

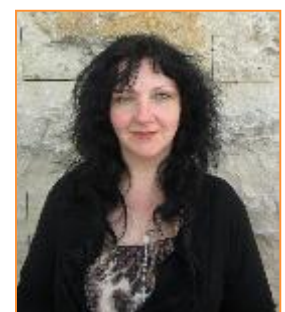
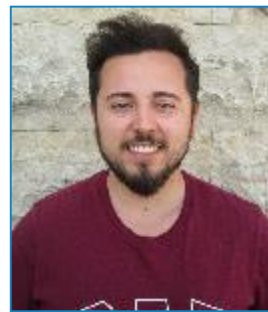
Associação de Defesa do Património Cultural e Natural de Soure (Portugal)

TOOLKIT BOOK

EUROPE AROUND GENDER EQUALITY

A GUIDE TO DEVELOP GENDER EQUALITY ACTIVITIES





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INTRODUCTION



This toolkit ebook is the result of a Erasmus+ youth workers mobility project. The “Europe Around Gender Equality” training course was held in Soure (Portugal), April 14th-21st 2015 and got together participants from Portugal, Italy, France, Poland, Turkey and Romania discussing gender equality issues and its relation with youth people.



Introduction

Aim and objectives

The main aims of this project were:

- Raise awareness for gender equality issues in Europe;
- Improving youth leaders and youth workers transversal skills in gender equality field;
- Improving quality in youth workers and youth leaders work;
- Increase personal and professional opportunities for participants.

With this training course activity we wanted:

- To discuss gender equality concepts;
- To know gender equality situation in Europe;
- To provide space for exchange on how organizations deal with gender equality issues;
- To explore new methodologies to work gender equality issues with young people;
- To enable partnership-building and networking in view of future strategic interventions and actions related to the theme of the training course.

CHAPTER TWO

GENDER EQUALITY - NATIONAL SITUATION

GENDER EQUALITY - NATIONAL SITUATION

Portugal

Gender equality in Portugal is established by the Constitution since 1976, before 1974, due to the dictatorship period, women couldn't vote, leave the country without men permission, have specific jobs, and so on.

In education women are more successful than men, the number of women in higher education is higher than men, but they choose areas that keep the stereotype of women taking care of others, for example: teaching field, nursing and social sciences.

In 2010, 60% of the total of NEET's were women and the official rate of unemployment is higher in women.

In 2014, most of the domestic violence complaints were made by women regarding the man they lived with. Around 82% were female victims.

Portugal has a parity law since 2006, but in 2014 have never been a woman as President of Republic and neither an elected woman for prime-minister. Portugal has 308 municipalities, but just 23 have a woman in charge of it.



Presentation's authors: Portuguese team

GENDER EQUALITY - NATIONAL SITUATION

Italy

Accordingly to the European Institute for Gender Equality (EIGE), Italy is ranked amongst the countries in the EU with the lowest gender equality situation. Its performance was above the EU average in one area only, namely health, thanks to Italian women's long life expectancy.

Regarding Italian gender equality policies we can highlight:

- 1978 – abortion is regulated by law;
- 1996 – Sexual abuse was acknowledged as a crime against the person;
- 1999 – Amsterdam treaty;
- 2009 – Stalking is considered a type of punishable offence by law;
- 2011 – Introduction of mandatory quotes on the boards of companies listed in the stock exchange.

In the past, boys and girls were divided in two different types of schools, but now they are all together.

In 1946, with the movement called 'Femminismo', women had the right to vote.

EIGE also refers equality to LGBT people. This movement was born in Italy in 1966 with the Associazione Culturale Roma-1, where "Roma-1" is a secret acronym for Rivolta Omosessuale dei Maschi Anarchici-Prima fase (Homosexual revolt of male anarchists-first phase).

Source: EIGE, www.eige.europa.eu
Presentation's authors: Italian team



GENDER EQUALITY - NATIONAL SITUATION

France

Since the II World War, France has been involved under gender equality questions. Several laws have been promoted concerning parity, women's rights and women and men equality.

Today we are still thinking those questions. Reality isn't reflecting that laws and French people have tried to set up about gender equality.

We notice that there are a lot of things to improve like representativeness in some work sectors, wage equality, politics parity and so on.

So with earlier education, across manifestations debate, intercultural exchanges, France and French people are trying to make people reflecting around the gender equality concept.



Presentation's authors: French team

GENDER EQUALITY - NATIONAL SITUATION

Poland

Polish situation about gender equality is not so good like in other European countries. Because women are still discriminated on many levels, like in work, university, economy, and so on.

We still have wrong stereotype of women who are not working and too many Polish people think that women should take care of babies and do household works.

But thanks to many NGO's these images will change in few years. And thanks to the work of these organizations Poland will change!

Presentation's authors: Polish team



GENDER EQUALITY - NATIONAL SITUATION

Romania

Regarding data from 2011, Romanian companies did not make full use of the female labour force potential. For example:

- Employment rate of women in the Romanian labour market is 52%, while EU-27-average is 58.5%;
- Tertiary education attainment of women in Romania has increased to 13.4%, which is still below the EU-27-average of 24.8%;
- The vertical segregation of women and men in hierarchical levels is stronger than on EU average: in Romania the rate of women on boards is 10% and the EU average is 14%;
- The unadjusted gender pay gap in Romania has increased. In Romania women earned, on average, 12.5% less than men in 2010.



Source: EIGE, www.eige.europa.eu
Presentation's authors: Romanian team

GENDER EQUALITY - NATIONAL SITUATION

Turkey

Turkey, as many other countries in the world, has some problems regarding gender equality. Turkey is the 68th rank in gender inequality index-GII in 2012 and according to Global Gender Gap Report, Turkey is 120th in 136 countries. Some numbers show the situation of women in Turkey:

- Only 22% of women work outside their homes. This number may decrease if there will be ways to conciliate family life with professional life;
- 6% of employers are women;
- Only 9% of real estate belongs to women;
- Only 10% of lawmakers, senior managers and managers are women;
- The rate of women CEO's in Turkey is twice as high (12%) as the number in developed countries (5%);
- An increase of 5 points in women's employment decrease poverty by 15%;
- 62% of women are not able to participate in labour force because they are occupied with domestic work and for men the rate is 0;
- 58% of working women do not have any social security;
- Only 9% of parliament's members are women, which ranks Turkey in 105th out of 181 countries.

Turkey works up to be one of the biggest economies in the world in 2023 and works to achieve these aims by collaborating with women!

Presentation's authors: Turkish team





University of Coimbra, Via Latina stairs.
Training Course participants



VIOLENCE AGAINST WOMEN AND GIRLS IS A GLOBAL PROBLEM; IT HARMS WOMEN, FAMILIES, COMMUNITIES AND SOCIETIES. WE CAN ONLY STOP IT BY WORKING TOGETHER. WOMEN AND MEN.

- Ban Ki-moon, UN Secretary General

CHAPTER THREE

ENERGIZERS

ENERGIZERS

Atoms

Objectives: To energize participants, help them feel more comfortable with each other learning each others names.

You will need: Empty room or outdoor;
One facilitator;
1 piece of paper per participant;
Enough markers or pencils.

Development: In a piece of paper participants will write their name and 2 things that they are very good doing it.

They will start walking around the room/open space, switching papers between them.

Facilitator tells them they are atoms and they must behave like that. So, as higher is the temperature as fast they have to move. At some point, facilitator will tell them the temperature is very high and then is very low in order for them to walk/run very fast and then walk very slowly, always switching papers between participants.

During the activity, the facilitator will shout "STOP". At that moment participants will have to give the paper they have in their hands to the right "owner", the person that has its name written in the paper.

And the game continues as long as the facilitator thinks its need for participants to energize.

Time: At least 15 minutes, between writing papers and doing the game.



ENERGIZERS

How are you feeling today?

Objectives: To energize participants and help them feel more comfortable with each other.

You will need: A room or outdoor
1 chair per participant;
One facilitator.

Development: Participants are sitting in a circle. The facilitator is standing in the middle without a chair. He/She is asking participants: "How are you feeling today?" And they may respond "GOOD", "SO AND SO" or "BAD".

If participant says **Good**, those participants who are sitting at participants right and left side must switch place between them and facilitator must try to sit in one of the empty chairs.

If participant says **So and so** nobody switch places and facilitator can't find an empty chair.

If participant says **Bad**, all others participants must switch chair and find a different chair to sit. In the mess, facilitator tries to find a place to sit.

While participants are changing places, the one who is in the middle of the circle asking the question tries to find a place to sit and someone else will lose his/her chair.

And the game continues as long as the facilitator thinks its need for participants to energize.

Time: At least 15 minutes.

ENERGIZERS

Someone who...

Objectives: To energize and help participants get to know each other better.

You will need: A room or outdoor;
One facilitator.

Development: Participants are stand or sitting in a circle. The facilitator starts saying something like “Someone who like to paint” or “Someone who has blue shoes” or “Someone who ...”. All participants who like to paint or have blue shoes or... must run and change place.

All participants have to say something an also have to change place at least once. And the game continues as long as all participants say something.

Time: At least 15 minutes, depending on the number of participants.



ENERGIZERS

Rock, Scissors, Paper

Objectives: To energize participants and help them feel more comfortable with each other.

You will need: A room or outdoor;
A pair number of participants;
One facilitator.

Development: In couples, participants are playing “Rock, Scissors, Paper”. Those who win will play again with the winner of the other team. Those who lose will cheer up their winning pair saying his/her name. The game ends with a final match with the two winning participants and all other participants cheering their leader.

Time: At least 15 minutes, depending on the number of participants.



ENERGIZERS

Fish

Objectives: To energize participants and help them feel more comfortable with each other.

You will need: A room or outdoor;
One facilitator.

Development: Facilitator divides the group in two (by sex, ages, color of the hair doesn't matter the characteristic) and explain participants that they are fishes. Each group must have a volunteer that will be the leader of all fishes. Each group leader must walk around like a fish and the other members of the group must copy what the leader is doing.

When facilitator says "FISH" both groups have to find a new leader and continuing moving and copying what the new leader is doing.

The team who is able to easily change leader and continues playing as fishes wins.

Time: At least 15 minutes, depending on the number of participants.



ENERGIZERS

Follow the leader

Objectives: To energize and help participants get to know each other better.

You will need: A room or outdoor;
One facilitator.

Development: Participants are stand in a circle and one participants is going outside the circle not seeing or hearing what the circle is planning. Participants in the circle choose a leader and the leader choose a movement/gesture that all members of the circle must copy.

The participant outside the circle goes inside and have to find out how is the leader. The leader continues doing different movements/gestures, and other participants must copy, till the volunteer finds out who is the leader. When it happens they change place: the participant outside the circle goes to the circle and the leader goes outside the circle.

And the game continues as long as the facilitator thinks its need for participants to energize.

Time: At least 15 minutes, depending on the number of participants.

ENERGIZERS

Clap your hands and say my name

Objectives: To energize and help participants get to know each other better.

You will need: A room or outdoor;
One facilitator.

Development: Participants are stand in a circle, everyone should see each other and everyone should know the name of each other. Facilitator starts the game and participants should do the same signs. The rules for the signs are:

1. Hit with the hands in his/her knees twice;
 2. Clap his/her hands twice;
 3. Snap his/her fingers twice;
 4. As the participants is snapping his/her fingers should say at the same time his/her name and the name of next person and continues on this cycle.
- If someone mess in the rhythm, or don't snap his/her fingers or don't not say the correct names, is disqualified from the game. Then the game begins accelerating the rhythm. It must win the fastest.

Time: At least 15 minutes, depending on the number of participants.

Activity done by Esra Özgüven, Turkish team





**Soure, Portugal.
Training course participants group.**



**NEXT TIME YOU ARE ABOUT TO CALL A
LITTLE GIRL “BOSSY”, SAY INSTEAD: SHE
HAS EXECUTIVE LEADERSHIP SKILLS.**

**- Sheryl Sandberg, COO and Member of the
Board, Facebook**

CHAPTER FOUR

GENDER EQUALITY ACTIVITIES

GENDER EQUALITY ACTIVITIES

Sex vs. Gender

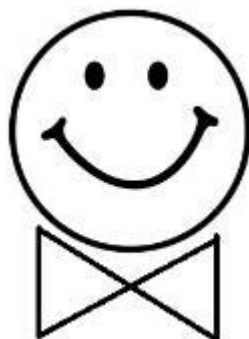
Objectives: To explore the concepts of gender and sex and the differences between them.

You will need: A board or flipchart;
One facilitator.

Development: Facilitator must draw in the board/flipchart an image of a man/boy and a woman/girl. Start to ask participants to say characteristics of men/boys and women/girls, both physical and psychological characteristics, and write it under the images. After all participants said some characteristic of men/boys and women/girls and if all agree with the characteristics, facilitator changes the loop. The male draw becomes the female draw and vice-versa. And now starts the discussion about the supposed male and female characteristics, discuss if men/boys can have female characteristics and vice-versa. In the end the only characteristics that can not be changed are those related with reproductive function.

Finish the activity clarifying the meanings of the concepts of gender and sex and the social construction around their meaning.

Time: 30 minutes.



GENDER EQUALITY ACTIVITIES

The danger of a single story

Objectives: To understand how stereotypes and prejudices are being created.

You will need: A board or flipchart;
A computer with internet connection;
A video projector;
Speakers;
One facilitator.

Development: The session is starting by sharing TED speech of novelist Chimamanda Adichie: **The danger of a single story** available online (<https://www.youtube.com/watch?v=D9lhs241zeg>).

After the speech the participants are asked to think about what kind of stereotypes they have and/or they have been victims of. Sharing is following by discussion that is moderate by facilitator and provide space to reflect on stories and see the participants experiences with prejudices, stereotypes and discrimination, how prejudices and stereotypes are created and on other side by which actions, steps they can be changed.

Facilitator divides the big group in small groups and the task is to make a list of ways to reproduce stereotypes.

End the activity discussing those ways of reproducing stereotypes and what can be done to change it.

Time: 90 minutes.



GENDER EQUALITY ACTIVITIES

Chronological line

Objectives: To know important dates and facts regarding gender equality.

You will need: A board;
Cards with facts and cards with dates;
One facilitator.

Development: Prepare some cards with important facts about gender equality theme and some cards with the year/date of those facts.

The session is starting explaining the importance of knowing some key facts and the consequences of them.

Facilitator divides participants in small groups and give a set of cards to each group. Give 15 minutes to each team to associate key information to the right dates. While teams are working, facilitator should draw a chronological line on the board.

Gather every group's answer. Make connections between the fact and the date and discuss every event.

Time: 40 minutes.



Activity done by French team

GENDER EQUALITY ACTIVITIES

World Cafe

Objectives: Discuss about gender equality issues.

You will need: Tables and chairs;
Cookies and drinks like it was in a cafe
Papers and markers;
One facilitator and one volunteer for each table.

Development: Prepare the tables with cookies, drinks, paper and markers. Divide participants in small groups, you should have one table for each group. Ask for volunteers good at writing conclusions. Explain the propose of the activity, in this case is to discuss gender equality issues and its connection with youth work.

Explain the rules:

1. Each table has a question. Participants must discuss that question. Every participant must say something.
2. The volunteers must write down the conclusions.
3. After 20 minutes the group changes table but the volunteer remains in its table. The volunteer is the one that never changes table and always writes participants' conclusions.
4. After all groups have changed table they start to discuss the new question they have in their new table.
5. After 20 minutes a new change of tables. The exercise continues till all groups have passed by all tables and discuss all questions.
6. In the end, facilitator calls the volunteers and they present what was discussed in their tables and the conclusions.

Time: 90 minutes, depending on the number of participants and tables.

GENDER EQUALITY ACTIVITIES

Treasure Hunt

Objectives: To raise awareness of human rights issues facing women and girls around the world, to promote a review of human rights from a gender perspective.

You will need: Paper for printing out questions and answers;
A reward for each pair, such as a sweet or chocolate;
One facilitator.

Development: Cut out each of the questions and answers provided separately. Each participant should have a question/answer sentence.

Facilitator gives each person a piece of paper with either a question or an answer. Asks the group to mingle with each other with the goal of finding the person with the corresponding question or answer. As soon as a match is made, the pair should yell out 'treasure'.

Once someone yells out 'treasure', ask the whole group to stop and listen to the question followed by the answer. You can then award the pair a treasure (a sweet or chocolate) and they can be seated while the rest of the group continues to find their pair. Give every successful pair a treasure.

At the end of the exercise, ask the group the following questions:

- a) Did any of the statistics or information surprise or shock you?
- b) Are any of the issues raised also issues for women in our country?

Time: 40 minutes.



GENDER EQUALITY ACTIVITIES

Treasure Hunt - examples

Question	Answer
What was the first principle being declared in the Treaty of Rome (1957) about gender equality?	“Equal pay for equal work” - Article 119 EEC, then 141EC, now Article 157 TFEU
Which document prohibits discrimination on any grounds, including sex, (Article 21) and recognizes the right to gender equality in all areas and the necessity of positive action for its promotion (Article 23)?	The Charter of Fundamental Rights of the European Union Solemnly proclaimed by Parliament, the Council and the Commission in Nice in 2000 But only on 1 December 2009, the Charter became legally binding.
What is the current situation of women in the workforce?	The share of women in work has risen from 55% in 1997 to 63% today. Although this represents good progress, the labour market participation of women in the EU is still significantly lower than that of men, which currently stands at 75%.
When it comes to women in employment which differences can we face between Member-States?	The female employment rate is lower than 60% in Greece, Italy, Malta, Croatia, Spain, Hungary, Romania, Slovakia and Poland while it is above 70% in Sweden, Denmark, Germany, Finland, the Netherlands, Austria and Estonia. (European Commission 05 March 2015)
...	...

GENDER EQUALITY ACTIVITIES

The Story of Violence

Objectives: To stimulate discussion about different forms of violence against women.

You will need: Stories of violence
A board or flipchart and markers;
One facilitator.

Development: Research violence against women, prepare some information and statistics to present to the group. Print or copy the stories of violence provided for the reading volunteers. Arrange seats in a circle and place flipchart/board where it will be seen by everyone in the circle.

Explain that some stories will be read by volunteers. The stories will present some examples of how violence affects young women.

After the readings, ask the readers their impressions of the stories they read. Ask all participants what forms of violence were portrayed. Was each person experiencing violence? Were there similarities in the stories?

On the flipchart/board, write down key terms as they are mentioned.

Talk about the different forms of violence and how violence against women can be physical, emotional, sexual, psychological.

Note differences in what participants consider an act of violence.

Present some of the information and statistics about violence against, if possible.

Time: 60 minutes.



GENDER EQUALITY ACTIVITIES

The Story of Violence

I'm a university student and have been with my boyfriend for the last eight months. I used to be involved with many activities such as my YWCA young women's club, played basketball and loved to go to the movies and shopping with my girlfriends. But my boyfriend doesn't like me doing these things. He says he wants me 'all to himself'. It's so sweet that he loves me that much. But sometimes I also wish I could also be with my friends and playing sports, but that makes him mad and I don't want my boyfriend to drop me.

My husband and I got married last year. Although it was an arranged marriage and I was hesitant to accept my parents' choice, we had a beautiful wedding day. It started off quite well, but a few months ago I was late getting home from work and my husband was really angry. He wanted to know where I had been and asking who I was with. I was really surprised by his reaction. He wouldn't let it go and started criticizing that I wasn't cleaning the house well and that there was no dinner ready. When I suggested he could help out too, he started shouting about my disobedience and slapped me hard. I was shocked and crying and then he was very sorry for hitting me. He said he'd never do it again. But then a week later, he was angry and hit me again. It's been getting worse and now he wants me to quit my job, but every time he hits me he says I have done something to make him mad and that he's sorry. I am scared that his temper is getting worse and I don't know what to do. My mother says it's my duty to stay with my husband.

The last five years of my marriage were like a fairy tale of joy and happiness. Two months ago I discovered that my husband was having an affair. We agreed that we would use condoms. Last night he said that he is faithful now and won't use condoms anymore. I refused to have sex with him, but he demanded what he called his "marital rights". Now I don't know what to do. His is my husband. Maybe I have no right to refuse to sleep with him.

GENDER EQUALITY ACTIVITIES

The Story of Violence

I was at a friend's birthday party and met someone. We started talking and he seemed really nice. There were a lot of people, so he asked me to step outside for a minute to get some fresh air. He took my hand and we walked outside. There was no one around. He tried to kiss me and I said no, we have only just met. But he didn't listen to me. He just laughed and said, 'don't be such a prude.' I got scared and angry and told him to stop but he became rough and pushed me to the ground. I tried to scream and get away but he covered my mouth and held me down and raped me against my will. I am so ashamed. I know it was wrong and that he broke the law but who will believe me? Sometimes I wonder if it was my fault.

After every department meeting my supervisor asks me to stay in the room after everyone leaves. Even though he talks about work, he stands so close to me I can feel his breath, and sometimes I am right against a wall. He also calls me "sexy" or "hottie" when no one else is around. It makes me feel so bad, but what can I do? He is my boss. Maybe I am just overreacting. After all, he has never touched me.

I stayed longer at granny's house because she was ill. I missed the bus that would take me close to home. There was one man at the bus stop when I got there, and I was glad that I knew him because it was getting late. Rain began to fall and he opened his umbrella to share with me. Someone must have seen me because when I got home my husband accused me of being out with another man. I tried to explain but he was furious and told me that he will get me for this. We all know about wives who have been killed for being caught with another man. I am so scared.



Soure, Portugal.
Training course participants group.



ONE IS NOT BORN A WOMAN, BUT
BECOMES ONE.

- Simone de Beauvoir

CHAPTER FIVE

EVALUATION ACTIVITIES

EVALUATION ACTIVITIES

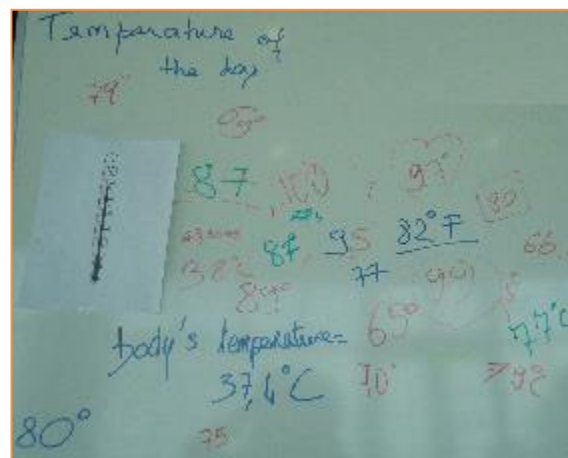
Thermometer

Objectives: To identify learnings from participants, to evaluate and close the session on a positive way.

You will need: A room or outdoor;
A board or flipchart;
One facilitator.

Development: Participants are standing in a circle. Facilitator starts to ask questions about the session: how was the session? what they liked most? In order participants to think a little bit about what they learnt and may use in the future. Facilitator draw in the board/flipchart a big thermometer and says to participants they have to write in the thermometer what was the temperature they felt in the session. Temperature must be between 0°-40° or 0°-100° or -10°-20°... Once everyone thought about the temperature they must write it down in the board/flipchart. Facilitator must aware participants that the highest temperature the better they felt with the session. Discuss the lowest temperatures and what can be done in order to increase the temperature next session. In the end facilitator thanks participants for their input for the day.

Time: At least 15 minutes, depending on the number of participants.



EVALUATION ACTIVITIES

Catch the ball

Objectives: To identify learnings from participants, to evaluate and close the session on a positive way.

You will need: A room or outdoor;
A small ball;
One facilitator.

Development: Participants are standing in a circle. Participants toss a ball to one another and each one who catches the ball shares one thing that she/he learned or can use from the workshop.

Once everyone said something, the facilitator thanks participants for their input for the day and summarizes some of the positive learnings for the day.

Time: At least 15 minutes, depending on the number of participants.



EVALUATION ACTIVITIES

What went good? What could be better?

Objectives: To allow participants to give feedback on the workshop.

You will need: Markers;

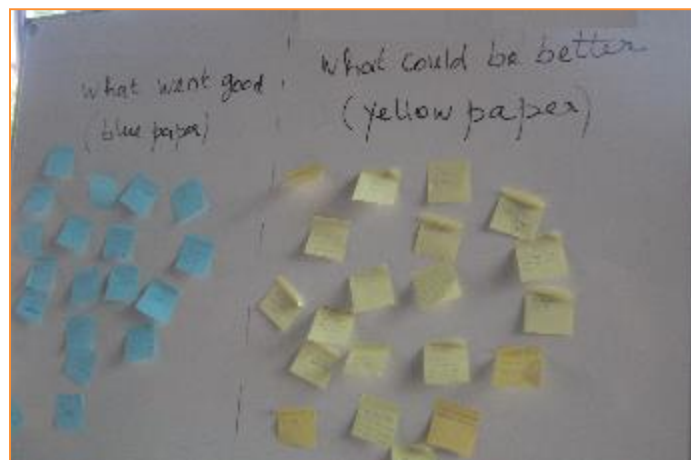
Two colors of post-it notes or small pieces of paper and tape;
One facilitator.

Development: Participants are sitting in a circle. Ask participants to write in one post-it “what went good” in the workshop and in the other post-it “What could be better”

Review the comments and discuss what could be improved to incorporate into future activities.

Close the session and saying thanks to all participants for their participation and inputs in the session.

Time: At least 15 minutes, depending on the number of participants.



EVALUATION ACTIVITIES

In one photo...

Objectives: To identify learnings from participants, to evaluate and close the session on a positive way.

You will need: A room or outdoor;
A device to take photos (mobile phone, camera...);
One facilitator.

Development: Facilitator starts to sum up what the session/workshop was about. Asks participants to think what they have learnt, what they liked most, what is their evaluation of the session/workshop.

Participants must say their opinion through a photo they will shoot. They won't say their evaluation in a sentence but with a photo and a title.

Facilitator gives 5 minutes for participants walk around and took photos. In the end they all come to the group, give their photos to the facilitator (through an USB device, Bluetooth or other...) and a title for the photo. Everybody sees each other photos.

Close the session and saying thanks to all participants for their participation and inputs in the session.

Time: At least 15 minutes, depending on the number of participants.



EVALUATION ACTIVITIES

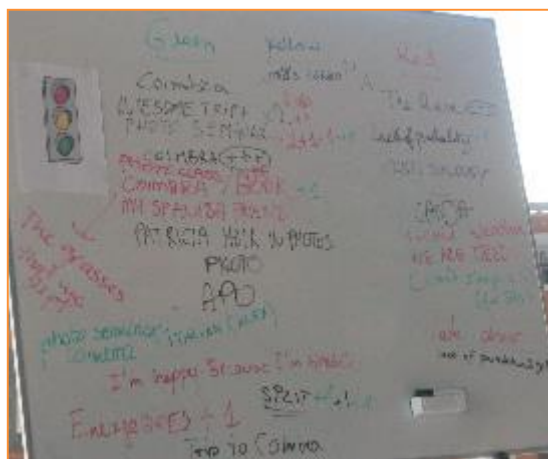
Traffic Light

Objectives: To identify learnings from participants, to evaluate and close the session on a positive way.

You will need: A room or outdoor;
A flipchart or a board;
One facilitator.

Development: Participants are standing in a circle. Facilitator starts to ask questions about the session and the evaluation of the session. Facilitator draw in the board/flipchart a big traffic light and asks participants to write in the **RED LIGHT** something they didn't liked, in the **YELLOW LIGHT** a neutral opinion about the session and in the **GREEN LIGHT** something they liked. Ask some participants to justify their opinions and, in the end facilitator thanks participants for their input for the day and their participation.

Time: At least 15 minutes.



EVALUATION ACTIVITIES

Rotating Evaluation

Objectives: To evaluate and close the session on a positive way.

You will need: A room with tables;
Colorful papers and markers;
One facilitator.

Development: Facilitator puts in tables the following sentences written in colorful papers (one sentence for each paper):

- What I liked most was...
- The funniest thing was...
- To meet you was...
- We should improve...
- What we will miss is...
- I hope never forget of...
- I congratulate ... for...
- We will never...
- It was a great success...
- I felt bad when... because...
- I feel good because...
- In the future we can...

Facilitator explains the exercise to participants. Participants should pass by each paper and write the first image that occurs to her/him when she/he reads the sentence of the paper. In the end the group can discuss the evaluation made.

Time: 15 minutes.

Associação de Defesa do Património Cultural e Natural de Soure, Portugal

Portuguese environmental NGO, funded in 1987, that works in the fields of environment and heritage protection developing non formal activities with young people and adults.



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