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Tool Kit for Youth Organisations working with Girls and Women

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1. Introduction

1.1. Objective of the Tool Kit

This manual was developed with the aim to provide youth organisations with a list of piloted activities and good practices from Italy, India and Colombia which aim at the empowerment of women and at the capacity building of organisations through the training of their staff.

In the first part of the Tool Kit various we describe activities and methods that target girls and women as participants; the second chapter of activities targets youth workers, social workers, educators and other staff of the organisations, aiming at the development of their competencies in communication and advocacy.

This manual can be a compass for youth organisations to implement internal trainings in order to build their capacities in communication, contributing in this way to a quality work with girls and women.

1.2. The project – The Sound of Silence – Building capacities of organisations for effective communication

The project “The Sound of Silence – Building capacities of organisations for effective communication” was an Erasmus+ Capacity Building project in the Youth Field, co-financed by the European Commission, implemented in partnership with Maghweb association (Palermo, ITA), Corporación Amiga Joven (Medellín, COL) and Jeevan Rekha Parishad (Bhubaneswar, IND) between 2016 and 2018.

The general objective of the project was to build capacities of organisations who work with young women (who are victims of violence or not) in order to strengthen their ability to fulfill their mission over time, thereby enhancing the organisations’ ability to have a positive impact on lives and communities.

The specific objectives of the project were:

Fostering cooperation and exchange of good practices in the field of youth between Programme Countries and Partner Countries from different regions of the world, specifically between organisations working with young women (who are victims of violence or not)

Improving organisations’ capacity in communication through the competence development of their staff

Creating an international network of organisations who work with young women for the strengthened advocacy of their mission and for the increased visibility of their activities

Through its activities the project has reached the following results:

Increased competencies of organisations in communicating their mission, their target groups’ needs, their services and activities

Increased level of competencies of the organisations’ staff

The creation of an organisational culture of strategic planning and execution which results in increased capacities of other types

Increased number of donors/sponsors supporting the organisations

Increased number of beneficiaries

An international network for advocacy of the improvement of the target groups’ situation

Tangible outcome: Online training on communication for NGOs working with young women and/or young women who are victims of violence (accessible here: <http://www.maghweb.org/the-sound-of-silence-training-online/>)

Furthermore, in an indirect way, the project has contributed to reach the following objectives of the Erasmus+ programme and to the Overall objectives of the renewed framework for European cooperation in the youth field (2010-2018):

Promoting gender equality and combating all forms of discrimination, respecting the rights and observing the principles recognised inter alia in Articles 21 and 23 of the Charter of Fundamental Rights of the European Union (especially the rights of Freedom, security and justice and Equality between men and women)

Make a broader public aware of the value of non-formal learning outcomes

Support information and education activities for young people about their rights

Promote cooperation with, and exchanges between, those active in youth work in different continents

12 Youth Workers, staff of partner organisations have participated in the following learning mobility activities with the aim to increase their professional competencies:

Two training sessions on communication in the third sector in general and on communication with girls and women

Two-months-long job shadowing periods at the partner organisations

Facilitating local trainings for staff of non-profit organisations in the regions of the partner organisations, in the framework of a Training Rally.

Participants have also contributed to the development of the online training and to this manual. About their experience and about other events of the project you can read in the following blog: <http://www.maghweb.org/category/the-sound-of-silence/> (In Italian, English and Spanish languages)

2. Background

– the phenomena of violence against girls and women

2.1. Colombia

In Colombia gender gap is a concrete problem, according to the Colombian branch of the United Nations Development Programme the gap between women's salary and men's salary is around 20% in urban areas, but it can reach 40% in rural areas. On the political side the situation is not any better, since the investigation made by ONU Mujeres altogether UNPD Colombia^[1], provides us with not reassuring data: for what it concerns political representation, given the results of the past political elections (March 2018) Colombian men's representation triples women's representation both in the Chamber (18,1% Women and 81,5% men) and in the Senate (23,4% women and 76,6% men).

These alarming data show us that women are hardly independent economically and that their interest is far from being taken into account in political decisions. The context depicted cannot but worsen the gender-based violence problem Colombia is facing: women are not economically independent, so it is even harder for them to get rid of their men abusers.

But if the data on the gender gap left a bitter taste in our mouths, the data on gender-based violence are heart-rending. In a country where domestic violence is the second cause of women's death, learning that the rate of domestic violence is on the rise (it raised indeed from the rate 44,49% in 2016 to 67,85% in 2017) is shocking.^[2]

In Colombia gender-based violence is a priority and it is a problem that needs to be faced, it is clear for the institutions, since they are making this phenomenon the object of their studies (The Institute of Forensic Medicine, the Law Faculty of the Free University in Bogota) as well as for the civic society, which is promoting campaigns to make women's voice heard. How could it not be perceived as a priority? According to the study of the Law Faculty of the Free University of Bogota^[3], only in the first 3 months of 2018 there were 3.014 cases of gender based violence, are you trying to make the maths? Yes, there are 50 cases every day, more than 2 cases per hour. Imagine for every case a woman behind it, 7 out of 10 will never have justice, because they are too powerless, scared of being blamed for the violence they suffered from, stigmatised and exposed to further violence to report their abuser. For this reason civic society decided to speak out with the campaign #Cuéntalo (tell it), which encourages women to speak out and to share their story of gender-based violence. ^[4]

If you still think that gender inequality is not something that concerns society as a whole, and it is not a priority to be tackled in Colombia, you should think about the reason behind the silence of women: society blames them for being victims of violence, believing that they did something wrong to deserve to be punished. We believe that gender-based violence is something we should raise awareness of, because every individual could be empowered to intervene and to prevent gender-based violence to happen: according to the study of the Law Faculty the second environment where gender based violence takes place is the public space.

[1] Available at http://www.co.undp.org/content/dam/colombia/docs/Gobernabilidad/undp_co_gobernabilidad_balance_mujeres_congreso_colombia_2018.pdf

[2] <https://www.eltiempo.com/justicia/delitos/cifras-de-violencia-en-colombia-en-2017-108130>

[3] <https://www.elespectador.com/noticias/nacional/en-2018-3014-mujeres-han-sido-victimas-de-violencia-de-genero-articulo-743228>

[4] <https://www.eltiempo.com/podcast/degeneradas/la-etiqueta-cuentalo-evidencia-todos-los-tipos-de-violencia-hacia-las-mujeres-222308>

2.2. India

In India gender-based violence against women is a complex issue, because it comes under different forms. On one hand a quite recent phenomenon is on the rise: online gender violence. According to the data collected by Feminism in India^[1] online abuse is a serious issue in the country, given the fact that 36% of those who experienced it did not report it (among those who reported, only 1 out of 10 claims to have had a positive response) and that 28% reduced their presence online. Online harassment has often offline consequences on different levels: on a personal level it rarely remains online only, causing stress, insomnia and depression to the victims, on a social level it makes women disempowered and silent, reinforcing gender stereotypes. On the other hand, the phenomenon is not an online prerogative: the whole conception of women in India is still largely stigmatised. The birth of a baby girl is not seen as a blessing, but it is often seen as a disgrace, causing a double violence: on one hand forcing the mother to have an abortion, on the other hand killing a baby girl before she is even born. According to a study carried out by Ministry of Statistics and Programme Implementation of the Government of India in 2017^[2], female foeticide is indeed still widespread. Although the country is fighting this issue since 1994, when the Government banned prenatal sex determination, female ratio is expected to lower.

Although the government is becoming more progressive oriented towards the issue of gender-based violence under the pressure of newly-born women movements, the phenomenon is still widespread, especially domestic violence. According to the National Family Health Survey released by the Union Health Ministry^[3], since the age of 15 a third of Indian Women has been victim of domestic violence. A datum that shows us how deeply the phenomenon is rooted in the society, altogether with the ratio of women that are supportive of domestic violence: 54,8% of women in their 40s and 47,7% of women aged between 15 and 19.

These data enlighten the difficulties a woman victim of violence goes through: the re-victimisation by a society that blames the victim or even believes that domestic violence is fair, the difficulty to obtain justice because of a poor police response. Indeed according to a Human Rights Watch report issued in 2017, which analyses in detail 21 cases across four Indian states, police does not always stick to the Indian rules and blames, when not threaten or beat, women who find the courage to report rapes or abuses.

Gender gap and gender violence are intertwined phenomena, since a high gender gap cannot but disempower women and making them more vulnerable. India makes no exception and the situation is getting more worrying every year: according to the World Economic Forum^[4] the position of India in the ranking of gender gap dropped from 87 out of 144 in 2016 to 108 out of 144 in 2017.

[1] <https://feminisminindia.com/2016/11/16/digitalhifazat-campaign-cyber-violence-women-india/>

[2] http://mospi.nic.in/sites/default/files/publication_reports/Youth_in_India-2017.pdf

[3] <https://www.news18.com/news/india/the-elephant-in-the-room-every-third-woman-in-india-faces-domestic-violence-1654193.html>

[4] Available at http://www3.weforum.org/docs/WEF_GGGR_2017.pdf

2.3. Italy

Although Italians do not perceive gender-based violence as a priority and they are rather more concerned by the threat of other felonies, according to the report presented by the Ministry of the interior while the number of assassinations and robberies has lowered significantly in the past 4 years, the number of women victims of assassinations and stalking is on the rise^[1], at the point that in 2017 the number of women victim of killings reached its peak with 37,1%^[2] out of the total victims of killing throughout the whole year, on the raise of 13 points if compared with 2007 (24%). Although the phenomenon is more intense in the Northern regions of Italy, the whole peninsula is concern by gender-based violence. This violence takes place mostly in the domestic environment, since domestic violence represents 1/3 of violence against women.

As always, gender-based violence is rooted in the misconception of women in society. Most of the killings are carried out by a family member (38%) or the partner (46%) or an ex partner (13%)^[3], who often turns into a killer because of jealousy or difficulties in facing to accept the independency of their partner.

Jealousy and control issues are the reasons behind another crime on the rise in Italy: stalking. Most of the victims of violence were indeed intimidated for a long time with texts, calls and even physical threats before being killed. Although victims tend to report their stalkers, they tend to be stigmatised and re-victimised by society, because gender-based violence concerns Italian society as a whole, since the 43,6% of Italian women have experienced sexual harassment in their life (between 14 and 65 years old)^[4].

This datum is not surprising if we consider the position of women in the Italian society, which is indeed far from being favourable: according to Eurostat, in 2017 Italy's rate of gender gap is 5,5%, making it one of the highest in Europe.

[1] https://www.agi.it/data-journalism/dati_reati_italia_rapporto_sicurezza_viminale_violenza_donne-4306771/news/2018-08-25/

[2] https://www.agi.it/cronaca/femminicidinumeri_dati_statistiche_violenza_donne-3159160/news/2017-11-25/

[3] http://www.ansa.it/sito/notizie/cronaca/2018/03/07/8-marzo-121-donne-uccise-nel-2017-in-46-casi-da-partner_ab37e2cf-fb44-43d4-912a-7872a9ff5d36.html

[4] <https://www.thelocal.it/20180213/almost-half-of-italian-women-report-suffering-sexual-harassment>

3. The partner organisations

3.1. Corporación Amiga Joven

Corporación Amiga Joven, based in Medellín, Colombia, aims at preventing situations with high risk of sexual abuse and human trafficking of girls and women through research, training, awareness raising and counselling for twenty years already. The organisation works with young women (15-30 y.o.) and with women of all ages, living in conditions of high vulnerability and human rights violations, especially sexual and reproductive rights.

<https://www.facebook.com/Corporacion.AmigaJoven>

3.2. Jeevan Rekha Parishad

Jeevan Rekha Parishad works to promote human rights and peace in India. It promotes international understanding, strengthens mutual relationships and facilitates cooperation among people, institutions and organisations of Asia and Europe. JRP is the only institution in India committed for intercultural understanding and dialogue. Due to its experience about young people and women with social issues, JRP reaches stakeholders and target groups like young women (15-30 y.o.) living in conditions of high vulnerability and human rights violations.

<https://www.facebook.com/jeevanrekhaparishad>

3.3. Maghweb

Maghweb is an NGO based in Sicily (IT), geographically in the heart of the Mediterranean area - the area is strongly affected by the European dynamics connected to migration and social changes. Maghweb works both at local and international level. Main purpose of the organisation is to produce social change and to generate empowerment of the most disadvantaged bracket of the population with high risk of social exclusion, through the tools of communication and information. Maghweb has got 17 people working inside the organisation: expert journalists, web designers, graphic designers, communicators, social media managers, project managers, content editors, insight creators, trainers, educators, Human Rights experts and campaigners.

In the last years, Maghweb has started changing the approach of the third sector towards communication and information about its own social activities and actions: the organisation redefined the importance of an efficient and fair communication, paying attentions to the needs of the beneficiaries, trying to be the most accessible as possible, managing communication projects and working on a web platform (www.maghweb.org) that is well known both at local level and as reliable tool for social information.

Maghweb handles communication of different projects -both at local and international level- about women and girls with high risk of abuse or social exclusion ("Adilah" <http://www.zeninsieme.it/progetto-adilah/>).

Maghweb also cooperates with different local organisations that work with women and girls at risk ("Laboratorio Zen Insieme" <http://www.zeninsieme.it/> , "HRYO - Human Rights Youth Organisation" <http://www.hryo.org/> , "Corporación Amiga Joven" <https://corporacionamigajoven.wordpress.com/>) and promotes communication campaigns with a specific focus on the topic ("Adesso hai rotto" event on International day against violence on women <http://www.maghweb.org/?s=Adesso+hai+rotto>).

The biggest achievement on an international level is the KA2 capacity building project “The Sound of Silence”, which provided women working with gender-based violence victims with training on no-profit communication as a way to reduce gender-based violence and how to build a communication strategy to reach women victims of violence.

Moreover, on the Communitarian level, Maghweb has obtained the funds to implement the Youth Exchange Sleeping Beauty (which is going to be implemented in Palermo in October 2018) on the promotion of forms of communication which promote gender equality and to raise awareness on gender stereotypes, as well as to provide participants with tools to eradicate them.

4. Non-formal activities

4.1. Activities and good practices with girls and women

- 1.** No more lies. The violence against women in communication media
- 2.** Kites of dreams
- 3.** Dance, masks and braids to express emotions
- 4.** Rituals
- 5.** Service mapping
- 6.** Storytelling
- 7.** Bee-keeping programme
- 8.** Menstrual hygiene management programme
- 9.** Yoga
- 10.** Conversation circles with men

1. No more lies. The violence against women in communication media Italy

Objective of the activity

The objective of the workshop was to show how the communication through media could be a way to transmit violence against women in Colombia.

The activity sensitized participants on how women suffer different ways of violence, even represented through media where they transmit images and videos in which women are discriminated, used like sexual objects to sell a product or service. Also how there are many fake news about murder's rates that doesn't show us the reality of the situation of gender violence.

Number of participants

25 participants

Time

2 hours

Materials needed

Video beam, Computer, 20 balloons, markers, little coloured papers, pencils

Step by step description of the activity

In 20 balloons with phrases and expressions (like gender violence, sexual abuse, feminicide, sexualize) participants had to throw them all at the same time without let them fall to the floor during 20 seconds and when the time finished they had to take one balloon and write on it what was the meaning of this word or what they thought about it. The objective is to see if participants are familiar with those terms or not. This part of the activity is done 3 times in order to rotate the balloons.

Participants receive 1 little paper to write down the answer to this question: What do you know about Colombia? What was the first thing that you think about when you heard “Colombia”? The objective of this part was to understand if there were some stereotypes to break down before

continuing the activity.

Finally two presentation were projected: a video presentation of Colombia and then a power-point presentation about how media transmit violence against women in Colombia, by means of publicity images, videos trying to sell a product or service using women's bodies, and how there are many fake news about murder's rates, how the gender violence and the feminicides has increased in recent years that the media doesn't show us.

The activity was closed with comments, questions and reflections about the topic.

Guiding questions for the debriefing after the activity

- Why is important to prevent gender violence in media?
- Why is important to know the situation about violence in Latin –America?
- What do you think, how the political, social, cultural aspects change the percentage of gender violence in different countries?

2. Kites of dreams

Objective of the activity

The main objective of this activity is to talk about the care between women, and the importance of the acknowledgement of woman's power, which is really important to make their dreams come true.

During the workshop women will pay attention to massage using the techniques of reflexology, considering that we place in our hands qualities that should be improved and spread by women; during the activity women will also focus on some parts of their body that can be healed using massages.

During the activity women will write their dreams down and will create, using their favorite colors, tissue comets in a relaxed environment (music will help to create the ambiance and facilitate the process).

Number of participants

20 women

Time

2 hours

Materials needed

Aromatic oil for massages

Colored wool

Wood skewers (2 for each woman)

Scissors

Music

Small colored stones (different colors)

Step by step description of the activity

1. Ritual with hands - massages

1.1. Self massages (explanation of the meaning of each finger, related with the emotion that the person wants to develop: Security, Optimism, Determination, Self esteem, Joy).



1.2. Massage to another woman (It's important to explicate the importance of sorority and of taking care each other).

1.3. Each woman will visualize her dreams and will project them on her hands. The trainer will ask participants to associate a color to a dream (this will be useful for the construction of the weaved comets).

2. My spiral dream

The trainer will provide participants with a paper sheet where a spiral is drawn and the phrase: "For my life I dream...". Each woman will shape her dreams on the paper, following the drawn of the spiral, which represents the strength dreams needs in order to be achieved.

3. Flying kites construction

Participants will construct, using available materials, their comets by using the colors chosen during the initial ritual. It's recommended to put music during the process.



4. Final restitution

Each woman will share her dreams and her comets to stimulate the debate.

Guiding questions for the debriefing after the activity

Which are our dreams as women?

Which kind of interior strength do we need as women to achieve our dreams?

Do we take care of ourselves? Do we dedicate some time to our personal wellness?

3. Dance, masks and braids to express emotions

Objective of the activity

The main objective of this process is to create a free space for dancing, weave and arts as universal language to express feelings and to exchange cultures.

Number of participants

15 kids

Time

2 hours

Materials needed

Music, PC, baffle speakers, cardboard, scissors, thread wool, markers.

Step by step description of the activity

1. Make a wide circle and ask to represent with the body an animal and to introduce it to the other participants.
2. Perform sound sequences with hand palms and a physical exercise easy to remember, without explanation, to catch the attention of everyone.
3. Start with a sequence of steps to learn, teach it first very slowly and then go faster.
4. Dance a song rehearsing the sequence of steps learned.
5. Teach a new sequence, and add the learned sequences to the song.
6. Create pairs to build new steps, and to create a collective choreography.
7. Teach how to create simple hair shapes using the wool.
8. Build up masks that can express feelings and emotions.

Guiding questions for the debriefing after the activity

How did you feel with music?

How dance can help you to express your feelings?

In which way do you express your feelings when you need to share it with others?

4. Rituals

Colombia, Italy

Objective of the activity

To create an attitude and habit of caring

To reinforce the sense of belonging to the group

Number of participants

Any

Time

10-20 minutes

Description of the activity

This method reinforces group dynamics and creates an attitude of caring and active listening. The point of the method is that each session, event, workshop starts with a little ritual that is repeated each time the group gathers.

Examples for rituals:

Snack-sharing (with kids between 3-8 years' old): food is an element that creates strong social connections in the culture of Colombia. Sharing snacks before the workshop conducted with kids from poor neighbourhoods is a good practice since usually they come hungry and distracted. Snack-sharing as a ritual: it is not the youth worker who gives out the snack-box, but kids give it to each other, accompanied by a hug.

News of the week: Groups of girls and women who meet on a weekly basis has a ritual to dedicate the first 20 minutes of the sessions to share with each other happenings from their past week: good news, new discoveries, loss, or any topic that created a strong emotional reaction in them. This activity creates more intimate, trust relationship between the group members and introduce topics to the session about which the participants really want to talk, giving a tool to the youth worker to refine the session.

Mindfulness session: guided meditation to bring one's attention to the present helps participants to tune their attention towards the session.

5. Service mapping

Italy, Colombia

Objective of the activity

To inform girls and women about the existing support network they can benefit from, to help them becoming more autonomous in looking for support

Number of participants

Any

Description of the activity

session: Brainstorming session with women about rights and needs, and what services and activities (health, education, justice, leisure time etc.) they have necessity of

session: Creating a visual map of services they already know, sharing among each other information. Youth workers complete the service map with additional ones

session (and on): visiting the service and activity providers, informal discussion with the social and health workers, educators, etc.

Guidelines

It is important to go to the service providers together with the girls and women and not inviting them to the session, because it helps to break the fear of entering in an environment that are not familiar, with a group that the person feels safe with.

6. Storytelling

Italy

Objective of the activity

To help girls and women tell their personal story through indirect narration

To help beneficiaries elaborate happenings and situations, contrast trauma

Number of participants

Between 5-10

Time

30-60 minutes (depends on the size of the group)

Materials needed

Dixit cards [https://en.wikipedia.org/wiki/Dixit_\(card_game\)](https://en.wikipedia.org/wiki/Dixit_(card_game)) or

Story Cubes <https://www.storycubes.com/>

Or other storytelling tools

Step by step description of the activity

Inspire participants to make up a story together or individually with the help of the Dixit cards (or other illustrated cards) or the story cubes. Using symbols and illustrations, talking in third person (about another protagonist, not themselves) help participants to process feelings and situations, eventual trauma through invented stories.

You can complement this activity with creating a set of illustrated cards by the participants themselves (take a look at an example here: https://www.dropbox.com/s/m65tggs3bdizzre/Emoticon_Forme_Poster_Book1.pdf?dl=0)

7. Bee-keeping programme

India

Objective of the activity

To empower women to start a small business and reach financial independency

Number of participants

Small group (5-12) of women

Description of the activity

The programme is composed by the following activities:

- Training on bee-keeping
- Bee-keeping and honey collecting
- Branding and marketing activities with the support of the NGO
- Trainings on sustainability of the activities and on business skills (marketing, sales, accounting)

Guidelines

Women should be accompanied throughout the activities with an “on-the-job” training approach
The final objective of the programme is to build capacity of women to manage a small business independently from the support of the NGO



8. Menstrual hygiene management programme

India

Objective of the activity

- To sensitize girls and women about menstrual hygiene
- To educate about reproductive health
- To break the taboo about menstruation
- To promote the use of hygiene products like sanitary pads

Number of participants

The activity was implemented in the schools in India, with classes of 20-40 girls

Time

2 meetings/class, 2 hours/meeting

Description of the activity

Activities used during the programme:

The spiral of (biological) development of the woman: students write down on a spiral the stages of biological development of the woman, which gets complemented by the youth workers and explained in details

Question box with anonymous questions, that students can write down and put in the box and that are answered by the youth workers.

Service mapping: students brainstorming on the different public services they know that support women's health; the service list gets complemented by the youth workers and the different services get explained in details

Sanitary pads distribution and demonstration of use



9. Yoga

Italy, India

Objective of the activity

Psycho-physical well-being of the participants
Sensitization on body perception and expression
Creation of a safe space and a safe group
Contribution to overcoming trauma

Number of participants

Between 5-10

Time

1 or 2 times a week, 60-90 minutes/lesson

Materials needed

Yoga mats, music, towels
Description of the activity

Apart of its well-known positive influence on the psycho-physical well-being of girls and women, regular yoga classes also contribute to the creation of a safe space which helps to establish a trust-relationship between social workers/educators/youth workers and the beneficiaries. Yoga also contributes to overcome traumas, re-linking participants to their own mind and body, transmitting tools (like meditation) to contrast frustration, anxiety, anger etc.

Guidelines

Social workers/youth workers should do the class together with the beneficiaries in order to become part of the group, and undress their "institutional" role

Provide child care service for mothers while in class



10. Conversation circles with men

Colombia

Objective of the method

To contrast gender stereotypes and micromachismo (small-scale male chauvinism)

Number of participants

Between 5-12 (men)

Time

Weekly or bi-weekly meetings, about 2 hours each

Description of the method

This activity foresees the creation of a group of men who are invited to dialogue about different topics related to gender and the role and societal status of men and women.

Throughout the activities, especially at the beginning it is important to create and maintain a safe atmosphere where participants can “be themselves” and express themselves without being judged. The philosophy behind this activity is that contrasting gender stereotypes cannot be done merely through the empowerment of the female sex but sensitization and education of men is an essential part of the process. Through this activity we aim to dig deeper to understand the reasons of certain attitudes and beliefs and to challenge them through discussions.

Guidelines

Take care of the use of words during the meetings, note and talk about the use of expressions that are stereotypical regards gender

Build discussions and activities on personal experience, on concrete situations, topics the participants are interested in

Use a Socratic method: don't use a hierarchical approach with participants but let them analyse and discover together through critical thinking.

4.2. Activities for the competence development of youth workers

1. Gender neutral language
2. Raised into stereotypes
3. The tribe of Ostoppo
4. Media and gender stereotypes
5. The Iceberg of gender violence
6. Risk assessment
7. Advocacy
8. SWOT analysis
9. Writing tools
10. Public speaking tools

1. Gender neutral language

Objective of the activity

To sensitize participants on how many stereotypes we reinforce by using certain words or ways of expressions

Number of participants

Between 6-24

Time

Min. 20 minutes (Variable, depends on the number of sentences to transform)

Materials needed

Projector, computer, paper, pens

Step by step description of the activity

Divide participants into small groups (min. 2 – max. 4 participants/group). Hand them a piece of paper and a pen.

Explain them that they will see on the screen sentences that they will have to transform to gender neutral language. They will have 3 minutes to come up with as many alternatives as possible. They can substitute words, change the order of the words, or slightly transform the sentence itself.

Project the sentences on the screen, one by one (keep each for 3 minutes). Project all the sentences before asking for the results from participants.

Share the results in plenary: Project the first sentence on the screen and ask each group about their alternative version for the sentence. Ask them which stereotypes they have found in the original one. Go on like this till you finish with all of the sentences.

Close with debriefing.

Guiding questions for the debriefing after the activity

What are the stereotypes and prejudices you recognised in the sentences?

What can be the impact of the use of stereotyped words?

How attentive are you in your life about these expressions and their possible effect?

How difficult it was to find alternatives? How did the time limit affected the work?

(Make a connection to real life experience: even if we are sensitive about the language use, in spoken language, e.g. during a discussion, we don't always have enough time to think through what we are saying.)

How does the relationship between stereotypes and the use of words change through cultures/ languages?

Do you have to be gender neutral in every situation? Why or why not? Where do you put the line?

Notes

The debriefing and the activity can slightly change due to the specialities of each language (e.g. in Italian language nouns have sexes, in English they don't). Don't translate the English sentences suggested below, but adapt them to the language of your workshop.

Attachment to the activity

English examples

- Dear Moms, please don't forget to prepare the snacks for your kids for the school trip!
- Man up, don't cry like a little girl!
- He is so gay, he spends so much time in the bathroom in the morning.
- We are looking for a new staff member who is his own man.

Italian examples

- Scienziati e ricercatori spesso trascurano le proprie mogli e i propri figli.
Ti presento il Signor Figlioli e sua moglie.
- Questa é una donna con le palle!
- Non ha figli perché é una donna in carriera.

2. Raised into stereotypes

Objective of the activity

To reflect on the gender stereotypes people are raised with and raised into

To create a common understanding on gender stereotypes, which can be the base for gender violence

Number of participants

Between 10-20

Time

About 45 minutes

Materials needed

Stereotypically "girly" and "boyish" things that accompany us from when we were born till we become adults (e.g. toys, clothes, newspapers, make-up, technological/scientific things etc.).

A5 paper

Pens

Emotional music

Step by step description of the activity

Participants shouldn't see the training room prepared, so make sure you implement this activity or as a first activity of the session, or after coffee break.

Preparation: The chairs of participants should be put in a half circle. From the entrance of the training room till the chairs create a path with the materials on the floor - "boyish" on the one side and "girly" on the other side, in between which participants can easily pass. Put 1 or 2 post-its and a pen on each chair. Put an emotional music as background music.

Welcome participants at the entrance of the training room. Tell them to enter the room one after the other and go along the path prepared. Invite them to stay in silence while doing so; to take their time to observe well the materials on the floor, and to sit down when they finished.

When everybody is seated, ask participants to write down on the post-it's a personal experience about their life (from the first moment they remember from their childhood) that they can relate to the path. Give them 10-15 minutes to do it.

When the time is up, invite participants to voluntarily share what they wrote on their post-its. Reflect with them on how they felt in that situation and how it influenced their life. Debrief about how difficult is to get rid of stereotypes we grow up with and we grow into.

Optional: you can project this video (EN) after debriefing, or before sharing in plenary: <https://youtu.be/NyBJ-xHUpdc>

Close with thanking the participants what they shared.

Guiding questions for the debriefing after the activity

How did you feel during the walk? Could you relate to the toys and materials on the floor?

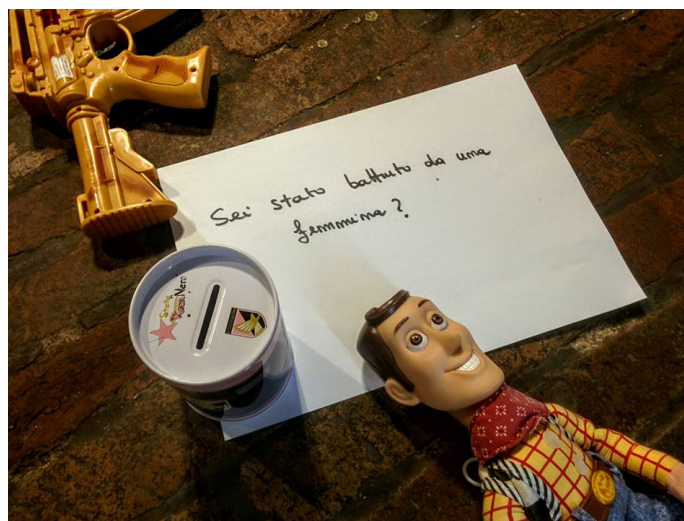
When we are parents, do we reproduce the same ways as we were grown up, do we reinforce some stereotypes in our children?

Which are the factors in our society that create and reinforce these stereotypes? How does it influence the opportunities for girls and for boys?

What should we promote instead and how?

Notes

We suggest you to implement this activity when there is already a base for trust in the group, when participants feel that they are in a safe space, because sharing personal memories can be a very emotional moment.



3. The Tribe of Ostoppo

Objective of the activity

To sensitize participants about the danger of positive discrimination and stereotypes, especially people working in the social sphere

Number of participants

Between 10-24

Time

20 min

Materials needed

Chairs – half of the number of participants (+1 for the trainer)

Cups or glasses (half of the number of participants)

Water

Step by step description of the activity

Participants should be sent out from the training room while trainers organise the room. The best option is to start a morning or afternoon session with this activity, or to implement it after coffee break, this way the room can be organised easily.

Preparation: Put the chairs in circle. Keep a bigger distance between them. (One chair is for the trainer.) Fill up the cups with water and put them in the middle of the circle.

Divide participants in two before they enter the room. If there is an equal number of male and female participants, divide them by sex. If there is not, make it random, but explain to participants that one group will play the men and the other half will play the women. Tell participants that they can not speak from now on.

Take participants one by one and accompany them to their place: first make the men enter the room and make them seat on the chairs.

Now make the women enter the room, but before they enter, make them take off their shoes.

Seat one women in front of each man.

When everyone is seated, the trainer should sit on his/her chair. There should be another facilitator who plays the “woman” sitting in front of the “man” (the trainer).

The “woman” facilitator should take one glass of water and make the “man” trainer drink. Then she should give a signal to the other “women” to do the same (without talking).

After each “men” drank, the trainer playing the man should put his hand on the head of the facilitator who plays the woman, and he should signal to the other “men” to do the same.

From this moment participants can talk.

The trainer asks the following questions:

What did this little scene represent? (Most probably participants will say that it represented how much women are oppressed by men.)

How did being the men feel, how did being the women feel?

After the sharing, the trainer should explain the participants the following:

“This Ostoppo tribe is an ancient tribe that respects Mother Earth and nature as their gods. The tribe is leaded by women, they are the most respected members of the tribe. In fact, men can not live without women: they can use nature’s resources (like water) only if women allow them, and only if women make them drink. Men cannot touch the earth, for which they always have to wear shoes. The only way for them to get into contact with Mother Earth is through touching the head of the women.”

Facilitate a debriefing about positive discrimination and stereotypes, and how easily we create prejudices even if we work in the social field.

Guiding questions for the debriefing after the activity

How easy it was to suppose that the situation was about women' oppression? How much the setting (in this case training on gender equality) makes us creating prejudices and get to false conclusions?

How much the cultural differences can create misunderstandings when working with women with different cultural and ethnic background?

How much we want to see discrimination in things, and fight it before understanding it better?



4. Media and gender stereotypes

Objective of the activity

To reflect on how media influences gender norms, how it can reinforce stereotypes

To develop participants' critical thinking

Number of participants

Between 6- 24

Time

30-45 min

Materials needed

Projector and laptop to project the ads/articles

The same ads/articles printed

Step by step description of the activity

Preparation: Research for articles, ads, billboard pictures that represent and reinforce gender stereotypes

Divide participants into small or medium sized groups. Distribute among them articles and advertisements that represent and reinforce gender stereotypes. Give each group different ones; you can give between 1-3 articles/ads to each group.

Ask them to discuss among them the materials you distributed, what they notice, is it reinforcing any stereotypes, and if yes, which one.

In plenary, project the articles and ads one by one and ask the relevant groups their analysis on it. Debrief with the help of the guiding questions.

Guiding questions for the debriefing after the activity

Which are the elements that are reinforcing stereotypes?

What is the message of the journalist, the company, the seller? Could their message been transmitted without reinforcing stereotypes? What can be the reason behind their choice?

Do you know any good practices to be gender neutral in media communication? How can you ensure a visual or audiovisual language to be gender neutral?

Are there existing laws and regulations that forbid mass communication which reinforces stereotypes? If yes, which one? If no, why not? How could it be achieved?



5. The Iceberg of Gender Violence

Objective of the activity

To sensitize participants about the different types of gender violence

Number of participants

Between 6-24

Time

Around 45 min

Materials needed

Projector and laptop, or the picture of the Iceberg printed as a poster

A4 papers, pens

Flipchart, markers

Step by step description of the activity

This activity you can implement in plenary or in small groups, depends on the available time.

Make sure that at the brainstorming phase of the activity, participants don't see yet the picture of the iceberg.

In small groups:

Divide participants in small groups (3-4 participants/group) and give them a piece of paper and a pen. Ask them to list examples of gender violence.

Invite participants to sit in plenary and share their examples. Write down on the flipchart the examples, underline the ones that have been repeated.

Draw the blank iceberg on another flipchart paper. Ask participants to give an order to their examples, from the most dangerous to the less dangerous. Ask them to divide those in visible and invisible actions of violence, and write them on the blank iceberg.

Show them the picture of the Iceberg of Gender Violence. Discuss with participants the terms, and the examples they didn't think about.

In plenary:

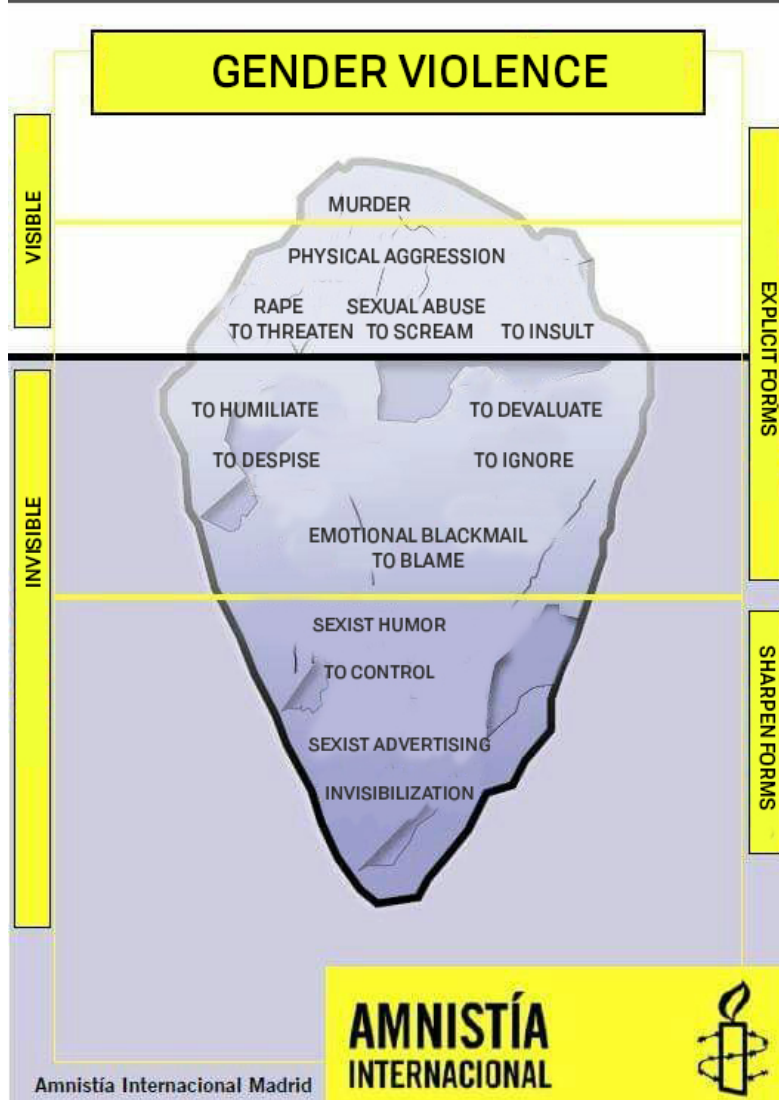
Instead of dividing participants in small groups, ask them to work individually for 5-10 minutes and write down examples of violence. Then share in plenary; ask participants to read only the ones that haven't been mentioned already.

Guiding questions for the debriefing after the activity

- Did everybody agree on the order of dangerousness of the examples? If not, why not?
- How the different cultural norms can influence the order?
- Is there something in the iceberg that for you is not violence? Why? How you define violence?

Note

To get inspiration for the debriefing, you can consult the online training module: Harmless Communication through this link: <http://www.maghweb.org/lezione/focus-module-2-harmless-communication/>



6. Risk assessment

Objective of the activity

To improve participants' analytic and strategic skills

To sensitize about the risks when working with girls and women, victims of violence

Number of participants

Between 4 and 16

Time

60 min

Materials needed

Stories of girls/women printed

Step by step description of the activity

Divide participants into small groups (maximum 4 participants/group). Distribute among them the stories of the girls/women printed. Each group should get a different story (1/group).

Ask them to analyze the story. They should discuss: How they would approach the girl? If there was an intervention already, where the social workers made errors when approaching the girl/woman? How they should have done instead? How would you handle the situation and to which particularities you would pay attention in order to not to put in risk the person? Which other organisations you would involve? What do you think about the role of the man in the story?

Invite participants to share their analysis in plenary.

Guiding questions for the debriefing after the activity

Make a summary of the different approaches discussed during the plenary session, organise the examples in macro-categories to help participants get a clearer conclusion about the results of the activity.

Notes:

To get inspiration for the debriefing, you can consult the online training module: Harmless Communication through this link: <http://www.maghweb.org/lezione/focus-module-2-harmless-communication/>

Handout: Stories of girls and women

Puja's story

Puja leaves Mauritius, convinced by a friend who promised her she would have found a job in Italy and she would have had the opportunity to change her life and get away from her abusing husband. So Puja leaves her child with her aunt and comes to Italy, where she works as a caretaker; in the meantime she meets Gaetano, they fall in love and, once the lady Puja was taking care of dies, they move together. Puja takes care of Gaetano's baby girl, too.

After few months the three of them, to scrimp and save, move with Gaetano's parents, so that for Christmas they manage to make Puja's child join them in Italy. Since the beginning, Gaetano's parents mistreat Puja and her son, until they get to the point they ask Gaetano to make a choice: "if you want to stay with Puja, we will report you for abusing your child and, since police knows you were a drug abuser, they will give us her custody". So Gaetano turns Puja and her son away, providing her with contacts of a counselling service where they would have helped her to find a solution.

Puja tells her story to the social assistants, making sure that they understand that Gaetano and her are deeply in love and they both love each other's kids, but he had no choice. Puja is afraid, because she does not have a residence permit.

Blessing's story

After two never-ending months of journey, Blessing came to Italy and immediately called the person who would have taken her to a family, for whom she would have worked as a cook. A woman named Friday picked up her phone and very kindly told her she was waiting for her and she would have picked her up to start working right away. Blessing couldn't help but burst into tears of joy. Friday came and took Blessing to a flat, where she let Blessing take a shower and gave her a bag with some clothes inside: a pair of shorts and a bra. She told her "This is your job. Go down the street from 9 in the evening until morning and give me what you earn.

You need to pay back for the clothes I bought for you and for the bed where I'll let you sleep". Blessing should have paid back a debt worthing 30.000 euros, but she found out that the amount was in euro and not in naira only in that moment. Blessing didn't understand what was going on until the "madam" slapped her in the face, telling her that she would become a prostitute. This is how Blessing, at the age of 16, ended up half naked, in the street, under a bridge in the province of Savona. Blessing sold her body for three months, every day, under that bridge.

Sarah's story

Sarah is a Romanian girl who lives with her Italian boyfriend, Alberto. After one month living together, Alberto starts complaining about the fact that he cannot pay the rent, so he asks Sarah to help him, telling her she has to date older men to get money. Although she doesn't want to, Sarah agrees: her boyfriend's happy and he tells her he would have never wanted her to earn her living in this way, but he is in desperate need of money for the rent.

One night, while Sarah is walking the street, an old foreign men goes to her asking for sex, but ends up raping her. She goes to the police and tells them that she was raped, but does not mention that she is a prostitute, nor who forced to be one. Policemen advise her to go to a centre for victims of gender-based violence to get assistance and Sarah decides to go there.

The assistant who welcomes Sarah smiles at her, but she still doesn't feel at ease. She's scared of telling her story, moreover she does not speak Italian very well and she finds difficult to express what she feels. After a long silence Sarah starts talking, she tells about the rape, but when the assistant asks her to speak about her private life, Sarah hesitates for a few minutes but then starts talking about Alberto, saying that he is a wonderful guy, that he is her saviour and she keeps describing his countless qualities and their love for each other.

The assistant realises that something's wrong in what Sarah says, but she discovers the role of Alberto played in the exploitation and the rape Sarah went through only after talking to her several times. The assistant tries and tell Sarah about that, but she seems to justify her boyfriend at any cost. It seems like she does not realise the role he played and the trap where he dragged her. She cries and tries to find excuses and justifications for Alberto, but during her outburst sometimes she stops, as if she felt criticised.

7. Advocacy

Objective of the activity

To transmit knowledge about the different actors who should ensure the rights of girls and women

To sensitize participants about the importance of advocacy, besides the activities and services they offer directly to the beneficiaries

To sensitize participants about the importance of networking and collaboration

Number of participants

Between 10-20

Time

60 min

Materials needed

Handout printed

Step by step description of the activity

Divide participants in small groups (max. 4 participants/group). Distribute the “rights and activities” cards evenly among participants.

Ask participants to think about the actors (individuals, professionals, organisations, institutions, groups, etc.) that should ensure those rights or should implement the activities written on their cards. Give participants 20 minutes.

After 10 minutes, start putting on the flipchart board the “actors” cards, one by one. Don’t communicate anything to the participants, just leave them there as support.

When time is up, get back to plenary and ask participants to share their results.

Debrief with the help of the guiding questions.

Guiding questions for the debriefing after the activity

What is the difference between theory and reality? How do the actors identified as responsible entities/individuals for the assurance of certain rights work? Do they really ensure those rights and provide the activities and services they should, or not? If not, why not?

Who are the actors who bridge gaps when certain services and rights are not ensured? (Get the focus of the discussion on the importance of non-profit and civic organisations)

How can the activities and services of those organisations be sustainable? (Bring the attention of participants to the fact that organisations should not substitute public institutions who, by law, should ensure certain rights and provide services; at least not for the long term, because this way they contribute to the maintenance of a not working system)

How advocacy can be the key to reach the mission of the organisations? Which are the methods of advocacy that organisations can use?

Notes:

To get inspiration for the debriefing, you can consult the online training module: Advocacy through this link: <http://www.maghweb.org/lezione/focus-module-3-advocacy/>

Handout

RIGHTS AND ACTIVITIES CARDS:

- Security
- Employment equality
- Right to education
- Freedom of expression
- Right to employment
- Right to health (physical, mental and social)
- Orientation and information
- Right to legal protection
- Personal freedom
- Awareness/training on topics that are relevant for women (gender equality, anti-violence etc.)
- Contribution to policies (both political and legal)
- Monitoring and evaluation of impact of measures/social initiatives/policies concerning women
- Research/publication on topic which are relevant for women

ACTORS CARDS

- Police
- Municipality/public institutions/bodies representing the Government (ex. social services)
- Public services (ex. healthcare)
- Education bodies
- Media
- No profit bodies
- Enterprises
- Journalists
- Family
- Parents
- Peers (other beneficiaries)
- International organisations
- University

8. SWOT analysis

Objective of the activity

To develop analytic and strategic thinking of participants

Number of participants

Between 6-20

Time

45-60 min

Materials needed

Blank templates of SWOT analysis

Handouts: profile of organisations

Projector and laptop, internet

Step by step description of the activity

Make participants familiar with the use of SWOT analysis. You can use the training module: How to create and evaluate communication strategies, page n.9 (<http://www.maghweb.org/lezione/module-6-how-to-create-and-evaluate-a-communication-strategy/>)

Divide participants into small groups (max. 4 participants/group) and distribute among them the handouts: the profile of organisations. Give the groups 20-30 minutes to make a SWOT analysis of the organisation. (Note: if you have a big group, you can create additional hypothetical organisations, or give the same organisation to more groups; it can be interesting to see the differences between their results.)

Gather in plenary and share the results of the analysis

Guiding questions for the debriefing after the activity

What can we do with a SWOT analysis? (Sensitize participants on the fact that by identifying weaknesses and threats, basically they are collecting information for a risk analysis which can help them prevent difficulties; and by knowing their strengths and opportunities, organisations can create new and innovative strategies)

Why is it important for organisations to make a SWOT analysis? How much time should we spend on planning and analysis before getting to action?

Handout – Profile of organisations

Organisation name: Herodotus

Goal: To raise awareness about media manipulation and to investigate information present in the media; to empower people to get access to information and to use critical thinking

Activities: The organisation has a blog where they publish the results of their investigations. Besides, they are organising thematic events on “hot” media topics. They sometimes organise workshops with young people on media use, advantages and disadvantages of social media ecc.

Target group: General public, people with medium or low level of education, illiterate people, young people in general, decision makers

Strengths: the staff of the organisation is composed by journalists; it is an international group of people. The organisation has been working for 5 years already.

Limits/Difficulties: the number of readers of the blog is low; they have difficulties engaging people from disadvantaged backgrounds in their activities (illiterate people, people with economic difficulties, people with low level of education); the organisation offers its activities for free, therefore they face economic difficulties and sustainability of those activities; their work is not supported by the current government.

Note: The name of the organisation comes from the Greek historian Herodotus. He is often referred to as “The Father of History”; he was the first historian known to have broken from Homeric tradition to treat historical subjects as a method of investigation—specifically, by collecting his materials systematically and critically, and then arranging them into a historiographic narrative. The organisation chose this name because of the link between the historian and their goal: investigating and critically analysing information, instead of building on word-of-mouth and on information without facts behind it.

Organisation name: CFA – Circus For All

Goal: To bring arts (especially circus and performing arts) to the public who can not afford to pay for it. To enrich the cultural life of the community, using arts as a trigger for encounters between people with different social status.

Activities: So far the organisation has implemented only some small shows on a public square, to promote itself. They are planning to organise festivals and workshops (e.g. juggling) in poor neighbourhoods of the city.

Target group: General public, involving people from rich and from poor areas (any age).

Strengths: The organisation is not well known in the local community; however it has a wide international network thanks to the artists' personal connections. The organisation has a good financial capacity at the moment, the members are ready to invest even a larger amount of money.

Limits/Difficulties: The organisation is only 3 month old. Circus and performing arts (street arts) are not very popular in the city. The members have financial capacity to implement the activities, but they want to find a sustainable way to, at least, cover the costs of the activities.

Note: Not all the members of the organisation live in the same city, and they also travel a lot. Most of them have different artistic focus; they are specialized in different type of performing art.

Organisation name: TOGETHER Foundation

Goal: To empower and build the financial capacity of small organisations who work with migrants.

Activities: The foundation collects donations for the support of small organisations who work with migrants. It continuously maps the presence and work of organisations engaged in the topic.

Target group: donors/sponsors, decision makers, public institutions, small NGOs and social enterprises

Strengths: The organisation has offices in 4 different regions of the country. It has already created a rather wide map of small organisations in those 4 regions who work with migrants (they are not yet in partnership with all of them).

Limits/Difficulties: Difficulties with finding donors and sponsors due to the lack of trust of sponsors – they say they are not sure where their money ends up. General discrimination and racism towards migrants in the local communities, reinforced by politics.

Note: The organisation, besides giving out grants and financial support for NGOs, also has to cover their own staff and management costs. All the staff are part-time workers.

9. Writing tools

Objective of the activity

To improve participants' competencies in writing

To develop communication competencies for reaching a wider audience

Number of participants

Between 6-24

Time

2,5-3 hours

Materials needed

Projector, laptop, presentation (available here: <https://www.dropbox.com/s/o1y4oix8ezldzkq/Writing%20Tools%20presentation.pptx?dl=0>)

Paper, pens

Printed copies of the presentation (1/group)

Step by step description of the activity

Project the presentation on writing tools and discuss it with participants; leave time for their questions and offer them the possibility to complement the presentation with other tools they know. Divide participants in small groups (max. 4 participants/group). Assign each group a topic or a statement, and a target group (to whom they will address what they are writing). Give them 60 minutes to write. Remind them to use the tools presented; you can give a printed copy of the presentation as support.

When time is up, make groups exchange their writings and evaluate each others' papers. Share in plenary the good practices used in the papers and the things that could be improved.

Guiding questions for the debriefing after the activity

Why is it important to know and use these tools in writing? How they can influence our message, or the results of our communication?

Why do we have to choose a target group? Do we have to use different methods and languages for different target groups?

In which situations these tools can be useful? How organisations can use them in their work?

Notes:

The presentation is a product of the association FORME <http://associazioneforme.com/>

10. Public speaking tools

Objective of the activity

To improve participants' competencies in public speaking

To develop communication competencies for reaching a wider audience

Number of participants

Between 6-24

Time

3 hours

Materials needed

Projector, laptop, presentation (available here: <https://www.dropbox.com/s/zgitxsbydbq8myd/Public%20Speaking%20presentation.pptx?dl=0>)

Paper, pens

Printed copies of the presentation (1/group)

Step by step description of the activity

Project the presentation on public speaking and discuss it with participants; leave space for their questions and offer them the possibility to complement the presentation with other tools they know. Divide participants into small groups (max. 4 participants/group). Assign each group a topic or a statement, and a target group (to whom they will address their speech). Give them 60 minutes to write. Remind them to use the tools presented; you can give a printed copy of the presentation as support.

Participants should come up with a speech between 5-15 minutes. Remind them not only to write it, but to practice it as well.

Gather participants in plenary. For each group who present, another group will be the jury. The jury will give feedback on the speeches, on the strengths and weaknesses. Make the groups rotate till everyone presented their speech.

Guiding questions for the debriefing after the activity

Why is it important to improve skills in public speaking? How they can influence our message, or the results of our communication?

What other languages we use in public speaking, apart from verbal language?

Why do we have to choose a target group? Do we have to use different methods and languages for different target groups?

In which situations these tools can be useful? How organisations can use them in their work?

Notes:

The presentation is a product of the association FORME <http://associazioneforme.com/>

4.3. The Online Training Course for non-profit organisations

The Online training course is the final output of the project “The Sound of Silence”. It aims to train youth workers, social workers, communicators, general staff of the non-profit organisations on marketing and communication skills. It is available for free on four languages: English, Italian, Spanish and Hindi.

By passing the online test, learners also receive a certificate of participation.

To access the course visit this site: <http://www.maghweb.org/the-sound-of-silence-training-online/>

5. Recognising competencies gained through non-formal education

The recognition of non-formal learning outcomes is still on the EU agenda.

(About the latest developments you can read here: <https://www.salto-youth.net/downloads/4-17-3335/5%20Overview%20of%20recognition%20policy%20developments%20April%202016.pdf>)

In youth work, apart from the advocacy of recognition at national level, it is important that there is a recognition at individual level, hence that beneficiaries gain the competencies to self-evaluate their own development. To facilitate that, it is important to reinforce first their skills in “learning to learn”: to discuss and specify their objectives, and design a competence model (the description of the set of competencies) needed to reach that objective. Beneficiaries must be involved already in the design phase and throughout the whole recognition process.

Through the competence model, learners can more easily follow and monitor their learning achievements, and eventually evaluate them. Through the evaluation they can create their own competence portfolio, which can also be attached to an official certificate.

The importance of the whole process is to improve learners’ self-awareness, develop their competencies in learning to learn, and to create a habit of lifelong learning.

During this project participants have received the Youthpass certificate, which was utilized as a tool for self-reflection on the eight key competences for lifelong learning.

To know more about Youthpass, visit this website: <https://www.youthpass.eu/en/>