



PATHWAYS **HANDBOOK**

A HANDBOOK FOR (AND BY) EDUCATORS

CREATING PATHWAYS FOR THE POLITICAL PARTICIPATION OF YOUNG WOMEN

2018



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Erasmus+ Programme
of the European Union



PATHERWAYS
Creating pathways for political
participation of young women



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CREATING PATHWAYS FOR THE POLITICAL PARTICIPATION OF YOUNG WOMEN

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

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

“We want to encourage a communitarian spirit where each human being can contribute to the social transformation, transforming him/herself”

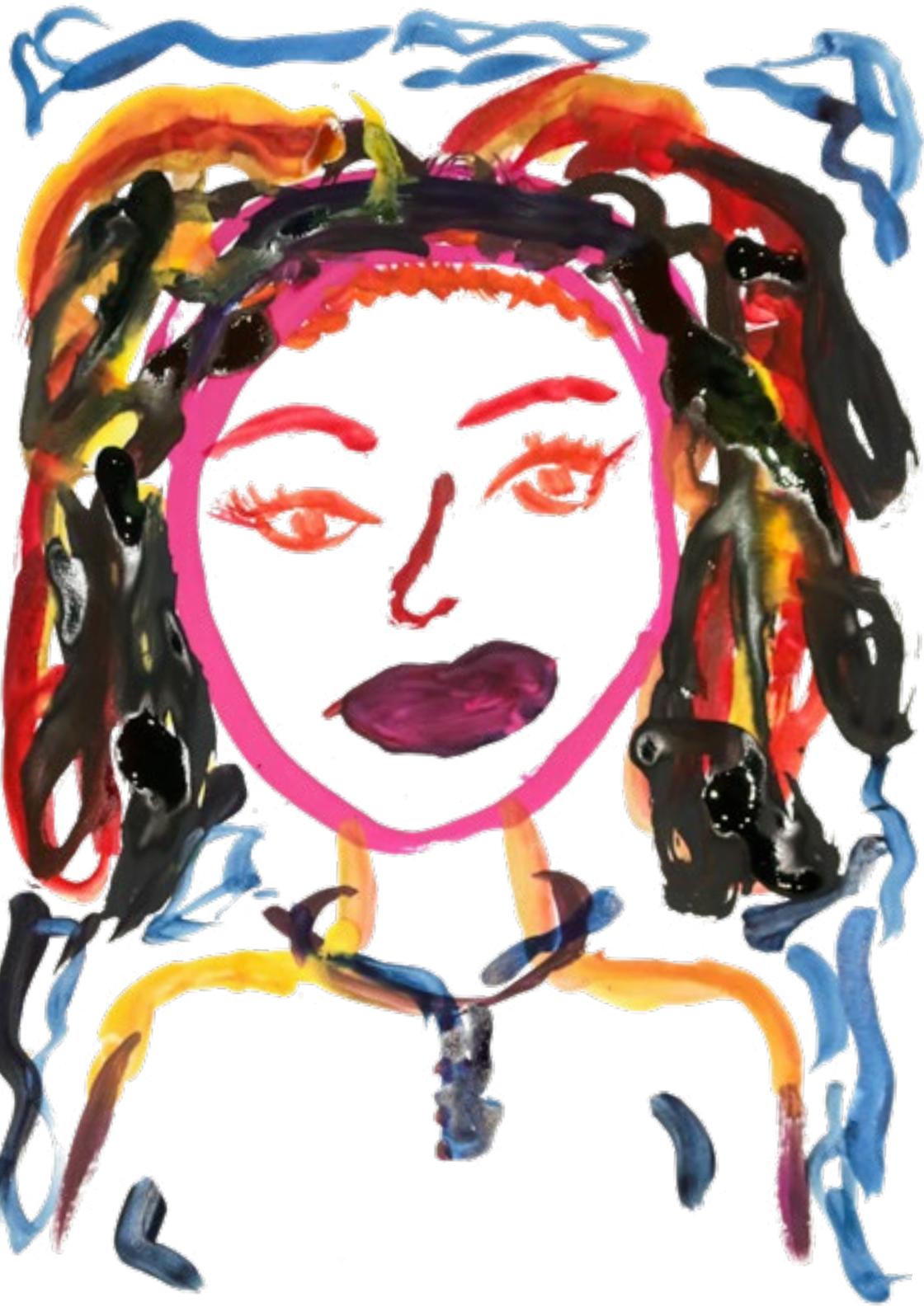
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1. About this Handbook

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

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

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

The handbook content is divided on two main parts:

1. A review of the path of the project and its results;
2. A set of practical activities that can be implemented in training events.

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

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

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



“Ignorance is the best ally of gender inequalities”

Moises Vilanculos, Mozambique
(patHERways participant)

2. PatHERways - “Initiating a path”

2.1 The world and Gender

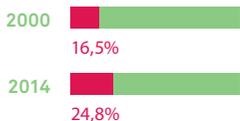
Trends of the last decades highlight an accentuated crisis of political representation, especially among youth who prefer to get involved in more selective and autonomous forms of participation. At the same time, while political rights of women are embodied within the laws of most countries, they are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



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



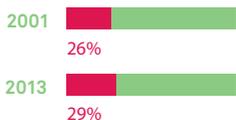
In the private sector women globally occupy less than a third of senior and middle management positions.⁴



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



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



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



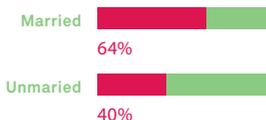
The differences in the average hours worked by self-employed women and men are very large in all countries. On average, across 30 OECD countries, 22% of self-employed women work less than 40 hours a week, versus only 10% selfemployed men.⁶

1 - UN Women - SDG 5: Achieve gender equality and empower all women and girls
 2 - "Women in National Parliaments: Situation as of 1 May 2014", Inter-Parliamentary Union
 3 - The Timor Leste Country Gender Assessment 2014
 4 - UN Women - SDG 5: Achieve gender equality and empower all women and girls
 5 - Catalyst – Workplaces that work for women, 2017
 6 - Gender Equality in Education, Employment and Entrepreneurship: Final Report to the MCM 2012, pp. 142



Women represent 73,4% of all immigrant paid domestic workers.¹

Women do 2,6 times more unpaid care and domestic work than men.⁴



Young women who are married are more likely to be NEET (Neither in Education, Employment nor Training) than unmarried women of the same age. In North Africa the NEET rate was around 64% for married women and 40% for unmarried women.²

Following the Census 2010 of Cape Verde, 22,55% of women refer that the family responsibility are among the main reasons for not being in the labor market as part of the considered active population, against only 4% of men.⁵



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

Based on data from 87 countries, 1 in 5 women and girls under the age of 50 will have experienced physical and/or sexual violence by an intimate partner within the last 12 months.⁶

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

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

3 - Observatorio de Igualdad de Género de America Latina y del Caribe

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

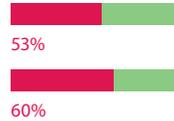
5 - Report ODM Cape Verde 2015

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

49



49 countries still lack laws protecting women from domestic violence.¹



Conflict, displacement, natural disaster account globally for 53% of under-five-year-old deaths and 60% of preventable maternal deaths.⁴



Harmful practices, such as child marriage, steal the childhood of 15 million girls under age 18 every year.²



In Peru, the statistics revealed that before 2012 there was around 100 denounces per day of situations of family violence, around 13 denounces a day of cases of sexual violence and around 8 to 10 women were murdered per month due to causes exclusively related to their condition of being female.⁵



Only 52% of women married or in a union freely make their own decisions about sexual relations, contraceptive use and health care.³

1 - UN Women - SDG 5: Achieve gender equality and empower all women and girls
2 - UN Women - SDG 5: Achieve gender equality and empower all women and girls
3 - UN Women - SDG 5: Achieve gender equality and empower all women and girls
4 - Population Fund - UNFPA, State of World Population 2015
5 - Strategy for Gender Equality - PNUD Perú, Lima, Agosto 2012

Facing this frame, PatHERways consortium of partners understood that:

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

2.2 The Partnership

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

País	Organização
Portugal	ECOS - Cooperativa de Educação Cooperação e Desenvolvimento, CRL
França	Mouvement Francais pour Le Planning Familial
Reino Unido	The Ubele Initiative
Cabo Verde	LAJUSCA - Liga das Associações Juvenis de Santa Catarina
Moçambique	Associação Cultural Bassopa
Peru	Asociacion Negra de Defensa y Promocion de los Derechos Humanos
Timor-Leste	Empreza Di'ak



Promoter

Country

Portugal

Full Name

ECOS – Cooperativa de Educação Cooperação e Desenvolvimento, CRL

On-line

www.ecos.pt

www.facebook.com/coopecos/

www.patherways.ecos.pt

Short Presentation

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

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

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

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



Country

Cape Verde

Full Name

Liga de Associações Juvenis de Santa Catarina (LAJUSCA)

On-line

www.facebook.com/lajusca.catrina

Short Presentation

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

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



Empowering
Lives

Country

East Timor

Full Name

Empreza Di'ak

On-line

www.empreza-diak.com

www.facebook.com/Empreza.Diak

Short Presentation

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

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



Country

France

Full Name

Mouvement Français pour Le Planning Familial

On-line

www.planning-familial.org

www.facebook.com/ConfederationPlanningFamilial

Short Presentation

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



Country

Peru

Full Name

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

On-line

www.asonedhperu.org

www.facebook.com/AsonedhPeru

www.ashantiperu.org

Short Presentation

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



Country

United Kingdom

Full Name

The Ubele Initiative

On-line

www.ubele.org

www.facebook.com/ubeleinitiative

Short Presentation

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

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



Country

Mozambique

Full Name

Associação Cultural Bassopa

On-line

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

Short Presentation

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

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

2.3. The Project

The project “PatHERways” was developed from the transnational partnership with the aim of developing the competences of youth workers, youth trainers and educators to efficiently engage young women in the political life within their organizations, networks and communities, contributing towards the improvement of representation of young women in the decision making bodies and structures within participatory and representative democracy, thus guaranteeing the defence of the particular issues and challenges they face and contributing to a more democratic, sustainable, representative and equalitarian society and towards social and civil development.

Objectives

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

women, such as diasporas communities, through a transnational perspective;

7. To increase the institutional awareness on the importance to develop youth policy particularly addressing young women participation in decision-making;
8. To develop an education handbook that can support organizations, youth workers and institutions worldwide initiating their work on gender equality in governance and empowerment of young political representation within youth work, including transnational recommendations on the topic.

Activities

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



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

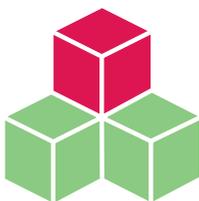
Crisálida Correia, Cape Verde
(patHERways participant)

3. PatHERways – “Steps along the path”

3.1 Pedagogical approach

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

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



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

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

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

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

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



In such a multicultural project, Human Rights can be material for training but they are also real life. This is particularly important to keep in mind during **informal moments**, as they can represent great input

for new learnings to hatch, while exploring different experiences and perspectives. All the learning experiences of participants during the project represent important knowledge that, through the support of effective training processes and tools, we believe can generate meaningful actions to reverse current youth and gender inequalities.

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

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



PaTHERways allowed each partner to gain a new set of skills and tools to put in action innovative trainings, improve their networking and to advocate for young women political participation with decision makers. This Handbook and the Recommendations are the direct results of the work of all participants and partners and are intended to support action at local, national and international levels.

3.2. Non Formal Education

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

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

Community Education
Popular Education
Youth Work
Informal Education



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

- accessible to everyone
- voluntary
- an organised process with educational objectives
- participatory
- learner-centred
- based on involving both individual and group learning with a collective approach
- holistic and process-oriented
- based on experience(s) and action(s)
- organised on the basis of the needs of the participants.
- Non-Hierarchy: horizontality and cooperative learning
- Transparency and confidentiality

Also, education processes must ensure that participants feel:

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

3.3. International Mobilities

The international mobilities were the main links that support the overall project concept. They had in common to have moments to share each others different background and context, especially important in such a heterogenous cultural group, but finally also the support to start building a common ground by getting to know each other and exploring also their similarities and points of agreement on topics. The different mobilities allowed the creation of bonds of trust and understanding between partners and participants that supported the learning achievements and national action plans to emerge.

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

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

Firstly, we requested participants to explore some of the main topics of the project in depth for each of their national contexts, in order to create intercultural sharing moments and allow the exploration of the different realities and perspectives during the activities. During the **1st Seminar** we got to know each other and initiated the process of group building. We also delved deeper into the topics of the project so that during the **Training of Trainers** we could strengthen the capacity of participants, not only as activists, but also as effective trainers and educators for youth and gender rights. Along the different activities participants could also train and develop their competencies on the topics of gender, youth participation and Non Formal Education. The partners had the opportunity to explore different methodologies as well as gain understanding of the planning, implementation and evaluation of an educational session that could be put in practice in their own communities. The experience of the **Jobshadowing** was the most significant for participants allowing a deeper dive into the diversity of contexts, experiences and opportunities for youth and gender equality around other continents. All the learning experiences of participants during the project represent important

knowledge that, if put in practice through an effective process, can generate further meaningful actions to reverse current youth and gender inequalities at local and national levels. During the **Final Seminar**, the participants had the opportunity to share all the results of the national trainings and activities as well as to understand the impact that was already generated during the execution of the project. Stemming from that, we also had the opportunity to fine-tune the transnational recommendations that would later be sent to decision-makers and to present them in person to some stakeholders during the Youth European Capital 2018. Finally, and most importantly, we also had the final evaluation of all the processes and discussions on several follow-ups, and the space to celebrate the opportunity of being a part of this path.

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



“The impact is bigger than we think. Till the lions and lionesses could speak, history would always glorify the hunters”

Angie Campos Lazo, Perú
(patHERways participant)

4. PatHERways– “Results from the path”

4.1 Partners Outcomes

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

ECOS (promoter)

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

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

organization. During PatHERways the governing bodies of ECOS changed and the **new coordinating team** started a process of exploring **new management models** and integrating **new participatory, creative and transparent internal procedures**, as well as, **rethinking the youth approach of the organization** at local level and undertaking initiatives and opportunities that allow following groups of young people more closely and through more long-term strategies.

At local level, the project opened the opportunity for ECOS to start **working more closely with several institutions and organizations of the municipality of Faro**, particularly through its active participation in the Local Working Group for Equality. ECOS was invited to be an effective member of the **Network of Social Organizations of the Network of Cooperation and Development of the Municipality of Faro**.

From the begging of the project, ECOS started exploring opportunities to create impact at local level and to promote gender initiatives close to the local youth. By approaching the national team of HeforShe (youth movement supported by UN Women), ECOS could make the links and **support the creation of a regional group of HeforShe UALG among the students of the University of the Algarve**. This informal youth group was involved as ECOS participants of PatHERways and were mentored by ECOS experienced staff and partners to create a gender movement inside the University. HeforShe UALG members implemented **several activities and meetings to promote gender equality among the students, researchers and teachers and signed an Agreement of Cooperation with the Rectory of the University** on the 26th February 2018. ECOS also supported the involvement of this youth group in other events and opportunities on the topic of gender equality, namely the National Meeting of CEDAW 2017; the International Training Course “Empowering Girls” in Molina 2017 and the International Youth Exchange “Forum Theatre for Gender Equality” in Greece 2018.

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

Sofia Martins

“To coordinate a project such as PatHERways was an inspiring challenge and a deep intercultural learning experience”

LAJUSCA

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

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

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

PatHERways allowed the organization to promote several activities with students and local youth organizations and to mo-

tivate their members in engaging new training opportunities. LAJUSCA started a partnership with a national movement of young men for gender equality – Laço Branco Junior- to design and implement an educational project to work on gender equality with children in the school. Also, Jeremias Tavares (PatHERways participant) was in USA for the Programme Mandela Fellowship, where he presented the good practice PatHERways with the 25 different countries present and won a grant to develop a training on youth social entrepreneurship including a gender perspective with several high schools around Cape Verde in April 2018.

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

Maria Crisálida Correia

“We felt the urge to support the change on the gender paradigm and patHERways was the opportunity for it!”

EMPREZA DI'AK

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

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

While the experience of PatHERways, **the organization updated its internal strategy and created an action plan to strengthen the cooperation with other organizations and groups that work with youth** and it's currently having a close collaboration with the National Organization for Youth Leadership and creating opportunities to engage with local youth organizations and groups. During PatHERways Empreza Di'ak started **designing its first project focused specifically on youth through a participatory approach**.

Regarding the capacity of trainers and educators from Empreza Di'ak, different training programmes were adapted to

include methodologies and dynamics that came from PatHERways international activities. They have implemented a training for multipliers about economic empowerment and entrepreneurship with local organization that work particularly with women and youth and are exploring opportunities to apply for educational projects with youth on gender, at local but also at international level.

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

Agostinho Sena

"The First Seminar of PatHERways was hard at conceptual level. Participation of young women on decision making processes was a complete new concept for us."

LE PLANNING FAMILIAL

“The project was relevant at internal level, to allow a deeper reflection on the participation of young women inside our network”

Le Planning Familial already implemented several trainings to young students, activists, youth with fewer opportunities and youth workers and also used non formal education to work with community. The organization introduced some methodologies and tools from PatHERways on peer-to-peer education for young volunteers and created a new workshop on the topic of “Identities and Intersectionality” following the Training of Trainers in Assomada.

One of the motto's of Le Planning is that everything is political, being so the organization already had a large advocacy work on sexual and reproductive health and rights close to the government, media and European Union. During the last stage of PatHERways, Le Planning Familial was working on a National Position Paper to advocate for the support of women in politics and also developing a Tool Kit with information and resources for women that want to get into politics. Moreover, the organization has been discussing a strategy on how to adapt and share the experience of PatHERways with national partners and mapping political actors that can embrace and support the cause of young women political participation.

The organization also defined as priority to strengthen its involvement with youth and to rethink its youth centered

approach, having been working more closely with youth organizations such as Y SAFE (European Youth Network for Sexual and Reproductive Health and Rights) and exploring new youth participation approaches to implement internally. Also, the organization that considers itself as feminist association is **developing the idea of involving more men** into the debate and on the awareness and advocacy campaigns on gender issues.

Salma Lamqaddam

“The new methodologies we brought to work with young volunteers of our network raised a lot of interesting questions and had a very good feedback!”

BASSOPA

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

Before PatHERways project, Bassopa frame of work was very dependent on community education through theatre and had no regarding of gender. While the project, the organization **readapted its strategy and started developing educational and visibility activities directed to local organizations and with focus of particular youth and women groups in conditions of less access to their rights.**

Bassopa created an Activity Plan for 2017/18, where for the first time it was foreseen to work with adolescents and

vulnerable youth from rural areas, youth facing child-labour, young girls that drop-out school (due to early weddings, pregnancies, poverty and others) and youth in schools in general. The activities in the plan involved the mapping of young people with the support of community leaders, trainings and meetings with young people, awareness raising through educational activities and campaigns, seminars and conferences, and awareness raising campaigns to families. Moreover the organization improved its external communication strategy and developed their website, Facebook page, Instagram and Twitter accounts.

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

Bassopa **met several authorities at national level** to share about its participa-

tion on PatHERways project and **started discussing the possibility to implement an educational project on gender at national level** using the pedagogical approach of the international project – PatHERways Mozambique. Particularly, Bassopa members started to design a programme together with the District Directorate of Education, Youth and Technologies, to be implemented in schools, to address issues such as early weddings and pregnancies and girl school drop-out. Also, the organization had a meeting with UN Women Mozambique regarding the possibility of implementing the HEforShe movement in Mozambique, starting a pilot project in the University of Eduardo Mondlane.

At international level, Bassopa has **strengthen its network of cooperation partners**, having designed ideas for new projects with the PatHERways partners and also with ASHANTI (Peru) and DYPALL Network (international network for the Development of Youth Participation at Local Level) aiming to enhance gender equality and citizenship among young people, and also with the Cultural Centre Brazil-Mozambique for the creation of a platform of cooperation between civil society organizations.

Moisés Vilanculos

“We know that the project must come to an end but we believe PartHERways impact on the community will continue developing even after”

ASONEDH

“We found out the need of mainstreaming gender issues at national level and within our organization”

Even before the project, ASONEDH was running an afro-peruvian school for youth leaders (between 18 and 30) and supported the participation of youngsters in national events to raise awareness on the challenges and needs of the afro-peruvian community. Also, ASONEDH was **supporting the development of an afro-peruvian youth organization – ASHANTI – and managed to involve its young leaders as participants in PatHERways** to strengthen their skills and competences on youth political participation and gender. Throughout the project, the organization started **working on a training programme with a group of young man and women** on how to prepare and debate action proposals and political agendas with decision makers and **organizing meetings between them and the politicians for the municipal elections**. The group of young educators, leaders and activists that participated in PatHERways activities, **developed the idea and created a local Radio Program** called “Afroperuvian Voices” to inform about their projects and activities and to raise the awareness of the needs and agenda of the afro-peruvians to the general community. During the program they interview different **personalities, politicians, activists and youth leaders**. The Radio Program annual plan for 2018 included topics around the **sexual and reproductive health and rights and youth parti-**

icipation of afro-peruvian community. The youth leaders of ASHANTI have also created informal gatherings, conferences, seminars and online activities, inside and outside the university, on the issue of gender equality. And initiated new **academic researches on the topic of “participation of afro-peruvian women inside the academic institutions”**.

Although the organization had already initiated the “Circles of Afro-descendent Women” and made some effort to have equity gender participation, they had never included a gender perspective on their advocacy work or focused on gender issues in their annual training calendar. While the project PatHERways, the organization **started integrating gender issues on trainings and projects, focusing on particular women’s** needs and challenges and started including gender perspective in different practices and spaces of the organization. The organization **participated on the 8th March national activities, representing afro-peruvian women for the 1st time in such events**, and in the frame of the event, they have created a theatrical performance with the history of the afro-peruvian women.

PatHERways activities **motivated and created the opportunity to strengthen the work with national authorities and stakeholders**, such as SENAJU (National Secretary of Youth of Peru), International IDEA, Impares – MA IPPF and to **reattached bounds with more isolated and vulnerable communities**, such as the afro-peruvian community of Chincha. After hosting the Job Shadowing activity

of PatHERways, the organization started working on an **Action Plan for the decentralization of the Program of Afroperuvian Women, taking their activities, opportunities, conferences to more isolated areas far from the coast, allowing the participation of youth with fewer opportunities, particularly on the topic of Sexual and Reproductive Health and Rights.**

The **networking with international partner was taken to a new level** during PatHERways, having engaged in new collaborations with the partners from UK- Ubele Initiative - on the topic of afro descents, also started to design a cooperation project between the partners from Mozambique - Bassopa - and DYPALL Network (International Network for the Development of Youth Participation at Local Level) aiming to enhance gender equality and citizenship among young people, and also exploring international practices in Latin America and Europe.

UBELE INITIATIVE

“The ability and possibility of design and run a successful local programme on young women political participation”

Ubele was already part of ADYNE (African Diaspora Youth Network in Europe) and supported the capacity building of young leaders from African Diaspora, to engage in the University. Through the experience

of PatHERways, the organization **started to focus more on the topic of women politics with Diaspora communities**, since the general feminist work lacks focus on Diaspora people. PatHERways project also **inspired Ubele to support more youth participation and gender related projects**, engaging in new partnerships for Erasmus+ projects, such as a Training Course in Italy (Palermo) about **youth social entrepreneurship** and project IRETI, which supports **women who are victims of trafficking to settle and become involved in developing social enterprises.**

For selection of their participants on PatHERways projet, Ubele has motivated and coordinated the involvement of 3 local entities/organizations in the project PatHERways international – Forward, London City Council and Partnership for Young London - supporting them in dialogue and working together. Together with these local partners, they **have developed a Youth Advisory Council of Forward – a Foundation for Women’s Health Research and Development that is a leading African Diaspora women’s campaign and support organisation committed safeguarding the rights of African girls and women.** In this council are participating youngsters coming from minority groups to make sure that young people are being heard, that their needs and recommendation are taken in consideration and that they approve what is being done and the way that is being done.

In the frame of the international project PatHERways, **the organization created and implemented the project PatHER-**

ways London¹ which took place between June 2017 and January 2018 with the main aim of supporting the development of ideas and projects of young entrepreneur women from African Diaspora. This project offered a unique opportunity to **support these young women in individual and group journeys towards becoming change agents in their local communities and to participate more at political level.** Rasha Farah, Adiam Yemane and Macey McMullen (PatHERways international participant) were part of this group of young leaders.

Also engaged in “**Young trustee programme**” designed to introduce young adults (18-30 years old) from black and minority ethnic communities to the roles and responsibilities of governing bodies and directorships and **joined the British Youth Council** on the end of 2017,

becoming more active in the work of the council and **collaborating in the development of proposals to be addressed to the national government.** For the YO!Fest 2018, in Strasbourg, they took 20 young adults (16-30) and facilitated a session to over 80 young adults on intersectionality, coming from PathERways international policy recommendations.

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

Macey McMullen, UK

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



1 - <https://www.ubele.org/patherways-london>

4.2 PATHERways Recommendations for Political Participation of Young Women

The objective of reaching a transnational understanding on the topic of political participation for young women and creating a policy paper was always addressed along the project. Starting slowly on the process of the preparatory activities, we were seeking to clarify concepts, perspectives, political framework and experiences at national level within different youth and gender topics. The different exercises during the international mobilities (some included within the table of activities of this handbook) allowed for a deeper discussion on the challenges and opportunities faced around the world. This transnational understanding was highlighted in particular during the Training of Trainers, where we started discussing and building together a set of recommendations that should be put to practice by decision-makers and civil society to support gender equality, with emphasis on the political participation of young women. These Recommendations were matured, reviewed and finally formally presented during the Final Internal Seminar with stakeholders from the European Youth Capital 2018.

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

- **1. Human Rights Centred Approach**
Do not isolate gender issues, since they are transversal to everything else, like race, sexual orientation and religion. Our identities are manifold and multi-layered.
- **2. Schools & Educational System**
Educate, train and sensitize all the layers and actors of the educational system to encourage and support the active participation of all, particularly girls and young women.
- **3. Youth Work**
Provide youth workers with adequate resources to work within the community and to support young women to develop competences to discuss context-sensitive and context-spe-

cific issues related to their political participation.

- **4. Research**
Create specific gender-focused research programs, departments or centres -inside or outside universities - that can develop community-based research and support adequate evidence-based policy, education and action.
- **5. Networking**
Create safe spaces for dialogue, learning and cooperation between young women and different stakeholders (including governmental institutions, municipalities, universities, schools, civil society organizations or projects).
- **6. People with influential power**
Identify, sensitize and train politicians, decision-makers, public figures and celebrities to include gender equality issues within their agendas and to advocate for policies that empower young women.
- **7. Citizen's Engagement**
Involve the community, targeting all genders, and raise their awareness about global and local issues on young women political participation through advocacy campaigns, social marketing and others.
- **8. Long-term strategies**
When promoting young women's political participation, authorities and other stakeholders should invest in long-term strategies instead of projects that focus on getting instant results.
- **9. Evaluation and follow-up**
Engage and empower young women to understand, monitor and evaluate the implementation of policies and actions that relate to their lives and rights, as well as to support the construction of more adequate follow-up proposals.
- **10. Legal framework**
Guarantee the effective implementation of legislation on gender issues and include an informative and educational frame, so that laws can be easily understood by young women and civil society in general.



5. Training Activities

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

Adapted Manual for Global Educators

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

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

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

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

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

5.1. Preparatory Activities

5.1.1 Research of National Context

Objectives

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

Key-concepts

Preparatory-work, youth participation, gender national context

Duration

6 - 8 hours (adaptable)

Materials / Equipment

Computer, internet, relevant documents, others

Description

Preparation

- Encourage partners and/or participants to prepare themselves for the project activities doing a research about the reality of young women political participation at their national level;
- The guideline questions for the research can be discussed and agreed during a presencial or online meeting, to ensure they are meaningful to all partners;
- The presentation format can also be agreed with participant (written document, poster, presentation format or other creative method; number of pages or duration of the presentation; language used; etc.);
- The outcomes of this research shall be made available to all partners and debated in person during an activity;

Guideline Questions

- Please present briefly the History of Women's Right to Vote, to Participate in Democratic Processes and of Involvement in Decision Making at your national level;
- Map the current legislative frame and your national experience on

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

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

Presentation and discussion

- The presentation and sharing of the outcomes can be made in small intercultural groups, or presented in the form of posters, or adapted to a visual presentation, or used during further stages of a project, eventual papers or intellectual outputs.

Proposal of adaptations

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

Appendices

Example of PatHERways Preparatory-work Guidelines¹

1 - www.patherways.ecos.pt

5.1.2. Abracadabra words

Objectives

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

Key-concepts

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

Duration

1 - 2 hours (adaptable)

Materials / Equipment

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

Description

Preparation

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

Presentation and discussion

- Divide the participants in 5 groups, corresponding to each of the concepts. Each group will have one table with one computer, speakers and the videos of all participants corresponding to their concept;
- Firstly, each group shall visualize collectively the videos made around their concept;
- After, each group will produce a flipchart with a target:

1. In the center circle they will list all words, concepts, ideas which they agree on/ that are common;
 2. In the outside circle they will list the disagreements, polemical issues;
 3. In the middle area (between both) they will list all the questions, undefined or “more-less” issues;
- When the groups are finished they can put their posters on the wall and in silence all the participants can add post-its with contributions, ideas, questions in the posters;
 - New groups will be created and the participants will choose the Concept-target with which they have more passion or motivation to discuss (to allow participant to discuss on another concept);
 - In these new groups they will discuss the new contributions and questions and produce a final poster with a common agreed definition of their concept.
 - Final posters will be presented in plenary and shared the challenges of the process.

Proposal of adaptations

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

Appendices

Example of PATHERways Preparatory-work Guidelines¹



1 - www.patherways.ecos.pt

5.1.3. Principles of learning and working together

Objectives

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

Key-concepts

Working and learning together, agreement, gender policy.

Duration

1 hour

Materials / Equipment

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

Description

- The training room shall be prepared with chairs in U format;
- A set of papers with words and other blank will be in the middle of the floor and visible to participants;
- Example of words:
**INTIMACY | GROUP | RESPONSIBILITY | FREEDOM | TIME | RESPECT
COMMUNICATION | NEEDS | FUN | TOLERANCE | LEARNING**
- Participants will be invited to, one at each time, select a word in the middle and talk about what he/she thinks is important to have in mind during the time they will be working and learning together, following the instruction: "What is important to share and to define as principles / agreement for the next days?"
- Participants can repeat words using different meanings or approaches, in case they have more to add or to use the blank signs to write new words or bring new ideas;
- The group may contest or add something along the activity, assuring that no opinion or idea is left unshared;t
- The trainer's team shall collect notes from the feedback of each participant and write them in a large post-it that will be attached to the selected word. This will allow to have more clear the meaning or concern raised from each word;
- At the end the activity, the words with post-its will be made in the form of an "Agreement" that should be exposed in the training room during all the activity and put on a written version so that all partici-

- participants can have them in mind;
- This “Agreement” can be revised from one international activity to another or at any time needed.

Proposal of adaptations

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

Appendices

PaTHERways common agreement²



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

2 - www.patherways.ecos.pt

5.2. Gender Activities

5.2.1. Gender TimeLine & Indicators

Objectives

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

Key-concepts

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

Duration

3 hours

Materials / Equipment

- Computer/smart phone, internet and relevant documents;
- A roll of wide set of paper (10-12 metres long);
- Papers with key-indicators (each indicator in a different colour and equal packs for each country);
- Paper, markers, colored small sticky-dots, bostik or wall tape.

Description

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

- **List of Key-indicators:**

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

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

- **Debriefing questions:**

1. Was it easy to find information for the timeline? What were good sources?
2. Which piece of information did people find the most interesting, surprising or shocking? Why?
3. What have been the major forces behind the development of human rights / women rights throughout history?
4. Is it important to know about the history of human rights / women rights? Why?
5. What new rights will we need in the future?

- Finally, to close the exercise, the trainers ask to the participants to write their name and birth date in a post-it and one by one, participants will stick it in the timeline while saying "I'm part of this path!"

Proposal of adaptations

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

References

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

Appendices

Gender indicators papers²



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

2 - www.patherways.ecos.pt

5.2.2. Pyramid of Gender Oppression

Objectives

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

Key-concepts

Gender, representations, discrimination, oppression

Duration

1 hour

Materials / Equipment

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

Description

- Trainers should understand well the concepts behind the pyramid and prepare herself/himself well before facilitating the activity;
 - Gather the group in plenary with chairs in U format;
 - Give input on the Model of Gender Oppression, starting from representations in the bottom of the pyramid to violent crimes on the top;
**MASS-CRIMES | VIOLENCE | DISCRIMINATION
PREJUDICES AND MAKING FUN | REPRESENTATIONS**
 - Allow participants to discuss briefly in plenary how gender representations can escalate to prejudices, discrimination and violence against women;
 - Divide participants in national groups to reflect on some questions. The results of the reflection shall be collected in a flipchart to present in plenary;
- **Questions for reflection:**
1. In what level/ levels of the pyramid are the young women from your country?
 2. In what level/ levels of the pyramid are you acting as organization? How?
 3. In what level/ levels of the pyramid are you acting as political individual? How?

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

Proposal of adaptations

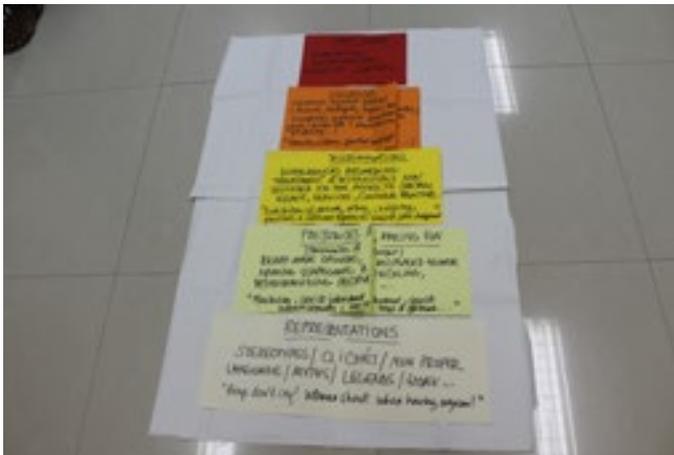
- The Pyramid of Gender oppression can be used only as input or debriefing support for the closure of another activity related to gender representations and discrimination;
- In small groups the facilitator can distribute the 5 slides of paper with each level of the pyramid and invite the groups to organise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

References

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

Appendices

Gender Oppression Pyramid - PatHERways model. ¹



1 - www.patherways.ecos.pt

5.2.3. Stories & values

Objectives

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

Key-concepts

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

Duration

1 hour 30 minutes

Materials / Equipment

- Individual copies of the stories and markers.

Description

- Each participant will receive one copy of a story. The story is a short plot around different characters;
 - Firstly, participants are asked to read the story individually in silence and put all the characters of the story into an order scale in terms of who had the best (1) and the worst attitude (6) in their perception;
 - After this first individual reflection, the participants shall join in small groups of four or five and share their individual results, discuss collectively and reach a new and consensus order scale for the characters;
 - After this small group work, the facilitator collects the results from each group in plenary;
 - All the group in plenary analyzes the final charter, with the results from all the groups, and have a collective reflection and discussion;
- **Questions for reflection:**
1. What character was more times judged as having the best attitude? And the worst attitude? Where there any similar/interesting results?
 2. How easy was to reach consensus in the small group?
 3. What arguments you used to order the characters? Did participants from the same country have the similar results?
 4. Is it possible for the whole group to reach a consensus? Is consensus desirable?

5. How do the results you reached relate to your personal values and experiences?
 6. What other stories could be behind this one that could change your perception towards their attitude? Why do we make quick judgments based in a few sentences?
 7. If the characters had the opposite gender, would that change your perception and values regarding their attitude?
- The trainer can give some examples on how the stories can be subjective and close the exercise with some input for debriefing, such as:
 1. We project ourselves and our values in our interpretation of reality;
 2. People view the world from different perspectives, have different values and reach different conclusions out of the same information;
 3. When engaging with people from different cultures we should be aware that all their actions, values and attitudes are not necessarily defined by their culture. People with similar background think and judge differently, have different moral values and different ways of seeing reality;
 4. Our judgments and moral values are closely related to our gender representations.

Proposal of adaptations

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

References

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

Appendices

Stories in English & Portuguese ¹

1 - www.patherways.ecos.pt

5.2.4. International Cafe Debate on Young Women Participation

Objectives

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

Key-concepts

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

Duration

2 hours 30 minutes

Materials / Equipment

- Computer and projector
- Sound system (transportable preferably)
- Menus with instructions for each table
- Articles regarding gender issues (cuts of newspaper, magazines or others)
- Large paper towels or flipcharts
- Post-its and markers

Description

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

Instructions of the Menu

- Inputs on how to conduct and act during the café to allow a meaningful debate;

- Presentation of the 3 rounds of debate with the different guiding questions:
 1. Starter “What do you see/feel currently regarding the active participation of young women around the world today?”
 2. Main Course “Who are the women that participate less, that have less decision power, of your community?”
 3. Dessert “What should happen in society to allow full access to young women political participation? What changes depend on you, and on the people that surround you?”
- Participants will be randomly divided into coffee tables of five or six persons each;
- Each round will have the duration of 30minutes and in between there will be 2minutes of music so that participants can change table and discuss the next round with different participants;
- Each café table has a moderator that does not leave the table and makes the links between the different rounds, introducing the participants and the previous results of the debate and supporting on the instructions of the activity;
- Participants are invited to write their reflections, questions, conclusions on the paper towels above the café table;
- During the Starter participants will have access to different updated short articles from news or magazines that relate to women’s participation to provoke the debate;
- During the Main Course, participants are invited to start the round in silence mapping who (in their realities and perspectives) are the women with less access to participate and after debate within their group;
- Serve some drinks and snacks in each table during the second round of the Main Course;
- The last round is the Desert and it should focus on positive and realistic initiatives each participant could undertake, focusing on the responsibility of individuals towards change in gender equality;
- To finalize, all the groups are invited to return to the plenary room to exhibit their cafe table results and comment on how they felt throughout the activity, using a brief evaluation exercise.

Proposal of adaptations

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

- as young people or a group you work with;
- Use other inputs or short teasers to support the discussion instead of the articles or post-its.

References

Adapted from World Café methodology at www.theworldcafe.com

Appendices

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



1 - www.patherways.ecos.pt

5.3. Youth Participation Activities

5.3.1. Take a Step on Gender

Objectives

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

Key-concepts

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

Duration

1 hour

Materials / Equipment

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

Description

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

- The trainer reads out the situations one at a time, pausing for a while between each sentence to allow participants to have time to step forward and to look around to take note of their positions in relation to others;
- **List of sentences:**
 1. You have never encountered any serious financial difficulty.
 2. You feel that your competence is appreciated and respected in the society where you live.
 3. You know where to turn for legal advice if you need it.
 4. Other people consult you about different issues.
 5. You feel that your opinion on social and political issues matters and your views are listened to.
 6. You have never felt discriminated against because of your origin or conditions.
 7. You have adequate social and medical protection for your needs.
 8. You can vote in national and local elections.
 9. You can participate in an international seminar or training abroad
 10. You can invite male friends for dinner at home.
 11. You feel you can study and follow the profession of your choice.
 12. You are not afraid of being harassed or attacked in the streets.
- After the final sentence, the trainer takes a photo of the final position of the participants. Then gives them a couple of minutes to come out of role before debriefing in plenary;
- **Debriefing questions:**
 1. What happened and how do you feel about the activity? During this phase, participants may reveal some details about their characters;
 2. How easy or difficult was it to play the different roles?
 3. Explain on what basis you build up the details of the life of your character. Was it through personal experience or through other sources of information (news, books, and jokes?)
 4. How did participants feel stepping forward - or not?
 5. For those who stepped forward often, at what point did you begin to notice that others were not moving as fast as you were? How did you feel about it?
 6. Did anyone feel that there were moments when their basic human rights were not being respected or that they did not have access to them? Which human rights are at stake for these youngsters? Does the exercise mirror society in some way?
 7. Do you believe that you would have taken different steps if your character was a mature adult instead of a young person? What would have changed?
 8. Do you believe that you would have taken different steps if your character

- was a male instead of female? What would have changed?
9. How do cultural patterns facilitate or hamper the access of young women to their rights?

Proposal of adaptations

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

References

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



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

5.3.2. Gender Youth Park

Objectives

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

Key-concepts

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

Duration

2 hours

Materials / Equipment

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

Description

- Participants are divided into 5 smaller intercultural groups;
- The trainer introduces the activity by saying each group represents an organisation that aims to construct a gender park and will have specific instructions that will be handout together with a box of materials to support the constructions.
- **Also, each group:**
 1. must find a quiet place to work on their park without the interference of others;
 2. will have to agree who will be playing the roles of adults or young boys and girls (all groups have same number of adults and youngsters, except for Group 5, which only has 1 adult);
 3. will have to read carefully the instructions. In the instructions they will find a description of the behaviours and attitudes they should follow towards the situation. Emphasise that it is a role play so they need to follow the instructions accurately;
 4. They will have 1 hour to complete the task and return to the plenary with their Gender Youth Park models;

- The participants should not be warned that the instructions for the 5 groups are all different and the behaviours and attitudes described represent different levels of participation (based on Roger Hart's Leader of Young People's Participation):
 - Group 1** "Manipulation" - young people must be blindfolded during all the activity and construct a fence for the park
 - Group 2** "Tokenism" - young people must be blindfolded during all the activity
 - Group 3** "Assigned but informed" - young people must be blindfolded during all the activity
 - Group 4** "Initiated by adults, decision are taken together with youngsters"
 - Group 5** "Initiated and directed by youngsters, where adults can play only a supporting role"
- **Debriefing questions:**
 1. How did you feel during different moments of the exercise and why? How do you feel now? (collect the opinions of youngsters and adults)
 2. What was going on in different groups step-by-step?
 3. What was the aim/role of the adults? Did the youngsters knew about it completely?
 4. Were youngsters asked their opinion?
 5. Who directed / took decisions regarding the construction of the park?
 6. Where did the idea originally come from, adults or youngsters?
 7. What do different situations represent regarding participation?
 8. Do you believe that that effect of participation is visible in the final result (Youth Gender Park models)?
 9. What parallels can we make with reality of participation and young women in your local reality? And within your organisation?
- Close the exercise by presenting a couple of models of youth participation¹

Proposal of adaptations

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

References

Adapted from Amusement park ²

Appendices

Instructions for the groups ³

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

2 - www.patherways.ecos.pt

3 - www.patherways.ecos.pt

5.3.3. Roger Hart Youth Participation Leader

Objectives

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

Key-concepts

Youth participation, models, manipulation, shared decision-making

Duration

45 minutes

Materials / Equipment

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

Description

- Trainers should understand well the concepts behind Roger Hart's Ladder and prepare herself/himself well before facilitating the activity;
- Gather the group in plenary with chairs in U format;
- Give input on the Model of Roger Hart, explaining the different degrees starting from the bottom that actually refers to non participation to the highest degree where youth initiate the activity and share decisions with adults;
- Allow participants to discuss briefly in plenary the concept of meaningful youth participation in decision-making and how in many situations youth is manipulated by others;
- Divide participants in national groups or organisations to reflect on two main questions. The results of this reflection shall be collected in a flipchart to be presented in plenary;
- **Questions for reflection:**
 1. In what degree or degrees of the Ladder are the young women you work with participating in your community/ organisation?
 2. What would be needed for the young women you work with to climb to highest levels of participation within your community/ organisation?
- After the national group discussion, all participants gather again in plenary and share their results.

References

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

Appendices

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



1 - www.patherways.ecos.pt

5.3.4. Gender TimeLine & Indicators

Objectives

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

Key-concepts

Youth participation, models, strengths and challenges, organisation diagnosis

Duration

45 minutes

Materials / Equipment

- Sheets with the CLEAR Model and questions
- Markers

Description

- Trainers should understand well the concepts behind CLEAR Model regarding youth participation and prepare herself/himself well before facilitating the activity;
- Gather the group in plenary with chairs in U format;
- Give input on the CLEAR Model for youth participation, starting by explaining that this model can be used as a diagnosis or monitoring tool for organisations, authorities or other stakeholders to identify particular strengths and challenges regarding their internal participatory strategies;
- Introduce each of the pieces of the Model, giving practical examples that can support participants to reach a better understanding of each one;

Can do – that is, have the resources and knowledge to participate;

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

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

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

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

- Divide participants in groups by organisations and invite them to perform a CLEAR diagnosis regarding the organisation's strategy for promoting young women participation in decision making internally.

Distribute a handout to each one of the groups that composes the following questions:

- **Questions for reflection (as an organisation):**
 1. Can - What are the appropriate resources you possess (in terms of competences, knowledge, flexibility, methods, etc) that facilitate the participation of young women?
 2. Like - What sort of sense of well-being and attachment do young women have regarding to your organisation?
 3. Enable - What sort of conditions and opportunities (in terms of spaces, transportation, conciliation with family and professional life, etc.) do you facilitate to ensure the participation of young women?
 4. Asked m- How do you support the participation of young women in terms of motivation? Are they invited to take part in decision making?
 5. Responded - Do young women believe that their participation is making a difference in the organisation? What is the impact of their participation?
 6. What is needed for your organisation to have a more CLEAR internal strategy on Young Women participation?
- The results of this reflection shall not be shared with other participants, since they refer to the private life of the organizations. Nevertheless, the trainer can also support the process being available to answer questions and visiting each group.
- Participants should be encouraged to later share and discuss this exercise within their organisation, particularly with the decision making members. This activity can be a starting point to allow an internal reflection and to redefine the organisations's youth participation strategy.

References

CLEAR Model of youth participation”

Appendices

Handout “Am I a CLEAR organisation?”¹

1 - www.patherways.ecos.pt

5.4. Trainer Activities

5.4.1. Super Trainer

Objectives

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

Key-concepts

Trainer, competences, knowledge, skills, attitudes

Duration

1 hour and 30 minutes

Materials / Equipment

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

Description

- Gather the group in plenary with chairs in U format;
- Start by introducing the concept of competence, as a complex assemble of knowledge, skills, abilities, attitudes and believes that allow us to be effective in different contexts;
- Draw a large character in a flipchart – a Super Trainer - and illustrate on its body the competences needed by a trainer/ educator/ multiplier according to 3 dimensions:
 1. Head | To know | knowledge
 2. Hands | To do | skills, abilities
 3. Heart | To be | attitudes, believes
- Clarify and discuss briefly the different concepts with the participants, giving specific examples regarding the 3 dimensions;
- After, participants are divided into small groups and invited to create their own Super Trainer drawing in a smaller scale;
- Distribute to each group one sheet for the drawing, markers and post-its of 3 different colors and invite them to list examples of specific competences requested in order to be a super trainer/ multiplier in the topic of young women political participation. Each color will

- represent competences related to head , hand and heart;
- Join all the participants in plenary again, and invite each group to, at their time, present their character and pos-its to the whole group. While presenting, the post-its are collected into the large Super Trainer character (respecting the color and part of the body like earlier) and the following groups will complete the frame only with the post-its that are different than the previously presented;
- After the all groups have presented their results, close this part of the activity with a set of debriefing questions:
 - **Debriefing questions:**
 1. How can we acquire these competences?
 2. Is it possible for one single person to master all these competences?
 3. Is there a national referential to be trainer in your country? To be a human rights trainer? To be a woman rights trainer?
- Close the debriefing by reinforcing the concept of life-long learning process and the idea of working within a team with diverse and complementary competences;
- Invite each participant to have a closer look at the post-its in the large Super Trainer and to map the competences they believe they already have as well as the competences they would like to develop or improve;

Proposal of adaptations

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



5.4.2. Experiential Learning Cycle

Objectives

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

Key-concepts

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

Duration

1 hour and 30 minutes

Materials / Equipment

- Equal sets of large post-its with the 5 components of the learning cycle;
- Flipcharts, post-its and markers
- Optional: computer, projector, speakers and video of “How do to an origami heart” and coloured paper

Description

- Gather the group in plenary with chairs in U format;
- Start the activity with a teaser exercise that can represent a learning experience for the participants, such as doing an “origami heart”. Distribute coloured papers to each participant, project a video tutorial¹ and challenge them to create their own by following the instructions on the video;
- After all participants have built their own “origami heart”, ask them how it was the process, if they are happy with the result and if they could do another one again without following the video;
- Recall the concepts of Competence (as a complex assemble of knowledge, skills & abilities and attitudes & believes) that results from several learning experiences, and of Non Formal Education (respecting how is called and recognized in each country) that uses dynamic and experiential methodologies to support specific learning outputs;
- Introduce briefly the 5 stages of a learning process randomly and link them with the “origami heart” exercise” and the :
 1. Conceptualizing
 2. Applying

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

3. Experiencing
4. Reflecting
5. Reporting

- Divide the participants into small intercultural groups and invited them to create their own “Experiential Learning Cycle”, ordering the different stages presented and illustrating them through a practical example of a personal learning experience. Distribute to each group one flipchart, markers, post-its and a set of large post-its with the 5 components of the learning cycle;
- After all groups have finished the task, join all in plenary again and invite each group to, at their time, present their flipchart to the whole group;
- Take the opportunity to give feedback and explain more in depth each stage of the cycle and the fact that all 5 are essential parts of the whole learning process and that the starting point can be any of these stages - it's a circle. Some people may reflect more before doing while others will be experiencing first, and other will even produce a concept first and after will applying it to practice (the scientists for example with experiences) etc.

Conceptualizing - Developing an idea, integrating concepts and discussing previous patterns;

Applying - Planning how to put learning into practice, creating actions for the benefit the community;

Experiencing - Passing through the event , receiving stimulus, living the activity;

Reflecting - Discussing the experience and supporting the understanding of what happened, how we felt and how the experience relates to the wider world;

Reporting - Revising the outputs of the learning experience, mapping the learning achievements and/or presenting them to others

- Close the activity by creating a parallel with the learning process of the young women the participants work with, and by reinforcing the concept of life-long learning and self responsibility towards our own learning process;

References

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

5.4.3. Pre-Post Questionnaire on Trainer's Competences

Objectives

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

Key-concepts

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

Duration

2 hours

Materials / Equipment

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

Description

Note

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

Pre Questionnaire (1st activity)

- Start the exercise with a teaser question that can support participants to reflect on the importance of assessing their own competences as trainers, such as "Why we need to know what we know?";
- After collecting some answers, the trainer explains that to be a trainer, educator or multiplier on the political participation of young

women is mostly important to be aware of what are the main competences requested for the task, as well as to be aware of what are the competences that we have as strengths and others that we need to develop further. Also, we are the main responsible for our own learning process and a self-assessment will support the understating and recognition of such competences;

- Distribute a Pre Questionnaire to each participant and go briefly through all its items while still in plenary;
 - Explain that the items of the questionnaire represent the competences they are expected to develop along the project or concepts they should master. In each of the items, participants must indicate their level of confidence/ familiarity/ comfort with the designated competences / concepts;
 - Also, for each item they must describe or give practical examples on how they are sure to have (or not) the designated competence;
 - Individually, and with sufficient time for reflection, each participant fills its own questionnaire. Other participants can give some support or feedback if needed, but mainly this should be an individual task
 - To conclude the exercise, motivate the participants to engage in activities or experiences that can allow them to develop further the competences they feel less comfortable/ familiar/ confident with and inform them that in the following activity (after some time) they will go back to the questionnaire to review their progress.
-
- **Competences/ concepts addressed in the Questionnaire:**
 1. Relation with the concept of Youth Political Participation;
 2. Relation with the concept of Gender
 3. Confidence to discuss and promote Youth Political Participation among young people, young women and others they work with;
 4. Confidence to discuss and promote relevant Gender Issues among young people, young women and others they work with;
 5. Open mind and tolerance in regard to other cultures and opinions;
 6. Ability to understand and discuss the general concept of Human Rights / Women Rights and its main principles and values;
 7. Ability to deal with conflict management;
 8. Ability to understand and discuss relevant and challenging issues regarding gender;
 9. Ability to understand the concept of Experiential Learning Cycle and its principles and values;
 10. Ability to use methods and tools from Non Formal Education in general;
 11. Confidence regarding planning a training session on Political Participation of young women;

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

Pre-Post Questionnaire (2nd activity)

- At the end of the second training activity, recall participants about the Pre Questionnaire and encourage them to fill again a similar assessment to check their progress and compare how they are now regarding the competences (knowledge, skills and attitudes) requested to work as trainer/educator or multiplier on Young Women Political Participation;
- In the Pre-Post Questionnaire each item is divided into “before” and “now”:
 1. “Before” indicates knowledge, skills and attitudes the participant considers she/he had before the project/ 1st activity;
 2. “Now” indicates knowledge, skills and attitudes the participant considers she/he has at the end of the project/ 2nd activity.
- Often may happen that, during this second questionnaire, the participants score themselves less in some items in comparison with the first questionnaire, although they have been engaging in exercises and experiences to strengthen the referred competences. This might happen because, along the different activities, participants develop a more comprehensive understanding of the competences and concepts, and respectively, became more aware of their own limitations and needs of improvement.
- The Pre-Pos Questionnaire can be applied a 3rd time at the end of the whole project, or even a few months after the project has finished, to review the final achievements;
- Invite the participants to revise the Questionnaire in future as many times as they wish, and to continue engaging in activities and experiences that can enhance the competences and concepts they are less comfortable/ familiar/ confident with.

Proposal of adaptations

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

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

Appendices

Pre questionnaires EN & PT

Pre-Post questionnaires EN & PT

5.4.4. Thematic Intercultural Workshops on Gender

Objectives

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

Key-concepts

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

Duration

1st day - 6 hours for preparation

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

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

Materials / Equipment

- 1 Copies of Handout “Guidelines for workshop” for each team
- 2 Copies of the Template “Session Outline” for each team (or digital version)
- Diverse materials need for the implementation of each workshop

Description

Preparation - 1st day

- Gather the group in plenary with chairs in U format;
- Start by introducing to participants that they will have to join in mixed intercultural teams to design and implement a short workshop on a particular gender topic;
- Motivate the teams to work on a topic that can be of common interest and related to their working frame and community needs so that they can use it after in their organisations;
- The teams will have a full day to define the topic, discuss the strategy, prepare the session plan, set up materials and practice. More experienced trainers will be available to support in anything needed

and to revise the final plan and diverse pedagogical material will be at disposal for the teams to use;

- The workshops must have the duration of 1 hour and will be implemented on the following day, following a strict and previously arranged schedule that can allow all teams to be also participants of the other team's sessions. Depending on the number of workshops, it can be arranged to have some workshops happening in parallel but it's important to have in each of them a proper number of participants;
- Each team will receive one template "Session Outline" to support them going through all the topics that should be included and considered while preparing a training activity (that they can adapted according to their plans and needs and trainer can also supply a digital version) and the Handout "Guidelines for workshop" that explains in detail all the topics included in the Session outline, as well as some guidelines and tips regarding the preparation, the team work, the implementation of the session and other advises.

- **Topics of the session outline:**

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

Implementation & Feedback – 2nd day

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

2. For improving
3. It's voluntary
4. Support
5. Active listening
6. No judgemental
7. Don't be defensive
8. Specific / Explicit
9. Appreciate it
10. Constructive
11. Learn from it
12. Me, as a trainer i would
13. Use the feedback as you want

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

Evaluation & Debriefing – 3rd day

- Divide the participants in workshop teams again and invite them to share and reflect as a team on the process, outcomes and feedback from their workshop;
- Deliver each team a second “session outline” and ask them to write down a final session plan according to the feedback, reflection, suggestions and proposals of adaptation;
- Coming from their self-evaluation and reflection, each team must also identify 2 key points or learning outcomes to share with the whole group in plenary;
- Finally, to close the activity with a short evaluation exercise, invite participants to create a human statue as a team regarding how was this process for them.
- Join all the teams in plenary to share the 2 key points and their human statutes and collect the updated session outlines.
- Close the activity by reinforcing the concept of life-long learning and self responsibility towards our own learning process.

References

Manual for Facilitators in Non Formal Education from the Council of Europe¹

Appendices

Handout “Guidelines for workshop”

Template “Session Outline”²

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

2 - www.patherways.ecos.pt

5.5. Thematic Intercultural Workshops Activities

5.5.1. Men versus Patriarchy

Objectives

- To reflect on the role of men towards women empowerment;
- To understand and reflect upon different situations of discrimination or prejudice towards women;
- To allow participants to find creative solutions against patriarchal models in daily life;
- To encourage young men to act with more conscience for the promotion of gender equality.

Key-concepts

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

Duration

1 hour

Materials / Equipment

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

Description

- Gather the group in plenary with chairs in U format;
- Introduce the activity by explaining its context and objectives and informing that participants will have to perform a role-play following a scenario story that will be given to them;
- Divide the participants into small groups of 4 or 5 and deliver a scenario story to each of them. The groups should be heterogeneous and have at least one (young) man
- Each scenario stories illustrate a situation where a woman is facing some form of gender discrimination or repression and where a young man in the story needs to “save the day”, meaning that he is requested to react and act to support the empowerment of the woman facing the situation of gender discrimination;
- Each group will have around 20 minutes to discuss the scenario that was delivered to them, create a possible solution/ outcome for the situation illustrated and train a short role-play to perform after to the whole group of participants;

- The trainer will be available to give support to the groups discussion and check in with each group to clarify something need without influencing the group's 'solutions';
- The role-play should be around 2 minutes, needs to be agreed among all the participants and all should have some kind of role or task during the performance. The group is free to develop further the story or make up new characters;
- After the given time, the trainer gathers all the groups in plenary to introduce the final presentations and each group performs their role-play;
- At the end of each role-play, the trainer invites the group to share their decision-making process and feelings regarding their scenario and performance. The trainer invites also the participants from other groups - the "audience" - to give a brief feedback or launch questions to the group;
- The trainer takes notes on a flipchart about key words, concepts, quotes that underline the main strategies and challenges performed by the young men to contribute to the empowerment of women in the scenarios;
- After all the presentations, the trainer uses the notes of the flipchart to summarize what was discussed, going through the strategies and challenges used and identified by the groups and bringing new reflection questions to the whole group, such as:
 1. The strategies found were mainly reacting with other male of the stories or with the female?
 2. Do you feel young men could have similar reactions/ attitudes in real life?
 3. How important is the active participation of young men in the mainstream of gender equality?

Proposal of adaptations

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

Appendices

Templates of stories for the role-play¹

1 - www.patherways.ecos.pt

5.5.2. Silence that speaks out

Objectives

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

Key-concepts

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

Duration

1 hour

Materials / Equipment

- Flipchart and markers

Description

- The first part of this activity is composed by a silent theatre play where actors and actresses represent the daily labour of women in the most isolated rural areas of Cape Verde. The play should be showing different traditional items, equipments and dress-up, but include no speech at all;
- Participants are invited to enter the room where the play is taking place and to seat but receive no other information about what is going to happen;
- The actors and actresses start the play inadvertently in order to create a mysterious mood;
- After the theatre play reaches its end, the trainer comes to scene and asks participants what they understood from it, how they felt through it and if they recognize some links between the play and contexts/ realities they know;
- After this first reflection in plenary, the trainer introduces the aim and objectives of the activity and clarifies some relevant details of the play. The actors and actresses are invited to also join the debate;
- After this first moment, participants are asked to join in international groups and during 15minutes reflect and discuss upon the relation (similarities vs differences) between women in the rural areas of Cape Verde represented in the dramatization with the women facing the same situation in their home countries;
- A flipchart and markers are distributed to each group in order to collect the final results of this reflection and discussion;

- After this moment, all groups gather again in plenary and share briefly their results,
- After all groups have presented the trainer summarizes what was discussed, as raises a set of questions for collective reflection:
 1. What differs in the conditions between younger and older women living in rural areas?
 2. How important is the active participation of youth in reaching for gender equality in rural areas? Why?
 3. How can youth work support to find innovative solutions for women empowerment at each national level?

Proposal of adaptations

- Theatre of the Oppressed or Forum Theatre are also very strong theatrical methods which, starting from the staging of a real situation, encourages the exchange of experience between actors and spectators, through the direct intervention in action theater. The Theatre of the Oppressed aims at the analysis and understanding of the structure represented and the search for concrete ways to effective actions that will lead to the transformation of that reality and is based on the principle that the act of transforming is transformative. This method seeks, through dialogue, to return to the oppressed his/her right to speak and the right to be. Although, to use Theatre of the Oppressed requires to have specific experienced facilitators.¹

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

5.5.3. Women in Sports

Objectives

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

Key-concepts

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

Duration

1 hour

Materials / Equipment

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

Description

- Gather the group in plenary with chairs in U format;
- Introduce the aim and objectives of the workshop;
- Start the activity with a teaser video that can enhance discussion about the recognition of women in sports. Suggestion of videos: “Social Experiment: Sports and Sexism”¹
- Ask participants to share their feelings, opinions, previous experiences regarding the video and the topic in general;
- After this first moment, participants are asked to join in 3 international groups. Each group is given markers and one flipchart and is invited to map different Myths and Facts related to women in sports.
- When all the groups are finished, the trainer asks participants to, each group at their time, present their results in plenary. In a white board (or other flipchart) the trainer starts building a new map of Myths and Facts joining and summarizing all contributions that came from the different groups;
- After this part of the exercise, the trainer invites the participants to go back to the previous groups and identify three opportunities/ proposals /

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

possible solutions to support young women according to 3 categories:

1. Young women **engaging** in sports (how society can motivate young women to be physically active and strong);
 2. Young women **progressing** in sports (how society can encourage young women to invest in a sports career or can create opportunities for them to progress if they are talented);
 3. Young women **being recognized** in sports (how society can value and raise visibility about women who are professional sports players and can give them conditions to live from a sports career).
- Each group is given one of the categories and will have 20 minutes for the task;
 - After this last exercise, each group shares in plenary their three proposals and possible solutions, while other participants can contribute with feedback or comments.
 - To close the activity the trainer can show another video related to representations and prejudices towards women performance in physical activities and invites participants to comment and to explore relations with the video and their results. Suggestions of videos: "Like a Girl"¹

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

5.5.4. Crossroad of Identities and Intersectionality

Objectives

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

Key-concepts

multiple identities, intersectionality, gender, youth, race, sexual orientation, discrimination.

Duration

1 hour

Materials / Equipment

- Paper tape
- 4 identity cards
- Computer, Projector, speakers and video teaser.

Description

- Gather the group in plenary with chairs in U format;
- Introduce briefly that the workshop is about multiple identities and access to human rights, and don't go further on the objectives;
- Ask for one volunteer among the participants and separate the other participants into 4 groups;
- Distribute to each group one identity card. The cards say:
 1. "You are a women";
 2. "You are 15 years old";
 3. "You are a black afro descendent";
 4. "You are homosexual".
- Each group must keep their "identity" a secret while they are also invited to create a group-stature that can represent a car or other vehicle that can move as a whole;
- The volunteer participant will stand in the middle of the training room, in the precise intersection of a big cross made in the floor of the training room. The cross can be made with paper tape. Each group (vehicle) will be at the end of the 4 axes of the cross;
- The trainer launches a set of questions loud so that all the groups can ear and, accordingly to their identity card, in case the response to the question is NO they must put their vehicle running towards

the volunteer creating some impact. It's important to make sure the participants are creating some impact on the volunteer in the middle but also taking attention to not be harmful in any way. The group can use also simulate the sound of a car accelerating and of the impact to create a more auditory stimulus and more lively experience;

• **Questions for the groups:**

1. Can you buy a house?
 2. Can you buy a house?
 3. Can you marry who you love?
 4. You have the same responsibilities at home as your partner?
 5. You can stay up late in the street without worrying?
 6. If you have the right competences, you can climb in your career equally as others?
 7. Can you vote?
 8. You can date who you want without feeling prejudice from others?
 9. You can rent a house without problems?
 10. You can donate blood in equal conditions as others?
 11. It's easy to conciliate your family and professional life?
 12. You feel free and secure to go to a pub alone?
 13. You trust the police and feel safe when they are around?
 14. You can wear cloths you feel good about?
 15. There are several popular heroes that relate to your image?
 16. Your opinions are considered seriously?
- Other 2 or 3 participants can have the opportunity to change position with the volunteer in the middle to have also this experience;
 - Along the exercise it will most certainly happen, that the volunteer will receive impact from different sides simultaneously, creating a even more conflicting situation;
 - After the exercise the trainer asks for everyone to return to their seats and introduces in more detail the aim and objectives of the workshop, invites the participants on the groups to share their identities and starts the debriefing of the exercise by asking, both the groups and the volunteers in the middle, how they felt throughout the exercise and what this crossroad can represent in real life;
 - Present a teaser video that can enhance discussion about identities and intersectionality. Suggestions of videos: "The urgency of intersectionality by Kimberlee Crenshaw's"¹

• **Questions for the groups:**

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

1 - [www.youtube.com/watch?v=akOe5-UsQ2o](http://www.youtube.com/watch?v=akOe5-UsQ2o;);

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

2. Intersectionality means that from the meeting of different identities, such as black young homosexual women, it is created a new identity that it's not the sum of all identities but more a specific category in itself;
3. Engage participants to reflect on how often happens that the general feminist discourse speak to the experiences of white women and anti-racist discourses to the experiences of black men, leaving black women's experiences unacknowledged.
4. Although, sometimes people who have experienced multiple forms of discrimination use their oppression as motivation to rise up, subvert and overcome (e.g. Oprah Winfrey is a classic example), most women who experience multiple forms of discrimination go through life facing greater hardship, barriers to access services and emotional vulnerability.

Proposal of adaptations

- Another option is that the volunteer participant can seat in a chair that will stay in the middle of the training room (the participant can seat in a backword position on the chair to be safer) and each leg of the chair will be tied to a rope that will be held by each group, meaning that the ropes will make a cross, with the chair and volunteer in the middle and each group at the end of the axes. The trainer launches the set of questions loud so that all the groups can ear and, accordingly to their identity card, they must pull a bit of the rope in case the response to the question is NO.
- The identities cards can have different categories depending on the topic of the activity and each group can also receive two identities and interpret their instersection.

References

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



1 - www.youtube.com/watch?v=ak0e5-UsQ2o;

5.6. Recommendation Building Activities

5.6.1. Writing a Political Proposal

Objectives

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

Key-concepts

Recommendations, political proposals, debating, applying, collective construction

Duration

1 hour and 30 minutes

Materials / Equipment

- Post-its, coloured cards and markers.

Description

- **Note:** Writing political proposals should not be an isolated activity but more a final reflection and application of previous outputs coming from a structured learning process on a particular topic. On the case of PatHERways project, since the beginning of the project and through the 1st International in Faro - Portugal and Training of Trainers in Assomada - Cape Verde, the participants were engaged in different activities do develop their awareness, competences and arguments on the topic of political participation of young women. And although they were aware of their responsibility on creating political recommendations since early on the project, this activity only took place in the last session of the Training of Trainers in Cape Verde.
- Gather the group in plenary with chairs in U format;
- Start the activity by recalling the different moments on the project and invite participants to share randomly their main learning outcomes, new understandings or conclusions regarding the state of political participation of young women;
- Distribute 3 post-its to each participant and ask them to, individually,

write 3 main final ideas/proposals/ conclusions regarding what needs to happen in their communities to support a shift towards the mainstream of young women political participation;

- After this, divide the participants into intercultural groups of three participants, and invite them to share their individual post-its between them, debate and select the 3 main post-its (out of the 9) that better reflect the ideas, needs or conclusions of the group as a whole;
- Invite them to cluster one last time, and join two of the previous groups becoming a larger group of 6 participants. This large group must again share the ideas on the 6 post-its, debate on them regarding importance, priority and possible results and write the final 3 political proposals coming from the group;
- The groups must write their proposals according to the questions “What?”, “Whom?” and “How?” on a final colored card. Participants must be aware that the proposals are aimed to be addressed to decision makers and other stakeholders at international level and also in each of their national levels;
- After all groups have finished the task, join all in plenary again and invite each group to, at their time, present their 3 final proposals flipchart to the whole group;
- Invite other groups to give feedback, if they agree or not with the recommendation or to give contributions to improve the proposals;
- If relevant, give final ten minutes extra to each group to integrate the feedback they've received from the whole group and re-write their final political proposals.

Proposal of adaptations

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

5.6.2. Transnational Recommendations of the Political Participation of young women

Objectives

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

Key-concepts

Recommendations, political proposals, debating, collective construction, transnational

Duration

2 hours

Materials / Equipment

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

Description

- **Note:** This activity it's a follow-up from activity 6.1 – “Writing a Political Proposal” and in the case of PatHERways project was implemented in the Final International Seminar in Cascais – Portugal.
- Gather the group in plenary with chairs in U format;
- Start the activity by informing participants that the aim of this activity is to perform a final review on the political proposals that came out of the project and to write a final version that can be latter addressed to decision makers and other stakeholders worldwide;
- Dispose tables around the room with space between them and on top of them distribute half flipcharts which have written on them the initial political proposals. On each table distribute also different size pink and green post-its and markers;
- Ask participants to, randomly and in silence, meet every proposal and write on pink post-its what they “Don't agree/ needs to be changed” and on green post-its what they “Want to reinforce / needs to be added” and leave them close to the proposals. Participants can run

through the different proposals as many times as they wish and can also comment on others post-its;

- Create a calm atmosphere while participants are giving their feedback in silence, by introducing a calm and relaxing music;
- After all participants are satisfied and felt they went through the proposals as they would like to, invite them to join in groups close to the proposals they would like to work with the most. The trainer might need to propose a different arrangement to make sure all proposals have a group of participants that can work on them;
- After the groups are created, the trainer invites each group to read all the feedback post-its and to try to integrate them in a final Recommendation that can be inclusive to all others opinions or ideas. Distribute one new half flipchart to each group to write these final Recommendation;
- After all groups have finished the task, join all in plenary again and invite each group to, at their time, present their Final Recommendation to the whole group and explain how was the process of integrating all the feedback, what were the main challenges and if there was something they could not integrate and why;
- Allow the whole group to engage in moderated conversation, taking attention on time management, to make sure all the Recommendations are well recognized by all participants through a consensus approach;
- If there is need to work more in depth some of the Recommendations, find another moment during the programme and a group of participants with interest and competencies to do it. In the case that it's not possible to reach consensus on a specific idea, the respective proposal shall be withdraw. The final Recommendations must always come back again to the whole group;
- When the final recommendations are set and agreed, ask the participants to join in national groups and map a list of decision-makers and other stakeholders they would like to address. Also invite them to take responsibility on disseminating the Recommendations and agree on a common presentation method.

Proposal of adaptations

Voting on priority proposals or recommendations can also be made through dot stickers. In dot-voting participants vote on their chosen options using a limited number of stickers. This sticker voting approach is a form of cumulative voting¹.

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

5.7. Evaluation Activities

5.7.1. Reflection Groups

Objectives

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

Key-concepts

Reflection, learning, group, monitoring, daily evaluation.

Duration

30 minutes

Materials / Equipment

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

Description

- At the end of each training day the participants are invited to join in national groups to reflect about several aspects of the day and of their learning process;
- Introduce to participants that regular reflection activities will help them to retain commitment, increase motivation and awareness and will add meaning to their experience. Reflection is a structured safe-haven for exchange of ideas and thoughts and becoming aware of our learning that comes from taking the extra time to question all aspects of what they have done or felt;
- Each group will have a moderator from the participants that will have the responsibility to facilitate the discussion and give feedback to the seminar/ training team, especially about important things to take in attention, be adapted or taken care of during the next training. The moderators should be briefed in advance to make sure they are aware of the objectives and process of reflection;
- During each day, the group will be given a different handout template to

support the reflection and discussion. These handouts are tools that will help participants to engage in the exercise and give feedback to others, but they are not the centre of reflection;

- Every day, each participant will fill a handout that he/she can keep for him/herself and the group will also fill another handout that can represent the collective feeling of the group and that will be shared with the other groups;
- The seminar/training team also will have its own reflection group at the same time to evaluate the day;
- In the handouts that have people characters, invite participants to redraw the color of skin, hair style or body shape in a way they can relate more, especially in a multicultural context;
- At the end of each day, the group handouts are to be exposed in one of the walls of the training room, following a timeline of the seminar/training programme.

Proposal of adaptations

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

Appendices



5.7.2. Before, During & After

Objectives

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

Key-concepts

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

Duration

2 hours

Materials / Equipment

- Flipcharts, post-its and markers
- Optional: Timeline

Description

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

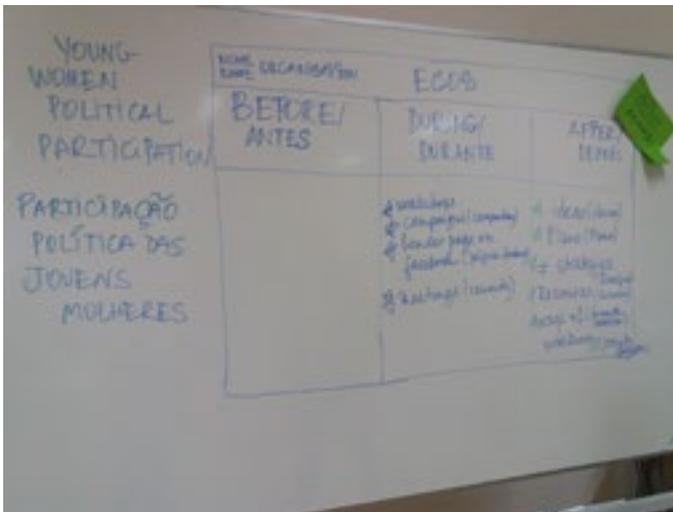
(Organisation's name)
Before | During | After

- Also, ask to participants to collect in post-it's the different stakeholders that they have engaged with throughout the project;

- Give around 1 hour for the task, so that each group can have time to have a deep reflection and discussion;
- After all groups have finished the task, join all in plenary again and invite each group to, at their time, present briefly their flipchart to the whole group;
- Invite others to give feedback, comment or make proposals for future if there is interest;
- Close the activity with a short celebration and compliment regarding all the hard work done by the partner organisations.

Proposal of adaptations

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



5.7.3. My Lego Path

Objectives

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

Key-concepts

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

Duration

1 hour

Materials / Equipment

- Several sets of Lego bricks and figures;
- Optional: computer, projector and photos from the different activities of the project.

Description

- Start the activity in a plenary room by recalling the several stages of the project while projecting a photo slide show from the different activities to allow the participants to go back throughout the life of the project;
- Prepare a large table in the middle of the training room and spread on it several sets of Lego bricks and figures. It's important to have many Lego pieces to work with so that participants don't feel limited in their creative expression;
- Invite the participants to, individually and in silence, create a Lego construction that can express their personal learning process and experiences throughout the project. Clarify that the Lego bricks are just a way to express their reflections, there are no rules regarding how to use them;
- Turn on some music to create a calm atmosphere in the room;
- After all participants have finished the task, remove from the table all the Lego bricks that were not used;
- The trainer invites all the participants to join in plenary in U format and to share in front of them their constructions;
- Give a few minutes to observe the constructions and the atmosphere

of the room and after invite participants to share and explain their construction to the whole group. Ask randomly who would like to share, since it should be voluntary;

- Close the activity with a short round of applause to each participant for their achievements and learning outcomes throughout the project and invite them to go around and observe others constructions in more details, giving them the space to share in pairs or small groups.

Proposal of adaptations

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

References

Adapted from Lego Serious Play® approach





6. Final Remarks

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

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

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

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

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



7. Special Thanks

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