

# JAMBO

## TOOLKIT

YOUNG WOMEN EMPOWERMENT TO IMPROVE QUALITY OF YOUTH  
WORK AND VOLUNTEERING IN EU AND PARTNER COUNTRIES



Erasmus+

Key Action 2  
Capacity Building in the field of youth





<b>WOMEN EMPOWERMENT THROUGH IVS PROJECTS AND NON FORMAL EDUCATION</b>	<b>4</b>
<b>PROJECT PRESENTATION</b>	<b>6</b>
<b>PROJECT TIMELINE</b>	<b>8</b>
<b>FEASIBILITY VISIT ANNEXES - FEASIBILITY VISIT</b>	<b>9</b>
<b>YOUTH WORKERS MOBILITY – TRAINING IN KENYA ANNEXES - YOUTH WORKERS MOBILITY – TRAINING IN KENYA</b>	<b>25</b>
<b>YOUTH MEETINGS ANNEXES - YOUTH MEETINGS</b>	<b>89</b>
<b>YOUTH WORKERS MOBILITY – TRAINING IN UGANDA ANNEXES - YOUTH WORKERS MOBILITY – TRAINING IN UGANDA</b>	<b>98</b>
<b>STUDY PHASE</b>	<b>155</b>
<b>IMPLEMENTATION PHASE</b>	<b>157</b>
<b>YOUTH WORKERS MOBILITY - TRAINING IN ITALY ANNEXES - YOUTH WORKERS MOBILITY - TRAINING IN ITALY</b>	<b>159</b>

# WOMEN EMPOWERMENT THROUGH IVS PROJECTS AND NON FORMAL EDUCATION

International Voluntary Service (IVS) over the world offers a rare space where young people and adults coming from different backgrounds and life's experiences can actively participate in the life of the local and international communities, share their experiences and contribute as active citizens.

IVS projects are, for marginalized groups and, in this specific case, for women and young women, a powerful mean to develop different skills, capacities, knowledge and know how. They are a tool to gain exposure, to work alongside with men, to take and accept leadership and gain legitimacy in different cultural contexts.

The potential of young women participation in IVS projects is not exploited yet in African countries due to social, economical and cultural barriers. In Europe on the other hand, although reaching up to 70% of the volunteers' exchanges in many countries, is still current the tendency to reproduce gender inequality within existing structures and projects.

The international community recognizes gender equality and women participation as an indispensable factor for achieving the Millennium Development Goals (MDGs) and building sustainable and just societies.

JAMBO project showed that gender is still a cross-cutting issue, particularly in the frame of Africa-Europe exchanges and cooperation. The reciprocal stereotypes and prejudices on gender roles in African and EU societies, the cultural legacies, the masculine based societies, the society's social and economical structure, revealed the wide-spread of gender inequalities, both in African and European countries, even if with different shapes.

In this perspective gender equality and women empowerment should be considered among the main pillars of every capacity building project aimed at fostering cooperation and exchanges between European and Partner Countries.

For this reason the project started with a Feasibility Visit in the Eastern African involved countries, which allowed to tackle the reasons behind the lack of participation of young women in voluntary activities both at local and international level, to develop the diagnostic and the needs assessment. This work showed the necessity to further invest in trainings to properly address the lack of young women participation, to raise awareness on gender role models, to enhance women empowerment and promote gender equality.

The international training courses implemented in Kenya and Uganda, as well as the Youth Meetings and the Study Phase, brought to the concrete empowerment of a group of young women in the Eastern African countries. This work favoured the development of their self-esteem, the awareness in their own capabilities and increased their involvement in local and international IVS projects.

# PROJECT PRESENTATION

JAMBO Young Women Empowerment to Improve Quality of Youth Work and Volunteering in EU and Partner Countries is a Capacity Building project implemented by Lunaria, in partnership with Concordia France, Grenzenlos Austria, KVDA Kenya, UPA Uganda, and TYCEN Tanzania.

The project took place from the 1st of October 2014 to the 30th of September 2015 and was implemented thanks to the support of the Erasmus+ Program, within the Key Action 2.

The project **AIMED** to empower youth social workers (male and females) and provide them with new tools, to enable them to favor the women participation in short term local and international voluntary service projects.

Furthermore as direct **OUTCOME** participants, after the experience led short term IVS projects, workshops and trainings about gender equality and women empowerment.

The project contributed to explore gender issues in different societies, linking the deep-rooted analysis ran in the African countries on gender sensitivity to the participation of young women and men in International Voluntary Service - IVS projects, taking into account their interaction in diverse cultural and social contexts.

In this perspective the cooperation among the **PARTNER ORGANIZATIONS** and their contribution was very important to activate the analysis. Indeed all the project partners are very active in the field of International Voluntary Service and they strongly favor the promotion and development of the IVS movement as a tool to promote human rights and equity, the values of mutual understanding, respect, active citizenship and social inclusion.

The project **PARTICIPANTS** were youth workers and young people, who actively took part in all the actions implemented: the feasibility study in Kenya, Uganda, Tanzania; the international training course in Kenya; the Youth Meetings in Kenya, Uganda, Tanzania; the international training course in Uganda; the study phase in Kenya, Uganda, Tanzania and the international training course in Italy.

The project was a powerful tool to promote gender equity and enhance women participation in IVS activities. It has been achieved by developing concrete **TOOLS** and **WORKING METHODS** to tackle gender sensitivity and gender issues through non-formal education approaches.

All the activities had in common an horizontal methodology aimed to develop the cooperation and the bottom-up approach, starting from the needs analysis and the work developed by the youth workers and the young people involved in the process. For the entire duration of the project were applied methodologies based on non-formal education methods, so to stimulate the active participation, the self-reflection and creativity, and the 'learning by doing' process.

## PROJECT TIMELINE

<b>ACTION</b>	<b>DATES</b>	<b>LOCATION</b>
<b>FEASIBILITY VISIT</b>	17 <sup>th</sup> November – 7 <sup>th</sup> December 2014	Uganda, Tanzania and Kenya
<b>YOUTH WORKERS MOBILITY – TRAINING COURSE IN KENYA</b>	5 <sup>th</sup> – 12 <sup>th</sup> January 2015	Nairobi, Kenya
<b>YOUTH MEETINGS</b>	1 <sup>st</sup> of February – 31 <sup>st</sup> of March 2015	Uganda, Tanzania and Kenya
<b>YOUTH WORKERS MOBILITY – TRAINING COURSE IN UGANDA</b>	12 <sup>th</sup> – 19 <sup>th</sup> of April 2015	Kampala, Uganda
<b>STUDY PHASE</b>	1 <sup>st</sup> of May – 30 <sup>th</sup> of June 2015	Uganda, Tanzania and Kenya
<b>IMPLEMENTATION PHASE</b>	1 <sup>st</sup> of July – 31 <sup>st</sup> of August 2015	Uganda, Tanzania and Kenya
<b>YOUTH WORKERS MOBILITY – TRAINING COURSE IN ITALY</b>	14 <sup>th</sup> – 21 <sup>st</sup> of September 2015	Poggio Mirteto, Italy



## FEASIBILITY VISIT

The Feasibility Visit, took place in Uganda, Tanzania and Kenya between the 17<sup>th</sup> November and the 7<sup>th</sup> December 2014 and **AIMED** to conduct a detailed needs analysis in Kenya, Uganda and Tanzania, for what concern the women condition and the gender issues.

During the visits two representatives of Lunaria joined local projects focusing on gender issues, and interviewed local actors and stakeholders. All the information gathered during the visit have been the starting point in the definition of the contents and needs that have been afterwards explored in the training course held in Kenya in January 2015.

The action brought to the following **OUTCOMES**:

- 3 training needs assessment questionnaires (targeted to the three project partners) about the needs of their organization in the field of gender equality;
- 17 questionnaires about gender issues and the role of women in the country, targeted to the local organizations and communities coordinators;
- 3 country documents, one from each country, with the information about the general backgrounds (using the "World Café" technique and asking the local stakeholders and beneficiaries three main questions about gender issues in family, economy and community);
- 17 field visit reports with the brief description of the local organizations and communities met.

# ANNEX 1 - FEASIBILITY VISIT

## QUESTIONNAIRE TRAINING NEEDS ASSESSMENT FOR PARTNER ORGANIZATIONS

<b>ASPECT 1 - POLITICAL WILL</b>	<b>1 Very small degree</b>	<b>2 Small degree</b>	<b>3 Moderate degree</b>	<b>4 Good degree</b>	<b>5 Great degree</b>
The integration of gender equality in our IVS projects is a priority in our organization					
Our organization has a written policy that affirms a commitment to gender equality					
There has been an increase in the representation of women in management positions of our organization in the past few years					

<b>ASPECT 2 – TECHNICAL CAPACITY</b>	<b>1 Very small degree</b>	<b>2 Small degree</b>	<b>3 Moderate degree</b>	<b>4 Good degree</b>	<b>5 Great degree</b>
There is a person and/or division responsible for gender in our organization					
Staff have been trained to have the necessary knowledge and skills to carry out their work with gender awareness					
Program/project planning, implementation, evaluation and advisory teams in our organization include at least one person with specific expertise and skills in gender issues					
Gender analysis is built into our IVS program planning and implementation procedures					
Gender analysis is built into our IVS program evaluation procedures					

<b>ASPECT 3 – ORGANIZATIONAL CULTURE</b>	<b>1 Very small degree</b>	<b>2 Small degree</b>	<b>3 Moderate degree</b>	<b>4 Good degree</b>	<b>5 Great degree</b>
Gender issues are taken into account in our organization human resources management					
The working environment in our organization has improved for women over the past three years					
Our organization has made significant progress in mainstreaming gender into our operations and programs					
Our organization has favored the participation of women in our IVS projects					

<b>ASPECT 4 – ACCOUNTABILITY</b>	<b>1 Very small degree</b>	<b>2 Small degree</b>	<b>3 Moderate degree</b>	<b>4 Good degree</b>	<b>5 Great degree</b>
The gender impact of projects and programs is monitored and evaluated					
My National Society's programs and projects ensure the equal participation of, and benefit to, men, women, boys and girls.					

# ANNEX 2 - FEASIBILITY VISIT

## QUESTIONNAIRE FOR THE NEEDS ASSESSMENT

### GENERAL BACKGROUND

1. What roles do men and women typically play in the community?
2. Who makes decisions in the community? What kind?
3. Who owns property?
4. Do women and men have equal access to community resources and services?
5. Does the program or policy run in the country insure a real, equal participation and representation of man and women?

### **GENDER ISSUES WITHIN THE FAMILY**

1. Who controls household income?
2. Which decisions in the home do men and women typically make?
3. What level of education and/or training do usually men and women have?
4. Who cares for children and covers other family work?
5. How many hours a day women and men are spending at home and family care?

### **GENDER ISSUES IN LABOUR:**

1. Do women and men have equal opportunities to access a job, all other conditions being equal?
2. Are women paid different wages than men for their work?

3. What number of hours are spent doing unpaid, underpaid, or undervalued work?

**GENDER AND IVS IN THE LOCAL COMMUNITY:**

1. Do the voluntary service program or projects really change the activity patterns of men or women, and how?

**GENERAL ANALYSYS AND CONCLUSION**

1. What are the reasons, if any, behind the differences in gender, that you have identified?

2. What are the barriers, if any, to women's full participation?

3. Did you notice changes in the women participation over the last ten years?

4. What are the best strategies and solutions to address the different needs and dynamics of men and women, in order to ensure gender equity?

# ANNEX 3- FEASIBILITY VISIT

## COUNTRY REPORTS

### UGANDA

<b>1. WHAT ROLES DO MEN AND WOMEN TYPICALLY PLAY WITHIN THE FAMILY?</b>	<p><b>Men:</b></p> <ul style="list-style-type: none"><li>- head of the family</li><li>- decision makers</li><li>- look for money and finance provider (covering food, education and medical treatment)</li><li>- provide housing, build the house and own properties</li><li>- provide security to family</li><li>- make women pregnant</li><li>- produce and own children (they belong to the family of the father)</li><li>- pay taxes and bills</li><li>- provide informal education to children (building, grazing)</li></ul> <p><b>Women:</b></p> <ul style="list-style-type: none"><li>- family planners</li><li>- decision takers in implementing decisions made by men</li><li>- provide informal education to children (cooking, washing), discipline and socialization</li><li>- pay school fees/tuition (NB not clear if father or mother)</li><li>- give birth and take care of children</li><li>- housekeeping( cleaning, washing and cooking)</li><li>- garden for basic provision of home food</li><li>- look for money (agriculture, informal commerce) to take care of the family</li><li>- provide health care and take care of sick family members</li><li>- they plan the budget for the family</li><li>- ensure general harmony in the home</li><li>- welcoming visitors</li></ul>
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<p><b>2. DO MEN AND WOMEN HAVE EQUAL ACCESS TO RESOURCES AND SERVICES OF THE COMMUNITY</b></p> <p><b>EXPLAIN HOW.</b></p>	<p><b>If yes:</b></p> <ul style="list-style-type: none"> <li>- nowadays women can access high positions and participate in politics, for example in the parliament there are some women representatives (ex speaker of the parliament)</li> <li>- they have equal access to medical care, share resources in the community (e.g. water, shelter, security and food) and equal access to social services provided by the government (communication, education and transport)</li> <li>- they are both involved and they both participate in business issues at different level of responsibilities</li> </ul> <p><b>If not:</b></p> <ul style="list-style-type: none"> <li>- women are denied to own or inherit important resources like land, houses etc.</li> <li>- girls are given little education since they are little evaluated in terms of skills/competences and because of their reproductive role within the family</li> <li>- women have low chances of engaging in decision making in families and community since they are seen as inferior, weak and undervalued by men</li> <li>- men are able to handle any kind of jobs unlike women, sometimes they are not even allowed to work because of the pregnancies and family care</li> <li>- only men pay government taxes and bills</li> <li>- women are rarely elected as leaders since they are less considered in terms of leadership</li> <li>- in churches women do not take a seat next to men and are often isolated in terms of activities</li> <li>- women have low access to public services (to be better defined)</li> <li>- in agriculture women grow crops and men sell them and take all the money</li> </ul>
<p><b>3. WHAT SHOULD BE DONE TO FAVOR GENDER EQUALITY?</b></p>	<ul style="list-style-type: none"> <li>- should be sensitised on roles and responsibilities, especially girls in the community</li> <li>- there should be policies on gender issues and laws should be set up in order to favour gender equality</li> <li>- property ownership laws should be set up in order to better define the access of women to property</li> <li>- economic empowerment and financial opportunities in order to allow them for starting a business to be economically independent</li> </ul>

	<ul style="list-style-type: none"> <li>- education improvement and empowerment (early at school), sensitisation on girls child rights and education</li> <li>- equal judgment men/women, cooperation between men/women, clear communication men/women, reciprocal respect and freedom of speech</li> <li>- improvement of medical services and health support</li> <li>- culture and religion norms should be revised or better adapted</li> <li>- stop and fight corruption and remove corrupt leaders</li> <li>- equal opportunities of participation for all despite sex, religion, colour</li> <li>- equal distribution of resources</li> <li>- religious leaders should encourage gender equality</li> <li>- change the way of thinking the gender-roles</li> <li>- rewards and support NGOs favouring gender equality, help NGOs in controlling gender activities in the community</li> <li>- make strict policies and rules on discrimination</li> <li>- setting good examples to grow equally children</li> </ul>
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## **TANZANIA**

<p><b>1. WHAT ROLES DO MEN AND WOMEN TYPICALLY PLAY WITHIN THE FAMILY?</b></p>	<p><b>Men:</b></p> <ul style="list-style-type: none"> <li>- has to look after basic need</li> <li>- is the decision makers in the family</li> <li>- is responsible for his family in order to find a shelter</li> <li>- men bring better life in their family</li> <li>- is the pillar of the family stability</li> <li>- pay school fees and buy books and uniform</li> <li>- has the same responsibility of women although they are considered the leader of the family</li> <li>- give instruction to women, while not performing tasks</li> <li>- they work and bring back the money so that they can buy things like food, clothes and making sure school fees are paid</li> <li>- they can go out and work outside</li> <li>- insure security</li> <li>- leading social services</li> <li>- empower the family on social and development issues</li> </ul>
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	<p><b>Women</b></p> <ul style="list-style-type: none"> <li>- take care of her husband and children</li> <li>- bring development in their family</li> <li>- act as advisers in the family to improve the stability of the family</li> <li>- take care of children and teach them good manners</li> <li>- housekeeping, cleaning, cooking, washing cloth</li> <li>- give birth</li> <li>- have more responsibilities in the family, although they are considered assistant</li> <li>- they are doing all the tasks and they are fulfilling all the responsibilities</li> <li>- they cannot go out for a job</li> </ul>
<p><b>2. DO MEN AND WOMEN HAVE EQUAL ACCESS TO RESOURCES AND SERVICES OF THE COMMUNITY. EXPLAIN HOW.</b></p>	<p><b>If yes</b></p> <ul style="list-style-type: none"> <li>- men and women have equal access to resource and service</li> <li>- women can get access to services such as health care, education, transport</li> <li>- men and women collaborate, they equally participate in nutrition, education, heating</li> <li>- because men and women can get equal access to hospital services</li> </ul> <p><b>If not</b></p> <ul style="list-style-type: none"> <li>- men are placed at the top since they have more responsibilities within the family</li> <li>- women have more responsibilities than men in the family</li> <li>- having as example the project we visited (kiwamwaku – kilimanjaro), in this school only girl have been access to the classes and there are no boys</li> <li>- women are not involved in community work like men because of gender discrimination</li> <li>- men always dominate in grasping and using resources in the community rather than women</li> <li>- because of the existence of tribes</li> <li>- because some services (e.g. education) are still facilitating man more than women</li> <li>- because of weak decision power of women</li> <li>- because of unfair distribution of land</li> <li>- gender stereotypes and sexual harassment are preventing women to access some jobs</li> <li>- bad government policies</li> </ul>

**3. WHAT SHOULD BE DONE TO FAVOR GENDER EQUALITY?**

- provide education about importance of gender equality for both women and men, girls and boys
- improve properties ownership laws
- introduce rules/laws that can protect women
- give women the possibility of asking and answering the questions, freedom of choice and decisions
- give the opportunity to women to step up in higher positions in the government and in leadership in general
- provide equal participation between men and women, boys and girls
- eradicate all the bad customs in the community
- have public meetings to raise awareness among the community members
- harmful norms and cultures like FGM, early marriages, gender discrimination, should stop in our society, in order to promote gender equality
- provide education to the community people so that they get the right education about gender
- enforcement of laws linked to gender issues by the government
- stimulating the creation of organizations dealing with gender issues
- fair distribution of resources
- encourage open view discussions to cut the bridge between learners and non learners
- social mobilization within the family in order to raise awareness about gender issues
- respect individual perception

# KENYA

## 1. WHAT ROLES DO MEN AND WOMEN TYPICALLY PLAY WITHIN THE FAMILY?

### Men:

- head of the family
- providing security and basic needs to the family
- providing education
- providing food and clothing
- should be given respect into the family
- setting disputes
- giving advices
- build houses
- rule maker, decision makers and family advisors
- prepare lands for agricultural activities
- acquire properties
- find the finance and bring to the family
- educate and play disciplinary role to children to help them to grow up more upright
- provide security to the family
- solve conflicts among themselves
- take care of the shamba
- go to bar to drink wine
- marry other wife

### Women :

- responsible for the family
- taking care of children, of their health and provide them with guidance and counseling
- making sure that everything is going well in the family
- looking after cattle
- domestic work
- fetching, water and collecting firewood
- farming, going to the garden and go to small scale farming
- look after family life stock
- ensure food sustainability, cooking for children and cleaning them
- provide basic needs (food, shelter and cloths)
- take care of shamba (crops)
- bring water from the river
- give birth
- serve the husband

**2. DO MEN AND WOMEN HAVE EQUAL ACCESS TO RESOURCES AND SERVICES OF THE COMMUNITY. EXPLAIN HOW.**

**If yes**

- in few cases when people have understood one another, since they are educated and aware
- men and women have access to both, but the problem arise when it comes to management as it is believed that man take full control
- men and women have equal rights and both enjoy similar services

**If not**

- because women have different duties and services, for example, planning and protection are for men, taking care of what the man have brought home are for women
- traditional rules: e.g. building new homes are for men, while women have to get married
- because the community resources are owned by men, e.g. lands, domestic animals and trees
- for every service women should ask for permission
- because traditionally there are works for men and work for women
- because men are the owners of the wealth in the house
- men are more powerful than women and they can inherit everything in the family, while women cannot → all the properties belong to a man
- women cannot decide anything without the presence of a man and have no voices in the family
- because in most of the cases men do the budget
- women have no freedom in the family
- men are given an upper hand in controlling resources, while women are not supposed to own properties
- because men are the leaders of the community and they are over ruling everything
- man are always very powerful and control everything
- men are normally superior than women: there is a very huge gap between the rich and the poor
- in our tribe women are not controlling anything within the family as man is the head of it
- since men are regarded as superior and stronger in the community, they have higher chances of getting the job since they are only meant to be only for leaders
- because land, cattle, property, jobs, slaughtering animals and inheritance are for men and not for women

**3. WHAT SHOULD BE DONE TO FAVOR GENDER EQUALITY?**

- everyone should know his/her responsibilities
- all children should be given equal chances to access education
- give equal opportunities to leadership, both culture and religious
- hear different opinions and understanding one another
- traditional customs and cultural believes out of date should be abandoned
- empower women to get rid of poverty
- educating boys and girls
- not forcing girls to go under FGM
- not favouring one side
- allowing women for having the same rights
- formulation of laws and policies that guarantee gender equality
- equal decision making in a family
- more opportunities for women in politics, business and other sectors
- men should be cautioned against taking chances over women and start regarding them as similar creatures
- same opportunities to access job, both sexes should be thought about rights and freedom
- modify information system in order to include gender disaggregated data
- indicators of gender equality and special assessment of women needs
- incorporate affirmative action strategies into policies and programs in both public and private sector
- raise community awareness in educating girls and boys
- there should be equality and understanding
- early marriage should be avoided
- there should be guiding and counselling for the importance of gender equality
- economic and financial empowerment to women
- women should be given more opportunities to make decision and should be promoted the leadership for women
- support from groups and projects
- change in social and cultural beliefs
- equal respect between men and women and promotion of mutual understanding
- provide equal job opportunities □ women should have

	<p>freedom to do their work</p> <ul style="list-style-type: none"><li>- share equal rights and give equal opportunities</li><li>- seminars to raise awareness about gender issues, targeted both men and women in order to highlight the capabilities of women to play important roles</li><li>- women should have the chance to play the same role as man, to access education, to have the opportunity to start business, to own properties and to be leader in the community</li><li>- the community should put more emphases on women and encourage them to be leaders</li><li>- equal distribution of resources should be ensured</li><li>- men should allow women to exploit the resources within the family</li><li>- avoiding gender discrimination and stereotyping jobs</li></ul>
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## YOUTH WORKERS MOBILITY - TRAINING IN KENYA

The training course in Kenya, targeted to young women, local youth/social workers, representatives of local and international organizations and NGOs, took place between the 5<sup>th</sup> - 12<sup>th</sup> January 2015.

The training, 8 days long, saw the active involvement of 27 participants and 4 experts, **AIMED** to reflect on the role of IVS projects and non formal education in approaching gender sensitivity; to define strategies and exchange new methodologies and tools in order to favour women participation in IVS projects; to outline the framework of needs analysis activities to be conducted by young people among local communities during the following Youth Meetings.

The project was focused on the following aspects: role of men and women deepening, within the eastern African countries, keeping a focus on family, community and economy; different gender role models analysis; gender-related conflicts analysis and management; upcoming phase (Youth Meetings in the Eastern Africa countries, February and March 2015) preparation; non formal education working methods sharing and development so to apply them during the Youth Meetings.

The specific **OBJECTIVES** of the training were:

- to reflect about the role of men and women within the eastern African countries involved in the project;
- to deepen the knowledge about leadership and to develop new skills to manage the gender-related conflict;
- to share good practices and projects in promoting gender equality;
- to share methodologies and tools in order to favour women empowerment in terms of leadership and soft-skills;
- to provide participants with different tools (PAR Participatory Action Research methodology - questionnaire - non formal education working methods to actively involve a group) to organize and run the Youth Meetings taking place in February and March 2015.

The action brought to the following **OUTCOMES**:

- the networking within the organizations, partners of the project was empowered;
- the networking at national level was further developed and new synergies were created;
- participants acquired the capability to work in group, to approach gender issues from a wider perspective, to prepare and hand out questionnaires to run the needs assessment phase and to use the non formal education methods and techniques that would have afterwards applied during the Youth Meetings;
- acknowledgement of the Mind Map technique, that would have been afterwards used during the Youth Meetings to capitalize and share the results;
- set up of the questionnaire then used during the Youth Meetings to gather the youth' needs assessment.

# ANNEX 1 - YOUTH WORKERS MOBILITY- TRAINING IN KENYA AGENDA

WORKING DAY	DATE	MORNING	AFTERNOON	EVENING
	<b>04/01/2015 Sunday</b>		Arrival of participants	Welcome dinner
<b>1</b>	<b>05/01/2015 Monday</b>	<b>NAME GAMES</b> Round name The blanket <b>FEARS, EXPECTATIONS AND CONTRIBUTIONS</b> The garden The garden feedback <b>KIOF PRESENTATION AND RULES OF THE PLACE</b>	<b>ENERGIZER-NAME GAME</b> Alphabetic order <b>TEAM BUILDING ACTIVITIES</b> Chocolate River <b>DEFYING GENDER</b> Snowball about gender <b>FAMILY-COMMUNITY-ECONOMY</b> World Café	Reflection groups
<b>2</b>	<b>06/01/2015 Tuesday</b>	<b>STEREOTYPES ABOUT GENDER</b> Flip charts and stickers <b>ROLE MODELS</b> One step forward Iceberg model	<b>ROLE MODELS</b> Fairy tales with theatre	Reflection groups
<b>3</b>	<b>07/01/2015 Wednesday</b>	<b>POWER</b> The chief of power <b>LEADERSHIP</b> Space shuttle <b>COMMUNICATION</b> Draw on my back	<b>SHARING PROJECTS AND GOOD PRACTICES IN THE FIELD OF GENDER EQUALITY</b> The journal <b>VISIT TO KIOF</b> Visit to Kiof organic farm	Reflection groups
<b>4</b>	<b>08/01/2015 Thursday</b>	<b>DEFYING CONFLICTS</b> Photo language <b>GENDER BASED CONFLICT - ANALISIS</b> Strip cartoons - story analysis and preparation	<b>GENDER BASED CONFLICT - PRESENTATION</b> Strip cartoons presentation-step 1 <b>GENDER BASED CONFLICT - MANAGEMENT</b>	Reflection groups

			Strip cartoons presentation-step 2	
5	09/01/2015 Friday	<b>OPEN SPACE</b> 6 topics <b>JAMBO</b> Project structure - Feasibility visit outcomes - Project timeline	<b>PREPARATION YOUTH MEETINGS - QUESTIONNAIRE</b> PAR methodology Brainstorming about the macro-topics for the questionnaire Mind map starting from macro-topics Questions preparation – step 1	Reflection groups
6	10/01/2015 Saturday	<b>PREPARATION YOUTH MEETINGS - QUESTIONNAIRE</b> Questions preparation – step 2 and Questions finalization	<b>PREPARATION YOUTH MEETINGS – METHODOLOGIES</b> Gincana with methods Feed back rules Group division done by the macro-topics	Reflection groups
7	11/01/2015 Sunday	<b>TRAINING in ACTION – TiA SESSION</b> Preparation	<b>TRAINING in ACTION – TiA SESSION</b> Implementation – step 1	Reflection groups
8	12/01/2015 Monday	<b>TRAINING in ACTION – TiA SESSION</b> Implementation – step 2	<b>FINAL EVALUATION</b> Refreshment of the training agenda Coming back to the garden The spider net	
	13/01/2015 Tuesday	Departure of participants		

# ANNEX 2 - YOUTH WORKERS MOBILITY - TRAINING IN KENYA TOOL KIT

05<sup>th</sup> JANUARY 2015 (1<sup>ST</sup> DAY)

## NAME GAMES

### Round Name

<b>Title</b>	Round Name
<b>Tool type</b>	Ice breaker/Name game
<b>Tool topic/s</b>	Learn the names/Getting to know each other/Group creation
<b>Aim</b>	To remember the names and to make participants interact
<b>Material needed</b>	/
<b>Duration</b>	10 minutes
<b>Description</b>	Participants are invited to stand in a circle, one by one saying his or her name, following the circle order.

## The Blanket

<b>Title</b>	The Blanket
<b>Tool type</b>	Ice breaker/Name game
<b>Tool topic/s</b>	Getting to know each other and group creation
<b>Aim</b>	To remember the names and to make participants interact
<b>Material needed</b>	A blanket
<b>Duration</b>	20 minutes
<b>Description</b>	Participants are divided in 2 sub groups: the participants of each group will receive a number. The two groups are divided by a blanket pulled by the trainers. Two persons, one from each group are indicated by the trainer and they have to get closer, crouching down in front of the blanket. When the blanket fall down they have to guess the name of the person in front. The winner is the one who guess faster the name of the other.

## FEARS, EXPECTATIONS AND CONTRIBUTIONS

### The garden

<b>Title</b>	The garden
<b>Tool type</b>	Fears, expectations and contributions sharing
<b>Tool topic/s</b>	Getting to know each other and group creation

<b>Aim</b>	To share within the group the fears and the expectations toward the experience
<b>Material needed</b>	Flipchart, post it, pens, markers
<b>Duration</b>	30 minutes
<b>Description</b>	<p>Trainers have prepared a flipchart where is drawn a garden, with grass, flowers, the sky and a basket. Participants receive 3 post it with different colours, one representing fears, one expectations and one contributions toward the training. They are given time to fill them and then to stick them on the flipcharts in the following order:</p> <ul style="list-style-type: none"> <li>- under/on the level of the grass → their fears</li> <li>- on the flower → their expectations</li> <li>- on the sky → their contribution</li> </ul> <p>NOTE: participants can receive more than one post it per type.</p> <p>Trainers invite participants to be back in the drawing during the week, and in the case one fear is disappearing or is translated into something positive, they have to move the post it inside the basket.</p>

### The garden feedback

<b>Title</b>	The garden feedback
<b>Tool type</b>	Fears, expectations and contributions sharing
<b>Tool topic/s</b>	Getting to know each other and group creation
<b>Aim</b>	To share within the group the fears and the expectations toward the experience
<b>Material needed</b>	Flipchart, post it, pens, markers

<b>Duration</b>	15 minutes
<b>Description</b>	<p>After the previous activity “The garden”, trainers are taking some time to rearrange the fears, expectation and contribution, accordingly to similarities in contents and topics.</p> <p>Then each facilitator is briefly making a summary in plenary of the most recurrent or significant fears, expectations and contributions.</p>

## TEAM BUILDING ACTIVITIES

### Chocolate River

<b>Title</b>	Chocolate River
<b>Tool type</b>	Team building activity
<b>Tool topic/s</b>	Cooperation, communication, active listening
<b>Aim</b>	To make participants experiment group cooperation, active listening and different ways to communicate
<b>Material needed</b>	Two ropes
<b>Duration</b>	80 minutes
<b>Description</b>	<p><u>Setting</u>: lay two ropes on the ground parallel to each other, about 20 feet apart.</p> <p><u>Step 1</u>. the campers have to line up on one side of the rope, and they are informed that they are looking at a giant hot chocolate river. They must get their entire team across the hot chocolate river, but it is too hot to swim across, and too deep to walk across.</p> <p>Obviously, they cannot walk around the river, since it does</p>



	<p>not end just because the ropes do. The only way to get across is by using the large, fluffy marshmallows that you provide (such as carpet squares, poly spots or paper plates). Give the campers about eight or nine carpet squares, so that they have enough to get across with one or two left over.</p> <p><u>Step 2.</u> advise the group that this challenge isn't about physical abilities, but rather it is about communication. Unfortunately, the current in the river is so strong that it actually sweeps the marshmallows away if someone is not holding them down (with a hand, foot, or other safe appendage). Also, the marshmallows swell up once they are placed in the river, and they become too heavy to move again, so they must remain where they are placed.</p> <p><u>Step 3.</u> the campers start to play and they have to find their way to arrive on the other side of the river.</p> <p>It follows a debriefing about “The Blanket” and “Chocolate River” activities. Possible topics to explore during the debriefing:</p> <ul style="list-style-type: none"> <li>- Team Responsibility: did it matter if only a few of you made it across the river?</li> <li>- Communication: the importance of checking on the person behind you before stepping onto the next marshmallow</li> <li>- Individual Strengths and Weaknesses.</li> </ul>
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## DEFYING GENDER

### Snow Ball about gender

<b>Title</b>	Snow Ball about gender
<b>Tool type</b>	Work in groups and presentation in plenary
<b>Tool topic/s</b>	Gender definitions

<b>Aim</b>	To make participant share their definition of “gender”; to make them share different points of view and search for common points and differences
<b>Material needed</b>	Post it, paper, pens, flipcharts and markers
<b>Duration</b>	60 minutes
<b>Description</b>	<p>Each participant receives a post it and a pen.</p> <p><u>Step 1.</u> 3 minutes to write, alone, on the post it what “gender” is.</p> <p><u>Step 2.</u> groups of 2 participants are created. They have to present their 2 definitions and discuss them, finding common aspects and they have to create one new definition. They have at disposal 7 minutes.</p> <p><u>Step 3.</u> groups of 4 participants are created (a group of 2 is mixed with another group of 2). They have to present their 2 definitions and discuss them, finding common aspects and they have to create one new definition. They have at their disposal 10 minutes.</p> <p><u>Step 4.</u> groups of 8 participants are created (a groups of 4 is mixed with another group of 4). They have to present their 2 definitions and discuss them, finding common aspects and they have to create one new definition. They have at their disposal 15 minutes.</p> <p>In plenary the three groups present their definition.</p> <p>Key questions for the debriefing:</p> <ul style="list-style-type: none"> <li>- How was the process?</li> <li>- Did you cooperate within the group?</li> <li>- Did everybody participate?</li> <li>- Was it hard to find common definitions?</li> <li>- Did you change your opinion about gender?</li> <li>- Did you agree with the new definitions?</li> </ul>

# **HAND OUT WITH THE THREE DEFINITIONS OF "GENDER" ELABORATED BY PARTICIPANTS DURING THE SNOW BALL**

IS THE SOCIAL CONSTRUCTED ROLES, CHARACTERISTICS AND RESPONSABILITIES DIFFERENTIATING FEMINITY AND MASCULINITY (MEN – WOMEN)

REFERS TO THE SOCIAL CONSTRUCT OF ROLES AND RESPONSABILITY(IES) PLAYED BY GIRLS, BOYS, MEN AND WOMEN IN THE SOCIETY AND IT DIFFERS FROM FAMILY TO FAMILY AND SOCIETY TO SOCIETY

IS THE FACT OF BEING MALE OR FEMALE IN RELATION TO SOCIAL, ECONOMIC AND CULTURAL NORMS OF A GIVEN SOCIETY

## FAMILY-COMMUNITY-ECONOMY

### World Café

<b>Title</b>	World Café
<b>Tool type</b>	Work in group
<b>Tool topic/s</b>	Gender issues in family, community and economy
<b>Aim</b>	To deepen and discuss the roles of men and women within the family; how the household income is managed and what is the contribution of men and women to the community life
<b>Material needed</b>	3 tables with enough chairs (according to the participants n.), 3 flipcharts, markers
<b>Duration</b>	40/50 minutes
<b>Description</b>	<p><u>Step 1.</u> participants are divided in 3 groups, each one receive a flipchart, divided in 4 boxes and with the following questions:</p> <ul style="list-style-type: none"> <li>- What are the roles of men and women within the family?</li> <li>- How is the household income managed?</li> <li>- What is the contribution of men and women to the community life?</li> </ul> <p>For the first round of discussion 10 minutes will be allocated. Each group has to include the main contents of the discussion in the first box.</p> <p><u>Step 2.</u> when the time is up, the flipchart is rotating clockwise. For the second round of discussion 8 minutes will be allocated. Each group has to include the main contents of the discussion in the second box.</p> <p><u>Step 3.</u> when the time is up, the flipchart is rotating clockwise. For the third round of discussion 6 minutes will be allocated. Each group has to include the main contents of the discussion in the third box.</p> <p><u>Step 4.</u> when the time is up, the flipchart is rotating clockwise</p>

	<p>and each group will receive the flipchart with the first question they answered/discussed. The task of each group is to read carefully the three boxes and to prepare an omn-comprehensive summary of the discussion. For the preparation of the summary 10 minutes will be allocated and other 5 per group for the presentation in plenary.</p> <p>For more information on how to prepare the flipcharts, please have a look on the above hand</p>
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# HAND OUT FOR THE WORLD CAFE'

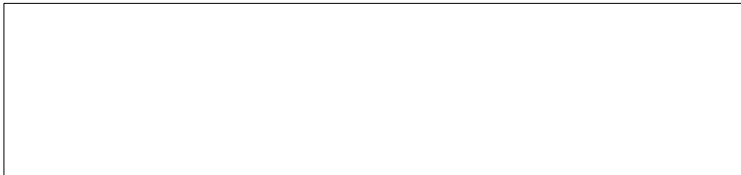
**What are the roles of men and women within the family?**

## **SUMMARY**

**How is the household income managed ?**

**SUMMARY**

**What are the contribution of men and women to the community life?**



**SUMMARY**





06<sup>th</sup> JANUARY 2015 (2<sup>nd</sup> DAY)

## STEREOTYPES ABOUT GENDER

### Flip charts and stickers

<b>Title</b>	Flip charts and stickers
<b>Tool type</b>	Work in group
<b>Tool topic/s</b>	Gender stereotypes and the way society considers 'feminine' and 'masculine' characteristics desirable or undesirable
<b>Aim</b>	To recognise that we tend to consider certain characteristics as feminine and others as masculine; to discover how society considers certain characteristics 'positive' or 'desirable', while other characteristics are considered 'negative' or 'undesirable'; to raise awareness of the almost automatic nature of social categorisation
<b>Material needed</b>	Two sets of cards with the different adjectives from the list below on them (see preparation and handouts); a work and instruction sheet for each group
<b>Duration</b>	60 minutes
<b>Description</b>	<p><u>Sets of cards</u>: each card has one part of a pair of adjectives written on it (see handouts). Although these pairs of adjectives form opposites, the stacks of cards should be sufficiently mixed so that it is not immediately obvious.</p> <p><b>Worksheets and instruction sheets</b></p> <p><u>Worksheet for Group A</u></p> <p>Prepare a blank sheet of paper divided into two columns. Each column should have a heading: one should read 'Feminine' and the other 'Masculine'. Prepare a separate sheet with the following instructions to add to the worksheet: "Some characteristics are considered more feminine, while others are thought to be more masculine. Place the cards in the column where you think they belong. Work as quickly as you can,</p>

without thinking about it too much.”

Worksheet for Group B

Prepare a blank sheet of paper divided into two columns. Each column should have a heading. One should read ‘Positive / Desirable’ and the other ‘Negative / Undesirable’. Prepare a separate sheet with the following instructions to add to the worksheet: “Some characteristics are considered more positive or desirable, while others are thought to be negative or not desirable. Place the cards in the column where you think they belong. Work as quickly as you can, without thinking about it too much.”

Two groups with equal numbers of participants are formed. Each group should sit in two corners of the room. Hand out the envelopes with the cards and the worksheets with the instructions. Participants acknowledged that they have to follow the instructions on their worksheet and work as quickly as they can.

They have approximately 10 to 15 minutes to complete the task.

Then the whole group should be gathered again.

Write on the flipchart two headings: ‘Feminine’ and ‘Masculine’ and ask Group A to list the characteristics they put under the ‘Feminine’ heading. After each adjective, ask Group B if they placed that adjective in the Positive/Desirable or the Negative/Undesirable column. The information should be registered by putting a plus (+) or a minus (-) sign beside it.

It follow a debriefing about stereotypes in general and specifically about the gender-related **STEREOTYPES**.

Debriefing and k-questions:

- How was the exercise?
- Is there something you liked or disliked?
- If yes, why?
- How do you feel about the results?
- Is there something about the results surprising you?
- If yes, what?
- Accordingly to “what” you put the + or the -?
- What are the reasons behind these choices?

	<ul style="list-style-type: none"><li>- Do you consider the characterization of masculine and feminine attributes to be accurate or stereotypical?</li><li>- Can you identify with any of the stereotypes applied (in yourself or in people you know)?</li><li>- In your opinion, in what way do gender stereotypes affect the way we/other people evaluate or judge men and/or women?</li><li>- What are the consequences of gender stereotypes on young women and men?</li><li>- What do you think can be done to deal with the consequences of gender stereotyping?</li></ul>
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# HAND OUT FOR THE FLIPCHARTS AND STICKERS

## INSTRUCTIONS FOR GROUP A

**Headings:** Feminine – Masculine

Some characteristics are considered more feminine, while others are thought to be more masculine. Place the cards in the column where you think they belong. Work as quickly as you can, without thinking about it too much.

## INSTRUCTIONS FOR GROUP B

**Headings:** Positive/Desirable - Negative/Undesirable

Some characteristics are considered more positive or desirable, while others are thought to be negative or not desirable. Place the cards in the column where you think they belong. Work as quickly as you can, without thinking about it too much.

## SET OF CARDS

DEPENDENT	INDEPENDENT
EMOTIONAL	RATIONAL
OBJECTIVE	SUBJECTIVE
SUBMISSIVE	DOMINANT
PASSIVE	ACTIVE
SKILLED IN BUSINESS	NOT SKILLED IN BUSINESS
COMPETENT	INCOMPETENT
HESITATES A LOT	MAKES DECISIONS QUICKLY
AMBITIOUS	NOT AMBITIOUS
DIPLOMATIC	DIRECT

## ROLE MODELS

### One Step Forward

<b>Title</b>	One Step Forward
<b>Tool type</b>	Role Play game
<b>Tool topic/s</b>	Prejudices and Stereotypes
<b>Aim</b>	To analyse the prejudices we might use in an unconscious way in our daily life, to “wear the shoes” of the other people we might risk to judge or to “put into boxes”
<b>Material needed</b>	A big space, soft music and the hand out cards
<b>Duration</b>	80 minutes
<b>Description</b>	<p><u>Step 1.</u> participants are standing on a long line. Trainers hand out a role to each participant, each person has to carefully read the character's description, take his/her own time and try to think and act as the person described.</p> <p><u>NOTE:</u> it's important to create a soft atmosphere to enforce the concentration and the action of wearing the shoes of someone else.</p> <p>To facilitate the process a set of key questions should be launched, these questions should not be answered since are just “food for thought” to facilitate the process. The questions should be about the daily life of the person, what she/he can do or not, he/she use to do, the social relations and the work/absence of work.</p> <p><u>Step 2.</u> participants are explained that they have to take one step forward for each situation they feel their character could do it easily. They have to stay frozen in the same position if it is impossible.</p> <p>A set of different questions is read and participants should</p>

move or not move forward.

Debriefing and key questions:

- How did you feel?
- Which was your character?
- It was easy to represent your character?
- Why did you act in this way?
- What was the gender of your character?
- Why did you choose this gender? (if gender was not specified in the role card)
- Do you think to be excluded from society, in some way?
- Do you think to have applied some stereotypes in the representation of your character?

A debriefing about **PREJUDICES** in general and specifically about the gender-related prejudices follows.

The final conclusion is run in plenary presenting the **ICEBERG MODEL**.

## HAND OUT WITH CARACTHERS

YOU ARE A 31 YEARS OLD WOMAN FROM HOLLAND AND YOU WORK AS A SEX WORKER	YOU ARE A 35 YEARS OLD MAN FROM BOTSWANA, YOU OWN LAND AND YOU ARE FARMER	YOU ARE A 33 YEARS OLD WOMAN FROM ITALY, YOU OWN LAND AND YOU ARE A FARMER
YOU ARE A 30 YEARS OLD WOMAN FROM ARGENTINA AND YOU ARE A TRUCK DRIVER	YOU ARE A 30 YEARS OLD WOMAN FROM DENMARK IN WEELCHAIR	YOU ARE A 60 YEARS OLD WOMAN FROM SENEGAL AND YOU ARE WIDOW
YOU ARE A 22 YEARS OLD WOMAN FROM MOROCCO AND YOU ARE DIVORCED	YOU ARE A 41 YEARS OLD MAN ARTIST FROM GERMANY AND YOU ARE HIV POSTIVE	YOU ARE A 26 YEARS OLD MAN FROM MOROCCO AND YOU ARE DIVORCED
YOU ARE A 16 YEARS OLD WOMAN FROM KIBERA, YOU HAVE ONE KID AND YOU ARE UNEMPLOYED	YOU ARE A 45 YEARS OLD MAN FROM SWITZERLAND AND YOU ARE A BANK DIRECTOR	YOU ARE A 18 YEARS OLD MAN AND YOU ARE ALBINOS AND UNEMPLOYED
YOU ARE A 18 YEARS OLD WOMAN FROM USA. YOU ARE STUDENT AND YOU HAVE A CHILD	YOU ARE 23 YEARS OLD MAN FROM FRANCE WHO IS JUST GET MARRIED WITH ANOTHER MAN	YOU ARE A 6 YEARS OLD GIRL FROM AFGHANISTAN AND YOU ARE ORPHAN
YOU ARE A 40 YEARS OLD WOMAN FROM ENGLAND AND YOU ARE FINANCIAL MANAGER	YOU ARE A 22 YEARS OLD WOMAN FROM UGANDA AND YOU ARE STUDENT IN THE UNIVERSITY OF MAKERERE	YOU ARE A 16 YEARS OLD MAN FROM BRAZIL AND YOU WANT TO BE A TOP MODEL
YOU ARE A 21 YEARS OLD MAN FROM UGANDA AND YOU ARE A UNIVERSITY STUDENT IN MAKERERE	YOU ARE A 30 YEARS OLD MAN FROM CONGO IN WEELCHAIR	YOU ARE A 34 YEARS OLD WOMAN FROM NIGERIA AND YOU ARE HIV POSITIVE

YOU ARE A 32 YEARS OLD WOMAN FROM SPAIN AND YOU INHERITED A HUGE FORTUNE FROM YOUR FATHER	YOU ARE A 40 YEARS OLD MAN FROM JAPAN, YOU ARE MARRIED AND UNEMPLOYED	YOU ARE A 37 YEARS OLD WOMAN FROM SUDAN AND YOU ARE NOT MARRIED
YOU ARE A 21 YEARS OLD WOMAN FROM URUGUAY AND YOU WOULD LIKE TO VOLUNTEER ABROAD	YOU ARE A 24 YEARS OLD MAN FROM MEXICO AND YOU ARE DRUG DEALER	YOU ARE A 50 YEARS OLD MAN FROM GHANA AND YOU HAVE VOLUNTEERED FOR THE LAST 30 YEARS
YOU ARE A 60 YEARS OLD FROM MALI AND YOU ARE WIDOWER		



## HAND OUT WITH QUESTIONS

YOU CAN GO OUT WHENEVER YOU WANT
YOU FEEL SAFE WHEN YOU GO OUT FROM YOUR HOUSE
YOUR FRIENDS AND FAMILY AGREE WITH YOUR LIFESTYLE
YOU NEVER HAD FINANCIAL PROBLEMS
YOU HAVE AN INTERESTING LIFE AND YOU ARE OPTIMISTIC ABOUT YOUR FUTURE
YOU CAN PRACTICE THE JOB THAT YOU WOULD LIKE TO DO
YOU CAN EASILY GO ON HOLIDAYS
YOU CAN GO TO THE CINEMA OR THEATRE AS MUCH AS YOU WANT
YOU CAN EASILY TRAVEL AROUND IN YOUR DAILY LIFE
YOU CAN EASILY FIND A JOB
YOU HAVE NEVER BEEN VICTIM OF DISCRIMINATION
YOU HAVE THE FEELING THAT YOUR COMPETENCES ARE APPRECIATED AND RESPECTED IN THE SOCIETY WHERE YOU LIVE
YOU CAN MARRY (OR YOU MARRIED) WHO YOU WANT
YOU DON'T RECEIVE COMMENTS ON THE WAY YOU USUALLY DRESS
IF YOU AND ANOTHER PERSON ARE APPLYING FOR THE SAME JOB POSITION, YOU THINK TO HAVE EQUAL OPPORTUNITIES
YOU RECEIVE A FAIR TREATMENT FROM THE POLICE
YOU CAN TAKE PART IN THE POLITIC LIFE OF YOUR CITY/VILLAGE
YOU HAVE A LOT OF FRIENDS AND AN ACTIVE SOCIAL LIFE

## Iceberg Model

<b>Title</b>	Iceberg Model
<b>Tool type</b>	Presentation and interactive discussion in plenary
<b>Tool topic/s</b>	Intercultural Learning
<b>Aim</b>	To deepen the different elements that might compose "CULTURE"
<b>Material needed</b>	Black board and chalk or flipchart and markers
<b>Duration</b>	30 minutes
<b>Description</b>	<p>One of the most well-known models of culture is the iceberg. This model is mainly focused on the different elements that set up culture, and on the fact that some of these elements are very visible, while others are hard to perceive and to discover.</p> <p>The idea behind this model is that culture can be represented as an iceberg: only a very small portion of the iceberg can be seen above the water line. This top of the iceberg is supported by the much larger part of the iceberg, under the water line and therefore is invisible. Nevertheless, this lower part of the iceberg is the biggest and powerful in all its aspects.</p> <p>The iceberg model implies that the visible parts of culture are just expressions of its invisible parts. It can also show how difficult could be sometimes to understand people with different cultural backgrounds, because most of the elements of their iceberg are included in the invisible part.</p> <p>It's important to underline that the iceberg model shows most of the different elements that set up culture and in order to make different cultural backgrounds encounter and interact, it's important to put effort to discover the different elements. Only when the different icebergs are meeting and the differences are positively discovered it's possible to speak of intercultural exchange and intercultural learning</p>

# HAND OUT WITH THE ICEBERG MODEL



## ROLE MODELS

### Fairy tales with theatre

<b>Title</b>	Fairy tales with theatre
<b>Tool type</b>	Work in small groups using theatre
<b>Tool topic/s</b>	Gender role model analysis
<b>Aim</b>	To reflect on the different role models present in society, on the cultural roots of these models, on their similarities and differences
<b>Material needed</b>	/
<b>Duration</b>	180 minutes
<b>Description</b>	<p>The activity is divided in the following steps:</p> <p><u>Step 1.</u> 4 groups are created (as mixed as possible by gender, age and nationality) and the activity presented</p> <p><u>Step 2.</u> participants of each group should share the fairy tales and legends they know</p> <p><u>Step 3.</u> one fairy tale or legend should be chosen in each group</p> <p>NOTE: the story should be chosen accordingly to the fact of being the most representative of gender role models</p> <p><u>Step 4.</u> each group has to prepare the representation of the story/legend, using theatre techniques</p> <p><u>Step 5.</u> each group presents on the stage the story</p> <p><u>Step 6.</u> facilitators will make at the end the sum up of the main similarities and differences accordingly to the role models presented in the theatre representations. Participants will be invited to comment and give feed backs on the main aspects presented.</p>

# HAND OUT WITH THE MAIN TOPICS IN EACH STORY

<b>1<sup>st</sup> REPRESENTATION</b>	<ul style="list-style-type: none"> <li>- INHERITANCE</li> <li>- PLURI-MARRIAGES – POLIGAMY</li> <li>- SON AND DAUGHTER → DIFFERENT - VALUES (son is more important than the daughter)</li> <li>- SUBMISSION OF THE QUEEN TO THE KING</li> <li>- MOTHER (hiding daughter) IS NOT FOLLOWING THE KING RULES</li> <li>- IS THE BROTHER THE ONE WHO IS FINDING THE SISTER (not the contrary)</li> </ul>
<b>2<sup>nd</sup> REPRESENTATION</b>	<ul style="list-style-type: none"> <li>- ROLE OF ELDERLY AND CHIEF IN THE COMMUNITY</li> <li>- CHIEF and “CHIEF’S WIFE”, BUT the chief was listening the wife’ advices</li> <li>- DAUGHTER IS SILENTLY → she accept to be married</li> <li>- MAN HAS TO PASS THROUGH CHALLENGES AND - COMPETITION, TO GET MARRIED WITH THE PRINCESS</li> <li>- IDEA THAT, IN ORDER TO MARRY A GRIL, IT’S NEEDED TO PASS BEFORE THROUGH HER FATHER</li> </ul>
<b>3<sup>rd</sup> REPRESENTATION</b>	<ul style="list-style-type: none"> <li>- EARLY PREGNANCY</li> <li>- MOTHER = FILTER BETWEEN THE DAUGHTER AND THE HUSBAND/FATHER</li> <li>- THE LOCAL COMMUNITY DOES NOT ACCEPT EARLY – PREGNANCY FROM SINGLE MOTHERS</li> <li>- MOTHER ACCEPTS THAT HER DAUGHTER IS SENT TO DIE because of her early, single mother pregnancy</li> <li>- BROTHER ACCEPTS THE DEATH OF HER SISTER AND PUSH HER</li> <li>- WOMEN OF THE COMMUNITY CREATE A COUNTER-- STRATEGY TO FACE THE PROBLEM</li> <li>- GIRLS NEVER SAY WHO IMPREGNATED THEM</li> </ul>
<b>4<sup>th</sup> REPRESENTATION</b>	<ul style="list-style-type: none"> <li>- GBV → WOMEN BEATEN BY MEN</li> <li>- TO HAVE A CHILD = TO BE ACCEPTED BY THE HUSBAND</li> <li>- WOMEN HAVE TO DIG AND COOK</li> <li>- WOMEN CANNOT BE LAZY</li> <li>- ANALYSIS OF THE WAY IN WHICH THE MOTHER RAISE THE DAUGHTER</li> <li>- ANALYSIS OF THE REASONS BEHIND THE MARRIAGE</li> </ul>

## 07<sup>th</sup> JANUARY 2015 (3<sup>rd</sup> DAY)

### POWER

#### The chief of power

<b>Title</b>	The chief of power
<b>Tool type</b>	Simulation game - theatrical workshop
<b>Tool topic/s</b>	The “oppressor” and the “oppressed” – first step in the upcoming session about conflict
<b>Aim</b>	To reflect on the power dynamics that are on the base of control within different groups
<b>Material needed</b>	/
<b>Duration</b>	60 minutes
<b>Description</b>	<p><u>Step 1.</u> participants enter the stage in couple and start to march together in a circle, then when everybody is on the stage they have to march simultaneously. Then they stop and the person in the circle get the role of general and the one outside the circle, the role of soldier. They have to exercise the role for a while and then switch identities</p> <p><u>Step 2.</u> each couple will become a couple of lovers and the ex soldier will become the one who wants to break up the relationship, while the ex general will become the one who is still in love.</p> <p><u>Step 3.</u> the next switch is in a working space and the one who wanted to break up the relationship will become the job applicant and the one is still in love will become the boss</p> <p>It follow a debriefing about power dynamics. Possible Key questions for the debriefing: - How do you feel?</p>

	<ul style="list-style-type: none"> <li>- How was to change role?</li> <li>- How was to wear the shoes of the oppressor?</li> <li>- How was to wear the shoes of the oppressed?</li> <li>- What are the dynamics you noticed?</li> <li>- Did you perceive any power dynamics?</li> <li>- If yes, what?</li> <li>- If yes, how they were structured and put into practice?</li> <li>- What is the connection with gender-sensitive issues?</li> </ul>
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## LEADERSHIP

### Space shuttle

<b>Title</b>	Space Shuttle
<b>Tool type</b>	Group dynamic activity
<b>Tool topic/s</b>	Cooperation group dynamic and Leadership
<b>Aim</b>	To develop the analysis about group dynamics and to deepen the leadership
<b>Material needed</b>	A4 papers, one for each participant
<b>Duration</b>	90 minutes
<b>Description</b>	<p><u>Setting</u>: all the participants stand up on a piece of paper and they have to reach a planet where they will be safe</p> <p><u>Step 1</u>. participants are informed that they are in the space and the piece of paper they receive is a small space shuttle that they have to use to arrive to the planet where they will be safe.</p> <p>The absence of gravity will lead the space shuttle to get lost in the space if they are not touching it with the feet</p> <p>NOTE: they can only put the feet on the piece of paper and not make it slide, otherwise they will get lost in the space</p> <p><u>Step 2</u>. participants start to play and they have to reach a</p>

	planet A debriefing about <b>LEADERSHIP</b> follows. Possible topics to explore during the debriefing: - Dynamics that took place during the activity - Cooperation/lack of cooperation among the group members - Type of cooperation (in case there was) - Leadership and types of leaderships
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## COMMUNICATION

### Draw on my back

<b>Title</b>	Draw on my back
<b>Tool type</b>	Work in small groups
<b>Tool topic/s</b>	Communication and the transfer of information
<b>Aim</b>	To reflect within the group on communication and on how messages might change while the information are transmitted
<b>Material needed</b>	Piece of paper A4, markers
<b>Duration</b>	30 minutes
<b>Description</b>	<p>The group is divided in 4 sub-groups and participants are asked to create a line (having the back of the person in front).</p> <p>The first person in front of the line has the A4 paper and a marker in front of him/her.</p> <p>The last person of the line receive a word and has to transmit it to the person in front, drawing (not writing!!!) the word on his/her back.</p> <p>NOTE: make different rounds, starting from more general</p>



	<p>words to more specific (e.g. zoo, animal, zebra).</p> <p>Once the different rounds have been played the drawings are stuck on the wall and participants should try to guess the word.</p> <p>After this phase a short debriefing is following, tackling the issue of communication and the how messages might change while the information are transmitted.</p> <p>The debriefing will focus on <b>COMMUNICATION</b>. Possible topics to explore during the debriefing:</p> <ul style="list-style-type: none"> <li>- Transfer of information</li> <li>- Different types of communication</li> <li>- Non verbal communication</li> <li>- Different styles in communication.</li> </ul>
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## **SHARING PROJECTS AND GOOD PRACTICES IN THE FIELD OF GENDER EQUALITY**

### **The journal**

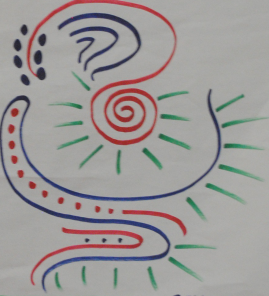
<b>Title</b>	The journal
<b>Tool type</b>	Sharing good practices and projects in the field of gender equity and women empowerment
<b>Tool topic/s</b>	Gender equity and women empowerment
<b>Aim</b>	To present projects and initiatives implemented by the organizations and their local partners in the field of gender equity and women empowerment
<b>Material needed</b>	Flipcharts, markers, colours, scissors, scotch tape, post it

<b>Duration</b>	120 minutes
<b>Description</b>	<p><u>Step 1.</u> participants, divided in national groups, are invited to share the projects and the initiatives implemented by their organizations the field of gender equity and women empowerment</p> <p><u>Step 2.</u> each group will prepare the journal to highlight the main elements in the projects and initiatives they discussed</p> <p><u>Step 3.</u> all the flipcharts are left on the wall and the projects and initiatives are presented and explained to those interested</p> <p>NOTE: to express the interest, participants should leave a post it with their name, so to create appointments and small group presentations.</p>

# HAND OUT WITH THE JOURNAL EXAMPLE

## DAILY GENDER

Get active in youth work and local communities to promote gender equality

<p><b>TITLE:</b> TAG CLOUD <small>LUNARIA SARA</small></p> <p><b>TARGET:</b> youth workers, peer educators, active volunteers</p> <p><b>OBJECTIVES:</b> To provide participant with new tools (non formal education + Theatre) to analyse and manage the gender-related conflicts</p> <p><b>SUMMARY:</b> Training - 24px - 7 days - EU-SEE - conflict analysis and management final event</p> <p><b>POSITIVE</b></p> <ul style="list-style-type: none"> <li>participation</li> <li>new tools</li> <li>development</li> </ul> <p><b>NEGATIVE</b></p> <ul style="list-style-type: none"> <li>duration</li> <li>need to explore different sub-topics</li> </ul>	
<p><b>TITLE:</b> IT'S YOUR CUP OF COFFEE TOO <small>GREENENLOS</small></p> <p><b>TARGET:</b> active volunteers</p> <p><b>OBJECTIVES:</b> To raise awareness about women in coffee production</p> <p><b>SUMMARY:</b> several workshops have been run to make volunteers understand the challenges (especially of women) in coffee production</p> <p><b>WORKSHOP:</b> = simulation games and open discussions</p> <p><b>POSITIVE</b></p> <ul style="list-style-type: none"> <li>new cooperation</li> <li>additional learning possibilities</li> </ul> <p><b>NEGATIVE</b></p> <ul style="list-style-type: none"> <li>little follow up</li> </ul>	<p><b>TITLE:</b> GENDER EQUALITY <small>CONCORDIA</small></p> <p><b>TARGET:</b> youth workers</p> <p><b>OBJECTIVES:</b> raise awareness about gender create tools for sensibilization, new street actions</p> <p><b>SUMMARY:</b> 1 youth exchange → suburb of Paris (25 young)</p> <p>1 Training course → suburb of Paris</p> <ul style="list-style-type: none"> <li>problem identification tools</li> </ul> <p><b>POSITIVE</b></p> <ul style="list-style-type: none"> <li>good participation</li> <li>motivation</li> </ul> <p><b>NEGATIVE</b></p> <ul style="list-style-type: none"> <li>not so new tools</li> <li>part of the group</li> <li>profit</li> </ul>

## VISIT TO KIOF

### Visit to Kiof organic farm

<b>Title</b>	Visit to Kiof organic farm
<b>Tool type</b>	Group activity
<b>Tool topic/s</b>	Sustainability, self-management and organic farming
<b>Aim</b>	To make participants gather the relevant information about the activities run in the hosting place
<b>Material needed</b>	/
<b>Duration</b>	60 minutes
<b>Description</b>	<p>The Kenya Institute of Organic Farming (KIOF) is an officially registered technical training institution and NGO. KIOF launched its first activities in 1987 aimed at bringing the awareness of the challenges associated with conventional chemical farming (fertilizers and pesticides).</p> <p>KIOF is involved in verifying some of the organic methods adopted by farmers. A Programme to incorporate youth training in organic agriculture was launched in 1995 and this led to an Organic Agriculture Certificate course with the aim of assisting the youth to develop careers in Organic farming.</p> <p>The activity started with a general presentation of KIOF, it followed a visit of the organic farm managed by the local students.</p>

08<sup>th</sup> JANUARY 2015 (4<sup>th</sup> DAY)

## DEFYING CONFLICTS

### Photo language

<b>Title</b>	Photo language
<b>Tool type</b>	Individual activity + summing up in plenary
<b>Tool topic/s</b>	Conflict
<b>Aim</b>	To define at individual level and within the group, what conflicts are for us
<b>Material needed</b>	Photos
<b>Duration</b>	60 minutes
<b>Description</b>	<p><u>Setting</u>: music on the background (the music should not be very strong but it should evocate conflict). On the ground are left many photos. Participants are waiting outside the workshop room where trainers introduce the activity</p> <p><u>Step 1</u>. each participant should walk in the room, take his or her time and choose the photo that consider to be the most representative of conflict</p> <p><u>Step 2</u>. once everybody chose the photo, is created a circle of chairs and who want, can take the flow and explain: - What the photo is representing - Why the photo is evoking conflict - What conflict is for her/him</p> <p><u>Step 3</u>. an open discussion in plenary on the different definitions of conflicts follows.</p> <p>It follows a debriefing about <b>CONFLICT</b>.</p>

	Possible topics to explore during the debriefing: - Different ways to define conflicts - <b>Difference between “conflicts” and “the way to manage conflicts”</b> - Meaning of “the way to manage conflicts”.
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## GENDER BASED CONFLICT - ANALYSIS

### Strip cartoons - story analysis and preparation

<b>Title</b>	Strip cartoons - story analysis and preparation
<b>Tool type</b>	Work in group
<b>Tool topic/s</b>	Conflict analysis
<b>Aim</b>	To make participants create different conflict situations, possibly related to gender issues
<b>Material needed</b>	/
<b>Duration</b>	120 minutes
<b>Description</b>	The big group is divided in 4 different sub-groups, and receive the following task: they have to create a case study about conflict, possibly related to gender. During the case study creation, the group should take into account the setting, the conflict situation, the causes of the conflict and the actors.

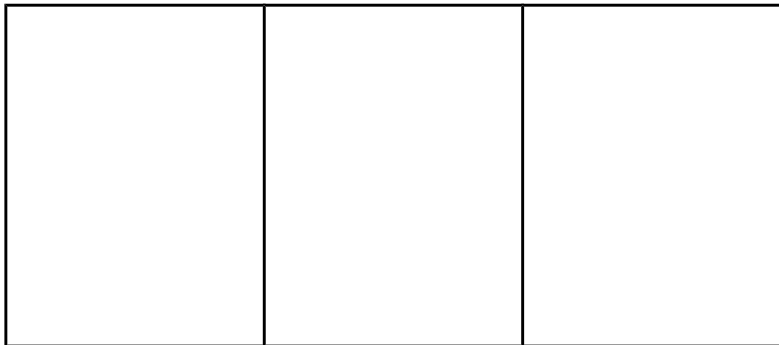
## GENDER BASED CONFLICT – PRESENTATION

### Strip cartoons presentation – step 1

<b>Title</b>	Strip cartoons presentation – step 1
<b>Tool type</b>	Work in group
<b>Tool topic/s</b>	Conflict analysis
<b>Aim</b>	To make participants run a detailed conflict analysis of the different conflict situation created by each group (setting, type of conflict, actors)
<b>Material needed</b>	/
<b>Duration</b>	100 minutes
<b>Description</b>	<p>Below the steps to be followed in the implementation of the activity:</p> <p><u>Step 1.</u> is provided a brief explanation of what living pictures are and how the representation through strip cartoons is functioning. NOTE: draw it on a flipchart!!!</p> <p><u>Step 2.</u> participants are left some minutes to prepare the improvisation of the conflict story, using the living pictures and strip cartoons</p> <p><u>Step 3.</u> on the stage each group represent the frames</p> <p><u>Step 4:</u> after each representation the group stays on the stage and is done the analysis of the situation with a specific focus on: <b>“ACTORS” and “CAUSES”</b>.</p> <p>NOTE: in this phase of the activity, each group should only create the conflict case and identify the actors and the causes, THEY SHOULD NOT think about the possible solutions!!!! At the end of the debriefing is presented the <b>DYNAMICS IN THE CONFLICTS EXPLOSION MODEL</b>. Hand out below.</p>

# HAND OUT WITH EXAMPLE OF STRIP CARTOON

1<sup>st</sup> frame: CONFLICT EXPLOSION



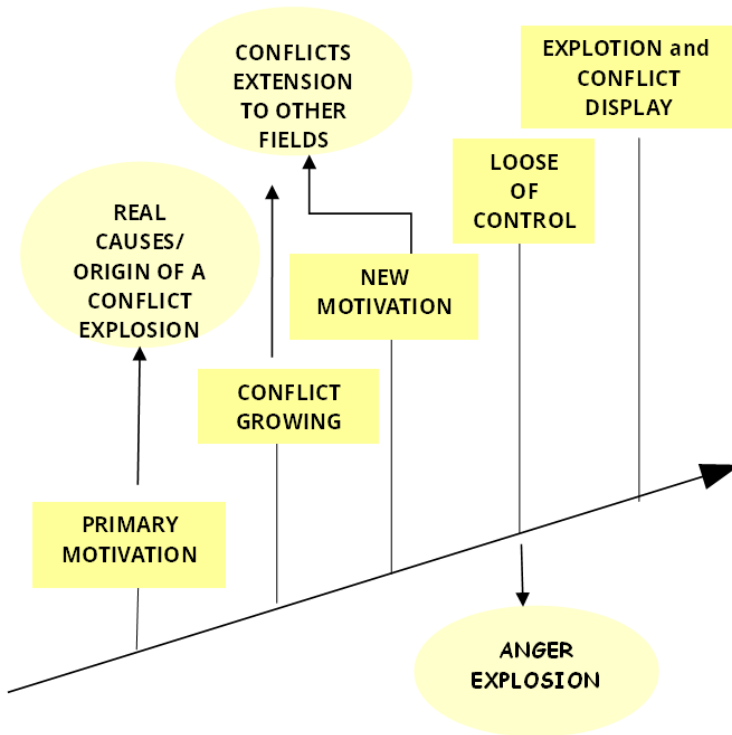
**SEQUENCE 1**  
beginning of the action

**SEQUENCE 2**  
climax of the action

**SEQUENCE 3**  
closure (end of the action)



# HAND OUT WITH DYNAMICS IN THE CONFLICTS EXPLOSION MODEL



THE REAL REASONS OF A CONFLICT SHOULD BE UNDERSTOOD TO CORRECTLY INTERVEENE

## GENDER BASED CONFLICT – MANAGEMENT

### Strip cartoons presentation – step 2

<b>Title</b>	Strip cartoons presentation – step 2
<b>Tool type</b>	Work in group
<b>Tool topic/s</b>	Conflict management
<b>Aim</b>	To make participants work on the possible and multiple ways to manage and, in some cases, solve conflicts
<b>Material needed</b>	/
<b>Duration</b>	100 minutes
<b>Description</b>	<p>Below the steps to be followed in the implementation of the activity:</p> <p><u>Step 1:</u> participants in groups should discuss and reflect on the possible ways to manage the conflict case they have created and represented</p> <p><u>Step 2.</u> participants are left some minutes to prepare the improvisation of the management/resolution proposal, using the living pictures and strip cartoons</p> <p><u>Step 3.</u> on the stage each group represent the frames</p> <p><u>Step 4:</u> after each representation the group stays on the stage and is done the analysis of the solutions/ways to manage the conflict with a specific focus on: <b>DIFFERENT SOLUTIONS</b>. It follows after every representation a debriefing with the public asking if there are other possible ways to manage the conflict or to solve it.</p> <p>NOTE: in this phase of the activity, each group SHOULD be</p>

	<p>focused on the possible SOLUTIONS or WAYS TO MANAGE THE CONFLICT!!!!</p> <p>It follows a debriefing about <b>DIFFERENT STYLES IN CONFLICTS</b>.</p> <p>At the end of the debriefing is presented the <b>HODGSON MODEL</b>. Hand out below.</p>
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# HAND OUT WITH EXAMPLE OF STRIP CARTOON

2<sup>nd</sup> frame: CONFLICT MANAGEMENT/SOLUTION

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**SEQUENCE 1**  
beginning of the action

**SEQUENCE 2**  
climax of the action

**SEQUENCE 3**  
closure (end of the action)

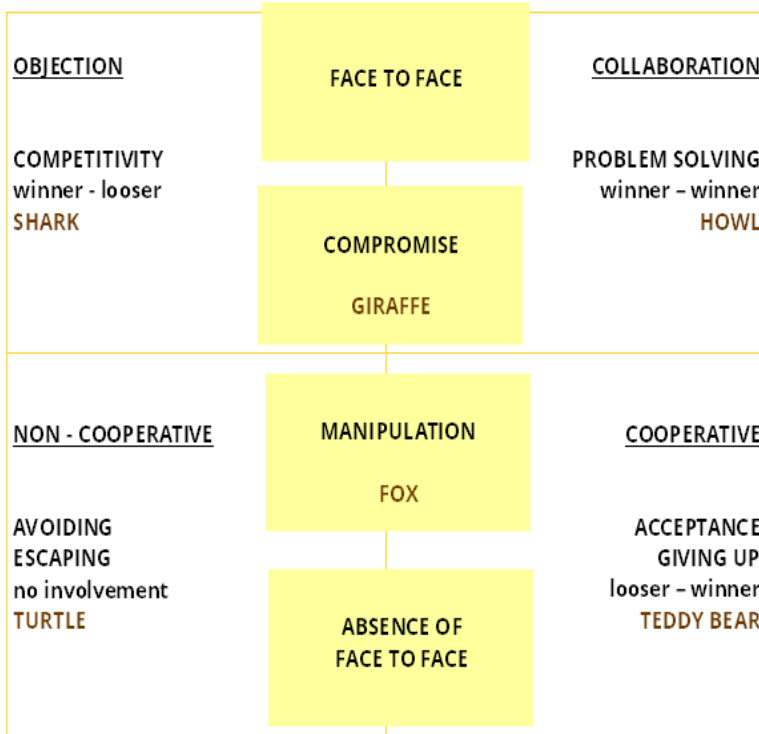
**OR**

**SEQUENCE 1**  
1<sup>st</sup> management/solution

**SEQUENCE 2**  
2<sup>nd</sup> management/solution

**SEQUENCE 3**  
3<sup>rd</sup> management/solution

# HAND OUT WITH DIFFERENT STYLES IN CONFLICTS



# HAND OUT WITH HODGSON

## DIFFERENT STYLES IN MANAGING CONFLICTS

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

### **COLLABORATION : a cooperative face to face style**

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

### **CONTESTATION : a non-cooperative face to face style**

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

### **ACCEPTANCE : a cooperative style, without any face to face**

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

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

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

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

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

## 09<sup>th</sup> JANUARY 2015 (5<sup>th</sup> DAY)

### OPEN SPACE

#### 6 topics

<b>Title</b>	6 topics					
<b>Tool type</b>	Open space technique					
<b>Tool topic/s</b>	FGM - early marriage – prejudices - culture/ICL on gender – teenager/early pregnancy – gender global					
<b>Aim</b>	To go back in a more deep way, on the different topics already explored during the training and to create the space to deepen the ones participants consider more relevant					
<b>Material needed</b>	Flipcharts, markers, pens, paper A4, post it					
<b>Duration</b>	120 minutes					
<b>Description</b>	<p>The activity is organized accordingly to the following steps:</p> <p><u>Step 1.</u> in plenary participants are asked to share what are the topics they are most interested to deepen. All the topics are listed on the black board and 6, the more voted, are chosen</p> <p><u>Step 2:</u> to each topic is assigned a facilitator from the group of participants.</p> <p>NOTE: the facilitator is the person who proposed the topic. To be facilitator of the Open Space tables it's not needed to have previous experiences on the topic.</p> <p><u>Step 3.</u> the topics and the tables are organized as followed:</p> <table border="1" data-bbox="360 1273 956 1372"> <thead> <tr> <th>SLOT 1 – 45' minutes</th> <th>SLOT 2 – 45' minutes</th> </tr> </thead> <tbody> <tr> <td>FGM</td> <td>CULTURE/ICL IN GENDER</td> </tr> </tbody> </table>		SLOT 1 – 45' minutes	SLOT 2 – 45' minutes	FGM	CULTURE/ICL IN GENDER
SLOT 1 – 45' minutes	SLOT 2 – 45' minutes					
FGM	CULTURE/ICL IN GENDER					

EARLY MARRIAGE	TEEN AGER/EARLY PREGNANCY
PREJUDICES	GENDER GLOBAL (what happens all around the world)

In the Open Space Technique the main **PILLARS** are:

1. topics have to be proposed by participants → bottom up approach
2. tables are “self-organized” → are the participants themselves the facilitators of the tables
3. there is the possibility to move from a table to another table → when the participant feels that the discussion is expired or when is interested to listen other topics, he/she can move forward.

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

1. TWO STEPS → move to another discussion when you feel
2. YOU ARE THE RIGHT PERSON!!! → even if you remain alone in your table
3. TIME IT'S TIME → keep attention to the time you have at disposal and respect it
4. BUTTERFLIES AND BEES → in a group you can be in silent and listen, as also you can speak and share your opinion.

## JAMBO

### Project structure - Feasibility visit outcomes - Project timeline

<b>Title</b>	Project structure - Feasibility visit outcomes - Project timeline
<b>Tool type</b>	Plenary, interactive presentation
<b>Tool topic/s</b>	Flipchart with the clear and visual explanation of the different



	phases of the project
<b>Aim</b>	To refresh within the group the whole structure and the timeline of the project so to get well prepared for the upcoming steps
<b>Material needed</b>	Flipchart
<b>Duration</b>	40 minutes
<b>Description</b>	<p>The session is run in plenary: the project, including, aim, specific objectives, methods, actions and timeline is detailed presented.</p> <p>The session is used to “refresh” all the information concerning the project so that participants will get prepared for the upcoming steps and, more specifically, for the following one, the Youth Meetings.</p> <p>After the interactive presentation, it's left space for comments, questions and answers.</p>

## PREPARATION YOUTH MEETINGS – QUESTIONNAIRE

### PAR methodology

<b>Title</b>	PAR methodology
<b>Tool type</b>	Frontal presentation
<b>Tool topic/s</b>	Methods for the Youth Meetings: Participatory Action Research
<b>Aim</b>	To raise awareness toward the Participatory Action Research – PAR methodology
<b>Material needed</b>	Black board, flipchart, markers
<b>Duration</b>	20 minutes

<b>Description</b>	<p>It's presented in plenary the <b>Participatory Action Research - PAR method</b> to run the needs analysis and assessment, having as a priority the deep rooted, participative and bottom up approach. The idea is that this approach should be afterwards applied in the upcoming phase of the project, the Youth Meetings where will be further gathered the needs analysis of the different backgrounds concerning gender issues in family, economy and society.</p> <p>The <b>Participatory Action Research - PAR method</b> is a collaborative research, education and action used to gather information, that will be afterwards used for promoting a change on the issues researched.</p> <p>It involves people who are concerned about or affected by an issue taking a leading role in producing and using knowledge about it.</p> <p>Par has the below specific characteristics:</p> <ul style="list-style-type: none"> <li>- It is driven buy participants themselves</li> <li>- It's collaborative at every stage, encouraging discussions, sharing and the working together</li> <li>- It aims to result in specific actions, change or improvement in the issues being researched.</li> </ul>
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### **Brainstorming about the macro-topics for the questionnaire**

<b>Title</b>	Brainstorming about the macro-topics for the questionnaire
<b>Tool type</b>	Plenary work
<b>Tool topic/s</b>	Methods for the Youth Meetings: topics selection for the questionnaire
<b>Aim</b>	To define the macro-topics that will be explored, with the relevant sub-topics, in the Mind Map.

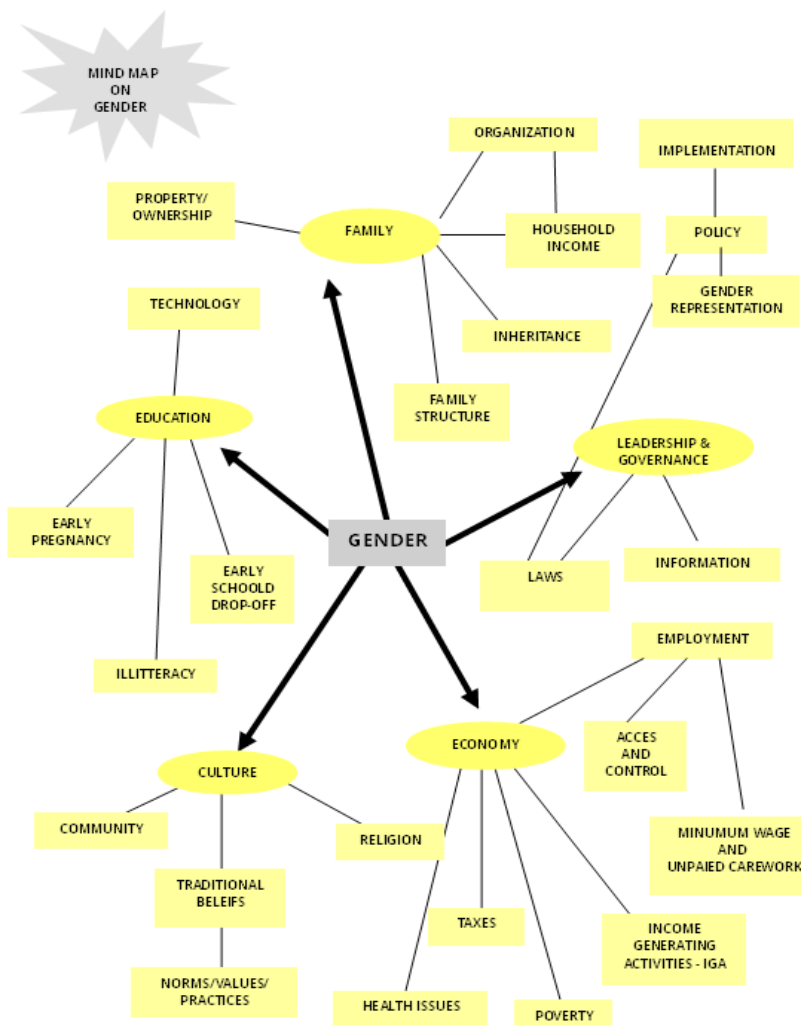
	This work is preparatory to finalize the questionnaire that will be used during the youth meetings.
<b>Material needed</b>	Black board, chalk
<b>Duration</b>	20 minutes
<b>Description</b>	<p>It's run in plenary a brainstorming to identify the macro-topics that the group would like to explore, through the questionnaire, during the Youth Meetings.</p> <p>The different topics launched by participants are fixed on the black board and is afterwards checked, in a participative way, if some are overlapping.</p> <p>After this phase the 5 macro-topics are identified:</p> <ul style="list-style-type: none"> <li>- EDUCATION</li> <li>- FAMILY</li> <li>- LEADERSHIP AND GOVERNANCE</li> <li>- ECONOMY</li> <li>- CULTURE</li> </ul>

### **Mind map starting from macro-topics**

<b>Title</b>	Mind map starting from macro-topics
<b>Tool type</b>	Interactive work in plenary
<b>Tool topic/s</b>	Methods for the Youth Meetings: Mind Map for the topics of the questionnaire
<b>Aim</b>	To gather the key topics and the inter-related topics that will be afterwards used to prepare the questions for the questionnaire that will be used during the Youth Meetings.
<b>Material needed</b>	Black board and chalk or flipchart and markers
<b>Duration</b>	50 minute

<b>Description</b>	A Mind Map is a tool to visually organize the information and the relevant contents: the major ideas are connected directly to the central concept, and other ideas branch out from the ones more central.

# HAND OUT WITH MACRO-TOPICS



## Questions preparation – step 1

<b>Title</b>	Questions preparation – step 1
<b>Tool type</b>	Work in groups
<b>Tool topic/s</b>	Methods for the Youth Meetings: questionnaire preparation
<b>Aim</b>	To prepare the questions, accordingly to the macro-topics emerged during the Mind Map activity, that will be included in the questionnaire that will be used during the youth meetings
<b>Material needed</b>	Flipchart, markers, paper A4 and pens
<b>Duration</b>	90 minutes
<b>Description</b>	<p>Participants are divided in 5 groups, accordingly to the 5 macro-topics emerged during the Mind Map activity:</p> <ul style="list-style-type: none"> <li>- FAMILY</li> <li>- ECONOMY</li> <li>- EDUCATION</li> <li>- CULTURE</li> <li>- LEADERSHIP</li> </ul> <p>The task of each group is to prepare a set of relevant questions, linked to the micro topic they received.</p> <p>NOTE: in the activity implementation participants are invited to take into account the Mind Map activity results and to use also the sub-topics related to the macro-topic.</p>

10<sup>th</sup> JANUARY 2015 (6<sup>th</sup> DAY)

## PREPARATION YOUTH MEETINGS – QUESTIONNAIRE

### Questions preparation – step 2 and Questions finalization

<b>Title</b>	Questions preparation – step 2 and Questions finalization
<b>Tool type</b>	Work in groups
<b>Tool topic/s</b>	Methods for the Youth Meetings: questionnaire implementation
<b>Aim</b>	To revise, in a participative approach, the questions prepared by each group and to finalize the questionnaire that will be used during the Youth Meetings
<b>Material needed</b>	Flipchart, markers, paper A4 and pens
<b>Duration</b>	120 minutes
<b>Description</b>	<p>The same groups of the previous day are kept.</p> <p>Each group will receive the questions prepared by another group, in charge of the given macro-topic, will discuss and revise them, in case it's needed.</p> <p>Each revision has maximum 20 minutes, than rotates, clockwise and the same group receives another set of questions related to another macro-topic.</p> <p>At the end all the questions are read in plenary, it's done the final assessment in a participative way and the final version of the questionnaire for the youth meetings is prepared.</p> <p>NOTE: for the detailed version of the questionnaire, please have a look on the pag 91 with the Annex 1 – Youth Meetings Questionnaire.</p>

## PREPARATION YOUTH MEETINGS – METHODOLOGIES

### Gincana with methods

<b>Title</b>	Gincana with methods
<b>Tool type</b>	Work in group
<b>Tool topic/s</b>	Methods for the Youth Meetings: non formal education methods
<b>Aim</b>	To learn/refresh different non formal education working methods that would be used during the Youth Meetings
<b>Material needed</b>	Flipcharts, paper, markers, post it
<b>Duration</b>	90 minutes in total = 10 minutes (for the explanation) + 80 minutes (for the activity), each round should last 20 minutes
<b>Description</b>	<p>Setting: should be created 4 different stations representing:</p> <ol style="list-style-type: none"><li><b>1. GROUP DYNAMIC</b></li><li><b>2. SIMULATION GAMES</b></li><li><b>3. DEBATES/DISCUSSION TECHNIQUES</b></li><li><b>4. ROLE OF THE FACILITATOR</b></li></ol> <p><u>Step 1:</u> the activity is presented and “The Master of Time” divides participants in 4 groups, explaining the rules of the activity</p> <p><u>Step 2:</u> each team has to go from station to station, searching for the information about what the station is about(in each station they have to stay 20 minutes). The “The Master of Time” gives the time and the rotation.</p>



## Feed Back Rules

<b>Title</b>	Feed Back Rules
<b>Tool type</b>	Collective work in plenary
<b>Tool topic/s</b>	Feed Back Rules
<b>Aim</b>	To learn how to give and get feedback
<b>Material needed</b>	/
<b>Duration</b>	40 minutes
<b>Description</b>	<p>This tool is conceived to make participants think on how to give a positive feedback to another person.</p> <p>Participants are walking around the room and look who is there around them. The walking goes on and on until the moment when a trainer says STOP. At that moment all the participants have to join the person closer and each pair gets two minutes to answer a question given by the trainer. After spending 4 minutes together exchanging feedbacks, participants should start walking around again, until the second STOP and second question.</p> <p>Possible questions:</p> <ul style="list-style-type: none"> <li>- What was my first impression about you?</li> <li>- What did I learn to appreciate about you?</li> <li>- What do I wish you for the future?</li> </ul> <p>It follows a debriefing on how to give feed backs in a constructive way.</p> <p>NOTE: the idea is to give positive feedbacks, since all the questions are very personal and we don't want anyone to feel uncomfortable or hurted.</p>

## Group division done by the macro-topics

<b>Title</b>	Group division done by the macro-topics
<b>Tool type</b>	Work in group
<b>Tool topic/s</b>	Family - leadership/governance - culture - education
<b>Aim</b>	To create the 4 different groups (family - leadership/governance - culture - education), that will work on the preparation of the workshop on the given topic
<b>Material needed</b>	/
<b>Duration</b>	40 minutes
<b>Description</b>	<p>The 4 topics of each workshop are introduced:</p> <ul style="list-style-type: none"> <li>- <b>FAMILY</b></li> <li>- <b>LEADERSHIP/GOVERNANCE</b></li> <li>- <b>CULTURE</b></li> <li>- <b>EDUCATION</b></li> </ul> <p>Participants are asked to group themselves, accordingly to the topic/area they are mostly interested in working on.</p> <p>NOTE: during the group division it's important to ask flexibility, because we need groups balanced accordingly to the size (approximately all the group should have the same number of participants) and gender.</p>

## 11<sup>th</sup> JANUARY 2015 (7<sup>th</sup> DAY)

### TRAINING in ACTION – TiA SESSION

#### Preparation

<b>Title</b>	Preparation
<b>Tool type</b>	Work in groups
<b>Tool topic/s</b>	Non formal education activities for the Youth Meetings
<b>Aim</b>	To make participants practicing how to conceive, organize and implement a workshop of 90 minutes about one of the given topics, using non formal education working methods
<b>Material needed</b>	Flipcharts, markers, pen, paper A4, scissor, glue, post it, scotch tape and any other material that participants will need to prepare the workshop
<b>Duration</b>	180 minutes
<b>Description</b>	<p>Participants, divided in groups will work on the preparation of a short workshop of 90 minutes, using non formal education working methods.</p> <p>NOTE: the methods tested and assessed could be afterward used during the Youth Meetings held in Kenya, Uganda and Tanzania in February and March 2015.</p>

### TRAINING in ACTION – TiA SESSION

#### Implementation – step 1

<b>Title</b>	Implementation – step 1
<b>Tool type</b>	Work in groups

<b>Tool topic/s</b>	Non formal education activities for the Youth Meetings
<b>Aim</b>	<p>To make participants practically experiment how to create, structure and prepare a short workshop of 90 minutes, using non formal education working methods.</p> <p>NOTE: the methods tested and assessed could be afterward used during the Youth Meetings held in Kenya, Uganda and Tanzania</p>
<b>Material needed</b>	Flipcharts, markers, pen, paper A4, scissor, glue, post it, scotch tape and any other material that participants will need to prepare the workshop
<b>Duration</b>	240 minutes
<b>Description</b>	<p>Each group has at disposal 90 minutes to run the workshop + 30 minutes for the feed backs. During this session the groups A – B will run the workshop.</p> <p>Below the example on how the group rotation is working:</p> <p>group A → B + C + D group B → A + C + D</p> <p>It follow the feed back divided in three steps:</p> <ol style="list-style-type: none"> <li>1. feed backs from the participants who run the activities</li> <li>2. feed backs from the participants who participated in the activity</li> <li>3. feed backs from the pool of trainers</li> </ol> <p>NOTE: participants should follow the predetermined structure for giving feed backs:</p> <ul style="list-style-type: none"> <li>- personal feelings about the work</li> <li>- something to improve</li> <li>- something good</li> </ul>

## 12<sup>th</sup> JANUARY 2015 (8<sup>th</sup> DAY)

### TRAINING in ACTION – TiA SESSION

#### Implementation – step 2

<b>Title</b>	Implementation – step 2
<b>Tool type</b>	Work in groups
<b>Tool topic/s</b>	Non formal education activities for the Youth Meetings
<b>Aim</b>	<p>To make participants practically experiment how to create, structure and prepare a short workshop of 90 minutes, using non formal education working methods.</p> <p>NOTE: the methods tested and assessed could be afterward used during the Youth Meetings held in Kenya, Uganda and Tanzania</p>
<b>Material needed</b>	Flipcharts, markers, pen, paper A4, scissor, glue, post it, scotch tape and any other material that participants will need to prepare the workshop
<b>Duration</b>	180 minutes
<b>Description</b>	<p>Each group has at disposal 90 minutes to run the workshop + 30 minutes for the feed backs.</p> <p>During this session the groups C – D will run the workshop.</p> <p>Below the example on how the group rotation is working:</p> <p>group C → A+ C + D group D → A + B + C</p> <p>It follow the feed back divided in three steps:</p> <ol style="list-style-type: none"><li>1. feed backs from the participants who run the activities:</li><li>2. feed backs from the participants who participated in the activity</li></ol>

	<p>3. feed backs from the pool of trainers</p> <p>NOTE: participants should follow the predetermined structure for giving feed backs:</p> <ul style="list-style-type: none"> <li>- personal feelings about the work;</li> <li>- something to improve;</li> <li>- something good.</li> </ul>
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## FINAL EVALUATION

### Refreshment of the training agenda

<b>Title</b>	Refreshment of the training agenda
<b>Tool type</b>	Plenary refreshment
<b>Tool topic/s</b>	Training agenda and activities implemented
<b>Aim</b>	To refresh the training agenda and the different activities so to have a more efficient and omni-comprehensive final evaluation
<b>Material needed</b>	/
<b>Duration</b>	15 minutes
<b>Description</b>	<p>Trainers and facilitators, refresh in plenary the training agenda, the activities implemented and the different objectives.</p> <p>This refreshment is to prepare the ground for the final evaluation.</p>

### Coming back to the garden

<b>Title</b>	Coming back to the garden
<b>Tool type</b>	Evaluation

<b>Tool topic/s</b>	Final evaluation
<b>Aim</b>	To run the first step in the final evaluation, coming back to the work about fears, expectations and contributions developed the first day
<b>Material needed</b>	The garden flipchart with the fears, expectations and contributions, done the first day
<b>Duration</b>	40 minutes
<b>Description</b>	<p>Participants are asked to come back to the garden they draw the first day and:</p> <ul style="list-style-type: none"> <li>- To move in the basket the <b>fears</b> they overcame</li> <li>- To leave on the right side of the drawing the <b>expectations</b> they fulfilled and on the left the ones they didn't</li> </ul> <p>After this phase trainers are rearranging the fears that have been left, the ones that have been moved, the expectation that have been fulfilled and the ones they didn't and run a short summary in plenary.</p> <p>Participants are invited to share feed backs or comments.</p>

### The spider net

<b>Title</b>	The spider net
<b>Tool type</b>	Group activity
<b>Tool topic/s</b>	Final Evaluation
<b>Aim</b>	To make the final evaluation of the project, reflecting about the different learning processes, sharing feed backs and comments and creating a free space for participants to

	express their feelings
<b>Material needed</b>	Ball of wool, soft music
<b>Duration</b>	/ minutes – it is not possible to provide a precise timing of this activity because it depends on the duration of the participants comments and feed backs
<b>Description</b>	<p><u>Setting</u>: soft music in the plenary room with candles on the floor and a ball of wool in the middle of the room. Participants are sitting in circle in the room, then the music stops and one the activity is presented.</p> <p>One person starts, taking the wool ball, blocking the wool strings on a finger, making his/her comments, feed backs and sharing his/her impressions about the training, the activities, the learning process, the group. When he/she finish, another person should stand, the wool ball is thrown to the person who wants to talk, the person blocks the wool strings on a finger and starts talking. The activity is following in this way, till every body speaks and a spider net is created.</p> <p>NOTE: it should be clearly explained that this is a “free” moment and space to evaluate the project, so each person can decide what to say (feed backs, reflections and comments about the activities, the working methods, the group dynamics, the personal learning process).</p> <p>It’s very important when we finish to speak to wait for the person stepping to take the flow.</p>



## YOUTH MEETINGS

The Youth Meetings, took place in Uganda, Tanzania and Kenya between the 1<sup>st</sup> of February and the 31<sup>st</sup> of March 2015 and **AIMED** to conduct a deep rooted, cross-cultural and comprehensive analysis of young women needs; to carry out participative researches on gender roles in different cultural and social contexts by intercultural exchanges; to share ideas and best practices on how to stimulate the participation; to capitalize the results to prepare the next phase – training course in Uganda in April 2015.

The participants of the first training course, supported by their organizations, ran the youth meetings targeted to the local young people, involving both male and female. The meetings aimed to run a wider needs assessment, integrating the results and information already gathered during the Feasibility Visit, by involving local young people in Uganda, Tanzania and Kenya. The Youth Meetings have also the goal to raise awareness among the young people on gender inequalities and to encourage the reflection on new, possible gender role models, that could be applied.

The action brought to the following **OUTCOMES**:

### Youth Meetings in Uganda:

- 3 meetings taking place in February 2015 and 2 meetings in March 2015 in Kampala and Nansana district;
- 5 local organizations involved: Together Against Aids Positive Association - TAPA; Love and Care; Women and Girls Development Association WEGCDA; Trust Future Uganda - TFU; Uganda Youth and Women Effort to Fight Against Aids;
- 111 young people involved;
- 11 group questionnaires handed out;
- 1 report from UPA Uganda;
- 2 Mind Maps produced to sum up the youth meetings results.

#### Youth Meetings in Tanzania:

- 3 meetings taking place in February 2015 and 2 meetings in March 2015 in Pwani city, Dar es Salaam, Kilimanjaro city, Arusha city;
- 3 local organizations involved: Culture and Development East Africa – CDEA, Kiwamwaku Kilimajaro, Vision for Youth – V4Y;
- 153 young people involved;
- 40 questionnaires handed out;
- 1 report from TYCEN Tanzania;
- 1 Mind Map produced to sum up the youth meetings results.

#### Youth Meetings in Kenya:

- 1 residential meeting taking place in February 2015 in Kuria, 2 days long and 1 residential meeting taking place in March 2015 in Kisumu, 2 days long;
- 1 local office of KVDA involved;
- 48 young people involved;
- 28 questionnaires handed out;
- 1 report from KVDA Kenya;
- 1 Mind Map produced to sum up the youth meetings results.

# ANNEX 1 - YOUTH MEETINGS QUESTIONNAIRE

## **FAMILY**

1. Do both men and women have equal opportunities to inheritance in the family?

1.1 Why?

2. Who controls your household income and expenditures?

2.1 Why?

3. Do men and women have equal opportunities to own properties within the family?

3.1 Why?

## **ECONOMY**

1. How do you manage your health issues?

(e.g. payment of bills, access to health services ...)

2. How do men and women participate in income-generating activities?

3. Do you have access to financial services?

## **EDUCATION**

1. In your family/community structure, do boys and girls have the same access to education?

1.1 Why?

2. Do you think that men and women should have the same level of education?

2.1 Why?

## **CULTURE**

1. What traditions and beliefs do you have in your community for female and male?

2. Do your religious beliefs give specific roles for men and women?

2.1 If yes, what are the roles?

2.2 If no, why?

3. For women: if you were a man, would you allow your woman to work in income-generating activities?

For men: do you allow your woman to work in income-generating activities?

4. What is your role and contribution as man or woman in your community?

## **LEADERSHIP**

1. Do you know policies or laws about gender-related issues?

1.1 Are they implemented?

2. Do you know of any gender-related issues about leadership?

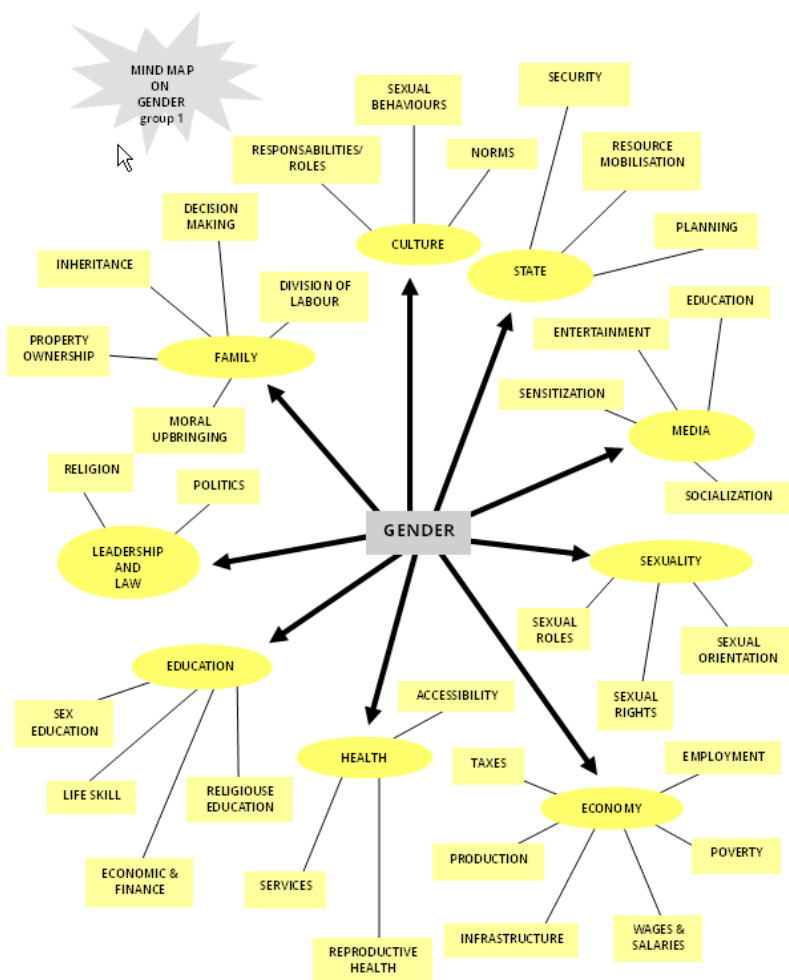
2.1 Which one?

3. Do you think men and women are involved in leadership roles in the communities?

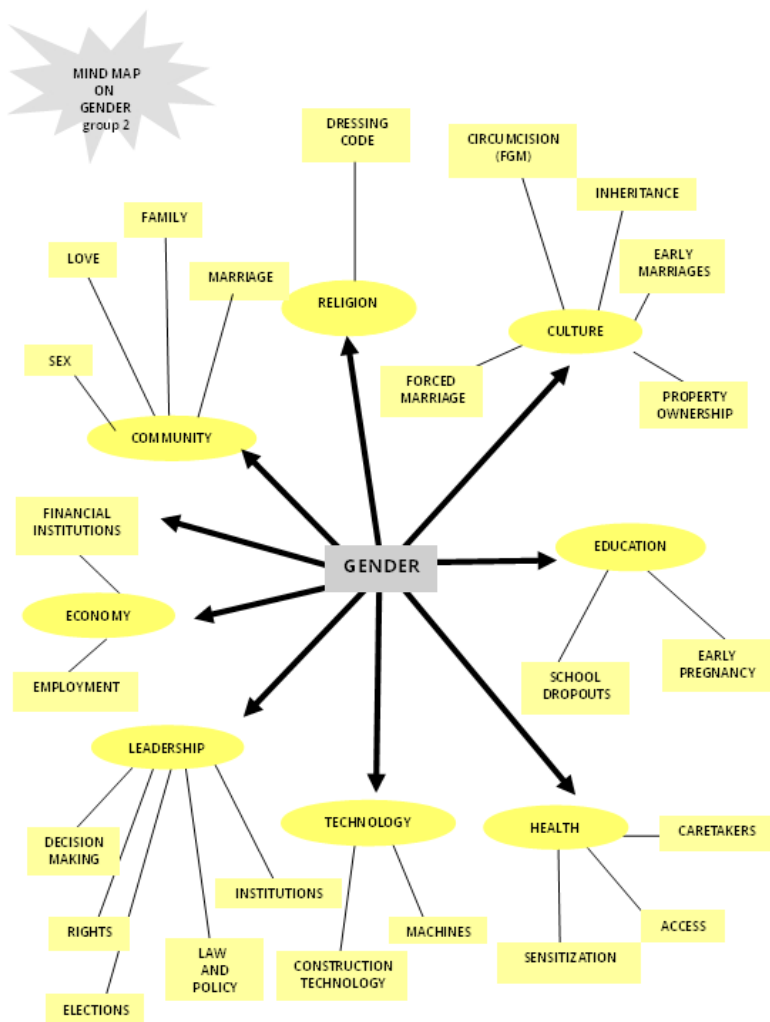
3.1 How?

4. How did you get information about gender-related issues?

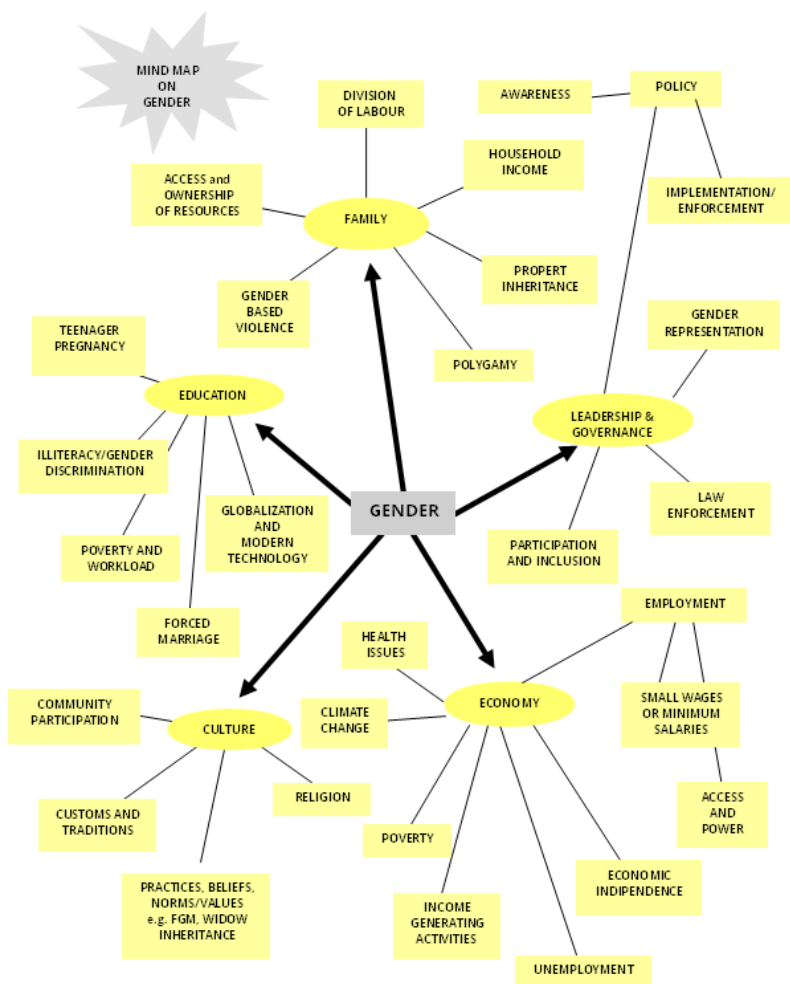
# ANNEX 2 - YOUTH MEETINGS MIND MAP UGANDA 1



# ANNEX 2 - YOUTH MEETINGS MIND MAP UGANDA 2

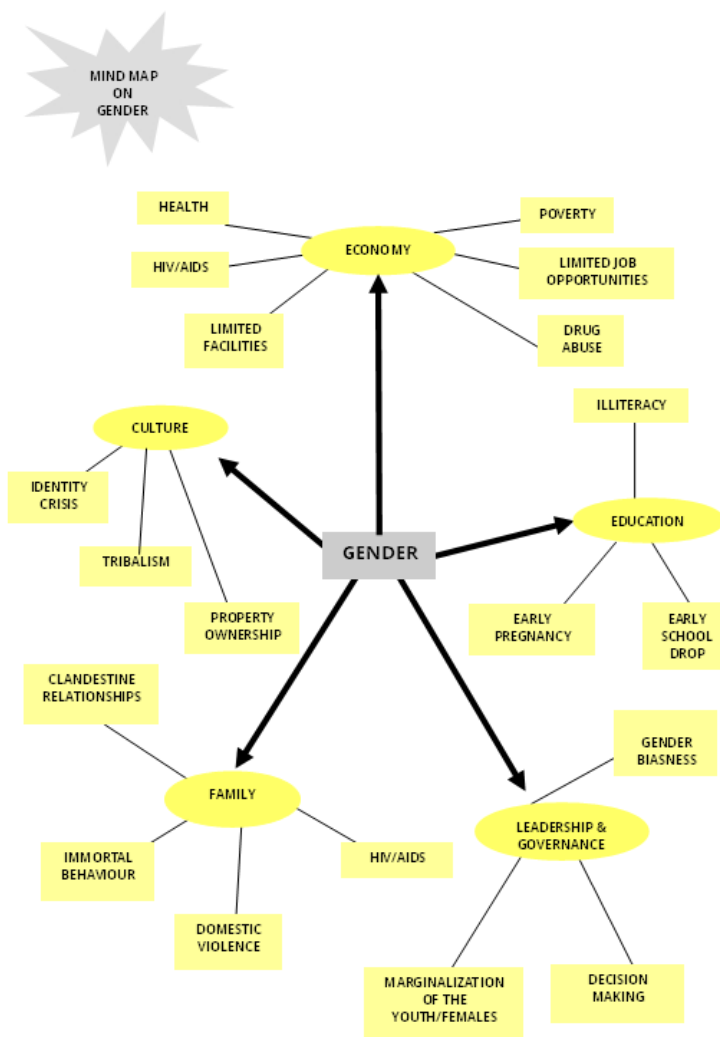


# ANNEX 2 - YOUTH MEETINGS MIND MAP TANZANIA





# ANNEX 2 - YOUTH MEETINGS MIND MAP KENYA



# YOUTH WORKERS MOBILITY - TRAINING IN UGANDA

The training course in Uganda, targeted to young women, local youth/social workers, representatives of local and international organizations and NGOs, took place between the 12<sup>th</sup> - 19<sup>th</sup> April 2015.

The training, 8 days long, saw the active involvement of 27 participants and 4 experts, **AIMED** to exchange new project management tools in order to strengthen capacities to design, lead and evaluate international IVS projects with a particular focus on gender equality; to share experiences and best practices about different steps of the project cycle; to develop non formal education methods to run the Study and Implementation Phase between May and August 2015.

The project was focused on project life cycle and project management, tackling the following aspects: youth meetings results and outcomes (mind map, questionnaires) sharing; experiences and good practices on international IVS projects sharing, with a particular focus on gender equality; new tools development, to design, lead and evaluate international IVS projects with a particular focus on gender equality (how to run a needs assessment, set up monitoring and evaluation system, methods and tools, visibility and budget); non formal education methods testing and assessing to run the following phases (Study Phase and Implementation Phase, between May and August 2015).

The specific **OBJECTIVES** of the training were:

- to create a common ground of knowledge to work together;
- to make a recap of the project and to share the youth meetings results and outcomes (mind map, questionnaires);
- to share experiences and good practices on international IVS projects with a particular focus on gender equality;
- to provide participants with tools to design, lead and evaluate international IVS projects with a particular focus on gender equality (how to run a needs assessment, set up monitoring and evaluation system, visibility and budget);
- to “practice” how to conceive, design and write a project proposal;

- to provide participants with different non formal education methods to run the following phases (Study Phase and Implementation Phase taking place in May and July 2015).

The action brought to the following **OUTCOMES**:

- the networking within the organizations, partners of the project was empowered;
- participants learn how to conceive, design and write project proposals, how to organize budgets and run the budget monitoring;
- different non formal education methods to run the following phase were shared, assessed and upgraded within the group.

# ANNEX 1 - YOUTH WORKERS MOBILITY - TRAINING IN UGANDA AGENDA

WORKING DAY	DATE	MORNING	AFTERNOON	EVENING
	11/04/2015 Saturday		Arrival of participants	Welcome dinner <b>NAME GAMES</b> NameRound Cow Boy 2 true and 1 false statements
1	12/04/2015 Sunday	<b>GETTING TO KNOW EACH OTHERS</b> Alphabetic order Name and something related to gender Draw my face <b>THE CAFETERIA</b> 4 questions to discuss Summary of fear, expectation and contribution	<b>TEAM BUILDING and GROUP DYNAMICS</b> Animal statues Team radar Spider-net Equilibrium chairs Touch the sky	Reflection groups
2	13/04/2015 Monday	<b>JAMBO PROJECT</b> Time line and questions <b>YOUTH MEETINGS: PRESENTATION OF RESULTS</b> Talk Show <b>FIRST STEP IN PROJECT DESIGN</b> Jeu De Pist	<b>PROBLEMS MIND MAP</b> Macro-topic: identify the problems Group creation, according to the interested topic Back to problems: analyse them	Reflection groups
3	14/04/2015 Tuesday	<b>FROM PROBLEMS TO CAUSES</b> The tree <b>FROM CAUSES TO OBJECTIVES</b>	<b>FROM OBJECTIVES TO ACTIVITIES</b> Matching Market of ideas Activity prioritisation	Reflection groups

		Two columns		
4	15/04/2015 Wednesday	<b>ACTIVITY IMPLEMENTATION</b> Activity assignment and 5 W + HOW Retro-planning	<b>PARTNERSHIP</b> Lost in communication <b>RETRO-PLANNING</b> Finalization of the work and Assessment	Reflection groups
5	16/04/2015 Thursday	<b>RESOURCES - FINANCIAL AND HUMAN</b> Presentation of a budget model Make your budget!	<b>FORMAL, INFORMAL and NON FORMAL EDUCATION</b> Gincana about methods	Reflection groups
6	17/04/2015 Friday	<b>HOW TO GIVE AND RECEIVE FEED BACKS</b> Feed Back Rules <b>BACK ON THE EVALUATION</b> From objectives to indicators <b>CALL FOR PROPOSAL</b> Work on the call for proposal	<b>CALL FOR PROPOSAL</b> The Panel: assessment of the call and of the budget <b>TRAINING in ATION - TiA SESSION</b> Preparation - step 1	Reflection groups
7	18/04/2015 Saturday	<b>TRAINING in ATION - TiA SESSION</b> Preparation - step 2	<b>TRAINING in ATION - TiA SESSION</b> Practical phase -step 1	Reflection groups
8	19/04/2015 Sunday	<b>TRAINING in ATION - TiA SESSION</b> Practical phase - step 2	<b>TRAINING in ATION - TiA SESSION</b> Practical phase - step 3 <b>FINAL EVALUATION</b> Back to expectations: The hand	
	20/04/2015 Monday	Departure of participants		

# ANNEX 2 - YOUTH WORKERS MOBILITY - TRAINING IN UGANDA TOOL KIT

11<sup>th</sup> APRIL 2015 (ARRIVAL DAY)

## NAME GAMES

### Name Round

<b>Title</b>	Name Round
<b>Tool type</b>	Ice breaker/Name game
<b>Tool topic/s</b>	Learn the names/Getting to know each other/Group creation
<b>Aim</b>	To remember the names and to make participants interact
<b>Material needed</b>	/
<b>Duration</b>	10 minutes
<b>Description</b>	Participants are invited to stand in a circle, one by one saying his or her name, following the circle order.

### Cow Boy

<b>Title</b>	Cow Boy
<b>Tool type</b>	Ice breaker/Name game

<b>Tool topic/s</b>	Learn the names/Getting to know each other/Group creation
<b>Aim</b>	To remember the names and to make participants interact
<b>Material needed</b>	/
<b>Duration</b>	15 minutes
<b>Description</b>	<p>Participants stand in a circle, with one person in the middle. The person points out someone in the circle saying his or her name and the person should lower down. The two persons on his/her right and left side should guess, as faster as possible, the name of the other one. The person among the three (the person that lower down and the other two on the left and right side), who makes a mistake, goes to the centre.</p> <p>NOTE: the rhythm should be energetic, fast and dynamic.</p>

## 2 true and 1 false statements

<b>Title</b>	2 true and 1 false statements
<b>Tool type</b>	Getting to know each others
<b>Tool topic/s</b>	Learn the names/Getting to know each other/Group creation
<b>Aim</b>	To get to know the other participants and to make them interact
<b>Material needed</b>	/
<b>Duration</b>	20 minutes
<b>Description</b>	<p>Each participant receives an A4 paper and one pen. He/she should writes on the paper two true statements and one false statement about himself/herself. Then the paper</p>

	<p>should be stuck on the chest with a scotch tape.</p> <p>Participants should walk in the space and meet someone else, read the statements and try to guess what is the true and the false one. The same should be done by the other person.</p> <p>The activity proceed for a while, it's not compulsory to meet all, but more persons we meet and better it is.</p> <p>Then all the participants come back to the circle and one by one, go to the middle, presenting the three statements and explaining to the others what are the true and the false.</p>
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12<sup>th</sup> ARIL 2015 (1<sup>st</sup> DAY)

## GETTING TO KNOW EACH OTHERS

### Alphabetic order

<b>Title</b>	Alphabetic order
<b>Tool type</b>	Ice breaker
<b>Tool topic/s</b>	Non verbal communication/Getting to know each other/Creation of the group
<b>Aim</b>	To make the group refreshing the names; to demonstrate that there exists several, different types of communication and that there are also several ways to communicate non verbally
<b>Material needed</b>	Ropes or scotch tape
<b>Duration</b>	20 minutes
<b>Description</b>	<p>It's explained that a competition is starting and participants are divided in 2 groups, every group representing a team. Two long ropes are put on the floor so to create two parallel lines. Participants are asked to create a line and to touch the line with their feet.</p> <p>RULES OF THE GAME: the game has to be played in silent, participants have to find "alternative ways" to communicate and when they have to move from their position, they cannot exit the line with their feet.</p> <p>The first task is to create the alphabetic order of the team from A to Z. The group that thinks to have finished as a first has to raise the arms. The second task is to create the age order of the team from the younger to the older. The group that thinks to have finished as a first has to raise the arms.</p>

## Name and something related to gender

<b>Title</b>	Name and something related to gender
<b>Tool type</b>	Ice breaker
<b>Tool topic/s</b>	Better remember the names/First steps in gender issues
<b>Aim</b>	To make participants interact and to make the first steps in gender
<b>Material needed</b>	/
<b>Duration</b>	20 minutes
<b>Description</b>	Participants stand in the circle, one person starts saying his/her name and one word related to gender, starting with the same letter of the name. E.g .Elen → Equity. Then the next person follows and so on till every one has said his/her name and on word related to gender.

## Draw my face

<b>Title</b>	Draw my face
<b>Tool type</b>	Ice breaker/Getting to know each others
<b>Tool topic/s</b>	Getting to know each other/Group cohesion
<b>Aim</b>	To remember the names and to make participants interact
<b>Material needed</b>	A4 papers and pens
<b>Duration</b>	20 minutes

<b>Description</b>	<p>Participants stand in the circle and receive an A4 paper and a pen. They have to write on their paper their name and throw the paper in the middle of the circle.</p> <p><u>Step 1.</u> when the trainer says “go!” they have to go to the centre and pick up a paper with the name of another person, fold it and draw the forehead of this person. Then they have to throw the paper in the middle of the circle</p> <p><u>Step 2.</u> when the trainer says “go!” they have to go in the middle and pick up a paper with the name of another person, fold it and draw the eyes and nose of this person. Then they have to throw the paper in the middle of the circle</p> <p><u>Step 3.</u> when the trainer says “go!” they have to go in the middle and pick up a paper with the name of another person, fold it and draw the mouth and chin of this person. Then they have to throw the paper in the middle of the circle.</p> <p><u>Step 4.</u> when the trainer says “go!” they have to go to in the middle and find the paper with their name and with the drawing realized by the other. At the end of the activity all the drawings are put on the wall.</p>
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## THE CAFETERIA

### 4 questions to discuss

<b>Title</b>	4 questions to discuss
<b>Tool type</b>	Work in small groups
<b>Tool topic/s</b>	Gender-related issues
<b>Aim</b>	To make participants discuss relevant gender-related topics

<b>Material needed</b>	Flipchart, markers, A4 papers, post it, pens
<b>Duration</b>	100 minutes
<b>Description</b>	<p><u>Setting:</u> the room is organized as a cafeteria, there are 4 tables with chairs, nice tablecloths, one flipchart in the middle of each table, with post it and markers. Trainers and facilitators are dressed up as waitress, possibly with aprons and note books where to take the customers orders.</p> <p>NOTE: all the details, being a simulation, are important, so if we want to add flowers, candies or any other staff reminding a cafeteria it's fine.</p> <p>Waitress welcomed participants in the cafeteria and explain them what table join. Once all the participants are sitting on their table, it's presented the activity: each table have some relevant questions to discuss. The questions are not presented in the same time, but after each slot of time a new question is delivered to each table. While participants are discussing, waitress are joining the tables taking the customers' orders and bring them coffee, tea, biscuit, candies and fruit.</p> <p>Below the set of questions to discuss:</p> <ol style="list-style-type: none"> <li>1. Where do you dream to go and where?</li> <li>2. What do you know about project management?</li> <li>3. How would you define gender?</li> <li>4. What is your experience about gender-related issues?</li> </ol> <p>In the end of the activity, waitress ask participants to pay the bills. The payment is not with real money, but asking each one to write on three different post it their fears, expectations and contribution. Post it have three different colors, one for fears, one for expectations and contribution.</p> <p>When participants have finished the task, they are asked to put them on the reference flipchart on the wall.</p>

# HAND OUT WITH THE DEFINITIONS OF “GENDER” ELABORATED BY PARTICIPANTS DURING THE CAFETERIA

IS THE SOCIAL RELATIONSHIP BETWEEN MALE AND FEMALE IN THE SOCIETY. THIS RELATIONSHIP IS SOCIALLY CONSTRUCTED. IT DIFFERS ACCORDING TO CULTURE, SOCIETY, GENERATIONS
IS THE STATE OF BEING MALE OR FEMALE WITH REFERENCE AT SOCIAL AND CULTURAL DIFFERENCES, BUT NOT BIOLOGICAL ONES
IS THE SOCIAL CONSTRUCTED ROLES AND RELATIONSHIPS BETWEEN MALE AND FEMALE IN A GIVEN COMMUNITY
IS DIFFERENT ATTRIBUTES AND BEHAVIOURS AND RESPONSABILITIES ATTACHED TO MEN AND WOMEN IN THE SOCIETY
REFERS TO THE SOCIALLY CONSTRUCTED ROLES DESIGNED BY A SOCIETY AMONG MEN AND WOMEN
IS THE BIOLOGICAL GENETICAL FORMATION WHICH DEFINES A WOMAN/FEMALE AND MAN/MALE
IS THE SOCIAL CONSTRUCTED RELATIONSHIP BETWEEN MEN AND WOMEN IN THE SOCIETY, IN RELATION TO THE ROLES ASSIGNED TO THEM. GENDER VARIES ACCORDING TO CULTURE, PLACE AND TIME
IS A RELATIONSHIP BETWEEN MAN AND WOMEN IN SOCIETY
IS A SOCIAL CONSTRUCTED ROLES THAT DEFINES CHARACTERISTIC AND ROLES OF MAN AND WOMAN IN THE SOCIETY
IS A SOCIAL AND ECONOMIC RESPONSABILITY GIVEN TO A MAN AND WOMAN REGARDING TO THEIR SOCIETY AND CULTURE
GENDER IS WHEN THE GENDER ROLES VARY FROM SOCIETY TO SOCIETY
IS THE SOCIAL ROLES OF WOMAN AND MAN IN THE SOCIETY
REFERS TO THE SOCIAL CONSTRUCTED WHICH DETERMINES THE DIFFERENCES BETWEEN WOMEN, MEN, BOYS AND GIRLS
IS THE DIFFERENCE BETWEEN FEMALES AND MALES
REFERS TO RIGHTS DENIED BY MEN TOWARDS MEN

## Summary of fear, expectation and contribution

<b>Title</b>	Summary of fear, expectation and contribution
<b>Tool type</b>	Fears, expectations and contributions sharing
<b>Tool topic/s</b>	Getting to know each other and group creation
<b>Aim</b>	To share within the group the fears and the expectations toward the experience
<b>Material needed</b>	Flipchart, post it, pens, markers
<b>Duration</b>	20 minutes
<b>Description</b>	<p>This activity is linked to the last part of the previous one “4 questions to discuss”, where participants have been asked, as payment for the cafeteria, to write on post it, their fears, expectations and contributions.</p> <p>Facilitators, once ordered the post it within the reference flipcharts and grouped them accordingly to the similarities, ran a synthetic presentation.</p> <p>Each facilitator is briefly making a summary in plenary of the most recurrent or significant fears, expectations and contributions.</p>

## TEAM BUILDING and GROUP DYNAMICS

### Animal statues

<b>Title</b>	Animal statues
<b>Tool type</b>	Team Building and Group Dynamics

<b>Tool topic/s</b>	Groups creation and group dynamics
<b>Aim</b>	To divide participants in groups and to make them cooperating
<b>Material needed</b>	/
<b>Duration</b>	15 minutes
<b>Description</b>	Participants stand in the circle and are divided in four groups, then all the groups receive the task to represent, with the living pictures technique (using different parts of their body, being frozen in the space), different animals. Each time they have to represent an animal, they have to do it only with some parts of their body. E.g. 4 legs, 3 heads and 2 hands; 2 legs, 3 arms and 2 hands; 4 feet, 3 hands and 3 heads.

### Team Radar

<b>Title</b>	Team Radar
<b>Tool type</b>	Team Building and Group Dynamics
<b>Tool topic/s</b>	Group creation and analysis of the group dynamics
<b>Aim</b>	To make participants interact in a funny and stimulating way; to encourage the group dynamics analysis; to reflect about the different roles in the group
<b>Material needed</b>	Blindfolds (one for each participant), 4 totems, 4 flags

<b>Duration</b>	45 minutes
<b>Description</b>	<p><u>Setting</u>: for this activity are needed big spaces outside, e.g gardens or fields. In four different spaces are put the totems and on the top of each totem a flag.</p> <p>Participants, though the previous activity “Animal statues”, are already divided in four groups, each one is assigned to a trainer who is explaining the task. They have five minutes to look where the totem is and to find their strategy to arrive there, blindfolded, and to bring back the flag.</p> <p>NOTE: the activity has a limited time at disposal (approximately 30 minutes). In the case groups will finish earlier, they can be switched, going in another position, with the same task. If the groups won't finish on time, the activity is stopped when the time it's over.</p>

## Spider-net

<b>Title</b>	Spider-net
<b>Tool type</b>	Team building - Outdoor Activity
<b>Tool topic/s</b>	Cooperation, participation, group dynamics
<b>Aim</b>	To make participants interact in a funny and stimulating way; to encourage the group dynamics analysis; to reflect about the different roles in the group
<b>Material needed</b>	Ropes
<b>Duration</b>	40 minutes
	<u>Setting</u> : two spider net in rope are built outside. In the spider



<b>Description</b>	<p>net there should be enough owl for all the group members. All the participants have to cross the spider net without touching it, all the time they are touching the rope they loose one life.</p> <p>Each group has in total 3 lives, after that the whole group should start again to cross the spider-net.</p>
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## Equilibrium chairs

<b>Title</b>	Equilibrium chairs
<b>Tool type</b>	Team Building and Group Dynamics
<b>Tool topic/s</b>	Group creation and analysis of the group dynamics
<b>Aim</b>	To make participants cooperate and to experiment how to take decisions collectively
<b>Material needed</b>	Number of chairs corresponding to the participants number
<b>Duration</b>	20 minutes
<b>Description</b>	<p><u>Setting</u>: in the workshop room are placed chairs in circle, for each participant one chair.</p> <p>Each participant is taking the chair in equilibrium with one finger and altogether, they have to make an entire round of the circle, moving their fingers to another chair, still keeping the equilibrium and without making the chairs falling down. Each time a chair is falling down, the entire group should come back to the initial point and start again. The task is fulfilled when every body, after having done the entire round, come back to his/her first position.</p> <p>NOTE: the activity has a limited time at disposal (approximately 20 minutes). If the groups won't finish on time, the activity is stopped when the time it's over.</p>

## Touch the sky

<b>Title</b>	Touch the sky
<b>Tool type</b>	Team Building and Group Dynamics
<b>Tool topic/s</b>	Group creation and analysis of the group dynamics
<b>Aim</b>	To make participants cooperate and to experiment how to take decisions collectively
<b>Material needed</b>	/
<b>Duration</b>	60 minutes
<b>Description</b>	<p>Participants are sitting in circle in the plenary. They receive a task: they have to find a way “to touch the sky!” Once the task is assigned, trainers leave the room and leave to the group 20 minutes to fulfil the task.</p> <p>NOTE: it’s very important that the entire group will find a collective way to touch the sky and not sub-groups or persons.</p> <p>After this last activity it follows the debriefing of the four activities.</p> <p>Possible topics to explore during the debriefing:</p> <ul style="list-style-type: none"> <li>- Communication within the group</li> <li>- Complementarity</li> <li>-Cooperation</li> <li>-Leadership</li> <li>-How decisions are taken in the group</li> <li>- Consensus</li> </ul>

**13<sup>th</sup> ARIL 2015 (2<sup>nd</sup> DAY)**

## **JAMBO PROJECT**

### **Time line and questions**

<b>Title</b>	Time line and questions
<b>Tool type</b>	Plenary, interactive presentation
<b>Tool topic/s</b>	Flipchart with the clear and visual explanation of the different phases of the project
<b>Aim</b>	To refresh within the group the whole structure and the timeline of the project so to get well prepared for the upcoming steps
<b>Material needed</b>	Flipchart
<b>Duration</b>	20 minutes
<b>Description</b>	<p>The session is run in plenary: the project, including, aim, specific objectives, methods, actions and timeline is detailed presented.</p> <p>The session is used to “refresh” all the information concerning the project so that participants will get prepared for the upcoming steps and, more specifically, for the following one, the Study Phase and the Implementation Phase.</p> <p>After the interactive presentation, it’s left space for comments, questions and answers.</p>

## YOUTH MEETINGS: PRESENTATION OF RESULTS

### Talk Show

<b>Title</b>	Talk Show
<b>Tool type</b>	Work in groups, simulation and interactive presentation
<b>Tool topic/s</b>	Youth Meetings outcomes
<b>Aim</b>	To share and refresh within each national group the Youth Meetings outcomes; to present the different outcomes (Kenya, Uganda and Tanzania) to the rest of the group so to create a common ground for knowledge
<b>Material needed</b>	/
<b>Duration</b>	80 minutes
<b>Description</b>	<p>Participants are divided in national groups, each one with the following tasks:</p> <p><u>Step 1.</u> to share and refresh the Youth Meetings outcomes 20 minutes</p> <p><u>Step 2.</u> to prepare a simulation: they have to create and represent a talk show to present the Youth Meetings held in the different countries and their outcomes NOTE: it's warmly recommended to include in the representation all the group members, they should enter the character assigned and perform it 15 minutes</p> <p><u>Step 3.</u> to run the national talk shows. Each group will present the talk show the other groups 15 minutes (5 minutes each group)</p> <p><u>Step 4.</u> some extra space for questions, answers,</p>

	<p>clarifications, in-depth analysis is left 30 minutes</p> <p>NOTE: this activity is very important since it's the first step in the capitalization the Youth Meetings results and outcomes and it's introducing the upcoming part consisting in the Mind Map sharing.</p>
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## FIRST STEP IN PROJECT DESIGN

### Jeu De Pist

<b>Title</b>	Jeu De Pist
<b>Tool type</b>	Itinerant work in group
<b>Tool topic/s</b>	Project time line - 5 W - problems/causes/effects - budget
<b>Aim</b>	To learn the main pillars on the project management: the project timeline; the 5 W (Who, Why, What, When, Where); the inter-relation between problems, causes and effects; the main fundament in the budget
<b>Material needed</b>	/
<b>Duration</b>	90 minutes in total = 10 minutes (for the explanation) + 80 minutes (for the activity), each round should last 20 minutes
<b>Description</b>	<p><u>Setting</u>: trainers should create 4 different stations representing:</p> <ol style="list-style-type: none"> <li><b>1. PROJECT TIME LINE</b></li> <li><b>2. 5 W</b></li> <li><b>3. PROBLEMS/CAUSES/EFFECTS</b></li> <li><b>4. BUDGET</b></li> </ol> <p><u>Step 1</u>: the activity is presented and "The Great Timekeeper"</p>

	<p>divide participants in 4 groups, explaining the rules of the activity</p> <p><u>Step 2:</u> each team has to move from station to station, searching for as much information as possible about what the station is about and performing the tasks assigned in each station.</p> <p>In each station they have to stay 20 minutes.</p> <p>The “The Great Timekeeper” gives the time and the rotation.</p>
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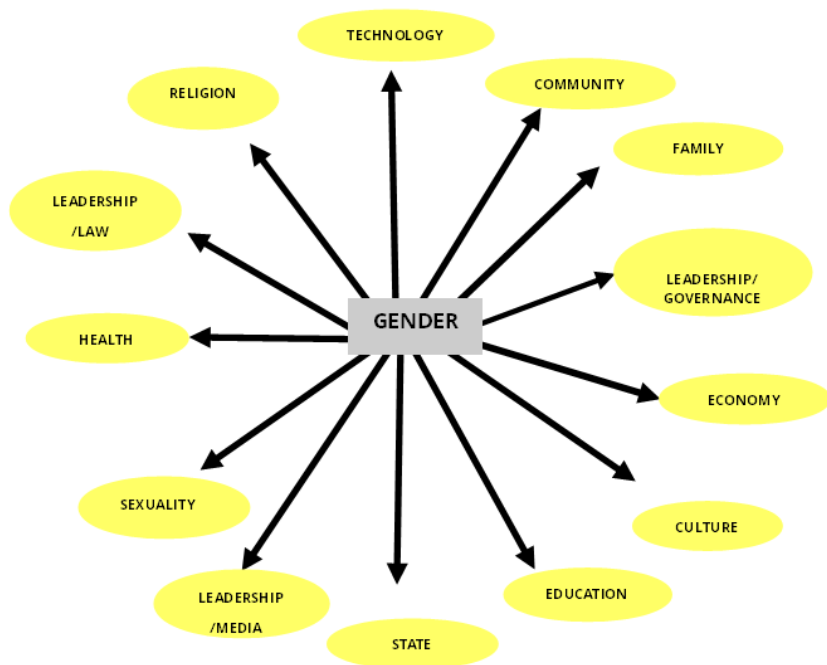
## PROBLEMS MIND MAP

### Macro-topic: identify the problems

<b>Title</b>	Macro-topic: identify the problems
<b>Tool type</b>	Work in groups
<b>Tool topic/s</b>	Detailed analysis of the macro-problems identified in the 4 Mind Maps elaborated during the Youth Meetings – February and March 2015
<b>Aim</b>	To identify the specific problems, related to some of the macro-problems pointed out in the national Mind Maps, elaborated at the end of the Youth Meetings run in Kenya, Uganda and Tanzania.
<b>Material needed</b>	/
<b>Duration</b>	90 minutes
<b>Description</b>	The last phase of the Youth Meetings, held between February and March 2015, consisted in the capitalization and sharing of results. KVDA, UPA and TYCEN representatives organized and ran the Youth Meetings targeted to local youngsters (both male and female), and used all the gathered information to set a synthesis of the problem and the

	<p>situation analysis, through the creation of Mind Maps. The Mind Map was a tool already used during the training course held in Kenya in January 2015 and in this case, is used as a tool for the restitution of the Youth Meetings outcomes during the training course in Uganda, in April 2015.</p> <p>The activity started from the creation of a collective Mind Map, were all the macro-problems identified in the national Mind Maps (1 for Kenya, 1 for Tanzania and 2 for Uganda) were included.</p> <p>The macro-problems identified in the Mind Map were: Community, Family, Leadership/Governance, Economy, Culture, Education, State, Media, Sexuality, Health, Leadership/Law, Religion, Technology.</p> <p>Participants, divided in groups, run an analysis of some of the macro-problems (the more relevant for them), identifying the related focal-problems.</p> <p>The macro-problems chosen by participants to develop their work were: Family, Economy, Culture, Education, Leadership/Law, Religion.</p>
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# HAND OUT WITH THE MIND MAP OF PROBLEMS





# HAND OUT WITH THE MACRO-PROBLEMS AND IDENTIFIED PROBLEMS

MARCO-PROBLEM	IDENTIFIED PROBLEMS	IDENTIFIED PROBLEMS
<b>FAMILY</b>	<ul style="list-style-type: none"> <li>- first priority on boys</li> <li>- decision making</li> <li>- power imbalance</li> <li>- female not allowed to inherit properties</li> <li>- family wealth is owned by man</li> <li>- polygamy</li> <li>- different level of education in the couple</li> </ul>	<ul style="list-style-type: none"> <li>- women take more responsibilities within the family</li> <li>- lack of freedom in job selection</li> <li>- <b>DOMESTIC VIOLENCE</b></li> <li>- incest</li> <li>- women rights are violated by men</li> <li>- different boy/girl education</li> </ul>
<b>CULTURE</b>	<ul style="list-style-type: none"> <li>- FGM</li> <li>- polygamy</li> <li>- wife inheritance</li> <li>- access and control of resources</li> <li>- women though to be inferior</li> </ul>	<ul style="list-style-type: none"> <li>- decision making</li> <li>- exclusion from some celebrations</li> <li>- <b>EARLY MARRIAGE</b></li> <li>- transmission of diseases</li> </ul>
<b>RELIGION</b>	<ul style="list-style-type: none"> <li>- no women leadership in some religions</li> </ul>	<ul style="list-style-type: none"> <li>- prohibition of contraceptive tools</li> </ul>
<b>ECONOMY</b>	<ul style="list-style-type: none"> <li>- low income generating activities for women</li> <li>- lack of ownership of resources among women</li> <li>-lack of employment</li> </ul>	<ul style="list-style-type: none"> <li>- prostitution</li> <li>- drug abuse and alcohol</li> <li>- maternal health care</li> </ul>
<b>EDUCATION</b>	<ul style="list-style-type: none"> <li>- <b>SCHOOL DROP OUTS</b></li> </ul>	<ul style="list-style-type: none"> <li>- child labour</li> </ul>

	<ul style="list-style-type: none"> <li>- <b>EARLY PREGNANCY</b></li> <li>- early marriage</li> <li>- denied girl education</li> <li>- poor performance of girls in schools</li> <li>- poverty</li> </ul>	<ul style="list-style-type: none"> <li>- girls seen as source of income</li> <li>- abortion</li> <li>- child heading family</li> <li>- sexual harassment</li> <li>- cultural practices like FGM</li> </ul>
<b>LEADERSHIP</b>	<ul style="list-style-type: none"> <li>- lack of confidence/<b>INFERIORITY</b></li> <li><b>COMPLEX</b></li> <li>-women underrepresented e.g. in parliament</li> <li>- women left out in decision making processes</li> </ul>	<ul style="list-style-type: none"> <li>- lack of participation</li> <li>- men dominating political leadership, NGOs, community set up</li> </ul>

## Group creation, according to the interested topic

<b>Title</b>	Group creation, according to the interested topic
<b>Tool type</b>	Group creation
<b>Tool topic/s</b>	Macro-problems analysis
<b>Aim</b>	To create different groups to analyse more in detail the specific problems and to set the ground for the upcoming activities.
<b>Material needed</b>	/
<b>Duration</b>	20 minutes
<b>Description</b>	The group division is run asking participants to join 5 sub-groups, accordingly to their area/s of interest and the macro-problem they were more interested to work on.

## Back to problems: analyse them

<b>Title</b>	Back to problems: analyse them
<b>Tool type</b>	Work in group
<b>Tool topic/s</b>	Focal problems identification
<b>Aim</b>	To identify and to start the detailed analysis of the focal-problem linked to the macro- problem identified
<b>Material needed</b>	/
<b>Duration</b>	90 minutes

<p><b>Description</b></p>	<p>Participants, divided in groups, run a detailed analysis of the focal-problem linked to the macro- problem (the more relevant for them), identified.</p> <p>The focal-problems identified were:</p> <p><b>GROUP 1 - MACRO-PROBLEM: CULTURE</b>  <b>RELATED FOCAL PROBLEM: Early teenage marriage:</b> early marriage in teenage boys and girls below the age of 18 years who have not developed physically</p> <p><b>GROUP 2 - MACRO-PROBLEM: LEADERSHIP</b>  <b>RELATED FOCAL PROBLEM: Inferiority complex</b> of women in society</p> <p><b>GROUP 3 - MACRO-PROBLEM: FAMILY</b>  <b>RELATED FOCAL PROBLEM: Domestic violence:</b> women being beaten by their husbands</p> <p><b>GROUP 4 - MACRO-PROBLEM: EDUCATION</b>  <b>RELATED FOCAL PROBLEM: School drop out</b> among girls in primary and secondary school</p> <p>GROUP 5 - MACRO-PROBLEM: EDUCATION  RELATED FOCAL PROBLEM: Teenage pregnancies in the society/community</p> <p>NOTE: in the Hand Out on the previous page, in capital letters, the focal-problems that participants have chosen and that will be used in the next activity “The problems Tree”, where primary and secondary causes, direct and secondary effects and stakeholders will be identified.</p>
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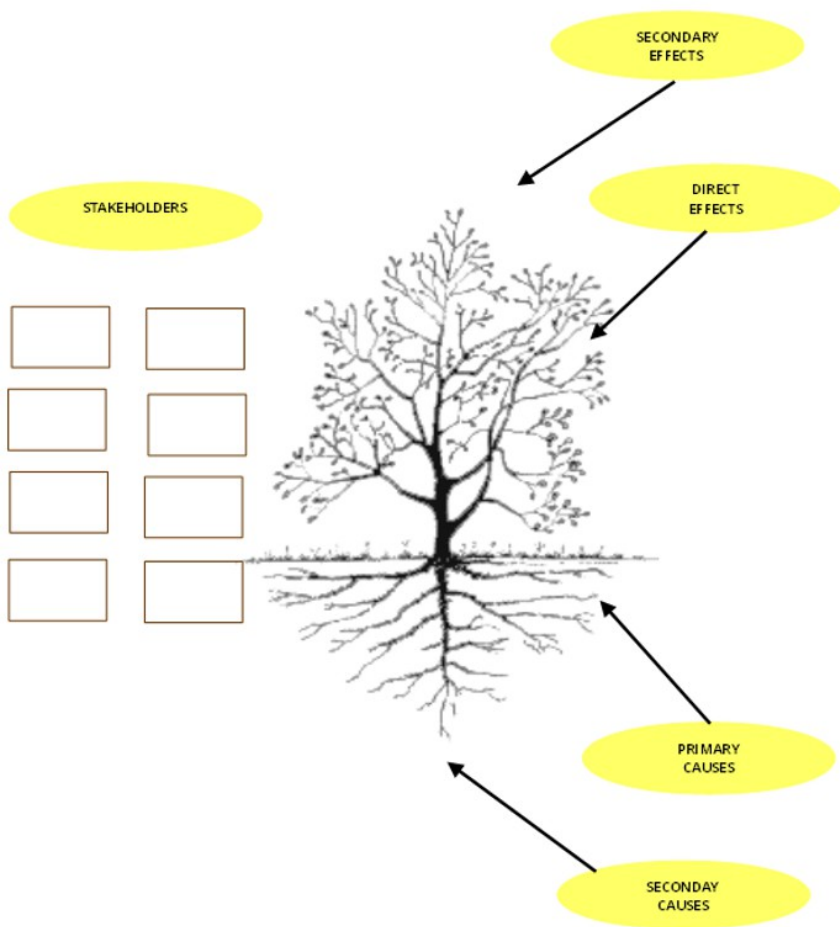
14<sup>th</sup> ARIL 2015 (3<sup>rd</sup> DAY)

## FROM PROBLEMS TO CAUSES

### The tree

<b>Title</b>	The tree
<b>Tool type</b>	Work in group – analysis
<b>Tool topic/s</b>	Causes, effects and stakeholders related to each focal problem: <b>GROUP 1: Early teenage marriage:</b> early marriage in teenage boys and girls below the age of 18 years who have not developed physically <b>GROUP 2: Inferiority complex</b> on women in society <b>GROUP 3: Domestic violence:</b> women being beaten by their husbands <b>GROUP 4: School drop out</b> among girls in primary and secondary school <b>GROUP 5: Teenage pregnancies</b> in the society/community
<b>Aim</b>	To run the analysis of the causes, effects and stakeholders related to each focal problem
<b>Material needed</b>	/
<b>Duration</b>	120 minutes
<b>Description</b>	The 5 groups have to run the analysis of the CAUSES, EFFECTS and STAKEHOLDERS related to their focal problem. The “Problems tree model” is presented in plenary and each group has to use it as support in running the activity and to prepare the presentation.

# HAND OUT WITH THE PROBLEMS TREE



## FROM CAUSES TO OBJECTIVES

### Two columns


<b>Title</b>	Two columns
<b>Tool type</b>	Work in groups
<b>Tool topic/s</b>	Identification and analysis of the main objective and specific objectives
<b>Aim</b>	To set up the analysis of the primary and secondary causes, of the linked main objective and specific objectives
<b>Material needed</b>	/
<b>Duration</b>	60 minutes
<b>Description</b>	<p>Each group receives an Hand Out as the model below.</p> <p>Starting from the work developed in "The tree" where the primary and secondary causes were identified, this activity allows the identification of the main objective (aim) and of the specific objectives referred to the identified causes.</p>

# HAND OUT WITH THE TWO COLUMNS

**GROUP:**

**MACRO-PROBLEM:**

**RELATED FOCAL PROBLEM:**

<b>CAUSES</b> 	<b>OBJECTIVES</b>
<p><b>Primary:</b></p>          <p><b>Secondary:</b></p>	<p><b>Main Objective:</b></p>          <p><b>Specific Objectives:</b></p>



## FROM OBJECTIVES TO ACTIVITIES

### Matching

<b>Title</b>	Matching
<b>Tool type</b>	Activity run in groups
<b>Tool topic/s</b>	Objectives - Ideas
<b>Aim</b>	To brainstorm possible activities to answer the objectives (main and specific) identified
<b>Material needed</b>	/
<b>Duration</b>	40 minutes
<b>Description</b>	<p>Participants are divided in three different groups, each one with a facilitator. The facilitator has two boxes, one representing “hobbies” and one representing “needs”.</p> <p>Participants have to write in different pieces of paper, different hobbies and needs and put them inside the boxes.</p> <p>Then each participant picks one paper from the first box “hobbies” and another paper from the second “needs” and should propose an activity to make them matching.</p> <p>NOTE: the activity is conceived as a brainstorming to make the group acquired the capability to propose activities, accordingly to the needs and the objectives identified.</p>

### Market of ideas

<b>Title</b>	Market of ideas
<b>Tool type</b>	Work in groups

<b>Tool topic/s</b>	Activities proposal
<b>Aim</b>	To propose a set of possible activities answering the identified main objective and specific objectives
<b>Material needed</b>	/
<b>Duration</b>	70 minutes
<b>Description</b>	<p>Each group should be back on the main objective and specific objectives related to the focal-problem they work with. Having in mind the main objective and specific objectives, concrete activity proposals should be launched.</p> <p>NOTE: approximately a range of two activities for each objective can be proposed.</p>

### Activity prioritisation

<b>Title</b>	Activity prioritisation
<b>Tool type</b>	Work in groups
<b>Tool topic/s</b>	Activity prioritisation
<b>Aim</b>	To set a priority list of the proposed activities
<b>Material needed</b>	/
<b>Duration</b>	70 minutes
<b>Description</b>	<p>Each group receives an Hand Out as the model below. Each group should be back on the list of the proposed activities, prepared during the "Market of ideas" and make a prioritisation accordingly to a set of indicators, assigning different scores.</p> <p>The INDICATORS are: Objectives, Means = Resources, Urgency, Risk.</p>

# HAND OUT FOR THE ACTIVITIES PRIORITIZATION

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

**15<sup>th</sup> ARIL 2015 (4<sup>th</sup> DAY)**

## **ACTIVITY IMPLEMENTATION**

### **Activity assignment and 5 W + HOW**

<b>Title</b>	Activity assignment and 5 W + HOW
<b>Tool type</b>	Plenary activity - group activity
<b>Tool topic/s</b>	Feasibility of the activities
<b>Aim</b>	To choose, accordingly the score, one activity among those included in the activity prioritisation list, and to run its feasibility analysis
<b>Material needed</b>	/
<b>Duration</b>	60 minutes
<b>Description</b>	<p><u>Step 1.</u> in plenary all the groups are back on the 5 activities lists prepared during the previous activity "Activity Prioritisation". For each group one activity is chosen, accordingly to the highest score received</p> <p><u>Step 2.</u> the Hand out with the 5 W + HOW model is presented and are clearly explained the guided questions that have to be answered</p> <p><u>Step 3.</u> each group receives a blanked Hand Out (as the one below) and should analyse the proposed activity, answering the following questions: "Who?", "Why?", "What?", "When?", "Where?", "How?"</p>

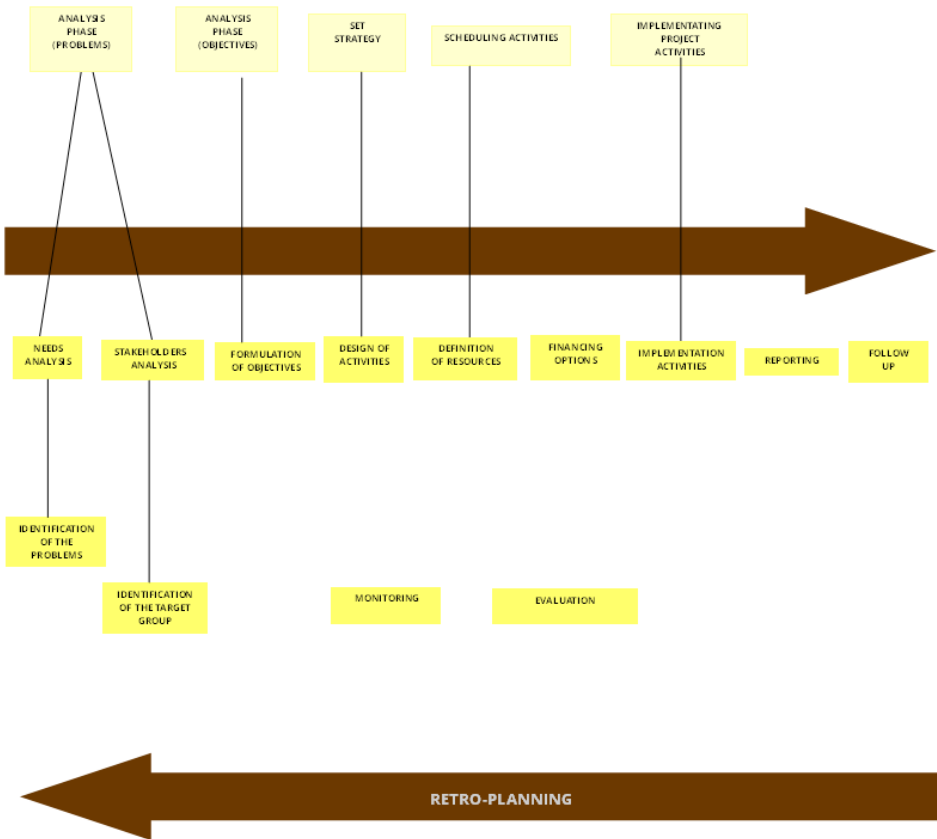
## HAND OUT WITH THE 5 WS AND HOW

<b>WHO? FOR WHOM?  WITH WHOM?</b>	<b>WHY?</b>	<b>WHAT?</b>	<b>WHEN?</b>	<b>WHERE?</b>	<b>HOW?</b>
IDENTIFICATION OF THE TARGET GROUPS	NEEDS SATISFIED BY THE PROJECT	PROJECT ACTIVITIES	SHORT, MEDIUM OR LONG TERM?	SOCIAL, ECONOMICAL, CULTURAL, POLITICAL DIMENSIONS	IN WHAT MANNER YOU WILL ACHIEVE YOUR ACTION?
IDENTIFICATION OF THE PROJECT PARTNERS	MAIN OBJECTIVES OF THE PROJECT	PROJECT IMPACT	WHAT PERIOD IS BEING FOCUSED ON?		WHAT ARE THE METHODS YOU WANT TO USE?
ACTORS' VIEW ON THE PROJECT	MOTIVATION AND INTEREST OF PARTICIPANTS	RELATIONSHIP BETWEEN PARTICIPANTS AND INSTITUTIONAL OBJECTIVES			WHAT ARE THE TOOLS YOU WANT TO USE?
ROLES AND RELATIONSHIPS OF THE ACTORS	PROJECT FUNDINGS OPTIONS				

## Retro-planning

<b>Title</b>	Retro-planning
<b>Tool type</b>	Work in group
<b>Tool topic/s</b>	Time line of the action/project
<b>Aim</b>	To reflect, in a retroactive way, on all the required steps that should be fulfilled while planning, organizing and implementing the chosen activity/project
<b>Material needed</b>	Flipcharts, markers, post it
<b>Duration</b>	80 minutes
<b>Description</b>	<p><u>Step 1.</u> in plenary the Hand Out with the "Project Timeline" is presented. All the required steps needed to plan, organize and implement a project are detailed explained.</p> <p>Afterwards is presented the retro-planning, which consists in identify the required steps, starting from the last one.</p> <p>It's left space for questions and answers.</p> <p><u>Step 2.</u> each group has to make the detailed retro planning of the action/project chosen.</p> <p>All the steps in the retro-planning should be fixed on a flipchart, possibly, with a duration and the timeline.</p>

# HAND OUT WITH THE PROJECT TIMELINE



## PARTNERSHIP

### Lost in communication

<b>Title</b>	Lost in communication
<b>Tool type</b>	Individual work and group game
<b>Tool topic/s</b>	Partnerships, communication
<b>Aim</b>	To analyse the way information are transmitted; to go in detail in the communication system; to explore the challenges while establishing partnership and developing them
<b>Material needed</b>	Seats, papers, pens
<b>Duration</b>	100 minutes
<b>Description</b>	<p>Participants are divided in three sub-groups, each one composed by 9 (8 players and 1 postman). Each group is moved in a separate room so that it's not possible to see what the others are doing.</p> <p>In each group the players sit in a circle with their backs to each others. They are not allowed to talk to each other. Their aim is to find the suitable partners for the action/project they have to implement, by sending messages to other players in the circle.</p> <p>They are sending all their messages via the postman, who is standing in the middle of the circle and distributing messages. The postman cannot speak either. (His/her task is to register messages).</p> <p>The rules of sending messages:</p> <ul style="list-style-type: none"><li>- Include in the message the number of the sender and the number of the receiver and then the text of the message</li><li>- Each telegram is addressed to one person only</li><li>- Each player can send the number of messages he/she want to the other players BUT for each message, should be prepared one piece of paper (no more messages in the same paper are allowed)</li><li>- Messages can ONLY be sent through the postman.</li></ul>



	<p>The exercise is over after 60 minutes approximately, or when one player guess the perfect combination to find the suitable partners for the action/project they have to implement.</p> <p>At the end of the exercise a debriefing takes place: the debriefing is focused on the process that participants went through, on the ways to transmit the information and on communication. A specific attention is dedicated to the importance of an efficient and smooth communication in the partners searching and while a project is running.</p>
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# HAND OUT WITH THE ROLE CARDS

**1. YOU ARE A UGANDAN NGO. YOU WANT TO APPLY FOR A PROJECT ABOUT GENDER ISSUES IN KENYA WITH LOCAL WOMAN IN THE COMMUNITIES. YOU NEED:**

- 3 partner organization from East African countries
- 1 hosting place in Kenya
- 1 trainer from Kenya
- 1 trainer from Tanzania or Burundi
- 1 expert on gender issues

**2. YOU ARE A BURUNDIAN NGO INTERESTED IN GENDER ISSUES, YOU HAVE ONE EXPERT ON GENDER ISSUES**

**3. YOU ARE A KENYAN NGO INTERESTED IN GENDER ISSUES. YOU HAVE A HOSTING PLACE AND A TRAINER**

**4. YOU ARE A TANZANIAN NGO INTERESTED IN GENDER ISSUES, YOU HAVE ONE TRAINER AVAILABLE**

**5. YOU ARE A CHINESE ORGANIZATION INTERESTED IN GENDER ISSUES, YOU HAVE TWO TRAINERS AVAILABLE**

**6. YOU ARE A GERMAN NGO INTERESTED IN GENDER ISSUES, YOU HAVE TWO TRAINERS AND A HOSTING PLACE IN GERMANY**

**7. YOU ARE A KENYAN UNIVERSITY, WHO WANTS TO ORGANIZE A CONFERENCE ON GENDER ISSUES WITH THE LEADING EXPERTS IN THIS AREA. YOU HAVE ONE EXPERT AVAILABLE**

**8. YOU ARE A BURUNDIAN NGO INTERESTED IN ENVIRONMENTAL ISSUES, YOU HAVE ONE EXPERT ON THIS TOPIC AVAILABLE**

**9. YOU ARE A UGANDAN COMPANY INTERESTED IN EMPLOYMENT, YOU HAVE ONE TRAINER AVAILABLE**

## RETRO-PLANNING

### Finalization of the work and Assessment

<b>Title</b>	Finalization of the work and Assessment
<b>Tool type</b>	Work in group and assessment
<b>Tool topic/s</b>	Time line of the action/project
<b>Aim</b>	To finalised the work already started in the "Retro-planning" activity
<b>Material needed</b>	Flipcharts, markers, post it
<b>Duration</b>	60 minutes
<b>Description</b>	<p>This activity is the second step to finalize the "Retro-planning" activity.</p> <p><u>Step 1.</u> each group has to finalize the preparation of the detailed retro-planning of the action/project chosen. All the steps in the retro-planning have to be fixed on a flipchart, possibly, with a duration and a timeline. 20 minutes</p> <p><u>Step 2.</u> once the work is finalized each trainer/facilitator join one of the group and it's run the assessment of the activity. 20 minutes</p> <p>It's left some space for doubts, clarifications, questions and answers. 20 minutes</p>

**16<sup>th</sup> ARIL 2015 (5<sup>th</sup> DAY)**

## **RESOURCES - FINANCIAL AND HUMAN**

### **Presentation of a budget model**

<b>Title</b>	Presentation of a budget model
<b>Tool type</b>	Plenary presentation
<b>Tool topic/s</b>	Budget
<b>Aim</b>	To present in detailed a budget model, how it's structured and the main pillars in its creation
<b>Material needed</b>	/
<b>Duration</b>	40 minutes
<b>Description</b>	In plenary it's presented a budget model, with the main items. It's explained in detail how to create a budget, how to include the different items, how to make the calculation. It's left some space for doubts, clarifications, questions and answers.

### **Make your budget!**

<b>Title</b>	Make your budget!
<b>Tool type</b>	Work in groups
<b>Tool topic/s</b>	Budget creation
<b>Aim</b>	To make participants practice how to create a budget

<b>Material needed</b>	/
<b>Duration</b>	120 minutes
<b>Description</b>	Each group has to prepare a budget model, on the action/project they choose to work on. Each group should make a break-down of the budget, clearly detailing all the items. The work should be fixed on a flipchart with the blanked budget model.

## FORMAL, INFORMAL and NON FORMAL EDUCATION

### Gincana about methods

<b>Title</b>	Gincana about methods
<b>Tool type</b>	Work in group
<b>Tool topic/s</b>	Methods for the Study and Implementation Phase: non formal education methods
<b>Aim</b>	NOTE: this session has been previously run during the training course held in Kenya in January with the aim to learn/refresh different non formal education working methods that could have been used during the Youth Meetings of February and March. This time the aim is to refresh/share the main pillars in the non formal education methods experimented in this training and that could be afterwards applied in the following phases of the project – Study and Implementation Phases
<b>Material needed</b>	/
<b>Duration</b>	120 minutes in total = 10 minutes (for the explanation) + 80 minutes (for the activity, each round should last 20 minutes) + 30 minutes in plenary for questions and answers
	<u>Setting</u> : trainers should create 4 different stations

<b>Description</b>	<p>representing:</p> <ol style="list-style-type: none"><li><b>1. WORK IN GROUP</b></li><li><b>2. SIMULATION/ROLE PLAY GAMES AND THEATRE</b></li><li><b>3. ROLE OF THE FACILITATOR</b></li><li><b>4. DISCUSSION, DEBATE IN PLENARY, DEBRIEFING</b></li></ol> <p><u>Step 1</u>: the activity is presented and participants are divided in 4 groups and acknowledged the rules of the activity</p> <p><u>Step 2</u>: each team has to go from station to station, searching for the information about what the station is about. In each station they have to stay 20 minutes and then rotate, thanks to the support of a "Special human time-keeper".</p>
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17<sup>th</sup> ARIL 2015 (6<sup>th</sup> DAY)

## HOW TO GIVE AND RECEIVE FEED BACKS

### Feed Back Rules

<b>Title</b>	Feed Back Rules
<b>Tool type</b>	Collective work in plenary
<b>Tool topic/s</b>	Feed back rules
<b>Aim</b>	To learn how to give and get feedback after the training
<b>Material needed</b>	/
<b>Duration</b>	30 minutes
<b>Description</b>	<p>This tool is conceived to make participants think how to give a positive feedback to another person/group.</p> <p>Participants are walking around the room and look who is there around them. The walking goes on and on until the moment a trainer says STOP. At that moment all the participants have to find the person closest and each pair gets two minutes to answer a question given by the trainer. After spending 4 minutes together exchanging feedbacks, participants should start walking around again, until hearing another STOP and second question.</p> <p>Possible questions:</p> <ul style="list-style-type: none"><li>- What was my first impression about you?</li><li>- What did I learn to appreciate about you?</li><li>- What do I wish you for the future?</li></ul> <p>It follows a debriefing on how to give feed backs in a constructive way.</p> <p>NOTE: the focus is on giving positive feedback, since all the questions are very personal and we don't want anyone to feel uncomfortable or hurted.</p> <p>Feed backs should sound as an encouragement and a "space for learning and improving".</p>

## BACK ON THE EVALUATION

### From objectives to indicators

<b>Title</b>	From objectives to indicators
<b>Tool type</b>	Work in group
<b>Tool topic/s</b>	Indicators
<b>Aim</b>	To make participants understanding how to set up indicators
<b>Material needed</b>	Flipcharts, markers, pens and post it
<b>Duration</b>	60 minutes
<b>Description</b>	<p>This activity is linked to the “Two columns” activity, where participants had identified the main objective (aim) and the specific objectives referred to the primary and secondary causes.</p> <p>Each group should be back on the specific objectives previously identified and for each objective they have to fix the linked indicators.</p> <p>INDICATORS are ways of indicating and measuring what progress on the action/project is being achieved. Indicators are used to measure the impact of interventions and to monitor if the performance of actions or projects has been achieved during their life-time.</p>

## CALL FOR PROPOSAL

### Work on the call for proposal

<b>Title</b>	Work on the call for proposal
<b>Tool type</b>	Work in group



<b>Tool topic/s</b>	Call for proposal preparation
<b>Aim</b>	To make participants practical understanding how to prepare a call for proposal
<b>Material needed</b>	Flipcharts, markers, paper, pens
<b>Duration</b>	90 minutes
<b>Description</b>	<p>The groups have to prepare a call for proposal for the activity/project they have already worked on. They should imagine that the call will be delivered to partner organizations and potential donors and should respect of a standard template.</p> <p>The STANDARD TEMPLATE include:</p> <ul style="list-style-type: none"> <li>- General background</li> <li>- Aim</li> <li>- Specific objectives</li> <li>- Activities</li> <li>- Target group</li> <li>- Methods</li> <li>- Indicators</li> </ul>

# HAND OUT FOR THE CALL FOR PROPOSALS

<b>GENERAL BACKGROUND</b>	
<b>AIM</b>	
<b>SPECIFIC OBJECTIVES</b>	
<b>ACTIVITIES</b>	
<b>TARGET GROUP</b>	
<b>METHODS</b>	
<b>INDICATORS</b>	

## The Panel: assessment of the call and of the budget

<b>Title</b>	The Panel: assessment of the call and of the budget
<b>Tool type</b>	Work in two sub-groups and assessment in plenary
<b>Tool topic/s</b>	Call for proposals assessment
<b>Aim</b>	To run a detailed assessment of the call for proposals and of the related budget
<b>Material needed</b>	/
<b>Duration</b>	120 minutes
<b>Description</b>	<p><u>Setting</u>: two different rooms, with a table and chairs for those who are presenting and chairs for the audience.</p> <p>The five groups are merged in two sub-groups and they join different rooms. In the room it's created a "panel of experts" that will support trainers and facilitators in running the final assessment of the call for proposal and of the budget.</p> <p>NOTE: the panel members should follow a predetermined structure while they are giving feedbacks for the assessment.</p> <p>Predetermined structure for the assessment:</p> <ul style="list-style-type: none"> <li>- Personal feelings about the work</li> <li>- Something to improve</li> <li>- Something good.</li> </ul> <p>Each groups is left space and time to present the work done. After each presentation it follows the assessment of the work done, run by the "panel of experts", trainers and facilitators.</p>

## TRAINING in ATION – TiA SESSION

**NOTE:** the TiA – Training in Action session was run also during the training course held in Kenya in January 2015. The decision to repeat the TiA session also in this training due to specific reasons:

- to make a step forward in the work developed during the training in Kenya, creating the ground to further develop some of the methods acquired;
- to create the ground for a peer-to-peer learning: the participants involved in the first training had the chance to support their colleagues, mentoring them on how to create a workshop and to chose the proper methods;
- to give participants the chance to facilitate some of the activities, part of the project they have worked on. The idea is that, after having worked on the call for proposal of their action/project, participants will develop specific know how within the non formal education methodology, to run some of the laboratories and workshops, part of the action/project they worked on.

### Preparation – step 1

<b>Title</b>	Preparation – step 1
<b>Tool type</b>	Work in groups
<b>Tool topic/s</b>	Interactive methods within non formal education to run a workshop
<b>Aim</b>	To make participants practicing how to conceive, organize and implement a workshop of 90 minutes about one of the activities within they action/project they have worked on
<b>Material needed</b>	Flipcharts, markers, pen, paper A4, scissor, glue, post it, scotch tape and any other material that participants will need to prepare the workshop
<b>Duration</b>	60 minutes
<b>Description</b>	<p>The five groups that worked on the call for proposals are kept. Each group should identify one workshop within the action/project they are proposing and prepare it.</p> <p>The workshop duration is 90 minutes</p> <p>NOTE: the methods tested and assessed could also be afterward used during the Implementation Phase held in Kenya, Uganda and Tanzania in July and August 2015.</p>

**18<sup>th</sup> APRIL 2015 (7<sup>th</sup> DAY)**

**TRAINING in ACTION – TiA SESSION**

**Preparation – step 2**

<b>Title</b>	Preparation – step 2
<b>Tool type</b>	Work in groups
<b>Tool topic/s</b>	Interactive methods within non formal education to run a workshop
<b>Aim</b>	To make participants practicing how to conceive, organize and implement a workshop of 90 minutes about one of the activities within they action/project they have worked on
<b>Material needed</b>	Flipcharts, markers, pen, paper A4, scissor, glue, post it, scotch tape and any other material that participants will need to prepare the workshop
<b>Duration</b>	180 minutes
<b>Description</b>	<p>The five groups that worked on the call for proposals are kept. Each group should identify one workshop within the action/project they are proposing and prepare it.</p> <p>The workshop duration is 90 minutes</p> <p>NOTE: the methods tested and assessed could also be afterward used during the Implementation Phase held in Kenya, Uganda and Tanzania in July and August 2015.</p>

**Practical Phase – step 1**

<b>Title</b>	Practical Phase – step 1
<b>Tool type</b>	Work in groups
<b>Tool topic/s</b>	Non formal education activities for the action/project

<b>Aim</b>	<p>To make participants practically experiment how to run a short workshop of 90 minutes, using non formal education working methods.</p> <p>NOTE: the methods tested and assessed could be afterward used during the Study Phase held in Kenya, Uganda and Tanzania in July and August 2015</p>
<b>Material needed</b>	<p>Flipcharts, markers, pen, paper A4, scissor, glue, post it, scotch tape and any other material that participants will need to prepare the workshop</p>
<b>Duration</b>	<p>220 minutes (2 groups - for each group 110 minutes)</p>
<b>Description</b>	<p>Each group has at disposal 90 minutes to run the workshop and 20 minutes for the feed backs.</p> <p>During this session the groups A - B will run the workshop.</p> <p>Below the example on how the group rotation is working:</p> <p>group A → B + C + D + E  group B → A + C + D + E</p> <p>It follow the feed back divided in three steps:</p> <ol style="list-style-type: none"> <li>1. Feed backs from the participants who run the activities</li> <li>2. Feed backs from the participants who participated in the activity</li> <li>3. Feed backs from the pool of trainers</li> </ol> <p>NOTE: participants should follow the predetermined structure for giving feed backs:</p> <ul style="list-style-type: none"> <li>- Personal feelings about the work</li> <li>- Something to improve</li> <li>- Something good.</li> </ul>

19<sup>th</sup> ARIL 2015 (8<sup>th</sup> DAY)

## TRAINING in ATION – TiA SESSION

### Practical Phase – step 2

<b>Title</b>	Practical Phase – step 2
<b>Tool type</b>	Work in groups
<b>Tool topic/s</b>	Non formal education activities for the action/project
<b>Aim</b>	<p>To make participants practically experiment how to create and structure a short workshop of 90 minutes, using non formal education working methods.</p> <p>NOTE: the methods tested and assessed could be afterward used during the Study Phase held in Kenya, Uganda and Tanzania in July and August 2015</p>
<b>Material needed</b>	Flipcharts, markers, pen, paper A4, scissor, glue, post it, scotch tape and any other material that participants will need to prepare the workshop
<b>Duration</b>	220 minutes (2 groups - for each group 110 minutes)
<b>Description</b>	<p>Each group has at disposal 90 minutes to run the workshop and 20 minutes for the feed backs.</p> <p>During this session the groups C - D will run the workshop.</p> <p>Below the example on how the group rotation is working:</p> <p>group C → A+ C + D + E group D → A + B + C + E</p> <p>It follow the feed back divided in three steps:</p> <ol style="list-style-type: none"><li>1. Feed backs from the participants who run the activities</li><li>2. Feed backs from the participants who participated in the activity</li><li>3. Feed backs from the pool of trainers</li></ol>

	<p>NOTE: participants should follow the predetermined structure for giving feed backs:</p> <ul style="list-style-type: none"> <li>- Personal feelings about the work</li> <li>- Something to improve</li> <li>- Something good.</li> </ul>
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### Practical Phase – step 3

<b>Title</b>	Practical Phase – step 3
<b>Tool type</b>	Work in groups
<b>Tool topic/s</b>	Non formal education activities for the action/project
<b>Aim</b>	<p>To make participants practically experiment how to create and structure a short workshop of 90 minutes, using non formal education working methods.</p> <p>NOTE: the methods tested and assessed could be afterward used during the Study Phase held in Kenya, Uganda and Tanzania in July and August 2015</p>
<b>Material needed</b>	Flipcharts, markers, pen, paper A4, scissor, glue, post it, scotch tape and any other material that participants will need to prepare the workshop
<b>Duration</b>	110 minutes (1 group - for each group 110 minutes)
<b>Description</b>	<p>Each group has at disposal 90 minutes to run the workshop and 20 minutes for the feed backs.</p> <p>During this session the group E will run the workshop.</p> <p>Below the example on how the group rotation is working:</p> <p>group E --&gt; A + B + C + D</p> <p>It follow the feed back divided in three steps:</p> <ol style="list-style-type: none"> <li>1. Feed backs from the participants who run the activities</li> <li>2. Feed backs from the participants who participated in the activity</li> </ol>



	<p>3. Feed backs from the pool of trainers</p> <p>NOTE: participants should follow the predetermined structure for giving feed backs:</p> <ul style="list-style-type: none"> <li>- Personal feelings about the work</li> <li>- Something to improve</li> <li>- Something good.</li> </ul>
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## FINAL EVALUATION

### Back to expectations

<b>Title</b>	Back to expectations
<b>Tool type</b>	Evaluation
<b>Tool topic/s</b>	Final evaluation
<b>Aim</b>	To run the first step in the final evaluation, coming back to the work about fears, expectations and contributions developed the first day
<b>Material needed</b>	The flipcharts with the fears, expectations and contributions, done the first day
<b>Duration</b>	20 minutes
<b>Description</b>	<p>Participants are asked to come back to the flipcharts with fears, expectations, evaluations where the different post it were stuck.</p> <p>They have to read back what they wrote on the first day and they have:</p> <ul style="list-style-type: none"> <li>- to remove the fears they overcame</li> <li>- to take back the expectations they fulfilled and leave on the flipchart the ones they didn't.</li> </ul> <p>After this phase participants are invited to share feed backs or comments about their fears and expectations.</p>

## The hand

<b>Title</b>	The hand
<b>Tool type</b>	Evaluation
<b>Tool topic/s</b>	Final evaluation
<b>Aim</b>	To run the final evaluation of the project in an interactive, participative and dynamic way
<b>Material needed</b>	Soft music, A4 papers, markers and pens
<b>Duration</b>	60 minutes
<b>Description</b>	<p><u>Setting</u>: in the room is created a soft atmosphere with music and participants enter one by one.</p> <p>Once every one is sitting inside, participants are asked to draw on the paper in front of their position, the shape of their hand.</p> <p>Each finger is representing a different element that should be evaluated: THUMB: something you liked INDEX: what to do in the future MIDDLE FINGER: something to improve ANNULAR: learning point LITTLE FINGER: connection</p> <p>Participants, one by one, should present their hand.</p>

## STUDY PHASE

The Study Phase, took place in Uganda, Tanzania and Kenya between 1<sup>st</sup> of May – 30<sup>th</sup> of June 2015 and **AIMED** to identify key factors and resources on a local level, which are useful in undertaking activities to raise awareness about gender equality; to allow the transferring of tools and methodologies to encourage, inspire and prepare young people to undertake these activities and the IVS short term projects that will take place in July/August.

This phase saw the cooperation of partner organizations from Kenya, Uganda and Tanzania, and their participants involved in the TC in Kenya and the TC in Uganda.

Different meetings with young people, local organizations and relevant stakeholder were organized to prepare the activities for the upcoming two months. They transferred tools and methodologies to encourage, inspire and prepare young people to undertake the new activities and the IVS short term projects that will take place in July/August.

The action brought to the following **OUTCOMES**:

### Outcomes of the Study Phase in Uganda

- 1 facilitators' training planning meeting in June, one day long, in Kampala, with the participants of the PCM April training to organize the Training on Project Cycle Management;
- 1 training course in June, 3 days long, in Kampala on Project Cycle Management - PCM, targeted to 27 youth leaders and youth workers

### Outcomes of the Study Phase in Tanzania

- 1 meeting in May, one day long, in TABORA with the LECA-Livelihood and Environmental catalyst, with 10 participants;
- 1 meeting in June, one day long, in Zanzibar with The Sky View Community Centre, with 4 participants;
- 1 meeting in June, one day long, in Dar Es Salaam with the Kigamboni Community center (KCC), with 9 participants;
- 1 meeting in June, one day long, in Dar Es Salaam with Environment and Management Action(JEMA), with 15 participants;

#### Outcomes of the Study Phase in Kenya

- 1 meeting in May, one day long, in Kuria, Migori County, targeted to 36 participants, to analyse gender mainstreaming in all aspects of community development work, to increase visibility of women's role and to create ownership and awareness through gender expertise;
- 1 workshop in June, one day long, in Kisumu city, Kisumu County, targeted to 27 participants, to explore in importance of IVS and to effectively identify the strengths, weaknesses, opportunities and threats for the pilot projects.

# IMPLEMENTATION PHASE

The Implementation Phase, took place in Uganda, Tanzania and Kenya between the 1<sup>st</sup> of July and the 31<sup>st</sup> of August 2015 and **AIMED** to implement pilot projects to assess, capitalize and share the knowledge acquired, to promote gender equity and women empowerment; to promote within the local communities voluntary service as a tool for gender equality.

This phase, based on results of the Study Phase (May and June 2015), saw the active cooperation within partner organizations from Kenya, Uganda and Tanzania, the participants of the TCs in Kenya and in Uganda, the young people participating in the Youth Meetings, local partner organizations and the different stakeholders involved in the Study Phase.

The different targets contributed to plan and implement pilot projects (local workshops, trainings, seminars, events and short term IVS projects) to share the knowledge and information acquired, to promote gender equality and women empowerment. Furthermore the projects contributed to the promotion of IVS within the local communities, as a tool for gender equality and women empowerment.

Moreover, KVDA, UPA and TYCEN have implemented pilot projects as INTERNATIONAL WORKCAMPs in their countries. These workcamps, between the two and three weeks long, have been proposed and structured by the young people already involved in the process, with the support of the local organizations. The workcamps were focused on gender issues and women empowerment

The action brought to the following **OUTCOMES**:

## Outcomes of the Implementation Phase in Uganda

- 1 IVS project in Nansana, Kampala - Enhancing community development through knowledge and skills acquisition - organized between the 5th and the 23rd August 2015, about Gender and Education as key aspects in community development;
- 1 facilitators' training planning meeting in July, one day long, with the participants of the January training to organize the Gender Training For Local Leaders and Civil Service Organization Representatives;

- 1 training course in July, 3 days long, in Kampala on Gender Training For Local Leaders and Civil Service Organization Representatives, targeted to 28 local leaders, civil society representatives, the police and school representatives.

#### Outcomes of the Implementation Phase in Tanzania

- 1 IVS itinerant project in Zanzibar - The Jambo International Gender Equality Volunteer Workcamp - organized between the 10th and the 30th August 2015, about Gender Raising Awareness;
- 1 Workshop in Pwani – organized on the 25th of July 2015, about Teenager pregnancy, targeted to secondary school students, college students, NGOs representatives, teachers and local leaders

#### Outcomes of the Implementation Phase in Kenya

- 1 IVS project in Kuria, South West Kenya - Nyabosongo Bena Academy Workcamp - organized between the 4th and the 25th July 2015, about Intercultural learning, Female Genital Mutilation – FGM and HIV sensitization;
- 1 IVS project in Kuria Sub-County, South West Kenya - Nyamanche Primary School Workcamp - organized between the 8th and the 29th August 2015, about Gender Sensitivity, with a Focus on Female Genital Mutilation - FGM;
- 1 IVS project in Shiswa, close to Nairobi – Primary School in Kakamega County Workcamp - organized between the 1st and the 22nd August 2015, about entrepreneurship development in particular with a gender perspective;
- 1 PCM Training Course in Nyalenda slums in Kisumu, South West Kenya – organized on the 31st of August 2015, about Project Cycle Management, targeted to youth groups and women.

# YOUTH WORKERS MOBILITY - TRAINING IN ITALY

The training course in Italy, targeted to representatives of EU organizations and youth workers, with the contribution of experts from African countries, took place between the 14<sup>th</sup> – 21<sup>st</sup> September 2015.

The training, 8 days long, saw the active involvement of 27 participants and 3 experts from Eastern Africa organizations, **AIMED** to assess, capitalize and share the results of the project among EU organizations representatives, specifically concerning the women empowerment in African countries. The Training course lead to the finalization of the tool kit publication including the acknowledgement of the role of IVS in promoting gender equality as well as all the working methods used during trainings.

The project was focused on the following aspects: role of men and women in European societies, with a comparison to the eastern African countries, keeping a focus on family, community and economy; different gender role models analysis in Europe and Eastern African countries; thematic tables on the situation in Eastern African countries for what concerns gender issues and women role; non formal education working methods sharing, testing and upgrading.

**GENERAL REMARK ABOUT METHODS AND ACTIVITIES:** one of the main TC goal was to test and assess the non formal education methods already experimented in the training courses in Africa, and to upgrade them, adding the European perspective so to finalize the tool kit. For this reason it was decided not to experiment new activities and methods but to use the ones already tested in the two training courses in Kenya and Uganda. It allowed a comparison work and contributed to the final upgrading.

**For this reason, being pointless to include in the tool kit the description of activities already present in this tool kit, we decided to include only the main outcomes, which are part of the Annex 2 - YOUTH WORKERS MOBILITY - TRAINING IN ITALY TOOL KIT.**

The specific **OBJECTIVES** of the training were:

- to create a common ground of knowledge about JAMBO project to work together (gender definition – gender in family, society and economy);
- to set the ground to deepen gender issues;
- to assess, capitalize and share the results of the project specifically concerning the women empowerment in African countries;
- to experiment and asses, from the EU participants perspective, some of the working methods applied during the training in Kenya and Uganda (in this way participants could afterwards apply some of these techniques in gender raising awareness workshops and north-south training courses);
- to give participants the chance to transfer and multiply the knowledge acquired (to new beneficiaries);
- to share and exchange new ideas about new possible projects/actions.

The action brought to the following **OUTCOMES**:

- the development of new knowledge, concerning gender issues and the women role in Europe and in Eastern African countries;
- the enhancement of the intercultural exchange among European and Eastern African organizations;
- the networking within the European and Eastern African organizations, partners of the project was empowered;
- the experimentation of different non formal education methods to run trainings, workshops and laboratories to raise awareness, sensitize toward gender equality and to promote women empowerment.



# ANNEX 1 - YOUTH WORKERS MOBILITY - TRAINING IN ITALY

WORKING DAY	DATE	MORNING	AFTERNOON	EVENING
	13/09/2015 Sunday		Arrival of participants	Welcome dinner <b>NAME GAMES</b> Round of Name Alphabetic Order The Blanket
1	14/09/2015 Monday	<b>NAME GAMES</b> Name and sound Names and rhythm <b>GETTING TO KNOW EACH OTHERS</b> The Hand <b>TC AGENDA PRESENTATION</b> <b>TEAM BUILDING</b> Spyder Net Jump the Rope <b>PRESENTATION OF THE HOSTING PLACE</b>	<b>WHY I'M HERE</b> The Laundry <b>DEFYING GENDER</b> Snow Ball - <b>restitution of "Snow Ball" - TC Kenya</b> <b>JAMBO PROJECT STRUCTURE</b> Acting Out JAMBO!	Reflection groups
2	15/09/2015 Tuesday	<b>GENDER IN FAMILY-COMMUNITY-ECONOMY</b> World Café' - <b>restitution of "World Café" included in country reports - Feasibility Visit</b> <b>STEREOTYPES ABOUT GENDER</b> Flipcharts and stickers	<b>GENDER ROLE MODELS</b> One step forward Fairy Tales - <b>restitution of "Fairy Tales" - TC Kenya</b>	Reflection groups
3	16/09/2015 Wednesday	<b>POWER LEADERSHIP</b> Space shuttle <b>COMMUNICATION</b> Banga-Banga (Card game)	<b>DEFYING CONFLICTS</b> Photo language <b>GENDER BASED CONFLICTS - ANALISIS and SOLUTIONS</b> Strip cartoons - story analysis and solutions	Reflection groups

4	17/09/2015 Thursday	<b>CAFETERIA – step 1</b> 4 thematic tables about the eastern African countries and EU projects (Key Action 2)	<b>CAFETERIA – step 2</b> 6 thematic tables about gender issues and the role of women in the European countries	Reflection groups
5	18/09/2015 Friday	<b>ACTIVISM AND GENDER</b> The Islands	<b>NFE METHODS – step 1</b> Formal-non formal-informal Moving Debate – Facilitator role	Reflection groups
6	19/09/2015 Saturday	<b>NFE METHODS – step 2</b> Gincana on different methods <b>TRAINING in ACTION – TiA SESSION</b> TiA preparation	<b>TRAINING in ACTION – TiA SESSION</b> TiA preparation <b>FEED BACKS</b> Feed Backs Rules Prsentation of the “Sandwich Model”	Reflection groups
7	20/09/2015	<b>TRAINING in ACTION – TiA SESSION</b> Practical Phase	<b>TRAINING in ACTION – TiA SESSION</b> Practical Phase	Reflection groups
8	21/09/2015	<b>OPEN SPACE</b> Different tables on new ideas, proposals and projects	<b>FINAL EVALUATION</b> Refreshment of the training agenda The spider net	
	22/09/2015	Departure of participants		

# ANNEX 2 - YOUTH WORKERS MOBILITY - TRAINING IN ITALY TOOL KIT

**14<sup>th</sup> SEPTEMBER 2015 (1<sup>st</sup> DAY)**

## **DEFYING GENDER**

### **Snow Ball - restitution of "Snow Ball" - TC Kenya**

**EXPLANATION:** during the Snowball activity, participants have been asked to share, discuss and re-elaborate their definition of "gender". At the end of the exercise the following three definitions below were presented in plenary.

Then the definitions of the Snow Ball developed during the training course in Kenya were presented and was run in plenary the analysis of the key words, of similarities, differences and of the main contents.

SEX IS BIOLOGICAL DETERMINATED. BUT YOU CAN ALWAYS DEFINE YOUR GENDER AND, WITH IT, YOUR ROLES, DUTIES AND POSSIBILITIES ASCRIBED BY SOCIETY

IT IS A SOCIAL REPRESENTATION CREATED BY SOCIETY OR INDIVIDUALS IN REGARDS TO DIFFERENCES BETWEEN SEXES

THE ROLES, BEHAVIOURS, POSSIBILITIES AND LIMITS IMPOSED BY SOCIAL AND CULTURAL NORMS, ACCORDING TO BIOLOGICAL SEX

**15<sup>th</sup> SEPTEMBER 2015 (2<sup>nd</sup> DAY)**

**GENDER IN FAMILY-COMMUNITY-ECONOMY**

**World Café - restitution of "World Café" included in country reports - Feasibility Visit**

**EXPLANATION:** in the first part of the activity, the 3 groups participated in the World Café activity, answering the same questions that have been asked during the feasibility visit in Kenya, Uganda and Tanzania, but from the EU perspective. In the second part, the outcomes of the World Café gathered during the Feasibility Visit were shared within the 3 groups and for each question, the most surprising things identified have been identified.

<p><b>1. WHAT ROLES DO MAN AND WOMEN TYPICALLY PLAY WITHIN THE FAMILY?</b></p>	<p>- in western Europe societies gender roles have changed, so the roles are less fixed than they were</p> <p>- gender roles are still applied</p>
<p><b>2. DO MEN AND WOMEN HAVE ACCESS TO RESOURCES AND SERVICES OF THE COMMUNITY? EXPLAIN HOW.</b></p>	<p><u>YES:</u> because they are equal in front of the law, because they have equal access to political functions and jobs BUT IN REALITY there are still many inequalities concerning:</p> <ul style="list-style-type: none"> <li>- political influence</li> <li>- access to jobs</li> <li>- wages</li> <li>- access to land</li> </ul> <p><u>NO:</u></p>
<p><b>3. WHAT SHOULD BE DONE TO FAVOUR GENDER EQUALITY?</b></p>	<p>- education is the key to raise awareness through the entire school life and afterwards</p> <p>-something should be done to change the way how media communicates and portraits gender roles</p>

## The Most Surprising Things

1. WHAT ROLES DO MEN AND WOMEN TYPICALLY PLAY WITHIN THE FAMILY?	2. DO MEN AND WOMEN HAVE ACCESS TO RESOURCES AND SERVICES OF THE COMMUNITY? EXPLAIN HOW.	3. WHAT SHOULD BE DONE TO FAVOR GENDER EQUALITY?
<p><b>UGANDA</b></p> <ul style="list-style-type: none"> <li>- make women pregnant</li> <li>- produce and own children (they belong to the family of the father)</li> </ul>	<p><b>UGANDA</b></p> <ul style="list-style-type: none"> <li>- NO: girls are given little education since they are little evaluated in terms of skills/competences and because of their reproductive role within the family</li> <li>- NO: men are able to handle any kind of jobs unlike women, sometimes they are not even allowed to work because of the pregnancy and the family care</li> </ul>	<p><b>UGANDA</b></p> <ul style="list-style-type: none"> <li>- should be sensitized on roles and responsibilities, especially girls in the community</li> <li>- religious leaders should encourage gender equality</li> <li>- stop and fight corruption and remove corrupted leaders</li> </ul>
<p><b>KENYA</b></p> <ul style="list-style-type: none"> <li>- providing education</li> <li>- go to bar and drink wine</li> </ul>	<p><b>KENYA</b></p> <ul style="list-style-type: none"> <li>- YES: men and women have equal rights and both enjoy similar services</li> <li>- NO: women cannot decide anything without the presence of a men and have no voices in the family</li> </ul>	<p><b>KENYA</b></p> <ul style="list-style-type: none"> <li>- men should allow women to exploit the resources within the family</li> <li>- early marriage should be avoided</li> </ul>
<p><b>TANZANIA</b></p> <ul style="list-style-type: none"> <li>- man bring better life in the family</li> <li>- women have more responsibilities in the family, although they are considered assistant</li> </ul>	<p><b>TANZANIA</b></p> <ul style="list-style-type: none"> <li>- YES: women can get access to services as health care, education and transport</li> <li>- NO: because of weak decision power of women</li> <li>- NO: gender stereotypes and sexual harassment are preventing women to access some jobs</li> </ul>	<p><b>TANZANIA</b></p> <ul style="list-style-type: none"> <li>- introduce rules/laws that can protect women</li> <li>- give women the possibility of asking and answering the questions, freedom of choice and decisions</li> </ul>

## GENDER ROLE MODELS

### Fairy Tales - restitution of "Fairy Tales" – TC Kenya

**EXPLANATION:** participants, divided in groups, shared the fairy tales/legends they brought to the project. Once selected in each group the most representative of gender-related issues, they represent it with a short sketch. After the four representations, it followed the analysis of the main gender-related contents appeared.

In this phase the main gender-related contents appeared during the "Fairy Tales" session run in the TC Kenya were shared and similarities and differences have been detected.

<b>1<sup>st</sup> REPRESENTATION</b>
<b>JEANNE D'ARC</b>
Jeanne D'arc is a Christian, French girl. One day, while praying she hear the God's voice. The voice tell her to lead the French army against English. Following the voice instructions, Jeanne mobilizes the army and give them weapon but she hide the fact of being a woman. Once her real identity is discovered, she is accused of witchcraft. The church members organize the trial and sentence her to the stake.
<b>MAIN GENDER-RELATED CONTENTS</b>
leadership: power is male based war is masculine woman - witch priest - masculine church power

<b>2<sup>nd</sup> REPRESENTATION</b>
<b>THE FERRIES</b>
In a family, the mother and the first daughter are really ugly and bad, while the second daughter is nice, kind and beautiful but she is badly treated by the mother and the sister. One day she is sent to the fountain to take some water, here she meets an old woman, who ask for a glass of water. She gives the water and the old woman thanks her by saying that every time she will open the mouth to speak, flowers and jewels will appear. Once back home the

mother and the sister discover the magic and decides that also the first sister will go to the fountain.

Once there she meets a beautiful woman who asks for water but she refused impolitely. The woman damn her by saying that every time she open the mouth she will throw snakes and stones. Once the mother discovers what happened kick out the second sister. The 1first one dies alone, while the second one meets a prince decided to marry her because of love and jewels.

### MAIN GENDER-RELATED CONTENTS

the nice kind and beautiful girl - protagonist  
marriage the final accomplishment for a woman  
the prince interest by the beauty and the money too  
moral in fairy tales: if you behave well you will be rewarded while if you behave bad you will be punished

### 3<sup>rd</sup> REPRESENTATION

#### BLUE BEARD

Blue Beard lives in a castle set on the extreme side of the village and the local villagers consider him strange. One day he decide to get married for the 7<sup>th</sup> time. The new wife is happy and pretends to be nice, but he doesn't treat her pretty well. Blue Beard decides to do a trip, and gives to the wife the keys of the castle, ordering her not to open one forbidden room. The wife opens the room and she finds the death bodies of the six wife.

She is shocked and runs away but falls down and some blood remain on the pavement. She is afraid and would like to escape, but at the end decides to remain and to clean the blood. Blue Beard one back discovers the event and decides to kill the 7<sup>th</sup> wife but in the main time the wife family arrive and her brother kills him.

The family take all the money of Blue Beard and become reach.

### MAIN GENDER-RELATED CONTENTS

role of the woman, subject to man in marriage  
the wife never ask herself what happened to the former 6 wife  
trust: woman/wife is challenged by the man (keys)  
the wife doesn't escape but decide to clean the pavement (why she does not leave?)  
the brother (man) kill the oppressor

#### **4<sup>th</sup> REPRESENTATION**

#### **JAHAMALA**

A woman is not succeeding to get pregnant and her husband threatens her badly, pretending to kick her out. One day she remains pregnant and the husband totally change his approach. A baby girl born, Jahamala, but she is very lazy and the mother manage all the stuff within the family, in her place. When the mother dies, the father decides to marry Jahamala with a villager asking for dowry.

Once married Jahamala doesn't know how to cook, clean and dig and call the mother in support. The mother ghost arrives and fulfils all the daughter's tasks so when the husband are back home at the end of the day he is happy with Jahamala. One day the neighbours reveal to the husband she evokes the mother ghost and she is killed by the elderly of the village.

#### **MAIN GENDER-RELATED CONTENTS**

woman submitted to the husband  
no child = been rejected by the husband  
woman can not be lazy  
dowry  
role of the elderly  
Jahamala killed by the elderly



**17<sup>th</sup> SEPTEMBER 2015 (4<sup>th</sup> DAY)**

**CAFETERIA**

**4 thematic tables about the eastern African countries and EU projects (Key Action 2)**

Could you talk about rights, health and reproduction?	What is your perception of EU organization projects aimed to empower women?
African Feminism: how is and what is African Feminism?	What about studies? Do you have many possibilities like in France?
Do you have polygamy in your country?	Do you talk about the right of health and reproduction?
Do you have groups of LGBT that fight for their rights?	Is there still a boy-girl-group at schools and if yes how do they influence the future of young people?
Are girls and boys treated equally at school?	Abortion
How is dealt with homosexuality, within the society and in front of the laws?	Connection between gender issues and religion
Early pregnancy FGM Abortion	I don't understand topic about "selling girls...." about the little performance in the "Fairy Teles" session (Jahamala)
In which way within local communities is the hierarchy related to gender?	Is FGM legal? Are all girls concerned by that?
Do married woman feel love for their husband?	How common are divorces and how are they seen in a social setting?
Women & Religion: how strong is the religion? Gender and religion? How does it work in Eastern Africa?	What do you think about women conditions in European countries?
Family planning? How about prevention	What are for you the biggest

from becoming pregnant?	differences between African and EU perception of gender issues?
What is the situation of unmarried women in society?	Are men mobilized to promote women rights?
Is there a law to protect raped women?	What do they think about the European cultures?
How common (or uncommon) is it for women to study at university in Eastern Africa?	Do women have the will to emancipate themselves?
Importance of the family and family model	Is abortion legal in eastern Africa? If not what do you do?
How premarital sex is viewed in Eastern Africa?	Sex education about family planning in Eastern Africa

**19<sup>th</sup> SEPTEMBER 2015 (6<sup>th</sup> DAY)**

**TRAINING in ACTION – TiA SESSION**

**TiA preparation**

GENDER BASED VIOLENCE (taken from Strip Cartoons)
GENDER BASED CONFLICTS IN WORKPLACE (taken from Strip Cartoons)
GENDER BASED CONFLICTS IN FAMILY (taken from Strip Cartoons)
REPRODUCTIVE LAWS
<b>SEXISM IN THE EVERYDAY LIFE</b>
<b>SEXISM IN LANGUAGE</b>
LGBTQ RIGHTS
PATRIARCHALISM
<b>HOW TO FIGHT GENDER STEREOTYPES</b>
LAND AND GENDER
<b>GENDER ISSUES RELATED TO RELIGION</b>
<b>GENDER REPRESENTATION IN MEDIA</b>

## TRAINING in ACTION – TiA SESSION

### Practical Phase

<b>Target group</b>	Teenagers, youngsters, adults
<b>Objectives</b>	To raise awareness on the unconscious ubiquitousness of sexism in language
<b>Title of the workshop</b>	<b>Know your sexism?</b>
<b>Macro-topic/s</b>	SEXISM IN THE EVERYDAY LIFE/SEXISM IN LANGUAGE
<b>Subtopic/s of the workshop (if you have)</b>	Sexisms in famous songs, images, texts and through body language
<b>Methods</b>	Interactive work in groups
<b>Duration</b>	80' minutes
<b>Material needed</b>	Flipcharts, papers, pens, post it, tape, pictures, lyrics, texts
<b>Description of the workshop</b>	<p>The workshop starts with the energizer.</p> <p>Once in the workshop room, facilitators launch a brainstorming to define "sexism": participants are invited to think about what is sexism for them and to define it, through key words.</p> <p>Four groups are afterwards created and they are assigned with the task of identifying sexism in texts, images, lyrics and through body language. Each group has to work on a specific area among the ones above listed.</p> <p>After the preparation phase, each group has five minutes to present the work done.</p> <p>It follow a debriefing about sexism and its multiple shapes and manifestation in the every day life.</p>

<b>Target group</b>	International volunteers
<b>Objectives</b>	To become able to identify stereotypes and to question the use of gender-based stereotypes
<b>Title of the workshop</b>	<b>Stereo-Taboo</b>
<b>Macro-topic/s</b>	HOW TO FIGHT GENDER STEREOTYPES
<b>Subtopic/s of the workshop (if you have)</b>	Characteristic of stereotypes
<b>Methods</b>	Taboo game
<b>Duration</b>	80' minutes
<b>Material needed</b>	2 jars, 3 flipcharts, markers, paper in 3 different colours, pens, scotch tape
<b>Description of the workshop</b>	<p>The workshop starts with the energizer "Magic String".</p> <p>Participants receive pieces of paper in different colours (each one corresponding to a different category: "profession", "nationality/country", "gender-related adjectives") and are asked to write down: 2 key words for profession, 2 for nationality/country and 2 for gender-related adjectives. One key word for each piece of paper.</p> <p>The goal of the Taboo game is to collect the highest number of points by making your team members guess the key words.</p> <p>TABOO GAME RULES:</p> <ul style="list-style-type: none"> <li>- only the team of the player can guess;</li> <li>- each team has 1 minute to guess as many key words is possible. After that the player of the next team should join the stage;</li> <li>- once picking the paper from the jar, the player has the possibility to pass to another one, but only one time.</li> </ul> <p>One by one, one representative for group, join the stage and should, following different rules, make the group members guess the key word. In the different rounds, every 10 minutes, the rules to represent the key words change:</p>

	<ol style="list-style-type: none"><li>1. Description But No Gestures: the word can be described with many other words, but it's not possible to use the word itself and the gestures;</li><li>2. Word Only: the word can be described with only one word, but it's not possible to use the word itself and the gestures;</li><li>3. Gesture Only: the word can be described only with gestures and it's not possible to use words.</li></ol> <p>After the game it follows the debriefing which include:</p> <ul style="list-style-type: none"><li>- short round discussion, where participants are asked to share feelings toward the activity and the comments are linked with "stereotypes";</li><li>- establishment of a definition of "stereotype", using the key words collected during the activity;</li><li>- extra questions about "stereotypes" linked to gender-related issues, can be added at the end.</li></ul>
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<b>Target group</b>	People from a "western background", interested in gender issues and cultural exchange
<b>Objectives</b>	To raise awareness about different gender issues related to religion
<b>Title of the workshop</b>	<b>Gender and religion - conflict or symbiosis?</b>
<b>Macro-topic/s</b>	GENDER ISSUES RELATED TO RELIGION
<b>Subtopic/s of the workshop (if you have)</b>	Abortion, divorce, homosexuality, free expression of religion
<b>Methods</b>	Role play game
<b>Duration</b>	80' minutes
<b>Material needed</b>	32 cards (in two different colours), explaining the roles
<b>Description of the workshop</b>	<p>The workshop starts with the energizer.</p> <p>After explaining the rules, the participants act out the 1st role play (in pair), which deal with possible conflict situations related to gender issues and religion.</p> <p>The second step consists in the 2nd role play (the same pair of before); also in this case the participants have to act out possible conflict situations related to gender issues and religion.</p> <p>It follow a debriefing about gender issues related to religion. A specific focus is dedicated to the conflicts that might appear and on the possible ways to manage them.</p> <p>NOTE FOR FACILITATORS: the activity is based on the method of the role play game. Participants are asked to "enter" different characters and to "wear" the shoes of someone else. For this reason a great care has to be dedicated in the preparatory work. Facilitators should create the comfortable work space, time and situation to make participants entering and exiting from their role, otherwise the final result of the activity can be affected. It's recommended to allocate some minutes to make them reflecting about the new character, to imagine his/her life, feelings and experiences.</p>

<b>Target group</b>	Youth
<b>Objectives</b>	To raise awareness on gender stereotypes in advertisement and to develop a reflection on the personal impact of the representation of gender in media
<b>Title of the workshop</b>	<b>Switch - off</b>
<b>Macro-topic/s</b>	GENDER REPRESENTATION IN MEDIA
<b>Subtopic/s of the workshop (if you have)</b>	<ul style="list-style-type: none"> <li>- stereotypes in advertisement</li> <li>- sexualization/objectification</li> <li>- gender marketing</li> <li>- role models</li> </ul>
<b>Methods</b>	<ul style="list-style-type: none"> <li>- group discussion based on audio-visual and textual support</li> <li>- expression activity</li> <li>- debriefing based on personal feelings and collective reflections</li> </ul>
<b>Duration</b>	80' minutes
<b>Material needed</b>	post it (in 3 different colours), 4 pieces of paper, pens, computer (for preparation), 1 smart phone, Internet
<b>Description of the workshop</b>	<p>The workshop starts with the energizer, which is used also to divide participants in 3 groups.</p> <p>Each group gets a different audio-visual support (where it's possible to see the advertisement) and each participant writes on a post it one word to express his/her feelings about the advertisement. Till this point, the activity is run in silence. The facilitator collect the post it and distributes a paper to each group, containing a guiding question. In this moment the group can use the voice and start the discussion about the advertisement.</p> <p>Each group receive a written task and starts to prepare a short advertisement sketch to sell the same product, but avoiding to use any of the gender stereotypes present in the original advertisement picture they saw in the beginning.</p> <p>Each group acts the sketch. It follows a debriefing, with a comparison and discussion about the feelings experimented during the process. General discussion about the topics of the activity.</p>



**21<sup>st</sup> SEPTEMBER 2015 (8<sup>th</sup> DAY)**

## **OPEN SPACE**

### **Different tables on new ideas, proposals and projects**

**EXPLANATION:** this session is based on the technique of the Open Space, which allows participants to discuss about sensitive topics, to share ideas and proposals about future possible actions and projects in the field of gender. During the Open Space 8 thematic tables (as you can see below in the table) were organized. Participants, following the principles of this technique, were free to move from one to another table accordingly to their interest to work on one or more thematic areas.

Each thematic table is facilitated by a chairperson who comes from the participants group and stands voluntarily for the position of reporting the main points in the discussion and the different ideas.

In the Open Space there is not a standard template to facilitate the discussion and to keep track on the report: for this reason the reports of the different thematic tables have different lengths, structures and shapes.

In this publication we chose to live them as they were presented at the end of the Open Space session, because it is the result of the participants collective work, which we wish could be afterwards used to implement new projects and activities, once back home.

<b>1<sup>st</sup> SLOT OPEN SPACE 45 minutes</b>	<b>2<sup>nd</sup> SLOT OPEN SPACE 45 minutes</b>	<b>3<sup>rd</sup> SLOT OPEN SPACE 45 minutes</b>
GENDER AND SPORTS	LGBTQ RIGHTS	GENDER BASED VIOLENCE – GBV/MASCULINITY
GENDER EDUCATION FOR CHILDREN		GENDER AND HISTORY
GENDER AND SEXUALITY	PATRIARCHALISM	GENDER IN VIDEOGAMES

## GENDER AND SPORT

**Macro-problem:** women access and recognition to/in sports

**Focal Problem:**

1. the gap between sports perceived as “for male” or “for female”
2. encourage young girls/women to play sport in order to exchange and feel more confident about themselves

**Activity:** raise awareness among sport trainers so that they can convey the message to young people

## LGBTQ(IA) - RIGHTS

**Definition:** lesbian – gay – bisexual – transsexual – queer – intersexual – asexual

**Macro-problem:** gender equality

**Focal Problem:** LGBTQIA – Rights

**Analysis of the local situation:** find out about legal situation – denial of rights – cultural backgrounds

**Roots and factors of inequality:** religion – culture – labour force/capitalism – nationalism

## GENDER BASED VIOLENCE – GBV/MASCULINITY

**How to fight gender based violence?**

- violence in daily life “what I can do?” - “how do I feel?”
- identification of stereotypes --> values and beliefs
- gender --> social and economical problems – critical cultural analysis
- “hombre” --> environment – male health – control of rage – being father – partnership

**What we do need to de-construct:** naturalization of violence - exclusion

**How can we do it:** iconography - father role - collective actions for non violence - movements in the streets - artistic work

## GENDER EDUCATION FOR CHILDREN

- Christmas catalogue (toys, games, pink for girls, blue for boys, etc.);
- educational documents for kids and teenagers;
- physical approach from the parents;
- cultural aspects (holding hands, talking about sexuality, e.g. how to make babies);
- serious conversations come after a negative event (early pregnancy, HIV);
- sexuality classes;
- "HIV is disappearing, so I don't wear condoms";
- talk not only about problems concerning sexuality and reproductive function, but also positive aspects.

**Topics for future projects:** gender education – education on sexuality

**Target group:** future parents, adolescents with a lack of sexual education

## GENDER AND HISTORY

- analyse how historical women figures are talked about, differently than man;
- one possibility will be focussing on certain aspects of the history: 1. art history – 2. history of politics – 3- history of science – 4. history of economy – 5. focus on a specific time (e.g. Middle Age);
- problematic: history manipulation to find out justification;
- possible objective: raising awareness on the fact that the current gender situation is very much linked to history;
- give different materials to work on videos, paintings, political speeches in a workshop setting.

## GENDER AND SEXUALITY

**Means:** workshops – implement the concept of sexuality in schools through different subjects – demystification of sexuality as a mirror of a society of oppression to reach an equal relationship. Tools: forum theatre, art, training courses, youth exchanges

### IDEA 1

**Macro-topic:** sexuality

**Focal topic:** sexual educational

**Activity objectives:** to empower social and youth workers in the field of education or health to create workshops about sexual education

**Action 1 - TC 1:** how we can de-construct our global and normalized idea of sexuality to explore all the aspects (social, emotional, physic, economic)

**Action 2 - TC 2:** to provide methods to allow the creation and the implementation (sexual education workshops)

**Action 3 - Implementation phase** (at local level)

**Action 4 - Final meeting:** results impact – back on the different experiences – evaluation – what's the next

#### **IDEA 2**

**Organize 3 YE** – trilateral (Balkan – Mediterranean – Western Europe) with target groups teenagers or youth

**Action 1 – YE 1:** to de-construct our global and normalized idea of sexuality

**Action 2 – YE 2:** to learn about animation and Forum Theatre

**Action 3 – YE 3:** to create a theatre forum representation and some street actions like implementation and animation by youth in cultural events

### **Patriarchalism**

The whole issue of patriarchy is about a society based on male norms where men have more power than women. It's a very big issue and it might be difficult to come up with a project that tackles the whole problem. After a while we realized that many of the “smaller” topics we have been talking about are in fact result of the patriarchal system we live in.

Therefore we should try to raise awareness and make people reflect about the patriarchy, but at the same time encourage them to get active in projects/activities about the “smaller” topics (how to educate children with regards to gender issues/feminisms, etc.) and to fight for gender equality and thus change the patriarchal system of power.

### **Gender in Videogames**

<b>GIRLS</b>	<b>BOYS</b>
price – slow you down – powerless – visualized – embarrassing – helpless – pure – support character – ealing – sexy – pretty	soldier – hero – brave – protector – war – outlaw – strong – brutal – classy – saviour – driver – funny – main character

#### **Results:**

- games created with specific stereotypes to reach specific target groups (it's - - more balanced in the present days);
- girls often used as a price, a motivation for the guys;
- girls either hyper-sexualized or hyper-pure;
- recent tendency are either: more balanced or assumed full force on sexism.

Lunaria is, according to the current Italian legislation, an *Association for Social Promotion*. It was created in 1992, and since then it is a non governmental body, autonomous from religious and political affiliations and not-profit. Our activities focus on research and action research, training and communication on several social issues such as fair economy, the development of third sector, the study of migration flows, of globalisation, the trends and the links between democracy and participation and the importance of informal and non formal education through the promotion of international voluntary service activities. We test new forms of active citizenship and non-violent social change inspired by the principles of justice, solidarity, democracy and, nationally and internationally, the respect of human rights for all.



**A SPECIAL THANKS TO THE PARTNER ORGANIZATIONS:**

**CONCORDIA – FRANCE:** [www.concordia.fr/](http://www.concordia.fr/)

**GRENZENLOS – AUSTRIA:** [www.grenzenlos.or.at/](http://www.grenzenlos.or.at/)

**KVDA – KENYA:** <http://www.kvda.or.ke/>

**UPA – UGANDA:** [www.ugandapioneers.org](http://www.ugandapioneers.org)

**TYCEN – TANZANIA:** [www.tycentanzania.org/](http://www.tycentanzania.org/)

**ANOTHER SPECIAL THANKS TO ALL THE ACTORS THAT MADE THIS PROJECT  
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# JAMBO



JAMBO IS A PROJECT, AIMED TO EMPOWER YOUTH SOCIAL WORKERS AND PROVIDE THEM WITH NEW TOOLS TO FAVOUR GENDER EQUALITY AND WOMEN PARTICIPATION IN LOCAL AND INTERNATIONAL VOLUNTARY SERVICE PROJECTS.



Erasmus+

Key Action 2  
Capacity Building in the Field of Youth

