

North-South Centre of the Council of Europe

Training Course on Challenging Stereotypes and Identities to promote Gender Equality – CSI-Gender EQ

Training on Strengthening the Capacities of Youth to combat gender bias for the empowerment of women

REPORT

In the framework of the 4th Mediterranean University on Youth and Global Citizenship
1-8 May 2016, Hammamet, Tunisia



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1. THE NORTH-SOUTH CENTRE (NSC) AND THE EMPOWERMENT OF WOMEN'S DIMENSION

In 2013, the Council of Europe (CoE) Committee of Ministers (CM) entrusted the Centre with a mission in the framework of the CoE neighbourhood policy and in agreement and coordination with the activities developed by other sectors of the Organisation. The NSC's activities are so designed in complementarity with action plans or established bilateral programs in this context, in particular within the framework of the Neighbourhood Partnerships 2015-2017 with Jordan, Morocco and Tunisia.¹

The overall objective of the NSC is **that civil society, in particular youth and women, is empowered through intercultural dialogue and global education to play an active role in Member States and in Neighbouring Regions**. Through its activities, the NSC seeks to contribute to the empowerment of women by promoting active citizenship, combatting violence and improving **gender equality in the region**.

In this context, the Centre will organise a capacity-building activity for youth activists and actors to raise awareness on a key issue affecting women in the Mediterranean regions: sexist stereotyping, and in doing this **provide** them with **methods and tools to take action within education and Media**.

The NSC's Empowerment of Women Dimension born out the **“North-South Process for the Empowerment of Women” Project**.

¹ To know more about the CoE policy towards neighbouring regions: <http://www.coe.int/en/web/programmes/southern-neighbourhood>

The project was launched in 2011 as a practical implementation of the recommendations adopted at the Conference on "Women as agents of change in the Southern Mediterranean Region", (Rome 24th-25th October 2011)². In line with objective of NSC and seeking to complement with the Neighbourhood Partnership agreements agreed with Jordan, Morocco and Tunisia for the period 2015-2017, a streamlined second phase of the NSPEW began in May 2015.

Fostering women's participation in political life is a necessary condition in the process of consolidating democracy. Taking account of the issues affecting women: violence against women; inequality and discrimination in many areas; lack of opportunities; negative image in a demand-driven environment, female activists, young women and civil society organisations serving women are seeking the skills to engage in democratic processes and political life, especially in decision-making processes; to build the capacity of their organisations; opportunities for networking and a space to create synergies between different actors working to promote the role of women. In light of increasing violent extremism and radicalisation leading to terrorism in the Southern Mediterranean, the empowerment of women can help mitigate radicalisation and contribute to the consolidation of democratic processes. The NSC role is to transmit the values and standards central to the Council of Europe's mission to neighbouring regions, especially the Istanbul Convention. The EWP aims to promote the Istanbul Convention as a tool for combatting violence and enhancing gender equality among civil society organisations in the targets countries.

² To know more about the NSPEW and the Rome Conference, visit our website : www.nscentre.org

The 2015-2017 Empowerment of Women programme of activities builds on conclusions of previous activities, in particular the following conclusions of the 3rd International Conference (Rabat, 2014) of the:

- The need of a network that facilitates the exchanges of experiences, good practice and strategies;
- The need to develop capacity-building activities among young women and young men to provide them with the skills to promote the participation of women in political life especially at local-level;
- The need to promote a culture of gender equality in the media.

The overall of the Empowerment of Women programme of activities is **to contribute to processes of democratic consolidation in the Southern Mediterranean by enabling all stakeholders to work together towards the promotion of the role of women, gender equality and women's rights** though the following **specific objectives**:

- To contribute to the empowerment of women by fostering Women's participation in political life and improve representation in the Media;
- To strengthen awareness-raising concerning women's rights and combat violence against women by promoting preventative and protective measures;
- To encourage and support north-south and south-south cooperation between stakeholders in the empowerment of women.

In support with those specific objectives, the training was also in line with the CoE Gender Equality Strategy 2014-2017 and aimed to contribute to achieving the Strategy's first specific objective: **Combating Gender Stereotypes and Sexism**.

2. THE MEDITERRANEAN UNIVERSITY ON YOUTH AND GLOBAL CITIZENSHIP (MEDUNI)

The MedUni was implemented in the framework of the Network of Universities on Youth and Global Citizenship, created in 2011, including the University on Youth and Development (Spain); the African University on Youth and Development (Cape Verde and Kenya); and the Mediterranean University on Youth and Global Citizenship (Tunisia).

The Network provides an exceptional space for young people and youth organisations around the world to meet, debate, build their capacity and co-operate on youth policy related issues. The educational model developed in these Universities has been enhanced by its various partners and largely inspired by the Global Education Guidelines, systematized by the NSC and by the new framework provided by Council of Europe Recommendation on education for global interdependence and solidarity.

The MedUni is one of the flagship events of the Euro-Arab and Mediterranean Youth co-operation programme of the North-South Centre (NSC) of the Council of Europe. It is also the youngest university of the Network of Universities on Youth and Global Citizenship facilitated by the NSC in partnership with other relevant stakeholders from Europe and Southern Mediterranean regions.

The MedUni was conceived as an open space where different organisations bring their own activities in a common framework facilitated by the NSC. All in all, the MedUni is a space where democratic and global citizenship competences can be developed in a demand-driven environment responding to the need of young people. The core aim of the MedUni is to support youth organisations and activists with a view to improving their capacity to become fully-fledged actors of governance in Europe and Southern Mediterranean

regions. It also promotes coordination and increased synergies between relevant partners, bolstering the regional dimension to stimulate North-South and South-South cooperation.



4th Mediterranean University on Youth and Global Citizenship family

The different editions of the MedUni were organised by the NSC in co-operation with the National Youth Observatory of Tunisia and in partnership with the League of Arab States, the Youth Department of the Council of Europe, the EU-CoE youth partnership, the European Youth Forum, the Italian National Youth Forum, the Catalan National Youth Council and other youth organisations.

Every year the MedUni integrates in its programme the annual topic of the Network of Universities on Youth and Global Citizenship. In 2016 (1-8 May), the Mediterranean University on Youth and Global Citizenship celebrated its 4th edition, under the joint theme: “Connecting identities”.³

³ Read the full concept note of the University Joint theme 2016- Connecting Identities http://www.coe.int/t/dg4/nscentre/News/2016/CN_Connecting%20identities_final_EN.pdf

3. CHALLENGING STEREOTYPES AND IDENTITIES TO PROMOTE GENDER EQUALITY – BACKGROUND AND JUSTIFICATION

Gender stereotyping represents a **serious obstacle to the achievement of real gender equality** and feeds into gender discrimination. Gender stereotypes are preconceived ideas whereby males and females are arbitrarily assigned characteristics and roles determined and limited by their sex. Sex stereotyping can limit the development of the natural talents and abilities of individuals. Stereotypes about women both result from and are the cause of deeply engrained attitudes, values, norms and prejudices against women. They are used to justify and maintain the historical relations of power of men over women as well as sexist attitudes which are holding back the advancement of women. Thus, stereotypes become dangerous and contribute to domination and discrimination. In its preamble, the Convention of the CoE on preventing and combatting violence against women and domestic violence ([Convention of Istanbul](#)) admit the structural nature of violence against women that is both the cause and consequence of gender discrimination, thus obstructing **the full development of women**.

However, if violence against women, gender inequality and discriminatory practices trace their origins back to sexist stereotypes, these are part of a long socialisation process. It is therefore possible to deconstruct them in order to prevent them. Challenging gender stereotypes can bring individuals not only to combat them but also to question their own identity. Indeed, if in their negative hillside, stereotypes produce prejudices and tensions, in their positive hillside, they can allow a reflection on social identity⁴: *"the constructive functions of stereotype can be perceived only when we give up considering it in a static way in its shape and its motionless contents"*.⁵

⁴ In reference to the [Factsheet Combating gender stereotypes and sexism in and through education](#)

⁵ Christiane Villain-Gandossi, « [La genèse des stéréotypes dans le jeu de l'identité/altérité Nord-Sud](#) », Revue Hermès n°30, 2001 (in French).

Malala Yousafzai, Nobel Peace Prize winner in 2014 asserted that "a girl has the means to forge ahead in life. It is not only a mother, but also it is not only a sister, but also but also it is not only a wife. She has to have an identity". The gender bias and stereotypes have survived throughout the centuries and is perpetuated from generation to generation; they are the most powerful vector of the patriarchal systems. Women cannot only be identified according to their strictly "feminine" characteristic. **The deconstruction of gender bias and stereotypes is essential to enable a woman to reflect on the construction of identity and identities that define her.**

This reflection will raise the question of otherness, both in the individual peculiarity and in social determinism. Combatting sexist stereotypes is achieved by rejecting the binary and hierarchized aspect of gender, recognising the existing heterogeneity among women, acknowledging their singularity and through **seeking the 'I' among the 'we'**.

To enable women to define themselves based on other standards and fully play their roles as 'actors of change'⁶ in Mediterranean, it is also important **to confront stereotypes** of 'occidental woman' to 'Arab woman' present both in Europe and Southern Mediterranean.

In all these respects, **media and education** are the main vectors of such a change. They can alter attitudes and eliminate stereotypes on both an individual and an institutional level. Women can also face discrimination on multiple grounds; in this regard the **intercultural dialogue** can be a relevant frame to combat different types of discrimination, as well.

⁶ Women as actors of change is the premise of [the women's programme](#) of the North-South Centre and the theme developed by the training of trainers [Structured Participation of Young Women](#), organized by the NSC in September 2015 in the frame of the [University of Youth and Development](#)

4. THE TRAINING AT A GLANCE

The training activity was organised in the framework of the 4th MedUni and in parallel, other activities were organised by partners such as the National Youth Observatory of Tunisia, the League of Arab States, Anna Lindh Foundation, the Italian National Youth Council and the Catalan National Youth Council with the support of the

Objectives and Expected Results

The overall objective was **to equip young activists and educators with tools and methods that allow them to enhance gender equality and to promote a positive and non-stereotyped image of woman both in Europe and Southern Mediterranean through education and intercultural dialogue.**

Specific objectives:

- To analyse how gender stereotypes, sexism and discriminations affect identity construction both in individual and global dimension and in particular in a Euro-Arab context;
- To provide participants with tools and methods to deconstruct sexist stereotypes in Europe and Southern Mediterranean countries and to confront their views;
- To equip participants with tools promoting gender equality through education and social medias;
- To promote media literacy in order to encourage youth to be critical towards images in media and develop a realistic perception;
- To collect data and to share good practices in regard to combatting and preventing violence against women and sexist stereotypes and speech in Mediterranean regions;
- To reinforce inter and intra-regional co-operation in regard to combatting gender stereotypes and sexism.

Expected results:

- 20 young activists are trained in order to raise awareness about gender stereotypes and women identity construction both in Europe and Southern Mediterranean regions;
- 20 young activists are trained and equipped with tools to deconstruct stereotypes and promote gender equality through education and/or media;
- A compilation of resources is developed by participants in order to raise awareness on the topic;
- A minimum of 2 collaborative projects are planned among participants.

5. METHODOLOGY

The final programme elements were defined by the pedagogical team, taking into consideration the overall aim, specific objectives, expected results and the profile of participants.

The training methodology was based on a number of successful experiences in training youth workers and youth leaders, developed by the NSC. It is also based on the contribution and experiences of the Education and Training Division of the CoE Youth Department and the CoE Gender Equality Unit.

The North-South Centre, together with its partners, has developed and tested training methods and tools for this type of activities; it has also benefited from the knowledge of some of the best trainers and youth workers in the fields of Euro-Arab and Mediterranean Youth co-operation and global democratic citizenship.

The team of experienced **trainers from Europe and Southern and Eastern Mediterranean was responsible to further design and implement the methodology of the course**. In addition, invited **guests and experts** provided proposals for reflection and share good practices.

The course was also a mutual learning experience, where participants could compare their approaches and concerns in a process based on **global education methodology**.⁷

The course was **a week-long programme** using a variety of educational methods such as: thematic, methodological and political inputs and discussions, new technologies, guidelines and reference documents, simulation exercises, group dynamics, interactive role plays, examples of

good practices, etc. The use of experiential methods and workshops strengthened the practical and pedagogical side of the course.

The programme tackled issues such as:

- Stereotypes, gender roles, gender and sexist stereotypes along with their means of diffusion;
- Discriminations and multiples discriminations;
- Images and representations of woman within media both in Europe and Southern Mediterranean;
- Links between gender stereotyping and cultural stereotyping;
- Prevention of violence against women (inputs of the use of Istanbul Convention);
- The role of education and the media in the promotion of gender equality;
- Youth intercultural dialogue and Mediterranean Identities
- Raise awareness in the fight against gender stereotypes and sexism in social media (example of the No Hate Speech Movement)



⁷ For more information about Global Education:
http://www.coe.int/t/dg4/nscentre/GE/ge1_EN.asp

6. PEDAGOGICAL TEAM

- **Lucia Barbieri (Pedagogical Coordinator)** holds a Bachelor in Arabic Language and Literature from the Cà Foscari University in Venice and a master degree in Middle Eastern geopolitical issues from the University of Urbino. After some years of living and working in Egypt, she now lives and works in Prato (Tuscany-Italy) where she focuses on equal opportunities and women empowerment at a Euro-Mediterranean level. Her activities include being a consultant, an expert, a trainer and a project manager for public bodies and civil society organisations.
- **Suha Ayyash (Trainer)** is a social marketer and a co-founder of I-Dare for Sustainable Development (non for profit organisation) and The Daring Hub (a co-working space and an eco-system to enable collaborative economy for social entrepreneurs). Suha runs an online campaign about promoting "online love speech "in the MENA region.
- **Tarek Amraoui (Trainer)** holds a Master's degree in sociology from the University of Strasbourg. He now is a trainer for the Youth Department of the Council of Europe. His areas of specialty are interculturality, migration, citizenship, civic engagement, youth participation, non-formal education and human rights education. Since 2007, Tarek sits on the board of directors of Strasbourg-based non-profit AMSED, a youth NGO focusing on migration, solidarity and exchanges for development. *In 2013, he joined the University of Haute Alsace as a speaker to train students in the Educational Sciences in intercultural skills. He also works as a project coordinator for various Strasbourg and European associations.* Since August 2015, Tarek Amraoui is the local director of Internship in Francophone Europe and a speaker

in sociology, migration, identities, European institutions and prevention of radicalisation for the University of Strasbourg.

Experts:

- **Wiem Melki** works with a coalition of Tunisian CSOs that advocate for increased transparency, accountability and efficiency in natural resource governance. Wiem is also the incoming curator of the Global Shapers Tunis Hub, a World Economic Forum initiative gathering youth leaders from all over the world who are committed to making social changes in their communities. She is a former journalist at Tunisia Live and a former associate to the political and public affairs officer at the British Embassy. Wiem worked for Search for Common Ground in Tunisia as a project associate to the Women's Dialogue initiative, a coalition of women activists advocating for women's parity in the public sector. Wiem also worked as the project coordinator of five youth councils working on local governance and youth-related issues in different regions. She has a B.A. in English studies at the Faculty of Social and Human Sciences in Tunis and is a former Fulbright scholar.
- **Eva Boev** is trainer, facilitator and educational advisor in a non-formal international and local context, on intercultural, human rights and creative learning education and training. She is member of the Trainers' pool of the Council of Europe. She worked as a trainer for the NGO CEIPES (Italy) in the fields of prevention of hate speech, Women identity(ies), gender and women and work.

Team preparation

The team started working on the programme flow and activities right after the selection, through skype meeting and above all by working on a google drive document allowing a harmonisation of the work flow and a common understanding of the working approach. Every team member has been responsible for a session a day. All activities have been coordinated by the team coordinator. Once on the spot the team had a preparatory meeting where the expectations, fears and contributions were shared.

Team expectations:

- Dealing with the topic in an Arabic country
- Networking
- To learn more about the topic, gender equality in non-formal education with new individuals
 - Compare the concept of gender in contexts and with different people
 - Good flow and content

Team fears:

- Internet Connection
- The south/north balance not fully reached
- Long Training Course could lead participants to lose motivation
- Team collaboration

Team contributions:

- Expertise and knowledge but above all motivation and will of enjoying
 - Energy, motivation, attention to the group, self-evaluation
 - Media, advocacy, violent extremism

During the training the activities have been updated, adapted or created according to the needs of participants and the training. After every activity outcomes and evaluations were added, transforming the working document into a report document.

7. PROFILE OF PARTICIPANTS

This training course will focus on the development of competencies of youth workers/activists involved in education and/or media in Europe and Southern Mediterranean with the purpose to prepare them to implement projects on gender equality and women right's.

The course is addressed to young people from Europe (CoE member States) and Southern Mediterranean countries.

Participants should fulfil the following criteria:

- To be involved in a youth, media or women organisation and/or be active in education (school or university; formal or non-formal education) as representatives, volunteers, trainers and/or youth workers;
- Aged between 18-35 years old;
- To be involved in an organisation, project or initiative that aim to raise awareness on gender equality and/or women rights.

Selection Process

The selection of participants was carried out by the North-South Centre of the Council of Europe, in consultation with the partners of the Network of the Universities. The selection process sought balance between participants in terms of gender, background and different regions.

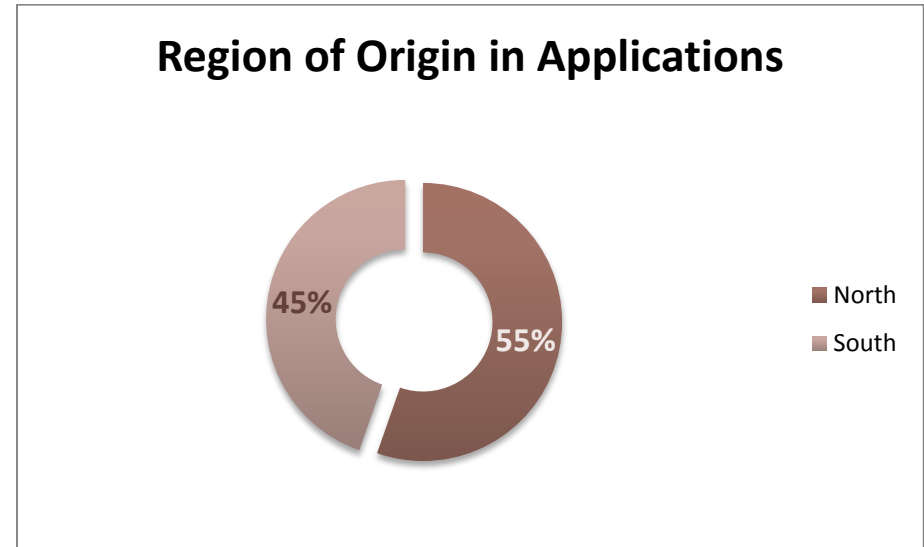
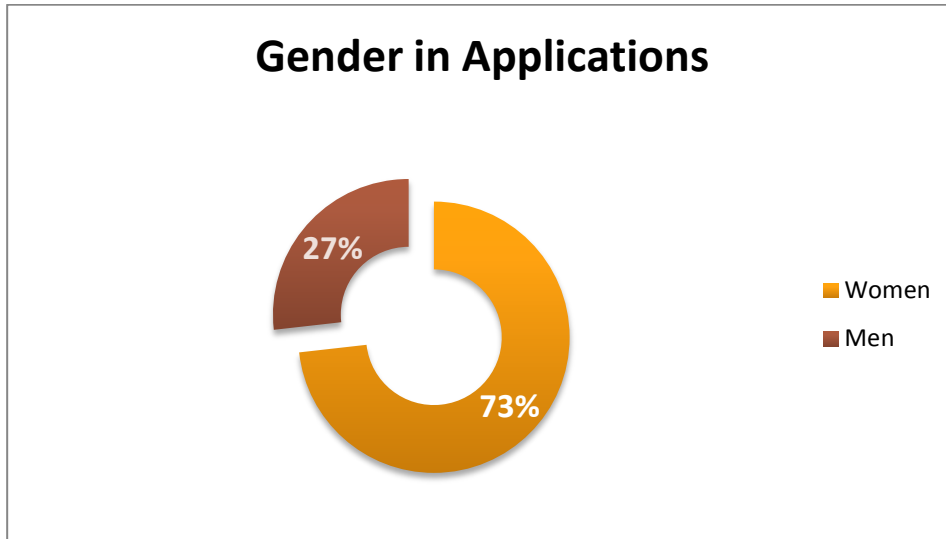
A call for application was published on our Facebook page and on our website/online platform on the 11th of March. The deadline for application was the 28th of March. Considering the relative restrained amount of time for applications and the means to communicate it, we received 55 applications.

Gender Distribution	
Female	40
Male	15
Tot	55

The gender and country of origin of the 55 applicants were taken into account in order to create a balanced representation. The gender balance ratio was calculated: 73% of applicants were women and 27% were men.

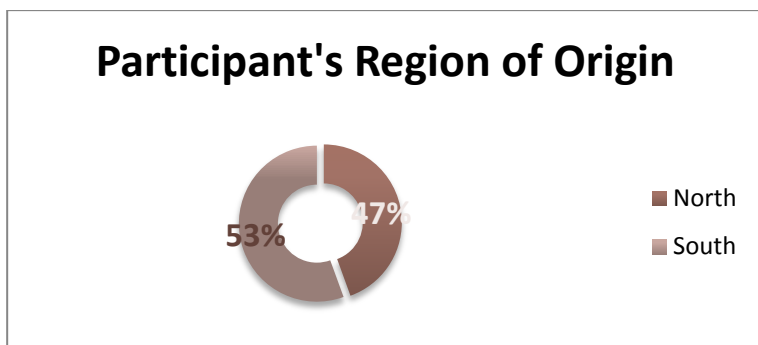
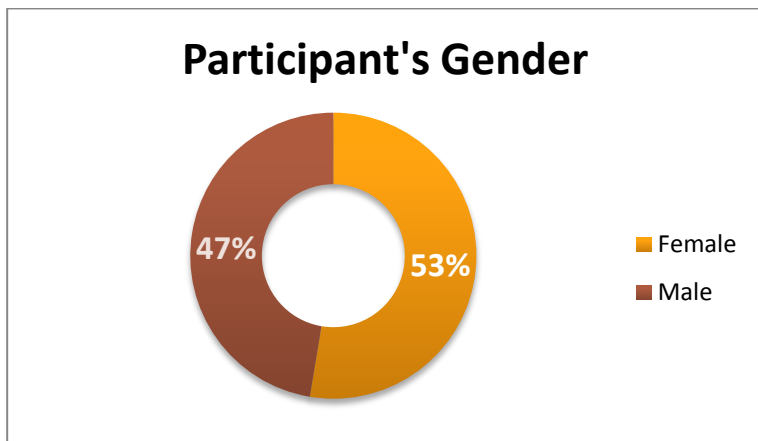
Regions	
Europe	17
Balkans	12
North Africa	9
Middle East	14
Others	3

The countries of origins were quite varied and represented participants from Europe, Asia and Africa. There was however a particular interested in our activity from Middle-eastern countries and more specifically from Egypt and Jordan. Participants from North Africa and Europe applied in almost equal numbers and the biggest contributions came from Balkan countries, Tunisia and Egypt. Applicants from the African region were also present but in restrained numbers.



Participants

The final selection, with a total of 19 participants, process resulting in the following gender and region repartition:



Participant's country of origin:

Algeria (1), Bosnia-Herzegovina (2), Egypt (2), France (1), Greece (1), Jordan (2), Lithuania (1), Morocco (1), Palestine (1), Portugal (1), Sweden (1), Tunisia (3), Turkey (1)

Participant's organisation:

- Youth Forum for Democracy and Citizenship (Morocco)
- Vilnius University Center of Oriental Studies (Lithuania)
- S&G - System and Generation (Turkey)
- Red Cross (Greece)
- Connecting people (Serbia)
- ITBS - Ecole supérieure privée des technologies d'information (Tunisia)
- CIDEAL Foundation (Tunisia)
- Blue Umbrella Organization (Jordan)
- Etijah-Youth and Development Consultancy Institute (Egypt)
- Association for prevention of addiction NARKO-NE (Bosnia-Herzegovina)
- Akto-Human Rights and Democracy (Portugal/Turkey)
- IAL – Internationella Arbetslag (Sweden)
- Center for Education and Youth Collaboration (Bosnia-Herzegovina)
- Graines de paix (Algeria)
- GIRL'UP (Tunisia)
- Association for Cultural Exchanges Hebron-France (Palestine)
- Radio Netherlands Worldwide (RNW Media), Love Matters Arabic Department (Egypt)
- Support Youth Leader (Jordan)
- Club Culturel Ali Belhouane (Tunisia)

8. PROGRAMME

The topics were distributed as following:

1. **Monday 2** : Group building and identity construction (Euro-Arab context, expectations)
2. **Tuesday 3**: Gender stereotypes and media
3. **Wednesday 4**: Gender, violence and abuse
4. **Thursday 5**: Gender, violence and stereotypes; political participation of women
5. **Friday 6**: Sharing tools, future commitments and campaigning
6. **Saturday 7**: Summing up, evaluation

	Sunday 1st May DAY 0	Monday 2nd May DAY 1	Tuesday 3rd May DAY 2	Wednesday 4th May DAY 3	Thursday 5th May DAY 4	Friday 6th May DAY 5	Saturday 7th May DAY 6	
8:00-9:00	Breakfast							
9:00-9:15	ARRIVAL	Intro+ bingo of identity+expectations	Word cloud Toys & gender	Word cloud Stella	Word cloud Where do I stand	Word cloud Participants tools sharing	Word cloud Campaigning presentation	
9:00-10:30		Coffee Break						
10:30-11:00		Coffee Break						
11:00-13:00		Opening In the hotel	Gender Roles in Media "gendered media"	Just once	Women participation in Tunisia	Path to Equality Land	Where I am I? What is next?	
13:00-14:30		Lunch						
14:30-16:00		Onion of identity	"Theater-performance" as a tool to experience Gender Stereotypes / Part 1	Free afternoon	Joint session with SPDP TC	Campaigning	Future me & Evaluation	
16:00-16:30		Coffee Break						
16:30-18:15		Crocodile River: Team Building Activity	"Theater-performance" as a tool to experience Gender Stereotypes / Part 2	Free afternoon	Joint session	Campaigning	Conclusions and closing	
18:15-18:30		Day evaluation keywords	Day evaluation keywords			Day evaluation keywords		
18:30-19:30		Free time			Free time			
19:30-21:00	Dinner							
21:00	Welcome evening	Connecting Identities	Connecting Identities	Free evening	Sharing Workshops	Connecting Identities	Farewell evening	

9. SESSIONS AND OUTCOMES

MONDAY

1.1 INTRODUCTION + THE BINGO OF IDENTITY + EXPECTATIONS

Date: 2nd May, Monday – 9h00-10h15

Background: session for starting breaking the ice and knowing each other

Learning Objectives: presentation of the programme and team, knowing each other, building the group

Competences Addressed: interpersonal competences, individual reflection

Programme:

15' (9h00-9h15) presentation of team, participants and

10' (9h15-9h25) rows

25' (9h25-9h50) bingo

10' (9h50-10h00) programme

15' (10h00-10h15) expectations

Methodology & Methods:

- 30' (9h00-9h30) **Intro:**
 - training framework by Narimen Beneddine
 - Team presentation (all)
 - Participants presentation
 - Programme by Lucia Barbieri
 - Tool sharing explanation Lucia Barbieri
- 10' (9h30-9h40) **Lines of pax – in Silence!**
 - First letter of their first name (English alphabet)
 - Number of hours you took =trip
 - Length of the Hair

Each time facilitator checks if line is correct by asking pax to say name and their answer.

- 30' (9h40-10h10) **Bingo: Tarek**
 - Who has an allergy?
 - Who has at least one brother and one sister?
 - Who visited at least 3 continents?
 - Who speaks at least 4 languages?
 - Who has been in Tunisia before?
 - Who has never been in a CoE/North South Centre activity before?
 - Who has attended training on Gender Equality before?
 - Who loves to read Sci-fi Romans?
 - Who plays a music instrument (which one)?
 - Who can propose more than 3 energisers during the training?
 - Who has been / is a youth representative in a local / regional council?
 - Does not like Tunisian sweets?
 - Who knows traditional dances of his/ her country?
 - Who can sing?
 - Who can move his/her nose?
 - Who can make videos?

• 20' (10h10-10h30) **Expectations:** Lucia Barbieri
 Participants write in a post it notes (different colour for different flipchart) a keyword on:

1. Expectations
2. Fears
3. Contributions

During lunch the word clouds are completed and shown after the lunch

Outcomes:

The activity gave the opportunity to the participants to introduce themselves to the group by exchanging different aspects on their personalities.

Excellent group dynamic



Participants have shown to have a clear idea about the TC and their personal objectives regarding it.

Below the word clouds deriving from the keywords given for each topic:

Expectations:



Fears:



Contributions:



Evaluation:

This first session helped in starting knowing each other and set a relaxed but committed atmosphere among participants and the team.

Follow-up:

The activity of keywords and word clouds will be used daily as a tool for evaluation and monitoring of the mood and interest.

1.2 Expectations + Onion of Identity

Date: 2nd May, Monday – 14h30-16h00

Authors: Lucia Barbieri

Background: session for starting breaking the ice and knowing each other

Learning Objectives: knowing each other, building the group, To allow participants to look at their own values and their different layers of identity, To grasp the idea of stereotyping and prejudicing, To reflect upon ways seeing yourself and others

Competences Addressed: intrapersonal and interpersonal competences, identity

Programme:

- 10' (14h30-14h40) energiser "Who is the leader?"
- 10' (14h40-14h50) expectations word clouds shown
- 70' (14h50-16h00) the onion of identity

Methodology & Methods:

- 20' (14h30-14h50) **energiser name game**
In a circle first start saying her/his name and makes a gesture. The second repeat the name (not the gesture) of the previous pax, and says her/his name and makes a gesture. All the cycle is done. If time, circle is mixed and redone.
- 10' (14h50 -15h00) expectations word clouds shown
- 60' (15h00-16h00) the onion of identity:
Ask participants to answer individually and honestly:
 - On the 1st coloured paper the following questions, using only keywords: What do I like to wear? What music do I like? What do I like to eat? One habit that I have is...

- On the 2nd coloured paper: What do I notice in other people? What does my social life look like? What do I talk about with my friends?
- On the 3rd coloured paper: One good thing about me is that I..., One bad thing about me is that I..., "To grow up" for me means..., In 10 years I will be...
- On the 4th one: What do I believe in? What are my values? What would I never do?

Leave them enough time to answer all questions. Then ask them to wrap the last paper they answered to (more deep internal things). Then they will wrap the second last around it and so on.

At the end, everyone should have a "ball", an onion with the more external answers as last layer and the deepest in the core. Make sure they all identify with a sign (no name or initials) their own onion.

Collect all onions and mix them up. Ask everybody to pick up one onion, to unwrap it and to start reading it, then to comment it in a written way short. Ask them to wrap it again and to give it to its owner.

Everyone should then open his/her own onion and read comments.

Debriefing:

How did you feel as you opened your onion again?

In which way does this exercise refer to stereotypes or prejudices?

Key words for debriefing: stereotypes, prejudices, images of oneself and others, identity, etc.

Outcomes:

The activity set the premises of an accurate consideration of what identity means, also in reference of what has been said in the speeches of the official opening.

The activity has been taken seriously, both in the self-analysis step than in the comment one. Participants have taken the opportunity to start facing how they perceive themselves, what they may think of others and of what others may think of them.



Evaluation:

During the debriefing several topics have aroused, such as culture and different layers (iceberg), comfort zone and taboos, stereotypes, comments which often turn unconsciously into judgement.



Follow-up:

The activity set the will among participants to know better each other and especially the person who interacted with the own onion. The activity will be a good reference for the whole TC for the topic of identity and it will be a good activity for them to be reconsidered also after the end of the TC as a self-reflection.

1.3 Crocodile River: Team Building Activity

Date: 2 May 2016, Monday, 16h30-18h15

Authors: Suha Ayyash

Background: A team building to help the participant know each other more and build the spirit of the team through an interactive game. Team-building activity in which a group is challenged to physically support another one in an endeavour to move from one end of a space to another

It requires working together creatively and strategically in order to solve a practical, physical problem. It tends to emphasize group communication, cooperation, leadership and membership, patience and problem-solving.

Learning Objectives: To enable participants to get to know each other through a dynamic way.

Competences Addressed: team building, gender sensitivity, problem solving skills, and planning skills, in addition to providing knowledge about the topic.

Programme:

10' (16h30-16h40) results of expectations

60' (16h45-17h45) Crossing the River Activity (outdoor)

30' (17h45-18h15) Debriefing

15' (18h15-18h30) Collecting key words of expectation

Methodology & Methods:

- 60' (16h45-17h45) **Crossing the River Exercise**

Step 1: Space

For this exercise you need an outdoor space (preferably grass). About 15-25 meters long depending on the number of participants (about 1-1.5 meters per participant – if more than 15, count 1 meter and, if less than

15, 1.5 meters) and about 6-8 meters wide. Outdoor, on the beach side, we draw on the sand the banks side.

We use tape as Oxygen mask. We use tape/rope to tie hands and legs in case they got bitten by the crocodile. We might blindfold 2 participants (one from each team).

Prepare the challenge by putting out the ropes marking the banks of the river. Pile the wooden planks on one of the banks. There should be as many planks as participants, minus one. With groups of 20 or more, create two teams, one on each bank of the river, crossing in opposite directions.

Step 2:

Assemble all participants on bank where the planks are. Tell them that they may not yet touch the planks. Explain that they are about to undertake a challenge and must listen closely to the instructions.

Step 3:

Give the following instructions: *“For this challenge you need your problem-solving and collaboration skills. You are a team on an expedition deep in the jungle, when suddenly there is a big forest fire. Trying to escape the fire, you have reached a wide river that you must cross with the whole team in order to survive. In the river there are very aggressive crocodiles. Get too close and you’re finished. But fortunately you have discovered a set of magic stones lying on the bank. This is the only support you can use in order to cross from one side to the other. The magic stones float on the water as long as there is constant body contact. As soon as body contact is lost, when a stone is in the water, it sinks and disappears. If someone puts a hand in the water, the crocodiles will immediately bite it off – the same with feet.”*

Demonstrate by putting a stone in the water and put your fingers on the stone and put your foot on the stone and then take away the fingers. Show that when a stone has no body contact, it sinks. Show that if a hand or foot touches the ground, it gets bitten off and must be held behind the back.

"If someone falls in the water the person is eaten and the challenge is over."

If this happens quite early in the challenge you can ask the group if they want another try).

"Your task is solved successfully when everyone is on the other side of the river alive. Any questions before you start?"

No one can finish the crossing until everyone has left the starting "bank" of the river.

This is their final chance to get clarification. Ensure that the rules are clear but do not answer any questions about how the challenged should be solved. Once the explanation is over, the facilitator's become the sharks. Move around the space watching the group closely. When a stone is left without body contact, remove it from play (it has "sunk"). When participants accidentally touch the ground with hands or feet, tell them that the limb has been "bitten off" and that they must continue without using it.

Step 4:

The group will somehow establish a plan and then begin moving across the river. Different groups take different approaches ranging from highly structured to extremely chaotic.

If the group seems to be succeeding at the challenge relatively easily, consider introducing the "oxygen mask" Tell the group that the big fire is getting closer and there is a lack of oxygen. All participants both in the water and standing on the bank need to breathe through the "oxygen mask" (a roll of tape) at least every minute. Thus, they must pass the mask constantly, ensuring that each member gets it. This pushes the group include everyone and get out on the water as a full team. It can also be used as a mechanism to raise the stress level in the group.

Step 5:

Let the group continue until they succeed in getting all members to the other side if a member falls into the water then the group fails and must start over from the beginning.

• 30' (17h45-18h15) **Debriefing**

As you debrief the team after they complete the activity, point out ways they worked together. Emphasize ways they communicated well. During the activity, one or two members probably stepped into leadership roles. Others may have served as the problem solvers. The physical portion of the task may have been the strength of other members. Ask the group if they were surprised by who assumed the various roles. As the group discusses the roles, determine if those same strengths can somehow be carried into group work.

Once the group has succeeded at the challenge, debrief by reflecting on how the group worked together. Use questions such as:

- What happened during the task?
- How did we work as a group?
- How did the experience make me feel?
- How did I behave / respond / react?
- What did I learn about myself?
- What did I learn about groups?
- How can I apply insights from this activity?

Outcomes:

The activity delivered its goals in terms of team building and allowing though relaxed time for participants to start knowing each other more thorough and interactive game that needs problem solving and communication skills. Through the debriefing we reflected on what is the aim of what we do, where to focus on the task or the relationships, the issue of leadership, the issue of obstacles and how to overcome them, in addition to, having inside jokes such as "the oxygen mask" and "the engineer".

Moreover, during the evaluation that we perform at the end of the day when we ask the participant to write one keyword they took from the day, the word team building was mentioned 5 times.



the objective of building the spirit of the team and to have some quality time among the whole group.

The longest line (17h50-18h50)

Task / objective asking to the participants: Create the longest line using participants' bodies and any clothing or things in members' pockets...

Objective: Group dynamic, collaboration



Follow-up:

This activity is successful when it is outdoor and there are a number of variation that it can be done is endless and it depends on the group of participants, the aim of the activity and so on. All in all, it is one of the good activities for building the team

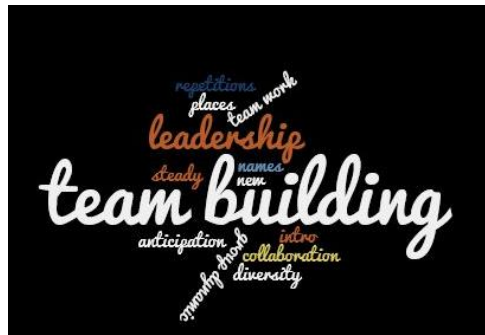


Evaluation:

Due to bad weather condition we could not do the activity outdoor, instead we did the activity indoor and this created some limitations in term of having bigger space which is needed in order to make the activity longer and we could execute it in full capacity. Despite that, the activity succeeded in achieving

TUESDAY

Introduction of the day + word clouds



Creative summary with graphic design of 1st day content done by a participant:



Energiser of the day on the beach



2.1 Toys & Gender Stereotypes

Date: 3rd May, Tuesday – 9h00-10h30

Authors: Lucia Barbieri

Background: This activity is meant to introduce the topic of identity and stereotype going back to the cultural constraints starting from childhood.

The process by which children learn stereotypes is dynamic; it is a combination of biological influences, children's development of socio-cognitive abilities, and the way in which their environment is socially constructed (Blakemore, Berenbaum, & Liben, 2009). Parents, the media, and peers convey stereotypic beliefs and children learn which behaviors are viewed as gender appropriate and which are not (see Matlin, 2012, for a review). By around age 3, for example, most children can accurately identify another child's sex and about half can correctly label toys by gender (Campbell, Shirley, & Candy, 2004); by age 5, most children can do so (Ruble & Martin, 1998). Children's toy preferences reflect these beliefs; research shows that girls are more likely to list dolls, stuffed animals and educational activities as their favorite toys whereas boys are more likely to list manipulative toys, vehicles, and action figures as their favorites (e.g., Cherney & London, 2006).

Cherney and London also found that boys' preference for masculine television programs and girls' preference for feminine television programs increased with age. Gender-associated beliefs also can affect the roles children expect to fulfill. Levy, Sadovsky, and Troseth (2000), for example, found that children's predictions about their happiness in future occupations reflected gender stereotypic beliefs; more boys expected to be happy in a masculine occupation and more girls expected to be happy in a feminine occupation:

www.breakingprejudice.org/teaching/group-activities/childrens-gender-stereotypes-activity/background-literature.html

Learning Objectives: The goal of this activity is to make participants more aware of how their childhood experiences have affected their current beliefs about gender roles.

Competences Addressed: individual introspections, sharing, listening

Programme:

- 15' (9h00-9h15): energiser + intro on the day activities
- 10' (9h15-9h25) intro of the activity and division into groups
- 10' (9h25-9h35) group activity
- 15' (9h35-9h50) individual activity
- 20' (9h50-10h10) sharing and debriefing:
- 5' (10h10-10h15) video
- 15' (10h15-10h30) brainstorming

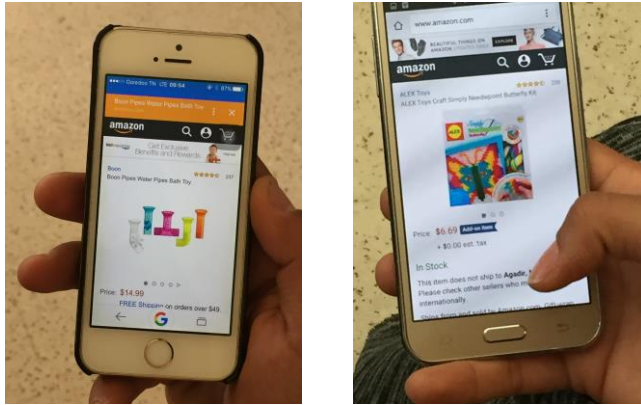
Methodology & Methods:

- 5' (9h00-9h05) **Intro on the day activities + word cloud**
- 25' (9h05-9h30): **Energiser on the beach Blindfold activity:** An obstacle course set on the floor: two teams (1 pax of each team with a scarf around her/his eyes), they have to follow the instructions from the group (direction of the obstacle course) and bring two items "bottle of water and a glass of water".
- 10' (9h30-9h40) **Intro on the activity and division into groups:** division with music (creation of different number groups)

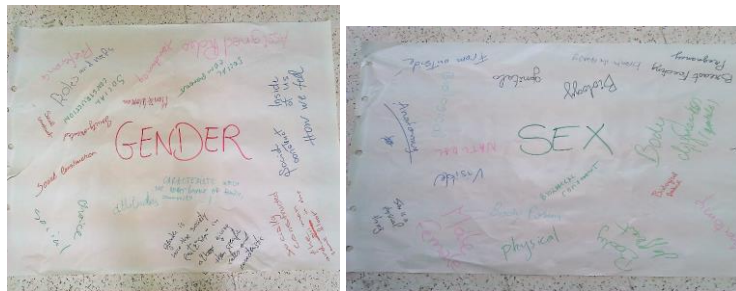
- 10' (9h40-9h50) **Group activity:** Have participants simulate shopping online at a website such as amazon.com or toysrus.com for a child who is celebrating her or his 5th birthday. Some groups should shop for a girl and others shop for a boy. Ask the participants to search for toys they thought of themselves (and not just to search for boys or girls toys). In 5-7 minutes, they should choose a toy in the €10-20 range.
- 15' (9h50-10h05) **Individual activity:** After they have chosen the toy, each participant should individually answer the discussion questions:
 1. Describe the process you used to select the toy you decided on. What factors influenced your decision?
 2. As a child, what toys did you play with? Were these toy selections at all influenced by your parents, the media, or friends? Why or why not? Were these toys similar to or different from the toy you selected?
 3. Name your favourite movie from elementary school. Describe the main character of that movie. Was it a male or a female? Were there toys available based on this character?
 4. Do you think the movies targeted for today's children are more or less gender stereotypic than the movies you watched as a child? Why or why not?
 5. Do you believe that the choices parents make about their children's toys or movies influence the child's beliefs about the appropriate roles for women and men or boys and girls? Why or why not?
 6. Do you think children who play with toys designed for the other sex are treated differently from children who play with gender-typical toys? Why or why not?
- 20' (10h05-10h25) **Sharing and debriefing:** in plenary sharing and discussion on the answer + video on gender discrimination and toys : <https://www.youtube.com/watch?v=-VqsbvG40Ww>
- 5' (10h25-10h30) **Brainstorming** SEX vs GENDER definitions of the Council of Europe glossary on gender 2010.

Outcomes:

The choice of toys derived from the group activity was very interesting. They have been shared and uploaded in the Facebook group. The activity has raised the interest of participants, who have related the content to their own reality and background.



The brainstorming on gender and sex has shown a high knowledge on the topic, with clear understanding even if cultural differences due to different backgrounds.



Evaluation:

The activity has raised the interest of participants, who have related the content to their own reality and background. Maybe a longer time for debriefing would have allowed a deeper analysis of the topic.

Follow-up:

The activity has raised the interest of participants, who have related the content to their own reality and background. It has also set the right bases for the analysis of stereotypes and thus the proposing their tools for the sharing session.

2.2 Gender Roles in Media “Gendered Media: the influence of media on views of gender”

Date: 3rd May 2016, Tuesday, 11h00-13h00

Authors: Suha Ayyash

Background: Gender stereotyping is commonly used in media to enhance character traits and create humorous situations. When stereotypes are overwhelmingly present in popular culture - which makes media the biggest outlet/or/showcase; audience and viewers will internalize those messages of gender, making it difficult to counter stereotypical behaviour.

This activity focuses on gender roles in media, and to be able to recognise and see the importance of how these stereotypes are being portrayed to the audience (the consumers).

Learning Objectives:

- To deepen the understanding of the role of media and popular culture in reinforcing gender roles and gender stereotypes.
- To create the necessary awareness about from where gender roles are steaming from and being reinforced.
- To have general knowledge and understanding about reality of participating countries of participants about “how is the situation in media regarding gender roles”.

Competences Addressed:

Knowledge: about tackling the issue of gendered media from different point-of-views such as depicting and mapping for how gender roles are being reinforced and dictated, examples for TV commercials, examples

for musical videos and proposing new/another point-of-view for how we can use the feminist theory.

Skills: analysis and critical thinking of different media products conveying and reinforcing messages to us all the time.

Attitudes: towards consuming popular culture and about having an active role in new media to combat gendered media.

Programme:

30' (11h00 -11h30) short videos screening and commenting/discussion

40' (11h30-12h10) Working groups discussion

30' (12h10-12h40) Group presentation

20' (12h40-13h00) Debriefing

Methodology & Methods:

- 30' (11h00 -11h30): **short videos** screening and commenting /discussion

Blurred Lines

<https://www.youtube.com/watch?v=tKfwCjgi0dg>

<https://www.youtube.com/watch?v=yyDUC1LUXSU>

Women roles

<https://www.youtube.com/watch?v=hsJlMrBXC-s>

https://www.youtube.com/watch?v=2SrpARP_M0o

Women and men in advertising

<https://www.youtube.com/watch?v=1Y-GWTa-3X8>

<https://www.youtube.com/watch?v=mHN6Sfj5MMQ>

https://i.ytimg.com/vi/2NXHRBl2uqA/hqdefault.jpg?custom=true&w=196&h=110&stc=true&jpg444=true&jpgq=90&sp=68&sig=RXsB1ugklm7yMFZ0Le_A2Hf5NqY

Women joining ISIS

<https://www.youtube.com/watch?v=2s9o3aB8Qps>

<https://www.youtube.com/watch?v=HfJqkX59iu>

Popular culture

<https://www.youtube.com/watch?v=EoovlwC4N4A>

- 40' (11h30-12h10) **Working groups discussion:**

Divide the participants into 4 groups than ask them to discuss the following points: (Homework)

- Where gender roles are steaming from and being reinforced?
- What role media in your country (and popular culture) have on reinforcing gender roles and gender stereotypes?
- Discuss "how is the situation in media regarding gender roles" in your country?

Homework: to map for a period of 1-7 days one media outlet and to note down their observation about what they are seeing.

- 30' (12h10-12h40) **Group presentation**

- The group will present to plenary their findings out of the group-discussion.
- Each group have 15 minutes to present and to include questions from the group.

20' (12h40-13h00) **Debriefing**

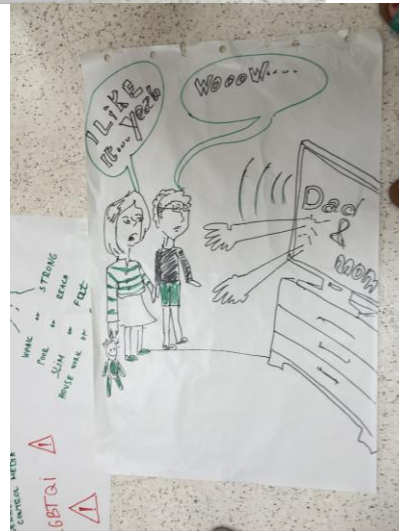
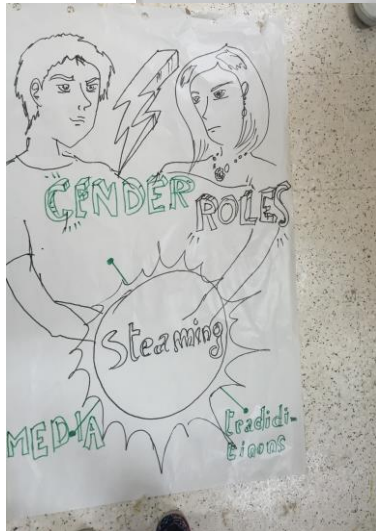
Outcomes:

We had four working group discussions and each group presented to the plenary the outcomes.

Main points to sum it up here:

- Some of the TV channels in certain countries they have separate channels for men and others for women.
- The issue of handling LGBT is still controversial in different countries and contexts.
- Men are more perceived to be active in political sphere.

- Women are responsible for passing gender roles to their children.
- Media is not the origin of gender roles but, it is responsible for reinforcing gender roles because it is all about profit--making.
- The concept and the need of belonging in society.
- Mentioning the iceberg of culture.



Evaluation:

It was great way to put many point of views for tackling the issue of gender roles and how it can be employed, used and exploited in some cases.

We looked at gender roles from the media point-of-view and we went deeper into examining what how gender roles can be manifested later on and impacting our choices and decisions in life.

We examined gender roles deeper in terms of music industry (video clips and songs), commercial advertising and roles of women and men (and vice versa), women joining extremist violent groups, "blurred lines" concept in addition to how popular culture is being created.

Follow-up:

This activity is a pre-quist for another session that will come later on about media and campaigning. Setting the scene to make the participants to understand the concept and the consequences of gendered media, how gender roles are being formulated and reinforced and the consequences of having them as part of who we are, our social norms and culture even.

Required from Participants:

- To map for a period of 1-7 days one media outlet and to note down their observation about what they are seeing.
- To ask the participants to bring with them at least one example (or an idea) for a campaign and/or mechanism for combating media-gender roles reinforcement.

2.3 "Theatre-performance" as a tool to experience Gender Stereotypes Part 1 & 2

Date: 3rd May, Tuesday, 14h30-18h15 (3h 45 Coffee break include) Part 1 & 2

Authors: Tarek Amraoui

Background: Theatre-performance as an analysis tool to address the issue of gender stereotypes. Theatre exercises requires participants to explore aspects of their own personalities or past experiences can involve an exploration of participants' view of themselves, and others, related to the gender stereotypes issue in their society.

This can lead to an understanding of the impact of stereotyping on people's life choices, as well as the role that stereotypes can play in shaping the policies and practices of organisations and institutions within society. This activity is based in non-formal approach.

- Media tool
- Talk show
- Dance performing
- Scene of daily life
- Institutional "study case"
- Youth worker example
- Arts
-

Learning Objectives:

- To understand the status of gender in the contemporary society (Euro-Mediterranean societies)
- Gender equality problem solving
- To use a dynamic tool (Theatre) through Non Formal approaches to experience the issues of gender
- To identify ways in which the status gender roles can be improved
- To extract and analyse situations related to the theme of gender from their respective societies

Competences Addressed:

- To develop and improve and skills in non-formal education in general and in particular in participative Theatre methods for youth workers
- To develop pro-active attitudes

- To gain awareness of similarities and differences in social problems and especially in gender equality stereotypes issue

Programme: 20 minutes of performing - 15 minutes / from 18:00 to 18:15
05' (14h30-14h35) Energiser (shopping list)
10' (14 h35-14h45) Introduction
02h45' (14h45-17h30) Reflection groups: sharing realities and defining the scenario of the performance (+coffee break)
20' (17h30-17h50) Performing (amphitheatre) (5 minutes performing / per group (4G) / someone should check time performing
25' (17h50-18h15) Restitution groups / Debriefing and evaluation

Methodology & Methods:

-participants will form group (19 pax) "total: 4 groups"
Participants can perform in different ways: (minimum 3 minutes and maximum 5 minutes performing).

- 05' (14h30-14h35) **Energiser**
- 10' (14 h35-14h45) **Introduction** (explanation, context)
- 02h45' (14h45-17h30) **Reflection groups:** sharing realities and defining the scenario of the performance (+coffee break)



- 20' (17h30-17h50) **Performing** (amphitheatre) (5 minutes performing / per group (4G) / someone should check time performing

We had four working group discussions for the Theatre performance. Each group performed to the plenary (Amphitheatre) a scenario /scene/ skit in order to highlight similarities and differences in social problems and especially in gender equality stereotypes issue



- 25' (17h50-18h15) **Restitution groups / Debriefing and evaluation**

Outcomes:

We can summarize the outcomes as follow:

- The Theatre session was very clear, deep, really profound.. This tool made the pax aware of the problems faced in their respective society.
- Good exercise who's made them feeling proud.
- Highlighted the Improvisation (adaption) for some performances
- Visions coming from different countries/ same culture, nice discussion, personal experiences.
- Influence of the Media. Should focus on women both sex no only men? Both sides. Women rights. More inclusive vs what feminism is

Evaluation:

- How was the reflection group?
- How did they find agreement in the selection of the performing "scene" situation? Why did they decide to select this one among the others?
- They find it difficult to come to an agreement?
- What obstacles were encountered?
- In what this approach can be useful for you?

It was a very interesting activity, experience gender stereotypes through a dynamic tool. A great way to experience gender roles and stereotypes through a Euro-Mediterranean comparison perspective. The participants used different study cases faced in their countries. Gender equality was experienced beyond the role of gender. The participants pointed out: sexual harassment, violence gang raped, verbal harassment, and how the media's and the public opinions are analysing it.

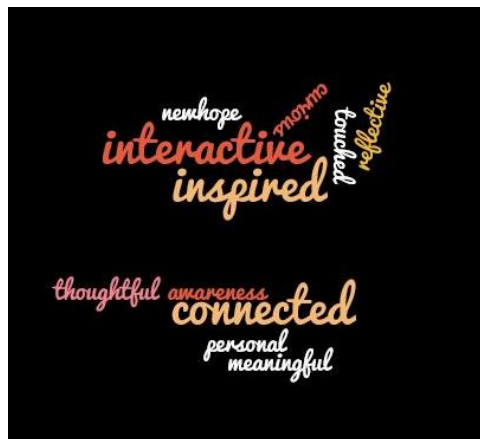
The forum theatre was raised as a need to raise gender issues in Jordan for example. (Connection with each character Interaction with the audience SPECT-ACTOR)

Follow-up:

This interactive activity is a specific tool to tackle the issues of gender stereotypes and violence through an inter-ACTIVE participation from the actors (participants). This tool will be useful for the following session of the training and especially (Stella and the Knight on the Whitehorse in Gender Matters, manual on the gender CoE).

WEDNESDAY

Day 2 word cloud evaluation



3.1 – “Stella”

Date: Wednesday 3rd May 2016, 9h00-10h30

Authors: Eva and Tarek

Background: This activity uses ranking techniques to confront the differing values of participants in relation to issues of morality, and to open up discussion on the issues of gender inequality and socialisation into gender-based stereotyping and prescribed gender roles for both women and men.

Adapted from “Abigale” Training Resource File Volume 4 – “Intercultural Learning” Examples of Methods Used, Directorate of Youth and Sport, Council of Europe – CEJ/G (1991) 4 rev.

“In a sad love story, who’s the worst and who’s the best?”

Learning Objectives:

- To encourage participants to think about their own values in relation to morality and gender
- To analyse where differing moral positions come from
- To understand how individuals become socialised into gender based
- Stereotyping or prescribed gender roles
- To analyse the way prescribed gender roles for both women and men are an intrinsic part of individual and societal morality

Competences Addressed:

To find out more about their personal values in relation to morality and gender.

Programme:

- 5' (9h00-9h05) Intro of the day
- 10' (9h05-9h15) energiser
- 10' (9h15-9h25) icebreaker
- 65' (9h25-10h30) Stella

Methodology & Methods:

- 5' (9h00-9h05) **Intro of the day**
- 10' (9h05-9h15) **Energiser:** as it was the first day Eva met the participants the energizer was meant also as a name game. The activity consisted in throwing a rope saying our name and launching to another person that had to repeat the name whom *e received the rope and saying its own name.
- 10' (9h15-9h25) **Icebreaker:** “postcard from so far”. The trainer spreads on the floor many artistic postcards from modern and

contemporary art and asked participants to choose one that represented how they felt so far in the training. Then, all sitting in a circle we shared our thoughts and feelings, repeating our name and where we come from.

- 65' (9h25-10h30) **Stella**

Stella is an activity in which participants listened to a short story in the form of a dilemma and they had to rank, first individually, then in groups, the characters: from the worst to the best.

Participants had to agree on a common ranking by discussing their values, thoughts and then reporting in plenary, first their individual choices, then the group common ranking.

Questions for the debriefing have been:

- *How did you decide individually, which behaviour was good and which was bad?*
- *How did you decide this in groups?*
- *Was it difficult? What? Did you come to an agreement?*
- *What roles play personal values in this decision making about the characters?*
- *Where do personal values, in relation to gender come from?*
- *Which gender dilemmas are raised?*
- *Which of them are socially constructed?*

Outcomes:

Outcomes were very powerful, diverse, and interesting. In the individual choice some participants decided to be pragmatic, so deciding that using power or violence put the characters in the worst position.

It was pointed up that women are often seen as a property. The role of the mother, who doesn't care about Stella's dilemma in the story, has seen both negative "she could have helped because she is closer to her daughter", and positive: "she should not interfere with her daughter decisions".

Other decided to rank according to freedom of choice: who has it and who has it not.



In the group ranking, for some was quite easy to agree, while others at one point had to vote ("we decided to be democratic"). Significant issues raised are: prevention, the mother represents someone who could help but doesn't do it. Stella seeking for support still maintained her freedom of choice. Society often puts guilty on women when they are abused. We expect a certain supporting behaviour from families, while this is not always the case.

Evaluation:

The evaluation is positive because it was understood by the group that the dilemma of Stella shows us only a part of the story, that is, we don't have the whole picture, therefore not knowing the whole context forced us to have and think about stereotypes.

Follow-up:

This exercise can be adapted in many ways. One variation is to run it has done here, and then to repeat it with a changed story, in which all the women become men, and vice-versa.

Does the same ranking still apply? Why do things change? You could also include the age of the characters in the story and play around with it, make them all have the same gender, or include ethnic or national background. It would then be useful to look at how the changes in the story make a difference to the ranking, and why.

3.2 – “Just once”

“Men their rights and nothing more. Women their rights and nothing less.” Susan B. Anthony (1820 – 1906) - Eva and Tarek

Date: Wednesday 3rd May 2016, 10h30-13h00

Authors: Eva and Tarek

Background: This brainstorming and discussion activity aims to create a better understanding of the differences between conflicts, arbitrary incidents of violence in an intimate relationship and systematic abuse. It is taken from “Gender matters - A manual on addressing gender-based violence with young people - Council of Europe”

Learning Objectives:

- To identify what constitutes violent incidents as distinct from
- Abuse in a relationship
- To discuss ways of recognising the difference between violent
- Incidents and abuse in a relationship
- To discuss differences in how to deal with violent incidents and
- Abuse appropriately

Competences Addressed:

- Critical thinking
- Conflict recognition and management
- Knowledge about basic issues on violence, especially domestic and the role of the manipulator.

Programme:

11-13 Just once activity

Methodology & Methods:

15' 11-11:15 explanation of the activity

45' 11:15-12: work in groups or pairs)

40' 12-12:40: presentation of the result of the mapping about conflicts-violent incidents in an intimate relationship, then presentation of the result of the mapping about abuse)

20' 12:40-13 debriefing

13-13.15: technical announcement

Explain that in this exercise the group will discuss the differences and similarities between violent incidents between people in a relationship and an abusive relationship using the method of word association. Explain that participants should fill in 2 word association pyramids, one written on the top “violent incidents in an intimate relationship”, the other with on the top “abuse”. Under the first two sentences they have to associate 4 words/concepts that are linked one another. The work of word association is best done in small groups, or even in pairs, if for some participants feel the need of a more intimate sharing, due to the sensitive issues it might raise.

First, in plenary, groups present the word association with violent incidents, then on abuse. The debriefing was guided by the following questions, even though the participants themselves already answered when presenting their work:

- Is there anything that has emerged in the exercise that you find surprising or which you were not aware of beforehand? Why / How?
- What about the final result at the bottom of the pyramids?
- Looking at the results of the group work, how would you define violent incidents and abuse in a relationship?
- What do you think causes violent incidents in a relationship?
- What is the difference with abuse?

- What do you feel you have learned from this activity?
- What do you think you (and your friends, group, organisation) can do to deal with the problem of abusive relationships?

Outcomes:

The outcomes were very complete and deep, demonstrating very interesting issues: As for violence-conflict:

- Decision making with the same equity and power is basic and lack of communication is one of the causes of violent incidents, therefore empathy, listening to each other and respect, are key points.
- Shouting and jealousy cause misunderstanding, lack of trust and lack of space for the partners.
- In a relationship there might be a conflict of interest if one person puts "all" into the relationship: this should not be all, a relationship should proceed in parallel to many aspects of life.
- It is very important to share our different background and different values if we are in a conflict.
- Discussions are often about raising children.
- As for abuse:
- Power and violation. Power (one person using it against the other) can be physical, psychological, economic, and cultural. Violation is a circle. We should raise awareness and empower. Violation is also about restricting other's human rights. Abused people should be able to have long-term help. Also manipulator should be re-educated.
- Abuse can have a perverse logic: for instance, one can insult before the other person start doing it, as a defence mechanism.
- Women sometimes keep staying where they are because they don't know any better and this is exactly what the manipulator wants.
- Not only women are victims, also men are manipulated.

Evaluation:

The activity brought up several interesting and important issues about both conflict and abuse in a relationship. There was a good debate between participants about the importance of knowing the context, the manipulation of the perpetrator of violence for instance.

Follow-up:

Since participants demonstrated a sound knowledge of what constitutes domestic violence but they still needed to discuss concepts such as gender-related stereotypes, difference between stereotypes and prejudices, the importance of taking a position when we know that someone is abused, we decided to organize the "where do you stand" method for the debating for the following session.

THURSDAY

3.2 – "Where do you stand"

Date: Wednesday 3rd May 2016, 10h30-13h00

Authors: Eva Boev and Tarek Amraoui

Background: This session was needed because participants, having different knowledge, skills and ideas, needed to discuss and clarifying more about gender-related stereotypes and prejudices and the context and culture they come from, so to give them also more "food for thought".

Learning Objectives:

- To understand that we all have stereotypes
- To have clear the difference between stereotypes and prejudices
- To understand that not only culture shapes our identity but also our personal experiences.

Competences Addressed

- Active listening
- Debating skills
- Being able to “change your mind” if somebody gives you a new insight

Programme:

9:20-9:30 Introduction of the day and technical announcements

9:30-10:30 where do you stand and debriefing

Methodology & Methods:

40' 9:30-10:10 **where do you stand**

20' 10:10-10:30 **Debriefing**

In this activity that we ran outside participants have to stand in line in front of the facilitator who reads aloud, one by one, some provocative sentences. Then they have to choose where to position themselves: on the left if they agree, on the right if they disagree, closer to the centre if they are not sure or their ideas are “in-between”. After the debate they can also move to a different position if they changed their mind.

The sentences we debated are:

- *“In the end, stereotypes have the same effect as prejudices”*
- *“If you know the context, your stereotypes will disappear*
- *“Our values come from our cultures”*
- *“A woman is fully satisfied when she becomes a mother”*
- *“If you're conscious of your gender stereotypes, then you're free from them”*
- *“Not taking a position is taking the position of the strongest”*

Outcomes:

Again, the outcomes were interesting and deep. Participants actively listen to each other, in fact some of them moved during the debate.

It was clarified the difference between stereotypes (we all have them) and prejudices, values come from culture but also personal experiences. We're not all the same: some of us might have a personality not too strong but also this needs to be respected, if one's in a position of less power and general oppression, it is difficult to take a position because of fear, therefore empowering this people is very important.

Evaluation:

The evaluation is positive, even though emerged the need to understand the importance of empathy. Therefore we proceeded with the following activity.

Follow-up:

Deepening the importance of understanding the cultural, societal “framework” we use to think to overcome stereotypes and respect others opinions

4.2 Expert Intervention: Women Political Participation in Tunisia

Date: 5th May 2016, Thursday, 10h30-13h30

Authors: Wiem Melki and Lucia Barbieri

Background: Thinking outside the box (also thinking out of the box or thinking beyond the box) is a metaphor that means to think differently, unconventionally, or from a new perspective. This phrase often refers to novel or creative thinking.

Political participation of women in Tunisia: successes and new challenges

Learning Objectives:

Think differently, unconventionally, or from a new perspective

Deepening the knowledge of women participation

Competences Addressed: problem solving, debating, argumentation and contra-argumentation

Programme:

- 15' (10h30-10h45) problem solving
- 10' (10h45-10h55) intro and icebreaker
- 110' (10h55-12h45) presentation and discussion
- 45' (12h45-13h30) debate

Methodology & Methods:

- 15' (10h30-10h45) **problem solving.** Nine dots exercise. The goal of the puzzle is to link all 9 dots using four straight lines or fewer, without lifting the pen and without tracing the same line more than once.
- 10' (10h45-10h55) **Participants intro and ice breaker** (related to the theme)
- 110' (10h55-12h45) **Presentation and discussion: Women and Politics in Tunisia:** Overview, achievements, challenges. Discussion experience/comparison (different representatives will share their insight on the situation of women in politics in their respective regions, identifying common/different aspects)
- 45' (12h45-13h30) Exercise: **Debate:** This house believes that women are not ready to be successful political leaders:

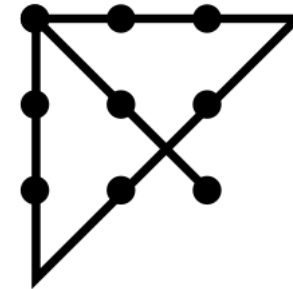
Part 1: 4 groups of 5 presenting 2 supporting arguments each

Part 2: Counterarguments



Outcomes:

The nine dots exercise was included to re-join the group after the disagreement and personal clashes derived from the previous session. One of many solutions is to go beyond the boundaries to link all dots in 4 straight lines. This introduced a short talk on dialogue, communication and respect for opinion mainly in intercultural frames. The aim of training courses on boosting critical thinking and those disagreements are then fundamental, if taken constructively. This helped in creating a cooperative atmosphere and a constructive mood among participants.



The session of the expert was then dealing with women participation in Tunisia, presenting a project where secularist and Islamist women were sitting together to find common grounds for enhancing the role of women in the political framework.

The fact that 2 opposed parties could find a dialogue, respecting each other, reinforced the concept of constructive dialogue and active listening.

The presentation was intermingled with discussion about various topics, raising lots of interests, mainly regarding quota systems and the comparisons among participants' countries.

The final debate was an additional tool used, very effective indeed.

Follow-up:

This activity was a very good connection with the previous one, closing the circle of agreeing and disagreeing and the following one, regarding women's participation.

4.3 Joint session with SPDP Training group⁸ - Presenting case studies for different forms of political participation

Date: 5th May 2016, Thursday, 14h30-16h00

Authors: Suha Ayyash

Background: it is a joint session with the group of Structured Dialogue through Democratic Participation. Together with the team we discussed how we can incorporate both groups in one session and we agreed on introducing the methodology of using case-study. Therefore, we decided on presenting 5 case-studies around different forms of political participation;

1. The use of new media in enhancing political participation.
2. How to include men in advocating for gender equality.
3. Access to voting on local levels.
4. Access to leadership on governmental level.
5. Including women in peace and security with reference to UN resolution number 1325

Learning Objectives:

Joint session with another group and the aim is to introduce the topic of different forms of political participation with focus on gender.

Competences Addressed:

Knowledge: increase the knowledge about different forms of political and democratic participation.

Skills: using different methodology related to the issue of gender equality in the form of the case study.

Programme:

20' (14h30-14h50) introduction, energiser, knowing each other

40' (14h50-15h30) discussion groups

25' (15h30-15h55) groups presentation

5' (15h55-16h00) debriefing

Methodology & Methods:

20' (14h30-14h50) introduction, energiser, knowing each other

40' (14h50-15h30) Discussion groups

Divide the group into smaller working groups to discuss the assigned case study (5 groups).

25' (15h30-15h55) Groups' presentation of the outcomes from discussions.

5' (15h55-16h00) Debriefing



Outcomes:

Joint workshop about women's participation in political life (final thoughts from group work);

Obstacles and solutions from different perspectives according to a case study:

From perspective of government, the challenges are: lack of trainings about advocacy; lack of trust and the interest of parties; power is much in the hand of men; resources: women earn lower wage, than men;

⁸ 3rd Training Course on Structured Participation in Democratic Process was organised by the North-South Centre in the Framework the 4th MedUni. More information here: http://www.coe.int/t/dq4/nscentre/news/2016/4rd%20SPSP_call4participants.pdf

Knowledge: no quotas for women members of parliament.

Solutions:

- Make it easier for CSO's to provide trainings in political participation;
- Organise roundtable discussions;
- Law on quota for women;
- Building confidence.

From perspective of media/new-media:

Solutions:

- Trainings should be provided for media workers on gender issues;
- Using popular culture (known series, celebrities etc.) to reach out and create awareness;
- Educate students on gender;
- Work with campaigns on social media, hash tags etc. (Documentaries showing good examples, women leading the way);
- International networking;
- Street Actions;
- Launching discovery channel on woman.

From perspective of local authorities:

Solutions:

- Trainings of local agents from different aspects: Political understanding; Media as a tool;
- Role models;
- Campaign advocating;
- Raising awareness with campaigning.

From the perspective of educators:

Obstacles: stereotypes (about women, non-formal education); societal norms-religion norms; out-dated and rigid curriculum influenced by tradition; bad infrastructure; hidden costs of education.

Solutions:

- Gender education in the formal curriculum;
- Partnership between formal and non-formal education system.

From the perspective of other CSO's:

Obstacles: Culture; Mentality – low awareness about importance of participation; Stereotypes; No will to participate; Political environment is

not accessible; Legal framework; Religious aspects; Payment and recognition gap; Low level of education; Media coverage of women- and its communication.

Solutions:

- Tools-Strategy/channels- ways of measurements;
- Needs assessments;
- Local councils focusing on women issues.



Evaluation:

At the end; we use one case study (attached) and we changed the target audience and the participants needed to come with mechanism to enable different form of political participation with different target audience.

Follow-up:

The strength point of this activity is the use of case study as a methodology to enable group discussion and also to study real time case study that can be applicable and practical to real life situation. Also, in the case study you may ask the participants to use "problem tree" model and this is also important in initiating critical thinking among participants.

With this type of activity you may come with endless variation as the activity is very flexible and adaptive and it serves wide range of purposes.

FRIDAY

5.1 Participants tools sharing

Date: 6th May 2016, Friday, 9h00-10h30

Authors: Lucia Barbieri

Learning Objectives: Sharing tools

Competences Addressed: sharing, facilitating, cooperating, networking

Programme:

10' (9h00-9h10) intro

10' (9h10-9h20) presentation of the workshops and division of groups

50' (9h20-10h10) workshops

20' (10h10-10h30) debriefing

Methodology & Methods:

- 10' (9h00-9h10) **introduction**
- 10' (9h10-9h20) **presentation of the workshops and division of groups** (in 4 different places outdoor and indoor):
 - Abdelilah : *the river journey*
 - Smail: *doll*
 - Mariem: *image theatre*
 - Hareth: *discussion on women's movements*
- 50' (9h20-10h10) **workshops**
- 20' (10h10-10h30) **debriefing**

Outcomes:

The 4 facilitators led their workshop and ran them individually, with no support from the team. The participation was sincere and collaborative, showing the good group dynamic created in the group. It was suggest to present some activity as energiser to the whole group:

Abdelilah : the river journey



Smail: doll



Mariem: image theatre



Hareth: discussion on women's movements



Evaluation:

During the debriefing participants appreciated the activity and the effort done by the 4 colleagues in sharing new tools, which will be then shared with the entire.

Follow-up: This activity reinforced the group dynamic and starting setting the basis for the next activities and future partnership and networking.

5.2 Path to Equality-Land: "The obstacle is the path" Zen proverb

Date: 5th May 2016, thursday, 14h30-16h00

Authors: Tarek Amraoui

Background: Themes: Gender/Discrimination and Intolerance/ Education

This activity involves small group work, imagination, and drawing to explore issues of gender equality and discrimination against women.

Related rights

- Freedom from discrimination on grounds of sex and gender;
- The right to marriage and family;
- The right to equality before the law.

Why the session is necessary. The context in which it is dealt with: number and profile of participants, what happened before and what comes after. Elements to be taken into account: relations to the needs of the target group or sub-groups.

Learning Objectives:

- To envisage a future world where equality is the norm;
- To develop communication, imagination, creativity and skills to co-operate;
- To promote justice and respect.

Competences Addressed:

Communication, imagination, creativity and skills to co-operate

Programme:

5' (14h30-14h35) Intro

15' (14h35-14h50) Part 1 Defining the problems and brainstorming solutions

35' (14h50-15h25) Part 2: Drawing the map

35' (15h25-16h00) Part 3: Debriefing and Evaluation

Methodology & Methods:

- 5' (14h00-14h35) **Introduction**
- 15' (14h35-14h50) **Part 1: Defining the problems and brainstorming solutions**

1. Ask people to get into small groups of three to five people. Hand out one sheet of paper and the pens to each group. Tell them to draw 3 columns of equal width down the paper.

2. Remind people that in Equality-land, there is complete gender equality. Ask participants to brainstorm concrete examples of what this country would be like. One person in the group notes down the list in the first column.

3. Now ask the groups to think about how life is today, to reflect on each point in column 1 and to discuss what steps need to be taken to get

from the present to their future Equality-land. In the second column, write the steps down beside each point.

4. Next, ask people to reflect on the obstacles they might encounter on the path to Equality-land and how they would overcome them. Write these down in the third column.

• 35' (14h50-15h25) **Part 2 Drawing the map**

1. Briefly review what a map looks like. Point out the ways that contours are drawn, the shading for mountains and rivers and the symbols that are used for forests, moor land, buildings, power cables, and so on.

2. Now introduce the idea of other symbols. Ask participants if they know of any folk tales or other stories that use the metaphor of a person going on a journey to present moral ideals. Talk about the way a dark forest, for instance, may be used as a metaphor for evil or a red, rosy apple used to represent temptation. The traveller may show moral strength swimming across a fast flowing river or humility helping a distressed animal.

3. Hand out a second large sheet of paper to each group. Ask each group to make their own fantasy map to represent the landscapes of the present and the future with a path or paths running between them. They should make up their own symbols for the geographical features and for the obstacles that will either hinder or help the traveller as he and she journeys along the path from the present to Equality-land.

4. Bring everyone back into plenary and ask participants to share their maps.

• 35' (15h25-16h00) **Part 3 Debriefing and Evaluation**

Start with a discussion about the way the different groups worked together and how they made decisions about what to represent and about the way they drew the map. Then go on to talk about what Equality-land might look like in reality, and the obstacles to reaching it.

- *Did people enjoy the activity? Why?*
- *Which was the easiest and which was the hardest column to fill in? Why?*

- *What were the main features of Equality-land?*
- *What needs to change in order to build a society where there is gender equality?*
- *In relation to the right not to be discriminated against, can policies of positive discrimination be justified as short-term measures to boost gender equality?*
- *If you had to rate your country amongst all the countries of the world for equality of opportunity for both men and women, how would you rate it on a scale of 1 to 10? 1 is very unequal, 10 is almost ideal equality.*
- *Why is it so important to focus on women's human rights?*
- *Apart from women, which other groups are discriminated against in your society? How is this manifested? Which human rights are being violated?*
- *How can disadvantaged groups be empowered to claim their rights?*
- *What role has education to play in empowerment?*
- *What role has human rights education to play in empowerment?*

Outcomes:

The participants were working in groups to brainstorm concrete examples of what this country would be like. The participation and collaboration was concrete and very constructive in the entire working group. The following propositions were highlighted:

- Training on awareness in Gender Equality
- Promote everybody with different characteristics
- Women Rights and people with different needs
- Equal Credit to men and women (Parliament and Court)
- School basis to achieve equality awareness
- Hospital and the sexual impact on women rights
- Higher rate of women in politics, business and companies
- Equal payment
- Raise the unequal distribution of roles
- Media campaigning host by the Government



Evaluation:

During the debriefing participants were involved in the discussion about the way the different groups worked together and how they made decisions about what to represent and about the way to draw the map. Then they have been to the propositions that they would like to propose in a society where Gender equality is the norm.

Follow-up:

Having spent time thinking about gender equality now and in the future, the team will provide session on campaigning to enhance the knowledge related to campaigning (social marketing).

5.3 & 5.4: Campaigning for a cause and the use of Social Marketing

Date: 6th May 2016, Friday, 14h30-16h00

Authors: Suha Ayyash

Background: Introduce campaigning and how we may use campaigns to advance a cause within our communities

Learning Objectives:

- To highlight the differences between campaign, advocacy and advocacy campaigning;

- To introduce "social marketing and how the campaign is being used through the intervention mix;
- To give the participants a chance to work on a campaign to be launched on new media.

Competences Addressed:

Knowledge: enhanced knowledge related to campaigning for a cause and some basic information about the science of social marketing and its use.

Skills: how to design, run and manage a campaign on new media.

Attitudes: to be able to think like a social entrepreneur and to have an initiative approach towards supporting issues with cause.

Programme:

10' (14h30-14h40) getting into the topic by watching videos with discussion

20' (14h40-15h00) Social marketing and conception

20' (15h00-15h20) Printed ads, use power point presentation and videos ads

20' (15h20-15h40) Messaging and campaigning: Ads content and call for action

20' (15h40-16h00) Group division, working groups and tasks to think of a campaign to launch on new media about certain topic (ideation)

90' (16h30 - 18h00) Group work

30' (18h00 - 18h30) Closing of the day and checking about "ideas" development

Methodology & Methods:

- 10' (14h30-14h40) **getting into the topic** by watching videos with discussion:

The water project: <https://www.youtube.com/watch?v=Nv4FniVqrBI>

HIV Positive: <https://www.youtube.com/watch?v=P01YT5xGibs>

- 20' (14h40-15h00) **Social marketing** and conception, use power point presentation

- 20' (15h00-15h20) **Printed ads**, use power point presentation and **videos ads**

Videos from ads campaigns about:

Anti-smoking

<https://www.youtube.com/watch?v=xocyXiFeCXY>

<https://www.youtube.com/watch?v=AlyqcST29wQ>

Using Set belt in car

<https://www.youtube.com/watch?v=L62ueMBOE5E>

Cars commercial

<https://www.youtube.com/watch?v=pPISokPRyKE>

Breast cancer

<https://www.youtube.com/watch?v=75azsWBBUIU>

<https://www.youtube.com/watch?v=aCJ6k57LFck>

https://www.youtube.com/watch?v=UK1wH_pWhnA

<https://www.youtube.com/watch?v=kx4tsZVpYKI>

<https://www.youtube.com/watch?v=zQIFwal1Nzo>

<https://www.youtube.com/watch?v=4X6P4MjWP8>

<https://www.youtube.com/watch?v=lxQdfB-no50>

Violence

<https://www.youtube.com/watch?v=u3PgH86OyEM>

- 20' (15h20-15h40) **Messaging and campaigning:** Ads content and call for action (use presentation)
- 20' (15h40-16h00) **Group division, working groups** and tasks to think of a campaign to launch on new media about certain topic (ideation)
- 100' (16h30 - 18h10) **group work**
- 20' (18h10 - 18h30) closing of the day and checking about "ideas" development

Outcomes:

After gaining the concept of campaigning and how to design the clear messages with clear call for actions the participants were divided into four working group and each one worked on a "topic" for their campaign:

1. Equal pay
2. Gender roles
3. Gender roles we take from our childhood and it continuous with us
4. Sexual harassment



Evaluation:

Interactive session where participants in their groups are working in ideation and creating a campaign where creativity will be used and they are having the space to express their own ideas.

Follow-up:

Creation of the campaign takes more time, so it would be great to calculate this needed time within the programme.

Participants may feel stressed a bit and frustrated due to the creation part, try to make them understand that powerful campaigns sometimes were born immediately and not to underestimate what they can do and achieve.

SATURDAY

6.1: Campaigns Ideas Presentation (done by the participants)

Date: 7th May 2016, Saturday, 9h00-10h30

Authors: Suha Ayyash

Background: participants in their working groups they will be presenting their campaigns.

Learning Objectives: To have practical time for participants to work among their groups in ideation, development and running a campaign with a specific objective and target audience.

Competences Addressed:

Knowledge: about campaigning and how to design and implement a successful campaign

Skills: tools to be used for campaigning; ideation, execution of ideas, planning

Attitudes: advocating for a social cause

Programme:

5' (09h00-09h05) Introduction of the day

80' (09h05-09h25) Group presentation for the development campaigns

5' (09h25-09h30) Conclusion

Methodology & Methods:

- 5' (09h00-09h05) **Introduction of the day**
- 80' (09h05-09h25) **Group's presentation** for the development campaigns

We have 4 groups: 20 minutes per group for presentation

- 5' (09h25-09h30) **Conclusion**

Outcomes:

Four campaigns done by the participants within their 4 working groups:

1. **#EqualPay:** about equality in job payments for men and women. Posters showing numbers and statistics taken from USA.
2. **Don't hide it, let it out:** about gender roles associated with men, short video.
3. **#SpeakOut:** about sexual harassment against men. Short video
4. **#Equality starts now:** about perceived gender roles since childhood. Posters



Evaluation:

It was great time to see the creations of the participants and to see the outcomes of the training course. They were also tackling four important topics/issues in gender equality in a very positive and neutral way (the treatment).

Follow-up:

With the four generated campaigns as we believe the NSC should be able to take some follow up actions with the generated campaigns.

6.2: Where I am I? What is next? "Using mind mapping tool"

Date: 7th May 2016, Saturday, 11h00-13h00

Authors: Tarek Amraoui and Lucia Barbieri

Background: It is time for participants to start pooling all the knowledge, skills and attitudes they learned and acquired during the week => as multiplier what is next? What will I implement in my organisation / local reality regarding my training learning? Therefore, if we start the morning of the final day with this interactive exercise and a moment of deep self-reflection it will help participants to be able to recap and to digest the learning experience they went through for a week. Moreover, this session will aid in setting participants for the evaluation and to start closing the learning cycle that we have been going through for the last week.

Learning Objectives:

- Introducing the "mind map" as a tool for planning, brainstorming and self-reflection.
- To realise what the participants had learned/acquired of new knowledge, skills and attitudes.

Knowledge: about mind mapping and available planning tools, how and why we can use them.

Skills: how to use "mind mapping" for planning, self-reflection, and brainstorming technique

Attitude: to have tools to aid in mind mapping and self-planning and organising

Programme:

10' (11h00-11h10) Introduction of the day and recap about yesterday

10' (11h10-11h20) Presentation for mind mapping, it is use and importance.

50' (11h20-12h10) Actual implementation and practice of mind map creating.

25' (12h10-12h35) Participants share their mind map with the group

10' (12h35-12h45) Closing the learning cycle and summing up

30' (12h30-13h30) Future me letter

Methodology & Methods:

- 10' (11h00-11h10) **Introduction of the day** and recap about yesterday.

We start the day by a quick energizer.

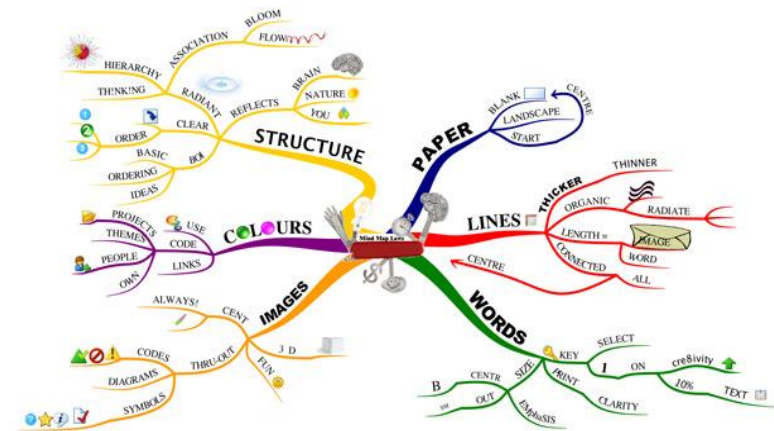
We briefly introduce what we will be doing today.

Quick round for what we learnt yesterday and how the participants are feeling today.

- 10' (11h10-11h20) **Presentation for mind mapping**, it is use and importance.

Through a presentation, we present what is mind mapping and its importance. This mapping tool is created by Tony Buzan.

References: <http://www.tonybuzan.com/about/mind-mapping>



- 50' (11h20-12h10) **Actual implementation and practice** of mind map creating.

The participant will take some time to actually practice, think, self-reflect and draw their mind mapping.

They need to self-reflect on what they have learned, where they are now, what plans they have after this project in the near future (local-national reality /organisation as multipliers)

- 25' (12h10-12h35) **Participants share** their mind map with the group (1 min for each pax)

The participants who are willing too, can share with the bigger group their mind map. It is also to encourage them to have some public speaking skills.

- 10' (12h35-12h45) closing the learning cycle and summing up

We close the learning cycle and sum up what we have done.

- 30' (12h30-13h30) **Future me letter**

Using the <https://www.futureme.org/> online service participants write a letter to themselves to be delivered on the 7th November 2016. They have to reflect on the learnings they have gained in the TC, both from a professional and a personal point of view. They have to fix two objectives to be reached in this period of time. Objectives should be: concrete, achievable, measurable but also challenging. They have to refer to:

- Professional life
- Private life

Results will be shared in the Facebook group.

Outcomes:

The exercise of mind mapping was very interesting. The participants have shared what they learned and gained during the CSI-Gender EQ training (tools-methodology). Some of them already start to propose different proposals (project ideas) to implement in the future:

- Training on gender roles (Jordan for example)
- Proposal of movie project (social empowerment - gender stereotypes) with men and women (through campaigning, resist through media)
- Call for activities (Erasmus+)
- Project on masculinities (Men) / #Don't hide project
- Proposition on a collaboration among Serbia and Bosnia: Social marketing, training for young people and raise awareness with politicians (bring the gender topic in national parliament)
- Humanitarian projects

- Partnership Networking
- How to create space where people can share their Knowledge on gender issues
- Project ideas already defined clearly: Public narrative on gender issues in order to touch communities (using talents, arts methodology...) => Public presentation
- Local project on men: express their feelings and being confident (sexual harassment)
- Training: articles on gender stereotypes (proposal for a regional collaboration Serbia and Bosnia in the Balkan region / breaking the stereotypes). Idea of adapting tools for children
- Partnership building activity proposal on gender issues: Develop things together as a training for trainers
- Accept identities: Project proposal "Memoires" of women
- Project proposal on Hate Speech against women
- Youth magazine: using tools online exercise: Theatre and Arts
- Collaboration with a Turkish radio Television and a Youth magazine and rural youngsters

Evaluation:

It was a very concrete activity before ending with the evaluation session of the day. We've seen the outcomes of all the activities implemented through the projects ideas and follow up proposition for the future shared by the participants.





Follow-up:

In a couple of months the participants will share the concrete proposals, which've been implemented in their respective reality. This activity is linked with the next activity (evaluation) Future and Me & Evaluation.

6.3: Evaluation

Date: 7th May 2016, Saturday, 14h30-16h00

Authors: Lucia

Background: dynamic evaluation of the training course

Learning Objectives: Recreating the programme with all the activities, thinking how to use the learning once back home, evaluation, impact evaluation

Competences Addressed: Synthesis, planning, evaluation

Programme:

- 20' (14h30-14h45) recreation of programme activities
- 10' (14h50-15h00) word cloud evaluation
- 30' (15h00-15h30) image theatre evaluation
- 30' (15h30-16h00) written evaluation CSI gender EQ and MedUni

Methodology & Methods:

- 20' (14h30-14h45) **Re-creation of programme of activities:** all the sessions' title has been written on separate A4s. They are spread on the floor and participants have to recreate the right programme flow together in the group, also sharing briefly the content of each activity.



- 10' (14h50-15h00) **Word Cloud evaluation:** Going back to the word clouds of the expectations, participants are asked to write a keyword on WHAT THEY HAVE ACHIEVED regarding:
 - Expectations
 - Fears
 - Contributions
- 30' (15h00-15h30) **Dynamic Evaluation:** Using the image theatre technique, participants are asked to create salt statues representing their feelings about:
 - Weather
 - Centre and facilities
 - Beach
 - Training
 - Team
 - MedUni

The statues should be not singular but a unique statue gathering all participants, which may express different feelings. If wanted, they can briefly share their opinion. Pictures are taken.

- 30' (15h30-16h00) **Written Evaluation** CSI gender EQ+ MedUni

Outcomes:

In this case pictures are surely more effective than any word.



10. EVALUATION FORMS

Participants EVALUATION:

The overall evaluation from the participants' side was very positive and the following suggestions were made for a possible next edition of CSI-Gender EQ training:

Better terminology

- Have a general gender terminology, that goes beyond the concept of man and woman, while taking in consideration the different cultural understanding
- An introduction to the situation of gender inequality, patriarchy and sexism. Discussion and introduction into a safe space

Format

- More knowledge and tools
- More topics (prevention of violence, different feminist theories...), more theory
- More current context
- More experts
- More time for discussions, less of a rush to finish the programme.
- Shorter daily programme to socialize more and exchange to balance the intensity of the topics discussed
- Fewer days
- More days and more conversation

Campaign

- More knowledge about challenges and resources for campaigns and subsequent target groups
- More time for the campaigning session, be creative without pressure
- Share practical tools for the campaign (like video editing)
- More time on campaigning
- More energizers, real campaigns

Participants:

- Participants should present their organisation on the first day
- Share before the training the list of participants to know their background
- Sharing sessions to spread value and good practises in the Mediterranean region
- Having a group with the same level of experience would be more beneficial
- Have more space to express opinion
- Have the same values (sometimes the men conquered the space, did not listen and did not share the same values in the field of gender equality or were not able to understand the lack of access to women's rights)
- Emphasis on the importance of communication, education and accepting the other

Trainers

- Better manage conflicts between participants
- Trainers should try to reach objectives not the programme
- Trainers with the same level of expertise

Logistics

- better accommodation, considering different tastes in food
- Warn participants that there is no internet
- Short notice for acceptance to training caused some visa issues

Suggestions for topic of future training

- More specific training group
- Talk about women, islamophobia and the discrimination some Muslim women face
- Organise a Training of Trainers, tools for local workshops and communication methods, support small scale projects
- Visit some women's institutions

Team EVALUATION:

MEETING with pedagogical team and NSC coordinator of the activity

Outcomes:

- **Facilities:**
 - Very good staying at the hotel, very good having internet
 - Nice working room with internet
 - Very relevant, working directly on the working document, as a team at the same time
 - Very happy about the flow
 - Problem kitchen. Too few times for the lunch
 - Centre not well adapted for the all activities
- **Team:**
 - Well structured, well combine methodology
 - Different profiles dealing differently with participants
 - Integrating an external trainer as an expert in the team was a difficult challenge. Having expert is good and relevant as Wiem Melki. Better to integrate an external trainer since the beginning during the preparatory work than in the middle of the week
 - 3 trainers is the perfect number for 20 pax
- **Participants**
 - Very good participants with interesting and various background and experience. Overall, very strong profiles
 - Participation was different depending of their personality and experience but everyone have demonstrated great motivation
 - A follow-up activity as a training of trainers could be relevant for some of them in order to reinforce their skills

The results of the participant's evaluation forms are here presented. (Yellow - lowest marks / Green - highest marks) :

Course Objectives (1:Not reached at all. 5:Fully reached)	Average
To analyse how gender stereotypes, sexism and discrimination affect identity construction both in individual and global dimension and in particular in Euro-Arab context	3,56
To provide tools and methods to deconstruct sexist stereotypes in Europe and Southern Mediterranean countries and to confront their views	3,78
To equip participants with tools promoting gender equality through education and social medias	3,83
To promote media literacy in order to encourage youth to be critical towards images in media and develop a realistic perceptions	3,67
To reinforce inter and intra-regional co-operation in regard to combatting gender stereotypes and sexism	3,89
To collect data and to share good practices in regard to combatting and preventing violence against women and sexist stereotypes and speech in Mediterranean regions	3,83
Total Average	3,76

Programmed elements (1:Not reached at all. 5:Fully reached)	Average
1st day morning : Introduction	4
1st day morning : Bingo of Identity	3,71
1st day afternoon : Onion of Identity	4,78
1st day afternoon : Crocodile River	3,22
2nd day morning : Toys and Gender Stereotypes	4,17
2nd day morning : Gender Roles in Media; Gendered Media	3,39
2nd day afternoon : Theatre Performance	4,59
3rd day morning : Stella	4,22
3rd day morning : Just Once	3,22
4th day morning : Where do I Stand	3,44
4th day morning : Expert Intervention: Women Political Participation in Tunisia	3,39
4th day afternoon : Joint Session with SPDP Group	3,17
5th day morning : Participants Tools Sharing	3,83
5th day morning : Path to Equality Land	4,06
5th day afternoon : Campaigning for a Cause and the Use of Social Marketing	3,93
6th day : Where am I? What is Next? "Using Mind Mapping Tool"	4,06
Tranversal elements : Reflection and Word cloud	3,71
Total Average	3,82

11. TECHNICAL INFORMATION

Authors

Lucia Barbieri, Pedagogical Coordinator
Tarek Amraoui, Trainer
Suha Ismail, Trainer

Revision and Edition

Narimen Beneddine
Anaïs Fahd

Paging

September 2016
European Centre for Global Interdependence and Solidarity
North-South Centre of the Council of Europe
Rua de São Caetano, 32
1200-829 Lisboa Portugal
Tel: +351 21 358 40 30
Fax: +351 21 358 40 37
nscinfo@coe.int
www.nscentre.org

12. THANKS NOTES

The North-South Centre is grateful to its Pedagogical Team for their dedication and great work, Lucia, Suha and Tarek.

Thanks to the Government of Portugal and the Aga Khan Foundation for their support.

Thanks to Wiem Melki and Eva Boev for their precious contribution.

Thanks to MedUni Coordination Team Anais, Coralie, Kaïs, Bechir, the whole ONJ team, Basma, Silvia, Belal, Djazil, Malek and Pascale.

Thanks to the SPDP pedagogical team, Ela, Ahmed, Barnabas and Mariam for their collaboration.

Thanks to the staff of the Host Centre and its Director for taking care of everyone during the University.

Lastly, the last and not the least, special thanks to the CSI-Gender EQ participants, Abdelillah, Auguste, Bledi, Christoforos, Deniz, Ghassen, Graciela, Hareth, Inaam, Jasmila, Joana, Lovisa, Mariem, Osama, Samir, Sandy, Smail, Wejden et Zahra ! You all are amazing!



Thank you all!