



# Oblio in Action

Training Design on Mainstreaming

# Gender Equality

**Authorship**  
Centrul de Voluntariat  
Cluj-Napoca, Romania

**With contributions from**  
Cazalla Intercultural, Spain  
Graal, Portugal

©2023



Funded by  
the European Union

# About this training design

This training design was created for trainers and facilitators, with various degrees of experience, who would like to help youth organisations - even their own - **become more egalitarian, inclusive and active in promoting equality.**

It targets **youth organizations** because they are influential spaces in the shaping of young people: they can contribute to the reproduction of inequalities or, on the contrary, as we wish, they can play a decisive role in the transformation of unfair realities and in the eradication of gender discrimination.

Whether you have the opportunity to deliver the whole training or you prefer to choose some activities from it, we believe our design offers a solid foundation to help others learn more about gender equality. You will find inside a **7-day training course**, complete with timing, description of activities, and the materials needed.

This training course was designed for 16 participants, but it can easily be adapted to groups of different sizes.

# oblio in action

The training design has been tested out during our project, in a 7-day training course - **Oblio in Action** - that took place in Romania, in Măguri Răcătau, between the 27th of September and 3rd of October, 2023.

The pilot training offered our trainers - Diana Bere, Elsa Nogueira, and Anahit Kitapsizyan - the opportunity to see what works and what needs improvement, and enriched this training design with valuable lessons and lovely photographic memories to share with you.





## About OBLIO...

The name of the project - OBLIO - was given because of the main character of the '70s animated cartoon "The Point", called Oblio. Oblio was born with a round head in a kingdom where everything, the houses and the carts, the bridges and the barns had all had points on them. In fact, even the people had triangle shaped heads. Even more so, the main activity of the village, was making points. The round-headed Oblio had to wear a pointed hat since birth to conceal his "pointless" condition from his pointy-headed peers.

*The message of the movie is an important one being about accepting diversity, following one's own intention, and realizing that everyone in society has a unique role to play.*

# The training objectives

Training objectives: By the end of the training, the participants will be able to:



Demonstrate and encourage others in the organisation to practise gender-equal behaviours



Identify and propose concrete measures for their organisation to help reach a gender-equal environment



Recognize the inequalities that happen around them and formulate solutions

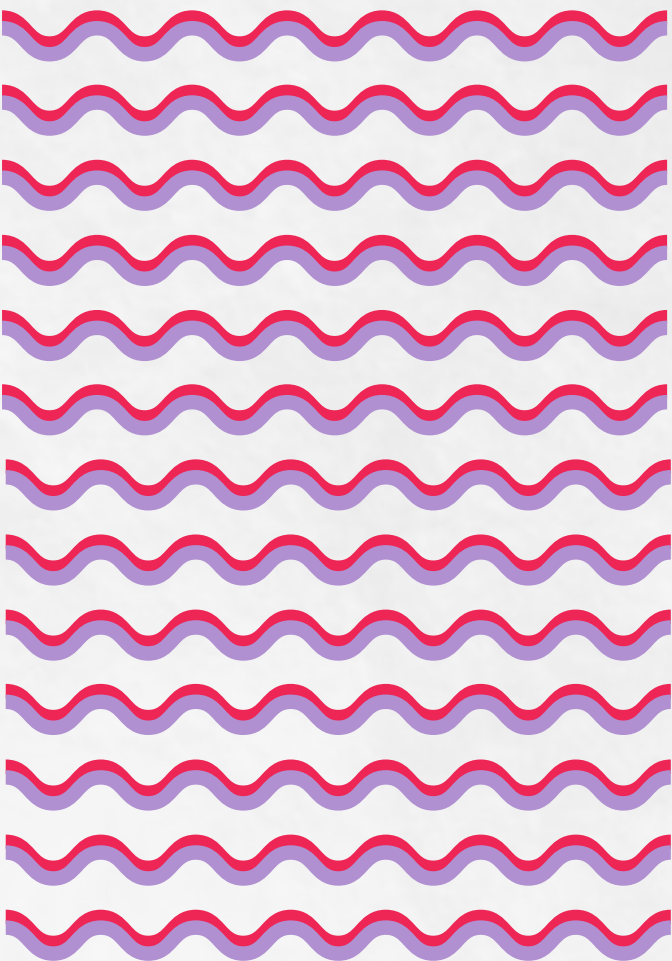


Create and facilitate learning sessions for the others in their organisations.

As you might notice, our last training objective does not necessarily relate to gender equality. To pass the learning on, we decided to help our participants develop basic facilitation and training competencies. In case this is not one of your goals for the moment, you can also deliver the training aiming exclusively to our first three objectives. This will mean you can also deliver a 5-day training course, instead of a 7-day one.

---

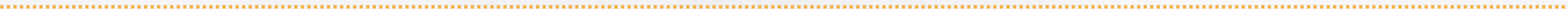




## Do it all or choose what suits you!

Our training contains various activities. Some of them aim at increasing awareness and developing the necessary attitudes for a gender-equal organisation, others aim at increasing the knowledge on the topic. There are also sessions designed to help you identify the right measures to adopt in your organisation, and not the least, some that are an introduction to training others.

We invite you to use them all, as they are designed here, or choose the ones that best suit the needs in your organisation. Alternatively, you can start small - maybe with a movie night - and follow up with more learning activities after that.



If the participants arrive the evening before the beginning of the training, invite them to a short welcome session.

Starting to get to know each other helps them feel more comfortable and kicks off the group dynamics.



## Day 0

DURATION (minutes)	Exercise	Methods & Process	Needed Materials (links or lists)
30-45'	Welcome	<p><b>Name game:</b> Invite the participants to share their name, or nickname, or how they would like to be called during your training course and to tell you all the story of their name. It can be the story of who gave them the name, what the name or nickname means, or anything they want to share about it.</p> <p><b>Logistical aspects:</b> Offer the participants any logistical information they might need about the location, the meals, the reimbursements, departure information, etc. and the time you start the next day.</p>	Flipchart with the name of the training and logo of your organisation.



# Day 1 - Session 1: Introduction & Getting to know each other

DURATION (minutes)	Exercise	Methods & Process	Needed Materials (links or lists)
20'	Introduction	<p>The trainer / trainers cover the following topics:</p> <ul style="list-style-type: none"> <li>• greetings and welcoming of the participants</li> <li>• a presentation of the trainer / trainers - their expertise, the relevant background</li> <li>• the partner organisations and their missions / activities / anything that is relevant</li> <li>• and what's the purpose of this training course</li> </ul>	<p>Flipchart with the name of the training and logo of your organisation.</p>
25'	Name game	<p>In a circle, participants take turn saying their name and a quality starting with the same letter. Each one repeats everything they heard and seen before but in order.</p>	
45'	Team Building Activity (Outdoor?)	<p><b>The Confused Rope</b></p> <p>Place a tangled rope in the center of the group (no knots, just tangled). The participants need to untangle the rope, following these rules: they have <b>20' to find the best strategy</b>, and while they discuss they <b>can't touch the rope</b>. After they are ready, everyone will need to have <b>both their hands on the rope</b>, and untangle the rope by moving their body <b>without letting go of the rope</b>. From the time the first one touches the rope, they have <b>1' to form a line</b> with the rope in their hands.</p> <p>If they can't untangle it the first time, you can give them one more chance. If they manage from the first trial, invite the participants to close their eyes and create a square from the line they are in.</p> <p><b>Debriefing</b></p> <ul style="list-style-type: none"> <li>- What happened? How did you discuss? Who was involved? How did you decide?</li> <li>- How did you feel? How do you feel now?</li> <li>- Does this situation remind you of any other types of situations in your life? Did you learn anything new?</li> <li>- Would you do anything differently if we did the exercise again?</li> </ul>	<ul style="list-style-type: none"> <li>• Rope</li> </ul> <p>See here how The Confused Rope works:  <a href="https://www.youtube.com/watch?v=UI_z4TJmwzs&amp;list=PL3S9BpP_Ds33wPTApyDHHfvkZkkS1pM-7&amp;index=10&amp;ab_channel=DreamsforLife">https://www.youtube.com/watch?v=UI_z4TJmwzs&amp;list=PL3S9BpP_Ds33wPTApyDHHfvkZkkS1pM-7&amp;index=10&amp;ab_channel=DreamsforLife</a>.</p>

# Day 1 - Session 2: Set the context

DURATION (minutes)	Exercise	Methods & Process	Needed Materials (links or lists)
10'	Energiser	<p>Ballon Dance -</p> <p>In a circle, the participants have the task of keeping one balloon in the air by bouncing it among themselves. The trainer plays some music, then throws more and more balloons in the circle.</p>	<ul style="list-style-type: none"> <li>• 5-6 balloons</li> <li>• music</li> </ul>
25'	Hot air balloon with their expectations, fears for the seven days course	<p>Each participant will receive 2 different color sticky notes and they will have to write separately on each of them their expectations that they have from the training, their fears or possible personal obstacles.</p> <p>They will have 10 minutes to complete the sticky notes and then will be invited to read and stick them up on a flipchart according to the facilitator instructions: the fears on the sand bags, their expectations on the balloon.</p> <p>Based on the participants input, at the end of this session the facilitator will briefly respond to what can be done and what can't be achieved during the seven days training and reinforce that people can take initiative and make sure they fulfil their expectation, ask for help and support to overcome obstacles and give their best to create a safe and fun learning environment.</p>	<ul style="list-style-type: none"> <li>• Three sets of different colour sticky notes</li> <li>• Pencils/markers for everyone</li> <li>• A hot air balloon drawn on a flipchart</li> </ul>
15'	Agenda and training objectives	<p>The trainer/s will present the objectives and the programme for the following seven days of the training course by using coloured pieces of paper that will be stuck on the wall to be easy to follow by the participants. A short Q&amp;A about the schedule will be included in these sessions to clarify the flow of the training.</p>	<ul style="list-style-type: none"> <li>• the training sessions on colored paper</li> <li>• tape</li> </ul>
40'	Rules of the group	<p><b>Heartfelt Handprints</b> (continues on the next page)</p> <p>The participants get two pieces of paper and are invited to draw the outline of their hands. On one paper, the trainer asks them to write what they need from others in order to feel comfortable and safe. On the other paper they will write what they can offer to the group so that the others will also feel comfortable and safe.</p> <p>The trainer will tell the participants that sometimes they will share things from the heart and feelings that can be difficult, painful, or embarrassing to talk about, and that surely this will be an emotion that happens to everyone because it is normal to feel that way. They will also ensure the participants that this is a safe space and that they don't need to sign the hands they are working on.</p>	<ul style="list-style-type: none"> <li>• A4 papers</li> <li>• markers/pens</li> </ul>





40'

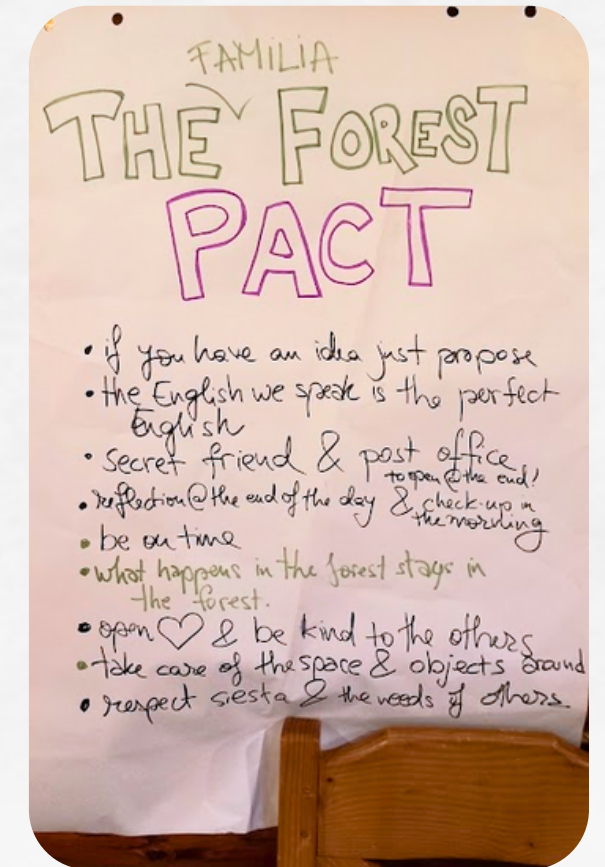
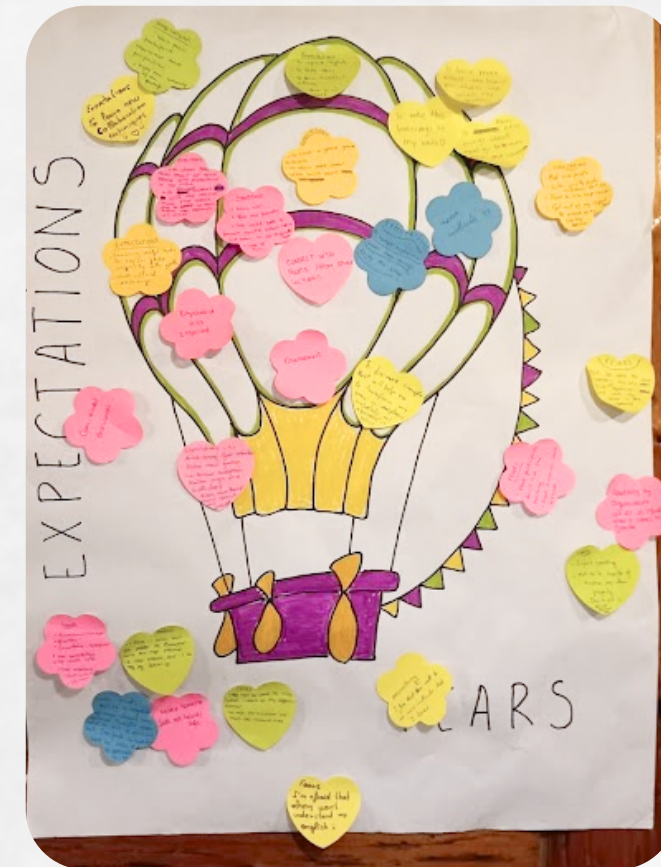
Rules of the group

**Heartfelt Handprints** (beginning on the previous page)

Remind the participants that they have complete freedom to express themselves in the activity using drawings, words, or symbols inside the outline of their hand. Encourage them to add their personal touch by designing, colouring, or decorating their hand drawings in any way they wish to present them to others.

After they are done we collect their drawings and place them on the floor or on the wall. Bring them back together and ask them to explore the drawings.

Then, the trainer facilitates a discussion on what the rules of our group should be for the duration of the training. The rules should be chosen in a way that includes everyone's needs and makes the most out of their contributions. The trainer writes the rules on a flipchart that will be visible on the wall for the whole duration of the training course.



- if you have an idea just propose
- the English we speak is the perfect English
- Secret friend & post office to open @ the end!
- reflection @ the end of the day & check up in the morning
- be on time
- what happens in the forest stays in the forest.
- open heart & be kind to the others
- take care of the space & objects around
- respect sista & the needs of others.

## Day 1 - Session 3: Me and my gender



DURATION (minutes)	Exercise	Methods & Process	Needed Materials (links or lists)
10'	Energiser	<p><b>The Signal</b></p> <p>Have the participants stand in a circle. The trainer claps their hands in one direction and the participant next to them, sends the clap further in the same direction as fast as they can. At any point, any participant can choose to block the signal by raising both hands up, or choose to ignore it by covering their ears. If the signal is blocked it has to change directions (go back on the circle the way it came) and if it is ignored, it just skips the participant. After a few rounds, the trainer can send more signals in the circle.</p>	
40'	Getting to know each other	<p>We arrange the chairs in two lines facing each other or two circles one inside the other, as we would for a speed dating session. We ask the participant to share for 4 min at a time, their experience helped by the following questions: What type of activities does your org. have? What is your role and tasks in your org.? What is the gender proportion in your org.? Who are the beneficiaries? What would you change about your org.? What do you like the most about your org.?</p>	

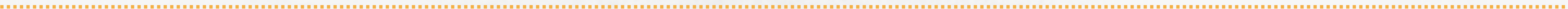


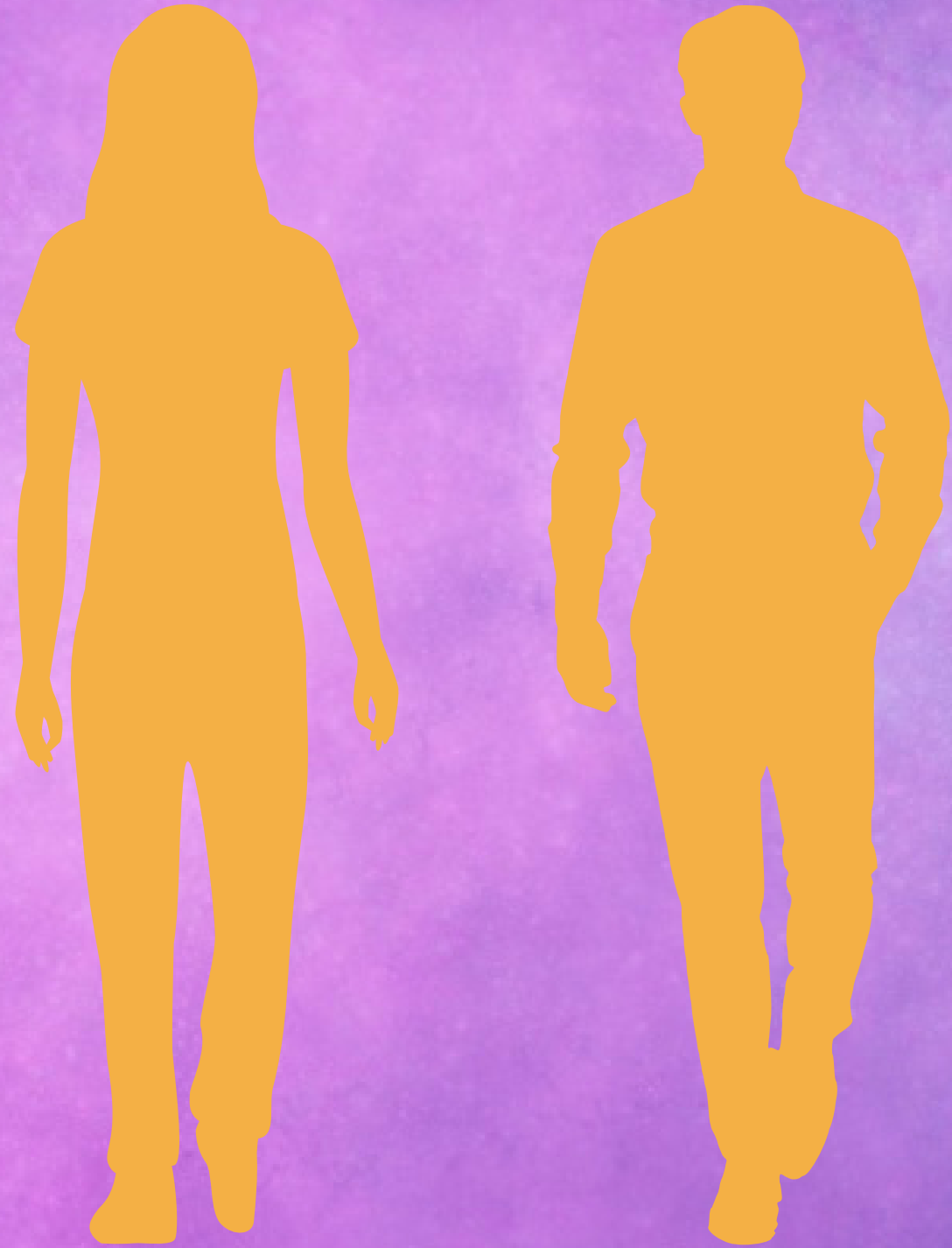


DURATION (minutes)	Exercise	Methods & Process	Needed Materials (links or lists)
10'	Guided meditation	<p>The trainers can mention that for this exercise, we are going to take a short trip together, all the way back to your childhood. Then in a calm voice, taking long breaks, they read the text below:</p> <p>“Just follow my voice and the invitations I will send your way. First, find a quiet comfortable room. It’s important to let go, for a few moments of any other distractions. Put away your phone and forget about everything around you. They will be there when we finish, don’t worry!</p> <p>Find a comfortable position that you can hold for about 10 minutes with your eyes closed. If closing the eyes is not ok for you, try to just let your eyelids feel heavy, and maybe go down a little [break...] Breathe long, deep breaths [break...] and in case any outside thoughts come at you during our journey, accept them, and then just send them away. You can get back to them in a little while [break...]</p> <p>Imagine you’re traveling deep in your own mind. No matter how it looks to you now, observe it [break...] and accept it [break...] Look for your album of memories! The one that holds pictures of you growing up and becoming the person you are now [break...]</p> <p>Try to find the picture of you, a small and innocent baby, just starting to discover the world [break...] Can you remember the first steps you took?</p> <p>Go on and find the picture with your favorite toy! Do you remember it? [break...]</p> <p>Can you see yourself playing your favorite games? What were they? [break...] Are you cooking? [break...] Climbing trees? [break...] Exploring the neighborhood? [break...] biking? [break...] playing cards? [break...] tossing a ball around? [break...] building forts [break...]or houses? [break...] Would you have liked to play anything else? [break...]</p> <p>Move to another memory now. Try to find your favorite clothes and remember them as best you can [break...] Did they change over the years? [break...] Did you try different styles? [break...] Or maybe, clothes never quite interested you? [break...]</p> <p>Find pictures of your favorite people [break...] what did you admire in them? [break...]</p> <p>Remember how you imagined your life would look like when you grow up [break...] your family [break...] your relationships [break...] your house [break...] your job [break...] What did you want to learn? [break...] Who did you want to be? [break...]</p> <p>Now, close the photo album and take a deep breath! [break...] If this was a happy journey, enjoy the feelings that fill you up right now! And know this album is always there when you need it [break...]</p> <p>If the journey was uncomfortable, remember, all your experiences build up the person you are now [break...] Maybe not everything you wished for happened [break...] maybe not everything has to happen [break...] And even more importantly, your album has many blank pages, that you can choose to fill in with different memories from now on!</p> <p>Say goodbye to your album and return to the place you are in right now. Feel your body and open your eyes.”</p>	<ul style="list-style-type: none"><li>• comfortable seats or places on the floor</li><li>• dim light</li><li>• quiet environment</li></ul>



DURATION (minutes)	Exercise	Methods & Process	Needed Materials (links or lists)
30'	My Gender Experience - 1	<p>Invite the participants to go back to their seats, if they're not already there. Ask them to look under their chairs. There, they will each find a post-it note (the trainer placed them during the last break), They have to find others with the same color post-its. This way, the participants are split in 3-4 groups.</p> <p><b>STEP 1</b> <b>After forming the group, they receive the task:</b> Think about what you heard from the people around you, from the world, as a young boy or girl, because you were a young boy or girl. Don't think now if it was good or bad, just write down everything you can remember.</p> <ul style="list-style-type: none"><li>• What was it ok to do and what was not?</li><li>• Were there any behaviours that were encouraged? Was there anything unacceptable?</li><li>• Were there rules about the clothes you wore? How you were supposed to look like?</li><li>• Were there any activities you had to do or could not do?</li><li>• Were there any guidelines in choosing a career or job? A lifestyle? The type of family?</li><li>• ...?</li></ul> <p>Discuss in the group, take as many post-it notes as you need, and write on each one a different "instruction" you received as a boy or a girl. <b>You have 20 minutes for this task.</b></p> <p>After the groups are finished, they come and stick the notes on one side of the 2 big human figures. And then go on a break.</p>	<ul style="list-style-type: none"><li>• different color post-its</li><li>• 2 life-sized human figures (male and female) with a line drawn in the middle.</li><li>• Pens for everyone</li></ul>





# Day 1 - Session 4: Me and my gender II

DURATION (minutes)	Exercise	Methods & Process	Needed Materials (links or lists)
10'	Icebreaker / teambuilder	The participants are invited to form a line, without talking. They need to arrange themselves in the order of their eye color, from lightest to darkest. The trainer checks the line that formed and then asks them to count to 3 or 4, to form new groups.	
40'	My Gender Experience - 2	<p>Before we break out into groups, we go on to step 2 together.</p> <p><b>Step 2 - everyone</b> We take a look together at the messages / instructions posted on each of the silhouettes. The trainer asks the participants to share their reactions and feelings they had to the messages, then, facilitates the discussions towards types of reactions. Who was compliant and thought it's the right way to be? Who rebelled? Who felt good about the "instructions"? Who resented them? After identifying as many different reactions as we can, we go into the groups for...</p> <p><b>Step 3 - in groups</b> In the new groups, the participants look at the 2 figures, and write down on individual post-it notes the messages they would have liked to hear instead. The trainer gathers all post-its.</p>	<ul style="list-style-type: none"> <li>• post-it notes</li> <li>• pens</li> </ul>
25'	The change	<p>Invite the participants to sit down, if possible on the floor, in a circle. Distribute the post-it notes with the messages from the previous exercise evenly (1/2 per participant).</p> <p>Ask the participants to take a few deep breaths, and prepare to really listen, as they will hear some very important messages. Invite them to take what is read personally, because it's a gift for each and everyone of them.</p> <p>Then ask them to go along the circle slowly reading one message at a time, and leaving a moment between them, to let them sink in. After all the messages are read in turn, invite the participants to read them once more, at the same time, repeating them 3-4 times, each time louder and louder.</p>	
15'	Evaluation of the day	<p><b>Individual reflection:</b> Invite participants to think about the day for <b>one minute</b> and make notes (if they want to) in their notebooks. On each training day, we will add one minute to the individual reflection.</p> <p><b>Group reflection</b> There will be the same reflection groups during the whole training. Split them in groups of 4-5 people. Each group gets one paper, and should write (or draw): What they enjoyed the most in this day + What they would change for future days + Thoughts for the trainers. After they are finished, they put them all in a big envelope. Take your time, and when the talk and note is finished, so is the session.</p>	<ul style="list-style-type: none"> <li>• pens</li> <li>• notebooks</li> <li>• colored paper</li> <li>• one big envelope</li> </ul>



# Day 2 - Session 1: The Gender Equality Issue

DURATION (minutes)	Exercise	Methods & Process	Needed Materials (links or lists)
10'	Icebreaker / teambuilder	<p>The group is standing in a circle. The trainer asks them to repeat and follow the instructions: “in” = step to the front, “out” = step back, “left” = step to the left, and “right” = step to the right. Then the trainer asks the participants to repeat the exact instructions given, but do the opposite (“in”= step to the back). The third round, the trainer asks the participants to call out the opposite and do as they are told (“in” =&gt; they say “out” = step to the front).</p> <p>If the group is international, we can try this in more than one language.</p> <p>A short conclusion can be offered by the trainer that it’s difficult to learn somethings, but it can be even more difficult to unlearn them and learn something new.</p>	
40'	Gender-ish (treasure hunt - outdoor?)	<p>The group is divided in three teams: purple, blue and yellow.</p> <p>Spread across the garden or training room there will be small hidden papers of the three colours with concepts and definitions. Each team needs to find 20 papers (10 with concepts (such as “sex”, “gender”, “discrimination”, etc. and 10 with the definitions). After finding them all, the group must match the concepts with the right definitions and glue them in a piece of paper.</p> <p>When all teams are ready or the time is up, we count the score to determine the winner. The group comes together and the trainer checks the group work and writes on the scoreboard (a flipchart). The first team to complete gets 3 points; the second - 2 points; the last to complete - 1 point; for every concept they get correctly, 1 point is added. Wins the team with the most points.</p> <p>While sharing their answers, the trainers go deeper into the definitions and, specifically, take some time to distinguish sex / gender / gender identity concepts, noting that the focus on this program will be inequalities between women and men. During the discussion, the trainers try to bring back some of the ideas shared in the previous session, to connect those ideas with these new terms and concepts, and make sure there’s a common understanding of the terms.</p>	<ul style="list-style-type: none"> <li>• Papers to hide (concepts and definitions) - see next page</li> <li>• Paper</li> <li>• Glue</li> <li>• A flipchart with the rules of the game.</li> <li>• A flipchart for the scoreboard</li> </ul>
40'	The roots of inequalities: patriarchy and gender stereotypes	<p>Using photo language as a technique, the group takes time to look at the several photos, pictures and illustrations spread across the space - images that represent sexism, power dynamics, several examples of discrimination, etc.. In silence, the participants choose the one that they think illustrates patriarchy and/or gender stereotypes - because it is more accurate, because it just touched them the most, because it is something they experience or they know close...</p> <p>Then they share the image they chose with the rest of the group and explain why this one, in particular, was the one that made more sense to them. Picking up participants' inputs, the trainers then take some time to go deeper on concepts such as patriarchy and gender stereotypes - the roots of inequalities.</p>	<ul style="list-style-type: none"> <li>• Photos and illustrations (around 30) - see next page</li> <li>• Flip charts with some main ideas</li> </ul>

1.



Source: Kenwood Chef advertisement (1961)

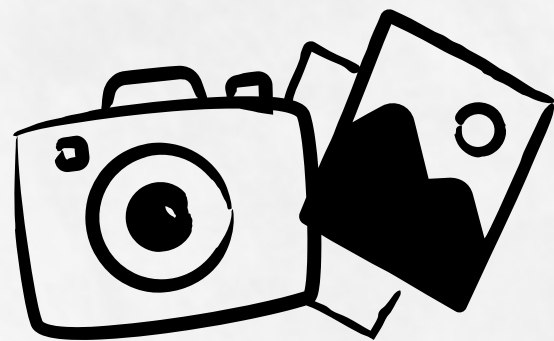
2.



Source: Section of Bic South Africa's women's day advertisement (2012)

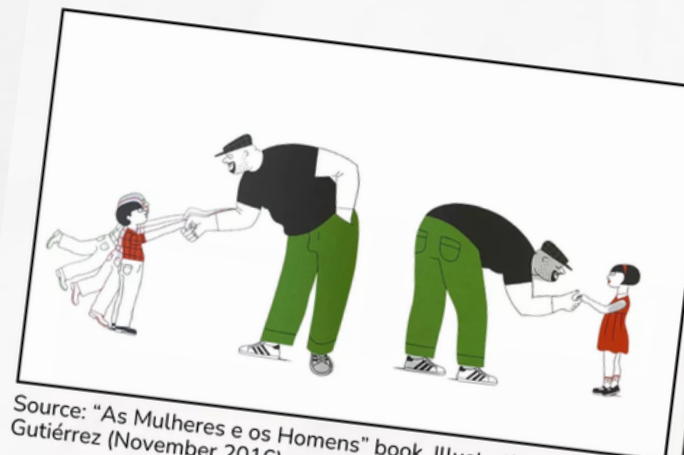


for concepts and their definitions, check out the glossary in our [Step-by-Step Guide Towards Equality.](#)



you can choose your images, or use the ones we prepared [here.](#)

5.



Source: "As Mulheres e os Homens" book, Illustration by Luci Gutiérrez (November 2016)

6.



Source: "As Mulheres e os Homens" book, Illustration by Luci Gutiérrez (November 2016)

# Day 2 - Session 2: Inequalities between women and men I

DURATION (minutes)	Exercise	Methods & Process	Needed Materials (links or lists)
60'	Who wants to be a feminist?	<p>The participants are divided into 4 teams, if the group is international, the teams should be as mixed as possible. Each team gets to pick their name and a spokesperson.</p> <p>The activity is similar to the game “Who wants to be a millionaire?” - but, in this case, it is about the feminist movement. The rules are: when a question is asked, the first team to get the correct answer, wins. To do so, after the trainer reads the question out loud and the answer options, the team needs to agree on an answer and the spokesperson raises a flag (or any other object you decide on) and says the correct answer. If a team answers wrong, another team gets to try. For every correct answer, they get 1 point. The team with most points wins.</p>	<ul style="list-style-type: none"><li>• Projector</li><li>• Flags</li><li>• Game (a power point with questions and answers)</li></ul>
30'	Presentation about feminism	The trainer introduces a few defining moments and concepts of the feminist movement with the help of a power point presentation.	<ul style="list-style-type: none"><li>• Powerpoint presentation</li><li>• Projector</li></ul>

Presentation of the feminist movement here.

*Feminism is the radical notion that women are people.*

Marie Shear



Feel free to use these questions, more or even others, and don't forget to include a piece of history from your own country!



5. What were the demands of the second wave of feminism?

00:30

A. Reproductive and sexual rights    B. Women's role in family life

C. Financial independence    D. All the above

7. What is the name of the only woman who was Prime Minister in Portugal?

00:30

A. Natália Correia    B. Carolina Beatriz Ângelo

C. Maria de Lourdes Pintasilgo    D. Marta Temido

9. Who was the first woman to serve as a Minister in Spain?

00:30

A. Clara Campoamor    B. Pamela Palenciano

C. Margarita Nelken    D. Federica Montseny

1. Who wrote the "Declaration of the Rights of Women" reacting to the published "Declaration of the Rights of Men"?

00:30

A. Simone Beauvoir    B. Olympe de Gouges

C. Hannah Arendt    D. Virginia Woolf

3. Which was the first country to grant women the right to vote?

00:30

A. New Zealand    B. England

C. Portugal    D. USA

5. What were the demands of the second wave of feminism?

00:30

A. Reproductive and sexual rights    B. Women's role in family life

C. Financial independence    D. All the above

8. Who was the first female Romanian lieutenant who fought in the 1st world war?

00:30

A. Ecaterina Teodoroiu    B. Queen Maria

C. Nadia Comaneci    D. Elena Ceausescu

10. Who began using the phrase "me too", that later on turned into a social movement?

00:30

A. Alyssa Milano    B. Tarana Burke

C. Amber Heard    D. Ashley Judd

1. Who wrote the "Declaration of the Rights of Women" reacting to the published "Declaration of the Rights of Men"?

00:30

A. Simone Beauvoir    B. Olympe de Gouges

C. Hannah Arendt    D. Virginia Woolf

3. Which was the first country to grant women the right to vote?

00:30

A. New Zealand    B. England

C. Portugal    D. USA



8. Who was the first female Romanian lieutenant who fought in the 1st world war?

00:30

A. Ecaterina Teodoroiu    B. Queen Maria

C. Nadia Comaneci    D. Elena Ceausescu

10. Who began using the phrase "me too", that later on turned into a social movement?

00:30

A. Alyssa Milano    B. Tarana Burke

C. Amber Heard    D. Ashley Judd

1. Who wrote the "Declaration of the Rights of Women" reacting to the published "Declaration of the Rights of Men"?

00:30

A. Simone Beauvoir    B. Olympe de Gouges

C. Hannah Arendt    D. Virginia Woolf

4. Where did the second wave of feminism start?

00:30

A. New Zealand    B. England

C. France    D. USA

6. What is womanism?

00:30

A. Womanism doesn't exist    B. A reaction to a non-inclusive feminism movement

C. A synonym of feminism    D. A slang word for the use of masculinism that are considered feminine

8. Who was the first female Romanian lieutenant who fought in the 1st world war?

00:30

A. Ecaterina Teodoroiu    B. Queen Maria

C. Nadia Comaneci    D. Elena Ceausescu

10. Who began using the phrase "me too", that later on turned into a social movement?

00:30

A. Alyssa Milano    B. Tarana Burke

C. Amber Heard    D. Ashley Judd

2. What was the main demand of the first wave of feminism?

00:30

A. That women and men get equal wages    B. That women can have abortions

C. That women get the right to vote    D. That women can work

4. Where did the second wave of feminism start?

00:30

A. New Zealand    B. England

C. France    D. USA

6. What is womanism?

00:30

A. Womanism doesn't exist    B. A reaction to a non-inclusive feminism movement

C. A synonym of feminism    D. A slang word for the use of masculinism that are considered feminine

8. Who was the first female Romanian lieutenant who fought in the 1st world war?

00:30

A. Ecaterina Teodoroiu    B. Queen Maria

C. Nadia Comaneci    D. Elena Ceausescu

9. Who was the first woman to serve as a Minister in Spain?

00:30

A. Alyssa Milano    B. Tarana Burke

C. Amber Heard    D. Ashley Judd

2. What was the main demand of the first wave of feminism?

00:30

A. That women and men get equal wages    B. That women can have abortions

C. That women get the right to vote    D. That women can work



7. What is the name of the only woman who was Prime Minister in Portugal?

00:30

A. Natália Correia    B. Carolina Beatriz Ângelo

C. Maria de Lourdes Pintasilgo    D. Marta Temido

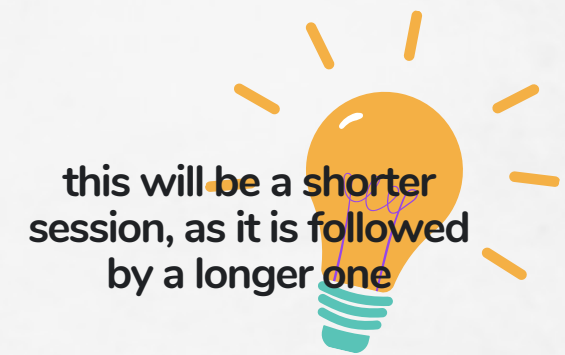
9. Who was the first woman to serve as a Minister in Spain?

00:30

A. Clara Campoamor    B. Pamela Palenciano

C. Margarita Nelken    D. Federica Montseny

THANK YOU ALL!  
We are on a good path, but there is still a lot to learn and change!



# Day 2 - Session 3: Inequalities between women and men II

DURATION (minutes)	Exercise	Methods & Process	Needed Materials (links or lists)
45'	Inequalities: where do we see them?	<p>The trainers start with an introduction about how inequalities are still very present nowadays. Despite advances in reducing gender inequalities in terms of rights, responsibilities, and opportunities between men and women in the public and private sphere, we are still far from the elimination of all forms of discrimination against women and girls. In fact, no country in the world has achieved equality.</p> <p>Gender discrimination is present everywhere! In a circle there are several affirmations related to women's situation:</p> <ul style="list-style-type: none"> <li>• Women are in disadvantage in access to resources and employment.</li> <li>• Women carry the big majority of domestic and care work.</li> <li>• Women are more exposed to all forms of gender-based violence.</li> <li>• Women are underrepresented in political power.</li> </ul> <p>Each participant goes around and chooses one of the sentences above (the number of people per group should be balanced), and then gets together with the people who choose the same as them. Each group receives data regarding the thematic they chose and is invited to reflect about the topic, search more about it if they want to (collect more data, analyse the problem in their own countries / communities / in their daily lives) and share with the group. They also receive some questions that can help guide the exercise: What is the problem? What consequences arise from this situation? Do you see this happening around you? What are we thinking now about this issue?</p>	<ul style="list-style-type: none"> <li>• Affirmations</li> <li>• Additional data</li> <li>• Paper / flipcharts</li> <li>• Pens</li> <li>• Questions</li> <li>• Information</li> <li>• Data from our Guide</li> </ul>

*Mind has no gender*

Mary Wollstonecraft

# Day 2 - Session 4: Intersectionality and Human Rights

DURATION (minutes)	Exercise	Methods & Process	Needed Materials (links or lists)
130'	Movie night	<p>The trainer introduces and then plays the chosen movie. You can find movie suggestions on the next page, or identify relevant movies on your own. The objective of this movie night is to put human faces to the issues of women's rights and intersectionality.</p> <p>The participants may receive some tasks to do during the movie - ex. follow the story of a particular character and find out what makes that character different from the others, identify what rights were not respected, make a list with rights and customs of that time, that are influencing women's lives, etc.</p> <p>Following the movie screening ask the participants to share the result of their task, or conduct a debriefing using questions like:</p> <ul style="list-style-type: none"> <li>• what happened?, who did what? what was the situations? what were the possibilities?</li> <li>• what did you feel? what moment made you angry, sad, proud? what other feelings did the movie ignite?</li> <li>• what is your conclusion? what are the lessons?</li> <li>• what (if anything) will you do different from now on? in what situations?</li> </ul>	<ul style="list-style-type: none"> <li>• Projector</li> <li>• White wall/screen</li> <li>• Popcorn?</li> <li>• The movie with subtitles</li> <li>• written tasks - if needed</li> </ul>
10'	Evaluation of the Day	<p><b>Individual reflection:</b> Invite participants to think for <b>two minutes</b> about the day and make notes (if they want to) in their notebooks. On each training day, we will add one minute to the individual reflection.</p> <p><b>Group reflection</b> There will be the same reflectiongroup during the whole training. The groups should write/draw: What they enjoyed the most in this day + What they would change for the future days + Thoughts for the trainers. After they are finished, they put them all in a big envelope.</p>	

# Movie recommendations

Keep in mind that the objective of this session is to show the life of women from different contexts, in such a way that the participants can better understand women's rights issues and intersectionality.

## She's Beautiful When She's Angry

She's Beautiful When She's Angry is a powerful documentary that captures the passion and spirit of the women's movement from 1966 to 1971. The film tackles complex topics such as reproductive rights, the fight for equal pay, and the struggle for women's rights in various aspects of society.

## Miss Representation

Written and directed by Jennifer Siebel Newsom, Miss Representation exposes how mainstream media and culture contribute to the under-representation of women in positions of power and influence in America.

## The F-Word: Who Wants to be a Feminist?

The F Word is a thought-provoking feminist documentary that explores the subject of feminism and its multifaceted impact on society. Through a series of interviews and personal stories, the film offers a nuanced and balanced look at the roots and future of the feminist movement.

## The Help

An aspiring author during the civil rights movement of the 1960s decides to write a book detailing the African American maids' point of view on the white families for which they work, and the hardships they go through on a daily basis.

## Suffragette

In 1912, Maud, a 24-year-old laundress, finds her life turned upside down when she decides to testify in order to secure the right to vote for women all over Britain.

# Day 3 - Session 1: Needs of youth I



view the [declaration here](#)

DURATION (minutes)	Exercise	Methods & Process	Needed Materials (links or lists)
10'	Energizer and catch up	Split the participants in groups of 4. Each will have one task: 1 to do something, 2 to ask questions, 3 to imitate what 1 is doing and answer the questions of 2, and 4 to distract 3 without touching. You can do more rounds, with participants switching roles.	
80'	Planets of Hope	<p>The participants are divided into groups of 5-6. The trainer explains the context: several planets have just been discovered that have approximately the same characteristics as the planet we live on, The Earth. These planets are still uninhabited and the different groups have been selected to live on them and organise each of the planets.</p> <p>Each team must name their planet and make the following decisions in 20 minutes:</p> <ul style="list-style-type: none"> <li>• What are the basic needs that should be satisfied and / or recognized by any government to be established? (10 needs maximum)</li> <li>• How are we going to guarantee these needs to other people when they arrive?</li> </ul> <p>After having answered these questions, sharing is done in the whole group in which we try to find common ideas between the different groups and the reality on Earth. (10 mins)</p> <p>The groups are then given a copy of the Universal Declaration of Human Rights and they have another 20 minutes to:</p> <ul style="list-style-type: none"> <li>• Indicate which of the needs they have identified are included in the Universal Declaration and which are not.</li> <li>• Identify which of the needs that appear as rights in the Declaration they consider to be guaranteed or not on our planet and why.</li> </ul> <p>After that we have a discussion in which each of the groups explains:- The needs that appear as rights.- Those that they consider to be guaranteed, those that are not and why.- How the mechanisms that had been designed on the new planet to guarantee these needs could be used in our planet. (15 mins)</p> <p>At the end of the sharing, we do the Final reflection (15 mins):</p> <ol style="list-style-type: none"> <li>1. Human rights derive from the basic needs common to all human beings.</li> <li>2. To be rights, they must be regulated by law and have institutions that guarantee them and mechanisms to demand compliance.</li> <li>3. Although they are born as needs, they must be legislated. Social movements have fought for its legal recognition.</li> <li>4. Guarantees are the means to ensure, protect and promote rights (laws, institutions, regulating systems, social norms).</li> <li>5. They are values linked to human dignity (life, freedom, equality, participation, well-being). They guide coexistence.</li> <li>6. We all have the same rights without discrimination, although they are not always guaranteed equally everywhere.</li> <li>7. Talking about "group rights" does not mean that they have exclusive rights, but rather that due to their vulnerability they require specific regulations to ensure their real and equal enjoyment.</li> </ol>	<ul style="list-style-type: none"> <li>• papers</li> <li>• markers</li> <li>• copies of the Universal Declaration of Human Rights</li> </ul>

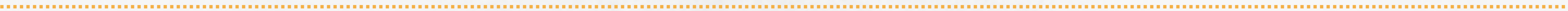


# Day 3 - Session 2: Needs of youth II



find the [song here](#)

DURATION (minutes)	Exercise	Methods & Process	Needed Materials (links or lists)
10'	Energysers	Invite everyone to learn and dance Sirtaki, or the famous dance from Zorba the Greek. You don't need to know the exact steps just move and enjoy the energy.	<ul style="list-style-type: none"> <li>speakers</li> <li>music</li> </ul>
45'	Role Play	<p>Divide the group in teams of 4-5 people. Each team has the task to identify a situation in their organisations, that showcases gender inequalities, in any way, at any level. In case they don't have a concrete example, they can get inspiration from what they've heard from others.</p> <p>The teams have 20' to prepare a theatre play (of 2-3 minutes) to show the situation to everyone. Then the presentations can begin. Each team takes turns in playing out their situation. After each play, we discuss what we notice happening there, and how we feel about it. Is it something common? How should have the people involved reacted?</p> <p>After watching all the plays, we can take the discussion to a more general level, talking about how we feel the situation is in general in youth organisations, and what are the barriers to gender equality.</p>	<ul style="list-style-type: none"> <li>you don't need anything in particular, but we encourage using the space and objects, using your full creativity.</li> </ul>






DURATION (minutes)	Exercise	Methods & Process	Needed Materials (links or lists)
20'	World Cafe	<p>Following up on the previous discussion we will organize a world cafe talking about ways to overcome the barriers. We will have 5 tables with 5 different topics to discuss. On each table the trainer prepares a flipchart with the following texts:</p> <ol style="list-style-type: none"><li><b>1. Unconscious biases and Self-awareness:</b> As youth workers, how might our own unconscious gender biases limit young people from pursuing certain interests or activities and what training or personal development might help us become more cognizant of our own gender biases?</li><li><b>2. Discovering talents and encouraging diverse interests:</b> How might we uncover hidden talents or skills in young people that they feel unable to explore due to gender expectations and what strategies could we use to encourage gender equality in young people to develop a broad range of interests and abilities outside of gender norms?</li><li><b>3. Sensitivity and support:</b> How can we constructively challenge gender limitations placed on youth while being sensitive to their lived experiences and what are some small steps we could take in our works to validate diverse skills and needs for young women and men?</li><li><b>4. Validation and Program implementation:</b> What are some small, tangible steps we could take in our organisations' roles, programs and activities to validate diverse skills and talents across gender lines?</li><li><b>5. Safe spaces:</b> As youth workers and leaders, how can we establish and sustain communication guidelines that allow young people, regardless of gender and interests, to feel respected, valued, and emotionally safe in our workplace?</li></ol> <p>Invite the participants to split into groups, and contribute to each question, by discussing with the people around the table for the following 15 minutes. They can move freely from one table to another, writing down their ideas on the flip charts, and trying to cover all the topics.</p>	<ul style="list-style-type: none"><li>• flipcharts with the topics</li><li>• markers</li></ul>
15'	Gallery Walk	<p>Have groups tape up flipcharts and do a 10 minute gallery walk. Participants walk around and view other groups' ideas and ask questions.</p> <p><b>Wrap Up (5 mins)</b> Close activity by asking the group to summarise key insights and learnings.</p>	

# Day 3 - Session 3: A Gender-Equal Dreamworld

DURATION (minutes)	Exercise	Methods & Process	Needed Materials (links or lists)
90'	Dreamworld news (outdoors if possible)	<p>The facilitator splits the participants in teams of 3 or 4 people. They will be in charge of reporting the news in a world that has become gender-equal.</p> <p>Each group gets materials - flipchart papers, crayons, post-its, etc., and they have to create a magazine edition or a video news clip, from a gender-equal society. The magazine needs to have at least 4 of the following chapters: * Parenting * Family life * Jobs * Business * Fashion * Science * Art * Sex * Sports * Politics * Hobbies...</p> <p>The articles don't need to be actually written by the end of the exercise, but we do need to have their description. Same with pictures/photos included in the magazine.</p> <p><b>The outdoor version:</b> This session can take place outdoor, even on a hike. Walking stimulates the imagination. To do this, prepare sets of paper notes with the topics for every group. One set has one color and all topics. The papers can also be used to divide the group into teams. The small teams are invited to discuss and brainstorm the topics on the way, and they will have time to realize the materials when you return from the hike.</p> <p><b>The indoor version:</b> You can write all the topics on a flipchart. In case it's needed, give the task with more than 4 chapters.</p>	<ul style="list-style-type: none"> <li>• flipchart papers</li> <li>• colored papers</li> <li>• markers</li> <li>• pens</li> <li>• crayons</li> <li>• etc.</li> </ul>



GETTING BRINGS:



- less suffering + love without pain
- equal treatment & opp.
- men can express love
- less poverty
- we can reach our potential → less death & passion crimes
- better mental health for everyone
- better family relations - better community rel.
- safer spaces
- better health
- faster technological development
- less war
- less racism
- empathic leadership



**In the future, there will be no female leaders. There will just be leaders.**

**Sheryl Sandberg**

# Day 3 - Session 4: Reaching the dream

DURATION (minutes)	Exercise	Methods & Process	Needed Materials (links or lists)
30'	Presentations	The trainer invites each team, in turn, to present their news - 5 minutes each. The debriefing should include the questions: how was it for you to imagine an equal world? what was easy? what was difficult? how would you feel to read news like this every morning?	<ul style="list-style-type: none"> <li>the news produced in the previous sessions</li> </ul>
15'	Brainstorming	The trainer facilitates a brainstorming session on the topic: <b>how would a gender-equal world be better than ours?</b> . While gathering the ideas, make sure they are clearly explained. The trainer can even play the role of someone who is hard to convince, in order to help the participants clarify their points. The brainstorming ends with the conclusion: This is what we're aiming for when promoting gender equality.	<ul style="list-style-type: none"> <li>Flipchart</li> <li>markers</li> </ul>
30'	Action Auction	Invite the participants to take a pen and a paper and make a list of all the ways in which they can act to make the world around them just a little more equal. No action is too small. They have 10 minutes to really search their brains.  When the lists are done, the trainer starts the auction. Who has identified 5 actions? Who has 10? Who gives more? When you find the participant with the most actions on the list, they win the game. Then invite them to share their list of actions. Invite the others to share if they thought of something that is not on the winner's list.	<ul style="list-style-type: none"> <li>pens</li> <li>paper</li> </ul>
15'	Evaluation of the day	<p><b>Individual reflection:</b> Invite participants to think for <b>three minutes</b> about the day and make notes (if they want to) in their notebooks. On each training day, we will add one minute to the individual reflection.</p> <p><b>Group reflection</b> There will be the same reflection group during the whole training. The groups should write/draw: What they enjoyed the most in this day + What is the song of the day? + Thoughts for the trainers. After they are finished, they put them all in a big envelope.</p>	

# Day 4 - City Reflection

DURATION (minutes)	Exercise	Methods & Process	Needed Materials (links or lists)
20'	Introduce the tasks	<p>Let the participants know that they will spend the day in the city. This will give them a chance to try and investigate the city, through gender lens. For today they can choose their teams and how they want to organize themselves, but they will have 2 big tasks to accomplish:</p> <ul style="list-style-type: none"><li>• use their cameras and take pictures of anything that makes them think of gender equality - it can be a statue, objects, people in the street doing different activities, the names of the streets, etc.</li><li>• take at least 3 interviews of people in the street about their relationship/experience with gender.</li></ul>	<ul style="list-style-type: none"><li>• phones/ cameras / recorders</li></ul>
as much as time allows	City Hunt	<p>The participants go to the city. In case the city is further away, make the necessary travel arrangements, and count the travel time to the activity. This activity is self-directed, so it doesn't necessarily need facilitation</p>	
60 minutes	Evaluation of the day	<p>Each group will show their photos and recordings at the end of the day and will discuss their findings and conclusions.</p>	



# Day 5 - Session 1: Self-diagnosis

Step by step towards equality:  
a guide for youth organizations

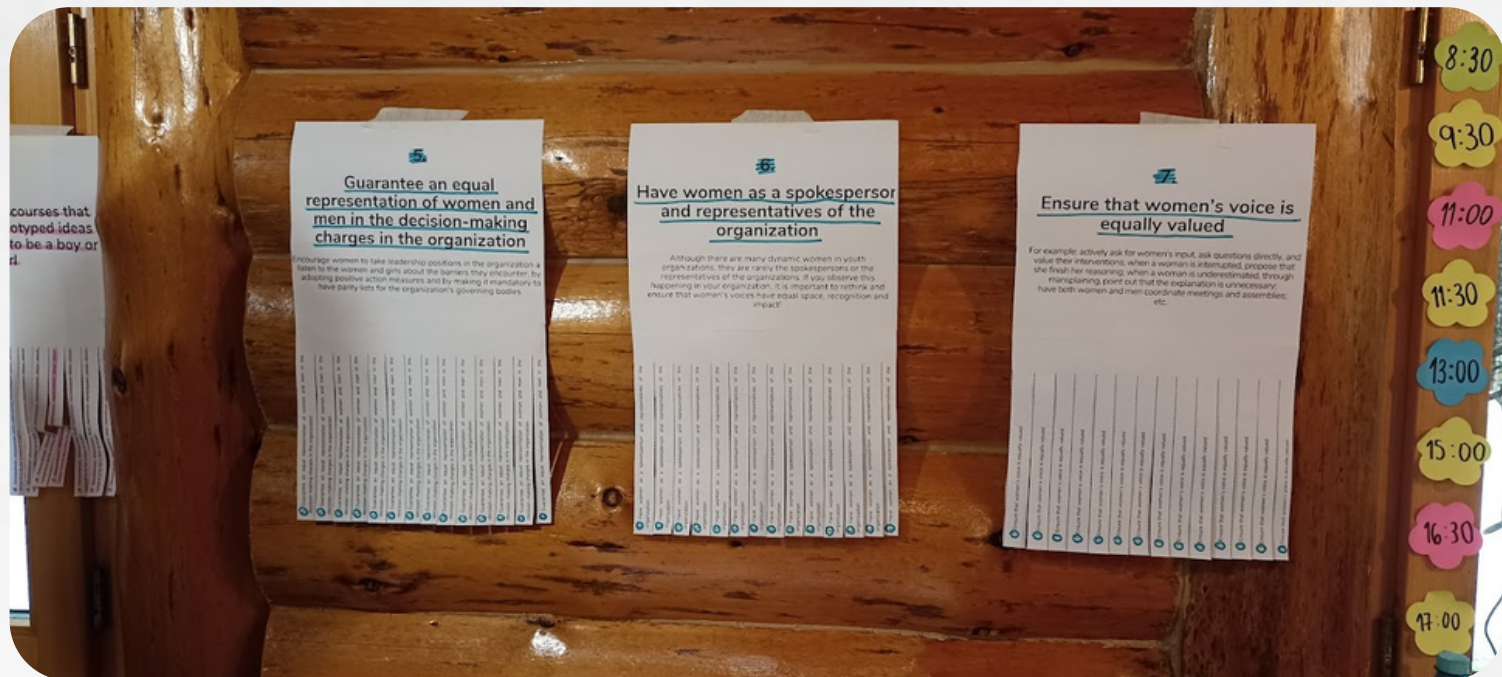
DURATION (minutes)	Exercise	Methods & Process	Needed Materials (links or lists)
5'	Presentation	The team shortly presents the Step by step towards equality: a guide for youth organizations.	<ul style="list-style-type: none"> <li>• Projector</li> </ul>
40'	The Self-Diagnosis	<p>The trainers present the self-diagnosis tool and explain the exercise. Each participant will think about their organization's internal and external practices in connection to 6 dimensions: * Relevance given to the topic * Leadership and speaking time * Communication * Activities * Sexual and moral harassment * Human resources.</p> <p>Each of these dimensions has 5 questions - to which the participants should answer with “yes” or “no” - “yes” can be interpreted as “mostly yes” and “no” as “mostly no”. After answering all the 30 questions, the participants complete a chart with the number of “yes” and “no” answers, in order to determine which dimensions need more work on.</p> <p>Highlight that there is a tendency to deny inequalities... But it is probable that there are certain aspects and dimensions that we are ignoring in our day-to-day practice in the organization, since the gender asymmetries are around us, everywhere, even if they go by unnoticed by less aware gazes. The organizations are effectively influenced by the contexts where they operate. They reflect, on a bigger or smaller scale, the social reality, which is unequal. This exercise is a “starting point” that constitutes the first step, an essential one to plan measures to achieve gender equality. Our proposal is to look inwards: to the operating modes, to young men’s and women's place, to the initiatives promoted in the communities. The exercise can be done in whatever space the participants prefer. They can take their time and then come back to the group.</p>	<ul style="list-style-type: none"> <li>• Pens</li> <li>• Questions for self-diagnosis</li> <li>• Charts</li> </ul>
40'	Sharing the diagnosis	Going back to the exercise done the previous day, the participants share their experience doing the self diagnosis with the group. The following questions can be asked in order to start and conduct the conversation: How was it like to do this exercise? What dimension do you think you need to work more on? Were you surprised by any question? Were there things that you have never thought about? Do you think this is a useful tool?	
5'	Conclusion	Finished the discussion, the trainers invite the participants to keep exploring this tool when they go back to their organization, mentioning the importance of answering these questions and do this analysis in teams, because: collective processes are richer, even if they’re not necessarily easier. The involvement of several people during this phase of comprehension of the problem, leads to a higher probability for them feeling implicated in finding solutions which enhances their commitment to promote gender equality and tackle discrimination.	

# Day 5 - Session 2: Measures for improvement

DURATION (minutes)	Exercise	Methods & Process	Needed Materials (links or lists)
10'	Energiser	<p><b>The inflatable horse</b></p> <p>Everyone is standing in a circle. The trainer leads the activity and the participants do what the leader does. The trainer reaches into a pocket and pulls out an invisible very small inflatable horse and puts the horse down, takes an imaginary pump and starts to inflate it. The participants are doing the same. Then when the horses are big enough, they all climb on. Then they start riding (acting like the are). Then on their ride they encounter different things: a puddle on the road (and they have to jump), a branch coming from the right (they duck to the left), a flock of sheep (they slow down), a festival with a lot of paparazzi (they smile and pose), a crowd of villagers (they wave). At some point, they decide to end their ride, they climb down from the horse, they deflate it, and put it back in their pockets, knowing they can always reach for it when they need a little energy.</p>	<ul style="list-style-type: none"> <li>• imagination</li> </ul>
45'	Suitcase full of Measures	<p>Spread out across the room are the concrete measures of the Step-by-step guide. Each participant is given a cardboard suitcase.</p> <p>The participants are asked to look around, read all the measures that contain ideas to achieve gender equality in youth organizations, and select the ones they will take with them back home to their own organizations. To do so, they rip the measure out of the paper (as if it was an announcement for a room to rent) and glue it to their suitcase. They should end up with a suitcase with several measures.</p> <p>After that, the participants who want to, can share the measures they are going to take home and why. The following questions can be asked in order to start and conduct the conversation:</p> <ul style="list-style-type: none"> <li>• What measures are you going to take home to your organization?</li> <li>• Do you think it is going to be difficult to implement?</li> <li>• Can you think about others that are not here but could be?</li> <li>• What was it like to do this exercise?</li> <li>• Are there measures that you have never thought about?</li> <li>• Do you think this is a useful tool?</li> </ul> <p>The trainers add that all these measures can be adopted by youth organizations committed to become more equal and inclusive. Some of them are suitable for one's organization, others not so much. Some will be easy to implement, others will take some time.</p>	<ul style="list-style-type: none"> <li>• Cardboard suitcases</li> <li>• Measures printed and ready to cut</li> <li>• Glue</li> </ul>









DURATION (minutes)	Exercise	Methods & Process	Needed Materials (links or lists)
35'	The Equality Plan	<p>The trainers propose to the participants to go even deeper in this exercise, highlighting that, even though an equality plan is something that each organization should do as a team, here the participants are going to experiment so that they feel more comfortable leading the process when they get back. The trainers share the matrix created for the guide (see pages 103/104) and go through each box and giving concrete examples (see pages 107/108):</p> <ul style="list-style-type: none"><li>• 1st column - Dimension of analyses: select one of the dimensions (recognition of the importance of the problem, leadership and speaking time, communication, activities, sexual and moral harassment or human resources);</li><li>• 2nd column - Action / measure (what): describe the measure you'll be implementing;</li><li>• 3rd column - Procedures / stages (how and when): describe, in some detail, the steps and diligences you will take to implement this measure, drawing a timeline;</li><li>• 4th column - People responsible and people who are involved (who): write the name(s) of the person / people who will take responsibility for coordinating the implementation of the measure / action and of other people that will be needed;</li><li>• 5th column - Financial, technical and logistical resources (what do we need to implement this action / measure): list the resources to be mobilized (financial, technical, logistical) in the implementation process of each measure/action;</li><li>• 6th column - Evidence/outcome indicators (how can we know if the implementation was successful): put the result indicators. The idea is to answer the question: how can we see that the measure / action was successfully carried out?</li></ul> <p>Invite each participant to take 15 min to practice creating their own plan, by taking at least one of the measures and go through each column, thinking about what they have to do to implement that specific measure.</p> <p>Some ideas to reinforce at the end of this session: The plan should be developed in a team (more heads think better and those who are involved in planning are more likely to be more committed to the actions and changes to be implemented);The organization's management cannot be exempted from participating in the conception of this plan. It is very important that they are involved in this project from the very beginning and that they make a consistent commitment to this action plan; The plan and its implementation should be revisited constantly and it is important that you establish a time to do that monitoring.</p>	<ul style="list-style-type: none"><li>• Flip chart with the matrix</li><li>• Papers with the matrix to distribute to the participants</li><li>• Pens and markers</li></ul>

# Day 5 - Session 3: Facilitation of learning

DURATION (minutes)	Exercise	Methods & Process	Needed Materials (links or lists)
10'	Intro	Invite the participants to walk around the room in silence. The trainer will ask some questions, and as responses come to their mind, the participants should share them out loud. Questions for reflection to start the session: "How can we, from our roles, facilitate the process of including gender equality in our organization, in our activities? What should be our actions, our attitude, our behavior, our methods?"	
35'	Experiential Learning	<p>The group sits in a circle and is asked to start counting from 1 to 20, without having 2 people say the same number and without establishing prior rules. Their only task is to reach 20, while making sure they create space in the group for all participants to count, to intervene, to be listened to.</p> <p>After the practice, the facilitator discusses the experience of the participants (conduct the debriefing): What did you have to do? What was the task? How did you feel during the task / activity? What can you relate the activity to? Are there any similar situations in your daily life? What can you transfer from this experience to your daily interactions?</p> <p>The debriefing is carried out and the connection is made with the theory of the experiential learning cycle of KOLB: Experience, Reflection, Generalization and Application - at first we just tried, then we noticed what was happening, we had some ideas, we tried again, etc.</p>	<ul style="list-style-type: none"> <li>• Flipchart or experiential learning cycle notes</li> </ul>
30'	Identification of learning styles	<p>Learning styles - to be effective, we will write on 4 flipchart sheets the short characteristics of the 4 learning styles: Active, Reflective, Theoretician and Pragmatic.</p> <p>They are placed on the floor and the participants are asked to position themselves next to the learning style they resonate with. They can also be placed between styles or at the intersection of several styles: 2 or 3 or even 4. The learning styles are then reviewed by participants who make connections with their own experiences and bring the characteristics concretely. Then the connection is made with the Experiential Learning Cycle, facilitating in such a way that the participants realize by themselves that each learning style corresponds to a different stage. The summary is concluded with the types of activities specific to each stage of the experiential learning cycle. As optional homework, we offer them the Learning Styles Quiz.</p>	<ul style="list-style-type: none"> <li>• 4 flipchart sheets with descriptions of learning styles</li> <li>• the online quiz: <a href="https://www.mint-hr.com/mumford/">https://www.mint-hr.com/mumford/</a></li> </ul>
15'	ASK model	ASK competency model - What does a competence mean - Venn diagram: Knowledge, Skills, Attitudes. Examples are given, especially from the participants. Clarification of the difference between the roles: teacher and facilitator.	<ul style="list-style-type: none"> <li>• ask diagram on a flipchart</li> </ul>

The activists give themselves fully to new experiences without thinking. They enjoy "here and now" and are happy when dominated by firsthand experiences. They are open-minded, not skeptical and this makes them enthusiastic about everything new. Their philosophy is "One day I will try it all".

They are prone to first act and then to think about the consequences. Their days are full of activities. They approach problems through brainstorming. Right after the thrill of an activity has passed they engage themselves in finding a new one. They are inclined to live for the challenge and get bored by things that require time and repetition.

They are communicative, constantly involved in relationships with others and by this they are trying to attract all activities towards themselves.

**ACTIVE**

**LEARNS BEST:**

- from new experiences & problems
- through games, competitions, role play
- in the spotlight
- when they are thrown in a task they think is difficult

**STRENGTHS:**

- flexible & openminded
- happy to try things
- happy to be exposed to new situations
- optimistic about anything and therefore, they respond well to change

**WEAKNESSES:**

- tend to take immediate & obvious action without thinking
- often take unnecessary risks & hog the spotlight
- rush in action without preparing enough
- get bored with implementation

**REFLECTIVE**

**LEARNS BEST:**

- when encouraged to watch, think & chew over activities
- if they are allowed to think before acting & assimilate before commenting
- when they have opportunity to review what happened and what they learned
- if they can reach a decision in their own time without pressure and tight deadlines

**STRENGTHS:**

- careful, thorough and methodical
- thoughtful
- good at listening to others and assimilating information
- rarely jump to conclusions

**WEAKNESSES:**

- tendency to hold back from direct participation
- slow to make up their minds and reach a decision
- tend to be too cautious and not take enough risks
- not assertive – they are not particularly forthcoming and are not good at 'small talk'

The activists give themselves fully to new experiences without thinking. They enjoy "here and now" and are happy when dominated by firsthand experiences. They are open-minded, not skeptical and this makes them enthusiastic about everything new. Their philosophy is "One day I will try it all".

They are prone to first act and then to think about the consequences. Their days are full of activities. They approach problems through brainstorming. Right after the thrill of an activity has passed they engage themselves in finding a new one. They are inclined to live for the challenge and get bored by things that require time and repetition.

They are communicative, constantly involved in relationships with others and by this they are trying to attract all activities towards themselves.

Theoreticians adapt and integrate their observations in complicated but logically-sound theories. They think about issues in a vertical, logical, step-by-step process. They transform radically different facts in harmonious theories. They are apt to professionalism and do not settle down until the issue is cleared and organized in a rational scheme.

They love to analyze and synthesize. They are keen on thinking based on prerequisites, principles, theories, models and systems. Their philosophy praises the rationale and the logic: "If it is logical then it is good". The questions they often ask are: "Does this have a meaning", "How does this relate to that?", "What are the prerequisites for...?"

They are unprejudiced, analytical, devoted to the rational objectivity and not to the subjectivity and doubtful things. Their approach towards problems is consistently logical.

**THEORETICIAN**

**LEARNS BEST:**

- if they have time to deeply explore the association and relationships between ideas, events & situations
- when in structured situations with clear purposes
- if they can question the method, the assumptions or logic behind things
- they are intellectually stretched

**STRENGTHS:**

- logical thinker
- rational & objective
- good at asking probing questions
- they have a disciplined approach

**WEAKNESSES:**

- restricted in lateral thinking
- low tolerance to uncertainty, disorder, and ambiguity
- intolerant of anything subjective or intuitive
- full of "should", "have to", and "must"

**PRAGMATIC**

**LEARNS BEST:**

- if they easily see the link between the topic and a problem, an opportunity, or the job
- when they see methods with obvious, practical advantages, applicable to what they do
- if they have the chance to try and practice techniques, with coaching & feedback from a credible expert
- when they can focus on practical issues

**STRENGTHS:**

- keen to test things out in practice
- practical, down-to-earth, realistic
- gets straight to the point
- technique oriented

**WEAKNESSES:**

- tends to reject anything that has no obvious application
- not very interested in theory or basic principles
- tend to "jump" on the first fast solution to any problem
- impatient with long texts or talks
- more task oriented than people oriented

Pragmatists are keen on trying ideas, theories and techniques to see if they work in practice. They look for new ideas and use every opportunity to try them. They are people who will come back from a management training full of ideas that they want to apply in practice.

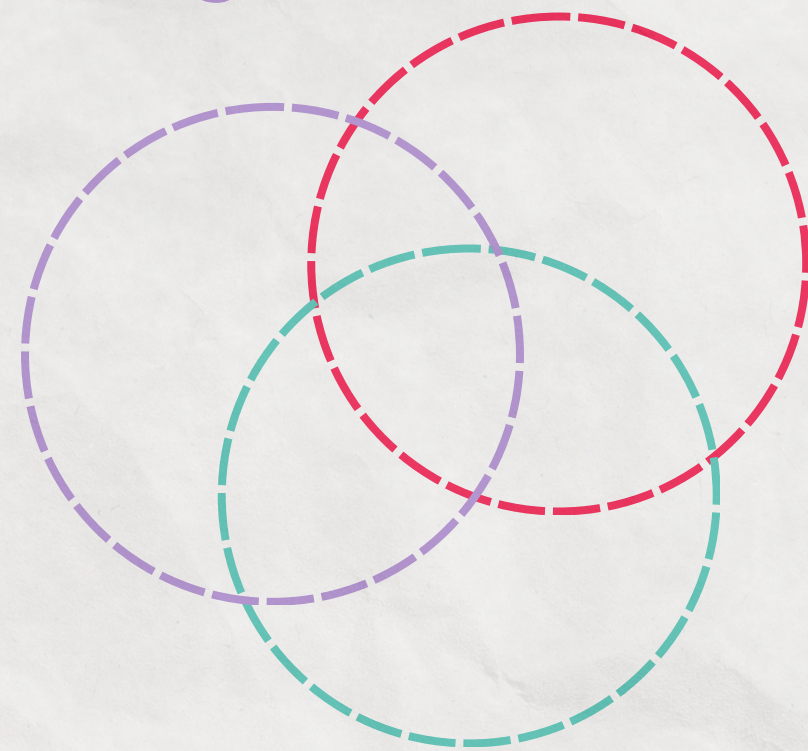
They love to get to know things rapidly and act fast and with confidence on ideas that attract them. They are impatient during discussions that are full of long thoughts or are with an open end. They are exceptionally practical, well-grounded, problems-solvers who take practical decisions.

They approach the problems and the new opportunities as a challenge. Their philosophy is "There is always a better way" and "If it works then it is good"

## ASK model

knowledge

skills



attitudes

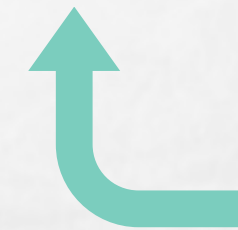
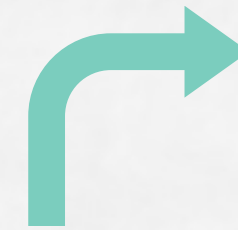
## Kolb's cycle

direct  
experience

testing the concept in  
another situation

observation and  
reflection

formation of abstract  
concepts and  
conclusions



# Day 5 - Session 4: Facilitation of reflection

DURATION (minutes)	Exercise	Methods & Process	Needed Materials (links or lists)
40'	Practice your questions	<p>Start the session with an experiential game that serves both as an energizer and as introduction to the topic.</p> <p>The participants stand in 2 rows and they are going to compete. Each row leader will have a dialogue with the other row leader. The dialogue can only consist of questions. The dialogue must make sense and build a story.</p> <p>If a participant makes a statement instead of a question, they will go to the end of their row. If there is too long a pause before the question, they will go to the end of the row. The game will continue with the next 2 people in the row.</p> <p>Debriefing questions:</p> <ul style="list-style-type: none"> <li>• what did we do? what were the rules? how did we manage?</li> <li>• how was it for us to only communicate through questions? how easy is it to find the right questions?</li> </ul> <p>Then the trainer will facilitate the discussion towards the techniques of asking questions, highlighting the possible pitfalls: * Multiple questions * Questions with answers included * Moralizing questions * Tendency questions * Dichotomous questions in the conditions in which a narrative answer is desired * Unclear questions</p> <p>They will also talk about other aspects that can block the real answer: the context, the space, the available time, inadequate duration, noise, the state of health, the state of fatigue, etc.</p>	<ul style="list-style-type: none"> <li>• Flipchart with list of barriers to good questioning</li> </ul>
50'	Debriefing method	<p>The trainer will facilitate an experiential exercise - the straw challenge (or another that you find suitable for this group) - where participants must work in a team in order to put on the ground a straw string.</p> <p>This task should be easy to complete, if great team work happens. In order to talk about the ORID method, the facilitator will share the ORID method of debriefing (see next page), detailing each set of questions: Objective, Reflexive, Interpretive and Decisional.</p> <p>After this, each participants will be invited to propose some debriefing questions, applied to the teamwork experience they just lived.</p> <p>The participants are invited to write down one question from each set for the previous exercise, with the questions, practicing the ORID technique in this way. As they share their questions, the group will discuss and decide if the type of question is right as per the indicated category or not and how it could be rephrased.</p>	<ul style="list-style-type: none"> <li>• Flipchart with the list of questions on the 4 categories: Objective, Reflective, Interpretative and Decisional</li> </ul>

# The ORID model of reflection

set / type

objective / focus

examples

**O** - Objective

getting the facts

What did we do? How did we do it? What do you remember?  
What did you hear or see? How many people were there?  
Who was involved, what was said?

**R** - Reflective

identifying emotions

How did you feel? What was your first response? What other feelings did you experience? Did you like this or not? Where do you remember the whole group reacting? Did your feelings change along the way?

**I** - Interpretive

find value, meaning,  
lesson, draw conclusions

What would you say were the main points? What did this mean? What were the main messages? What did you learn? Which of these actions should be first priority?

**D** - Decisional

plan future actions

In what ways can you apply what you saw today to your farm? How might the things you observed today change what you do on your farm? What can you or will you use or follow up from today? What would you say about this event to someone who was not there?

# Day 6 - Session 1 & 2: Get ready to facilitate!

DURATION (minutes)	Exercise	Methods & Process	Needed Materials (links or lists)
20'	Presentation of the task	<p>Participants are divided into groups of 3-4. Each group has the task to prepare and facilitate a group activity on the topic of gender equality. Their participants will be our whole training group.</p> <p>They will need to follow these guidelines:</p> <ul style="list-style-type: none"> <li>• time allocated for preparation - 150 minutes (60 minutes of the first session, 90 minutes the next session)</li> <li>• necessary materials will be provided</li> <li>• implementation time (experience + debriefing) will be 25 minutes</li> <li>• feedback from colleagues and trainers 20 minutes</li> </ul> <p>Keep in mind: Let us know if you need different materials. We warmly encourage you to coordinate among each other in order to not choose all the exact same things. Ask any questions or support from the trainers, either at this point or along the preparation time.</p>	<ul style="list-style-type: none"> <li>• Flipchart with the criteria</li> </ul>
10'	AMA moment	AMA= Ask me anything is a Q&A session. The trainers will answer any questions from participants, about facilitation, choosing activities, setting goals for sessions, etc.	
60'	Preparing sessions in small teams	Preparation of teams - The teams have one hour and whatever materials they need to start preparing their sessions.	<ul style="list-style-type: none"> <li>• According to needs</li> </ul>



## Day 6 - Session 3: Participants become trainers

DURATION (minutes)	Exercise	Methods & Process	Needed Materials (links or lists)
10'	Introduction	<p>2 of the teams will facilitate during this session. The trainers remind everyone the following:</p> <ul style="list-style-type: none"> <li>Facilitate it to us as if you would be facilitating it to your participants. If needed, let us know who we are (young people, women from a village, etc.).</li> <li>After the 25 min. sessions, the “protagonists” will have the opportunity to receive feedback from both the facilitators and the rest of our colleagues.</li> <li>The group will debate also on potential alternative objectives of the exercises &amp; asks clarification questions from the trainers.</li> <li>When giving feedback, keep in mind: Feedback is a gift - we give it and take it knowing that the person who delivers it wants us to be better next time. Make sure you share what you have appreciated in each session, along with what you would have done differently. Make sure that you word it so that it is explicit that you address a specific situation or behavior, not a person. We all have our strengths and our areas to improve, we might be aware of some and in the dark about others - let us enjoy the process of discovering how what we do is seen from the outside.</li> </ul>	<ul style="list-style-type: none"> <li>According to needs</li> </ul>
80'	GE Sessions	<p>2 presentations with feedback</p> <p>Group 1 - 45 minutes.</p> <p>Group 2 - 45 minutes.</p>	<ul style="list-style-type: none"> <li>According to needs</li> </ul>

## Day 6 - Session 4: Participants become trainers - part 2

DURATION (minutes)	Exercise	Methods & Process	Needed Materials (links or lists)
80'	GE Sessions	<p>2 presentations with feedback</p> <p>Group 3 - 45 minutes.</p> <p>Group 4 - 45 minutes.</p>	<ul style="list-style-type: none"> <li>According to needs</li> </ul>
10'	Reflection	Individual reflection - <b>6 minutes</b> , and the usual group reflection.	

# Day 7 - Session 1: Participants become trainers - part 3

DURATION (minutes)	Exercise	Methods & Process	Needed Materials (links or lists)
10'	Energizer	Invite one of the participants to facilitate an energizer for their colleagues. After all, they are all facilitators now!	
80'	GE Sessions	2 presentations with feedback Group 5 - 45 minutes. Group 6 - 45 minutes.	<ul style="list-style-type: none"><li>• According to needs</li></ul>



# Day 7 - Session 2: Plan for the future

DURATION (minutes)	Exercise	Methods & Process	Needed Materials (links or lists)
30'	Reflection	<p>We are starting our plan for the future based on the things we have just learned. We invite participants to a moment of reflection guided by a few questions:</p> <p>Participants are given a reflection card with 3 columns:</p> <ul style="list-style-type: none"><li>• One thing I have (re)discovered about myself today</li><li>• One thing I have learnt from listening / seeing the presentation of a colleague.</li><li>• One thing I have discovered by listening / seeing the facilitator speak or behave.</li></ul> <p>Choose to share one of the three in the big group.</p>	<ul style="list-style-type: none"><li>• Flipchart with the reflection questions</li><li>• reflection cards for all participants</li></ul>
60'	Plan	<p>Create your own session plan. One you will facilitate in your community back home. This will be individual work. To help in planning, the participants will have to think about:</p> <ul style="list-style-type: none"><li>• what they want the participants to learn (session objectives)</li><li>• the method they want to use</li><li>• one evaluation method</li><li>• the order of each moment - and arrange them in a table (duration, exercise, process, materials)</li></ul> <p>During the preparation, the trainers will be available for questions or consultations.</p>	<ul style="list-style-type: none"><li>• papers / notebooks</li><li>• pens</li></ul>

## Day 7 - Session 3: Evaluation

DURATION (minutes)	Exercise	Methods & Process	Needed Materials (links or lists)
30'	Group Reflection	In preparation of this sessions, the trainers post on the walls, tables, or on the floor, the training materials used in the previous days (flip charts, the agenda, diagrams, plans, newspapers, etc). The trainer invites the participants to narrate what happened during the whole week, trying to arrange the memories in their real chronology. It's a time to remember and solidify the memories, so don't forget to include the emotions. Which part was difficult, which was fun? Celebrate your moments together.	
60'	Feedback	Invite the participants to walk among the training materials and write their thoughts about the lessons they learned using them. Draw some bulls-eye graphs and put them next to the training objectives. Ask the participants to indicate with an x the degree to which they believe the objectives have been reached. Play some nice music in the background.	<ul style="list-style-type: none"> <li>• all the training materials</li> <li>• markers</li> <li>• music</li> <li>• flipchart with bulls-eye graphs</li> </ul>

## Day 7 - Session 3: Celebration

DURATION (minutes)	Exercise	Methods & Process	Needed Materials (links or lists)
90' or as long as it's needed	Celebration	If possible, use the previous break to prepare for this last session. Gather all materials and put them out of sight. The room should be as empty and orderly as it can be. Try to bring some warmth by lighting some candles and playing some soft music. If possible, create sitting places on the floor - maybe with pillows? In the center place a deck of Dixit cards. Invite the participants to join you in this circle and share with the groups, in turn, what they take with them from this training. Remind them that this part is not going to be a discussion, and ask them to refrain from verbally reacting to what the others are sharing. This is a safe space, we already know each other really well by now, so everyone is free to share, without fear of judgment, whenever they feel ready. After the sharing is over, consider the possibility of a group hug, or at least a group photo.	<ul style="list-style-type: none"> <li>• music</li> <li>• Dixit cards</li> <li>• printed diplomas</li> </ul>



*Maguri Racatan, 2023*

### Acknowledgements:

This training design would not have been what it is today without the participants of our training course, and their willingness to engage, learn, and contribute, without their insightful yet kind feedback and suggestions.

Alexia-Elena Bălăşoiu  
Ana-Yasmina Micu  
Carolina Virtuoso  
Clara Rodrigo Santano  
Eduardo Marín Martínez  
Elena Alfaro Sigüenza  
Eva Jesus  
Inês Agostinho Valador  
Luis Tanoeiro  
Mónica Pérez  
Nice Maria Dumitru  
Rafael Soares  
Rita da Silva Lourenço  
Timea Serb

**Thank you!!!**



**Co-funded by  
the European Union**

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.