



PATHWAYS **HANDBOOK**

A HANDBOOK FOR (AND BY) EDUCATORS

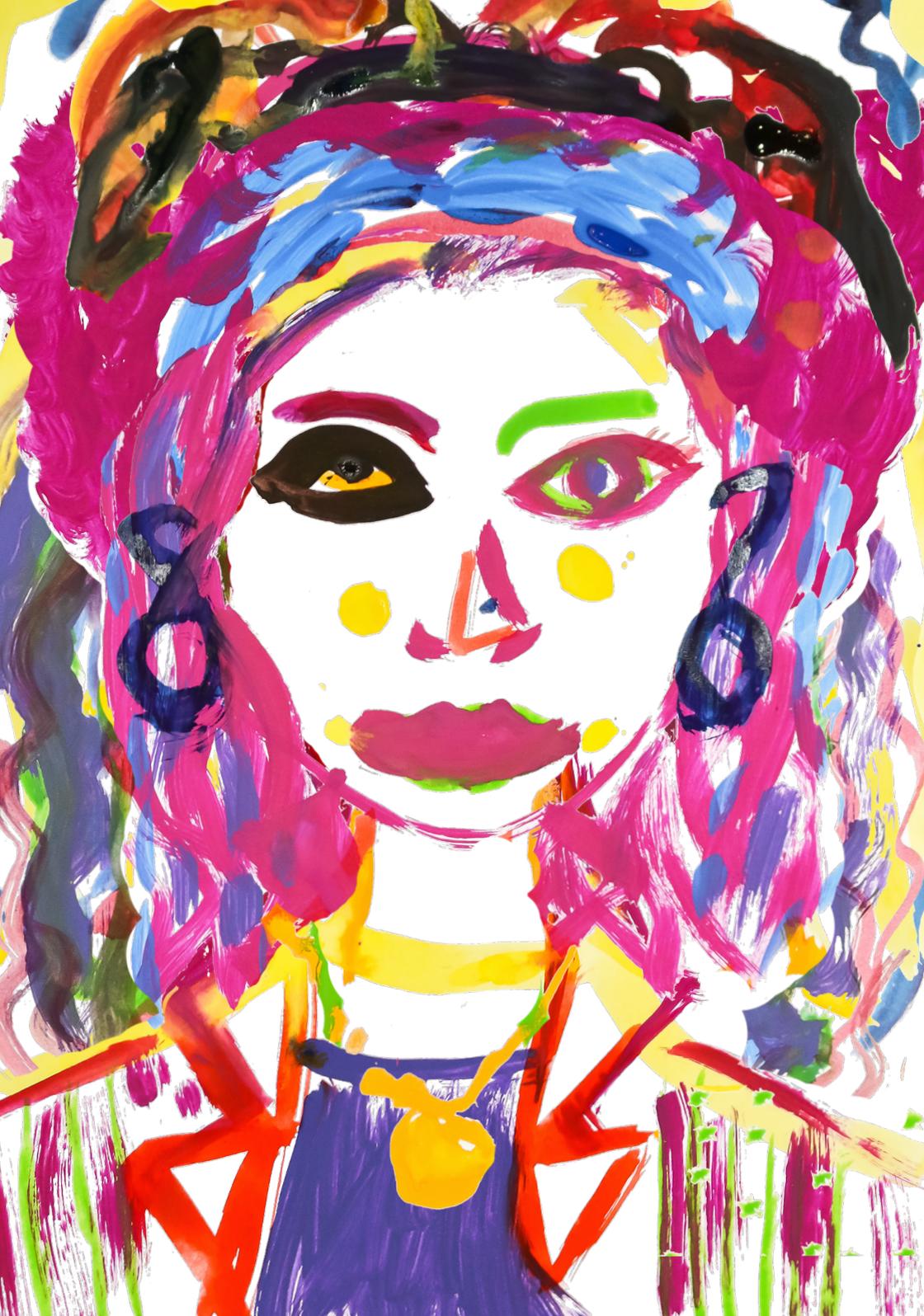
CREATING PATHWAYS FOR THE POLITICAL PARTICIPATION OF YOUNG WOMEN



Co-funded by the
Erasmus+ Programme
of the European Union



PATHERWAYS
Creating pathways for political
participation of young women



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A HANDBOOK FOR (AND BY) EDUCATORS

CREATING PATHWAYS FOR THE POLITICAL PARTICIPATION OF YOUNG WOMEN

A transnational perspective from organizations of
Cape Verde • East Timor • France • Mozambique
Peru • Portugal • United Kingdom

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Versions of this handbook are available in Portuguese, Spanish and French on the website of the project: www.patherways.ecos.pt

“We want to encourage a community spirit where each human being can contribute to the social transformation by transforming her/himself”

ECOS – Cooperative of Education Cooperation and Development, CRL

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1. About this Handbook

This handbook was developed from the experiences shared by partners and participants during the transnational project “PaTHERways: Creating pathways for the political participation of young women”. It comprises the approach, methodologies and results that emerged from the knowledge, skills and learning experiences of educators, youth workers and youth leaders from Cape Verde, East Timor, France, Mozambique, Peru, Portugal and the UK.

The main purpose of the transnational consortium of the project was to develop competences on efficiently engaging young women to be politically active and put together a handbook and a set of recommendations that can contribute towards the development of new models of women in politics worldwide.

PaTHERways Handbook is directed towards young leaders, youth workers, educators and Civil Society Organizations worldwide as well as towards young women who wish to participate more actively, and finally, also other actors of civil society that aim to improve the political participation of young women at their local or national level.

The handbook content is divided into two main parts:

- A review of the path of the project and its results;
- A set of practical activities that can be implemented in a training context.

Firstly, we “Initiate a path” by presenting the framework that instigated the creation of this partnership and PatHERways project in general. We continue with the “Steps along the path” by referring to the pedagogical approach used during the project and the importance of Non Formal Education and international mobilities. Within the “Results of the path”, we present the main outcomes of each international partner and the final “Recommendations for Political Participation of Young Women” that resulted from the collective learning experiences and the participatory approach of PatHERways.

Secondly, we describe a set of activities to work with groups of young girls and (or) boys, young leaders, youth workers, educators or other community actors on the topics of youth participation and gender. We include examples of preparatory activities, activities to develop trainer’s skills and to monitor their learning achievements; furthermore, we have put forth the proposals that emerged from collective activities of the project with multicultural groups and methodologies to support the creation of group recommendations as well as evaluation activities.

PatHERways Handbook has been translated into 4 languages – English, French, Portuguese and Spanish – and it comprises a set of materials to support the implementation of activities that you can find on www.patherways.ecos.pt

This handbook was originally written in English. The team decided to do an inclusive translation and used the feminine and the masculine every time the language allowed and following common sense to be reader-friendly. The team also allowed themselves “a snap” and wrote the feminine before the masculine, since women are at the heart of this manual and of the project itself!



“Ignorance is the best ally of gender inequalities”

Moisés Vilanculos, Mozambique
(patHERways participant)

2. PatHERways - “Initiating a path”

2.1 The world and Gender

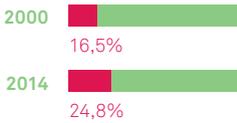
Trends of the last decades highlight an accentuated crisis of political representation, especially among youth who prefer to get involved in more selective and autonomous forms of participation. At the same time, while the political rights of women are embodied within the laws of most countries, they are not generally applied in practice; therefore, women continue to be under-represented in political decision-making processes, in public offices and the civil service. Factors contributing to this are numerous, including historical, cultural and ideological influences, as well as the specific economic and social circumstances of young people and it is clear that legislative actions (e.g. quotas, parity thresholds, targets, etc.) in parties and institutions are not sufficient to ensure gender parity, neither to ensure truly representative processes.



Women hold a mere 23,7% of parliamentary seats, far short of parity.¹



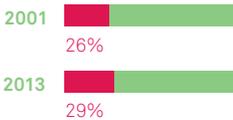
In the private sector women globally occupy less than a third of senior and middle management positions.⁴



In 2000, in the OSCE region women held only 16,5% of seats in the single or lower chamber of national parliaments, and it raised only to 24,8% in 2014, being almost one in four.²



Although women hold 20% of senior leadership roles, nearly half (48%) of all businesses in Latin America have no female representation at that level.⁵



In 2001, in East Timor, women held 26% of civil service positions and this proportion increased only to 29% in 2013. This is despite the fact that the overall number of jobs in the public sector has tripled during this time.³



The differences in the average hours worked by self-employed women and men are very large in all countries. On average, across 30 OECD countries, 22% of self-employed women work less than 40 hours a week, versus only 10% self-employed men.⁶

1 - UN Women - SDG 5: Achieve gender equality and empower all women and girls

2 - "Women in National Parliaments: Situation as of 1 May 2014", Inter-Parliamentary Union

3 - The Timor Leste Country Gender Assessment 2014

4 - UN Women - SDG 5: Achieve gender equality and empower all women and girls

5 - Catalyst – Workplaces that work for women, 2017

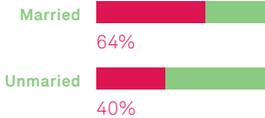
6 - Gender Equality in Education, Employment and Entrepreneurship: Final Report to the MCM 2012, pp. 142



Women represent 73,4% of all immigrant paid domestic workers.⁷



Women do 2,6 times more unpaid care and domestic work than men.¹⁰



Young women who are married are more likely to be NEET (Neither in Education, Employment nor Training) than unmarried women of the same age. In North Africa the NEET rate was around 64% for married women and 40% for unmarried women.⁸



Following the Census 2010 of Cape Verde, 22,55% of women refer that the family responsibilities are among the main reasons for not being in the labor market as part of the considered active population, against only 4% of men.¹¹



In 2016, a total of 1.831 women of the 13 countries of Latin America and 3 from the Caribe, were victims of femicide (or feminicide).⁹



Based on data from 87 countries, 1 in 5 women and girls under the age of 50 will have experienced physical and/or sexual violence by an intimate partner within the last 12 months.¹²

7 - Asamblea General de Naciones Unidas sobre las condiciones de seguridad y dignidad: respuesta a los grandes desplazamientos de refugiados y migrantes, 2016

8 - Gender Equality in Education, Employment and Entrepreneurship: Final Report to the MCM 2012, pp. 52

9 - Observatorio de Igualdad de Género de América Latina y del Caribe

10 - UN Women - SDG 5: Achieve gender equality and empower all women and girls

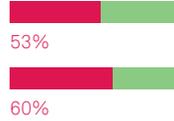
11 - Report ODM Cape Verde 2015

12 - UN Women - SDG 5: Achieve gender equality and empower all women and girls

49



49 countries still lack laws protecting women from domestic violence.¹³



Conflict, displacement, natural disaster account globally for 53% of under-five-year-old deaths and 60% of preventable maternal deaths.¹⁶



Harmful practices, such as child marriage, steal the childhood of 15 million girls under age 18 every year.¹⁴



In Peru, the statistics revealed that before 2012 there was around 100 denounces per day of situations of family violence, around 13 denounces a day of cases of sexual violence and around 8 to 10 women were murdered per month due to causes exclusively related to their condition of being female.¹⁷



Only 52% of women married or in a union freely make their own decisions about sexual relations, contraceptive use and health care.¹⁵

13 - UN Women - SDG 5: Achieve gender equality and empower all women and girls
14 - UN Women - SDG 5: Achieve gender equality and empower all women and girls
15 - UN Women - SDG 5: Achieve gender equality and empower all women and girls
16 - Population Fund - UNFPA, State of World Population 2015
17 - Strategy for Gender Equality - PNUD Perú.Lima, Agosto 2012

Facing this frame, PaTHERways consortium of partners understood that:

- Changes must be implemented at earlier stages, therefore it is essential to encourage and empower active citizenship and participation from a young age;
- The shifting in attitudes should start from civil society to change political culture from the grassroots;
- Youth & NGOs should be the first ones incorporating gender equality as well as instilling the values of justice and participation necessary to the effective exercise of democratic citizenship;
- This is a global situation that needs to be tackled both in nascent and more established democracies;
- Different realities persist around the world despite the various experiments in gender policy and development programmes so far.

2.2 The Partnership

PaTHERways project results from a strategic partnership between seven organizations from different countries of the world that accepted the challenge of running a KA2 – Cooperation for Innovation and the Exchange of Good Practices - Capacity Building in the Field of Youth grant of Erasmus+, supported by the EACEA of the European Commission.

Country	Organization
Cape Verde	LAJUSCA - Liga das Associações Juvenis de Santa Catarina
East Timor	Empreza Di'ak
France	Mouvement Français pour Le Planning Familial
Mozambique	Associação Cultural Bassopa
Peru	Asociación Negra de Defensa y Promoción de los Derechos Humanos
Portugal	ECOS - Cooperativa de Educação Cooperação e Desenvolvimento, CRL
United Kingdom	The Ubele Initiative



Promoter

Country

Portugal

Full Name

ECOS – Cooperativa de Educação Cooperação e Desenvolvimento, CRL

On-line

www.ecos.pt

www.facebook.com/coopecos/

www.patherways.ecos.pt

Short Presentation

ECOS is a multi-sector social cooperative, registered in January 2010, constituted with the main purpose of facing two challenges:

- To contribute towards the promotion, recognition and valorization of methodologies that can enhance learning, personal development and social transformation;
- To contribute to social inclusion and strengthening of social cohesion, towards the community development.

The social objectives of ECOS are the promotion of social integration and transformation, particularly by combating social exclusion and discrimination, promoting equal access to opportunities, encouraging dialogue and cooperation between different social actors of civil society and promoting social innovation and entrepreneurship by using approaches of Non Formal Education, intercultural learning, education on human rights, citizenship and democratic participation and sustainable local and global development.

The organization's main expertise is on the development of participatory-based projects that involves young people, organizations and decision makers, such as local and regional authorities and other stakeholders.



Country

Cape Verde

Full Name

Liga de Associações Juvenis de Santa Catarina (LAJUSCA)

On-line

www.facebook.com/lajusca.catrina

Short Presentation

The League of Santa Catarina Youth Associations (LAJUSCA) is a Non-Governmental Organization with the main aim of bringing together the different youth associations and organizations and supporting their active participation at the local level.

Among its different activities and projects, LAJUSCA contributes for the provision of spaces for dialogue and exchange of perspectives between the youth organizations of Santa Catarina, in particular by fostering debate and discussion about their situation and problems with decision makers, supporting their capacity building and raising visibility and awareness to their work and practices, while also promoting research and dissemination of Cape Verdean culture and of Santa Catarina region.



Empowering
Lives

Country

East Timor

Full Name

Empreza Di'ak

On-line

www.empreza-diak.com

www.facebook.com/Empreza.Diak

Short Presentation

Empreza Di'ak (ED) (meaning “good business” in the local Tetun language) is a Non-Governmental Organization established in 2010 that works to create opportunities for people in East Timor in building better lives through the power of their own work. The mission of the organization is to fight poverty by bringing long-lasting and positive changes through women’s empowerment, sustainable livelihoods, inclusive businesses and improved markets in East Timor.

ED has grown to become the leader amongst local organizations working to promote the economic empowerment of individuals, groups, and communities in one of the youngest and most impoverished nations in the world. In 2014, Empreza Di'ak established a women’s empowerment center in Dili - Sentru Futuru Di'ak - and a ‘development hub’ – the Sentru Atauro Di'ak – on the remote and impoverished island of Atauro.



Country

France

Full Name

Mouvement Français pour Le Planning Familial

On-line

www.planning-familial.org

www.facebook.com/ConfederationPlanningFamilial

Short Presentation

Le Planning Familial is a national association gathering a network of over 70 local associations implemented throughout France. Founded in 1956 to promote the right to contraception and abortion, the organization has widened the scope of their activities throughout the years, and their current missions include information and counseling services, sexuality education, public awareness campaigns, advocacy and training for youth workers. The organization works with a wide variety of target groups (migrant women, people with fewer opportunities, disabled people, etc.) with a strong focus on young people and actively advocating for SRHR in France and the world. The organization is a member of the IPPF EN (International Planned Parenthood Federation - European Network).



Country

Mozambique

Full Name

Associação Cultural Bassopa

On-line

www.facebook.com/Associacao-Cultural-Bassopa-406459759752083

www.associacaoculturalbassopa.org.mz

Short Presentation

Bassopa Cultural Association is based in the village of Vilankulos and focuses its work on the issues of youth meaningful participation in decision making processes at local level in Vilankulos, and also at national level in Mozambique.

The association supports activities and raises opportunities for the capacity building of youth associations and young people, through alternative methodologies and activities linked with arts, sports and culture. Its members participate in different networks within Mozambique and are involved in different international cooperation projects regarding youth participation, education and gender.



Country

Peru

Full Name

Asociación Negra de Defensa y Promoción de los Derechos Humanos (ASONEDH)

On-line

www.asonedhperu.org

www.facebook.com/AsonedhPeru

www.ashantiperu.org

Short Presentation

ASONEDH is a Non-Governmental Organization with more than 25 years of experience of cooperation with the civil society, organizations and cooperation agencies for the legal defense, human rights education and personal development of afro-descendant Peruvian community. All around the country, it has developed viable projects to raise awareness on the topic of afro-descendant discrimination and inequalities, developed advocacy strategies to ensure access to rights and implemented projects that support collective action towards identified marginalization and discrimination. It has also provided support towards the creation of the Peruvian Network of Young Afro-descendants.



Country

United Kingdom

Full Name

The Ubele Initiative

On-line

www.ubele.org

www.facebook.com/ubeleinitiative

Short Presentation

The Ubele Initiative was registered in 2014 as a not for profit, volunteer-led national organization with a mission to contribute to the sustainability of the African Diaspora community in the UK through social leadership development, community enterprise and social action.

The Ubele Initiative delivers its activities through a team of highly skilled African Diaspora social change facilitators (drawn from across informal and formal education, health, social care, the creative arts industry, and the social and for-profit business sector). It offers intergenerational leadership development programmes, creates spaces for social dialogue and social innovation projects which lead to the design and implementation of new solutions to address some of the most pressing social, economic and political concerns. A new flexible and innovative organization with core values of collaboration, co-operation, community building, creativity and valuing all voices.

2.3. The Project

The project “PatHERways: creating new pathways for the political participation of young women” was developed from the transnational partnership mentioned above, with the aim on developing the competences of youth workers, youth trainers and educators to efficiently engage young women in the political life within their organizations, networks and communities. Through its approach the project expected to contribute towards the improvement of representation of young women in the decision making bodies and structures within participatory and representative democracy, thus guaranteeing the defence of the particular issues and challenges they face and contributing to a more democratic, sustainable, representative and equal society and towards social and civil development.

Objectives

1. To develop the capacity building of the partner organizations and improve their work on youth participation, particularly regarding young women political participation, among their target groups and networks;
2. To improve the capacity of trainers and educators to be able to efficiently work on the issue of young women political empowerment in their national and local realities;
3. To foster a transnational understanding between youth workers on the topic of youth political participation and identify policy practices that create environments that promote young women participation;
4. To develop sustainable partnerships and networks among organizations working with youth for more democratic structured processes;
5. To identify and exchange good practices initiatives at international level that promote young women political participation in their communities or/and organizations;
6. To identify particular challenges of more vulnerable young women, such as diaspora communities, through a transnational perspective;

7. To increase the institutional awareness on the importance of developing youth policy particularly addressing young women participation in decision-making;
8. To develop an educational handbook and build a set of trans-national recommendations that can support organizations, youth workers and institutions worldwide within their work on gender equality in governance and empowerment of young political representation.

Activities

Activity	Date	Venue
Preparatory Phase: e-meetings & research	08/2016 - 03/2017	All partners, long-distance
International Seminar "Rights of public and political participation: what's at stake for young women?"	20-26/03/2017	Faro, Portugal
Training of Trainers "Train Her! Increasing Young Women political participation through effective training programmes"	03-10/10/2017	Assomada, Cape Verde
Job Shadowing mobilities of youth workers	06/2017- 02/2018	All countries
National Trainings/ Activities	10/2017 - 05/2018	All countries
Final Seminar "If not now, when? If not me, who? Increasing young women's participation in political processes" & Evaluation Meeting	6-12/03/2018	Cascais, Portugal
Handbook publication	07/2018	All partners, long-distance



“Women that go into the fight are important role models. The fight for women’s rights is a question of human dignity, and so should be addressed not only by women, but also by men”

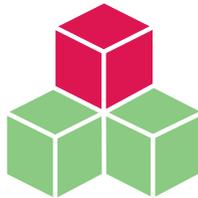
Crisálida Correia, Cape Verde
(patHERways participant)

3. PatHERways – “Steps along the path”

3.1 Pedagogical approach

Pedagogy is a Greek origin word that means “leading a child”. Nowadays, it is the discipline that deals with the theory and practice of Education in general. In PatHERways, we linked the concept of Pedagogy to a particular line of training, merging Non Formal Education and the experience of international mobilities. By approach, we refer to the concepts, values and principles that guided our work and the methods and tools that were incorporated. However, this pedagogical approach is not focused only on the learning objectives but also looks to support the rise of meaningful questions. How do we learn? How do we know what we’ve learned? What do we want to learn more? For what do we learn? How to apply our learning into practice?

The definition of the pedagogical approach on PatHERways was based on the experience of ECOS team & collaborators with the support and contributions from the international partnership. In the first stages of the project, the creation of a **pedagogical team** was proposed among the project partners in order to follow closely and discuss all issues related to the educational process of the project. Keeping in mind the fact that most participants were trainers or educators themselves, we invited the pedagogical team to collaborate with trainers during sessions and to contribute towards the planning, design and implementation of activities. Also, all the participants were free to propose energizers and ice-breaks at any time and to put to practice some skills that would encourage a trainer's spirit.



Another aspect of PatHERways is that the **Research-Training-Action** concept is central to the project design. We realize that Research is the production of knowledge, ideas and concepts that were generated during the learning experiences throughout the different mobilities particularly important during the initial phase of the project to allow the partners and participants to build a solid framework. By Training we mean the capacity building of participants, not only as activists but also as effective trainers and educators for youth and gender rights. Along with the different activities, the participants could also train and develop their competencies on different topics, but mainly they could improve on how to act as multipliers and deliver educational sessions that could be, in the future, put in Action within their communities. Partners were challenged to create educational activities and to engage with decision-makers and other stakeholders, keeping in mind that learning processes must be done 'with' people and not 'on' or 'for' people.

To allow meaningful cooperation between partners, we believe it is essential to implement a **participatory approach** while managing and coordinating different aspects of the project as well as during each mobility. This means that the communication, sharing and negotiation were encouraged, as well as the decisions and responsibilities were shared among the partners.

Managing and being part of a reflexive participatory project can be a hard challenge for all parties involved, therefore, during planning, implementation and evaluation of the different steps of the project, it is essential to react to meaningful and pertinent issues that emerge and must be dealt with immediately.

The decision on taking **young men as equal participants** on a project focused on the rights of young women was an essential component of the project. We believe that gender issues are not just gender-related but rather an overall social matter and therefore should be tackled by all. Moreover, they concern every layer of society and impact the entire world and the environment. Nevertheless, this was one of the pertinent issues that emerged from discussions were we also understood the importance of having spaces only for women, only for men, only for youth, ... and spaces for all. Therefore, the option of working with men was a conscious and strategic decision.

Having a **Human Rights based approach** was one of the main pillars of PaTHERways approach that supported all the project activities and guidelines of working and living together. Since the founding of the United Nations, equality between men and women has been among the most fundamental guarantees of human rights, and since women constitute half the world's population, they are entitled to all human rights on an equal basis with men. However, this publication does not aim to cover every human rights issue which touches the lives of women. The focus here was given to the partnership and participants that brought focus to particular topics that are lived within their communities. Such topics included public and political life, sexual and reproductive health and rights, right to an adequate standard of living, violence against women, migration, conflict and crisis, and access to justice, among others. In these terms, having a Human Rights approach not only spreads through the participants who will act as multipliers by the end of the project but also represents that Human Rights must be lived and discussed throughout the project itself.



In such a multicultural project, Human Rights can be material for training, but they are also real life. This is particularly important to keep in mind during **informal moments**, as they can represent great input for new learnings to hatch while exploring different experiences and perspectives. All the learning experiences of participants during the project represent important knowledge that, through the support of effective training processes and tools, we believe can generate meaningful actions to reverse current youth and gender inequalities.

Several divergences and discussions emerged along the path of the project. When such situations occur, it is a challenge to produce the best reaction on the spot. It's important to allow **meaningful discussions** and allow the **space for freedom of expression** in private or plenary with participants. During each international activity we have opened space for the creation of common agreements regarding different aspects of working and living together, but however, it is not possible to preview all situations that may occur during such events or to reason meaningful discussions that emerged unexpectedly, and for this motive we have proposed and hosted a Participants Assembly twice during the project.

Throughout the project, we put in efforts to create learning opportunities **“From Heart to Head and from Head to Heart”**. In this concept, the “head” is where the analysis, logic, thoughts reside. It is where we think things through, review those pros and cons lists, and it is also where fear resides. Conversely, our “heart” is where our intuition lies. It's the source of that little voice that guides us if we let it, and it's also the place where emotions reside. We believe learning happens between both, listening with the heart and the head, giving place for both emotions and rationality and thus using all human dimensions of expressions and abilities.



PaTHERways allowed each partner to gain a new set of skills and tools to put in action innovative trainings activities, improve their networking and to advocate for young women political participation with decision makers.

This Handbook and the Recommendations are the direct results of the work of all participants and partners and are intended to support action at local, national and international levels.

3.2. Non Formal Education

In the first notions shared with partners, we defined that Non Formal Education refers to planned, structured programmes and processes of personal and social education meant for all, designed to improve a range of skills, knowledge and attitudes outside the formal educational curriculum. Non Formal Education usually happens in places such as youth organizations, sports clubs and community groups where people meet; for example, to undertake collective projects, playing games, promote meaningful discussions, going camping, making music or theatre. It can also happen in schools or universities.

Depending on each country, Non Formal Education can be called popular education or even informal and community education. In other countries, Non Formal Education methodologies are put in practice inside formal education contexts, and therefore it makes no sense to distinguish them. It was important to reach a common understanding of some key-concepts and explore the cultural differences in conceptual and practical terms in each of the countries of the project.

Non Formal Education
Community Education
Popular Education
Youth Work
Informal Education



To agree on a concept, the project followed the definition of the Council of Europe which sets the Principles of non formal education as:

- accessible to everyone;
- voluntary;
- an organized process with educational objectives;
- participatory;
- learner-centred;
- based on involving both individual and group learning with a collective approach;
- holistic and process-oriented ;
- based on experience(s) and action(s);
- organized based on the needs of the participants;
- non-hierarchy: horizontality and cooperative learning;
- transparency and confidentiality;

Also, education processes must ensure that participants feel:

- Valued;
- Heard;
- Connected with other participants;
- Enthusiastic about ongoing participation;
- They can contribute in a meaningful way to “what’s at stake for young women” in their organization and country;

3.3. International Mobilities

The international mobilities were the main link that supported the overall project concept. They had in common the moments of sharing each other's different background and context, - especially important in such a heterogeneous cultural group - but also moments to support the building of a common ground and exploring also their similarities and points of agreement on topics. The different mobilities allowed the creation of bonds of trust and understanding between partners and participants that supported the learning achievements and national action plans to emerge.

Activities	Objectives
<p>International Seminar "Rights of public and political participation: what's at stake for young women?" & 1st Partners Meeting * March 2017, Faro –Portugal</p>	<ul style="list-style-type: none"> • To perform a gender assessment within each national context; • To cover a variety of topics from Gender Concepts, Human Rights, Democracy and Women's Right to Vote and Participate in Politics, basic legal standards and cultural restrictions; • Raise awareness of their own and others' reality and promote intercultural understanding; • Allow partners to start working as a network, sharing experiences and support group building; • Ensure clarification of the consortium tasks, responsibilities, agreements and guidelines; • Support the use of cooperative techniques among the partners to allow close collaboration through the project.
<p>Training of Trainers "Train Her! Increasing Young Women political participation through effective training programmes" * October 2017, Assomada –Cape Verde</p>	<ul style="list-style-type: none"> • To strengthen the group building and diversify the intercultural experience among participants; • Further develop the awareness on a variety of topics from Gender, Human Rights, Youth Participation and Interculturality; • To improve competences of youth workers, educators and youth leaders as trainers on gender and youth participation; • To reflect and self-assess competences as educators or trainers on the topic of young women political participation; • To motivate and develop competences of multiplier activities at local or national levels; • To strengthen the strategic cooperation between partners.

Activities	Objectives
<p>Job Shadowing mobilities of youth workers * June 2017 to February 2018, All countries</p>	<ul style="list-style-type: none"> • To allow an intercontinental multilateral exchange of youth workers thus increasing the understanding of democratic participatory processes around the world; • To deepen the experiences of youth workers, allowing for a better understanding of different national and organizational contexts; • To gain deeper understanding of topics and practices related to young women empowerment and political participation; • To support the capacity building processes of partner organizations through on-the-job training and technical assistance on implementing PatHERways outputs; • To strengthen the network by reinforcing links and complementary among partners.
<p>Final Seminar “If not now, when? If not me, who? Increasing young women’s participation in political processes & Evaluation Meeting” * March 2018, Cascais – Portugal</p>	<ul style="list-style-type: none"> • Allow a space for closing the project and to celebrate the experiences, tangible outputs and learning achievements; • Provide a space to share national results and for drafting of national or local strategies and partnerships; • Presenting the results of the project to broader audience, including stakeholders and policy makers; • Provide a space for a final evaluation moment of the overall project and partnership; • To agree on an action plan with the consortium of the project on the follow-up of the partnership.

Firstly, we requested participants to **prepare** for the project by exploring some of the main topics in depth regarding their own national contexts, in order to create intercultural sharing moments and allow them to discover the different realities and perspectives during the activities. During the **1st Seminar**, we got to know each other and initiated the process of group building. Throughout the different activities, the participants had the opportunity to develop their competencies on the topics of gender, youth participation and Non Formal Education. We also delved deeper into these topics during the **Training of Trainers** focusing on strengthening the capacity of participants, not only as activists but also as effective trainers and educators for youth and gender rights. The partners had the opportunity to explore different methodologies, as well as, to gain an understanding of the planning, implementation and evaluation of an educational session that they could put in practice in their own communities. The experience of the **Job Shadowing** mobilities was the most significant for participants allowing a deeper dive into the diversity of contexts, experiences and

opportunities for youth and gender equality around other continents. All the learning experiences of participants during the project represent important knowledge that, if put in practice through an effective process, can generate further meaningful actions to reverse current youth and gender inequalities at local and national levels. During the **Final Seminar**, the participants had the opportunity to share all the results of the national trainings and activities as well as to understand the impact that was already generated during the execution of the project. Stemming from that, we also had the opportunity to fine-tune the transnational recommendations that would later be sent to decision-makers and to present them, in person, to stakeholders during the Youth European Capital 2018. During this last mobility, we also could perform the final evaluation of the overall project and had the chance to identify and discuss diverse follow-up opportunities. Finally, and most importantly, we also had the space to **celebrate** the opportunity of participating in this challenging and amazing learning opportunity and for being part of this common path.

This **Handbook and the Recommendations** are the results of the work of all participants and partners and they are intended to support their action at local, national and international levels.





“The impact is bigger than we think. Until the lions (and lionesses) have their own historians, the history of the hunt will always glorify the hunters”

Angie Campos Lazo, Perú
(patHERways participant)
Adaption of the quote of Chinua Achebe

4. PatHERways– “Results from the path”

4.1 Partners Outcomes

Being part of PatHERways allowed the partners to create new project opportunities, implement more effective trainings, network with different stakeholders and reach decision-makers more effectively.

ECOS (promoter)

“After this project ECOS was transformed at several levels, from our governing bodies, through our management model, youth approach and network of partners”

Sofia Martins

By the date of the approval of PatHERways project, ECOS board and staff were in the process of initiating an internal discussion regarding the need to change the management

model of the organization. During PatHERways the governing bodies of ECOS changed and the new coordinating team started a process of exploring new management models and integrating new participatory, creative and transparent internal procedures, as well as, rethinking the youth approach of the organization at local level and undertaking initiatives and opportunities that allow a better support and follow-up of groups of

young people and through longer-term strategies. At local level, the project opened the opportunity for ECOS to start working closely with several institutions and organizations of the municipality of Faro, particularly through engaging actively in Faro Local Working Group for Equality. ECOS was invited to be an effective member of the Network of Social Organizations and the Network of Cooperation and Development, both coordinated by Municipality of Faro together with local social partners.

From the beginning of the project, ECOS started exploring opportunities to create impact at local level and to promote gender initiatives close to the local youth. By approaching the national team of HeforShe (youth movement supported by UN Women), ECOS could make the links and support the creation of a regional group of HeforShe UALG among the students of the University of the Algarve. The participants from this informal youth group were involved as ECOS participants of PatHERways and they were mentored by ECOS experienced staff and partners to create a gender movement inside the University. HeforShe UALG members implemented several activities and meetings to promote gender equality among the students, researchers and teachers and signed an Agreement of Cooperation with the Rectory of the University on the 26th of February 2018. ECOS also supported the involvement of this youth group in other events and opportunities on the topic of gender equality, namely the National Meeting of CEDAW 2017; the International

Training Course “Empowering Girls” in Molina 2017 and several youth events at regional and local level.

ECOS was already working with a close network of partners inside Europe, but through the experience of PatHERways, the international network of partners of the organization entered a new level, especially through the opportunities and good relations created with Ibero-American countries and the Community of Portuguese Language Countries (CPLP) cooperation. During the Job Shadowing experience and the Trainer of Trainers in Cape Verde several meetings were held with some of the main entities in Gender and Youth from Peru and Cape Verde, such as SENAJU (National Secretary of Youth of Peru), International IDEA, Impares – MA IPPF, ONU Women Cape, ICIEG (Cape Verdean Institute for Gender Equality), VerdeFam – MA IPPF, the Municipality of Assomada, among others. Moreover, the project also propelled ECOS to go through the accreditation process to become a formal ONGD and access new funding opportunities to work in transcontinental cooperation projects, particularly with PatHERways partners and contacts.

LAJUSCA

“We were a small organization and now we are discussing with the national authorities the possibility of promoting a PatHERways Cape Verde and we are sure it will give a major contribution to our community”

Maria Crisálida Correia

Santa Catarina is a mostly rural and very conservative region where few opportunities for youth take place, compared to other areas of Santiago island. The fact that LAJUSCA hosted the Training of Trainers of the project in the city of Assomada (capital of Santa Catarina) was a big contribution towards the recognition and visibility of the organization and their social and youth work among the community, partners and authorities. Moreover, it allowed the members and partners from LAJUSCA to support the planning and coordination of an international event, developing their capacity and understanding of such activity.

Throughout the project, LAJUSCA enlarged its network of partners and engaged in several meetings with the national and local authorities, partners and people with influence at decision making level, such as the Ministry of Gender, Ministry of Foreign Affairs, UN Women Cape Verde, ICIEG – Cape Verdean Institute for Gender Equality, VerdeFam – IPPF MA, University of Santiago, National Women Unit, Laço Branco (movement of young men for gender equality), Cape Verdean Catholic Scouts, among others.

PatHERways requested that the organization could promote several activities with students and local youth organizations, and also motivate their members to engage in new training opportunities. LAJUSCA started a partnership with a national movement of young men for gender equality – Laço Branco Junior- to design and implement an educational project to work on gender

equality with children in the school. During the project, Jeremias Tavares (PatHERways participant) was invited for the Programme Mandela Fellowship in the USA, where he presented the good practice PatHERways in front of a large audience coming from 25 different countries. Through this programme, he also won a grant to develop a training on youth social entrepreneurship including a gender perspective with several high schools around Cape Verde in April 2018.

On the 27th March 2018 – Cape Verdean Women’s day – LAJUSCA had the opportunity to join a meeting with the Ministry of Gender to formally introduce PatHERways and discuss the possibility of promoting a follow-up project at national level. By the end of the project, LAJUSCA was already designing the idea for a “PatHERways Cape Verde” and addressing it to national decision makers and other relevant partners. They approached politicians and other organizations to map the national situation, make the link with existing national studies and create a common ground on a conceptual level. After, they started working on defining more clearly the structure of the project PatHERways Cape Verde to be able to present a concrete proposal to national partners and donors.

EMPREZA DI’AK

“We started to build the idea of creating a strategy to work on different gender topics and to have a stronger cooperation with the youth organizations”

Agostinho Sena

Empreza Di'ak was already focusing on creating opportunities to support women on leadership and social entrepreneurship and the project PatHERways brought a new perspective on youth and diversified its main topics of work and target groups. Through the project "Futuro Di'ak" that was focusing on the economic empowerment of poor women and men from rural areas, the organization started working with youngsters and women victims of domestic violence. Also, the organization started hosting a meeting every 3 months, to debate further challenges and topics related to gender equality, where both men and women participate.

During the experience of PatHERways, the organization updated its internal strategy and created an action plan to strengthen the cooperation with other organizations and groups that work with youth. Currently, the organization is having a close collaboration with the National Organization for Youth Leadership and creating opportunities to engage with local youth organizations and groups. During the last stages of PatHERways, Empreza Di'ak started designing its first project focused specifically on youth through a participatory approach. Regarding the capacity of trainers and educators from Empreza Di'ak, different training programmes were adapted to include methodologies and dynamics that came from PatHERways international activities. They have implemented a training for multipliers about economic empowerment and entrepreneurship with a local organization that work

particularly with women and youth and are exploring opportunities to apply for educational projects regarding youth on gender, at local but also at international level.

Several members of the organization gained new tools to advocate with local and national authorities and gained recognition and visibility close to stakeholders and the community regarding the topics of gender and youth participation. The organization was invited to make a press conference about its participation on the project PatHERways and joined the National Celebration Events on the "16 days of women activism" – Juvita Faria (PatHERways participant) was representing the organization and made an open communication to more than 200 young women and the university community.

LE PLANNING FAMILIAL

"The project was relevant at an internal level, to allow a deeper reflection on the participation of young women and men inside our network"

Salma Lamqaddam

Le Planning Familial already implemented several trainings to young students, activists, youth with fewer opportunities and youth workers and also used non formal education to work with the community. The organization introduced some methodologies and tools from PatHERways on peer-to-peer education for young volunteers and

created a new workshop on the topic of “Identities and Intersectionality” following the Training of Trainers in Assomada.

O One of the mottos of Le Planning is that everything is political, being so, the organization already had a large advocacy work on sexual and reproductive health and rights close to the government, media and European Union. During the last stage of PaTHERways, Le Planning Familiar was working on a National Position Paper to advocate for the support of women in politics and also developing a Tool Kit with information and resources for women that want to get into politics. Moreover, the organization has been discussing a strategy on how to adapt and share the experience of PaTHERways with national partners and mapping political actors that can embrace and support the cause of young women political participation. The organization also defined as a priority to strengthen its involvement with youth and to rethink its youth-centered approach, has been working more closely with youth organizations such as YSAFE (European Youth Network for Sexual and Reproductive Health and Rights) and exploring new youth participation approaches to implement internally. Also, the organization that considers itself as a feminist association is developing the idea of involving more men into the debate and on the awareness and advocacy campaigns on gender issues.

BASSOPA

“From a small NGO focused on theater tools, we became a playing actor at national level on gender equality education”

Moisés Vilanculos

Before PaTHERways project, Bassopa’s framework was very dependent on community education through theatre and had no particular regard towards the dimension of gender. During the project, the organization readapted its strategy and started developing educational and visibility activities directed to local organizations and with a focus on youth and women groups with fewer opportunities and less access to Social and Human Rights. Bassopa created an Activity Plan for 2017/18, where for the first time it was foreseen to work with adolescents and vulnerable youth from rural areas, youth facing child-labour, young girls that drop-out school (due to early weddings, pregnancies, poverty and others) and youth in schools in general. The activities in the plan involved the mapping of young people with the support of community leaders, delivery of trainings and meetings with young people, awareness-raising through educational activities and campaigns, seminars and conferences, and awareness campaigns directed to families. Moreover, the organization improved its external communication strategy and developed their website, Facebook page, Instagram and Twitter accounts.

Throughout the different activities of the project, members and staff from Bassopa had the opportunity to develop their skills and competences in new areas such as youth entrepreneurship, citizenship, participation, project management and also on several topics regarding gender and women. They have organized a Seminar with the University Eduardo Mondlane on leadership for young students and researchers. After the Training of Trainers in Cape Verde, the trainers and educators that participated in the project prepared and implemented a Training for Peer Educators on Gender with the participation of youth organizations, religious groups, youth political parties, sport and cultural organizations. Also, the participant Amélia Monguela initiated her master's degree on Gender, Society and Public policies inside the University Eduardo Mondlane.

Bassopa met several authorities at national level to share about its participation on PatHERways project and started discussing the possibility to implement an educational project on gender at national level – PatHERways Mozambique - using the pedagogical approach of the international project. Bassopa members also started to design a programme together with the District Directorate of Education, Youth and Technologies, to be implemented in schools, to address issues such as early weddings and pregnancies and girl's school drop-out. Also, the organization had a meeting with UN Women Mozambique regarding the possibility of implementing the HeforShe movement

in Mozambique, starting a pilot project at the University of Eduardo Mondlane.

At international level, Bassopa has strengthened its network of partners, having designed ideas for new projects with the PatHERways formal partners but also with partners the project involved along the way, such as ASHANTI (Peru) and DYPALL Network (international network for the Development of Youth Participation at Local Level) aiming to enhance gender equality and citizenship among young people. They've also engaged in cooperation with the Cultural Centre Brazil-Mozambique for the creation of a platform of cooperation between civil society organizations.

ASONEDH

"We found out that the mainstreaming of gender and youth participation at national level and within our organization it's a very hard challenge but impossible to ignore"

Angie Lazo

Even before the project, ASONEDH was running an afro-peruvian school for youth leaders (between 18 and 30) and supported the participation of youngsters at national events to raise awareness on the challenges and needs of the afro-peruvian community. In this frame, ASONEDH was supporting the development of an afro-peruvian youth organization – ASHANTI – and managed to involve its young leaders as participants in PatHERways to strengthen their skills

and competences on youth political participation and gender. Throughout the project, the organization started working on a training programme with a group of young men and women on how to prepare and debate action proposals and political agendas with decision makers and also organizing meetings between them and the politicians for the municipal elections. The group of young educators, leaders and activists that participated in PatHERways activities, developed the idea and created a local Radio Program called “Afroperuvian Voices” to inform about their projects and activities and to raise awareness regarding the needs and agenda of the afro-peruvians to the general community. During the program they interview different personalities, politicians, activists and youth leaders. The Radio Program annual plan for 2018 included topics around the sexual and reproductive health and rights and youth participation of afro-peruvian community. The youth leaders of ASHANTI have also created gatherings, conferences, seminars and online activities, inside and outside the university, on the issue of gender equality and initiated new academic researches on the topic of “participation of afro-peruvian women inside the academic institutions”.

Although the organization had already initiated the “Circles of Afro-descendant Women” and made some effort to have equity gender participation, they had never included a gender perspective on their advocacy work or focused on gender issues in their annual

training calendar. During PatHERways project, the organization started integrating gender issues on trainings and projects, focusing on particular women’s needs and challenges and started including gender perspective in different practices and spaces of the organization. The organization participated in the 8th March national activities, representing afro-peruvian women for the 1st time in such events, and in the frame of the event, they have created a theatrical performance with the history of the afro-peruvian women.

PatHERways activities motivated and created the opportunity to strengthen the work with national authorities and stakeholders, such as SENAJU (National Secretary of Youth of Peru), International IDEA, Impares – MA IPPF and to reattach bounds with more isolated and vulnerable communities, such as the afro-peruvian community of Chincha. After hosting the Job Shadowing activity of PatHERways, the organization started working on an Action Plan for the decentralization of the Program of Afro-Peruvian Women, taking their activities, opportunities, conferences to more isolated areas far from the coast, enhancing the participation of youth with fewer opportunities, particularly on the topic of Sexual and Reproductive Health and Rights.

The networking with international partner was taken to a new level during PatHERways, having engaged in new collaborations with the partners from UK- Ubele Initiative - on the topic of afro descents, also started to design

a cooperation project between the partners from Mozambique - Bassopa - and DYPALL Network (International Network for the Development of Youth Participation at Local Level) aiming to enhance gender equality and citizenship among young people, and also exploring international practices in Latin America and Europe.

UBELE INITIATIVE

“We created opportunities that will give more power to the voice of young women close to organizations, services and decision-makers”

Macey McMullen

Ubele was already part of ADYNE (African Diaspora Youth Network in Europe) and supported the capacity building of young leaders from African Diaspora to engage in the University. Through the experience of PatHERways, the organization started focusing more on the topic of women in politics with Diaspora communities, since the general feminist work lacks the perspective of women from the diaspora. PatHERways project also inspired Ubele to support more youth participation and gender related projects, engaging in new partnerships for Erasmus+ projects, such as a Training Course in Italy (Palermo) about youth social entrepreneurship and the project IRETI which supports women who were victims of trafficking on settling and becoming involved in social enterprises. Regarding the selection process of their participants, Ubele has involved representatives from 3 local partner entities/organizations

in the activities of PatHERways project – Forward, London City Council and Partnership for Young London. Together with these local partners, they have developed a Youth Advisory Council of Forward – a Foundation for Women’s Health Research and Development that is a leading African diaspora women’s support organization committed with safeguarding the rights of African girls and women. In this council are participating youngsters coming from minority groups to make sure that young people are being heard, that their needs and recommendation are taken in consideration and that they approve what is being done and the way that is being done.

In the frame of the international project PatHERways, the organization created and implemented the project “PatHERways London” which took place between June 2017 and January 2018 with the main aim of supporting the development of ideas and projects of young entrepreneur women from African Diaspora. This project offered a unique opportunity to support these young women in individual and group journeys towards becoming change agents in their local communities and to participate more actively at the political level. Rasha Farah, Adiam Yemane and Macey McMullen (PatHERways international participant) were part of this group of young leaders.

Ubele also engaged in the “Young trustee programme” designed to introduce young adults (18-30 years old) from black and minority ethnic communities

to the roles and responsibilities of governing bodies and directorships, and on the end of 2017 they also joined the British Youth Council becoming more active in the work of the council and collaborating in the development of proposals to be addressed to the national government. For the YO!Fest 2018, in Strasbourg, they took 20 young adults (16-30 years old) and facilitated a session, with over 80 young adults, on the topic of intersectionality that emerged from PathERways international policy recommendations.

Finally, Ubele also enlarged its international network of partners and is now exploring new cooperation opportunities regarding international youth work, gender and social entrepreneurship outside Europe, mainly with the project partners from East Timor, Mozambique, Cape Verde and Peru.

4.2 PathERways Recommendations for Political Participation of Young Women

The objective of reaching a transnational understanding on the topic of political participation for young women and creating a policy paper was always addressed along with the project. Starting slowly on the process of the preparatory activities, we were seeking to clarify concepts, perspectives, political framework and experiences at national level within the scope of youth and gender. The different exercises during the international mobilities (some included within the table of activities of this handbook) allowed a deeper discussion on the challenges and opportunities faced around the world.

The goal of reaching a transnational



understanding was highlighted during the Training of Trainers in Cape Verde, where we started discussing and building together a set of recommendations that should be put to practice by decision-makers and civil society to support gender equality, with emphasis on the political participation of young women. These Recommendations were matured, reviewed and finally formally presented during the Final International Seminar with stakeholders from the European Youth Capital 2018.

The fact that these recommendations were constructed within a multicultural framework of experiences and realities will aid greatly in bringing an innovative and global perspective on the advocacy strategies at national and regional levels, as well as, support decision makers and cooperation and development agencies on improving policies and practices on young women political participation, particularly having in consideration the multiculturalism lived in nowadays societies.

- **1. Human Rights Centred Approach**
Do not isolate gender issues since they are fundamental guarantees of human rights but transversal to everything else. Our identities are multi-layered and include ethnicity, gender, age, sexual orientation, religion and many other features.
- **2. Schools & Educational System**
Educate, train and sensitize all the layers and actors of the educational system to encourage and support the active participation of all, particularly girls and young women.
- **3. Youth Work**
Provide youth workers with adequate resources to work within the community and to support young women to develop competences to discuss context-sensitive and context-specific issues related to their political participation.
- **4. Research**
Create specific gender-focused research programs, departments or centres - inside or outside universities - that can develop community-based research and support adequate evidence-based policy, education and programmes.

- **5. Networking**
Create safe spaces for dialogue, learning and cooperation between young women and different stakeholders, including governmental institutions, municipalities, universities, schools and civil society organizations.
- **6. People with influential power**
Identify, sensitize and train politicians, decision-makers, public figures and celebrities to include gender equality issues within their agendas in a meaningful way and to advocate for policies that empower young women.
- **7. Citizen's Engagement**
Involve the community, targeting all ages and genders, and raise their awareness about global and local issues on young women's political participation through advocacy campaigns, social marketing and others.
- **8. Long-term strategies**
When promoting young women's political participation, authorities and other stakeholders should invest in long-term strategies since gender equality mainstream involves a complex shift on the social mindset and should not be focused on instant results.
- **9. Evaluation and follow-up**
Engage and empower young women to understand, monitor and evaluate the implementation of policies and actions that relate to their lives and rights, as well as to support the construction of more adequate follow-up proposals.
- **10. Legal framework**
Guarantee the effective implementation of legislation on gender issues and include an informative and educational frame, so that laws can be easily understood by young women and civil society in general.



5. Training Activities

“Be critical with what you do, what you think and how you live your life in relation to what you believe and talk about. Be critical with your work as educator, and your role in social transformation, with your results and don’t take anything for granted. Try to balance your critical approach with your optimism and have faith in change. Don’t ever think you know or did enough, but do not feel guilty if sometimes it just doesn’t work.”

Adapted from the Manual for facilitators on Global Education “World’s Future in Your Actions”, A.R.T. Fusion Association, 2017

The training activities, selected and presented in this Handbook, do not intent to be exact descriptions of what happened during the international mobility activities of PatHERways, since all practical experiences have its differences regarding what was planned initially and what happened in real life. These activities more intend to illustrate the path that was created along with the project activities. This way, we believe that they can be a meaningful tool for trainers and multipliers to implement close to their communities effective educational programmes to promote the political participation of young women worldwide.

We believe that in order to start any structured learning process it is essential to have a preparation phase that can introduce the topics and equip each person with some background information on the topic of youth participation and gender. In this frame, the international activities included the creation of moments to build on each other's different backgrounds and contexts, which is especially important in such a heterogeneous cultural group. However, at some point, it is essential to support the group to start building a common ground by getting to know each other and exploring their similarities and points of agreement on the main topics of the project.

Since the participants of PatHERways were also trainers and educators (or future ones), we opened the opportunity for partners to share some dynamics and methodologies during the First International Seminar. After this, during the Training of Trainers, they were invited to join in mixed intercultural groups and create short workshops on specific topics that are presented in a category below "Thematic Intercultural Workshops Activities".

Also, the different activities put in practice during the entire project were essential to reach a sense of awareness and wider reflection on what are the main priorities on the topic of political participation of young women, as well as, building the set of agreed-upon recommendations to policy makers.

To be able to conclude such a project with consensus recommendations that all participants could agree with its a hard challenge and trainers must be prepared to manage and facilitate deep discussions and to support copying mechanisms towards differences in attitudes and perspectives while developing the competencies of intercultural argumentation and debating of the participants.

Evaluation is one of the most important aspects of the whole project and therefore should be planned and implemented along with all phases of the project activities. Although there is much to be said about monitoring and evaluation, here we present just a short description of methodologies to access participant's feedback on different aspects of the project. If possible, it is most valuable to have an external evaluator that can support a neutral perspective and transparent process where participants can feel free to give effective feedback.

5.1. Preparatory Activities

5.1.1 Research of National Context

Objectives

- To allow participants to start engaging in the project topic and framework;
- To research about the main topics of the project – political participation of young women - at each national level;
- To have a theoretical background to allow reflection and debate during the next steps of the project;
- To share each other's organizational context and experience;
- To collect as inputs for eventual papers/ intellectual outputs.

Key-concepts

Research, preparation, youth participation, gender, national context

Duration

6 - 8 hours (adaptable)

Materials / Equipment

Computer, internet, relevant documents, reports and other

Description

Preparation

- Encourage partners and participants to prepare themselves for the project activities by doing a research about the reality of young women's political participation at their own national level;
- Offer guideline questions for the research, that should be previously discussed and agreed during an online meeting to ensure to have a standard that is meaningful to all partners;
- The presentation format can also be agreed with partners (written document, poster, presentation format or other creative method; number of pages or duration of the presentation; language used; etc.);
- The outcomes of this research shall be made available to all partners and presented during an initial activity;

Example of Guideline Questions

1. Please present briefly the History of Women's Right to Vote, to Participate in Democratic Processes and of Involvement in Decision Making at your national level;
2. Map the current legislative frame and your national experience on the topic of the Political Participation of Young Women. If possible, com

ment the challenges and opportunities of the current frame;

3. What are the main challenges and opportunities for young women participation in your country?
4. Describe briefly the target groups of your organization. How do relate to the topic of young women political participation?
5. Give us a real and inspirational example of a person leading social transformation in the topic of political participation of young women in your community/country.

Presentation and discussion

The presentation and sharing of the outcomes can be made in small intercultural groups, or presented in the form of posters, or adapted to a visual presentation, or used during further stages of the project, such as eventual papers or intellectual outputs. In the sequence of this activity, pathERways partners have created the “7 National Studies on gender and youth participation”¹⁸ and presented the “inspirational examples” at the beginning of the International World Café activity during the 1st International Seminar.

Adaptation proposals

- All questions can be adapted depending on the objectives of the project or activity;
- Create a public event and challenge the partners to adapt their presentation of the “inspirational example” for a public presentation and inspire a larger audience;
- Create an audio/ video map of the main results of the research;

Appendices

Example of PathERways Preparatory-work Guidelines¹⁹

5.1.2. Abracadabra words

Objectives

- To reflect on the social and personal meaning of main concepts of the project;
- To identify and share among intercultural teams the commonalities and differences on main concepts;
- To start building a common understanding and redefine concepts inside the project;

18 - https://www.ecos.pt/uploads/7/0/6/1/70619115/patherways_7_national_studies.pdf

19 - www.patherways.ecos.pt

Key-concepts

Preparatory-work, concepts, commonalities and differences, common understanding

Duration

1 - 2 hours (adaptable)

Materials / Equipment

Recording Camera;
Videos of concepts, laptops and speakers;
Flipcharts, markers, post-it's;

Description

Preparation

- Previously to the international activities (as part of the preparatory work still in their home countries), each participant is requested to make 5 short videos (from 30 to 60seconds), one for each of the main concepts of the project:
POLITICAL | PARTICIPATION | COMMUNITY | WOMEN | YOUTH
- The videos shall be in a common language or in alternative shall be provided the translation;
- Each video shall start with the sentence “For me (CONCEPT) is...”
- It's important that all videos have good audio;

Presentation and discussion

- Divide the participants in 5 groups, corresponding to each of the concepts. Each group will have one table with one computer, speakers and the videos of all participants corresponding to their concept;
- Firstly, each group shall visualize collectively the videos made around their concept;
- After, each group will produce a flipchart with a target:
 - In the centre circle they will list all words, concepts, ideas which they agree on/ that are common;
 - In the outside circle they will list the disagreements, polemical issues;
 - In the middle area (between both) they will list all the questions, unde fined or “more-less” issues;
- When the groups are finished, they can put their posters on the wall and in silence all the participants can add post-its with contributions, ideas, questions;
- New groups will be created, and the participants will choose the Concept-target with which they have more passion or motivation to discuss (to allow participant to discuss on another concept);

- In these new groups they will discuss the new contributions and questions and produce a final poster with a common agreed definition of their concept;
- Final posters will be presented in plenary and each group can share the challenges of the process.

Adaptation proposals

- The selection of the concepts can be adapted depending on the objectives of the project or activity;
- Create an audio/ video map of the main results of the research;
- Review the individual and common agreed concept latter on the project to access if different reflections have raised.

Appendices

Example of PatHERways Preparatory-work Guidelines²⁰



5.1.3. Principles of learning and working together

Objectives

- To ensure the team and participants are aware of each other's perspective on different principles and aspects of learning and working together;
- To reach an understanding and build a common agreement on a set of principles and aspects of learning and working together.

Key-concepts

Working and learning together, agreement, principles, team policy

²⁰ - www.patherways.ecos.pt

Duration

1 hour

Materials / Equipment

Set of papers with key-words & others blank;
Large post-its and markers.

Description

- The training room must be prepared with chairs in U format;
A set of papers with words and others blank will be in the middle of the floor and visible to all participants;
 - Example of words:
**INTIMACY | GROUP | RESPONSIBILITY | FREEDOM | TIME | RESPECT
COMMUNICATION | NEEDS | FUN | TOLERANCE | LEARNING...**
- Participants will be invited to, one at each time, select one of the words in the middle and talk about what she/he thinks is important to have in mind during the time the group will be working and learning together, following the instruction: “What is important to share and to define as principles / agreement for the next days?”
- Participants can repeat words using different meanings or approaches, in case they have more to add or to use the blank signs to write new words or bring new ideas;
- The group may contest or add something along the activity, ensuring that no opinion or idea is left unshared;
- The trainer’s team collects notes from the feedback of each participant and writes them in large post-its that will be attached to the selected word, to make clear the meaning of the concern raised from each word;
- At the end of the activity, the words with post-its can be transformed into a written “Agreement” that should be exposed in the training room or given to all participants to be kept in mind;
- This “Agreement” can be revised from one international activity to another or at any time needed.

Adaptation proposals

You can also create a Safeguarding Policy together with your partners or participants ²¹

Appendices

PatHERways common agreement ²²

21 - www.knowhownonprofit.org/organisation/operations/safeguarding

22 - www.patherways.ecos.pt



5.2. Gender Activities

5.2.1. Gender Timeline & Indicators

Objectives

- To conduct a research on key-indicators regarding the political participation of young women at national and international level;
- To create a visual timeline of the milestones regarding the political participation of young women on each country;
- To identify and debate upon the commonalities and differences between countries;

Key-concepts

Timeline, key-indicators, milestones, gender, legislation and practices.

Duration

3 hours

Materials / Equipment

Computer/smart phone, internet and relevant documents;

A roll of wide set of paper (10-12 metres long);

A set of 10 key-indicators papers for each country (each indicator has a particular colour equal for all countries);

Paper, markers, bostik or wall tape.

Description

- The trainers start by explaining that the objective of the exercise is to build a timeline of each country on 10 key-indicators related to gender and women empowerment. Each group will have 1 hour to research and to complete each indicator with information from their country and after this all the groups will share the results in plenary and discuss about the general scenario;
- Each national team must have a computer or smart phone with internet, relevant documents, 10 coloured papers with the key-indicators and markers;
- Each key-indicator paper has a specific colour that is the same for all the national teams. On the front of each key-indicator paper, they must their country and relevant dates and on the back a short description on the state of implementation/ challenges/curiosities regarding that indicator.

List of Key-indicators

1. Women's Right to Vote
2. National Strategy for Gender Equality
3. Sexual Education at schools
4. Protection laws against gender-based violence
5. Quotas or parity laws
6. Ratification of CEDAW Convention
7. Free access to parenthood planning and contraceptives
8. Laws of conciliation of professional and family life
9. Governmental support to women leadership and entrepreneurship
10. Laws against unhealthy and harmful traditional practices

- While the groups are working, the trainers put a wide large paper on the wall with a timeline on the top horizontal axe – they can use

- references such as the BigBang, “BC and AD”, 1990, 2020, 2100 or other – and a paper label for each country in the vertical left axe.
- After completing their key-indicators research, the groups gather in plenary in an U format and select a speaker to present their results;
 - The trainers starts by presenting the timeline frame and adding a few milestones at international level such as – the creation of the Human Rights Convention, of the CEDAW convention or the birth of UN Women;
 - After, the trainer calls out for the 1st key-indicator and each national speaker join and post their paper on the TimeLine, fitting it in correspondent place by respecting their country line and the date line (of implementation or other relevant);
 - For each key-indicator, the national speakers will have a short debate on main challenges and particularities of the indicator and final comparison between all countries dates and state of implementation;
 - The groups continue doing the same for all key-indicators. When all key-indicators are posted in the timeline, the participants shall have a few minutes of silence to visualize the final result and reflect on it;
 - Finally, the trainer will raise a set of debriefing question to all participants in plenary;

Debriefing questions

1. Was it easy to find information for the timeline? What sources you used?
2. Which information did you find the most interesting, surprising or shocking? Why?
3. Is it important to know about the history of human rights / woman rights? Why?
4. What have been the major forces behind the development of human rights / women rights throughout history?
5. What new rights will we need to address in the future;
6. Finally, to close the exercise, the trainers ask to the participants to write their name and birth date in a post-it and one by one, participants will stick it in the timeline while saying: “I’m part of this path!”

Adaptation proposals

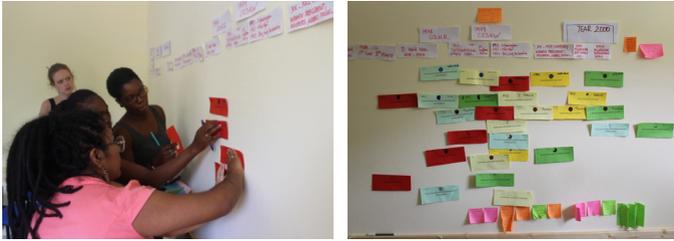
- Propose a preparatory activity that can support previous research regarding the key-indicators, such as the preparatory-work of research of national context in Activity 1.1;
- Use or add other calendars - such as the Chinese, Buddhist, Julian or Hebrew - to reinforce the notion of intercultural diversity;
- You can create your own list of key-indicators;
- Propose a follow-up exercise where participants share what they think will change till 2030 or 2100 and after debate about it.

References

Adapted from Timelines in Compass “Manual for Human Rights Education with Young People”²³

Appendices

Gender indicators papers²⁴



5.2.2. Pyramid of Gender Oppression

Objectives

- To reflect on the impact of discrimination and oppression regarding women;
- To reflect on how representations regarding women can escalate to prejudices, discrimination and violence;
- To encourage participants to identify the levels of oppression young women are living in different countries;
- To encourage participants to identify on how they are acting and working towards gender oppression;

Key-concepts

Gender, representations, discrimination, oppression, scale

Duration

1 hour

Materials / Equipment

Large example or individual copies of Gender Oppression Pyramid; Flipcharts and markers.

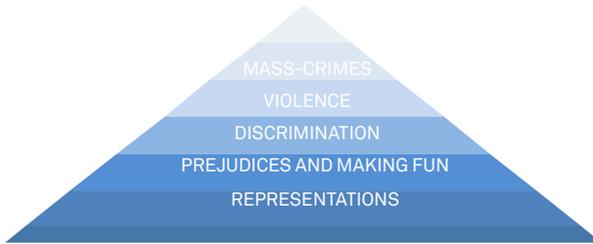
Description

- Trainers should understand well the concepts behind the pyramid and prepare themselves well before facilitating the activity;

23 - www.coe.int/en/web/compass/timelines

24 - www.patherways.ecos.pt

- Gather the group in plenary with chairs in U format;
- Explain briefly the Model of Gender Oppression to participants, starting from representations in the bottom of the pyramid and ending on violent crimes on the top;



- Allow participants to discuss briefly in plenary how gender representations can escalate to prejudices, discrimination and violence against women;
- Divide participants in national groups to reflect on some questions. The results of the reflection shall be collected in a flipchart to present in plenary;

Questions for reflection

1. In what level/ levels of the pyramid are the young women from your country?
2. In what level/ levels of the pyramid are you acting as organization? How?
3. In what level/ levels of the pyramid are you acting as political individual? How?

- After the national group discussion, all participants gather again in plenary and share their results.

Adaptation proposals

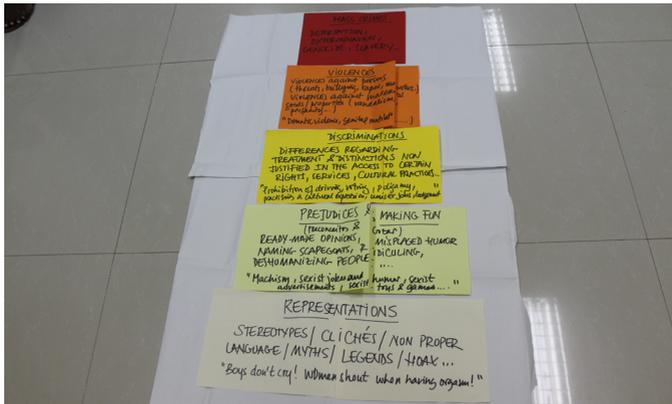
- The Pyramid of Gender oppression can be used to gather inputs or as support for the closure debriefing of another activity related to gender representations and discrimination;
- In small groups the facilitator can distribute the 5 slides of paper with each level of the pyramid and invite the groups to organize them regarding the degree of violence/injustice. After each group present their pyramid, the facilitator can present the “official” pyramid, explain it and have a debriefing moment regarding it.

References

Model of oppression Anti Defamation League, Human Rights Education, 2016

Appendices

Gender Oppression Pyramid - PatHERways model. ²⁵



5.2.3. Stories & values

Objectives

- To encourage the participants to reflect about their own moral values and prejudices as a learning process;
- To promote critical thinking regarding the influence of gender and sexual representations towards our judgments;
- To motivate participants to be mindful and respectful of the diversity of opinions, attitudes and experiences;
- To improve conflict management competences of the participants.

Key-concepts

Values, moral, judgments, representations, diversity, gender.

Duration

1 hour 30 minutes

Materials / Equipment

Individual copies of the stories and markers

Description

- Each participant will receive one copy of a story. The story is a short plot around different characters;

25 - www.patherways.ecos.pt

- Firstly, participants are asked to, individually, read the story in silence and after order the characters of the story into a scale in terms of who had the best (1) and the worst attitude (6) from their personal perspective;
- After this first individual reflection, the participants are invited to join in small groups (of four or five), share their individual results and discuss collectively to reach a consensus on the judgment order of the characters;
- After this work in small groups, the trainer collects the results from each group and writes them in a larger charter;

	Character 1	Character 2	Character 3	Character 4	Character 5	Character 6
Group 1						
Group 2						
Group 3						

- Finally, already in plenary, all the participants analyse the final charter and engage in a collective reflection and debate regarding the results coming from the groups;

Questions for reflection

1. What character was more times judged as having the best attitude? And the worst attitude? Where there any similar/diversed/interesting results?
2. Did you manage to reach consensus in the small group? How easy and smooth was this task? What arguments have you used to reach this order of the characters?
3. Did you manage to reach consensus in the small group? How easy and smooth was this task? What arguments have you used to reach this order of the characters?
4. Did participants from the same country had similar results/ judgment?
5. How do the results you reached relate to your personal values, judgments and experiences?
6. What other stories could be behind this one and that could change your judgment?
7. Why do we make quick judgments based in a few sentences?
8. Is it possible for the whole group to reach a consensus? Is consensus desirable when addressing principles and values? Can we have consensus in particular things?

The trainer can give some examples on how the stories can be subjective and close the exercise with some input for debriefing, such as:

- We project ourselves and our values in our interpretation of reality;
- People view the world from different perspectives, have different

- values and reach different conclusions out of the same information;
- When engaging with people from different cultures we should be aware that all their actions, values and attitudes are not necessarily/ entirely defined by their culture;
- People with similar background can think and judge differently, have different moral values and different ways of seeing reality;
- Our judgments and moral values are closely related to our gender representations, beliefs and experiences.

Adaptation proposal

Different stories can be adapted, as well as the reflection questions and inputs for debriefing.

References

Adapted from the Program of Social Competences, Portuguese Ministry of Education, 1995.

Appendices

Stories in English & Portuguese ²⁶

5.2.4. International Café Debate on Young Women's Participation

Objectives

- To engage international participants and community in an open debate regarding the political participation of women around the world;
- To reflect and discuss on the current challenges and opportunities for the political participation of young women in different countries;
- To allow participants and the local community to become more aware of women with fewer opportunities or in more vulnerable conditions;
- To reflect and debate about what each individual and group can do to promote gender equality;
- To have an experience that allows international participants to share, engage and raise the awareness of an external group.

Key-concepts

Debate, world café, gender, interculturality, community, visibility, challenges and opportunities, fewer opportunities, changing the world.

Duration

2 hours 30 minutes

26 - www.patherways.ecos.pt

Materials / Equipment

Computer and projector
Sound system (transportable preferably if you have a large space)
Menus with instructions for each table
Articles regarding gender issues (small articles from newspaper, magazines or others)
Large paper towels or flipcharts
Post-its and markers

Description

- Implement the activity in a venue that can be wide, appealing and inspiring;
- Communicate the activity in advance and invite the local community to participate (youth groups, organizations and other);
- Start the activity in a plenary room by presenting to the international and community participants the project /context in which the activity takes place;
- Introduce the objectives of the activity and the instructions for the world café. Use the projector to present the Menus that will be on each table guiding the café debate;

Instructions of the Menu

- Inputs on how to conduct and act during the café to allow a meaningful debate and the participation of all;
- Presentation of the 3 rounds of debate with the different guiding questions:
 - **Starter** “What do you see/feel currently regarding the active participation of young women around the world today?”
 - **Main Course** “Who are the women that participate less or have less decision power in your community?”
 - **Dessert** “What should happen in society to allow full access to young women political participation? What changes depend on you, and on the people that surround you?”
- Participants will be randomly divided into café tables of five or six persons each;
- Each round will have the duration of 30minutes and in between there will be 2minutes of music so that participants can change table and discuss the next round with different participants;
- Each café table has a moderator that does not leave the table and makes the links between the different rounds, introducing the participants to previous results of the debate and supporting on the instructions of the activity;
- Participants are invited to write their reflections, questions, conclusions on the paper towels/flipcharts that are on top of above the café table;

- During the Starter participants will have access to different updated short articles from news or magazines that relate to women's participation to provoke the debate;
- During the Main Course, participants are invited to start the round in silence mapping who (in their realities and perspectives) are the women with less access to participate and after debate within their group;
- Serve some drinks and snacks in each table during the second round of the Main Course;
- The last round is the Desert and it should focus on positive and realistic initiatives each participant could undertake, focusing on the responsibility of individuals towards a mainstream for gender equality;
- To finalize, all the groups are invited to return to the plenary room to exhibit their cafe table results and comment on how they felt throughout the activity, using a brief evaluation exercise.

Adaptation proposal

- Invite the international participants to create a presentation about an inspirational example of real women participating for their rights in their home countries and open the world café with these presentations;
- Use other inputs or short teasers to support the discussion instead of the articles or post-its.

References

Adapted from World Café methodology ²⁷

Appendices

Menus for the tables with instructions in bilingual Portuguese and English ²⁸



27 - www.theworldcafe.com

28 - www.patherways.ecos.pt



5.3. Youth Participation Activities

5.3.1. Take a Step on Gender

Objectives

- To raise awareness about people with different access to opportunities;
- To allow participants to put themselves inside other's shoes, and foster empathy, regarding women in vulnerable situations;
- To reflect and discuss on the challenges that different women around the world face to participate actively for their rights;
- To reflect on how people interpret subjectively others conditions according to their personal representations;

Key-concepts

Human rights, inequalities, opportunities, participation, access to rights, women in vulnerable situations.

Duration

1 hour

Materials / Equipment

List of sentences

Photo camera (to take a final picture of the frame made by the group)

Description

- The trainers create a calm atmosphere and invite the participants to put themselves into the shoes of a young woman of their own

countries. Can be a woman they know, they work with, they heard about... but young! They will decide by themselves which women they want to role-play but they must not reveal any details from their characters to others;

- Give them 3-5 minutes to recall different details of the life of this woman and get deeper into the role. To support this process, the trainers can ask them questions to reflect internally, such as: what age do you have? Where do you live? In what conditions? Who are your parents? How is your daily life? With whom do you socialize? What are your aspirations in life? ...among other;
- After, the trainer asks the participants to remain absolutely silent and to line up beside each other (like in a starting line);
- The trainers inform that they will read out a list of situations or events. Every time that they, through their character, can answer “yes” to a statement, they will take one step forward. Otherwise, if the statement doesn’t apply to their character, they should not move;
- The trainers reads out the situations one at a time, pausing for a while between each sentence to allow participants to have time to step forward (if It’s the case) and to look around to realize their positions in relation to others;

List of sentences

1. You have never encountered any serious financial difficulty.
2. You feel that your competences are appreciated and respected in the society where you live.
3. You know where to turn for legal advice if you need it.
4. Other people consult you about different issues.
5. You feel that your opinion on social and political issues matters and your views are listened to.
6. You have never felt discriminated against because of your origin or conditions.
7. You have adequate social and medical protection for your needs.
8. You can vote in national and local elections.
9. You can participate in an international seminar or training abroad
10. You can invite male friends for dinner at home.
11. You feel you can study and follow the profession of your choice.
12. You are not afraid of being harassed or attacked in the streets.

After the final sentence, the trainer takes a photo of the final position of the participants. Invites participants to look around to realize their final position in relation to others and then gives them a couple of minutes to come out of the role before debriefing in plenary.

Debriefing questions

1. What happened and how do you feel about the activity?
2. How easy or difficult was it to play the this role? During this phase, participants may reveal some details about their characters;
3. Explain on what basis you build up the details of the life of your character. Was it through personal experience or through other sources of information (news, books, and jokes?)
4. How did you felt stepping forward - or not?
5. For those who stepped forward often, at what point did you begin to notice that others were not moving as fast as you were? How did you feel about it?
6. Did anyone felt that there were moments when their basic human rights were not being respected or that they did not have access to them? Which human rights are at stake for these youngsters? Does the exercise mirror society in some way?
7. Do you believe that you would have taken different steps if your character was a mature adult instead of a young person? What would have changed?
8. Do you believe that you would have taken different steps if your character was a male instead of female? What would have changed?
9. How do cultural patterns facilitate or hamper the access of young women to their rights?

Adaptation proposals

- Instead of asking participants to recall a young woman freely, you can create different character cards and ask participants to select one randomly. Include characters that can represent extreme groups so that the final positions can be more illustrative. Still, give 3-5 minutes for participants to integrate and build up the character and follow the rest of the exercise like described;
- In the beginning of the exercise, when the participants are aligned, give them a long string or paper ribbon (that can break easily). Every participant must be holding on to the string/ ribbon with little space between each one of them. When the moment comes to take the steps forward, some participants will be confronted with the need to push the string of the partner or being pushed or with the dilemma of whether or not to break the ribbon. This physical input is very powerful for the debriefing of the exercise.

References

Adapted from Take a Step Forward in Compass "Manual for Human Rights Education with Young People" ²⁹

29 - <https://www.coe.int/web/compass/take-a-step-forward>



5.3.2. Gender Youth Park

Objectives

- To engage in an experiential activity regarding cooperation and access to decision making processes;
- To discuss and learn about different models of youth participation;
- To reflect and debate about young women participation in the local realities and organizations of the participants;

Key-concepts

Gender, youth participation, models of participation, decision making, cooperation

Duration

2 hours

Materials / Equipment

5 boxes with same kind of materials (one for each group): hard cardboard, glue, coloured paper, plastic cups, string, tape, pencils, markers, balloons, pieces of wood, sand or gravel, and others (materials can be adapted to what is available);

Blindfolds;

Sheets with instructions for each group;

Description

- Participants are divided into 5 smaller intercultural groups;
- The trainers introduce the activity by saying that each group represents an organization that aims to construct a gender park and they will have specific instructions that will be handout together with a box of mate

rials to support the construction of the park;

Also, each group

- Must find a quiet place to work on their park without the interference of others;
- Will have to agree who will be playing the roles of adults or young boys and girls (all groups have same number of adults and youngsters, except for Group 5, which only has 1 adult);
- Will have to read carefully the instructions. In the instructions they will find a description and rules for interaction that they should follow in order to accomplish their task. It's important to emphasize that this is a role play, and they need to follow the instructions accurately as explained;
- They will have 1 hour to complete the task and return to the plenary with their Gender Youth Park models;

The participants should not be warned that the instructions for the 5 groups are all different and the behaviours and attitudes described represent different levels of participation (based on Roger Hart's Leader of Young People's Participation):

Group 1	"Manipulation" - young people must be blindfolded during all the activity and construct a fence for the park
Group 2	"Tokenism" - young people must be blindfolded during all the activity
Group 3	"Assigned but informed" - young people must be blindfolded during all the activity
Group 4	"Initiated by adults, decision are taken together with youngsters"
Group 5	"Initiated and directed by youngsters, where adults can play only a supporting role"

- The trainers distribute the blindfolds to groups 1, 2 and 3 and makes sure all the groups are following strictly the instructions;
- When time is over, the groups must exhibit their Gender Youth Park models in the plenary room and take a few minutes to observe the results in silence;
- Each group finds a seat close to their models, but debriefing questions regarding the experience are made in plenary;

Debriefing questions

1. How did you felt during different moments of the exercise and why?
2. How do you feel now? (collect the opinions of “youngsters” and “adults”)
3. What was going on in different groups step-by-step? (here the groups will realize each one had different instructions)
4. What was the aim/role of the adults? Did the youngsters knew about it completely?
5. Were youngsters asked their opinion?
6. Who directed / took decisions regarding the construction of the park?
7. Where did the idea originally come from, adults or youngsters?
8. What do different situations represent regarding participation?
9. Do you believe that that effect of participation is visible in the final result (Youth Gender Park models)?
10. What parallels can we make with reality of participation and young women in your local reality? And within your organization?

- Close the exercise by presenting a couple of theoretical models of youth participation

Adaptation proposals

Different instructions can be adapted for each group, as well as the questions for debriefing;

References

Adapted from Amusement park³⁰

Appendices

Instructions for the groups³¹

Models of youth/citizens participation³²



30 - www.patherways.ecos.pt

31 - www.patherways.ecos.pt

32 - www.nonformality.org/wp-content/uploads/2012/11/Participation_Models_20121118.pdf

5.3.3. Roger Hart Youth Participation Ladder

Objectives

- To introduce the model of Youth Participation of Roger Hart;
- To allow participants to understand the meaning and the different degrees of youth participation;
- To reflect and debate about young women meaningful participation at local and organizational level.

Key-concepts

Youth participation, models, degrees Roger Hart Ladder, shared decision-making

Duration

45 minutes

Materials / Equipment

Flipchart of the Roger Hart youth participation model
Flipcharts and markers

Description

- Trainers should understand well the concepts behind Roger Hart's Ladder and prepare themselves well before facilitating the activity;
- Gather the group in plenary with chairs in U format;
- Give input on the Model of Roger Hart, explaining the different degrees starting from the bottom that actually refers to non-participation to the highest degree where youth initiate the activity and choose to share decisions with adults;
- Allow participants to discuss briefly in plenary the concept of meaningful youth participation in decision-making and how in many situations youth is manipulated by others;
- Divide participants in national groups or organizations to reflect on two main questions. The results of this reflection shall be collected in a flipchart to be presented in plenary.

Questions for reflection

1. In what degree or degrees of the Ladder are the young women you work with participating in your community?
2. What would be needed for the young women you work with to climb to highest levels of participation within your community?

- After the national group discussion, all participants gather again in plenary and share their results.

Adaptation proposals

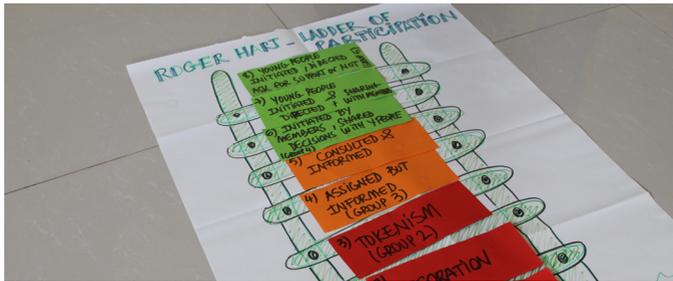
Questions for reflection can be adapted, particularly focusing on the participation of youth inside their own organization instead of the community.

References

Model Roger Hart's Ladder of Young People's Participation, 1992

Appendices

Model Roger Hart's Ladder of Young People's Participation, 1992 ³³



5.3.4. CLEAR Model

Objectives

- To introduce the CLEAR model for youth participation;
- To allow participants to understand the framework for successful youth participation;
- To perform a diagnosis of the organizations on the particular strengths and challenges regarding young women participation.

Key-concepts

Youth participation, models, strengths and challenges, organization diagnosis

Duration

45 minutes

Materials / Equipment

Sheets with the CLEAR Model and questions

Markers

Description

- Trainers should understand well the concepts behind CLEAR Model regarding youth participation and prepare themselves well before facilitating the activity;
 - Gather the group in plenary with chairs in U format;
 - Give input on the CLEAR Model for youth participation, starting by explaining that this model can be used as a diagnosis or monitoring tool for organizations, authorities or other stakeholders to identify particular strengths and challenges regarding their internal participatory strategies;
 - Introduce each of the pieces of the Model, giving practical examples that can support participants to reach a better understanding of each one:
 - **Can do** – youth have the resources and knowledge to participate;
 - **Like to** – youth have a sense of attachment and caring that reinforces participation;
 - **Enable to** – youth are provided with specific opportunities and conditions for participation;
 - **Asked to** – youth are invited to participate in the decisions of the organization;
 - **Responded to** – youth can see evidence that their views and opinions have been considered.
- Divide participants in groups by organizations and invite them to perform a CLEAR diagnosis regarding the organization's strategy for promoting young women participation in decision making internally. Distribute a handout to each one of the groups that composes the following questions for reflection:

Questions for reflection (as an organization):

Can	- What are the appropriate resources you possess (in terms of competences, knowledge, flexibility, methods, etc) that facilitate the participation of young women?
Like	- What sort of sense of well-being and attachment do young women have regarding to your organization?
Enable	- What sort of conditions and opportunities (in terms of spaces, transportation, conciliation with family and professional life, etc) do you facilitate to ensure the participation of young women?
Asked	- How do you support the participation of young women in terms of motivation? Are they invited to take part in decision making?
Responded	- Do young women believe that their participation is making a difference in the organisation? What is the impact of their participation?

- What is needed for your organisation to have a more CLEAR internal strategy on Young Women participation?

- The results of this reflection shall not be shared with other participants, since they refer to the private life of the organizations. Nevertheless, the trainer can also support the process being available to answer questions and visiting each group.
- Participants should be encouraged to later share and discuss this exercise within their organization, particularly with the decision-making members. This activity can be a starting point to allow an internal reflection and to redefine the organization's youth participation strategy.

References

"CLEAR Model Lowndes & Pratchett "Understanding Citizen Participation in Local Government—and How to Make it Work Better"

Appendices

Handout "Am I a CLEAR organization?"³⁴

5.4. Trainer Activities

5.4.1. Super Trainer

Objectives

- To understand the different dimensions of the competences of a trainer;
- To identify specific knowledge, skills, attitudes required to work as a trainer or multiplier on the topic of young women political participation;
- To clarify and discuss key concepts such as competences, life-long learning and team work;
- To identify personal competences achieved and other that need to be further developed to act as a trainer.

Key-concepts

Trainer, competences, knowledge, skills, attitudes

Duration

1 hour and 30 minutes

Materials / Equipment

Flipchart with a Super Trainer model
Coloured papers, markers and post-its

34 - www.patherways.ecos.pt

Description

- Gather the group in plenary with chairs in U format;
- Start by introducing the concept of competence, as a complex assemblage of knowledge, skills, abilities, attitudes and beliefs that allow us to be effective in different contexts;
- Draw a large character in a flipchart – a “Super Trainer” – and illustrate on its body the competences needed by a trainer, educator or multiplier according to 3 dimensions:

Head	To know	knowledge
Hands	To do	skills, abilities
Heart	To be	attitudes, beliefs

- Clarify and discuss briefly the different concepts with the participants, giving specific examples regarding the 3 dimensions;
- After, participants are divided into small groups and invited to create their own Super Trainer drawing in a smaller scale;
- Distribute to each group one sheet for the drawing, markers and post-its of 3 different colours and invite them to list examples of specific competences requested in order to be a super trainer, educator or multiplier on the topic of young women political participation. Each colour will represent competences related to head, hand and heart;
- Join all the participants in plenary again, and invite each group to, at their time, present their character and post-it's to the whole group. While presenting, the post-it's are collected into the large Super Trainer character. Repeated post-it's are glued on top of each other not to duplicate and to leave space and visibility to post-it's that were not previously mentioned. Also, take the chance to clarify if the location of competences is in the correct place (correct colour);
- After all the groups have presented their results, close this part of the activity with a set of debriefing questions.

Debriefing questions

1. How can we acquire these competences?
 2. Is it possible for one single person to master all these competences?
 3. Is there a national referential to be trainer in your country? And to be a human rights trainer? And to be a youth trainer?
- Close the debriefing by reinforcing the concept of life-long learning process and the idea of working within a team with diverse and complementary competences, since “Super Trainers” actually do not exist;

- Invite each participant to have a closer look at the post-its in the large Super Trainer and to map the competences they believe they already have as well as the competences they would like to develop or improve;

Adaptation proposals

Continue the activity with a self-assessment questionnaire of competences, requesting that participants may present clear examples of how they can ensure to have those competences.



5.4.2. Experiential Learning Cycle

Objectives

- To reflect on the concept of learning as a dynamic and circular process that involves different stages;
- To discuss and understand the stages and principles of the experiential learning cycle;
- To understand our self, and others, learning progress as a dynamic and on-going process.

Key-concepts

Trainer, learning, conceptualizing, applying, experiencing, reflecting, reporting

Duration

1 hour and 30 minutes

Materials / Equipment

Equal sets of large post-its with the 5 components of the learning cycle; Flipcharts, post-its and markers

(Optional: computer, projector, speakers and video of “How to do an origami heart” and coloured paper)

Description

- Gather the group in plenary with chairs in U format;
- Start the activity with a teaser exercise that can represent a learning experience for the participants, such as doing an “origami heart”.
Distribute coloured papers to each participant, project a video tutorial and challenge them to create their own by following the instructions on the video;
- After all participants have built their own “origami heart”, ask them how it was the process, if they are happy with the result and if they could do another one again without following the video;
- Recall the concepts of Competence (as a complex assemble of knowledge, skills & abilities and attitudes & beliefs) that results from several learning experiences, and of Non Formal Education (respecting how is called and recognized in each country) that uses dynamic and experiential methodologies to support specific learning outputs;
- Introduce briefly the 5 stages of a learning process randomly and link them with the “origami heart” exercise” and the:

Conceptualizing

Applying

Experiencing

Reflecting

Reporting

- Divide the participants into small intercultural groups and invited them to create their own “Experiential Learning Cycle”, ordering the different stages presented and illustrating them through a practical example of a personal learning experience. Distribute to each group one flipchart, markers, post-its and a set of large post-its with the 5 components of the learning cycle;
- After all groups have finished the task, join all in plenary again and invite each group to, at their time, present their flipchart to the whole group;
- Take the opportunity to give feedback and explain more in-depth each stage of the cycle:
 - **Conceptualizing** - Developing an idea, integrating concepts and discussing previous patterns;
 - **Applying** - Planning how to put learning into practice, creating actions for the benefit the community;
 - **Experiencing** - Passing through the event , receiving stimulus, living the activity;

- **Reflecting** - Discussing the experience and supporting the understanding of what happened, how we felt and how the experience relates to the wider world;
 - **Reporting** - Revising the outputs of the learning experience, mapping the learning achievements and/or presenting them to others.
- Discuss on the fact that all 5 components are essential parts of the whole learning process and that the starting point can be any of these stages - it's a circle. Some people may reflect long before applying something, in other cases we can learn from an unplanned experience, and we may even produce a concept and report it before even applying it in practice (as is the case, for example, with scientists with theoretical analysis);
 - Close the activity by creating a parallel with the learning process of the young women the participants work with, and by reinforcing the concept of life-long learning and self-responsibility towards our own learning process.

References

Adapted from David Kolb "Experiential Learning: experience as a source of learning and development", 1984

5.4.3. Pre-Post Questionnaire on Trainer's Competences

Objectives

- To identify the main competences requested from a trainer in the topic of young women political participation;
- To identify, recognize and monitor the knowledge, skills and attitudes achieved as trainers;
- To reflect and assess on the areas that need to be further developed as a trainer.

Key-concepts

Trainer, self-assessment, competences, strengths and needs, development, recognition, monitoring learning

Duration

2 hours

Materials / Equipment

Pre Questionnaire for each participant;
Pre-Post Questionnaire to each participant;
Pen or pencil

Description

Note:

The Pre-Post Questionnaire is a tool to be applied in activities separated in time. In the example of PatHERways project, the Pre Questionnaire was filled during the 1st International Seminar in March 2017, the Pre-Post Questionnaire during the Training of Trainers in October 2017 and again, for the last time, during the Final Seminar in March 2018. We call it Pre-Post because the participants will fill it (at least) before and after a Training of Trainers. Before asking participants to fill in the questionnaire it is very important that the notion of what is a competence can be totally clear for them, otherwise the responses can be biased.

Pre Questionnaire (1st mobility)

- Start the exercise with a teaser question that can support participants to reflect on the importance of assessing their own competences as trainers, such as “Why we need to know what we know?”;
- After collecting some answers, the trainers explain to participants that to be a trainer, educator or multiplier on the political participation of young women is mostly important to be aware of what are the main competences requested for this task, as well as to be aware of what are the competences that we have as strengths and others that we need to develop further. Also, we are the main responsible for our own learning process and a self-assessment will support the understating and recognition of such competences;
- Distribute a Pre Questionnaire to each participant and go briefly through all its items while still in plenary;
- Explain that the items of the questionnaire represent the competences they are expected to develop along the project or concepts they should master. In each of the items, participants must indicate their level of confidence, familiarity or comfort with the designated competences and concepts;
- Also, for each item they must describe or give practical examples on how they are sure to have (or not) the designated competence;
- Individually, and with sufficient time for reflection, each participant fills its own questionnaire. Other participants can give some support or feedback if needed, but mainly this should be an individual task;
- To conclude the exercise, motivate the participants to engage in

activities or experiences that can allow them to develop further the competences they feel less comfortable/ familiar/ confident with and inform them that after some time (or during following mobilities) they will go back to the questionnaire to review their progress.

Competences/ concepts addressed in the Questionnaire

- Relation with the concept of Youth Political Participation;
- Relation with the concept of Gender;
- Confidence to discuss and promote Youth Political Participation among young people, young women and others they work with;
- Confidence to discuss and promote relevant Gender Issues among young people, young women and others they work with;
- Open mind and tolerance in regard to other cultures and opinions;
- Ability to understand and discuss the general concept of Human Rights / Women Rights and its main principles and values;
- Ability to deal with conflict management;
- Ability to understand and discuss relevant and challenging issues regarding gender;
- Ability to understand the concept of Experiential Learning Cycle and its principles and values;
- Ability to use methods and tools from Non Formal Education in general;
- Confidence regarding planning a training session on Political Participation of young women;
- Confidence regarding facilitating a session on Political Participation of young women;
- Confidence regarding debriefing exercises with a group of participants;
- Confidence on working in a team with other trainers, educators or multipliers;
- Ability to put in practice at local level the competences, experiences and knowledge gained;

Pre-Post Questionnaire (2nd mobility)

- At the end of the second mobility, the trainers recall the participants about the Pre Questionnaire they have filled during the 1st mobility and encourage them to fill again a similar assessment to monitor their progress regarding the competences (knowledge, skills and attitudes) requested to work as trainer, educator or multiplier on the topic of Young Women Political Participation;
- In the Pre-Post Questionnaire each item is divided into “before” and “now”:
 - “Before” indicates knowledge, skills and attitudes the participant considers she/he had before the project/ 1st mobility;
 - “Now” indicates knowledge, skills and attitudes the participant considers she/he has at the end of the project/ 2nd activity;.

- Often may happen that, during this second questionnaire, the participants score themselves less in some items in comparison with the first questionnaire, although they have been to strengthening the referred competences. This is likely to happen because, along the different activities, exercises and experiences participants develop a more comprehensive understanding of the competences and concepts and how they apply in practice, and respectively, they also became more aware of their own limitations and needs of improvement;
- The Pre-Post Questionnaire can be applied a 3rd time at the end of the whole project, or even a few months after the project has finished, to review the final achievements;
- Invite the participants to continue engaging in projects, activities and experiences that can enhance the competences and concepts they are less comfortable, familiar or confident with and work in teams that can be complementar in terms of competences.

Adaptations proposals

- Other items can be included in the Questionnaire if it is meaningful for the participants, project or activities;
- Depending on the level of understanding and experience of the participants, the trainer can also propose to collect all the pre-questionnaires during the first activity to give individual and more directed feedback.

Appendices

Pre questionnaires EN & PT ³⁵

Pre-Post questionnaires EN & PT ³⁶

5.4.4. Thematic Intercultural Workshops on Gender

Objectives

- To provide the time, space and resources for designing, facilitating and evaluating a session related to young women participation;
- To engage participants on a practical experience of acting as trainers and implementing a short workshop;
- To put in practice the diverse concepts, principles and values related to experiential learning and Non Formal Education;
- To further develop particular gender issues related to common community needs from a multicultural perspective;
- To clarify key concepts such as facilitation, debriefing, feedback and evaluation.

35 - www.patherways.ecos.pt

36 - www.patherways.ecos.pt

Key-concepts

Trainer, team, session plan, workshop development, preparation, facilitation, feedback, multicultural learning, community themes

Duration

1st day - 3 to 6 hours for preparation

2nd day - 1 hour session + 15 minutes for feedback

3rd day - 1 hour and 30 minutes for evaluation and debriefing

Materials / Equipment

1 Copies of Handout “Guidelines for workshop” for each team

2 Copies of the Template “Session Outline” for each team (or digital version)

Diverse materials needed for the implementation of each workshop

Description

Preparation - 1st day

- Gather the group in plenary with chairs in U format;
- Start by introducing to participants that they will have to join in mixed intercultural teams to design and implement a short workshop on a particular gender topic;
- Motivate the teams to work on a topic that can be of common interest and related to their working frame and community needs so that they can use it after in their organizations;
- The teams will have a full day to define the topic, discuss the strategy, prepare the session plan, set up materials and practice. More experienced trainers will be available to support in anything needed and to revise the final plan and diverse pedagogical material will be at disposal for the teams to use;
- The workshops must have a duration of 1 hour and will be implemented on the following day, following a strict and previously arranged schedule that should allow all members to be also participants of the other team’s sessions. Depending on the number of workshops, it can be arranged to have some workshops happening in parallel but it’s important to have a proper number of participants in each workshop;
- Each team will receive one template “Session Outline” (or digital version) to support them going through all the topics that should be included and considered while preparing a workshop (although they can adapt according to their plans and needs) and the Handout “Guidelines for workshop” that explains in detail all the topics included in the Session outline, as well as some guidelines and tips regarding the preparation, the teamwork, the implementation of the session and other advises.

Topics of the session outline

- Titled;
- Date/ time / venue;
- Who and what;
- Background of the session;
- Participants profile;
- Aim and Objectives;
- Description of the Step-by-step;
- Materials/ Equipment/ Logistics ;
- References;
- Appendices;
- Learning Outcomes (to be filled after the implementation);
- Evaluation & proposals for the future (to be filled after the implementation).

Implementation & Feedback – 2nd day

- The teams should arrive at the training room with time in advance to prepare all materials and equipment necessary;
- Each team, at the pre-arranged schedule, will deliver their workshop in 1 hour;
- At the end of each workshop, all other participants will be asked to offer feedback regarding how the session went. After, the trainers (that also played participants during the workshop) must also contribute with feedback and summarize the proposals for improving;
- Explain what is expected from the feedback accordingly to the following:

Giving	For improving, Support, No judgmental, Specific/Explicit, Constructive and Me, as a trainer I would;
Receiving	It's voluntary, Active listening, Don't be defensive, Appreciate it, Learn from it, Use the feedback as you want;

After each workshop, participants support to re-arrange the training room for the following team;

Evaluation & Debriefing – 3rd day

- Divide the participants into workshop teams again and invite them to share and reflect as a team on the process, outcomes and feedback from their workshop;
- Deliver each team a second “session outline” and ask them to write down a final session plan according to the feedback, reflection, suggestions and proposals of adaptation;
- Coming from their self-evaluation and reflection, each team must also identify 2 key points or learning outcomes to share with the whole group in plenary;

- Finally, to close the activity with a short evaluation exercise, invite participants to create a group human statue that can illustrate how was this process for them;
- Join all the teams in plenary to share the 2 key points and their human statutes and collect the updated session outlines;
- Close the activity by reinforcing the concept of life-long learning and self-responsibility towards our own learning process;

References

Manual for Facilitators in Non Formal Education from the Council of Europe³⁷

Appendices

Handout “Guidelines for a workshop”³⁸

Template “Session Outline”³⁹



5.5. Thematic Intercultural Workshops Activities

5.5.1. Men versus Patriarchy

Objetives

- To reflect on the role of men towards gender equality and women empowerment;
- To understand and reflect upon different situations of discrimination or prejudice towards women;
- To allow participants to find creative solutions against patriarchal models and narratives in daily life;

37 - <https://rm.coe.int/16807023d1>

38 - www.patherways.ecos.pt

39 - www.patherways.ecos.pt

- To encourage young men to act and be more conscience for the promotion of gender equality.

Key-concepts

Men, patriarchy, gender equality, women empowerment, role-play, daily life

Duration

1 hour

Materials / Equipment

Flipchart and markers (Optional: if available, provide dress-up clothes, chairs and tables that groups might like the incorporate into their role-plays)

Templates of stories

Description

- Gather the group in plenary with chairs in U format;
- Introduce the activity by explaining the context and objectives and informing that participants will have to perform a role-play following a scenario story that will be given to them;
- Divide the participants into small groups of 4 or 5 and deliver a scenario story to each of them. The groups should be heterogeneous and have at least one (young) men;
- Each scenario story illustrates a situation where a woman is facing some sort of gender discrimination or repression and where a young man in the story can “save the day”, meaning that he is requested to react and act to support the resolution of the woman facing the situation of gender discrimination;
- Each group will have around 20minutes to discuss the scenario that was delivered to them, create a possible solution/ outcome for the situation illustrated and train a short role-play to perform after to the whole group of participants;
- The trainers will be available to give support to the groups’ discuss and support clarify something need without influencing the group’s ‘solutions’;
- The role-play should be around 2 minutes, needs to be agreed among all the participants and all should have some kind of role or task during the play. The group is free to develop further the story or make up new characters;
- After the given time, the trainer gathers all the groups in plenary to watch the final presentations of each group;
- At the end of each role-play, the trainer invites the group to share their decision-making process and feelings regarding their scenario, discussion

and performance. The trainer invites also the participants from other groups – the “audience” – to give brief feedback or launch questions to the group;

- The trainer takes notes on a flipchart about key-words, concepts, quotes that underline the main strategies and challenges performed by the young men to contribute to the empowerment of women in the different scenarios;
- After all the presentations, the trainer uses the notes of the flipchart to summarize what was discussed, going through the strategies and challenges used and identified by the groups and bringing new reflection questions to the whole group.

Questions for reflection

1. The strategies found were mainly reacting with other male of the stories or with the female?
2. Do you feel young men could have similar reactions/ attitudes in real life? What is blocking them? How can these attitudes be enhanced?
3. How important is the active participation of young men in the mainstream of gender equality?

Adaptation proposals

- Introduce the activity with a teaser that can support participants start reflecting on the topic, such as a short video, newspaper article or a speed brainstorm on heroes for gender equality;
- Create other scenarios more related to your local reality or to your target group;

Appendices

Templates of stories for the role-play⁴⁰



5.5.2. Silence that speaks out

Objectives

- To understand and reflect on the challenges that women from rural areas face at each national level;
- To allow participants to debate on solutions to empower women from rural areas;
- To encourage young people to engage in activities and projects that can enhance rural areas.

Key-concepts

Theatre play, rural areas, debate, women empowerment, solutions

Duration

1 hour

Materials / Equipment

Flipchart and markers,
Dress-up clothes, materials and objects for the theatre play

Description

- The first part of this activity is composed of a silent theatre play where actors and actresses represent the daily labour of women from the most isolated rural areas of Cape Verde (or from another country)
- The play should be showing different traditional items, equipment and dress-up, but include no speech at all;
- Participants are invited to enter the room where the play is taking place and to seat but receive no other information about what is going to happen;
- The actors and actresses start the play inadvertently in order to create a mysterious mood;
- After the theatre play reaches its end, the trainer asks participants some questions.

Questions for reflection 1

1. What have you understood from the play?
 2. How you felt through the play?
 3. Have you recognized some links between the play and contexts/ realities you know?
- After this first reflection in plenary, the trainer introduces the aim and objectives of the activity and clarifies some relevant details of the play. The actors and actresses are invited to also join this contextualization;

- After this first moment, participants are asked to join in international groups and during 15minutes reflect and discuss upon the relation (similarities vs differences) between women in the rural areas of Cape Verde represented in the dramatization with the women facing the same situation in their home countries;
- A flipchart and markers are distributed to each group in order to collect the final results of this reflection and discussion;
- After this moment, all groups gather again in plenary and share briefly their results;
- After this moment, all groups gather again in plenary and share briefly their results. After all groups have presented the trainer summarizes what was discussed, and raises a set of questions for collective reflection:

Questions for reflection 2

1. What differs from the conditions between younger and older women living in rural areas?
2. How important is the active participation of youth in reaching for gender equality in rural areas? Why?
3. How can youth work support to find innovative solutions for women empowerment at each national level?

Adaptation proposals

Theatre of the Oppressed or Forum Theatre are also very strong theatrical methods which, starting from the staging of a real situation, encourages the exchange of experience between actors and spectators, through the direct intervention in action theatre. The Theatre of the Oppressed aims at the analysis and understanding of the structure represented and the search for concrete ways to effective actions that will lead to the transformation of that reality and is based on the principle that the act of transforming is transformative. This method seeks, through dialogue, to return to the oppressed his/her right to speak and the right to be. Although, to use Theatre of the Oppressed requires having specific experienced facilitators.

5.5.3. Women in Sports

Objectives

- To reflect and debate about the representations and prejudices towards women performance in physical activities;
- To identify the myths and facts, as well as challenges and opportunities for women in relation to sports;
- To allow participants to debate on solutions or proposals to empower young women engaging and progressing in sports activities.

Key-concepts

Women, sports, youth, myths and facts, opportunities and challenges, solutions

Duration

1 hour

Materials / Equipment

Flipcharts, markers and post-its
Computer, projector, speakers and video teaser
White board (optional)

Description

- Gather the group in plenary with chairs in U format;
- Introduce the aim and objectives of the workshop;
- Start the activity with a teaser video that can enhance discussion about the recognition of women in sports. Suggestion of videos: “Social Experiment: Sports and Sexism”⁴¹;
- Ask participants to share their feelings, opinions, previous experiences regarding the video and the topic in general;
- After this first moment, participants are asked to join in 3 international groups. Each group is given markers and one flipchart and is invited to map different Myths and Facts related to women in sports.

Myths	Facts

- When all the groups are finished, the trainer asks participants to, each group at their time, present their results in plenary. In a white board (or another flipchart) the trainer starts building a new map of Myths and Facts joining and summarizing all contributions that came from the different groups;
- After this part of the exercise, the trainer invites the participants to go back to the previous groups and identify three opportunities/ proposals/ possible solutions to support young women according to 3 categories:
 1. Young women **engaging** in sports - how society can motivate young women to be physically active and strong;
 2. Young women **progressing** in sports - how society can encourage young women to invest in a sports career or can create opportunities for them to progress if they are talented;

41 - www.youtube.com/watch?v=czAUWDNy98k

3. Young women **being recognized** in sports - how society can value and raise visibility on women who are professional sports players and can give them conditions to live from a sports career.

- Each group is given one of the categories and will have 20 minutes for the task;
- After this last exercise, each group shares in plenary their three proposals and possible solutions, while other participants can contribute with feedback or comments;
- To close the activity, the trainers can show another video, with a more constructive message and positive representations about the performance of women in physical activities, and invite participants to comment and to explore relations with the video and their results. Suggestions of videos: "Like a Girl"⁴²

5.5.4. Crossroad of Identities and Intersectionality

Objectives

- To debate and understand that our multiple identities such as gender, ethnicity, age and many others are not isolated;
- To reflect on how each person represent different intersections of identities;
- To experience how our access to rights are influenced by our multiple identities and also by the intersection between them;

Key-concepts

Multiple identities, intersectionality, gender, youth, ethnicity, sexual orientation, discrimination

Duration

1 hour

Materials / Equipment

Paper tape

4 identity cards

Computer, Projector, speakers and video teaser

Description

- Gather the group in plenary with chairs in U format;
- Introduce briefly that the workshop is about multiple identities and access to human rights, and don't go further on the objectives;
- Ask for one volunteer among the participants and separate the other

42 - www.youtube.com/watch?v=XjJQBjWYDTs&t

participants into 4 groups;

- Distribute to each group one identity card. Each cards says:
 - “Your are a woman”;
 - “Your are 15 years old”;
 - “You are a black afro-descendent”;
 - “You are homosexual”.
- Each group must keep their “identity” a secret while they are also invited to create a group-statue that can represent a car or other vehicle that can move as a whole;
- The volunteer participant will stand in the middle of the training room, in the precise intersection of a big cross made on the floor of the training room. The cross can be made with paper tape. Each group (vehicle) will be at the end of the 4 axes of the cross;
- The trainer launches a set of questions loud so that all the groups can ear and, accordingly to their identity card, in case the response to the question is NO they must put their vehicle running towards the volunteer creating some impact. It’s important to make sure the participants are creating some impact on the volunteer in the middle but also taking attention to not be harmful in any way. The group can use also simulate the sound of a car accelerating and of the impact to create an audible stimulus and a more lively experience.

Questions for the groups

1. Can you buy a house?
 2. Can you marry who you love?
 3. You have the same responsibilities at home as your partner?
 4. You can stay up late in the street without worrying?
 5. If you have the right competences, you can climb in your career equally as others?
 6. Can you vote?
 7. You can date who you want without feeling prejudice from others?
 8. You can rent a house without problems?
 9. You can donate blood in equal conditions as others?
 10. It’s easy to conciliate your family and professional life?
 11. You feel free and secure to go to a pub alone?
 12. You trust the police and feel safe when they are around?
 13. You can wear cloths you feel good about?
 14. There are several popular heroes that relate to your image?
 15. Your opinions are considered seriously?
- Other 2 or 3 participants can have the opportunity to change position with the volunteer in the middle to have also this experience;

- Along with the exercise it will most certainly happen, that the volunteer will receive impact from different sides simultaneously, creating an even more conflicting situation;
- After the exercise the trainer asks for everyone to return to their seats and introduces in more detail the aim and objectives of the workshop, invites the participants on the groups to share their identities and starts the debriefing of the exercise by asking, both the groups and the volunteers in the middle, how they felt throughout the exercise and what this crossroad can represent in real life;
- Present a teaser video that can enhance discussion about identities and intersectionality. Suggestions of videos: "The urgency of intersectionality by Kimberlee Crenshaw's".

Debriefing frame

- Ask participants to share their feelings, opinions, previous experiences regarding the video and the topic in general, reinforcing that we cannot look at identities, such as ethnicity, gender and age in isolation, they are intertwined and interconnected;
- Intersectionality means that from the meeting of different identities, such as black young homosexual women, it is created a new identity that it's not the sum of all identities but more a specific category in itself;
- Engage participants to reflect on how often happens that the general feminist discourse speaks to the experiences of white women and anti-racist discourses to the experiences of black men, leaving black women's experiences unacknowledged.
- Sometimes people who have experienced multiple forms of discrimination use their oppression as motivation to rise up, subvert and overcome (e.g. Oprah Winfrey is a classic example), most women who experience multiple forms of discrimination go through life facing greater hardship, barriers to access services and emotional vulnerability.

Adaptation proposals

- Another option is that the volunteer participant can seat in a chair that will stay in the middle of the training room (the participant can seat in a backword position on the chair to be able to grab it with the arms) and each leg of the chair will be tied to a rope that will be held by each group, meaning that the ropes will make a cross, with the chair and volunteer in the middle and each group at the end of the axes. The trainer launches the set of questions loud so that all the groups can ear and, accordingly to their identity card, they must pull a bit of the rope in case the response to the question is NO.

- - The identities cards can have different categories depending on the topic of the activity and each group can also receive two identities and interpret their intersection.

References

Video “The urgency of intersectionality by Kimberlee Crenshaw’s”⁴³



5.6. Recommendation Building Activities

5.6.1. Writing a Political Recommendation

Objectives

- To promote the political participation of trainers, educators and youth leaders for human rights, particularly young women’s rights;
- To gather diverse outputs coming from a structured learning process and apply them into a political recommendation;
- To develop competences on debating and collectively creating political recommendations to be addressed by decision makers and other stakeholders.

⁴³ - www.youtube.com/watch?v=akOe5-UsQ2o

Key-concepts

Recommendations, political participation, debating, applying, collective construction

Duration

2 hours

Materials / Equipment

Small and Post-its, coloured A4 cards and markers

Description

Note: Writing political recommendations should not be an isolated activity but more a final activity that can benefit from previous reflection and outputs from a structured experiential learning process. On the case of PatHERways project, since the beginning of the project and through the 1st International Seminar in Faro - Portugal and Training of Trainers in Assomada - Cape Verde, the participants were engaged in different activities to develop their awareness, competences and arguments on the topic of political participation of young women. Although the responsibility of creating political recommendations was reinforced since the early stages of the project, this activity only took place during the last session of the Training of Trainers in Cape Verde.

- Gather the group in plenary with chairs in U format;
- Start the activity by recalling the different moments on the project and invite participants to share randomly their main learning outcomes, new understandings or conclusions regarding the state of political participation of young women;
- Distribute 3 small post-its to each participant and ask them to, individually, write 3 main final ideas/proposals/ conclusions regarding what needs to happen in their communities to support a shift towards the mainstream of young women political participation;
- After this, divide the participants into intercultural groups of three participants, and invite them to share their individual post-its between them, debate and select the 3 main post-its. After the sharing, each intercultural group should debate and write on 3 large post-its (out of the 9 previous small or new ones) that better reflect the ideas, needs or conclusions of the group as a whole;
- Invite them to cluster one last time and join in a larger group of 6 participants. This large group must again share the ideas on the 6 post-its, debate on them regarding “importance, priority and potential results” and decide on the final 3 political recommendations coming from the group;

- The groups must write their proposals according to the questions “What?”, “Who?”, and “How?” on a final coloured A4 card. Participants are invited to use any equipment and materials from the project to check on evidence-based data;

What?	What is the issue you wish to address? What is the idea you propose? What needs to be changed and why?
Who?	Who are the target groups of the proposal? Who will be responsible to implement the proposal? Who more will be involved in the proposal? Who will be impacted by the proposal?
How?	Detail the idea you propose; Detail why you believe it will be successful and justify the evidence-based data;

- Participants must be aware that the proposals are aimed to be addressed to decision makers and other stakeholders at the international level and also in each of their national levels;
- For guidance, trainers should clarify that:

Recommendations are not:

- ... a reflection
- ... a generic finding
- ... a critique of the state of affairs
- ... an unrealistic aspiration

- After all groups have finished writing their Final 3 Recommendations, join all in plenary again and invite each group to, at their time, present their 3 final recommendation cards to the whole group;
- Invite other groups to give feedback, ask if they agree or not with the recommendation or invite them to give contributions to improve the proposals. In case there are similar recommendations from different groups invite them to share and join into one single recommendation;
- If relevant, give a final ten minutes extra to each group to integrate the feedback they've received from the whole group and re-write their final political proposals.

Adaptation proposals

- In the guidelines to write the recommendations, the questions

- “When?” and “Where?” can be more specific in case they are to be addressed at local level or in the frame of a very particular topic;
- After the presentation of the final 3 proposals from each group, make an anonymous voting activity. Give information to participants regarding if they should vote for the most relevant for their communities, or the priorities, or most realistic proposals, or other;
 - Invite each national group to, once back in their home country, discuss the proposals with their teams, target-groups and network of partners and to return the feedback to the coordination team.

5.6.2. Transnational Recommendations of the Political Participation of young women

Objectives

- To allow a deeper reflection and final feedback on a set of political recommendations to be addressed to decision makers and other stakeholders;
- To develop competences on debating and collectively creating political proposals and recommendations;
- To create political recommendations towards young women political participation through a transnational and multicultural perspective.

Key-concepts

Recommendations, political proposals, debating, collective construction, transnational

Duration

2 hours

Materials / Equipment

Half flipcharts with initial political proposals;
Different size pink and green post-its ,half flipcharts and markers;
Speakers and calm focus music.

Description

Note: This activity is a follow-up from activity 5.6.1 – “Writing a Political Proposal” and in the case of PatHERways project was implemented in the Final International Seminar in Cascais – Portugal. It is recommended to have time between both activities.

- Gather the group in plenary with chairs in U format;
- Start the activity by informing participants that this activity aims

- to final review the political proposals that came out from the last activity of the project and to write a final version that can be addressed to decision makers and other stakeholders worldwide;
- Arrange tables around the room with walking space between them and on top of them distribute half flipcharts that have written the political proposals from the last activity. On each table distribute also different size pink and green post-its and markers;
 - Ask participants to, randomly and in silence, meet every proposal and write on pink post-its what they “Don’t agree/ needs to be changed” and on green post-its what they “Want to reinforce/ needs to be added” and leave them close to the proposals. Participants can run through the different proposals as many times as they wish and can also comment on others post-its, but cannot take off or strikethrough what others have written;
 - Create a calm and focus atmosphere while participants are giving their feedback in silence, by introducing an adequate music and light;
 - After all participants are satisfied and felt they went through the proposals as they would like to, invite them to join in groups close to the proposals they would like to work with the most. The trainer might need to propose a different arrangement to make sure all proposals have a group of participants that can work on them;
 - After the groups are created, the trainer invites each group to read all the feedback post-its and to try to integrate them in a final Recommendation that can be inclusive of all other’s opinions or ideas. Distribute one new half flipchart to each group to write these final Recommendations;
 - After all groups have finished the task, join all in plenary again and invite each group to, at their time, present their Final Recommendation to the whole group and explain how was the process of integrating all the feedback, what were the main challenges and if there was something they could not integrate and why;
 - Allow the whole group to engage in moderated conversation, taking attention on time management, to make sure all the Recommendations are well recognized by all participants through a consensus approach;
 - If there is need to work more in-depth some of the Recommendations, find another moment during the programme, as well as, a group of participants with interest and competencies to do it. In the case that it’s not possible to reach a consensus on a specific idea, the respective proposal shall be withdrawn. The final Recommendations must always come back again to the whole group;
 - When the final recommendations are set and agreed, ask the participants to join in national groups and map a list of decision-makers and other stakeholders they would like to address. Also, invite

them to take responsibility for disseminating the Recommendations and agree on a common presentation method.

Adaptation proposals

Voting on priority proposals or recommendations can also be made through dot stickers. In dot-voting participants vote on their chosen options using a limited number of stickers. This sticker voting approach is a form of cumulative voting

5.7. Evaluation Activities

5.7.1. Reflection Groups

Objectives

- To allow participants to reflect individually, and within their national groups, about their daily experiences and learning process;
- To allow participants to monitor their own learning process and achievements;
- To collect feedback from participants regarding the activities, logistics and other aspects of the project or of the group;
- To contribute to the improvement and adaptation of the programme if needed.

Key-concepts

Reflection, learning, group, monitoring, daily evaluation

Duration

30 minutes

Materials / Equipment

Handouts for reflection groups (one for each person and another for the group as a whole)

Description

- At the end of each training day the participants are invited to join in national groups to reflect on several aspects of the day and of their learning process;
- Introduce to participants that regular reflection activities will help them to retain commitment, increase motivation and awareness and will add meaning to their experience. Reflection is a structured safe-space for exchange of ideas and thoughts and becoming aware of our learning, and it comes from taking the extra time to question all aspects of what they have done or felt;
- Each group will have a moderator that will have the responsibility to

facilitate the discussion among the group and bring feedback to the training team, especially about important things to take in attention, be adapted or taken care of during the next days of the training. The moderators should be briefed in advance to make sure they are aware of the objectives and process of reflection;

- During each day, the group will be given a different handout template to support the reflection and discussion. These handouts are tools that will help participants to engage in the exercise and give feedback to others, but they are not the centre of reflection but they are not the centre of reflection;
- Every day, each participant will fill a handout that he/she can keep for him/herself. The group will also fill another handout that can represent their collective feeling and that will be shared with the other groups;
- The training team also will have its own reflection group at the same time to evaluate the day;
- In the handouts that have people characters, invite participants to redraw the color of skin, hair style or body shape in a way they can relate more, especially in a multicultural context;
- At the end of each day, the group handouts are to be exposed in one of the walls of the training room, following a timeline of the seminar/training programme.

Adaptation proposals

- Depending on the level of comfort and experience of the participants, you can also create international teams and allow more focus on the experiences and learnings from the intercultural exchange;
- Use only one handout so that it can be more visible the path of reflection results throughout the days. The handouts of the smileys or blobs can be the most interesting if you decide to use only one, since you can make circles and write the day number on the character you choose each day.



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Appendices

Reflection Groups Handouts ⁴⁴

References

www.blobtree.com

5.7.2. Before, During & After

Objectives

- To collect information on the progress made by the partners, throughout the life of a project, regarding their work for young women's participation;
- To map new stakeholder involved, project opportunities and internal changes in the organisations which happened by influence of the project;
- To allow partner organizations to become aware, and also share with others, the results and impact of a project at each national level;

Key-concepts

Before, during, after, results, impact, opportunities, evaluation, organization

Duration

2 hours

Materials / Equipment

Flipcharts, post-its and markers

Timeline

Description

- Start the activity in a plenary room by recalling the several stages of the project. Use a timeline on the wall with the different activities to allow the participants to go back throughout the life of the project;
- Invite the participants to join in national/ organizations groups and to reflect on the changes and impact that the project brought to the organization at several levels, such as engaging in new partnerships or networks, development of new projects or activities, participating in events, new resources, internal changes on the organizations or others that can be relevant;
- Distribute markers and one flipchart to each group and ask them to divide it in 3 parts, following the example:

(Organization's name)		
Before	During	After

- Also, ask to participants to collect in post-it's the different stakeholders that they have engaged with throughout the project;
- Give around 1 hour for the task, so that each group can have time to have a deep reflection and discussion among organizations and after national groups;
- After all groups have finished the task, join all in plenary again and invite each group to, at their time, present briefly their flipchart to the whole group;
- Invite others to give feedback, comment or make proposals for future if relevant;
- Close the activity with a short celebration and compliment regarding all the hard work done by the partner organizations.

Adaptation proposals

After the presentation of the flipcharts, collect separately all the post-its of stakeholders they have engaged with, to allow the whole group to have an overall picture of the potential of dissemination of the project.



5.7.3. My Lego Path

Objectives

- To allow participants to reflect on their learning process, challenges and achievements throughout the project;
- To allow participants to express themselves creatively regarding the impact of the project at the individual level;

- To allow participants to share with others the impact the project had on a personal level.

Key-concepts

Evaluation, learning, individual, personal, impact, challenges, achievements.

Duration

1 hour

Materials / Equipment

Several sets of Lego bricks and figures;

(Optional: computer, projector and photos from the different activities of the project)

Description

- Start the activity in a plenary room by recalling the several stages of the project while projecting a photo slide show from the different activities to allow the participants to go back throughout the life of the project;
- Prepare a large table in the middle of the training room and spread on top of it several sets of Lego bricks and figures. It's important to have many Lego pieces to work with so that participants don't feel limited in their creative expression;
- Invite the participants to, individually and in silence, create a Lego construction that can express their personal learning process and experiences throughout the project. Clarify that the Lego bricks are just a way to express their reflections, there are no rules regarding how to use them;
- Turn on some music to create a calm atmosphere in the room;
- After all participants have finished the task, remove from the table all the Lego bricks that were not used;
- The trainer invites all the participants to join in plenary in U format and to share in front of them their constructions;
- Give a few minutes to observe the constructions and the atmosphere of the room and after invite participants to share and explain their construction to the whole group. Ask randomly who would like to share, since it should be voluntary;
- Close the activity with a short round of applause to each participant for their achievements and learning outcomes throughout the project and invite them to go around and observe others constructions in more details, giving them the space to share in pairs or small groups.

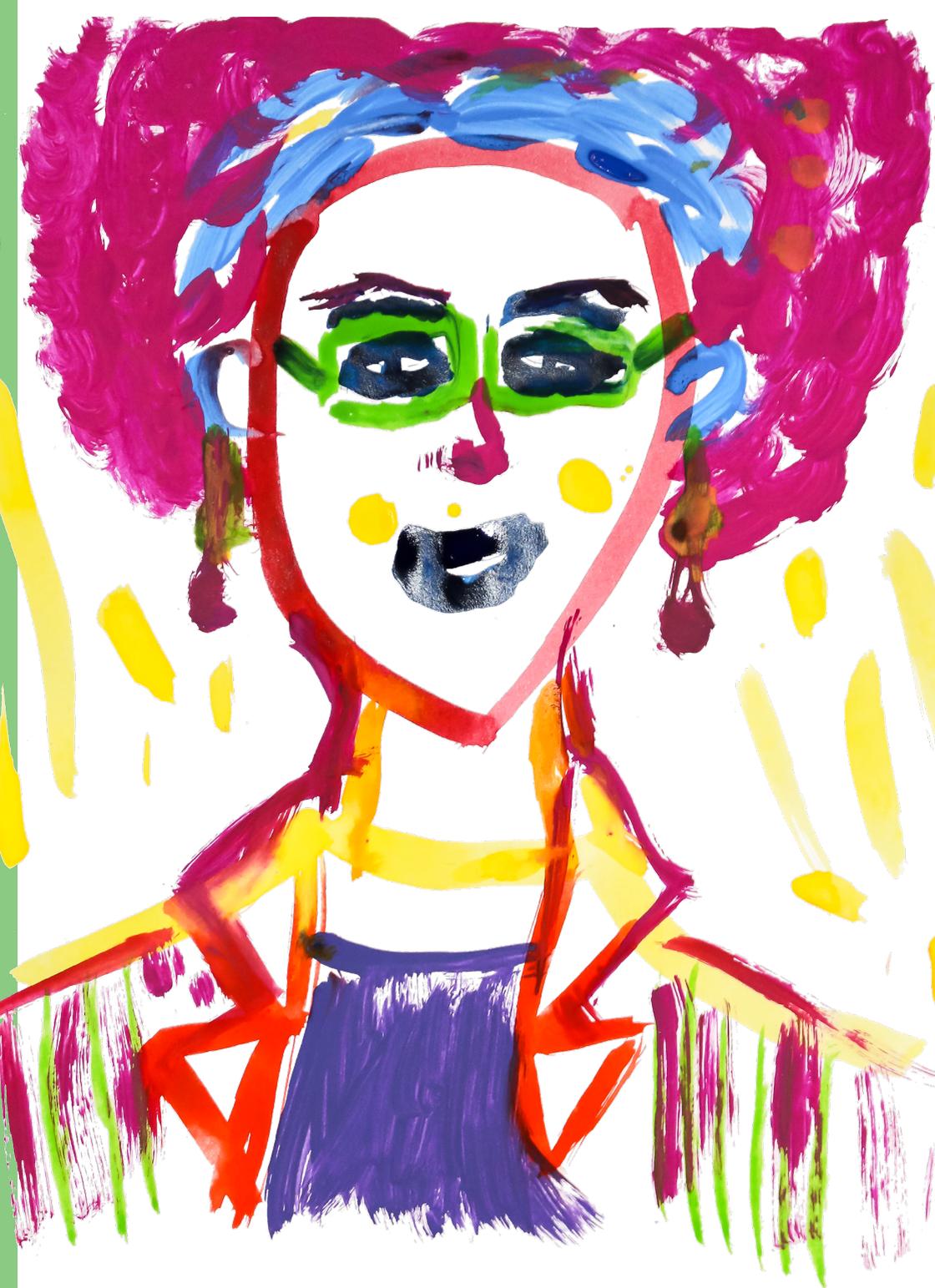
Adaptations proposals

If more time is available you can ask participants, in a first round, to represent a concept, such as learning, with Lego bricks. This first phase could be useful for the group to familiarize with this new mean of expression (the Lego bricks) as well as in better addressing their own learning reflection.

References

Adapted from Lego Serious Play © approach





6. Final Remarks

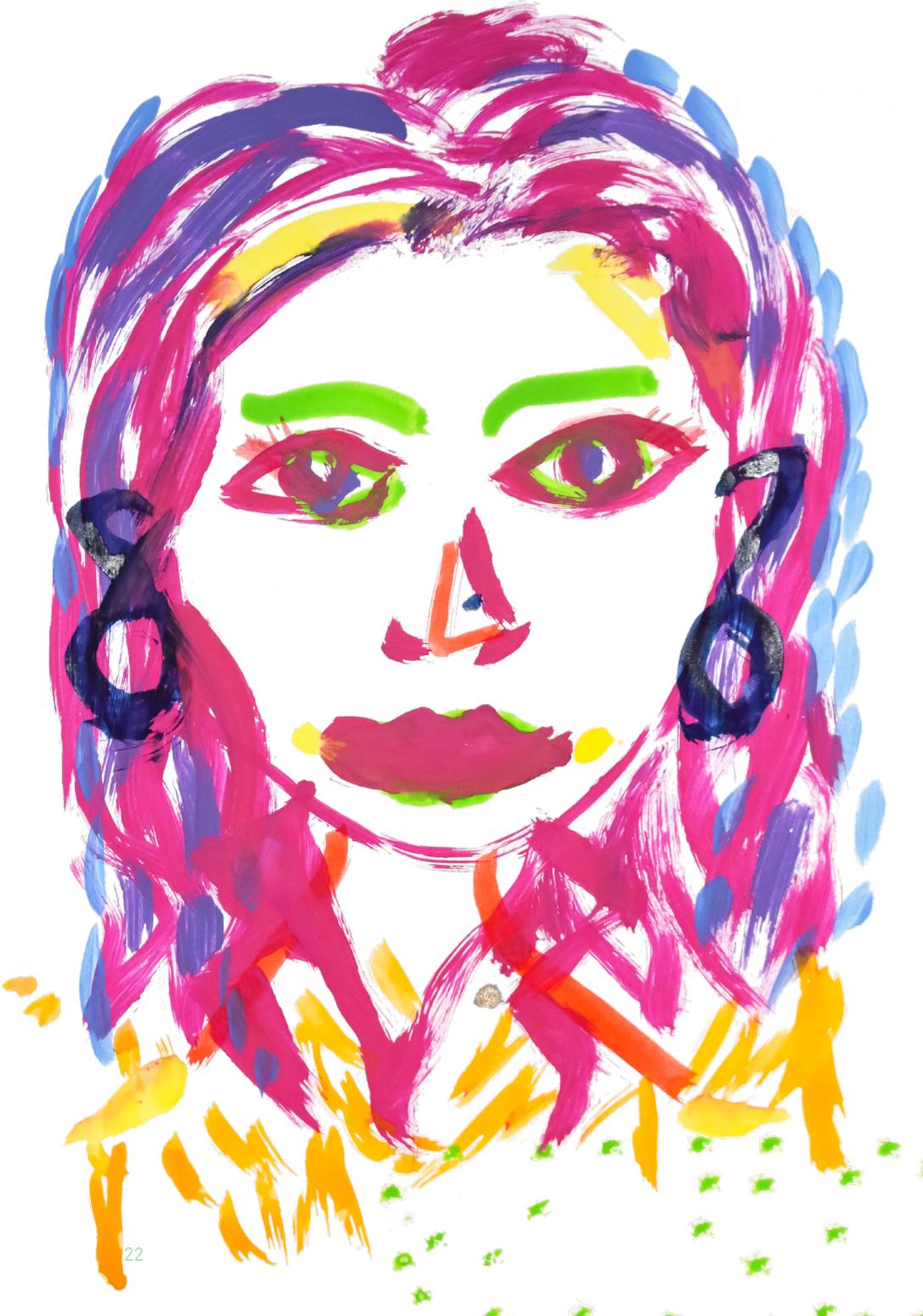
This Handbook is the result of a wonderful and challenging experience that united young leaders, youth workers and educators different of the world.

As always, at the end of an intense project or journey we have mixed feelings. From one side, there is the feeling that between the paradigms of gender and youth participation, much was left unsaid and if the time for debate and sharing could be extended, it would still not be enough to address all the needs and inequalities that young women are facing around the globe. From the other side, we are sure we have contributed towards the personal transformation and growing consciousnesses of many people that joined PatHERways journey and that the world is now equipped with more engaged youth social leaders that can contribute meaningfully towards a global shift on gender equality, and on young women active involvement in public policies in particular.

This handbook intends to be a symbol of the great opportunity we have to improve ourselves constantly in the path of becoming the better leaders and multipliers for the social transformation that our world is urging for. We hope it can provide useful tools and ideas to use with different communities and inspire others to continue the journey with confidence, passion and motivation!

We strongly encourage you to give us feedback on your impressions and results while working with this handbook, so please get in touch!

Hope we can come across each other in the world we want to live in!



7. Special Thanks

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Creating pathways for political
participation of young women

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