing and then putting the dots, to take in consideration that there are groups with same color/shape, one participant without any dot, one with more dots and one with dot in a color that is not present in the other groups.</p> <p>1.2 Activity Participants are asked to open their eyes and to find their group, in silence and without talking. The game is over when everyone is satisfied with the solution they have found. The process will show group formation according to color/shape they have on their foreheads, but also the potential exclusion of some person.</p> <p>NOTE: we remind the facilitators presenting the task, that it's very important to use the term "group" on the singular (not the plural), so that the activity doesn't end up suggesting that there are more groups than only one (to keep the feeling of unity).</p> <p>1.3 Debriefing in smaller groups Participants are divided in smaller groups to reflect on the activity. For each group, they have to identify one reporter to make the restitution of the main outcomes in plenary. Each group is invited to reflect on:</p> <ul style="list-style-type: none">• Feelings: how did you feel during the activity?• Observations: what happened in the group?• Interpretation: do you see any parallel and/or link between the activity and real life?

DESCRIPTION

1.4 Plenary

Back in circle, each reporter is invited to share the main outcomes from the group reflections/discussion.

Step 2. Touch the sky

This step includes the following sub-steps:

2.1 Activity

Participants are sitting in circle in plenary and they receive the following task: they have to find a way “to touch the sky!” Once the task is assigned, facilitators exit the room and leave 15 minutes to the group to fulfill the task.

NOTE: it does not exist “the perfect way to touch the sky”, but it’s very important that the entire group will find a collective way, based on consensus, to touch the sky, not being divided in sub-groups or on an individual base.

2.2 Presentation

After the 15 minutes facilitators are back in plenary and ask the group to show their way to touch the sky.

2.3 Debriefing in plenary

Back in plenary, it follows the debriefing, with the following key questions:

- How did you feel?
- What has happened during the activity?
- What does it mean to work as a group?

ACTIVE LISTENING

TITLE	LET’S TALK ABOUT GENDER
TOPIC/S	Active listening
AIM	<ul style="list-style-type: none">• To introduce the topic of gender• To continue the process of getting to know each other
TOOL TYPE	Discussion in smaller groups, active listening
DURATION	50 minutes
MATERIAL	Cards with the different roles
DESCRIPTION	<p>The workshop includes the following steps:</p> <p>Step 1. Introduction</p> <p>The participants are divided in groups of 4 people. The activity consists of 4 rounds of 10 minutes. In each round, each person has to take the role of “speaker”, “interviewer”, “scribe”, “painter”. Each role has different characteristics (as in the handout below). Each round will have a specific topic to talk about (family, job/studies, culture, activism).</p> <p>NOTE: the topics are written in small papers folded. They are not presented in plenary, but in each round participants pick up one randomly to start the discussion.</p> <p>Step 2. Implementation</p> <p>The activity is implemented as described above. At the end it’s not forecast a debriefing because the activity is somehow linked with the following. In a different context and setting, we suggest facilitators to include a debriefing focused on communication, active listening, emphatic connection and relationship with the others.</p> <p>See Handout below.</p>

HANDOUT - ROLES

SPEAKER: the person who talks and answers to the question. Talks about their experience and thoughts related to the selected topic

INTERVIEWER: asks questions to the speaker during their speech to encourage their conversation and facilitate understanding. The person should not introduce their own point of view, but just stimulate the discussion

SCRIBE: takes notes from the speaker's speech summarizing what they have said (writing, but can be also forecast drawing) and observes if/how this can be useful to listen/understand. The person remains always in silence, and the notes taken should be as much neutral as possible and respondent to what has been really said by the speaker

PAINTER: listens actively to the speaker and at the end of each round, close by sharing impressions, emotions on what has been said. It can be done using words, symbols, metaphors, poetry, colors they imagined while listening.

IDENTITIES

TITLE	THE SUNSHINE IS ON
TOPIC/S	Identities, getting to know each other
AIM	To introduce the reflection on identities, in an interactive and playful way
TOOL TYPE	Getting to know each other
DURATION	15 minutes
MATERIAL	Chairs (n. tot of the participants minus 1)
DESCRIPTION	<p>Setting: facilitators have to make a circle of chairs with the exact number of the participants, minus 1.</p> <p>Participants are sitting on the chairs and one is standing in the middle. The person in the middle has the aim to take the place of someone sitting in the circle. In order to do, that they have to say “the sunshine on... (something they want to know about the group)” (e.g. the sunshine on who has siblings).</p> <p>The participants answering “yes”, have to quickly stand up and change chair. In that moment the person in the middle has to try to take one empty chair.</p> <p>There is always someone remaining in the middle to ask the next question.</p> <p>The activity stops after several participants have stood in the middle and asked questions to the group.</p> <p>NOTE: we suggest facilitators to invite participants to ask questions that are not visible in order to promote the exchange and the getting to know each other. At the same time should be encouraged questions not too personal, which might be perceived invasive or disturbing by someone.</p>

TITLE	ID SIGNS
TOPIC/S	Identities
AIM	<ul style="list-style-type: none"> • To reflect on identities, their relation to gender and their interconnections • To introduce the reflection on intersectionality
TOOL TYPE	Moving debate
DURATION	60 minutes
MATERIAL	A4 paper with the “aspects of the identity” and the “statements” (see the handout below), markers
DESCRIPTION	<p>Setting: the facilitators previously set the room, putting the A4 paper with the aspects of the identity around the room (it has to be visible and possibly in a circular shape).</p> <p>The workshop includes the following steps:</p> <p>Step 1. Introduction</p> <p>Participants stand in the center of the room. The facilitator explains that around the room there are different papers where different aspects of the identity are written. In order to support the visualization, the facilitator can read them out loud and show the different papers. The facilitator, during the activity, reads some statements about identity and, for each statement, participants have to take position where they believe it’s the most relevant for them to stand. The statements always start with <i>“the part of my identity that...”</i>: e.g. <i>“the part of my identity that I am more aware of is...”</i></p> <p>Participants, in order to complete the sentence, have to move to the aspects of their identity they are more aware of (e.g. gender? Formal education? ... they can find the aspects written on the A4 papers on the floor).</p> <p>Step 2. Activity</p> <p>The activity is implemented as above described.</p> <p>NOTE: for each statement, the facilitator invites participants to observe the different positions and invites those who feel to do it, to share with the rest of the group why they took a specific position in the space.</p> <p>Step 3. Automagic writing</p> <p>Participants are invited to write freely their feelings, reflections using the technique of the automatic writing.</p> <p>NOTE: the automagic writing has been originating in Chinese folk tradition, as “automatic” or “spirit writing”. It is an invitation to write without filters/judgments, and any language used is welcome.</p> <p>See Handouts below.</p>

HANDOUT - ASPECTS OF THE IDENTITY

FORMAL EDUCATION AND STUDIES
ABILITIES AND DISABILITIES
AGE
WEALTH/SOCIO-ECONOMIC
ETHNICITY, CULTURE, LANGUAGE(S)
GENDER IDENTITY
NEURO-DIVERSITY/TYPICALITY/DIVERGENCE
RACE AND RACIALISATION
SEXUAL (SEXO-AFFECTIVE) ORIENTATION
CITIZENSHIP STATUS
MENTAL HEALTH
RELIGION AND SPIRITUALITY
PHYSICAL/HEALTH AND ILLNESS
NATIONALITY
POLITICAL AFFINITY
FAMILY BACKGROUND

HANDOUT - ASPECTS OF THE IDENTITY

THE PART OF MY IDENTITY THAT ...
... I SHARED THE MOST YESTERDAY IN MY STORY IS ...
... I SHARED THE LEAST IN MY STORY YESTERDAY IS ...
... RECEIVES MORE VIOLENCE/DISCRIMINATION FROM THE OTHERS IS ...
... REPRODUCES MORE VIOLENCE/DISCRIMINATION TOWARDS OTHERS IS ...
... MOST IMPACT MY INTERACTIONS ON A DAILY BASIS IS ...
... IS THE LEAST DISCUSSED IN MY COMMUNITY IS ...
... INFLUENCED THE MOST HOW I UNDERSTOOD GENDER GROWING UP IS ...
... INFLUENCES THE MOST HOW I UNDERSTAND GENDER ON A GLOBAL LEVEL IS ...

FIELD RESEARCH OUTCOMES

TITLE	THE GALLERY
TOPIC/S	Phoenix field research: outcomes
AIM	To share the main outcomes of the field research from the diagnostic phase
TOOL TYPE	Gallery
DURATION	60 minutes
MATERIAL	Flipcharts, markers, pens, post-it, ropes, cloth pegs, background music
DESCRIPTION	<p>Setting: the facilitator has to prepare in advance the space, decorating it as a gallery with flipcharts, graphic, images to share the main outcomes of the field research. This includes: outcomes from the questionnaire for young people, outcomes from the questionnaire for youth workers, synthetic country report. Moreover, the facilitator has to prepare one flipchart with the title “topic”, with the purpose to gather the main topics related to gender issues, among the ones popping out from the research, and underlined by the participants.</p> <p>The workshop includes the following steps:</p> <p>Step 1. Reading and analyzing</p> <p>The activity is introduced and participants are invited to visit the gallery, to read and take their time to gather information about the field and the desk research. On the basis of the field research, the participants have then to identify the main topics to be focused on in the upcoming workshops’ development.</p> <p>Step 2. Feedback and comments</p> <p>At the beginning of the visit, participants receive three post-it of three different colors, where they are invited to write:</p> <ul style="list-style-type: none">• Feedback: “feel free to comment about the research”• Take away: “something that touches your attention”• Topics: “what are the most relevant topic popping out from the research?” <p>Participants are invited to visit the gallery and to interact with it, adding the post-it where it’s relevant for them (feedback, take away) and to stick the topics on the flipchart “topic” previously prepared.</p>

TOPICS SELECTION

TITLE	PRESENTATION AND MAJORITARIAN SYSTEM																							
TOPIC/S	Group decision-making																							
AIM	To identify the 6 topics related to gender issues for the 6 workshops to be developed during the Training in Action and that will be afterwards used for the Tool Testing																							
TOOL TYPE	Group decision-making																							
DURATION	60 minutes																							
MATERIAL	Papers, pens, markers																							
DESCRIPTION	Preparation: the facilitator has to prepare in advance several templates on A4 paper.																							
	<table><tr><th colspan="6">(TOPICS for the next phase)</th></tr><tr><th>No way</th><th>Not relevant</th><th>Not convinced</th><th>Could be</th><th>Important to tackle</th><th>Very relevant</th></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>						(TOPICS for the next phase)						No way	Not relevant	Not convinced	Could be	Important to tackle	Very relevant						
	(TOPICS for the next phase)																							
	No way	Not relevant	Not convinced	Could be	Important to tackle	Very relevant																		
The workshop includes the following steps:																								
Step 1. Topics presentations The topics identified by the participants in the previous activity of the gallery are presented in plenary. In plenary participants are asked if there is the possibility to merge some topics, in case they feel there is a repetition.																								
Step 2. Explanation of the technique Once the topics are defined, facilitators write them on the A4 paper previously prepared. The majoritarian system is explained and proposed as a technique to jointly identify the 6 topics related to gender issues for the 6 workshops to be developed during the Training in Action and that will be afterwards used for the Tool Testing. The majoritarian system’s technique is proposed for this step of the training to allow all the participants to express their point of view on all the topics proposed. The participants are invited to select the topics, reflecting on the following question: “How much this thematic is relevant/important to be tackled in your local background with young people?”																								

DESCRIPTION

For each topic a participant has to vote, sticking “I” on the paper accordingly to how much they think the topic is relevant for the youth of their local context.

Step 3. Counting

Facilitators count the votes. The 6 topics with the majority of the votes are the ones selected for the upcoming steps of the Training in Action.

CONTENTS EXPLORATION

TITLE	RESEARCH ON THE TOPICS
TOPIC/S	Gender-related issues
AIM	<ul style="list-style-type: none">• To create a common ground about the identified topics• To ask participants to prepare a frontal presentation of the selected topics
TOOL TYPE	Group work
DURATION	60 minutes
MATERIAL	Flipcharts, markers, pens, books, internet connection
DESCRIPTION	<p>This activity is conceived as a preparatory phase for the following macro-groups of activities: “Contents Presentation” and “Training in Action”.</p> <p>The workshop includes the following steps:</p> <p>Step 1. References sharing Participants are invited to individually write on 6 different flipcharts (one per topic) references, models, theory, authors they know on the topic. This will be a starting point for the upcoming step.</p> <p>Step 2. Group research 6 groups are created and every group has the task to make a research on theories, authors, references on the topic assigned.</p> <p>Step 3. Presentation preparation Each group has to prepare a frontal presentation to share the main outcomes of their research. Their aim is to deliver the information in order to make the participants remember as much as possible.</p>

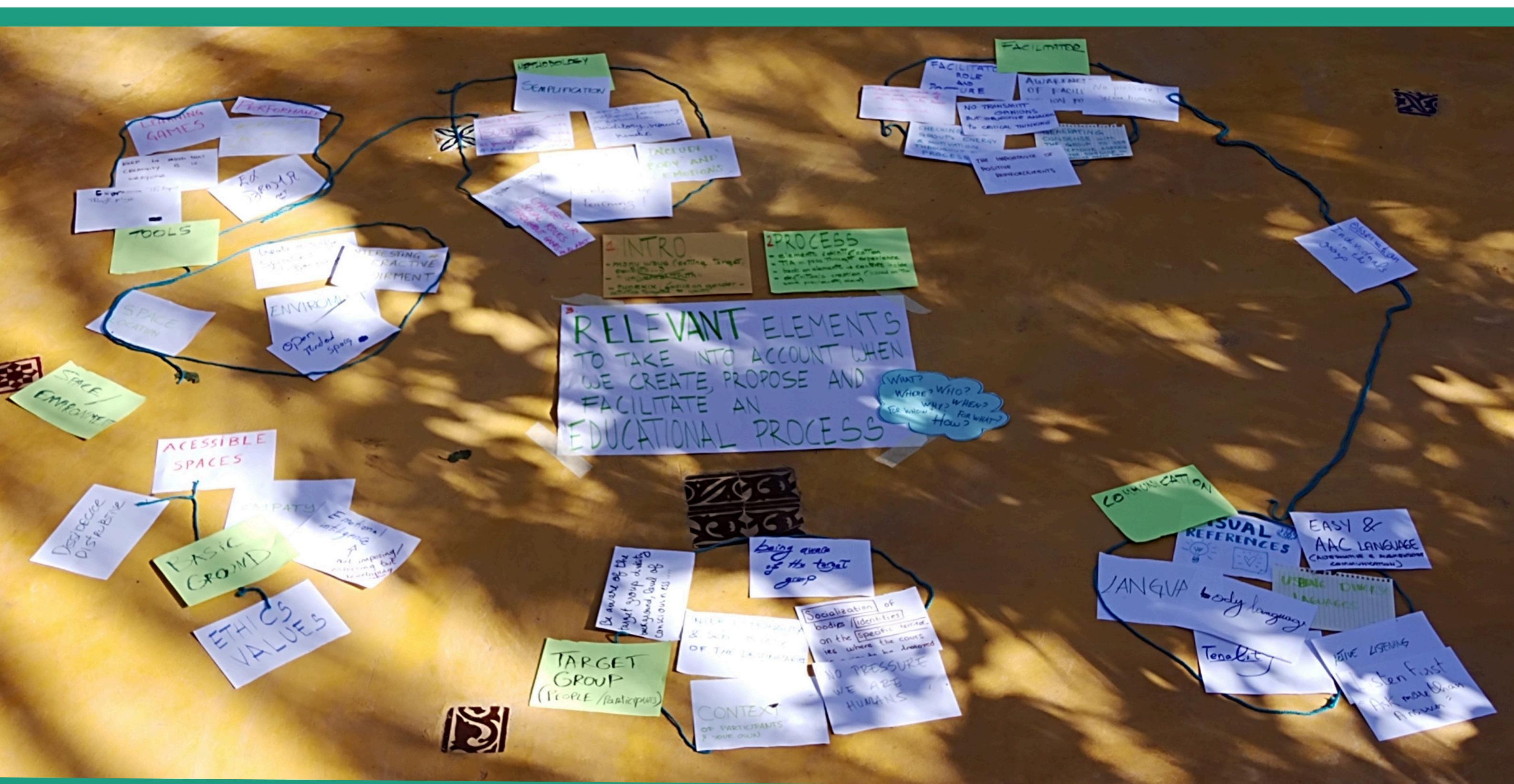
CONTENTS PRESENTATION

TITLE	HOW DO WE LEARN?
TOPIC/S	Gender, different types of learning
AIM	To reflect on different types of learning
TOOL TYPE	Frontal presentation, individual reflection, group discussion
DURATION	90 minutes
MATERIAL	Flipcharts, markers, paper
DESCRIPTION	<p>This activity is conceived as a second step after the “content exploration” activity.</p> <p>The workshop includes the following steps:</p> <p>Step 1. Presentation of the research on the topics Each group is invited to present in plenary the research done on the topic, run on the previous day.</p> <p>Step 2. What do I remember? Participants are invite to write individually all the information that they remember among the ones shared during the frontal presentation.</p> <p>Step 3. Debriefing in plenary Participants are asked to reflect on the following question: “What helps/doesn’t help me to learn, and why?” The plenary reflection on the different types of learning is preparatory for the section “pedagogical approach”.</p>

PEDAGOGICAL APPROACH 1

TITLE	MIND MAP
TOPIC/S	Pedagogical approach
AIM	To initiate the creation of the draft of first synthetic pedagogical approach
TOOL TYPE	Plenary brainstorming
DURATION	40 minutes
MATERIAL	A4 paper, markers, rope, scissors
DESCRIPTION	<p>The workshop includes the following steps:</p> <p>Step 1. Introduction</p> <p>The session is introduced explaining that participants are asked to contribute to the design of the draft of the synthetic pedagogical approach applicable to Phoenix project and for delivering activities to young people, focused on gender. The process starts with a collective brainstorming, creating a collective mind map. The idea is to use then the Training in Action as a practical experimentation phase, not only to create the new workshops and to work as facilitators but also to consider the different aspects of the pedagogical approach proposed in the previous step. After the Training in Action phase, it's forecast that the group will be back on the mind map previously created and revise its major elements, thanks to the practical experience they had of creating, facilitating and participating in the newly created gender workshops.</p> <p>Step 2. Mind map</p> <p>Participants are invited to start to brainstorm on the pedagogical approach in order to create a collective mind map, answering the question: "What are the major elements to take into account when we create, propose, facilitate an educational process?"</p> <p>NOTE: this question has to be written on a paper and positioned on the centre of the room.</p> <p>The participants are invited to launch their proposal one by one and to write the key words of their proposal on a paper, positioning it on the mind map.</p> <p>Step 3. Cluster and name it</p> <p>After the brainstorming participants are invited to cluster the elements. They can move the paper in the map in order to better visualize the cluster. A rope can be used to visualize the map and connections. Within the end of the activity, the major elements have to be cauterized and for each macro-group, it has to be identified the title of the section.</p> <p>See Handout below.</p>

HANDOUT - MIND MAP



TRAINING IN ACTION

TITLE	INTRODUCTION AND WORK IN TEAMS
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 create, deliver and evaluate workshops
TOOL TYPE	Presentation, work in teams and trust building
DURATION	90 minutes
MATERIAL	Flipcharts, markers, paper
DESCRIPTION	<p>The workshop includes the following steps:</p> <p>Step 1. Introduction</p> <p>This session is conceived to present the upcoming step in the training, the Training in Action – TiA phase. The workshops created in this phase, will be tested and assessed during the training and in the following phase of the project, the local tool testing.</p> <p>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>NOTE: 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 includes the idea of creating, testing, assessing and upgrading the methods during the training experience as a way to empower the participants’ skills and competences. This approach, will then allow them to replicate, at local and national level, what they have learnt, both during the internal actions of the project as well as during the follow up, multiplying the experience.</p> <p>Step 2. Trust and Team building</p> <p>The following activities are proposed to promote trust and cooperation and as a preparatory phase to afterwards work in team during the Training in Action.</p> <p>This step includes the following sub-steps:</p>

DESCRIPTION

2.1 Guiding in pairs

Participants are asked to create pairs. In each pair there is one person guiding, with open eyes, one following, with eyes closed. The guide has to accompany the follower in the exploration of the space without using words but only touching hands. After a while, the roles are switched.

2.2 Blind snakes

The pairs are merged in order to create small groups. In each group now only one person has the eyes open and the rest of the team members has the eyes closed. Each guide has to move the group to explore the surrounding space. Safety and protection of the team is a priority. They have at disposal 10 minutes to find a strategy. When the activity starts they are not any more allowed to talk.

2.3 Debriefing in smaller groups

The participants are asked to remain inside their group, to identify one reporter and one time keeper. They are asked to reflect on the following questions:

- How did you feel during the activities?
- How can it be useful in the group work for the Training in Action

2.4 Plenary

It follows a plenary where the reporter are invited to share the main outcomes of the reflection.

Step 3. Group creation

Participants are invited to create 6 groups, one per topic selected.

NOTE: during the group division it's important to ask for flexibility in order to try to have groups balanced by size, gender and sending organization.

TITLE	WORKSHOPS CREATION
TOPIC/S	Gender, non-formal education
AIM	To co-create the workshops for the Training in Action
TOOL TYPE	Group work
DURATION	120 minutes
MATERIAL	Flipcharts, markers, pens and other materials depending on the workshops created
DESCRIPTION	<p>Participants are working inside their group. They are invited to start the work having a first meeting focused on their strength, weaknesses, and identifying guidelines to work together.</p> <p>Then they are invited to start the co-creation following the steps below:</p> <ul style="list-style-type: none"> • Common ground on the topic: definition of the topic and of what do we want the workshop is focused on • Definition of the specific objective(s) of the workshop • Detailed description of the workshop (steps, material, timing, task division, spaces etc) • Preparation of the materials <p>After the co-creation, each group has to fill in the toolkit template.</p> <p>See Handout below.</p>

TITLE	
AIM	
TARGET GROUP	
TOOL TYPE	
SPECIFIC OBJECTIVES	
DESCRIPTION	
TIMING/DURATION	
MATERIALS	
SPACE OBSERVATIONS	
EXPANSION OF THE WORKSHOP	

TITLE	WORKSHOPS TESTING
TOPIC/S	Gender, non-formal education
AIM	To facilitate and experiment the workshops for the Training in Action
TOOL TYPE	Group work
DURATION	540 minutes
MATERIAL	Flipcharts, markers, pens and other materials depending on the workshops created
DESCRIPTION	<p>The new workshops created are delivered and experimented by the group.</p> <p>The workshops of 90 minutes each, were delivered in the days 5 and 6 of the training course and in the following order:</p> <ul style="list-style-type: none"> • Reproductive and health rights • Gender based violence • Social media and gender • Migrant women • Political engagement and gender • Art as a tool for activism <p>For the detailed description of the workshops, see from page 68 to page 88 of this publication.</p>

TITLE	WORKSHOPS EVALUATION AND ASSESSMENT
TOPIC/S	Process of evaluation and assessment of the Training in Action workshops
AIM	<ul style="list-style-type: none"> • To ran the evaluation of the workshops and to process the Training in Action experience • To assess and fine-tune the workshops created and tested during the Training in Action
TOOL TYPE	World café
DURATION	120 minutes
MATERIAL	Flipcharts, markers
DESCRIPTION	<p>Setting: facilitators prepare 6 tables/spaces with 6 flipcharts divided in 4 parts: feelings, adaptations, improvements, what to keep.</p> <p>The workshop includes the following steps:</p> <p>Step 1. Introduction and report identification The facilitator explains that the session aims to evaluate and assess the workshops created and tested during the Training in Action phase. In order to do that, participants are invited to a World Cafe activity composed by 6 spaces (one for each workshops). They are invited to visit and give their feedback to the 5 workshops where they took part as participants. Only at the end they will be back to the workshop they designed and delivered. Before starting, each group of the Training in Action has to identify 1 reporter among the team members. The reporter stays in the table for the whole duration of the activity and has to take notes of the feedback received from the participants. At the end of the activity the reporter has to make a restitution to their group.</p> <p>NOTE: it is important to clarify that the feedback is not a time for discussion. The reporter can only ask questions for clarification.</p> <p>Step 2. Back in groups After the World Cafe, participants gather in their Training in Action group. The reporter first, runs a recap of the elements shared by the participants. The team members have to analyze the different feedback and use them to finalize the toolkit including the adaptation and improvements suggested.</p> <p>Step 3. Personal feedback The participants of the group are invited, one by one, to give their own personal feedback on the teamwork and on the major learning from the experience.</p>

PEDAGOGICAL APPROACH 2

TITLE	CAFETERIA
TOPIC/S	Pedagogical Approach
AIM	To revise and go in depth of the synthetic draft of the pedagogical approach, previously created
TOOL TYPE	Group discussion
DURATION	60 minutes
MATERIAL	Flipcharts, markers, two separated spaces
DESCRIPTION	<p>Setting: for this activity it is suggested to have two spaces at disposal. One space is organized rebuilding the mind map of the pedagogical approach (activity pedagogical approach 1). The other space is organized as a cafeteria with 4 different tables with a flipchart, markers, coffee and snacks.</p> <p>The workshop includes the following steps:</p> <p>Step 1. Recap of the mind map on pedagogical approach Participants are gathered in the space one, around the mind map rebuilt. Facilitators recap the major outcomes of the pedagogical approach 1 – Mind Map. Participants are invited to have a look and to comment, in case they want to add, adjust, modify some elements.</p> <p>Step 2. Cafeteria Once an agreement is reached, participants are invited to the space two, the cafeteria. Here they find the 4 tables already prepared, each one with two specific elements/clusters from the pedagogical approach. The 4 elements/clusters are the following:</p> <ul style="list-style-type: none">• Basic Ground and Contents• Environment and Target Group• Facilitator Role and Communication• Methodology and Tools <p>The participants are divided in four groups and they are invited to go deeper on the different clusters. On each table there is a facilitator who takes notes. The groups move every 20 minutes from one table to the other, in order to give their contribution to all the aspects.</p>

NEXT STEPS

TITLE	WORK IN NATIONAL TEAMS
TOPIC/S	Next steps of the Phoenix project
AIM	<ul style="list-style-type: none">• To recap the upcoming steps of the project• To involve the participants in the planning of the local tool testing in their local backgrounds
TOOL TYPE	Group discussion
DURATION	60 minutes
MATERIAL	/
DESCRIPTION	<p>The workshop includes the following steps:</p> <p>Step 1. Recap of the project timeline and activities The facilitators in plenary make a summary of the project timeline, activities, objectives.</p> <p>Step 2. Group discussion The facilitators invite the participants to make groups according to their sending organization and to discuss possible target/s, activities, calendar for the local Tool Testing of the Workshops.</p>

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 materials needed to arrange the different spaces and settings (according to our fantasy)
DESCRIPTION	<p>Setting: it is needed 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. Every space has to be previously prepared with instructions and materials as it follows:</p> <p>Pool of trainers</p> <ul style="list-style-type: none">• Instruction: write a message you would like to leave to the trainers and leave it inside the envelop• Methodology: post boxes one for each trainer (represented with envelopes) on the ground with pieces of paper and pens to write down the messages <p>Accommodation</p> <ul style="list-style-type: none">• Instruction: write messages to the hosting• Methodology: a drawing representing food and accommodation and papers to leave comments and feedback <p>Group dynamics</p> <ul style="list-style-type: none">• Instruction: express yourself• Methodology: there is a rope in a shape of circle in the middle of the room creating the frame of the circle. Participants can write or draw to make comments about it <p>Messages to each others</p> <ul style="list-style-type: none">• Instruction: write on the collective portrait (done in day 1) nice messages to the ones you connected the most during the process• Methodology: collective portraits of all the participants are spread on the floor with markers and pens <p>Learnings</p> <ul style="list-style-type: none">• Instruction: write on a letter to yourself, to share the learning achieved all along the training course (about yourself, from the others, about the topic)• Methodology: post box (represented with a nice box and pieces of paper) on the ground pens to write down the letters

DESCRIPTION

Training’s specific objectives

- Instruction: make a symbol to express your level of satisfaction on the achievement of the objectives. Center = very satisfied. Edge = not satisfied.
- Methodology: target with a circle divided in three parts (one for each specific objective)

Keep learning

- Instruction: what do you take home in order to keep learning?
- Methodology: post-it and pens where to write the take away and the open questions

Name your sources

- Instruction: add your contribution to the flipchart about books, authors, podcasts and anything you would like to share with the group
- Methodology: drawing of a fountain where the base is the references used by the facilitators “This is the fountain we drink from”. The water is an invitation to participants to add their references “From where do we build our methods?”, “Knowledge is an open source”, “From where we do co-create”, “We are our own references too”.

Activity explanation

Participants are gathered outside the room. They invited to enter the room where they find different spaces connected to different aspects of the training to be evaluated. They are invited to pass through all of them, and there is not a specific order to follow. It is an individual reflection.

TITLE	CLOSURE
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, their feelings, impressions, comments and ideas)
MATERIAL	/
DESCRIPTION	Participants are sitting in circle in the workshop room and the facilitator is presenting the activity. Participants are invited to run their Automagic Writing about their experience. After the first individual moment, they are invited to take the floor one by one and share with the group one element of their reflection.



CHAPTER IV – PEDAGOGICAL APPROACH AND WORKSHOPS

PEDAGOGICAL APPROACH

WHAT

The Pedagogical Approach aims to set the principles and the “modus operandi” when delivering activities focused on gender.

The pedagogical approach is therefore meant to offer guidelines and inputs to the future youth workers and facilitators involved in the facilitation of the new workshops created and at large, of activities focussed on gender-sensitive issues.

The approach, developed in Morocco by the training course’ participants, is focussed on the following major elements: Basic Ground and Contents, Environment and Target Group, Facilitator Role and Communication, Methodology and Tools.

The pedagogical approach is going to be applied during the WP4: Organization of Workshops (including the Local Trainings targeted to youth workers and educators and the Local Workshops targeted to young people), taking place between January and August 2025.

The pedagogical approach taking into account the feedbacks received during the testing, will be further revised and finalized during the ITC3: Evaluation and methods assessment, forecast in Spain in September 2025.

The pedagogical approach and the new workshops will both become part of the deliverable “Methodological Curricula on Gender”, an handbook including the main outcomes of the diagnostic, the synthetic vision of the pedagogical approach and the new workshops.

BASIC GROUND AND CONTENTS

BASIC GROUND

ETHICS AND VALUES: in the current pedagogical approach, it has to be constantly promoted the concept of “emotional intelligence” as a way to meet (in an individual and group perspective) the ethical principles and values set for the learning experience.

HORIZONTALITY: in this approach, it's considered one of the main pillars and grounding elements to promote participation and active involvement all along the process. Moreover, it includes an “open-access for all approach”, where everyone is given the same space and opportunity to express themselves and to actively contribute to the process.

AWARENESS AND RESPECT: facilitators, youth workers and educators at large, need to be well aware that there are different ways to express and different values learners are bringing to the experience/process. It's therefore crucial to leave the proper space, time and setting for that. At the same time, it's important to constantly create a suitable and welcoming environment based on the respect of the others' feelings and emotions and where intercultural learning is promoted as an important asset in the learning approach.

CRITICAL LENS: in every learning experience it's a must to apply critical lens when we look at our own values and at the values of other people. This, in order to understand the roots and the origins of concepts and values. Otherwise, it's automatically left space for misunderstanding, disrespectful behaves and judgemental approaches.

A-JUDGEMENTAL ATTITUDES: when we encounter other human beings and we experiment “diversity”, it's important to avoid any judgmental approach. Even though, it might be one of the first automatic reaction because it is rooted in the human beings' inner, less conscious structure, it's crucial to move forward, leaving the space for active listening and being ready for fruitful confrontations.

EMPATHY: in every learning experience, learners have to be actively encouraged “to wear the shoes” of the others, even though it's not an automatic process, and if the other points of view, ways of acting and behaves might be confusing and not be immediately understood. Time and patience are crucial in this process, keep questioning ourselves and being ready to not give things for granted.

VULNERABILITY: it has not to be considered a weak element. On the contrary, facilitators need to leave space for participants (and for themselves) to assume and experiment with their vulnerability. Without pretending to be machines in the learning process, without avoiding or being afraid of making mistakes. And always remembering to themselves and to participants they are human beings, a state which includes a big variety of characteristics and feelings.

SHARING SKILLS AND COMPETENCES: it's one of the main actions to be promoted by the proposed approach and during the learning experience, in order to create the fertile ground and the proper setting to have participants sharing and developing them. This action is crucial also in the perspective of their upcoming transmission, which generates a long lasting impact and a cascade mechanism.

INCLUSION VS PARTICIPATION: the concept of “inclusion” might be sometimes tricky since it opens the floor to the questions: “Who includes who?” and “According to what criteria, parameters and authority?”. For these reasons, the current approach suggests to overcome the concept of “inclusion” and to replace it with the one of “active participation”. In this way, facilitators and learners move from a position of “power above” to a position of “involvement for all”.

POWER MECHANISMS: it has to be always discouraged whatever top-down approach, instilling a power mechanism between facilitators and learners and between the learners themselves. In an efficient and fruitful learning process, learners should never be put to the point of justifying themselves because of their backgrounds, origins, genders, status, beliefs On the contrary neutrality has to be promoted as a core value, welcoming all the different points of views and experiences.

CONFLICTS: sometimes it can happen that different ethics and values might collide or crash when meeting each other. This is the moment for “disruptive dissidence” considered as a positive dimension which leads to the re-configuration of the learning setting. This “movement” has to be taken as an opportunity for learning, as also conflicts have to be considered as opportunities for learning, even though it’s crucial to find the proper setting and tools to work them out in order to move forward.

CONTENTS

CLARITY: in every learning experience it's important to have, as a background, solid and well-grounded contents to feed the proposed pedagogical approach. Moreover, it leads to avoid potential conflicts or frustration: more facilitators and educators are clear since the beginning of the experience, better it is for the group and less space it's left for unfulfilled expectations or uncomfortable misunderstandings.

HETEROGENEITY: in terms of resources and voices, it has to be always promoted. In the learning process it's crucial not to bring theories and approaches representing only one side of the reality. Therefore, multiple voices and approaches representing different backgrounds, origins, genders, culture and beliefs have to be promoted and insured to guarantee an efficient learning experience and an impactful pedagogical approach.

ENVIRONMENT AND TARGET GROUP

ENVIRONMENT

PHYSICAL ARRANGEMENT: when considering the physical space we should bear in mind various interacting factors. That the venue itself is easily reachable and accessible by public transport and/or provide alternatives. That the place has informal learning potential regarding a variety of spaces that can be used for activities, resting, socialising, including natural light, open air, not great distances between for timing, close to nature and animals, offer possibilities for dynamism and different ambiances.

SAFE(R) SPACES: it should not be declared as a safe space, which as such cannot exist entirely nor for everyone in all moments, nor is it understood universally to be a positive thing (for some, “safe” can mean order or control over things than cannot be controlled or are necessary discomforts for growth or challenging of a recognised or unrecognised status-quo, etc.). Rather it should be approached as a pathway of evermore friendlier spaces, openness and flexibility, where diversity is shown by examples to be embraced, and not always the same historically excluded groups are the ones to be uncomfortable. Safety should be guaranteed for all, so that significative learning can happen, and discomfort should be more evenly distributed, accompanied and reflected upon with conscious preparation and follow-up. This includes times to transit, specific activities for digesting and reflecting individually and collectively, use of music and different senses, de-rolling or de-tensing, different needs and moments for staying or switching between emotional states.

INDIVIDUAL SUPPORT: “Ask, don’t assume” should mean having prior communication to understand different needs and thus prepare the physical, methodological and psychological space as adapted as possible. All, in the same time, understanding that previous information/data of who is in the space, doesn’t mean being able to know or cater to their needs, and facilitators should start with a neutral space with personality but not “noisy” (lights, patterns, sounds...). In the mediation of conflicting needs, facilitators should see the previous note of considering the needs of those who are present, and not present – why not? (See below), and guaranteeing that not always the needs of the same profiles are those prioritised. Provention is a model that can provide a group with the tools to mediate/transform their own conflicts.

MOVING (IN) SPACE: facilitators have to move with the space in different ways. Get outside, move spaces, breath and see/show other perspectives. Discuss how human beings move in space, and how it relates to how they move in the world (linked to ethics, values, power dynamics, basic ground). Facilitators have to give space to tracing life paths and connections, people, and places. They have to move with the space and its possibilities to include humour, nature, sound, smell, music, immersion, silence, for deepening different learning styles and potentialities.

ETHICAL ALIGNMENT: the intention of the current pedagogical approach, is to be aware of how learners spend funding in ethically and politically coherent directions and redistributions, including the spaces and venues where are carried out the activities, supporting social movements and thus uplifting other initiatives through our own.

TAILORABLE SPACE: it means to involve the group's identity and participation in the evolution of the space, making it "our space". It contributes to generate co-responsibility and collective care by involving co-living shared tasks, using graphic facilitation and visual supports, repeat use of metaphors, patterns, symbols, identify and decorate the areas with work produced, invite own proposals of music and create common language and signals through these different senses.

TARGET GROUP

OPEN MIND OPEN SPACE: the current approach promotes different perspectives, possibilities, understanding, forms of expression, interests, all depending on a diverse target group with a clear common base of ethics and attitudes to differences and interconnectedness of groups and peoples. As well as valuing the learners' differences, to guarantee an aligned understanding.

ADAPT CONTEXT AND CONTENT: to reach the shared and flexible “goal”, facilitators should be willing to move the “goalposts”. The structure only exists as a base until the target group are the fertile soil that will make something grow. Thus, this should be a space willing to change when they fill it.

REPRESENT, PRIORITISE AND DIVIDE (TEMPORARILY): coherence is important both in the group itself and how they are represented otherwise. Diversity and underrepresentation/exclusion should be considered in prioritising populations in selection process, as well as being committed to improved representation in team/staff, and references (methods, tools, theory, models...). Understanding positive affirmation as a necessary path to equity, and this as a process which cannot contemplate immediate success nor full coverage (also meaning that some “representation” will seem invisible to some). Bearing in mind, representation alone is not enough, it still is something important for learners to see themselves understood, heard and supported through similar identities (intersecting) in different positions (group, staff, references). Where possible and necessary, target group can even separate in these “intersections” in order to provide the “safer space” needed in that moment, before reconvening, as the separation is never the goal, rather a potential tool to get there.

NON CONVENTIONAL INTERACTIONS: facilitators have to disrupt power dynamics by connecting content, space, learning styles (tools/methods), personal stories, with the target group, maximising their potential by changing how we teach and learn from each other to be target group-centred (collective creation of knowledge from the bottom up, from the group outwards).

COMMUNICATE AND COMMIT: facilitators have to promote explicit previous communication about objectives and expectations (also expected commitments and conduct of the participants) in private and/or open clarification where needed, for honest and open communication, to avoid “elephants in the room”, and allow further horizontality.

BE CONTAGIOUS: in ethical and human absence of “neutrality”, be the change you want to see or “lead by example”. In other words, if we want to embrace mistakes, have fun, create brave spaces, we can better expect it of our target group if we are showing ourselves to do the same. If we have fun, they have fun. If we don't judge ourselves/each other... etc.

OUTREACH TO THOSE WE DON'T REACH: facilitators should consider always who is present and who is not present. Always welcoming the question of how do we reach those who are not arriving? How do we make the group or the space more attractive, more welcoming or challenging the idea of space entirely, to go to where we need to go to not always be holding space for the same participant profiles.

FACILITATOR ROLE AND COMMUNICATION

FACILITATORS ROLE

WHO: in the current pedagogical approach, the facilitator is the person who guides the learning process.

DYNAMISM: the facilitator has to remember they are “a person in construction” who has not all the answers, and the universal truth. On the contrary, their major role is to facilitate the learning process towards the collective construction of knowledge.

GROUP DYNAMICS: the facilitator is the key person that facilitates the group dynamics. Therefore, the main focus has to be put on the group, which is the central actor in the learning experience, rather than on the personal performances.

CRITICAL THINKING: in the current pedagogical approach, it has to be always promoted and stimulated, running constant checks on the learners’ level of understanding, on their learning process and constantly leaving the space for questions and/or clarification.

CLARITY AND CONTEXTUALIZATION: the facilitator has to clarify the frame, program and objectives to the participants. In the beginning and all along the learning process. This, in order to avoid misunderstandings, letting open the space for frustration. On the contrary, motivation, clarity and interest have to be constantly boosted and promoted.

RESPONSABILITY: the facilitator is responsible towards the participants, both for the topics and for the methodologies proposed. For this reason, it’s crucial to be well prepared, to study, read and experience before to propose whatever to other human beings. The facilitator is responsible for pointing out possible triggers that might appear during the learning experience. In this perspective, the facilitator role has to be considered in terms of personal and collective responsibility, which stands not only during the workshops’ time but all along the process.

SKILLS AND COMPETENCES: facilitators need to have a big variety of skills and competences. Among them, two very important skills are time management and problem solving.

POWER MECHANISM: the facilitator has to be aware of the position of power they might have on learners and on the group. Moreover, it’s crucial to remember, when facilitating a learning experience, that we are never fully objective, since “We embody a place of speech” (as said by Jamila Ribeiro).

DIVERSITY: the facilitator has to be aware of the diversity of the target group they work with and of the different needs expressed. Therefore, it is important to be flexible, adaptable, and capable to anticipate the possible scenarios. Which means: to be ready also for the “unexpected”, ensuring to have previously set the risk evaluation and the potential measures to mitigate it.

CO-FACILITATION: when co-facilitating a learning experience, it’s important to clarify the tasks within the team, and to support each other’s taking and leaving to the others the proper space. It is also important to be well aware that the dynamics inside the co-facilitators team have always an impact on learners.

CONSENT AND TRIGGERING EVENTS: it is important to create an environment where everyone can express their consent (group agreement, reflection groups, etc). It's also crucial for the facilitator to be clear on how to proceed if a participant is not feeling well or is triggered by something. In this case, it has to be provided a silent space, a retreat corner, and it has to be always expresses the facilitator's availability for sharing and discussions.

KEY WORDS (from the Mind Map co-created): facilitator role and posture, time management, importance of positive reinforcement, body language, needs and desires of the people who learn, encouragements, awareness towards the position of power and the power dynamics, consensus within the group (verifying that everyone agrees on the proposed activities/actions), objective analysis, critical thinking.

COMMUNICATION

BODY LANGUAGE: body language and physical expressions play a crucial role in the communication and the facilitation. It complements verbal communication, and helps to express emotions and intentions. For this reason, it's crucial to remember that the greater part of the human communication passes through these channels and that during the learning experience, it has to be ensured the proper spaces for that.

ACCESSIBILITY AND CLARITY: communication has to be accessible (visual simple language are welcome, explanations have to be always provided, synthetic and concise tasks explanations are recommended), always considering the diversity and interculturality of the target group. It might be useful to create and to propose a communication-tool box (pictogram, visual box) with simple drawings for people with special communication needs. Moreover, before the project and when initiating the learning experience, it is important to share with the learners what they are going to do (frame, methodology, objectives) and to ask for commitments and feedback. In this way, it will be proposed a bottom-up approach, well recommended to insure a fruitful learning experience.

KEY WORDS (from the Mind Map co-created): check the groups energy and motivation all along the process, no pressure we are humans, visual references, active listening, AAC (Alternative and Augmentative Communication, using diverse language), listen first, "Ask more than answer", language, observation of the individuals and of the group.

METHODOLOGY AND TOOLS

“PROJECT METHODOLOGY”: in the way facilitators and educators design and create the activities part of this pedagogical approach, it’s crucial to start from the needs and the backgrounds of the learners and of the group. Those needs can be gathered through questionnaires, questions, activities where learners can express their needs and expectations or simply by observing the group dynamics. It is necessary to keep the planned activities open and flexible in time, space and content to fit the individuals and the group’ needs.

GROUP: the methodology proposed in the current pedagogical approach, is focused on the group and it is worked out by the group! It means that most of the activities proposed work using the group and the individual relations between its members as active tool to create/make emerging contents. The basic assumption is that we learn from each other’s and from the dynamic we create as a whole. For the purpose, for example, during the activities are proposed debriefing sessions, to take a more objective distance and to observe, analyses and understand the major learning elements.

Within the “group section” there are extra relevant elements to be taken into account:

- **Common background:** by learning how to work together, learners are provided with a common background, and it’s developed a common culture which will help the process of co-creation, discussion and interaction. This approach is build along the process using specific activities designed to work on the group dynamics, on the common definitions co-created (and then used along the process), on the “rituals” chosen to perform together during the workshop and the informal time. Like in the “institutional pedagogy”, we as a group (including facilitators and learners) re-create the “institutions”, the roles and rules we want to follow as a group. Moreover, being part of a group offer the chance to stimulate creativity, energy and to enhance the learners’ vision on specific subjects. It helps to consider different perspectives from the activity but also from the personal and cultural backgrounds of learners. In this perspective, it always has to be promoted diversity, interculturality and inclusivity.
- **Conflicts:** in the same time, working as a group might imply conflicts and power dynamics! The conflict is a natural process within the group dynamics and it’s important to consider it as an opportunity. Conflicts are the expressions of our differences, our diversity and our different needs. For example, B. Tuckmann talks about the “storming phase” in the group’ dynamics, where the group in order to build its own identity has to pass through the necessary expression of conflicts and “power’ dynamics”. Since in every group and life in general, there are always power dynamics involved, the facilitators and educators’ effort should go as much as possible in the direction of identifying them, questioning them and reacting. Using a metaphor, it’s important and needed “To talk about the elephant in the room”, not avoiding it or pretending it does not exist. Moreover, in this work, it’s crucial to remember that there are not perfect solutions and it’s needed to embrace and play with all contradictions inside ourselves and inside the group.

LEARNING: each learner is the major actress/actor of their own learning, since they involve themselves in the activity, experience it, act and feel it. For this reason, each learner has their own learning experience and their own tailored-made learning process. It’s important to remember that no one is neutral when entering into the activity, that each person brings their own background, culture, identity/ies and all these elements are welcomed!

Within the “learning section” there are extra relevant elements to be taken into account:

- **Pathways:** all the learners have different pathways to learn and preferences. All those different ways, when they are combined, they support each others. In that sense, the proposed pedagogical approach encompasses the “socio-affective approach” by proposing activities combining concrete experience, group discussion, concepts and imagination.

- In this perspective, are proposed and used different channels of expression like visual, auditory, emotional and kinaesthetic to stimulate the body as a whole. It can be used also the support of metaphors, images and symbols to further develop a concept, to bring more perspectives and questions to consider. Being all the learners different, different approaches and different styles in the activities are therefore needed. This contribute also to insure a nice flow in the educational experience, in term of rhythm and dynamics
- **Knowledge - group:** the promoted pedagogical approach, tends to be, in most of the activities, socio-constructivist. Activities can take the form of organised discussion, collective experimentation and debriefing to analyse the different elements. In any case, it is always promoted the learning by doing and the collective intelligence, giving to all the participants the opportunity to give and to receive from each others. The one proposed, is a not frontal approach and the problems and the solutions are coming from the group itself, in a bottom-up perspective. The facilitator, in this scenario, has the role to canalize and ease the process, without influencing the contents and keeping a “dialectic colour” of the process. As said by Paulo Freire, “Each question is a new door to explore!”
- **Knowledge - facilitator:** even though a facilitator has a precise role, it doesn't means that they cannot share anything during the activity. But it's crucial to make it wisely: naming the epistemological ground basement they are talking from, sharing the reference of their knowledge, quoting their sources with context, providing bibliography, giving space to discuss the theory presented (highlighting that some might provide a false image of the reality but some might be useful). In any case, it's always crucial for the facilitator to be aware of the role of power they have. In the same time, even though the facilitator is not always participative or present inside an activity, they have to remind they play always a role and they have to insure the continuity and coherence in their way of acting and behaving. The coherence has to be promoted and embodied all along the process (but without forgetting the existence of contradiction also!). Last, when the learning process is based on specific techniques, the facilitator has to take the role of “expert” and use more “behaviourist methodologies”.
- **Simplification:** it is crucial when facilitating a learning process and the facilitator has to smoothly move from simple to complex, has to reformulate in a clear way what has been said, and to give clear, short and easy instructions. The facilitator has to be always aware of their voice, tone, timing and modulation. Remembering that, most of the time, “less is more”.

CLARITY: when a facilitation session is provided, it's crucial to be as clear as possible on the process. It means to well explain from where the facilitator talks (context), the subject/s that will be tackled and the steps forecast. For the purpose, for example, there can be presented different keywords about the specific methodology to be proposed and to leave the space to the group to discuss about, in order to ease the process.

EVALUTION: it is one of the main pillars of the methodology proposed within this pedagogical approach. It has to take place all along the process, in many different shapes and ways and using different tools. There are many tools and ways to proceed: from the questionnaire at the end of the activity to gather feedback, to the reflection groups realized at the end of every day to digest the learning experience and to point out what needs to be kept or modified. Moreover, at the end of whatever learning process, it's important to put in order the major learning elements and insights. Since the learning by doing is constantly promoted within this approach, the evaluation phase is therefore the moment of notifying to each other's the mistakes or the challenges faced in order to improve. Another way, could be encouraging the self-evaluation or the peer evaluation, in order to assess the learning objectives but also the individual desires. In any case, each feedback has to be shared as a beautiful learning gift!

STRATEGY: the concept of “pleasure” is central in the proposed pedagogical approach and it has to be considered as a functional strategy to tackle/meet the learning objectives. When we talk about “pleasure”, it means the pleasure learners might develop during their learning experience, not “learning with sufferance or pain”, but in an interactive, stimulating, playful and pleasant way. This leaves space for a better, more fruitful and complete learning experience, on the cognitive, emotional and group level. Therefore, the proposed approach can be somehow considered as based on a “neuro-pedagogical” approach which says that pleasure creates hormones that ease the learning process. From a biological perspective, it is the process of creating neuron's connections.

The pleasure for learning, can be also tackled from a playful perspective which brings joy and fun in everything learners are doing. It allows the learners to tackle deeply and from a different angle the subject, in a less dramatic and frontal way. It is very functional also from the group dynamic's perspective: it helps to bound together in different ways, to get pleasantly entertained, having the body, mind and emotions inside the activity.

Within the “strategy section” there are extra relevant elements to be taken into account:

- **Art:** is a powerful tool for the proposed learning strategy. It is very inclusive and allows learners “to express what the tongue cannot express”. It cannot be canalized and offers a direct access to the subjectivity of each one. It gives voice to “the unvoiced”, to the introvert and extrovert. It promotes participation and a redistribution of power. Art is an international language, which offers an infinity of interactions. It is less boring, creative and can be a great source of inspiration! Within this strategy, there are lots of tools that can be used, e.g.: graphic or music tools for expression, body work to be more present, storytelling to give visibility, theatre and role play games to develop immersion/identification/empathy.
- **Emotions:** the proposed approach consistently involves emotions. Emotions are powerful because they can help human beings (and in this specific case, learners), to go deeper on some thematic and experience, but since they might have strong roots in the individual memory, it's crucial to keep a careful approach. Moreover, most of the subjects tackled in the learning experiences (as, e.g. training courses or youth exchanges), are sensible and sensitive topic, fact which therefore implies a sensible methodology and an attentive care. For this reason, it's crucial for the facilitator to work on empathy in order to create an emotional change. It has to be considered as a political action and involves ethics, values and responsibility. Facilitators have to be aware and prepared, should make explicit trigger warnings to the group before to deliver specific and high sensitive activities that might touch individuals and the group, and should forecast a safe space where steam out or to move in case of need.
- **Target:** in most of the cases, the youth work activities promoted by the consortium members and the new ones proposed by the current project, are targeted to young people. For this reason, it's crucial the concept of adaptation. The facilitator has to adapt themselves to the audience and, in the same time, the activities should be adapted/modulated according to the target group. Moreover, the introduction and use of “modern” tools (as, e.g. ICT), are very useful. They allow a better connection with the young learners because these tools are closer to their reality and context. It is a way to speak the same language and to express consideration towards their needs and interests.

WORKSHOPS

WHAT

They are activities focused on gender-sensitive issue, meant to raise youth awareness on the subject and to boost the action of sensitization on the local communities.

The workshop' subjects are: Art as a Tool for Activism, Gender Based Violence, Media and Gender, Migrant Women, Political Engagement, Reproductive Health and Rights.

The new workshop are going to be tested during the WP4: Organization of Workshops (including the Local Trainings targeted to youth workers and educators and the Local Workshops targeted to young people), taking place between January and August 2025.

Then, within the end of August 2025, the final version of the workshops will be edited taking into account the intercultural feedback received from the facilitators of the participating countries.

The pedagogical approach and the new workshops will both become part of the deliverable “Methodological Curricula on Gender”, an handbook including the main outcomes of the diagnostic, the synthetic vision on the pedagogical approach and the new workshops.

ART AND GENDER

TITLE	ART AS A TOOL FOR GENDER ACTIVISM AND RESISTANCE
AIM	To highlight the connections among art and gender and to discuss how art can be a powerful tool for activism
TARGET GROUP	Local Trainings: Youth Workers and Educators, aged 18+, involved in activities targeted to young people Local Workshops: Young people, aged between 15 and 30 years' old
TOOL TYPE	References' sharing, individual and group reflexion time and work in group for the collective script/narrative creation
SPECIFIC OBJECTIVES	<ul style="list-style-type: none">• To highlight how art is a way of expression which can empower human beings and their political speech• To bring out a non hegemonic view of art expressions
DESCRIPTION	<p>GENERAL INTRODUCTION TO THE WORKSHOP: the workshop is focused on the creation of new narratives through our daily resistance in gender issues. We believe that everyone has some kind of relationship with art either because we are art consumers or because we are art creators. Art, in some way, accompanies our daily lives. Throughout history we can find many examples of all kind of art or artists. Thus, the main question to explore during the workshop, is: "What is the representativeness that we can find of art, produced by people who belong to historically invisible or marginalized groups?"</p> <p>The workshop includes the following steps:</p> <p>Step 1. Introduction - 5 minutes</p> <p>The facilitator opens the workshop with a small speech where is highlighted that everyone has some kind of relationship with art, either as art consumers or as are art creators. Art in some way accompanies all our daily lives. Throughout history it can be found many examples of all the kinds of art and artists.</p> <p>Step 2. Getting to know each other's - 10 minutes</p> <p>The facilitator puts the song "Chain in a fool" of Aretha Franklin, invites participants to warm up, dancing and feeling the song and explains what this song describes (having a look on the lyrics to share with the group its message). Then, the facilitator invites participants to present themselves by saying their name, which type of art they are interested in and why they think art is important in their society.</p> <p>In the same time, another facilitator takes note of the art' areas of interest of each participant, in order to afterwards split the group for the second part of the workshop.</p> <p>Step 3. Artistic Brainstorming - 20 minutes</p> <p>Participants receive small pieces of papers and are asked to write the name of an artist they like and the artistic area where this artist work on/come from.</p>

DESCRIPTION	<p>Everything is then put back in a basket and the facilitator asks participants (one by one) to take one paper again (different than the one they wrote) and to share with the group the artist they have in their paper, saying if they know the person or not.</p> <p>After everyone had the chance to pick up a paper and to express themselves, the facilitator closes this part with the following open question:“Are you aware about the Place of Speech they come from?”</p> <p>Step 4. Building an Art Script (Storytelling) - 35minutes</p> <p>The facilitator splits the groups with the information gathered in the first part of the workshop. Then, each group receive a paper with a QR code with the information for the next part of the activity.</p> <p>The task is now to read the .pdf with the references to get inspired and to write down the Script based on the questions raised on the .pdf. The facilitator remains around and ready to clarify any question coming out from the 3 groups.</p> <p>Step 5. Sharing -15 minutes</p> <p>After the script creation, all the groups share their artistic process and the main outcomes.</p> <p>Step 6. Closure of the workshop – 5minutes</p> <p>The facilitator can launch the idea that everyone can tell a story and create a non hegemonic narrative to spread their activism and resistance all over the world.</p>
TIMING/DURATION	90 minutes
MATERIALS	Post-it, basket, colour markers, flipcharts, A4 colour papers, access to a mobile phone with internet connection, printer for QR codes, speakers, ball of wool
SPACE OBSERVATIONS	SPACE: it’s needed enough space, both to be split into groups (3 - 4) and to work in a big circle. Good Internet connection is also required. We also suggest you to provide chairs/pillows/tables to make the work space more comfortable
EXPANSION OF THE WORKSHOP	<p>With more time at disposal for the workshop, we suggest to amplify the three main axis of the workshop:</p> <ol style="list-style-type: none"> 1. The sharing of the artistic references that each of the participants has written on the post-its. In that way they can better explain the place of enunciation of the same, the artistic area to which they belong (music, painting, poetry, theatre, etc) and what relationship they find between their artistic expression and the resistance around the gender issues they address 2. The collective creative part, where the participants develop a joint narrative using the artistic tools belonging to the assigned artistic area. This, will allow to have more discussion time to find similar collective narratives (using them as the theme of their project) and to develop the idea and the task implementation 3. The collective exhibition/sharing of the creative process of the working groups, the topic of discussion and the final artistic object (if there were any).

ADAPTATIONS TIPS

POTENCIAL ADAPTATIONS:

- to experiment the AI in the workshop
- to modify the time breakdown to better see the results
- to exchange and compare the references that the group shared
- to choose something easier to do the script
- to add more time to create the script/final outcome
- to explain more in depth to the group the workshop’s main ideas and what they are invited to do.

TIPS FOR FACILITATORS: read well the concept of the “Place of speech” of Djamila Ribeiro.

GENDER-BASED VIOLENCE

TITLE	WHAT IS GBV?
AIM	To raise awareness on gender-based violence and understand it through intersectional lenses
TARGET GROUP	Local Trainings: Youth Workers and Educators, aged 18+, involved in activities targeted to young people Local Workshops: Young people, aged between 15 and 30 years' old
TOOL TYPE	Energizer, moving debate, group discussions, creative presentations, debriefing
SPECIFIC OBJECTIVES	<ul style="list-style-type: none">• To let participants defining what GBV is• To analyse the specific types of violence
DESCRIPTION	<p>Step 1. Energizer - 5 minutes</p> <p>The facilitators introduce the activity with a short sketch with the following sentences:</p> <p><i>"Hello x, hello y, do you know what happened recently? I had a project on GBV, but all the definitions seem very hard to me, can you please find a strategy for me?"</i></p> <p><i>"I don't know if I can solve your problems, but maybe you can ask them"</i> (indicates the group)</p> <p>Gradually shouting:</p> <p><i>"Ask who?"</i></p> <p><i>"Ask them"</i></p> <p><i>"Ask who?"</i></p> <p><i>"Ask them"</i></p> <p><i>"If you are here make a sound, a move, a sound and a move, change your place..."</i></p> <p>Step 2. Moving Debate - 15 minutes</p> <p>Facilitators inform the participants that they have to take into consideration the sensitivity of the topic and it is important to not force anyone to share\do something they are uncomfortable with. It's explicitly told that it's NOT necessary to share personal experiences. The facilitator also explains that there is a safe place (material space) where anyone can go in case they don't feel good/comfortable. There, there will be one of the facilitators taking care of them. Then, one facilitator explains the activity: three definitions of what GBV are read out loud and participants have to position themselves in a line. On the extreme points of the line is written "more accurate" and in the other "less accurate", therefore they have to express their opinion on the accuracy of the definitions. After that, the facilitator puts the three definitions in three different parts of the room and participants have to stand up next to the definition they think is more accurate. The facilitator asks some questions like: "Why did you choose that specific definition?" and "What was missing in the other definitions?"</p>

<div>DESCRIPTION</div>	<p>Another facilitator should take notes during the whole workshop and create a visual map based on what has been discussed to be shown in the last part.</p> <p>Step 3. Group Discussions - 30 minutes</p> <p>The facilitator puts on the ground four papers with four different types of violence: physical\sexual, institutional\cultural, psychological, socio-economic. Participants are encouraged to choose the type of violence they want to work on, keeping in mind that is important to create equally distributed groups. The facilitator tells the groups that they have 30 minutes at disposal: 15 minutes to define and discuss the type of violence within their group and 15 minutes to find a way to present in plenary the outcomes of their discussion (in a creative or more standard presentation) in 3 minutes.</p> <p>The facilitator hands out to each group a paper with guided questions to facilitate and stimulate the discussion.</p> <p>Step 4. Presentation - 20 minutes</p> <p>Each group presents their final work (discussions and comments are forecast at the end of all the presentation during the next activity).</p> <p>Step 5. Debriefing - 20 minutes</p> <p>The facilitator takes a moment to do a silent breathing exercise. This part should last, approximately 3 minutes.</p> <p>Then, the facilitator asks some questions to discuss the outcomes of the workshop:</p> <ul style="list-style-type: none"> • What did you observe in the presentation? (comments, connections, additions...) • To what extent these types of violence are relevant in your community? <p>Step 6. Closure – 3 minutes</p> <p>To close the workshop, the facilitator takes some extra minutes to propose a silent breathing moment with some music, as a background.</p> <p>See Handouts below.</p>
<div>TIMING/DURATION</div>	<p>90 minutes</p>
<div>MATERIALS</div>	<p>Flipcharts, post-it, colours, papers, markers, pens and anything that could be used for creative presentations. Speaker for the music.</p>
<div>SPACE OBSERVATIONS</div>	<p>SPACE: we need an open space to run the workshop. There must be enough space for the groups to discuss the topics not being too close to each others. For the Safe Place, facilitators have to provide: pillows, water, tissues, chairs and anything that would make the participant feel at ease and cared.</p> <p>OBSERVATIONS:</p> <ul style="list-style-type: none"> • facilitators have to prepare in advance all the papers with the definitions, types of violence, questions for the group discussion, questions for the debriefing, the flipchart for the key words map. We suggest for visual reference to prepare also two pieces of papers with the words “MORE” and “LESS” for the moving debate. • silent breathing exercise: it’s a very important step to steam out from the activity where the groups were asked to discuss about different typologies of violence and to present the major outcomes of their work to join the final debriefing. In this way, participants could have the chance to relax a bit, to be more present and ready for the last part of the activity.

**EXPANSION OF
THE WORKSHOP**

We propose to start the workshop with a couple of activities that could introduce the participants to key concepts such as: gender and intersectionality. Moreover, after the first activity (definition) the violence pyramid model could be used to connect the first and the second activity. If more time is available, we would suggest adding more time to the discussion\debate.

**ADAPTATIONS
TIPS**

Regarding the conclusion: facilitators can add a moment to share data, images, poems or some time for self-reflection.

HANDOUT

DEFINITIONS FOR THE MOVING DEBATE

“GBV ENTAILS ANY HARM INFLICTED ON A PERSON BECAUSE OF MALE-FEMALE POWER DYNAMIC WITHIN A SOCIETY”

“GBV REFERS TO ANY TYPE OF HARM THAT IS PERPETUATED AGAINST A PERSON OR GROUP OF PEOPLE BECAUSE OF THEIR FACTUAL OR PERCEIVED SEX, GENDER, SEXUAL ORIENTATION AND\OR GENDER IDENTITY.”

“GBV IS A FORM OF HARM AFFECTING WOMEN WITHIN SPECIFIC CONTEXTS WHERE THE MEN ARE THE PERPETUATORS OF VIOLENCE”

QUESTIONS FOR THE GROUP DISCUSSION

WHAT TYPE OF VIOLENCE IS THIS ONE?

DO YOU HAVE ANY IDEA, SUGGESTION, STRATEGY TO PREVENT THIS VIOLENCE?

REPRODUCTIVE HEALTH AND RIGHTS

TITLE	THE BODY IS A TERRITORY
AIM	To increase awareness about reproductive health and rights
TARGET GROUP	Local Trainings: Youth Workers and Educators, aged 18+, involved in activities targeted to young people Local Workshops: Young people, aged between 15 and 30 years’ old
TOOL TYPE	Body awareness, group discussion and artistic creation
SPECIFIC OBJECTIVES	<ul style="list-style-type: none">• To acknowledge the importance of body awareness• To tackle reproductive health awareness• To reflect upon needs’ awareness (in the direction of rights)
DESCRIPTION	<p>The workshop includes the following steps:</p> <p>Step 1. Introduction - 5 minutes</p> <p>The facilitator runs the presentation of the workshop, sharing that the concept of “Body is a Territory” comes from Indigenous woman in America Latina and Decolonial feminism.</p> <p>Step 2. Body awareness around “siloueta colectiva” - 25 minutes</p> <p>The facilitator invites the group to start walking in the space and to keep the contact with their body. Participants are encouraged to make an imaginary journey through their body, starting from the feet, continuing to the legs, spine, necks and head. Keeping attention to each part of their body and breathing. Then, the facilitator asks participants to choose/be focussed on a part of their own body, to join this part of the body inside the “siloueta colectiva” and to take a pose (as a statue), representing their feeling on the connection with this part of their body.</p> <p>When everyone took a position, the facilitator asks to keep it for some seconds, both feelings what their body and mind say and also having a look to the other’ body positions.</p> <p>After that, participants can be back in circle and the facilitator asks the following questions:</p> <ul style="list-style-type: none">• Which part of your body are you most focused on?• Which part of your body do you feel the least?• In which part of your body do you feel most the pain?• Which part of your body feels healthier? <p>Participants can both share their ideas, feelings and reflections about the different questions, as also keep them personal if they prefer not to share.</p> <p>Step 3. Individual definition of Reproductive Health - 10 minutes</p> <p>The facilitator invites participants to make a circle around the siloueta, and to close their eyes, keep breathing and remaining contact with their bodies. In the same time another facilitator puts on the siloueta, some sentences about the topic.</p>

<div>DESCRIPTION</div>	<p>Then participants are invited to open their eyes, to read the sentences and to write their personal definition about: “What is for you the reproductive health”</p> <p>Step 4. Definition sharing in groups - 15 minutes</p> <p>The facilitator distributes post-it in different colours to answer the previous question. In the same time the post-it in different colours are also meant to divide participants in smaller groups.</p> <p>Once back in the smaller groups, participants are invited to share their definition and to listen at the ones done by the others.</p> <p>Step 5. Needs sharing and creative representation - 20 minutes</p> <p>Then, extra time is allocated and the task for each group is to discuss the following question: “Do you think you need something to improve your reproductive health?”</p> <p>Step 6. Intervene and enrich the collective body - 20 minutes</p> <p>The facilitator is then inviting each group to think about one or more symbols or objects to add to the siloueta colectiva to answer the previous question about the needs.</p> <p>It follows the presentation in plenary, where each group shares the symbols/objects chosen and put on a specific part of the siloueta’s body, explaining why they choose such a symbols/objects and this part of the body.</p> <p>The facilitator closes the workshop inviting the group to walk around the siloueta and to take an imaginary picture of the work done.</p>
<div>TIMING/DURATION</div>	<p>90 minutes</p>
<div>MATERIALS</div>	<p>Wool, post-it, markers, colours</p>
<div>SPACE OBSERVATIONS</div>	<p>OBSERVATIONS: the part of the “siloueta colectiva” where participants are asked to embody a part of their body as a statue, can be very personal and intimate. Also the questions asked right after can be very intimate and personal. For this reason, we suggest the facilitators to keep a great care to the creation of an intimate and protected space during the activity, where a soft and welcoming atmosphere is created and participants, even though exposed, can feel more at ease to share or not to share something personal, still feeling protected and cared of.</p>
<div>EXPANSION OF THE WORKSHOP</div>	<p>BEFORE: we suggest facilitators to run a pre-warm up, physical and expressive</p> <p>AFTER: there is the possibility to develop the last part of the workshop, going in the direction of the subject of the “rights”. This could be helpful also in contexts where to get directly focus on needs could be triggering.</p>
<div>ADAPTATIONS TIPS</div>	<p>ADAPTATIONS: the first time the workshop was tested, many participants felt emotionally connected, supported, a bit vulnerable at the beginning but healthier at the end of the process. Moreover, the participants appreciated the possibility to constantly move in the space. In the same time, most of the participants expressed the necessity to have more moments for the discussion and more space to express their opinions.</p> <p>Generally, the lack of a moment for sharing after the first activity determined an interruption between the first activity and the second one. For this reason, facilitators should invite the group to reflect about “pain, pleasure, grief and desire”. This could be a way to better link the two activities.</p>

ADAPTATIONS
TIPS

Another solution could be to invite participants to walk around the space, to “clap” asking to gather with their neighbours (3 persons, to avoid the exposure in a bigger group) and then to share their feelings/feedbacks/impressions after the body awareness part.

In some contexts, the topic could be a bit triggering: we considered some forms of adaptation like splitting the target group or changing the different sentences. If more time is at disposal, we also suggest to focus more on the concept of “rights” as a way to avoid slippery issues or hot topics.

TIPS: we suggest facilitators to prepare in advance the “silueta” before the beginning of the workshop. The “silueta” must be as big as the number of participants.

SOCIAL MEDIA AND CRITICAL THINKING

TITLE	IMPACT OF SOCIAL MEDIA ON GENDER ROLES
AIM	To sensitize and to reflect upon the impact of social media in the construction of gender roles
TARGET GROUP	Local Trainings: Youth Workers and Educators, aged 18+, involved in activities targeted to young people Local Workshops: Young people, aged between 15 and 30 years’ old
TOOL TYPE	Self-reflection, group discussion, reels creation
SPECIFIC OBJECTIVES	<ul style="list-style-type: none">• To encourage openness and honesty, gathering diverse insights from the group• To foster collaborative dialogue• To clarify concepts, promoting awareness and solution
DESCRIPTION	<p>The workshop includes the following steps:</p> <p>Step 1. Introduction - 5 minutes Some rock music will be played as a background and two facilitators run a short simulation following one another, trying to “escape the pressure of social media”.</p> <p>Step 2. Self-reflection based on some personal questions - 15 minutes Participants find on the floor different flipcharts, each one with a question to encourage the personal reflection. The questions are based on the personal experience of the participants on social media. There are some soft music played as a background. Participants are asked to mingle around the space, to read the different questions and to answer.</p> <p>Step 3. Group discussion - 20 minutes Participants are asked to sit in circle and the facilitator asks the following questions to stimulate the discussion:</p> <ul style="list-style-type: none">• What are the positive and negative effects of social media on marginalised gender groups?• What role do influencers play in shaping gender norms on social media?• How does the media affect children’s development and understanding of gender roles?• How can we encourage the media to adopt more realistic and diverse representations of gender equality? <p>Step 4. Creation of reels based on related topics - 50 minutes Participants are then divided in different groups, each one receiving a subject related to gender-sensitive issues. The subjects are: Gender discrimination on social media, Harassment, Impact of social media on mental health, Stereotypes.</p>

DESCRIPTION	<p>They have to work in group to create a short reel on the subject. After the reels' shooting, it's forecast a little break before their projection, to give time to the facilitators for the editing. It follows the presentation in plenary of the different reels.</p> <p>Step 5. Conclusion – 5 minutes</p> <p>To conclude the workshop, the facilitator summarizes all the different steps and the topic as a whole. It is highlighted the key insights and takeaways from each step, ensuring that the main points and lessons learned are well capture. Participants are encouraged to share their reflections on the process and what they have learned throughout the discussion.</p> <p>See Handout below.</p>
TIMING/DURATION	90 minutes
MATERIALS	Computer, paper, pens, projector, mobile phone
SPACE OBSERVATIONS	OBSERVATIONS: we suggest, for the video creation, to prepare a visual presentation of social media terms, symbols, emoji, to make faster and easier the understanding.
EXPANSION OF THE WORKSHOP	With more time a disposal, it could be interesting to better stimulate the self-reflection, proposing an introduction with a personal drawing of the participant' life on social media. Then, it can follow a thermo-line to show how much time we spend on social media on a daily basis.
ADAPTATIONS TIPS	<p>ADAPTATIONS: we suggest to allocate more time for the video creation. Moreover, the final reflection needs to be focused on the importance to find solutions against the topics.</p> <p>TIPS FOR SELF-REFLECTION PHASE</p> <ul style="list-style-type: none"> • provide clear instructions • create a safe environment • prepare questions in advance <p>TIPS FOR GROUP DISCUSSION PHASE</p> <ul style="list-style-type: none"> • set ground rules • define key terms • facilitate engagement <p>TIPS FOR CREATION OF REELS PHASE</p> <ul style="list-style-type: none"> • be sure you are equipped for the technical setup

HANDOUT

QUESTIONS FOR THE SELF-REFLECTION

HAVE YOU EVER RECEIVED COMMENTS BASED ON YOUR PHYSICAL APPEARANCE RATHER THAN WHAT YOU SHARED OR EXPRESSED ONLINE?

HAVE YOU EVER EXPERIENCED GENDER STEREOTYPING IN ONLINE INTERACTIONS?

HAS THIS AFFECTED YOUR EMOTIONAL OR MENTAL WELL-BEING?

HAVE SEXIST COMMENTS INFLUENCED THE WAY YOU EXPRESS YOURSELF OR INTERACT ON SOCIAL MEDIA?

HAVE YOU EVER FELT LIKE YOUR CREDIBILITY OR OPINIONS WERE MINIMISED BECAUSE OF YOUR GENDER ON SOCIAL MEDIA?

WOMEN MIGRATION OF THE IN GLOBAL SOUTH AND NORTH

TITLE	BORDERLINES
AIM	To embody and amplify migration situations of women in North and South contexts
TARGET GROUP	Local Trainings: Youth Workers and Educators, aged 18+, involved in activities targeted to young people Local Workshops: Young people, aged between 15 and 30 years' old
TOOL TYPE	Positioning, group discussion, simulation, debriefing
SPECIFIC OBJECTIVES	<ul style="list-style-type: none">• To create an embodied and immersive experience on the topic• To provide tools to address realities different from the one's own• To offer a holistic experience to imagine these realities with carefulness• To connect with these experiences to reflect on migratory wounds and to create environments for reparation
DESCRIPTION	<p>The workshop includes the following steps:</p> <p>Step 1. Introduction - 5 minutes Facilitators can start the workshop with a little performance to connect the public to migratory context and to situation of migrant women in the world.</p> <p>Step 2. Mapping the crossings – 20 minutes The facilitator runs a short introduction where asks participants to incarnate the map of their journeys and the journeys of their family. This, with the purpose to show how the geopolitical power functions and our imaginaries depend of our privileges.</p> <p>Then, the facilitator explains to the group that the space of the activity is now divided in 4 directions: north, south, west, east. The participants are asked to come in the middle of the space and to position themselves according to the following questions:</p> <ul style="list-style-type: none">• Where was your grandmother born?• Where was your mother born?• Where did you born?• Did we know the territories of our lineage?• Were there internal or external migrations?• How do you feel if we moved or didn't? (this final question is left open, to bridge the group to the next step). <p>Step 3. Crossing the borders - 40 minutes The activity includes the following steps:</p> <ol style="list-style-type: none">1. Starting point: participants are asked to write down on posters different motivations leading the women of the global south to migrate

DESCRIPTION	<p>2. Borderlines: participants receive randomly “strong” (A) and “weak” (B) passports. Then they are guided to a safe way/journey (participants with A passports) and to insecure borderlines (participants with B passports).</p> <p>3. Airport control or migration office: participants are accompanied to two different tables for the control, one accepts A passport, another refuses B passport. B passport and undocumented persons have to go throughout “illegal” ways to enter the rich country</p> <p>4. Job searchers situations: participants are then back to the initial spot where facilitators have disposed pieces of paper representing jobs with higher “qualifications” (doctor, researcher, professor...), often unreachable positions for migrant women and jobs that are more reachable (maid, caring works...) and recurrent for migrant women in real life (often regardless of their real qualifications).</p> <p>Step 4. Reflexion - 20 minutes</p> <p>Participants are asked to sit back in circle and the facilitator asks the following questions:</p> <ul style="list-style-type: none"> • What did you fee during the simulation? • What do you feel about the context that create the inequality? • What do you think about the feelings of the women that have to migrate in these conditions? • What do you think about the job inequality? <p>Step 5. Migration grief - 20 minutes</p> <p>In this step, the idea is to share records with the voices and witnesses of migrant women recorded before. Participants are kindly asked to listen and to keep attention to the different voices.</p> <p>Then, the workshop is closed with Auto-Magic Writing about the journey. The questions to be asked can be the following:</p> <ul style="list-style-type: none"> • What does migratory grief means to you? • What can we do to support those who live this situation? • Do you think that hearing the testimonies of migrant women can be some kind of reparation or healing? <p>Step 6. Closure - 5 minutes</p> <p>The facilitator closes the workshop with a poem (e.g. Extract of Gloria Anzaldúa’s “Borderlines”).</p>
TIMING/DURATION	110 minutes
MATERIALS	Paper, some objects to represents the different spaces, markers
SPACE OBSERVATIONS	<p>OBSERVATIONS: “Crossing the borders” can be a very strong and powerful activity. Participants are asked to wear the shoes of migrants crossing the borders, with different passports, rights and privileges. Therefore, they can be extremely touched by the simulation experience and facilitators have to keep a great care in facilitating all the steps. For example, even when they act (as part of the simulation) as persons reproducing some stereotypical, racists and xenophobic situations they need to carefully observe the participants’ reactions and tailor made their “acting” accordingly, avoiding to excessively impact the feelings and emotions.</p>

SPACE
OBSERVATIONS

Moreover, at the end of the simulation, it's very beneficial to offer a brief 'De-rolling' session. This can consist, for example, in asking participants to stand up in a circle, taking deep breaths, and relaxing. This allows them to release any residual energies or emotions from the activity and to return to their own selves. In fact, if participants still feel emotionally connected to the character they portrayed or the situation they lived, the debriefing may not be very effective and it could lead to frustration and confusion.

EXPANSION OF
THE WORKSHOP

ADAPTATIONS
TIPS

TIPS: facilitator need to create the stations and posters in advance. In particular, a great care has to be put on the design of the simulation’ spots representing a border to cross.

YOUTH POLITICAL ENGAGEMENT

TITLE	SPEAK UP
AIM	To promote political engagement of young people, also achieving gender representation
TARGET GROUP	Local Trainings: Youth Workers and Educators, aged 18+, involved in activities targeted to young people Local Workshops: Young people, aged between 15 and 30 years’ old
TOOL TYPE	Brainstorming, role play and group discussion
SPECIFIC OBJECTIVES	<ul style="list-style-type: none">• To understand the importance of our role and our participation within our community• To understand the oppression that is happening in our life and in the world
DESCRIPTION	<p>The workshop includes the following steps:</p> <p>Step 1. Ice breaking activity: ball of wool - 10 minutes</p> <p>The facilitator explains that the task is to throw the ball of wool to one of the participants, while mentioning the first impression that the receiver of the ball causes on the sender. The participant, before throwing the ball, should keep part of the rope, so that the ball’s movement creates, little by little, a net which connects all the participants in the workshop.</p> <p>Once every participant has thrown the ball to someone else and keeps a part of the rope in the hands, the facilitator asks the group to observe and share their thoughts on the purpose of the introductive activity.</p> <p>Step 2. Brain storming - 15 minutes</p> <p>The facilitator spreads five flipcharts around the space, each one with the following key-words: politics, engagement, gender, participation and power. Then, the facilitator asks participants to think about the concepts and to write on the flipcharts key-words or small sentences (they have to be written on post-its and then stuck on the flipchart they refer to). The facilitator reminds the group that the post-its will be available during the whole activity in case they want/need to observer the others’ answers and/or get inspired by.</p> <p>Step 3.Step forward if... - 40 minutes</p> <p>The group is divided in smaller groups of two people each. Each pair has to pick up from a basket a paper asking basic information about a character (Reference 1).</p> <p>The pairs have some time allocated to discuss and fulfil the characteristics of the character that will embody.</p> <p>Once all the characters are sketched, participants should form a line still remaining in groups of two.</p>

DESCRIPTION	<p>Then, the facilitator reads out loud a set of statements (Reference 2): after each statement, each pair has to answer by stepping forward in case the answer is yes or remaining in the same place if the answer is no.</p> <p>Then, the facilitator explains that a second step in the activity is forecast: this time it will be read out loud questions (not statements) (Reference 3): this time, after each question, each pair has to answer not by stepping forward or remaining on the same place, but by raising their hands in case of affirmative answer.</p> <p>When all the questions have been asked, the facilitator asks the pair to reveal the main features of their character, to keep a big breath in and breath out, trying to relax and to step out of the character.</p> <p>Step 4. Group discussion – 25 minutes</p> <p>After the last step, now participants are asked to separate from the pairs and to create 2 groups. Each group should receive, at least, one of the characters from the previous activity and take the time to discuss how did they feel and what they have observed, in terms of characters’ needs (Reference 4).</p> <p>Then, the facilitator asks the groups, taking into account their feelings from the previous activity and the major needs appeared from the group discussion, to define a tool or an activity to meet these needs.</p> <p>The workshop closes with the presentation of the major outcomes from the two groups and the proposals of the different tools/activities identified. After each presentation is left space for questions and comments.</p> <p>See Handout below.</p>
TIMING/DURATION	<p>90 minutes</p>
MATERIALS	<p>Flipcharts, post-it, markers, pens, one ball of wool, pencils</p>
SPACE OBSERVATIONS	<p>SPACE: it’s very useful to have a space equipped with a wall, a whiteboard or something to hang flipcharts. Moreover, we suggest to have a big space to move around.</p>
EXPANSION OF THE WORKSHOP	<p>If time allows, it would be very useful and beneficial to show actual statistics on the workshop’s subject.</p>
ADAPTATIONS TIPS	<p>TIPS: for the activity “Step forward if...”, we suggest facilitators to hand out to each pair only the main elements of the character (e.g. carpenter from Italy, doctor from Morocco). Then it’s up to the pairs, following the guided template, to better define and imagine the different features of their characters. In fact, less information is provided by the facilitator and more the pairs will have the chance to create their own character, with their own characteristics, creating the proper stage for the upcoming activity’s analyses and debriefing. Moreover, to have the process being more intimate, it could be possible to make some soft music as a background.</p>

HANDOUT

REFERENCE 1. MAIN ELEMENTS OF THE CHARACTER TO BE DEFINED

GENDER(S)

PROFESSION/JOB

NATIONALITY/CITIZENSHIP(S)

PLACE OF BIRTH

RELATIVES

LANGUAGE(S)

BELIEF SYSTEM(S)

PHYSICAL TRAITS

REFERENCE 2. QUESTIONS FOR THE ROLE PLAYING

I CAN CHOOSE MY JOB

I FEEL SAFE WHEN I COME BACK HOME AT NIGHT

I CAN AFFORD A CAR

I CAN GO TO UNIVERSITY

I FEEL FREE TO EXPRESS MY SEXUAL ORIENTATION

I CAN CHOOSE WHO I CAN MARRY

MY OPINION HAS WEIGHT IN THE PUBLIC DECISIONS

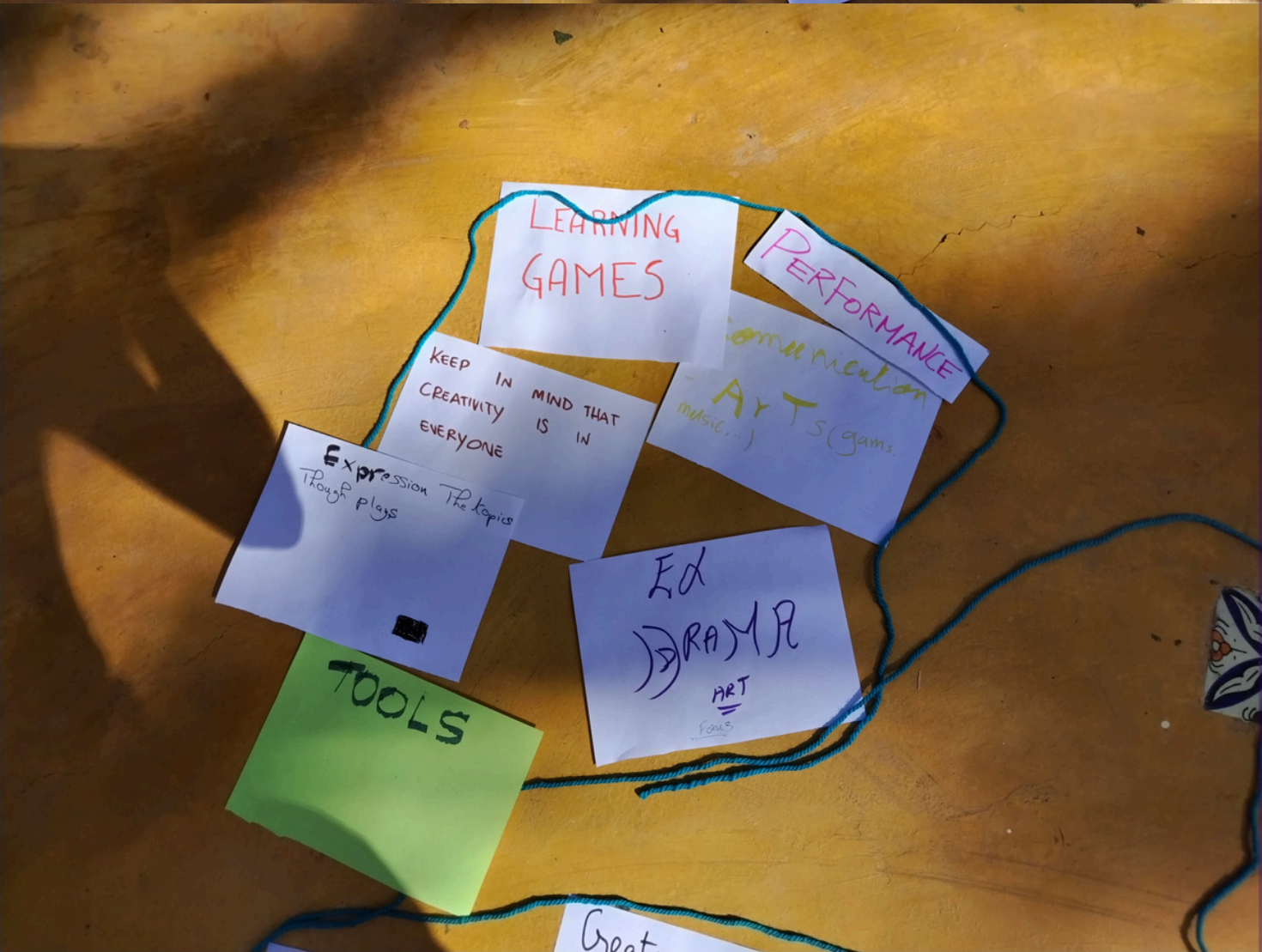
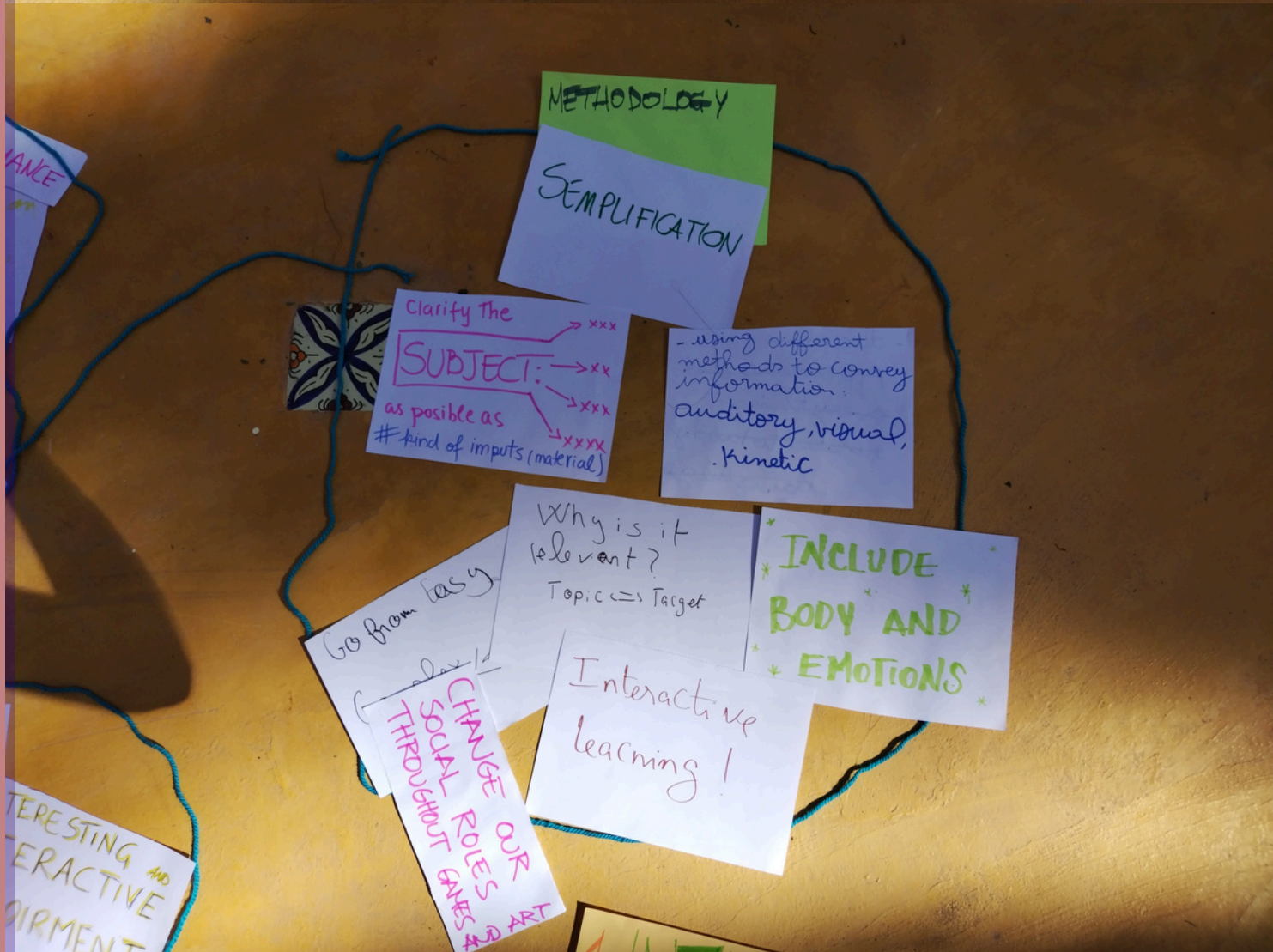
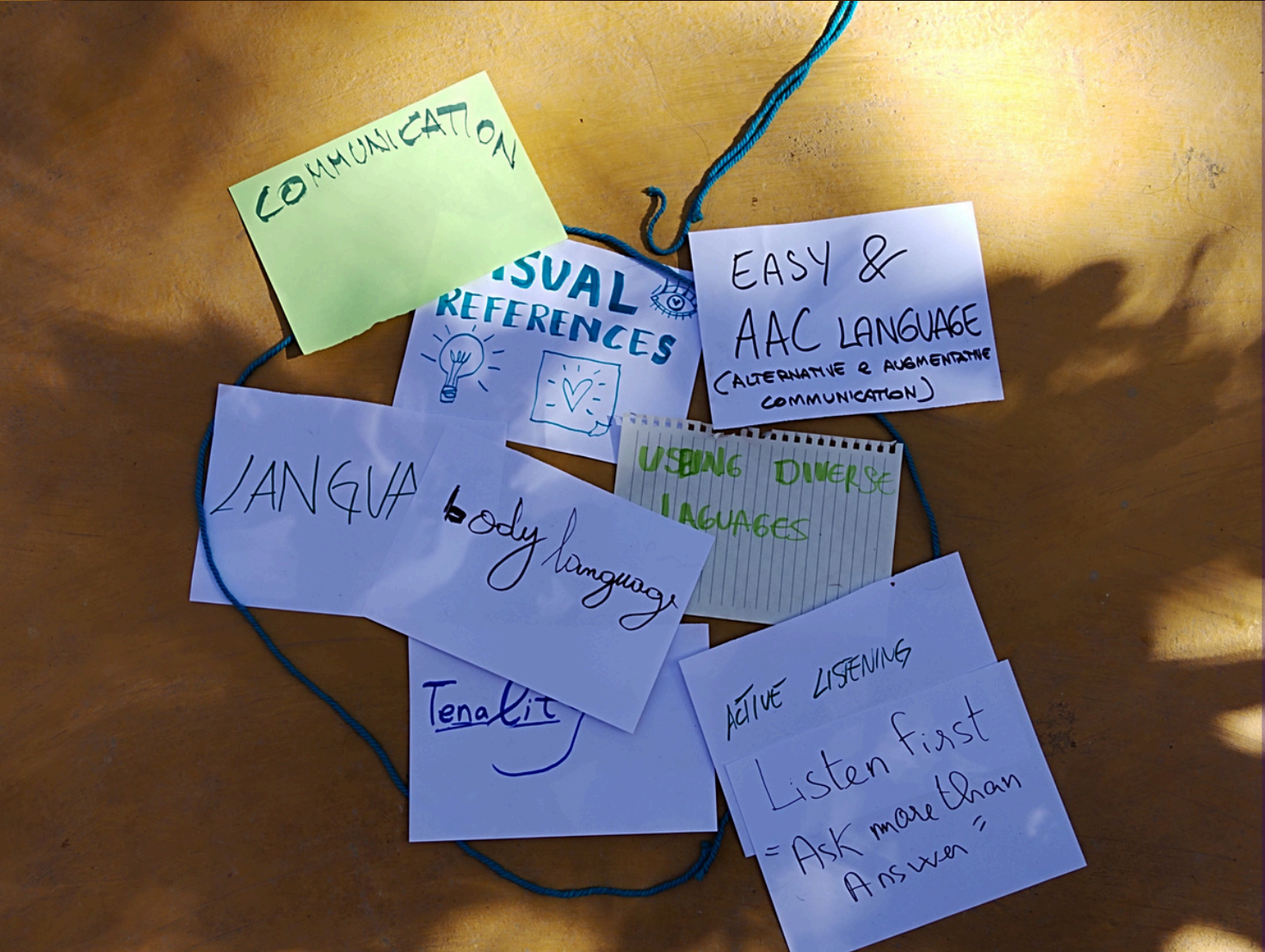
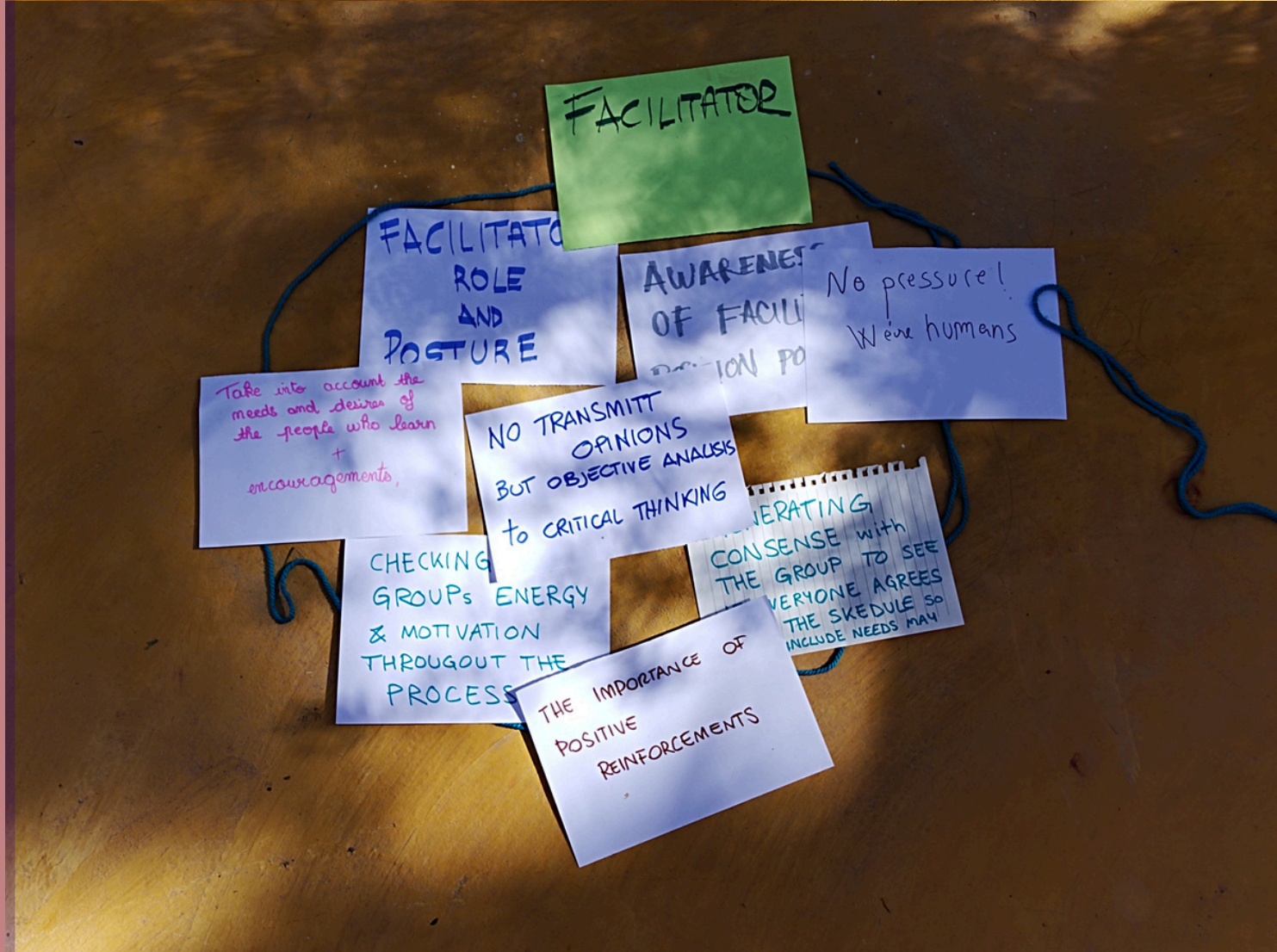
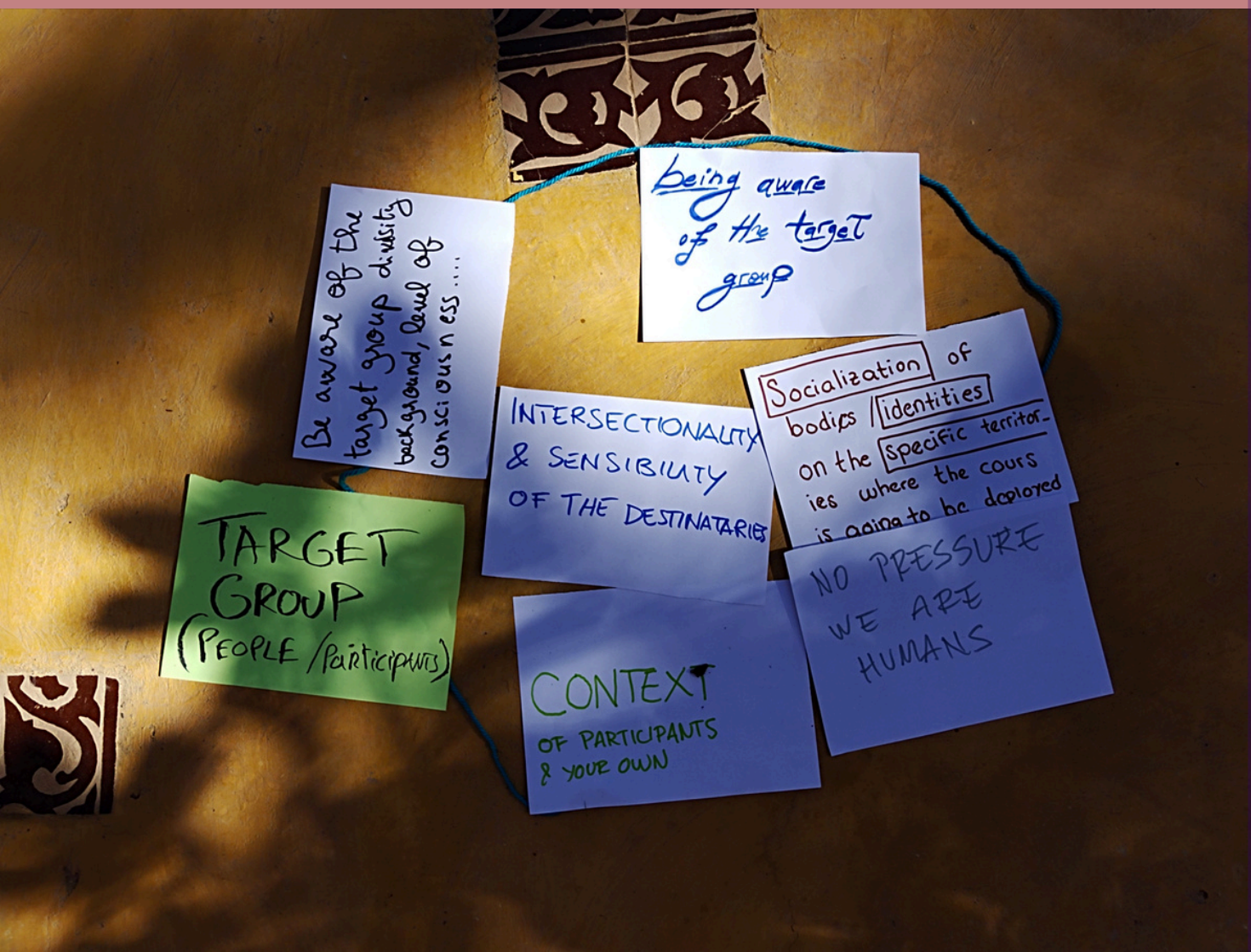
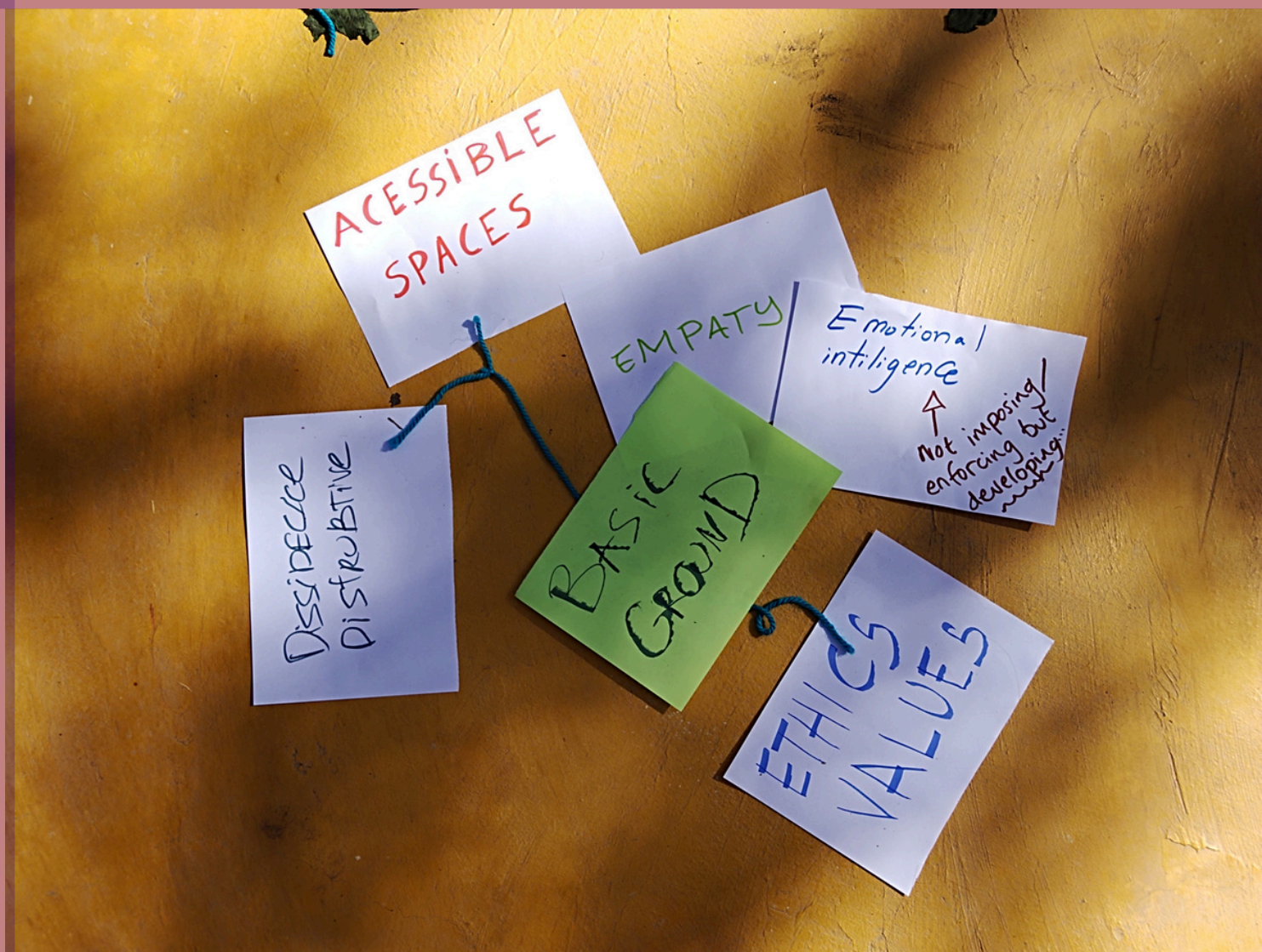
I SPEAK THE LANGUAGE OF THE PLACE WHERE I LIVE

I AM NOT AFRAID OF THE POLICE

I CAN TRAVEL FREELY

REFERENCE 2. QUESTIONS FOR THE ROLE PLAYING
I CHOOSE AT WHAT TIME I WAKE UP IN THE MORNING
I CAN CHOOSE WHAT I EAT AND MY DIET
I STARTED TO WORK BEFORE THE AGE OF 18
I DISCUSS ABOUT POLITICS WITH MY RELATIVES
I DON'T FEEL STIGMATIZED BY MEDIA
I HAVE A BODY THAT ALLOWS ME TO MOVE TO ANY PLACE
I DON'T GET ASKED ABOUT THE NUMBER OF CHILDREN I HAVE OR IF I PLAN TO HAVE THEM IN JOBS INTERVIEWS
REFERENCE 3. QUESTIONS FOR THE SECIND STEP
ARE YOU A MALE PERSON?
ARE YOU A FEMALE PERSON?
ARE YOU A NON-BINARY PERSON?
HAVE YOU EVER BEEN CRITICIZED BECAUSE OF YOUR BODY?
DO YOU HAVE CHILDREN?
IS THE PLACE WHERE YOU LIVE FAR AWAY FROM THE PLACE YOU WERE BORN?
ARE YOU FINANCIALLY STABLE?
ARE YOU BETWEEN THE AGE OF 15-25?
ARE YOU BETWEEN THE AGE OF 26-35?
ARE YOU BETWEEN THE AGE OF 36-45?
ARE YOU BETWEEN THE AGE OF 46-55?
ARE YOU OVER 55 YEARS OLD?

REFERENCE 4. GROUP DISCUSSION 1
BASED ON WHAT WE HAVE DONE AND OBSERVED, HOW DID YOU FEEL?
WHAT ARE THE MAIN CHARACTERS' NEEDS YOU HAVE OBSERVED?
REFERENCE 5. GROUP DISCUSSION 2
WHAT CAN WE DO ABOUT THIS? (THINK ABOUT A TOOL, ACTIVITY, ETC...)



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

**LUNARIA - ITALY
JORDAN YOUTH INNOVATION FORUM - JORDAN
AGDZ VOLUNTEERS ORGANIZATION - MOROCCO
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AND TRAINERS OF THE TRAINING COURSE IN MOROCCO) THAT
MADE THIS PUBLICATION REAL, IMPACTFUL AND CONCRETE.**

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

TOOL KIT EDITING AND GRAPHIC BY: SARA MANDOZZI



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.

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The logo features a stylized phoenix bird with a colorful tail in shades of purple, pink, orange, and yellow, and green and blue wings. The bird is positioned on the right side of a large, light purple circle. The word "PHOENIX" is written in a bold, dark blue, sans-serif font across the center of the circle.

PHOENIX

**Youth Work for Gender
Awareness in the Euro-
Mediterranean Context**