



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 Manual for Global Educators

The training activities, selected and presented hereinafter, intend to illustrate the path that was created along the project activities.

We believe that in order to start any structured learning process it is most beneficial 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 creation of moments to build on each others different background and contexts, which is especially important in such a heterogenous cultural group. However, at some point it's 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 gender and youth participation.

Since the participants of our project were also trainers and educators (or future ones), we opened the opportunity for partners to share some dynamics and pedagogical approaches during the First International Seminar, and during the Training of Trainers they were invited to join in mixed intercultural groups to create short workshops on specific topics that are presented in this handbook.

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.

Evaluation is one of the most important aspects of the whole project and therefore should be planned and implemented along 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 moments of the project. If possible, having 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 a project;
- To share each other's organizational context and experience;
- To collect as inputs for eventual papers/ intellectual outputs.

Key-concepts

Preparatory-work, youth participation, gender national context

Duration

6 - 8 hours (adaptable)

Materials / Equipment

Computer, internet, relevant documents, others

Description

Preparation

- Encourage partners and/or participants to prepare themselves for the project activities doing a research about the reality of young women political participation at their national level;
- The guideline questions for the research can be discussed and agreed during a presencial or online meeting, to ensure they are meaningful to all partners;
- The presentation format can also be agreed with participant (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 debated in person during an activity;

Guideline Questions

- 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;
- Map the current legislative frame and your national experience on

the topic of the Political Participation of Young Women. If possible, comment the challenges and opportunities of the current frame;

- What are the main challenges and opportunities to (young) women participation in your country?
- Describe briefly the target groups of your organization. How do relate to the topic of young women political participation?
- 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.

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 a project, eventual papers or intellectual outputs.

Proposal of adaptations

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

Appendices

Example of PatHERways Preparatory-work Guidelines¹

1 - www.patherways.ecos.pt

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 common key values and differences on main concepts;
- To start to build a common understanding and redefine concepts inside the project;

Key-concepts

Preparatory-work, concepts, similarities 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), each participant shall make 5 short videos (of 30 to 60seconds each), one for each of the main concepts of the project:
POLITICAL | PARTICIPATION | COMMUNITY | MEN | YOUTH
- The videos shall be in a common language or in alternative shall provided the translation;
- Each video shall start with the sentence “For me (CONCEPT) is...”
- It's important that all videos have good audio;
- The outcomes of this exercise shall be shared and discussed in person during an activity.

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:

1. In the center circle they will list all words, concepts, ideas which they agree on/ that are common;
 2. In the outside circle they will list the disagreements, polemical issues;
 3. In the middle area (between both) they will list all the questions, undefined 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 in the posters;
 - 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 shared the challenges of the process.

Proposal of adaptations

- The definition 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 arised.

Appendices

Example of PaTHERways Preparatory-work Guidelines¹



¹ - www.patherways.ecos.pt

5.1.3. Principles of learning and working together

Objetives

- To assure 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, gender policy.

Duration

1 hour

Materials / Equipment

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

Description

- The training room shall be prepared with chairs in U format;
- A set of papers with words and other blank will be in the middle of the floor and visible to 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 a word in the middle and talk about what he/she thinks is important to have in mind during the time they 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, assuring that no opinion or idea is left unshared;t
- The trainer’s team shall collect notes from the feedback of each participant and write them in a large post-it that will be attached to the selected word. This will allow to have more clear the meaning or concern raised from each word;
- At the end the activity, the words with post-its will be made in the form of an “Agreement” that should be exposed in the training room during all the activity and put on a written version so that all partici-

participants can have them in mind;

- This "Agreement" can be revised from one international activity to another or at any time needed.

Proposal of adaptations

You can also create a Safeguarding Policy together with your partners or participants¹

Appendices

PaTHERways common agreement²



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 for each country on the milestones regarding the political participation of young women;
- 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);
- Papers with key-indicators (each indicator in a different colour and equal packs for each country);
- Paper, markers, colored small sticky-dots, bostik or wall tape.

Description

- The trainers start to explain 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 that all the groups will share the results in plenary and discuss about the result;
- To each national team is distributed computer or smart phone with internet, relevant documents, 10 colored papers with the key-indicators and markers;
- Each key-indicator paper has a specific color and all the national teams have the same pack of indicators. On each key-indicator paper, they must write in the front their country and relevant dates and on the back a short description on the state of implementation/ challenges/curiosities regarding that indicator.

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

2 - www.patherways.ecos.pt

- **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 set paper on the wall with a timeline on the top horizontal axe – using references such as the BigBang, “BC and AD”, 1990, 2020, 2100 – and a paper for each country in the vertical left axe.

- After completing each key-indicator research, the groups gather in plenary in an U format and select a speaker to present their results;
- The trainer starts by presenting the timeline and adding a few milestones at international level such as – the creation of the Human Rights Convention, of the CEDAW convention or the born 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) of the key-indicator;
- 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;
- 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 and after 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 were good sources?
2. Which piece of information did people find the most interesting, surprising or shocking? Why?
3. What have been the major forces behind the development of human rights / women rights throughout history?
4. Is it important to know about the history of human rights / woman rights? Why?
5. What new rights will we need in the future?

- 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!"

Proposal of adaptations

- 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;
- Make an exercise of what participants expect to change till 2030 or 2100 and debate about it.

References

Adapted from Timelines in Compass “Manual for Human Rights Education with Young People”¹

Appendices

Gender indicators papers²



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

2 - www.patherways.ecos.pt

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

Duration

1 hour

Materials / Equipment

- Flipchart or individual copies of Gender Oppression Pyramid;
- Flipcharts and markers.

Description

- Trainers should understand well the concepts behind the pyramid and prepare herself/himself well before facilitating the activity;
 - Gather the group in plenary with chairs in U format;
 - Give input on the Model of Gender Oppression, starting from representations in the bottom of the pyramid to violent crimes on the top;
MASS-CRIMES | VIOLENCE | DISCRIMINATION
PREJUDICES AND MAKING FUN | REPRESENTATIONS
 - 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.

Proposal of adaptations

- The Pyramid of Gender oppression can be used only as input or debriefing support for the closure 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 organise 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. ¹



1 - www.patherways.ecos.pt

5.2.3. Stories & values

Objectives

- To encourage the participants to reflect about their own moral values and prejudices as a learning process;
- To reflect on about the influence of gender and sexual representations towards our judgments;
- To motivate participants to have critical thinking through respect for 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;
- Firstly, participants are asked to read the story individually in silence and put all the characters of the story into an order scale in terms of who had the best (1) and the worst attitude (6) in their perception;
- After this first individual reflection, the participants shall join in small groups of four or five and share their individual results, discuss collectively and reach a new and consensus order scale for the characters;
- After this small group work, the facilitator collects the results from each group in plenary;
- All the group in plenary analyzes the final charter, with the results from all the groups, and have a collective reflection and discussion;

Questions for reflection:

1. What character was more times judged as having the best attitude? And the worst attitude? Where there any similar/interesting results?
2. How easy was to reach consensus in the small group?
3. What arguments you used to order the characters? Did participants from the same country have the similar results?
4. Is it possible for the whole group to reach a consensus? Is consensus desirable?

5. How do the results you reached relate to your personal values and experiences?
6. What other stories could be behind this one that could change your perception towards their attitude? Why do we make quick judgments based in a few sentences?
7. If the characters had the opposite gender, would that change your perception and values regarding their attitude?

- The trainer can give some examples on how the stories can be subjective and close the exercise with some input for debriefing, such as:
 1. We project ourselves and our values in our interpretation of reality;
 2. People view the world from different perspectives, have different values and reach different conclusions out of the same information;
 3. When engaging with people from different cultures we should be aware that all their actions, values and attitudes are not necessarily defined by their culture. People with similar background think and judge differently, have different moral values and different ways of seeing reality;
 4. Our judgments and moral values are closely related to our gender representations.

Proposal of adaptations

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 ¹

1 - www.patherways.ecos.pt

5.2.4. International Cafe Debate on Young Women 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 community to become more aware of women with fewer opportunities or in more vulnerable conditions;
- To reflect on changes and attitudes each individual and group can promote for 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 cafe, gender, interculturality, community, visibility, challenges and opportunities, fewer opportunities, changing the world.

Duration

2 hours 30 minutes

Materials / Equipment

- Computer and projector
- Sound system (transportable preferably)
- Menus with instructions for each table
- Articles regarding gender issues (cuts of 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;
- Promote the activity in advance and invite the local community to participate;
- 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 its instructions. 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;

- Presentation of the 3 rounds of debate with the different guiding questions:
 1. Starter “What do you see/feel currently regarding the active participation of young women around the world today?”
 2. Main Course “Who are the women that participate less, that have less decision power, of your community?”
 3. 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 coffee 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 and the 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 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 change in 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.

Proposal of adaptations

- Start the activity by inviting the international participants to create an inspirational presentation to share one example of real women participating for their rights in their own countries;
- The cafe debate can be closed for the international/project participants only, or you can invite specific groups of your community, such

as young people or a group you work with;

- Use other inputs or short teasers to support the discussion instead of the articles or post-its.

References

Adapted from World Café methodology at www.theworldcafe.com

Appendices

Menus for the tables with instructions in bilingual Portuguese and English ¹



1 - www.patherways.ecos.pt

5.3. Youth Participation Activities

5.3.1. Take a Step on Gender

Objectives

- To raise awareness about inequality of opportunities;
- To allow participants to put themselves on the 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 trainer creates a calm atmosphere and invites 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... They will decide by themselves which women they want to role-play but must not reveal any details from their characters to others;
- Give them 3-5 minutes to define and get into the role. To support building a picture of themselves, the trainer asks them questions, such as: what age do you have (must be young), 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, etc. Create pauses between each question to give time to reflect and integrate;
- After, the trainer asks the participants to remain absolutely silent and to line up beside each other (like on a starting line);
- The trainer informs that she/he is going to read out a list of situations or events. Every time that they can answer “yes” to a statement, they should take a step forward. Otherwise, they should stay where they are and not move;

- The trainer reads out the situations one at a time, pausing for a while between each sentence to allow participants to have time to step forward and to look around to take note of their positions in relation to others;

- **List of sentences:**

1. You have never encountered any serious financial difficulty.
2. You feel that your competence is 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. Then gives them a couple of minutes to come out of role before debriefing in plenary;

- **Debriefing questions:**

1. What happened and how do you feel about the activity? During this phase, participants may reveal some details about their characters;
2. How easy or difficult was it to play the different roles?
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 participants feel 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 feel 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?

Proposal of adaptations

- Create ahead different character cards and ask participants to select one randomly. Give them still the 3-5 minutes to integrate along the questions to build up the character and follow the rest of the exercise like described;
- Use a long length of very thin string or paper ribbon that will break easily. When the participants are lined up at the start, walk along the line and each person takes hold of the ribbon, so that everyone ends up “joined” together along the ribbon. When the moment comes to take a step forward, some participants will be faced with the dilemma of whether or not to move and break the string.

References

Adapted from Take a Step Forward in Compass “Manual for Human Rights Education with Young People”¹



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

5.3.2. Gender Youth Park

Objectives

- To allow 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 organisations 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: hard cardboard, glue, coloured paper, plastic cups, string, tape, pencils, markers, balloons, pieces of wood, sand or gravel, and others (can be adapted)
- Blindfolds
- Sheets with instructions for each group.

Description

- Participants are divided into 5 smaller intercultural groups;
- The trainer introduces the activity by saying each group represents an organisation that aims to construct a gender park and will have specific instructions that will be handout together with a box of materials to support the constructions.
- **Also, each group:**
 1. must find a quiet place to work on their park without the interference of others;
 2. 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);
 3. will have to read carefully the instructions. In the instructions they will find a description of the behaviours and attitudes they should follow towards the situation. Emphasise that it is a role play so they need to follow the instructions accurately;
 4. 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"
- **Debriefing questions:**
 1. How did you feel during different moments of the exercise and why? How do you feel now? (collect the opinions of youngsters and adults)
 2. What was going on in different groups step-by-step?
 3. What was the aim/role of the adults? Did the youngsters knew about it completely?
 4. Were youngsters asked their opinion?
 5. Who directed / took decisions regarding the construction of the park?
 6. Where did the idea originally come from, adults or youngsters?
 7. What do different situations represent regarding participation?
 8. Do you believe that that effect of participation is visible in the final result (Youth Gender Park models)?
 9. What parallels can we make with reality of participation and young women in your local reality? And within your organisation?
- Close the exercise by presenting a couple of models of youth participation¹

Proposal of adaptations

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

References

Adapted from Amusement park²

Appendices

Instructions for the groups³

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

2 - www.patherways.ecos.pt

3 - www.patherways.ecos.pt

5.3.3. Roger Hart Youth Participation Leader

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 organisational level.

Key-concepts

Youth participation, models, manipulation, shared decision-making

Duration

45 minutes

Materials / Equipment

- Flipchart of the Roger Hart youth participation model
- Flipcharts and markers

Description

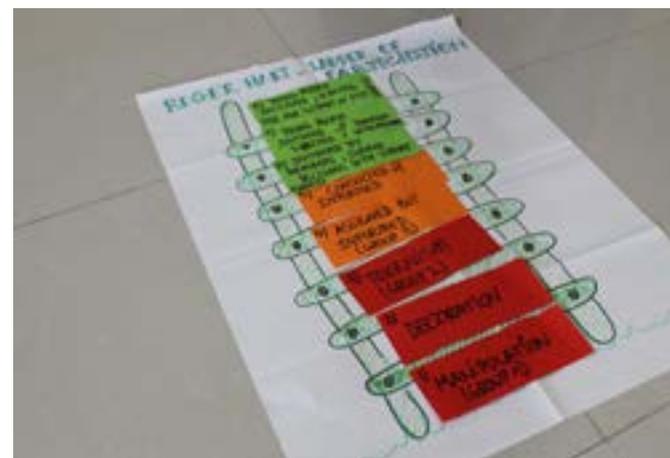
- Trainers should understand well the concepts behind Roger Hart's Ladder and prepare herself/himself well before facilitating the activity;
 - Gather the group in plenary with chairs in U format;
 - Give input on the Model of Roger Hart, explaining the different degrees starting from the bottom that actually refers to non participation to the highest degree where youth initiate the activity and 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 organisations 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/ organisation?
 2. What would be needed for the young women you work with to climb to highest levels of participation within your community/ organisation?
- After the national group discussion, all participants gather again in plenary and share their results.

References

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

Appendices

Model Roger Hart's Leader of Young People's Participation, 1992 ¹



1 - www.patherways.ecos.pt

5.3.4. Gender TimeLine & Indicators

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 organisations on the particular strengths and problems regarding young women participation.

Key-concepts

Youth participation, models, strengths and challenges, organisation 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 herself/himself 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 organisations, 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 – that is, have the resources and knowledge to participate;

Like to – that is, have a sense of attachment that reinforces participation;

Enabled to – that is, are provided with the opportunity for participation;

Asked to – that is, are mobilized by official bodies or voluntary groups;

Responded to – that is, see evidence that their views have been considered.

- Divide participants in groups by organisations and invite them to perform a CLEAR diagnosis regarding the organisation'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:

• Questions for reflection (as an organisation):

1. Can - What are the appropriate resources you possess (in terms of competences, knowledge, flexibility, methods, etc) that facilitate the participation of young women?
2. Like - What sort of sense of well-being and attachment do young women have regarding to your organisation?
3. 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?
4. Asked m- How do you support the participation of young women in terms of motivation? Are they invited to take part in decision making?
5. Responded - Do young women believe that their participation is making a difference in the organisation? What is the impact of their participation?
6. 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 organisation, particularly with the decision making members. This activity can be a starting point to allow an internal reflection and to redefine the organisations's youth participation strategy.

References

CLEAR Model of youth participation”

Appendices

Handout “Am I a CLEAR organisation?”¹

1 - www.patherways.ecos.pt

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

Key-concepts

Trainer, competences, knowledge, skills, attitudes

Duration

1 hour and 30 minutes

Materials / Equipment

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

Description

- Gather the group in plenary with chairs in U format;
- Start by introducing the concept of competence, as a complex assemble of knowledge, skills, abilities, attitudes and believes 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/ multiplier according to 3 dimensions:
 1. Head | To know | knowledge
 2. Hands | To do | skills, abilities
 3. Heart | To be | attitudes, believes
- 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 colors and invite them to list examples of specific competences requested in order to be a super trainer/ multiplier in the topic of young women political participation. Each color 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 pos-its to the whole group. While presenting, the post-its are collected into the large Super Trainer character (respecting the color and part of the body like earlier) and the following groups will complete the frame only with the post-its that are different than the previously presented;
- After the all 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? To be a human rights trainer? To be a woman rights 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;
- 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;

Proposal of adaptations

- Continue the activity with a self-assessment questionnaire of competences, requesting to participants to 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 do to 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 tutorial¹ 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 & believes) 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 :
 1. Conceptualizing
 2. Applying

1 - you can find several on line - <https://www.youtube.com/watch?v=7-sFsBGntag>

3. Experiencing
4. Reflecting
5. 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 and the fact that all 5 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 more before doing while others will be experiencing first, and other will even produce a concept first and after will applying it to practice (the scientists for example with experiences) etc.

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

- 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 of a trainer in the topic of young women political participation;
- To identify, recognize and monitor the knowledge, skills and attitudes achieved;
- 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 to 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 activity)

- 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 trainer explains 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 the 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/ comfort with the designated competences / 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 in the following activity (after some time) they will go back to the questionnaire to review their progress.
- **Competences/ concepts addressed in the Questionnaire:**
 1. Relation with the concept of Youth Political Participation;
 2. Relation with the concept of Gender
 3. Confidence to discuss and promote Youth Political Participation among young people, young women and others they work with;
 4. Confidence to discuss and promote relevant Gender Issues among young people, young women and others they work with;
 5. Open mind and tolerance in regard to other cultures and opinions;
 6. Ability to understand and discuss the general concept of Human Rights / Women Rights and its main principles and values;
 7. Ability to deal with conflict management;
 8. Ability to understand and discuss relevant and challenging issues regarding gender;
 9. Ability to understand the concept of Experiential Learning Cycle and its principles and values;
 10. Ability to use methods and tools from Non Formal Education in general;
 11. Confidence regarding planning a training session on Political Participation of young women;

12. Confidence regarding facilitating a session on Political Participation of young women;
13. Confidence regarding debriefing exercises with a group of participants;
14. Confidence on working in a team with other trainers / educators / multipliers;
15. Ability to put in practice at local level the competences, experiences and knowledge gained;

Pre-Post Questionnaire (2nd activity)

- At the end of the second training activity, recall participants about the Pre Questionnaire and encourage them to fill again a similar assessment to check their progress and compare how they are now regarding the competences (knowledge, skills and attitudes) requested to work as trainer/educator or multiplier on Young Women Political Participation;
- In the Pre-Post Questionnaire each item is divided into “before” and “now”:
 1. “Before” indicates knowledge, skills and attitudes the participant considers she/he had before the project/ 1st activity;
 2. “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 engaging in exercises and experiences to strengthen the referred competences. This might happen because, along the different activities, participants develop a more comprehensive understanding of the competences and concepts, and respectively, became more aware of their own limitations and needs of improvement.
- The Pre-Pos 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 revise the Questionnaire in future as many times as they wish, and to continue engaging in activities and experiences that can enhance the competences and concepts they are less comfortable/ familiar/ confident with.

Proposal of adaptations

- Other items can be included in the Questionnaire if it is meaningful for the 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 feedback and ensure

that the participants actually understood the competence or concept referred and are aware on how to prove they know what they know.

Appendices

Pre questionnaires EN & PT

Pre-Post questionnaires EN & PT

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, principals and values related to experiential learning and Non Formal Education;
- To develop further particular issues inside gender, especially related to common working frames and community needs from a multicultural perspective;
- To clarify key concepts such as facilitation, debriefing, feedback and evaluation.

Key-concepts

Trainer, team, session plan, workshop development, preparation, facilitation, feedback

Duration

1st day - 6 hours for preparation

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

3rd day - 1 hour and 30 minutes 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 need 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 organisations;
- 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 the duration of 1 hour and will be implemented on the following day, following a strict and previously arranged schedule that can allow all teams 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 in each of them a proper number of participants;
- Each team will receive one template “Session Outline” to support them going through all the topics that should be included and considered while preparing a training activity (that they can adapted according to their plans and needs and trainer can also supply a digital version) 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 team work, the implementation of the session and other advises.

• Topics of the session outline:

1. Titled
2. Date/ time / venue;
3. Who and what;
4. Background of the session;
5. Participants profile;
6. Aim and Objectives;
7. Description of the Step-by-step
8. Materials/ Equipments/ Logistics
9. References
10. Appendices
11. Learning Outcomes (to be filled after the implementation)
12. Evaluation & proposals for the future (to be filled after the implementation).

Implementation & Feedback – 2nd day

- The teams should arrive to the training room with time in advance to prepare all materials and equipments needed;
- Each team, at the pre arrange schedule, will deliver their workshop in 1 hour;
- At the end of each workshop, all other participants will have about 15minutes to give their feedback regarding how the session went. The trainers (that are playing the same role as the other participants) should also contribute with feedback but at the end of all the others, both not to influence and to summarize the proposals for improving;
- Explain what is expected from the feedback accordingly to the following:
 1. Giving Receiving

2. For improving
3. It's voluntary
4. Support
5. Active listening
6. No judgemental
7. Don't be defensive
8. Specific / Explicit
9. Appreciate it
10. Constructive
11. Learn from it
12. Me, as a trainer i would
13. 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 in 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 human statue as a team regarding 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 Europe¹

Appendices

Handout “Guidelines for workshop”

Template “Session Outline”²

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

2 - www.patherways.ecos.pt

5.5. Thematic Intercultural Workshops Activities

5.5.1. Men versus Patriarchy

Objectives

- To reflect on the role of men towards 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 in daily life;
- To encourage young men to act with 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 to incorporate into their role-plays

Description

- Gather the group in plenary with chairs in U format;
- Introduce the activity by explaining its 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) man
- Each scenario stories illustrate a situation where a woman is facing some form of gender discrimination or repression and where a young man in the story needs to “save the day”, meaning that he is requested to react and act to support the empowerment of the woman facing the situation of gender discrimination;
- Each group will have around 20 minutes 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 trainer will be available to give support to the groups discussion and check in with each group to 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 performance. 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 introduce the final presentations and each group performs their role-play;
- At the end of each role-play, the trainer invites the group to share their decision-making process and feelings regarding their scenario and performance. The trainer invites also the participants from other groups - the "audience" - to give a 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 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, such as:
 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?
 3. How important is the active participation of young men in the mainstream of gender equality?

Proposal of adaptations

- 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-play¹

¹ - www.patherways.ecos.pt

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

Description

- The first part of this activity is composed by a silent theatre play where actors and actresses represent the daily labour of women in the most isolated rural areas of Cape Verde. The play should be showing different traditional items, equipments 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 comes to scene and asks participants what they understood from it, how they felt through it and if they recognize some links between the play and contexts/ realities they 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 the debate;
- 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 all groups have presented the trainer summarizes what was discussed, as raises a set of questions for collective reflection:
 1. What differs in 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?

Proposal of adaptations

- 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 theater. 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 to have specific experienced facilitators.¹

1 - <https://www.ctorio.org.br/about/method/>

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"¹
- 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.
- 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 other 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 /

1 - <https://www.youtube.com/watch?v=czAUWDNy98k;>

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);
 3. Young women **being recognized** in sports (how society can value and raise visibility about 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 trainer can show another video related to representations and prejudices towards women performance in physical activities and invites participants to comment and to explore relations with the video and their results. Suggestions of videos: "Like a Girl!"¹

1 - www.youtube.com/watch?v=XjJQBJWYDTs&t=133s;

5.5.4. Crossroad of Identities and Intersectionality

Objectives

- To debate and understand that our multiple identities such as gender, race 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, race, 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 participants into 4 groups;
- Distribute to each group one identity card. The cards say:
 1. "You are a women";
 2. "You are 15 years old";
 3. "You are a black afro descendent";
 4. "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 in 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 hear 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 a more auditory stimulus and more lively experience;

• **Questions for the groups:**

1. Can you buy a house?
 2. Can you buy a house?
 3. Can you marry who you love?
 4. You have the same responsibilities at home as your partner?
 5. You can stay up late in the street without worrying?
 6. If you have the right competences, you can climb in your career equally as others?
 7. Can you vote?
 8. You can date who you want without feeling prejudice from others?
 9. You can rent a house without problems?
 10. You can donate blood in equal conditions as others?
 11. It's easy to conciliate your family and professional life?
 12. You feel free and secure to go to a pub alone?
 13. You trust the police and feel safe when they are around?
 14. You can wear cloths you feel good about?
 15. There are several popular heroes that relate to your image?
 16. 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 the exercise it will most certainly happen, that the volunteer will receive impact from different sides simultaneously, creating a 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" ¹

• **Questions for the groups:**

1. Ask participants to share their feelings, opinions, previous experien-

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

ces regarding the video and the topic in general, reinforcing that we cannot look at identities, such as race and gender in isolation, they are intertwined and interconnected.

2. 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;
3. Engage participants to reflect on how often happens that the general feminist discourse speak to the experiences of white women and anti-racist discourses to the experiences of black men, leaving black women's experiences unacknowledged.
4. Although, 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.

Proposal of adaptations

- 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 safer) 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 instersection.

References

Video "The urgency of intersectionality by Kimberlee Crenshaw's" ¹



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

5.6. Recommendation Building Activities

5.6.1. Writing a Political Proposal

Objectives

- To promote the political participation of trainers, educators and youth leaders on the promotion of young women political participation;
- To reflect on the diverse learning outputs coming from a structured learning process and apply them into a political proposal;
- To develop competences on debating and collectively creating political proposals to address to decision makers and other stakeholders.

Key-concepts

Recommendations, political proposals, debating, applying, collective construction

Duration

1 hour and 30 minutes

Materials / Equipment

- Post-its, coloured cards and markers.

Description

- **Note:** Writing political proposals should not be an isolated activity but more a final reflection and application of previous outputs coming from a structured learning process on a particular topic. On the case of PatHERways project, since the beginning of the project and through the 1st International in Faro - Portugal and Training of Trainers in Assomada - Cape Verde, the participants were engaged in different activities do develop their awareness, competences and arguments on the topic of political participation of young women. And although they were aware of their responsibility on creating political recommendations since early on the project, this activity only took place in 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 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 (out of the 9) that better reflect the ideas, needs or conclusions of the group as a whole;
- Invite them to cluster one last time, and join two of the previous groups becoming 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 possible results and write the final 3 political proposals coming from the group;
- The groups must write their proposals according to the questions "What?", "Whom?" and "How?" on a final colored card. Participants must be aware that the proposals are aimed to be addressed to decision makers and other stakeholders at international level and also in each of their national levels;
- After all groups have finished the task, join all in plenary again and invite each group to, at their time, present their 3 final proposals flipchart to the whole group;
- Invite other groups to give feedback, if they agree or not with the recommendation or to give contributions to improve the proposals;
- If relevant, give 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.

Proposal of adaptations

- In the guidelines to write the proposals can be added the questions "When?" and "Where?" to be most specific and specially if the proposals are to be addressed at local level.
- 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 home, 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 music.

Description

- **Note:** This activity it's a follow-up from activity 6.1 – “Writing a Political Proposal” and in the case of PatHERways project was implemented in the Final International Seminar in Cascais – Portugal.
- Gather the group in plenary with chairs in U format;
- Start the activity by informing participants that the aim of this activity is to perform a final review on the political proposals that came out of the project and to write a final version that can be latter addressed to decision makers and other stakeholders worldwide;
- Dispose tables around the room with space between them and on top of them distribute half flipcharts which have written on them the initial political proposals. 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;

- Create a calm atmosphere while participants are giving their feedback in silence, by introducing a calm and relaxing music;
- 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 to all others opinions or ideas. Distribute one new half flipchart to each group to write these final Recommendation;
- 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 and a group of participants with interest and competencies to do it. In the case that it's not possible to reach consensus on a specific idea, the respective proposal shall be withdraw. 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 on disseminating the Recommendations and agree on a common presentation method.

Proposal of adaptations

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 voting¹.

1 - Check more info on www.dotmocracy.org/what_is/

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 or approach 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 about 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-haven for exchange of ideas and thoughts and becoming aware of our learning that comes from taking the extra time to question all aspects of what they have done or felt;
- Each group will have a moderator from the participants that will have the responsibility to facilitate the discussion and give feedback to the seminar/ training team, especially about important things to take in attention, be adapted or taken care of during the next 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;

- Every day, each participant will fill a handout that he/she can keep for him/herself and the group will also fill another handout that can represent the collective feeling of the group and that will be shared with the other groups;
- The seminar/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.

Proposal of adaptations

- If you have enough members on the Seminar/ Training team, they can join each group as moderators. In this way, the team can pass and gain information directly from each group;
- Depending on the level of comfort and experience of the participants, you can also create international teams to allow a bigger intercultural exchange on learning experiences;
- Use only one handout so that it can be more visible the path of reflection results throughout the days. The handouts of the smiley's or the tree can be the most interesting if you decide to use only one, since you can use the same sheet during all the seminar/ training by making a circle and writing the date or day number in the character you choose each day.



1 - www.patherways.ecos.pt

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 organisations 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, organisation

Duration

2 hours

Materials / Equipment

- Flipcharts, post-its and markers
- Optional: 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/ organisations groups and to reflect on the changes and impact that the project brought to the organisation 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 organisations 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:

(Organisation'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;
- 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 there is interest;
- Close the activity with a short celebration and compliment regarding all the hard work done by the partner organisations.

Proposal of adaptations

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 how many others that the project engaged and its potential of dissemination.



5.7.3. My Lego Path

Objectives

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

Proposal of adaptations

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 approaching their own learning reflection.

References

Adapted from Lego Serious Play ® approach



