

Training Course CSI-Gender EQ

REPORT

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Team PREPARATION:

The team has been starting working on the programme flow and activities right after the selection, through skype meeting and above all by working on a google drive document which has allowed an harmonisation on the work flow and a growing sharing and common understanding of the working approach. Every team member has been responsible for a session a day, to prepare it and run in during the training. All activities have been coordinated by the team coordinator. This could be a good practice for other training.

Once on the spot the team has had a preparatory meeting, where the expectations, fears and contributions are shared (same activity which will be used for participants on very first day).

Team expectations:

- Dealing with the topic in an arabic country and new networking
- To learn more about the topic, gender equality in nfe, new people
- the topic is related to gender, relevant for different contexts and people, good flow and content

Team fears:

- Internet, not south/north balanced, long TC losing motivations of pax and team
- not south/north balanced,
- Team collaboration, internet, methodology

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 itself. After every activity the outcomes and evaluations have been added, transforming directly the working document into the report document. Here after all the report.

Topics & programme:

Division of topics during the days:

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

The programme template:

| | 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 | ARRIVAL | Breakfast | | | | | |
| 9:00-9:15 | | Intro+ bingo of identity+expectations | Word cloud | Word cloud | Word cloud | Word cloud | Word cloud |
| 9:00-10:30 | | | Toys & gender | Stella | Where do I stand | Participants tools sharing | Campaigning presentation |
| 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 |
|-------|-----------------|-----------------------|-----------------------|--------------|-------------------|-----------------------|------------------|

| DAY | Session number | Title | Author/ facilitator |
|-----|----------------|---|--|
| 1. | 1 | Intro : framework, team, participants, programme Rows + bingo of identity Pax Expectations, fear and contribution | Narimen, team, Lucia Tarek Lucia |
| | 2 | Onion of Identity | Lucia |
| | 3 | Crocodile River: Team Building Activity | Suha and Tarek |
| 2. | 1 | Toys and Gender | Lucia |
| | 2 | Gender Roles in Media “gendered media” | Suha |
| | 3 | “Theater- performance” as a tool to experience Gender Stereotypes / Part 1 | Tarek and Suha |
| 3. | 1 | Stella | Eva + Tarek |
| | 2 | Only once | Eva + Tarek |
| 4. | 1 | Where do I stand | Eva + Tarek |
| | 2 | Women participation in Tunisia - expert session | Wiem Belki + Lucia |
| | 3 | Joint session with SD group Using case study as a methodology: topic: how to enhance different forms of political participation among different groups | Suha |

| | | | |
|----|---|---|-------|
| 5. | 1 | Participants Tools Sharing | Lucia |
| | 2 | Path to Equality Land | Tarek |
| | 3 | Campaigning | Suha |
| | 4 | Campaign creation | Suha |
| 6. | 1 | Sharing campaigns | Suha |
| | 2 | Where I am I? What is next? “Using mind mapping tool” | Tarek |
| | 3 | Future me & evaluation | Lucia |

Session Outline (SO)

The template used for session outline

| |
|--|
| <p>Title: 1.4 –</p> <p><i>The title given by the team to the session. Please use format “x.y - name of the session”, where x is the zero, first, second...day of the training and the y is the first, second...session of that day.</i></p> |
| <p>Date: 1th May 2016, Sunday, 17h00-18h30</p> <p><i>Dates and time of the session</i></p> |
| <p>Authors: xyz</p> <p><i>Names of trainers responsible for the draft and for comments</i></p> |
| <p>Background: xxxxxxxx</p> <p>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.</p> |
| <p>Learning Objectives: xxxxxxxx</p> <p><i>The concrete objectives or goals that the session seeks to achieve. They may also address the learning or educational objectives according to: Knowledge, Skills, and Attitudes.</i></p> |
| <p>Competences Addressed: xxxxxxxx</p> <p><i>The main competences, which are exercised during the given session. Especially important in activities with debriefings and final wrap-ups.</i></p> |

Programme:

5' (17h00-17h05) xxxxx
10' (17h05-17h15) xxxxx
60' (17h15-18h15) xxxxx
10' (18h15-18h25) xxxxx
5' (18h25-18h30) Technicalities & Announcements

Timetable of the actual programme proposed / implemented.

Methodology & Methods:

5' (17h00-17h05) xxxxx
xxxxxxxxxxx
10' (17h05-17h15) xxxxx
xxxxxxxxxxx
60' (17h15-18h15) xxxxx
xxxxxxxxxxx
10' (18h15-18h25) xxxxx
xxxxxxxxxxx
5' (18h25-18h30) Technicalities & Announcements

The methodology also includes the approach to make sure that the objectives mentioned above are made achievable. A simple outline of the method is not a description of the method itself. Add description of reference to specific methods proposed (if any).

Outcomes: xxxxxxxx

What was actually achieved through the module? This paragraph includes issues that came or were raised by participants in the plenary or groups.

Evaluation: xxxxxxxx

This section contains the feedback both from the session (whenever there was feedback) and from other evaluation and feedback expressed by participants. These feedback notes focus on the format of the session and its sustainability – not on all possible aspects that participants may give feedback upon.

Follow-up: xxxxxxxx

Notes or suggestions about how the session or its objectives should be consolidated completed or followed up during the seminar or during the course.

Materials and hand-outs: xxxxxxxx

Supportive material used during the session, distributed to participants or documents worked out by participants. This is also reference to documents participants might wish to read in order to extend their learning process.

Required from Participants: xxxxxxxx

Anything that the participants need to do or to bring with them in view of this session.

Appendices: xxxxxxxx

Anything else to be added.

DAY 1- Monday 2nd May



Title: 1.1 Introduction + The bingo of identity + expectations

Date: 2nd May, Monday – 9h00-10h15

Authors: Team

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 Narimen
- Team presentation (all)
- Participants presentation
- Programme by showing the powerpoint (see attached) 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 note (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:

What was actually achieved through the module? This paragraph includes issues that came or were raised by participants in the plenary or groups.



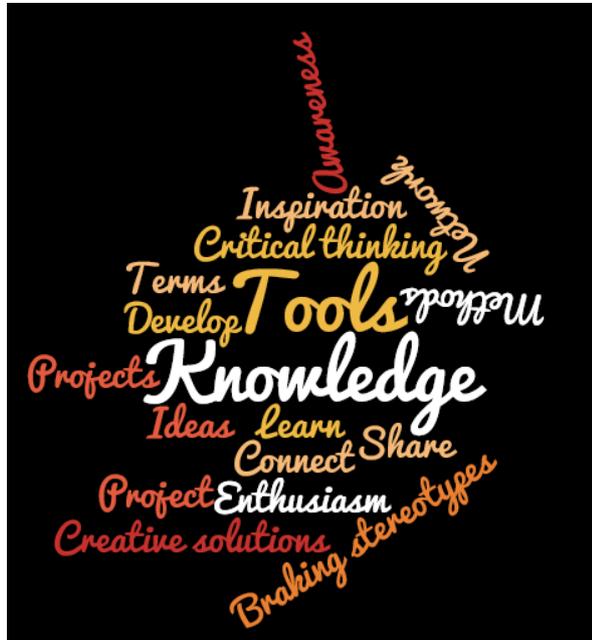
The activity gave the opportunity to the participants to introduce themselves to the group by exchanging different aspects on their personalities.

Excellent group dynamic.

Expectations:

Participants have shown to have a clear idea about the TC and their personal objectives regarding it. Below the wordclouds 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 wordclouds will be used daily as a tool for evaluation and monitoring of the mood and interest. |
| Materials and hand-outs: A4 paper, pens, markers, flipchart sheets or a display board to show/display the individual characteristic(s) of every participant and a bingo grid previously prepared by the trainer |
| Required from Participants: / |
| Appendices: |

| |
|---|
| Title: 1.2 Expectations + Onion of Identity |
| Date: 2nd May, Monday – 14h30-16h00 |
| Authors: Lucia Barbieri |
| Background: getting to know each other and setting the basis for the analysis of identity |
| 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.

Materials and hand-outs:

Projector, 4 different colour papers

Required from Participants: /

Appendices:

Title: 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.

A team-building activity in which a group is challenged to physically support one another in an endeavor 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: team building of the whole group and to facilitate for the participants to get

to used and 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.**

Materials

Wooden planks, 1 per participant (about 20x10cm and a thickness of about 2-3 cm – to be magic stones). **We use cartoon pieces.**

Two ropes about 6-8 metres long (to mark the banks of the river)

A roll of tape, tennis ball or other similar-sized object (to be used as an oxygen mask). **We use tape as Oxygen mask. We use tape/rope to tie hands and legs in case they get 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 laying 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 breath 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 longest line (after the crossing the river):

Time : 17:50-18:15

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

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

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.

Materials and hand-outs:

Outdoor

Tape

Yellow colored A4 paper 50 pcs

Green colored A4 paper 50 pcs

Black markers

Flip chart / white board and markers to write with

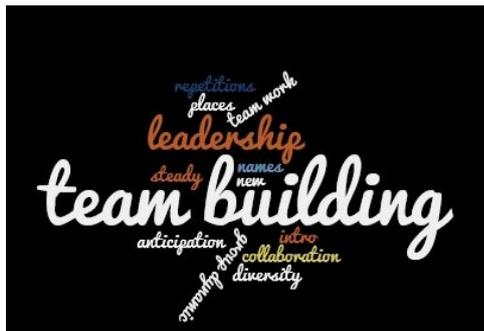
Paper tape

Required from Participants: nothing

Appendices: nothing

DAY 2- Tuesday 3rd May

intro 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



Title: 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.

<http://breakingprejudice.org/teaching/group-activities/childrens-gender-stereotypes-activity/background-literature.html>

1. **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.

2. **Competences Addressed:** individual introspections, sharing, listening

3. **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' (10h15h10h30) brainstorming

4. **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 favorite 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?

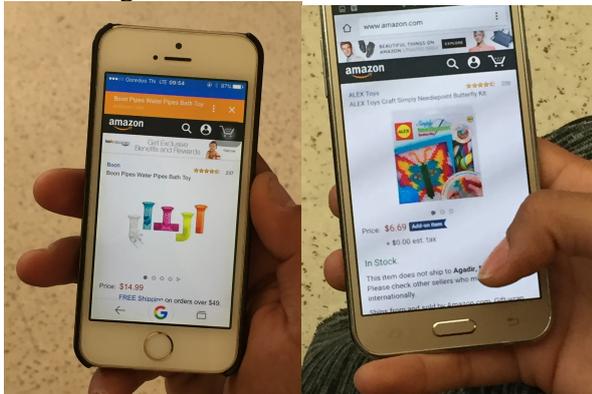
6. Do you think children who play with toys designed for the other sex are treated differently from children who play with gender-typical toys? Why or why not?

- 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

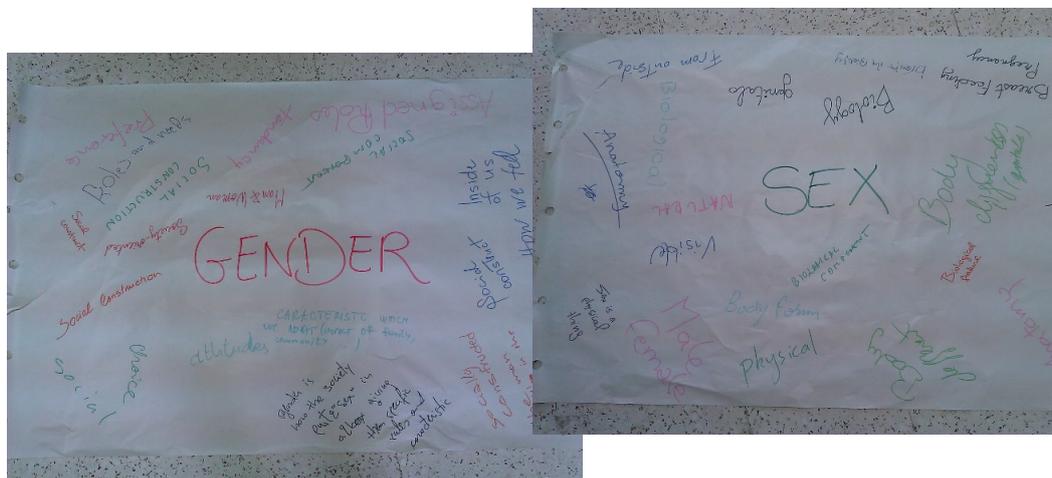
5. Outcomes:

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.



6. 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.

7. 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.

8. **Materials and hand-outs:** questions (see handout TOYS & GENDER). Gender glossary uploaded on the facebook group.

9. ***Required from Participants:*** none

10. ***Appendices:***

Title: 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 behavior.

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=tKfwCjgiodg>

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

Women roles

<https://www.youtube.com/watch?v=hsJImrBXC-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/2NXHRB12uqA/hqdefault.jpg?custom=true&w=196&h=110&stc=true&jpg444=true&jpgq=90&sp=68&sig=RXsB1ugkIm7yMFZ0Le_A2Hf5NqY

Women joining ISIS

<https://www.youtube.com/watch?v=2sqo3aB8Qps>
<https://www.youtube.com/watch?v=HfJqkX59iuc>

Popular culture

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

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

Divide the participants into 4 groups
They need to discuss (the homework):

On power point presentation (data show) screen the following slide:

Discuss the following points:

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

1. Where gender roles are steaming from and being reinforced.

2. What role media in your country (and popular culture) have on reinforcing gender roles and gender stereotypes.

3. Discuss "how is the situation in media regarding gender roles" in your country.

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

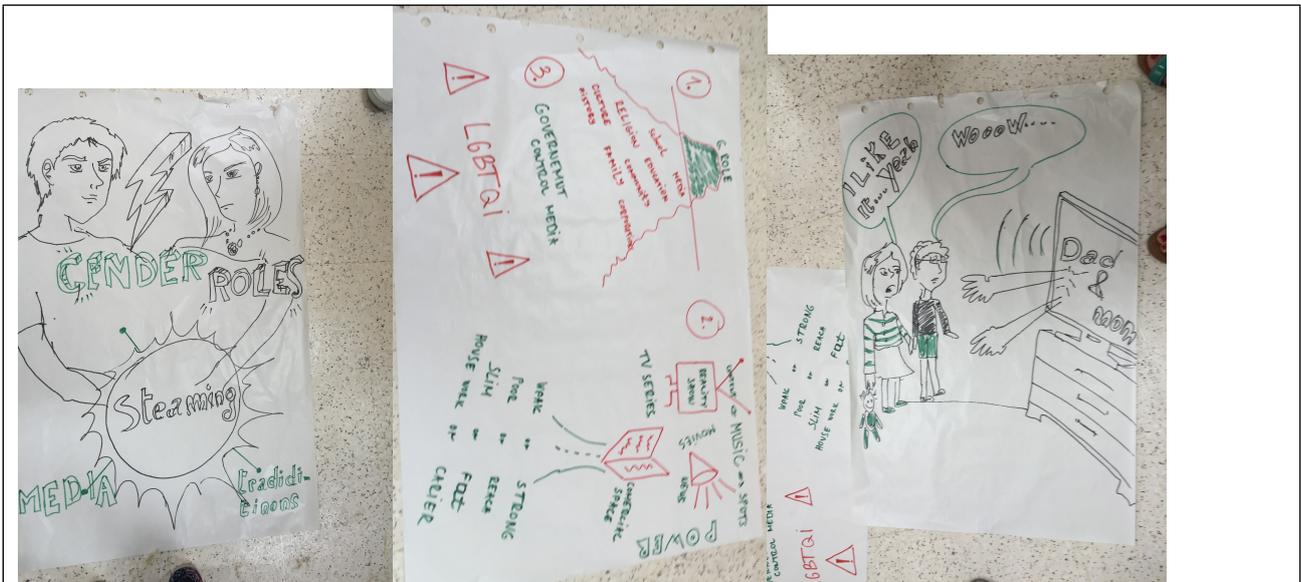
Should be around the information, reactions and comments from the whole activity.

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.
- Medi 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 vise 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.

Materials and hand-outs:

- Internet
- Speaker
- Datashow

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.

Appendices: None

Title: 2.3: “Theater-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

Background:

Theater-performance as an analysis tool to address the issue of gender stereotypes. Theatre exercises which 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
- Danse 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 Theater 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 (amphitheater) (5 minutes performing / per group (4G) / Someone should check time performing

25’ (17h50-18h15)Restitution groups / Debriefing and 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 ?

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 (amphitheater) (5 minutes performing / per group (4G) / Someone should check time performing

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

Outcomes:

Reflection groups : sharing realities and defining the scenario of the performance



2) Theater performance :



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

We can summarize the outcomes as follow :

- The Theater 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:

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 experience beyond the role of gender.

Study cases who were performed by the participants

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 theater was raised as an 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 (Gender Matters, manual on the gender COE) .

Materials and hand-outs:

Place : Amphitheater (book the place for the performing)

- Flipchart
- Markers
- Pens
- Blank paper
- Camera

Supportive material used during the session, distributed to participants or documents worked out by participants. This is also reference to documents participants might wish to read in order to extend their learning process.

Required from Participants: Creativity

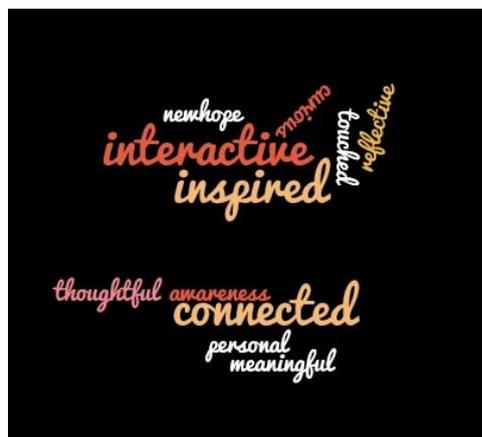
Anything that the participants need to do or to bring with them in view of this session.

Appendices:

Anything else to be added.

Day 3 -Wednesday 4th May

Day 2 wordcloud evaluation



Title: 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 role 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 represent 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.

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| <p><i>Evaluation:</i></p> <p>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.</p> |
| <p><i>Follow-up:</i></p> <p>This exercise can be adapted in many ways. One variation is to run it as done here, and then to repeat it with a changed story, in which all the women become men, and vice-versa.</p> <p>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.</p> |
| <p><i>Materials and hand-outs:</i></p> <p>1 copy of Stella's story for each participant Flipchart</p> |
| <p><i>Required from Participants:</i></p> |
| <p><i>Appendices:</i> Gender matters p.136</p> |

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|--|
| <p>Title: 3.2 – “Just once” “Men their rights and nothing more. Women their rights and nothing less.” Susan B. Anthony (1820 – 1906)</p> |
| <p>Date: Wednesday 3rd May 2016, 10h30-13h00</p> |
| <p>Authors: Eva and Tarek</p> |
| <p>- Background: This brainstorming and discussion activity aims to create a better understanding of the differences between conflict, 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”</p> |
| <p>Learning Objectives:</p> <ul style="list-style-type: none"> - 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 |
| <p>Competences Addressed:</p> <ul style="list-style-type: none"> - 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.

Groups, in plenary presented first 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 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 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, economical, 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.

Materials and hand-outs: flipchart and markers

Required from Participants:

Appendices:

Day 4 -Thursday 5th May

Title: 3.2 – "Where do you stand"

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

Authors: Eva and Tarek

- 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:

9:9-30 introduction of the day and technical announcements

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

Methodology & Methods:

9:30-10:10 Where do you stand

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 center if they are not sure or their ideas are “inbetween”. 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 were active listening 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 activitie.

Follow-up:

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

Materials and hand-outs: xxxxxxxx

Enough space to move, two flipcharts: one with written “Yes I agree”, the other with “No, I disagree”

Required from Participants: xxxxxxxx

Anything that the participants need to do or to bring with them in view of this session.

Appendices: xxxxxxxx

Anything else to be added.

Title: 4.2 expert intervention: women political participation in Tunisia**Date: 5th May 2016, Thursday, 10h30-13h30****Authors: Wiem Melki, 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, arguing and counterarguing,

Programme:

15' (10h30-10h45) problem solving

10' (10h45-10h55) intro and icebreaker

110' (10h55-12h45) presentation and discussion

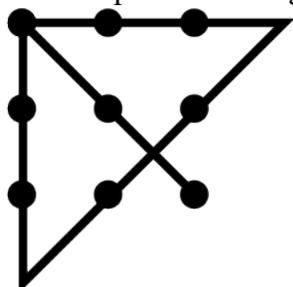
45' (12h45-13h30) debate

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:

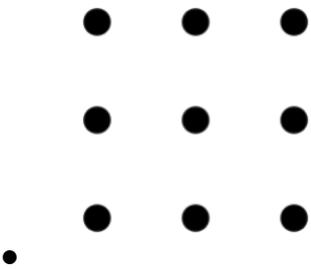
The nine dots exercise was included to rejoin the group after the disagreement and personal clashes derived from the previous session. One of many solutions is to go beyond the boundaries to link all dots in 4 straight lines. This introduced a short talk on dialogue, communication and respect for opinion mainly in intercultural frames and about the aim of training courses on boosting critical thinking and that 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 one 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.

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| 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. |
| Materials and hand-outs: Flipchart with nine dots  Presentation on women political participation in Tunisia Projector |
| Required from Participants: nothing |
| Appendices: Nothing |

| |
|---|
| Title: 4:3 Joint session with SPDP Group. Presenting case studies for different forms of political participation |
| Date: 5th May 2016, Thursday, 14h30-16h00 |
| Authors: Suha Ayyash |
| Background: it is a join 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; <ul style="list-style-type: none"> 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

For the outcomes of the discussions.

5' (15h55-16h00) debriefing

Outcomes:

Outcomes of the 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:

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. Knowledge: No quotas for women members of parliament.

Solutions: Make it easier for CSO's to provide trainings in political participation. Roundtable discussions. Law on quota for women. Confidence building.

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 networks. Street Actions. Discovery channel : woman.

From perspective of local authorities:

Solutions. Trainings of local agents from different aspects: Political understanding; media as a tool; role models; campaign advocating; local trainings; campaign raising awareness.

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. 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.

Materials and hand-outs:

Printing the case studies according to the number of participants.

Required from Participants: nothing

Appendices:

Nothing

Day 5 - Friday 6th May

Title: 5.1 Participants tools sharing

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

Authors: Lucia Barbieri

Background:

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) intro

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

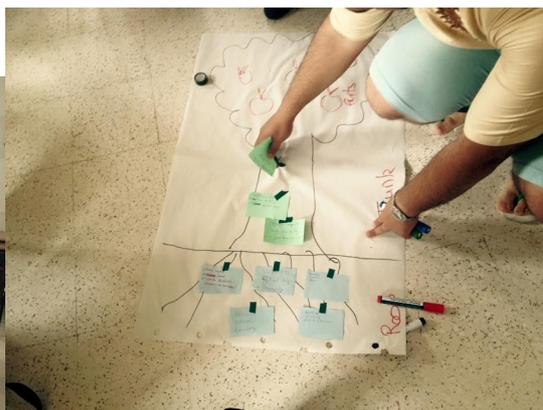
50' (9h20-10h10) workshops

20' (10h10-10h30) debriefing

Outcomes: .

The four facilitator lead their workshop and run 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



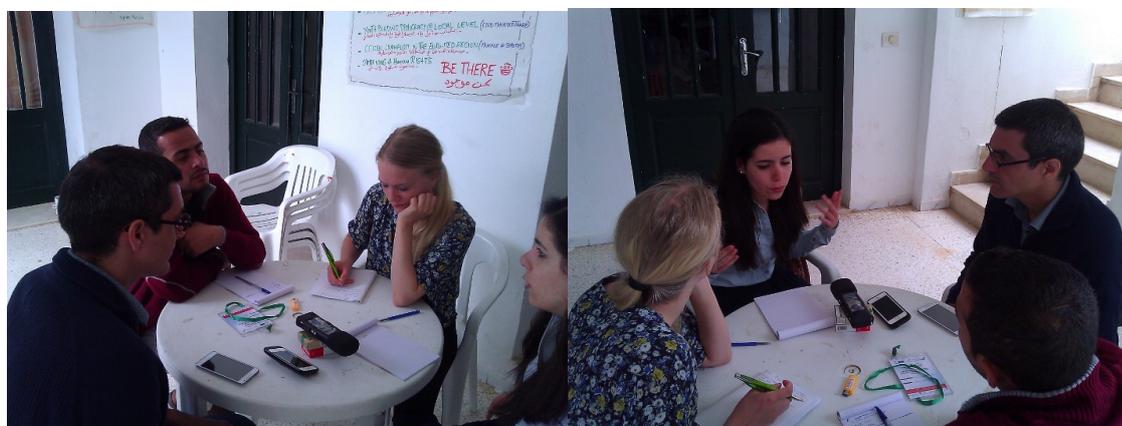
- Smail: doll



- 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.

Materials and hand-outs:

none

Required from Participants: nothing

Appendices:

Nothing

Title: 5.2 Path to Equality-Land “The obstacle is the path”. Zen proverb

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

Authors: Tarek

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) Intro

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 is this country would be like. The participation and collaboration was concrete and very constructive in all the 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 they drew 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)

Materials and hand-outs:

- 2 large sheets of paper (A3 size) or flipchart paper per small group
- Marker pens of different colours, enough for all small groups
- A map, preferably a hiking map or any other sort of map that shows physical features, for instance, mountains, valleys, rivers, forests, villages, bridges, etc.

Supportive material used during the session, distributed to participants or documents worked out by participants. This is also reference to documents participants might wish to read in order to extend their learning process.

Required from Participants: Nothing

Anything that the participants need to do or to bring with them in view of this session.

Appendices:

Path to Equality Land

http://www.eycb.coe.int/compass/en/chapter_2/2_30.asp

5.3 & 5.4: Title: Campaigning for a cause and the use of social marketing

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

Authors: Suha Ayyash

Background:

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

Learning Objectives:

1. To highlight the differences between campaign, advocacy and advocacy campaigning.
2. To introduce “social marketing and how the campaign is being used thorough the intervention mix.
3. 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=AIyqcST29wQ>

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=zQIFwaI1Nzo>

<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.

Materials and hand-outs:

- Internet
- Speaker
- Datashow
- Flipcharts
- Markers
- cameras , laptops (equipments by participants).

Required from Participants: none

Appendices: none

Day 6- Saturday 7th May

| |
|--|
| Title: 6.1: Campaigns Ideas Presentation (done by the participants) |
| Date: 7 th 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: <i>5' (09h00-09h05) Introduction of the day</i> <i>80' (09h05-09h25) Group presentation for the development campaigns</i> <i>5' (09h25-09h30) Conclusion</i> |
| Methodology & Methods: <i>5' (09h00-09h05) Introduction of the day</i> <i>80' (09h05-09h25) Group presentation for the development campaigns</i> We have 4 groups: 20 minutes per group for presentation <i>5' (09h25-09h30) Conclusion</i> |
| Outcomes: Four campaigns done by the participants within their 4 working groups: <ol style="list-style-type: none">1. #EqualPay: about equality in job payments for men and women. Posters showing numbers and statistics taken from USA.2. Dont hide it, let it out: about gender roles associated with men, short video.3. #SpeakOut: about sexual harassment against men. Short video4. #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.

Materials and hand-outs:

Data show
Speaker

Required from Participants: Presentation for their campaigns

Appendices: nothing

Title: 6.2: Where I am I? What is next? “Using mind mapping tool”

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

Authors: Tarek + Lucia

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.

Competences Addressed:

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.

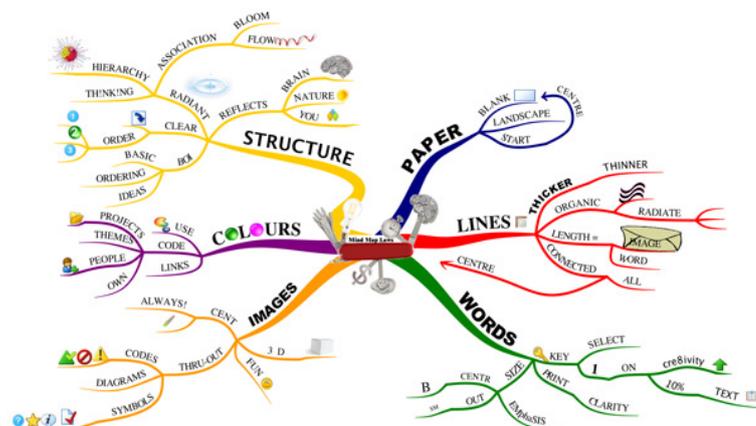
We briefly introduce what we will be doing today.

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 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 7^o 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:

1. Professional life
2. 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-GE 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. Training for trainers
- Accept identities : Project proposal "Memoires" of women
- Project proposal on Hate Speech against women
- Youth magazine : using tools online exercise: Theater 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, who've been implemented in their respective reality. This activity is linked with the next activity (evaluation) Future and Me & Evaluation.

Materials and hand-outs:

- A4 white blank paper enough for all participants.
- Colored flomaster pens enough for all participants.
- Data show
- Speaker
- Flipchart /white board and markers
- Internet

Required from Participants: Nothing

Appendices: Nothing

Title: 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 + MEDUNI

Methodology & Methods:

20' (14h30-14h45) recreation of programme activities : all the sessions' title have 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
- UniMed

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 + MEDUNI

Outcomes:

In this case pictures are surely more effective than any word

Recreation of the programme :



Image Theatre evaluation :



Materials and hand-outs:

Programme activities on A4s

Internet connection

Required from Participants: smartphones, laptops

Appendices: nothing

Team EVALUATION:

MEETING with pedagogical team (Lucia, Suha and Tarek) and organisational team (Narimen)

Here the outcomes:

1. Facilities:

- Very good staying 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 time for the lunch.
- Centre not well adapted for the all activities.

2. Team:

- Well structured, well combine methodology.
- Different profiles dealing differently with participants
- Not nice having one trainer for one day. Expert ok
- 3 trainer is the perfect number for 20 pax.

Pedagogical Material :

The team will share a material list and is invited to consult and communicate as soon as possible to Narimen the list of CoE publications that we can share with the participants:

<http://www.coe.int/en/web/genderequality/publications>

<http://www.coe.int/en/web/genderequality/factsheets>

<http://www.coe.int/en/web/genderequality/education>

<http://www.coe.int/en/web/genderequality/sexist-hate-speech>

<http://www.coe.int/en/web/genderequality/women-in-media>

<https://book.coe.int/eur/en/training-kits-youth/4439-t-kit-no-11-mosaic-the-training-kit-for-euro-mediterranean-youth-work.html> or <http://pjp-eu.coe.int/en/web/youth-partnership/t-kit-11?inheritRedirect=true>

<http://www.eycb.coe.int/gendermatters/>

<https://edoc.coe.int/en/gender-equality/6945-combating-gender-stereotyping-and-sexism-in-the-media.html>