



# CURRICULUM FOR YOUTH WORKERS

Capacity building for the  
empowerment and social integration of vulnerable girls

SPACE4US

A model of blended-experiential learning for the empowerment of young women





Co-funded by  
the European Union

Project No. 2021-1-IT03-KA220-YOU-000028810

## Introduction

Outside common socializing contexts, vulnerable girls are generally "intercepted" by care services offering assistance to disadvantaged groups, i.e. socio-educational and health services, foster homes, social enterprises, religious communities. Most of the time, however, programs are carried out with interventions addressing the needs of excluded youngsters in general. Specific single-sex necessities are in many cases overshadowed, if not completely ignored, often as a result of poor funding or absent operational guidelines. Youth workers in particular often lack up-to-date knowledge and methodologies to deal with specifically "girl issues", but also to engage in deeper discourses exploring gender equity, autonomy and relationship, empowerment, sexuality, independence, violence against women; but also community, culture and identity. Drawing on the findings of the qualitative and comparative social study on the risk of exclusion faced by adolescent girls in Europe ("Stories of fragilities", PR1), combined with knowledge of partner organisations and associated partners, the international team of the SPACE4US project has produced a curriculum of blended learning to help youth workers improving their skills in creating and using experiential educational tools.

Main aim of the Curriculum is to present different, innovative approaches of work and activities in order to support girls' personal and social development. Providing girls-only spaces doesn't mean that mixed work is unimportant; it can help complement mixed-sex groups by giving girls the confidence to express things openly and try youth projects in the first place. The Curriculum thus represents a learning pathway comprising:

### Module 1. Why does gender matter?

Module 1 includes the theoretical approach behind the project. Here definitions of empowerment and insights about the importance of empowering young women are discussed, integrated with reflections about gender equality and intercultural relations. This module also highlights the potential for informal feminist education/activities to foster collective empowerment and social transformation.

### Module 2: What is "blended experiential learning": concepts and methodologies.

The aim of this Module is to understand the requirements and mechanisms of this approach that combines learning by doing activities with e-learning pedagogical methods.

### Module 3: Group Activities: Toolkit of activities of blended-experiential learning.





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Designing activities of blended-experiential learning for adolescent girls. Youth workers are a fundamental part of effective programs, yet often little information is available about the practical aspects of developing a successful, coherent path of informal learning, specifically targeted on girls, that features inclusive (peer-to-peer) pathways of disadvantaged groups with their peers experiencing less hardships. Designed to be practical and user-friendly, Module 3 includes:

- insights from good practices and experiences,
- monitoring and evaluation tools, models for sustainability.
- it is also accompanied by the Toolkit of activities of blended-experiential learning (Project Result 3), which includes a total of 27 concrete examples of activities ready to be implemented.

#### Module 4: The Online Platform and its Social Communication Tool.

It explores all the functionalities and tools of the platform, highlighting the importance of building a safe-space online (the SCT), different from common widespread social networks, where girls can meet and ask for advice.

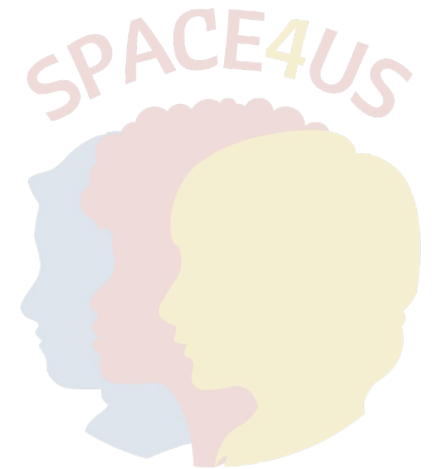
The Curriculum has been presented:

1. through a face-to-face course directly engaging youth workers from partner countries where experimentation will be carried out;
2. through the interactive resource for distance learning, including all the modules online on the Platform of the project.



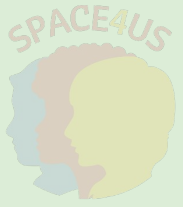
# Module 1: Session 1

## Why does gender matter?



Project: 2021-1-ITO3-KA220-YOU-00028810





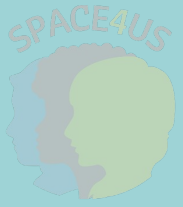
## Difference between sex and gender

SEX refers to biologically determined reproductive anatomy and to the legal category attributed at birth.

Gender refers to socially constructed males and females' characteristics and norms that define the features, capacities and behaviours expected for girls/women and boys/men.

**The biological differences between men and women are crossed by power relations, thus transforming biologic differences into gender inequalities.**

**What is  
gender?  
5 minutos**

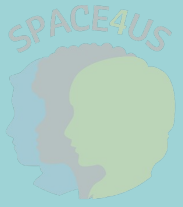


## Gender Stereotypes

Gender inequalities are reinforced through stereotypes, which attribute natural/biological traits and behaviours to each gender.

### **What is gender? 2 minutos**

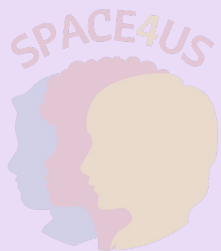
“A gender stereotype is a generalized view or preconception about attributes or characteristics, or the roles that are or ought to be possessed by, or performed by, women and men. A gender stereotype is harmful when it limits women’s and men’s capacity to develop their personal abilities, pursue their professional careers and/or make choices about their lives. Whether overtly hostile (such as “women are irrational”) or seemingly benign (“women are nurturing”), harmful stereotypes perpetuate inequalities. For example, the traditional view of women as care givers means that child care responsibilities often fall exclusively on women.”



## Gender Stereotypes

**What is  
gender?  
3 minutos**

**Gender stereotypes** are deeply embedded within social institutions and people's perceptions, as they are the result of historically preconceived ideas regarding each gender, which justify and maintain inequality and power relations between women and men.



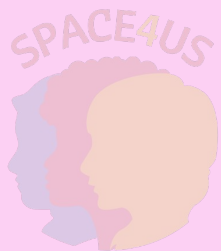
## Social Institutions and Gender Index 2019 (SIGI)

What are discriminatory social institutions?

**Gender  
inequalities:  
some  
indicators**

**5 minutos**

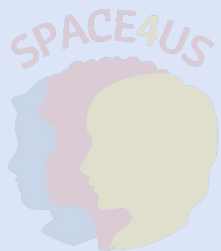
“**Formal and informal laws, social norms and practices** that restrict or exclude women and girls, consequently curtailing their access to rights, justice, empowerment opportunities and resources.” (SIGI, 2019, p.10)



# SIGI's Dimensions



Gender inequalities:  
some indicators  
3 minutos

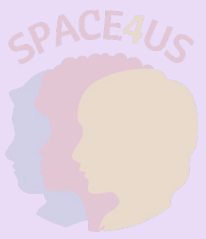


## SIGI's Approach

Gender inequalities:  
some indicators

3 minutos



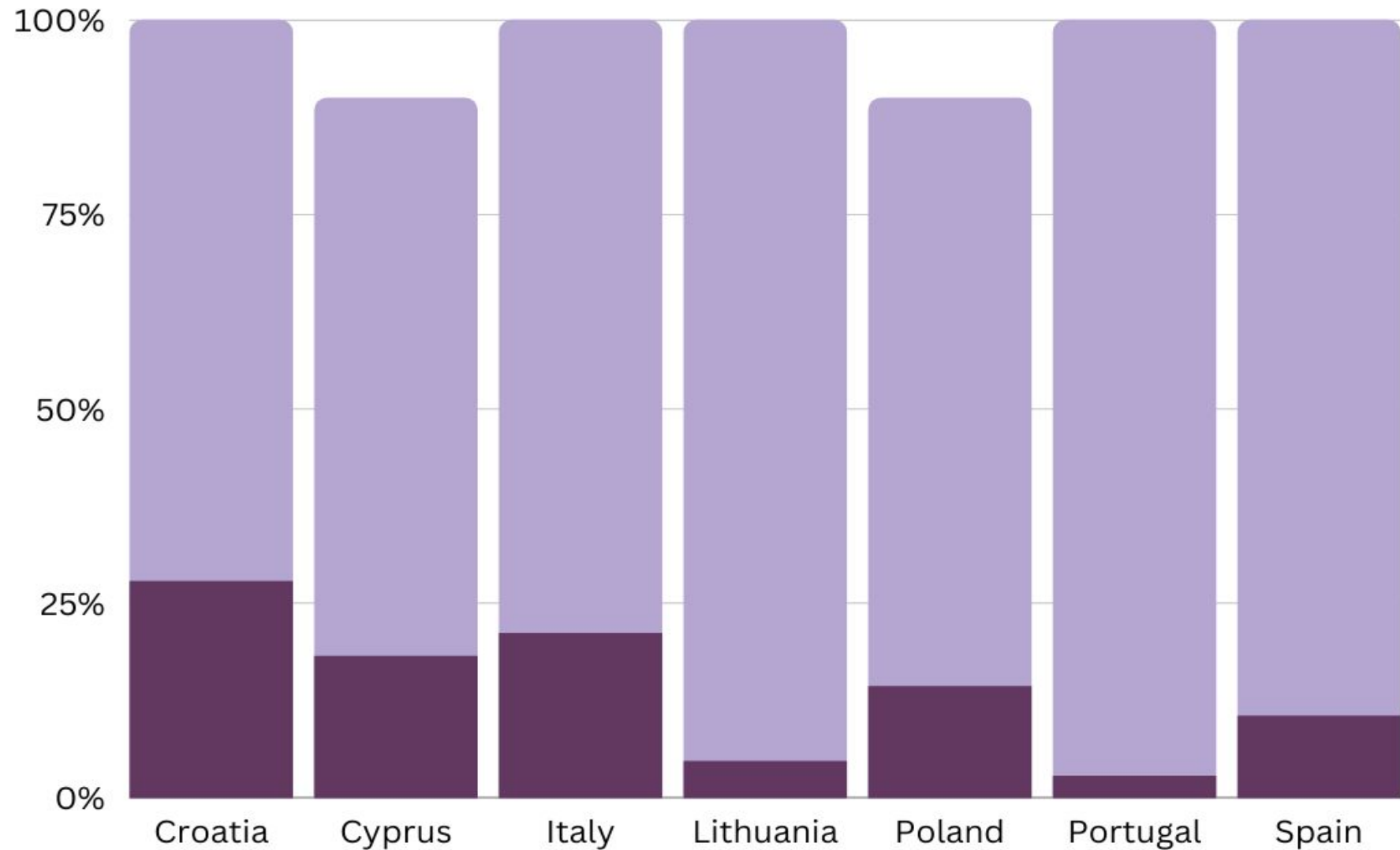


## SIGI 2019

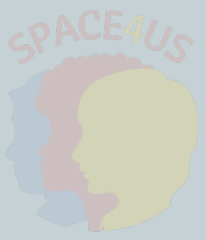
**Gender  
inequalities:  
some  
indicators**

**1 minuto**

### Discrimination in the family



Country  
Profiles

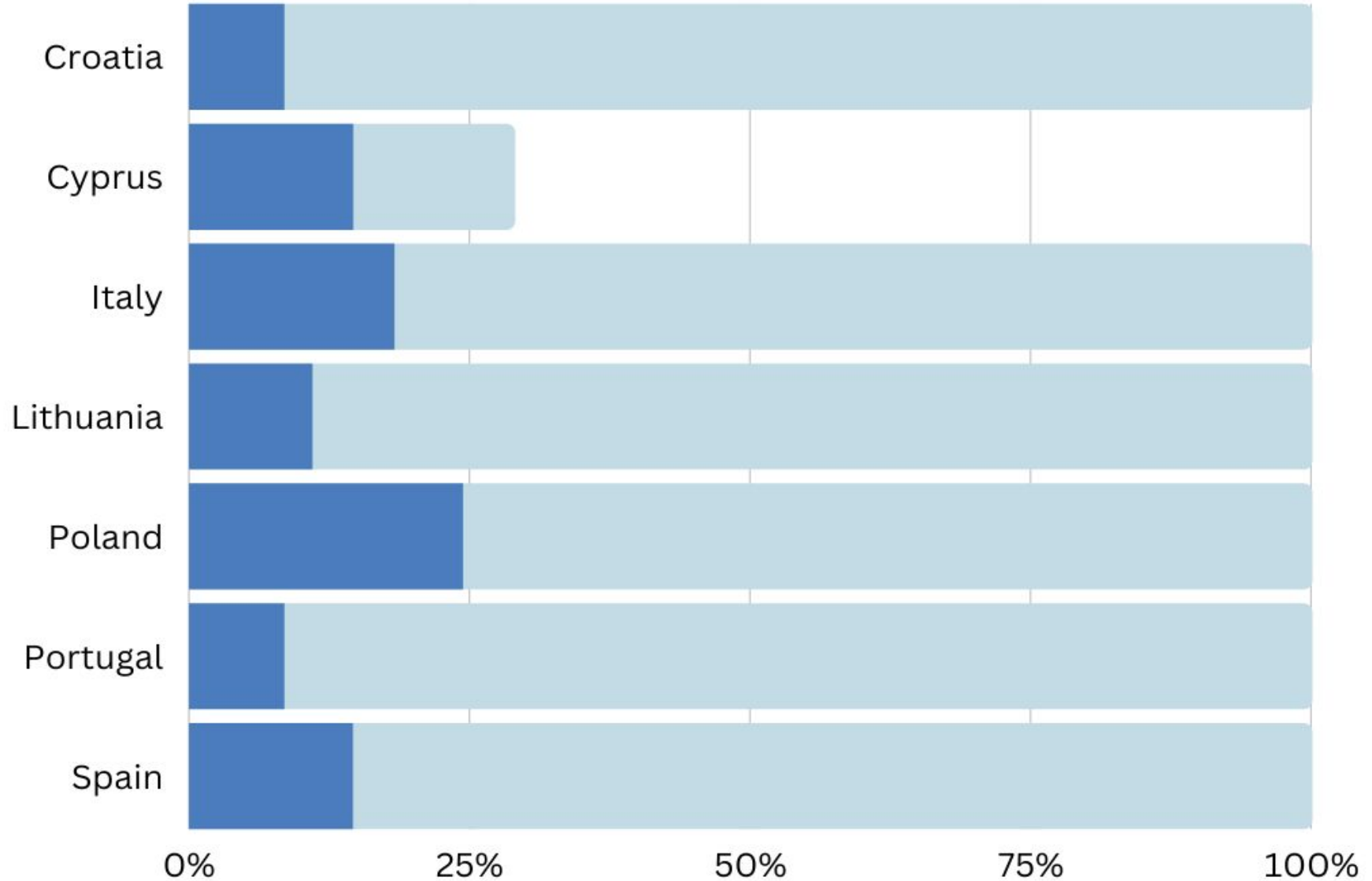


## SIGI 2019

**Gender  
inequalities:  
some  
indicators**

**1 minuto**

### Restricted physical integrity



Country  
Profiles



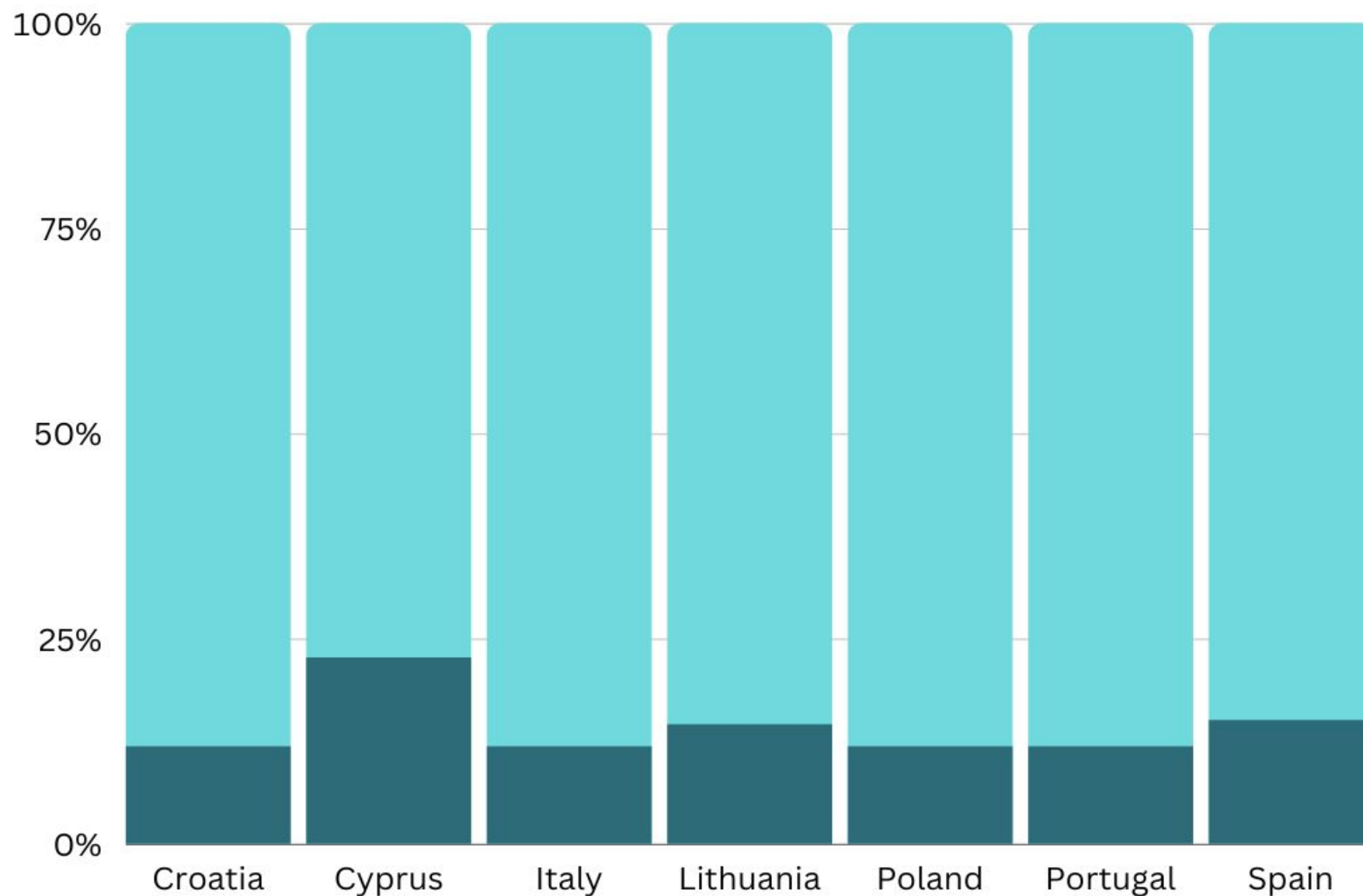


## Gender inequalities: some indicators

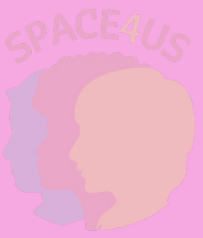
1 minuto

### SIGI 2019

## Restricted access to productive and financial resources



Country Profiles

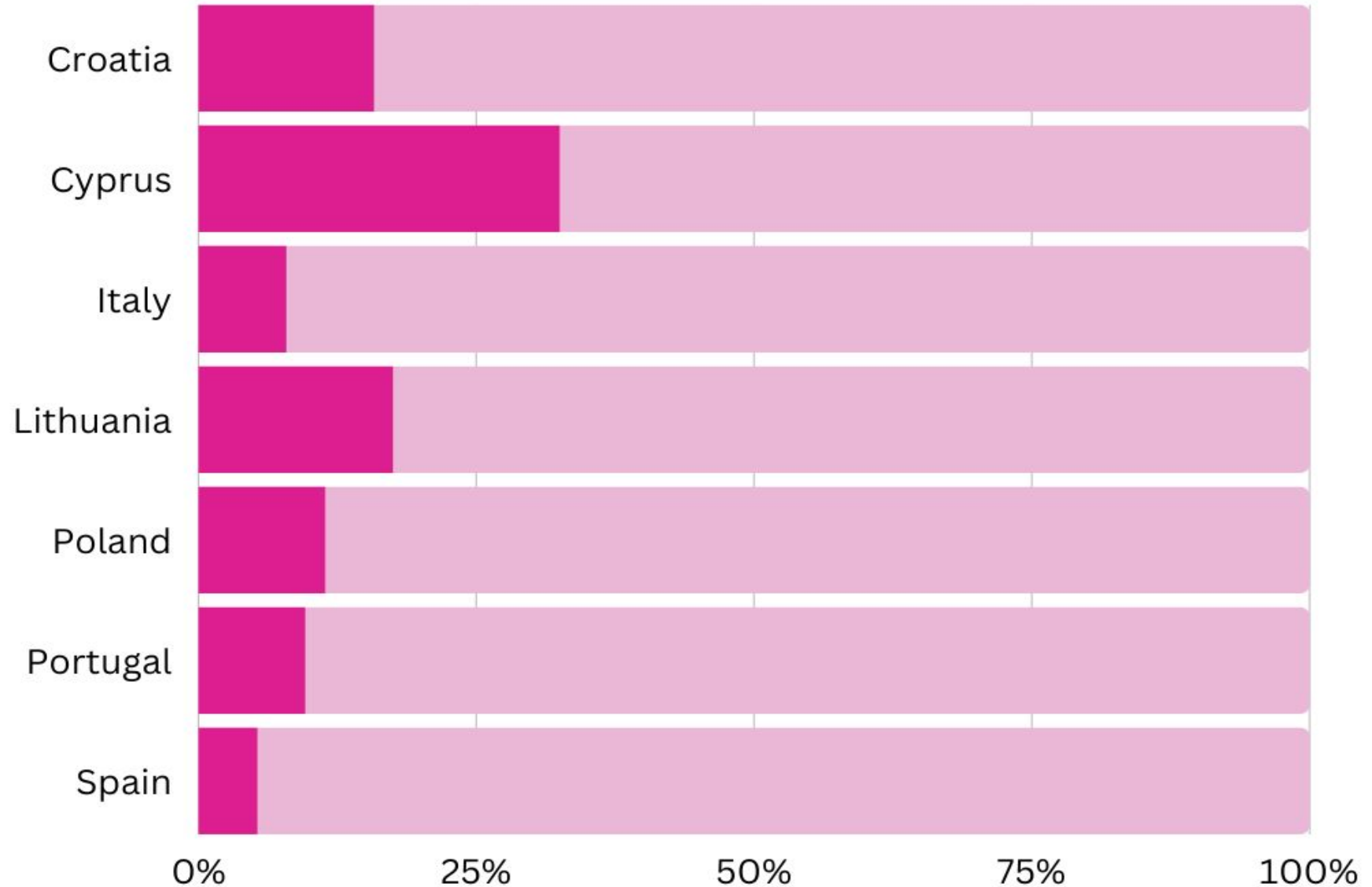


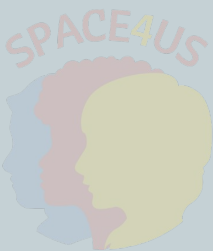
## SIGI 2019

**Gender  
inequalities:  
some  
indicators**

**1 minuto**

### Restricted civil liberties

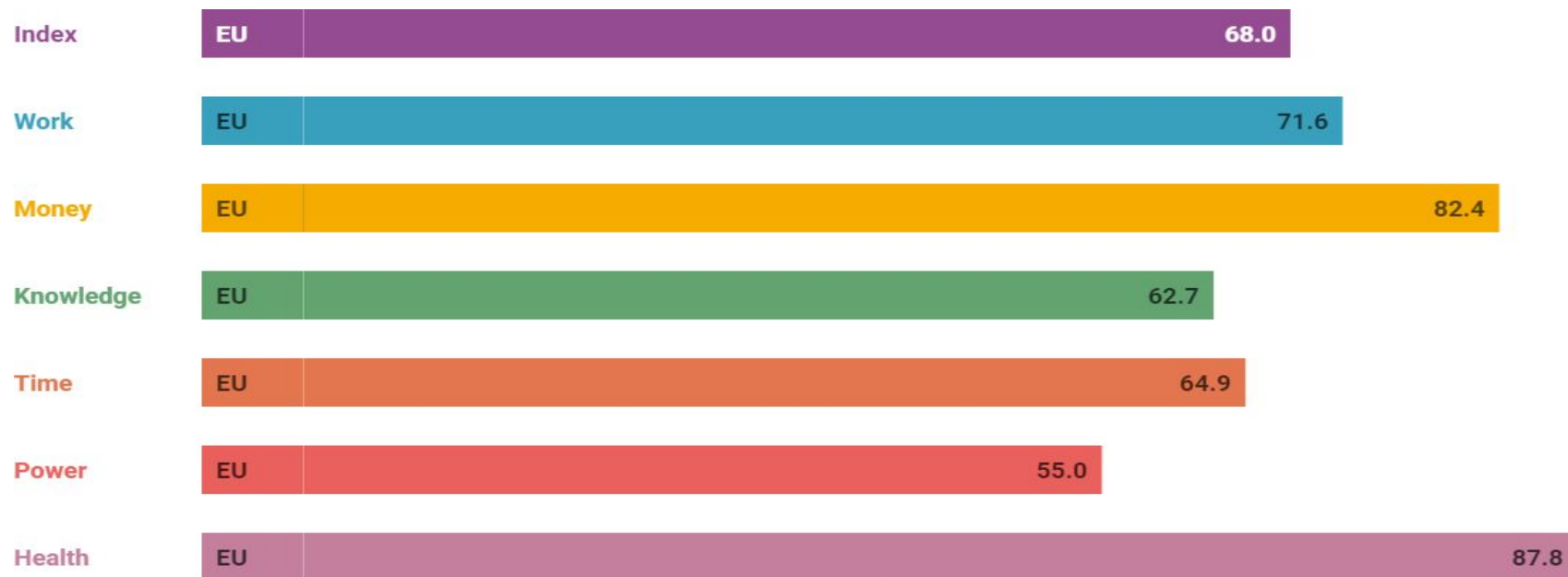




## EIGE Index 2022

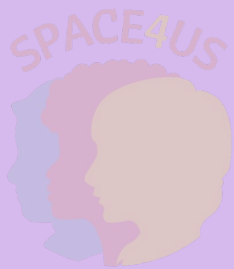
Even in the most egalitarian geographies, such as the European continent and, more specifically, in the European Union, the Gender Equality Index (EIGE, 2022) puts the average equality between women and men in the 27 countries at 68%, to the disadvantage of women.

In the context of the project partner countries, the figure ranges from 56.6% to 73.7%.



EIGE, Gender Equality Index / European Union / 2021

Gender  
inequalities:  
some  
indicators  
5 minutos



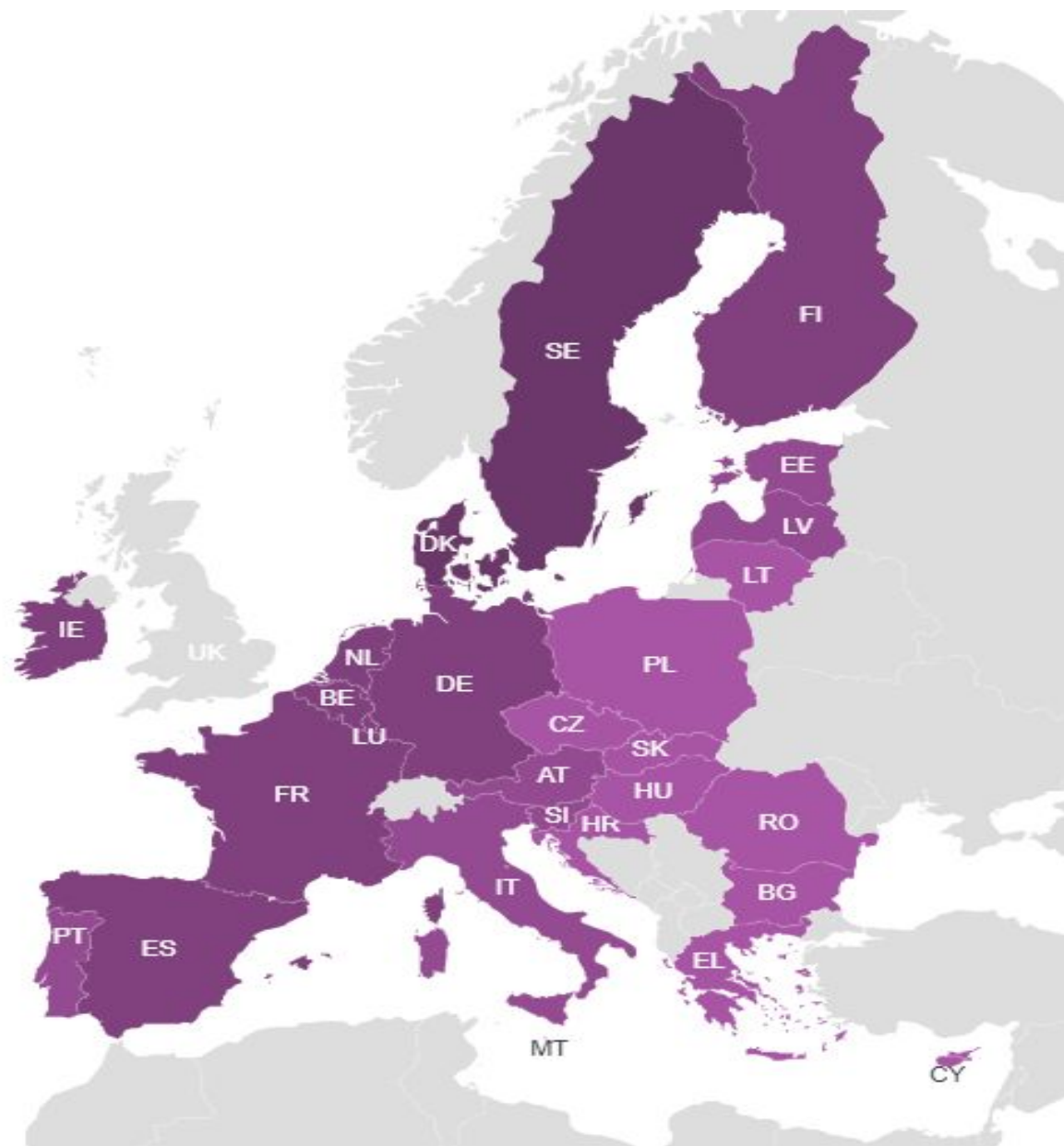
## EIGE Index 2022



ES	73.7
EU	68.0
IT	63.8
PT	62.2
HR	59.2
LT	58.4
CY	57.0
PL	56.6

52.5      60.4      68.2      76.1      83.9

The scale is based on the range in scores (max-min) divided by 4



European Institute for Gender Equality, Gender Equality Index 2022

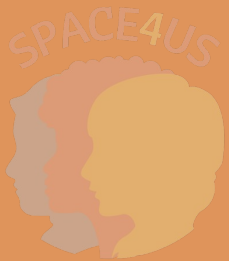
Gender inequalities:  
some indicators  
10 minutos



## The identity onion

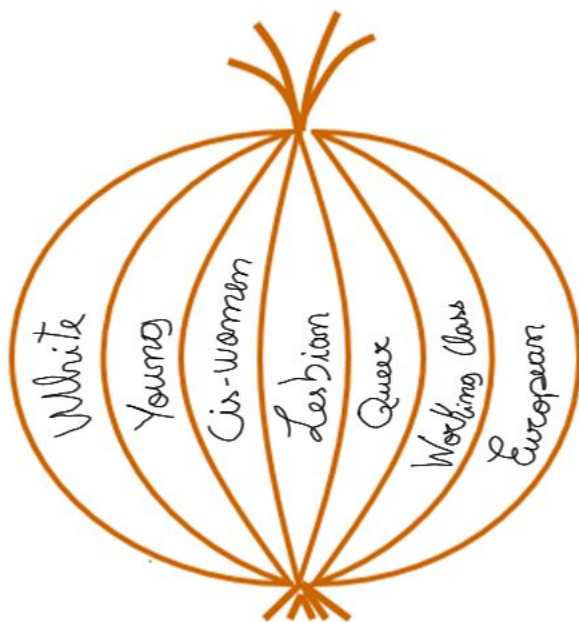


**Gender  
inequalities  
from an  
intersectional  
perspective  
10 minutos**

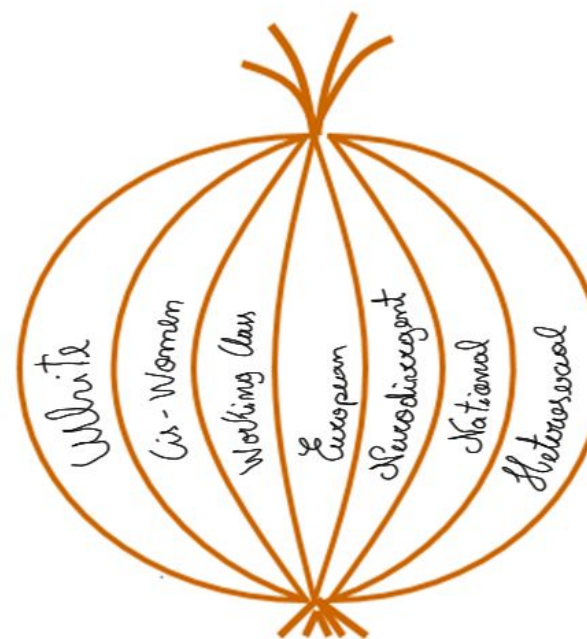


## The identity onion

Gender  
inequalities  
from an  
intersectional  
perspective  
**10 minutos**

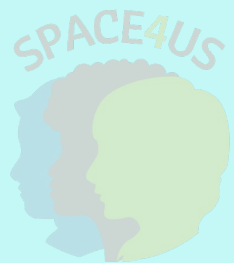


**Raquel**



**Daniela**

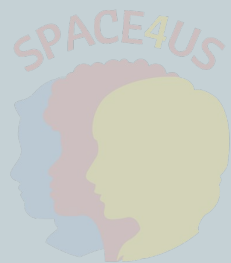




## Intersectionality

**Gender  
inequalities  
from an  
intersectional  
perspective  
4 minutos**



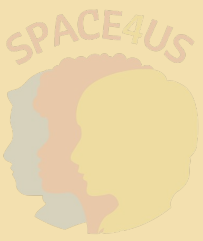


## Intersectionality

The intersectional framework sustains that gender and gender identity, race, class, nationality, age, physical and mental health, functional diversity and sexual orientation are better understood as intertwining in a complex web of privileges and disadvantages, which create multiple inequalities, which must be understood together (Crenshaw, 1991). Thus, to understand social situations in its complexity and diversity, and act to prevent social exclusion, requires an intersectional approach.

**Gender  
inequalities  
from an  
intersectional  
perspective  
1 minuto**





## VIOLENCE

Violence in all its forms has far-reaching consequences for the victims, ranging from injuries, chronic physical and mental health issues, poverty, exclusion from the labour market, community, or other areas of society, threatened security or loss of life (Malgesini et al., 2019).

### What is violence and where does it happen?

#### Types of violence

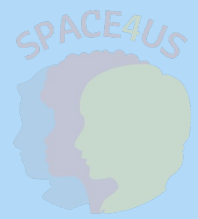
- Physical
- Verbal (including hate speech)
- Psychological and emotional violence
- Sexual
- Economic
- Domestic or in intimate relationships
- Harrassment

#### Places of violence perpetuation

- Home/Family
- Public spaces
- Schools
- Social Institutions
- Work
- Online
- Sports & arts Clubs
- ...

**Gender-base  
d violence  
and sexual  
violence**

**10 minutos**



# Gender-Based Violence - GBV

Gender-based violence (GBV), in its various forms, such as physical, psychological, emotional, economic, verbal and sexual, is violence committed against a person or a group, girl and woman or boy and man, because of their gender.

Gender-based violence was traditionally conceptualized as violence by men against women, but is now increasingly taken to include a wider range of hostilities based on gender identity and sexual orientation, including certain forms of violence against men who do not embody the dominant forms of masculinity.

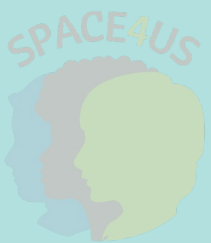
## Did you know?

The number of women victims of gender, domestic and sexual violence, in 2014, was still high in the EU. From the age of 15, 1 in 3 women has experienced physical or sexual violence, 1 in 2 has experienced sexual harassment, 1 in 5 has been stalked, 1 in 20 has been raped. In 2017 71 % of the victims of traffic for sexual exploitation are women.

EIGE, 2022; International Labour Organization and Walk Free Foundation, 2017

**Gender-based  
violence  
and sexual  
violence**

**3 minutos**

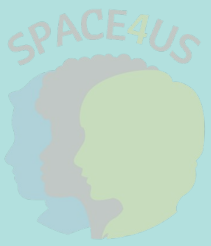


# Sexual violence

**Sexual violence** is a broad category of actions in which a person exerts their power and control over another person through unwanted or harmful sexual actions.



**Gender-based  
violence and  
sexual  
violence  
2 minutos**



**Gender-based  
violence and  
sexual  
violence  
5 minutos**

## Sexual violence

**Sexual Assault:** An act in which a person sexually touches another person without that person's consent or coerces or physically forces a person to engage in a sexual act against their will.

**Sexual Coercion:** The use of pressure, manipulation, misuse of authority or status, or deception to gain sexual contact without a person's consent.

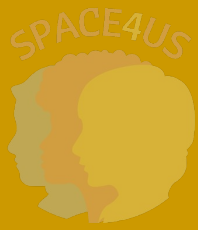
**Sexual Exploitation:** Actual or attempted abuse of a position of vulnerability, power, or trust, for sexual purposes, including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another.

**Sexual Harassment:** Sexual Harassment may involve unwelcome sexual advances, requests for sexual favors, other verbal, visual, or physical conduct of a sexual nature; sexual innuendo; offensive jokes; and repeated unwanted invitations.

**Image-based sexual abuse:** commonly known as “revenge porn,” takes place when someone threatens to share, or shares, an intimate, nude, or sexually explicit image or video of an individual – without that person's consent to do so.

**Stalking:** The act or crime of willfully and repeatedly following or harassing another person (can be in person, but also occur via telephone or social media) in circumstances that would cause a reasonable person to fear injury or death especially because of expressed or implied threats.

**Relationship Violence:** Repeated behaviors such as threats, verbal abuse, and physical abuse, involving adults who are in an intimate dating relationship



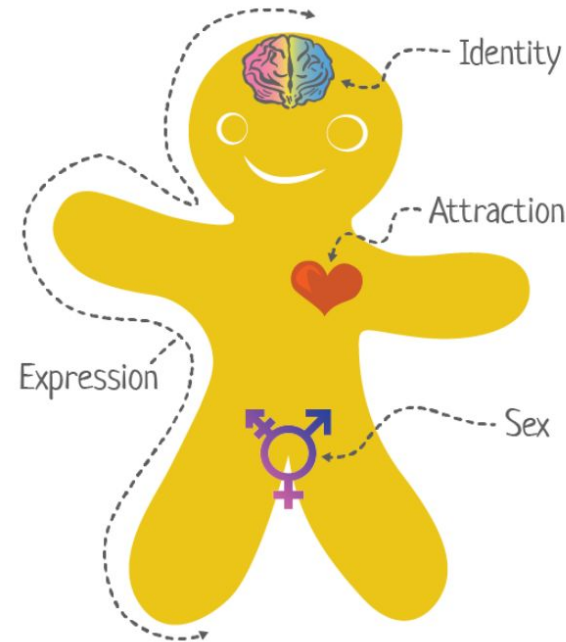
## Basic Concepts

### Gender identity

One's innermost concept of self as male, female, a blend of both or neither – how individuals perceive themselves and what they call themselves. One's gender identity can be the same or different from their sex assigned at birth.

### Sexual orientation

An inherent or immutable enduring emotional, romantic or sexual attraction to other people. An individual's sexual orientation is independent of their gender identity.



### Gender expression

External appearance of one's gender identity, usually expressed through behavior, clothing, body characteristics or voice, and which may or may not conform to socially defined behaviors and characteristics typically associated with being either masculine or feminine.

### Sexual characteristics

Source: <https://www.genderbread.org/resource/genderbread-person-v4-0>

The physical traits of an organism which are indicative of its biological sex. These can include sex organs used for reproduction and secondary sex characteristics which distinguish the sexes of a species.

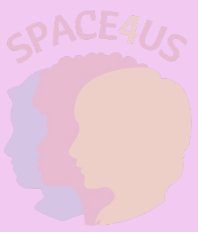
Source: <https://www.hrc.org/resources/sexual-orientation-and-gender-identity-terminology-and-definitions>

**Orientation,  
gender identity  
and sexual  
characteristics**  
10 minutos



## Gender identity

- **Cisgender (Cis) Women and Men:** People whose gender corresponds to the sex they were assigned at birth.
- **Transgender (Trans) Woman/Girl:** A woman/girl who was assigned as a boy, at birth.
- **Transgender (Trans) Man/Boy:** A man/boy who was assigned as a girl, at birth.
- **Non-binary people:** This is a widely used term to describe a gender identity that cannot be categorized as masculine or feminine. Nonbinary people may experience their gender as a combination of male and female or as neither male nor female

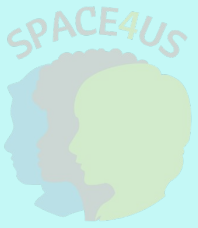


## Sexual Orientation

**Sexual  
orientation,  
gender identity  
and sexual  
characteristics**

**5 minutos**

- **Heterosexual:** People who feel attracted to people of the opposite gender and sex.
- **Gay/Lesbian:** People who feel attracted to people of the same gender.
- **Bisexual:** people who feels attracted to people of both genders, feminine and masculine.
- **Pansexual:** people who feel attracted to people of all genders.



## Sexual Characteristics

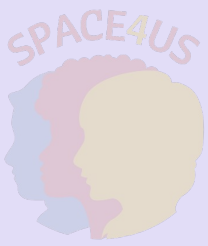
### Sexual orientation, gender identity and sexual characteristics

5 minutos

- **Female:** People who have innate sex characteristics that fit medical and social norms for female bodies.
- **Male:** People who have innate sex characteristics that fit medical and social norms for male bodies.
- **Intersex:** Intersex people have innate sex characteristics that don't fit medical and social norms for female or male bodies.  
For example to have a uterus and penis or XXY chromosomes.

<https://ihra.org.au/18106/what-is-intersex/>





## EU-LGBTI II: A long way to go for LGBTI equality (FRA, 2020)

**Sexual orientation, gender identity and sexual characteristics: inequalities**  
**1minuto**

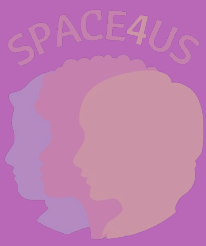
37% of respondents aged 15 to 17 are almost never open about being LGBTI

Most respondents (61%) always or often avoid holding hands with their same-sex partners

**Living openly as a lesbian, gay, bisexual, trans or intersex person**

Half (53%) of LGBTI respondents are almost never or rarely open about being LGBTI

One in three respondents (33%) always or often avoid certain places or locations for fear of being assaulted, threatened or harassed because they are LGBTI.



**Sexual orientation, gender identity and sexual characteristics: inequalities**  
**1minuto**

## EU-LGBTI II: A long way to go for LGBTI equality (FRA, 2020)

### **Hate Motivated Violence and Harrassment**

One in 10 LGBTI respondents (11%) in the EU were physically or sexually attacked in the five years before the survey because they are LGBTI. Trans (17%) and intersex (22%) respondents experienced attacks at higher rates.

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In the year before the survey, two in five LGBTI respondents (38%) experienced harassment for being LGBTI. Rates are even higher (47%) for respondents aged 15 to 17. Among all LGBTI respondents, trans (48%) and intersex (42%) indicate the highest rates of harassment.. Only one in 10 (10%) incidents of such harassment were reported anywhere. Just 4% were reported to the police.

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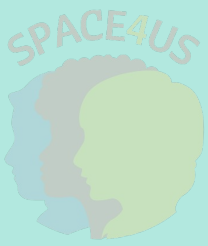
Only one in five (21%) incidents of physical or sexual violence was reported to any organisation, including the police (14%).

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On average, of those respondents across the EU who did not report the most recent incident of physical or sexual violence to the police, 25% said that they did not do so because of fear of homophobic and/or transphobic reactions by the police.

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## EU-LGBTI II: A long way to go for LGBTI equality (FRA, 2020)

### The situation of intersex persons



62% of intersex respondents did not provide – and were not asked for – their or their parents' consent before undergoing surgical intervention to modify their sex characteristics.



Intersex respondents say that discrimination because of their sex characteristics, bullying and/or violence are the major problems they face in the country they live in.

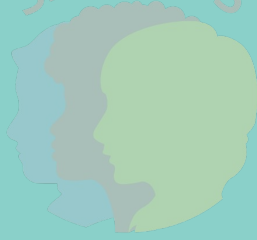


One in five intersex respondents (19%) faced hurdles when registering their civil status or gender in a public document. These include denials of service or ridicule by staff (41%)



Almost two thirds (62%) of intersex respondents felt discriminated against in at least one area of life because of being intersex in the 12 months before the survey..

Sexual  
orientation,  
gender identity  
and sexual  
characteristics:  
inequalities  
1minuto



## Strategies to promote gender equality

10 minutos

## GENDER MAINSTREAMING

"Mainstreaming from a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality"

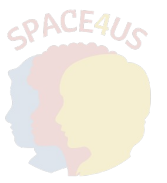
Source:

<http://www.un.org/womenwatch/daw/csw/GMS.PDF>

### **What could gender mainstreaming be, for example, in education?**

- To review school materials in terms of content and images so that they do not reinforce gender stereotypes.
- To not divide classes based on sexes.
- To use inclusive language in all kinds of verbal and non-verbal communication.
- To assess what kind of school sports are played and who plays them.
- ...

# References



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EIGE – European Institute for Gender Equality. 2023. *Gender Equality Index*. [website]. available at <https://eige.europa.eu/gender-equality-index/2021/country/PT>

Finansforbundet. *Finansforbundet on Equal pay What do these kids understand that your boss doesnt* - [youtube video ]. you tube. available at

[https://www.youtube.com/watch?v=7n3Sov7Zctk&ab\\_channel=Finansforbundet](https://www.youtube.com/watch?v=7n3Sov7Zctk&ab_channel=Finansforbundet)

FRA - European Union for Fundamental Rights. 2020. *EU-LGBTI II: A long way to go for LGBTI equality*. Luxembourg: Publications Office of the European Union, available at

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Economic and Social Affairs. available at <https://www.un.org/womenwatch/daw/csw/GMS.PDF>

# Resources:

## Stereotypes

**The 2021 Let Toys Be Toys Silliness Awards:** <https://www.lettoysbetoys.org.uk/the-2021-let-toys-be-toys-silliness-awards/>

## Intersectionality and Privilege

IGLYO - The International LGBTQ Youth and Student Organisation.2014. *Intersectionality Toolkit*. Available at [https://www.luthercollege.edu/public/images/Intersectionality Toolkit and other resources.pdf](https://www.luthercollege.edu/public/images/Intersectionality_Toolkit_and_other_resources.pdf)

SPOR –Strategy for patiente-oriented research. 2023. Reflective Exercise [https://www.mcmasterforum.org/docs/default-source/covidend/spor-resources/sporea\\_intersectionality-exercise.pdf?sfvrsn=afb59d5\\_10](https://www.mcmasterforum.org/docs/default-source/covidend/spor-resources/sporea_intersectionality-exercise.pdf?sfvrsn=afb59d5_10)  
[https://www.youtube.com/watch?v=hD5f8GuNuGQ&ab\\_channel=As%2FIs](https://www.youtube.com/watch?v=hD5f8GuNuGQ&ab_channel=As%2FIs)

TED Ideas worth spreading. *O perigo da história única* - Chimamanda Ngozi Adichie [TedTalk video ]. you tube. available at  
[https://www.ted.com/talks/chimamanda ngozi adichie the danger of a single story?language=en](https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?language=en)

## Sexual Violence

**Survivor Resource Packege from Michigan University – centre for survivors:**

<https://centerforsurvivors.msu.edu/education-resources/sexual-violence-educational-information/Survivor%20packet%209.20.21.pdf>

Emergency Lines: XXXX

## Gender identity and sexual orientation:

**LGBT Center of the University on North Carolina – Chapel Hil:** <https://lgbtq.unc.edu/resources/exploring-identities/intersex/>

**The Proud Trust:** The proud trust [https://www.theproudsttrust.org/young-people/exploring-identity/sexual-orientation-lgb/?gclid=CjwKCAiAqt-dBhBcEiwATw-LGBT\\_Center\\_ggDVhsw9VXVIBGJQcWBnfhFwj7QkpBNBAogwhj0U\\_Y9SKfBDobIEPURoCTyEQAvD\\_BwE](https://www.theproudsttrust.org/young-people/exploring-identity/sexual-orientation-lgb/?gclid=CjwKCAiAqt-dBhBcEiwATw-LGBT_Center_ggDVhsw9VXVIBGJQcWBnfhFwj7QkpBNBAogwhj0U_Y9SKfBDobIEPURoCTyEQAvD_BwE)

Emergency Lines: XXXXX



SPACE4US

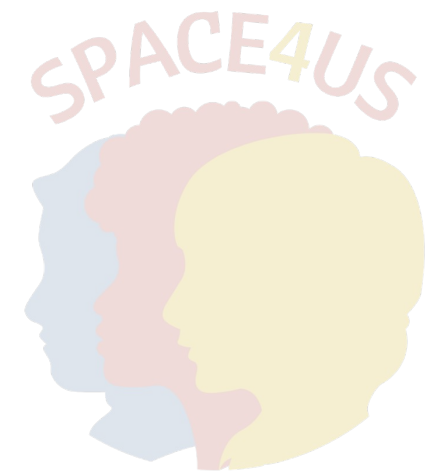


**Thank  
You!**

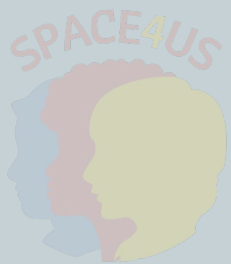


**Module 1:  
Session 2**

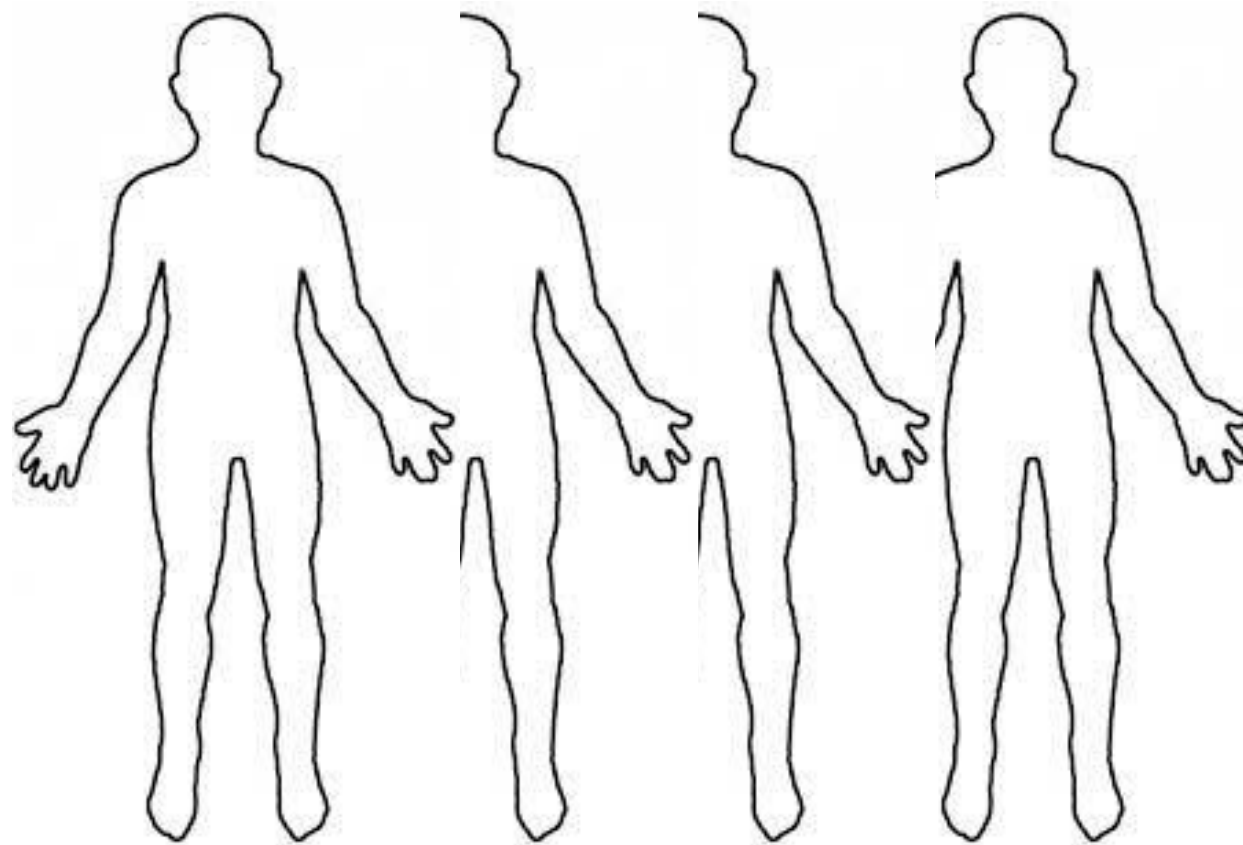
# Why does gender matter?







## A day in the life of



**Diversity of  
Social  
Experiences:  
Understanding  
Intersectionality**  
**1 hora**

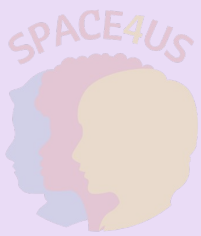


## Gender Good Practices at Institutional Level

Practices that do not reproduce stereotypes and encourage the free development of the individual's personality, preferences and choices, prioritising the principle of active listening and participation.

It is important to approach the concepts of empowerment and participation from a top-down and bottom-up logic, as mechanisms to promote real gender equity, taking in account intersectionality, resources and vulnerabilities.

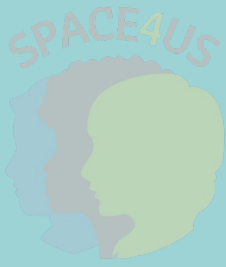
This ranges from the way spaces are organised, attention to privacy, decoration, study and leisure activities and material available, activities promoted, language used, programs and initiatives implemented, pedagogic choices to teams constituted by diversity and representation principles.



**Gender  
equality good  
practices  
5 minutos**

## Gender Good Practices at Institutional Level

- ▶ In school/training: not conditioning training choices, promoting STEAM, where girls/women are under-represented.
- ▶ In the house: establish mechanisms for participation in the management of the house, provide channels for such participation.
- ▶ Culture: choose cultural activities that contribute to the empowerment of girls, equip the houses with books and other resources with a feminist and intersectional orientation.
- ▶ Sports: encourage the practice of sports and not restrict the choice of sports.
- ▶ Health: family planning, attention to menstrual issues, including privacy, provision of goods and respect for preferences (pads, tampons, menstrual cups).
- ▶ Economy: financial literacy and responsibility; respect for choices.



**Gender  
equality good  
practices  
5 minutos**

## Actively Supporting LGBTI+ Young People

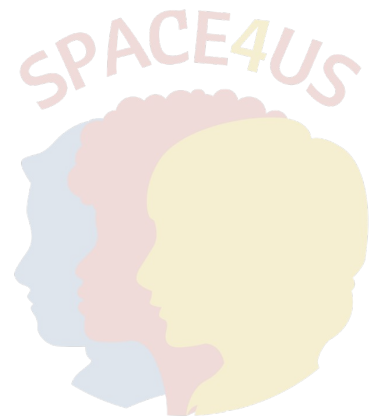
- Demonstrate your respect for the person as he or she is.
- Use their chosen name and pronouns.
- Publicly demonstrating your support for each person also shows that you are an ally of the community.
- Be vigilant and speak up for them when necessary.
- Articulate with the family, especially in the case of younger people.
- Treat the LGBTI+ person's partner as you would a heterosexual couple and not as a “friend”.
- Don't say or even imply that it is 'just a phase'.
- Seek information about LGBTI+ issues.
- Encourage them to seek specialist support, and ensure access to it, when necessary.
- Seek support to take action with LGBTI+ associations.
- Create a support network in your organisation.

## References



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## Resources:



# SPACE4US



## Thank You!



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Erasmus+ Programme  
of the European Union

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# Module 1: Why does gender matter?

## Activities booklet



Sandra Mateus, Daniela Santa-Marta, Sandra Saleiro & Teresa Seabra

Iscte – Instituto Universitário de Lisboa

January 2023







## Module1: *Why does gender matter?*

### Onion Identity and video on intersectionality - Activity guidelines and resources

**Time Needed:** 10 minutes

**Material:** printed onion image, pens slide with the video

#### **Learning objectives**

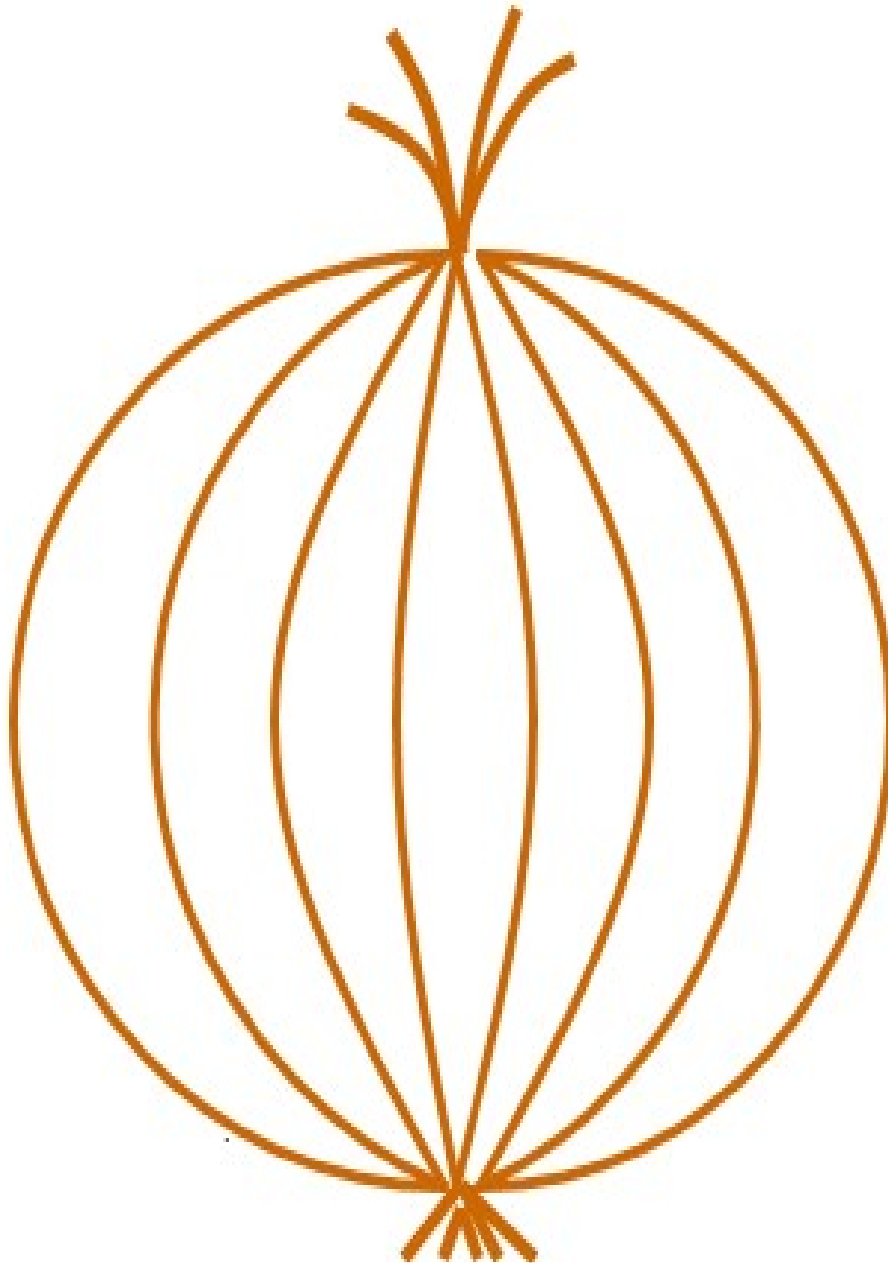
At the end of this activity the participants should:

- Be able to understand the multi-layered aspects of identity.

The general purpose of this activity is to enable participants to reflect on how identities are constructed of a variety of aspects, through which we can have feelings of belonging and identify with different groups. The exercise helps recognizing how different aspect can either create barriers or privileges and power to participate in specific situations.

#### **Activity steps**

1. Ask participants to fill each layer of the onion with an aspect of their identity (e.g., woman, black, migrant, working class, single, pansexual, engineer, etc.).
2. Divide the group in pairs and ask for them to present to each other by saying "I am (name of the person) and I am (one aspect of their identity)" in turns.
3. Ask each pair if they found both, similar and different aspects among them.
4. Show the video:  
[https://www.youtube.com/watch?v=hD5f8GuNuGQ&ab\\_channel=As%2FIs](https://www.youtube.com/watch?v=hD5f8GuNuGQ&ab_channel=As%2FIs)
5. Ask participants if based on their identities they can identify barriers and privileges in their experiences.





## Module1: *Why does gender matter?*

### *A day in the life of - Activity guidelines and resources*

**Time needed:** 1:00 hour

**Material needed:**

- Printed material on A5 paper
- Flipchart
- Colourful marker pens
- Blue tac

### **Learning objectives**

At the end of this activity the participants should:

- Be able to understand how everyday spaces and activities can be experienced differently by girls and boys.
- Be able to identify gender-related barriers and challenges girls face in their lives
- Be able to recognize how the characteristics of our particular identity and social background impact everyday experiences and access to resources and spaces.

The general purpose of this activity is to enable participants to become more sensitive to gender, in their professional practices, being therefore able to identify particular challenges, vulnerabilities and resources with the youngsters they work with, from an intersectional perspective.

### **Activity steps**

1. Explain the participants that this activity draws from the information presented during the first session and from each participant's knowledge and experiences. Therefore, the collaboration of all, will make the activity and the collective learning experience richer.
2. Present a profile and a schedule at time and ask the participants to help you fill each daily schedule with a specific profile in mind, dedicate about 15 minutes to each.
3. Add details to the profile and to the situations, as you fill in each schedule, to create more complex situations and experiences (e.g., migrant background, have a strong accent, disability, language barrier, low school level for her age, bilingual, she is with her girlfriend, plays sports, etc.).
4. After concluding the profile, brainstorm with the participants how the attitudes and risks encountered by each participant create barriers and challenges that can curtail or enhance the opportunities available to them.
5. Wrap up by highlighting how intersectional perspective allows us to have a deeper understanding of the needs and resources girls have, individually and collectively.



# Asha

**Age:** 15

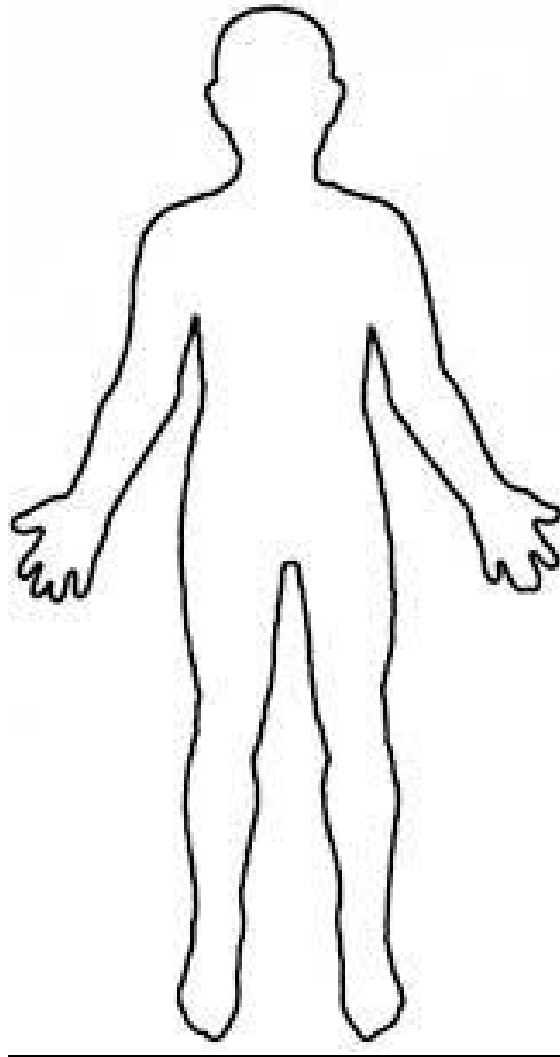
**Gender Identity:** cisgender girl

**Sexual orientation:** lesbian

**Ethnoracial identity:** black

**Socioeconomic background:** low class, national with migrant parents

**Housing situation:** Living in a reception care institution





# Gaby

**Age:** 12

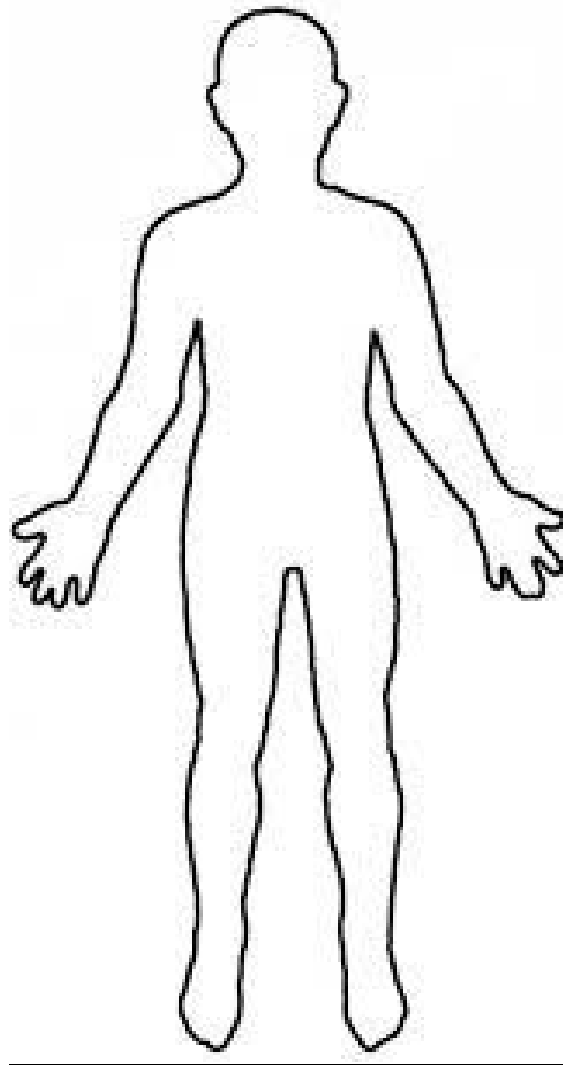
**Gender Identity:** cisgender

**Sexual orientation:** heterosexual

**Ethnoracial identity and:** white

**Socioeconomic background:** low class, national

**Housing situation:** Living with the mother (absent father)





# Joana

**Age:** 16

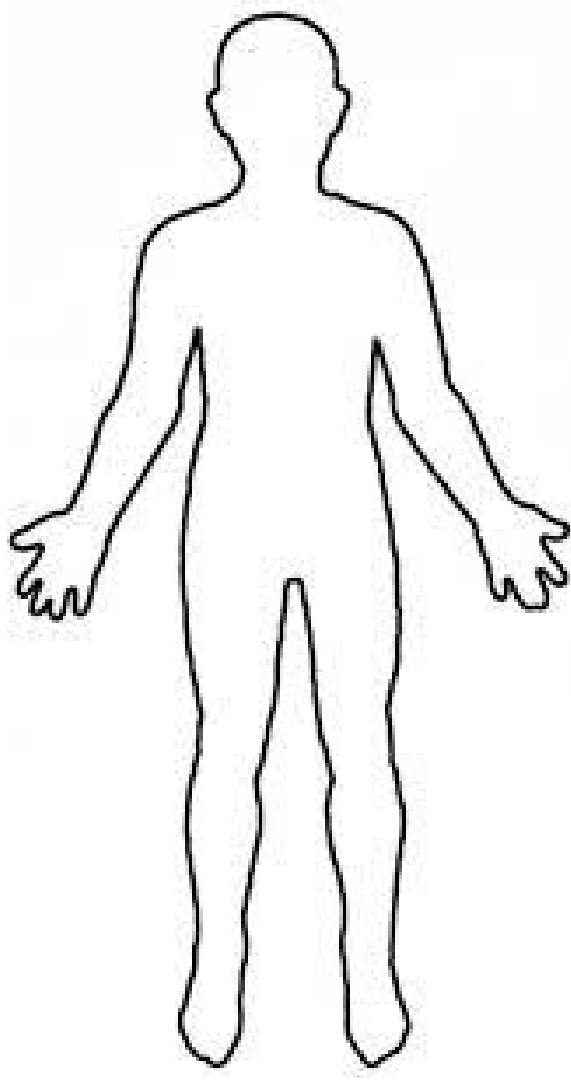
**Gender Identity:** trans girl

**Sexual orientation:** heterosexual

**Ethnoracial identity:** white

**Socioeconomic background:** low class, national

**Housing situation:** Living in a reception care institution





# Mário

**Age:** 15

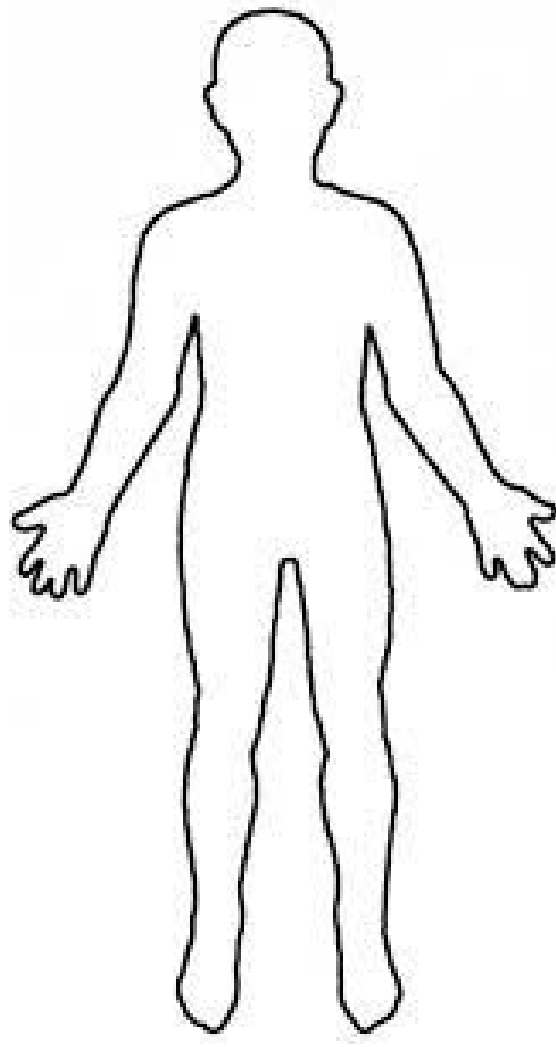
**Gender Identity:** cisgender boy

**Sexual orientation:** pansexual

**Ethnoracial identity:** black

**Socioeconomic background:** middle class migrant

**Housing situation:** Living with both parents





### A day in the life of Asha

Hours	Location	Activity	Context of the activity	Possible existing stereotypes	Risks
06:00					
07:00					
08:00					
09:00					
10:00					
11:00					
12:00					
13:00					
14:00					
15:00					
16:00					
17:00					
18:00					
19:00					
20:00					
21:00					
22:00					
23:00					
00:00					





**A day in the life of Gaby**

Hours	Location	Activity	Context of the activity	Possible existing stereotypes	Risks
06:00					
07:00					
08:00					
09:00					
10:00					
11:00					
12:00					
13:00					
14:00					
15:00					
16:00					
17:00					
18:00					
19:00					
20:00					
21:00					
22:00					
23:00					
00:00					



### A day in the life of Joana

Hours	Location	Activity	Context of the activity	Possible existing stereotypes	Risks
06:00					
07:00					
08:00					
09:00					
10:00					
11:00					
12:00					
13:00					
14:00					
15:00					
16:00					
17:00					
18:00					
19:00					
20:00					
21:00					
22:00					
23:00					
00:00					



**A day in the life of Mário**

Hours	Location	Activity	Context of the activity	Possible existing stereotypes	Risks
06:00					
07:00					
08:00					
09:00					
10:00					
11:00					
12:00					
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## Module1: *Why does gender matter?*

### Institutional practices - Activity guidelines

**Time:** 1:00 hour

**Material:** Paper and pen or a word document

1. Ask participants to give examples of institutional practices within their present and/or past workplace that enhance gender equality, as well as practices which reinforce gender inequality and stereotypes.
2. During the exercise invite participants to:
  - Point out areas of vulnerability and resources to which they were not sensible before.
  - Reflect on the diversity of technical teams in their institution, regarding gender, race and sexual orientation. Ask the participants to give examples and to reflect if it perpetuates stereotypes or if it offers alternative views to traditional/normative occupational positions. If it offers representativity to a diversity of young people who live in or attend it.
  - Reflect if the language used in verbal communication, as well as language and images present in the material used, in their institutions, reinforces stereotypes or if represents gender equality and diversity.
  - Think on how certain practices could be modified to promote gender equality.
  - Indicate measures that could be introduced to enhance girl's empowerment and participation on activities with low representation.
3. Throughout the exercise introduce thought provoking questions.

Possible questions:

- Which activities are available in your institution?
  - If only girls' institution, how are the spaces decorated and by whom?
  - If mixed institutions how are the genders represented in each activity? Why do you think that happens?
  - Which subjects' books are available in the institution?
  - What about the materials used within your institution, do they represent diversity and non-normativity? From didactic to decoration material?
  - Is there diversity and representation among the technical teams? How?
4. Wrap up by reading the document, collectively created, which will ideally reflect a diversity of areas of action.

This exercise is meant to be a moment of reflection and exploration to solidify the learnings of the module, from the participants' experiences. It will be a collective knowledge production and sharing moment.



# Module 2: What is “*Blended Experiential Learning*”?

*Concepts and Methodologies*



SYNTHESIS Center for Research and Education

January 2023





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Module 2  
120 minutes

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## Concepts and Methodologies:

### Experiential Learning

As the name suggests, Experiential Learning can be described as “Learning by Doing”. It is a theory coined and defined as the process whereby knowledge is created through the transformation of experience (Kolb & Kolb, 2005). By engaging learners in hands-on experiences and reflection, they are better able to understand both theoretical and practical knowledge, and to transfer their classroom experience into the real world.

Experiential Learning also adds a component that other learning theories do not; that of learning about the individual’s learning process in addition to the actual learning content. Experiential learning promotes the learner’s awareness about their own needs, and it allows them room for reflection that is recognized within the methodological framework. This is particularly important for learners that are at risk of marginalisation—as it is often the case that they lack the expertise or experience in formal learning and may have had trouble in the past following through academic or advanced learning programs.

The Experiential learning process is based on 4 distinct components (*The 4 components of the experiential learning cycle, 2017*):

- Experiencing
- Reflecting
- Thinking
- Acting

The above elements form a cycle of learning that allows for the acquisition of new skills, new knowledge, and a shift of attitudes towards empowerment and motivation.



Figure 1: The 4 components of Experiential learning



## Experiential Learning Styles

Within the experiential learning methodology and the 4 steps, the following learning styles can be identified (*Learning styles*, 2021):

**Experiencing:** Learners using an Experiencing learning style are engaged, connected, warm and intuitive. They excel in teamwork and establish trusting relationships with others. They are comfortable with emotional expression.

**Imagining:** Learners using an Imagining learning style are caring, trusting, empathetic and creative. They demonstrate self-awareness and empathy for others. They are comfortable in ambiguous situations, and enjoy helping others, generating new ideas and creating a vision for the future.

**Reflecting:** Learners using a Reflecting learning style are patient, careful and reserved, allowing others to take centre stage. They listen with an open mind and gather information from a variety of sources. They are able to view issues from many perspectives and identify underlying problems and issues.

**Analyzing:** Learners using an Analyzing learning style are structured, methodical, and precise. They plan ahead to minimize mistakes, integrate information to get the full picture, and use critical thinking to understand situations. They are methodical as you analyze details and data.

**Thinking:** Learners using a Thinking learning style are skeptical, structured, linear and controlled. They use quantitative tools to analyze problems and frame arguments with logic. They know how to communicate ideas effectively and make independent judgments.

**Deciding:** Learners using a Deciding learning style are realistic, accountable, and direct. They find practical solutions to problems and set performance goals. They are able to commit to one focus.

**Acting:** Learners using an Acting learning style are on time, assertive, achievement oriented and courageous. They commit to goals and objectives and find ways to accomplish them under a deadline. They are able to implement plans with limited resources.

**Initiating:** Learners using an Initiating style are outgoing, spontaneous, and able to shrug off losses or “failure” in favor of trying again. They actively seize opportunities and participate without holding back.

**Balancing:** Learners using a Balancing style identify blind spots in a situation and bridge differences between people. They are resourceful and can adapt to shifting priorities

## Blended Learning

Blended learning has emerged as a buzzword in the education community worldwide in the last two decades. The concept involves the combination of face-to-face and technology-



mediated instruction (Porter et al., 2014). Blended learning can be defined as ‘a thoughtful integration of classroom face-to-face learning experiences with online experiences’ (Garrison & Kanuka, 2004).

It is widely regarded as an approach that combines the benefits afforded by face-to-face and online learning components. Teaching or training within a blended learning environment implies that there are elements learners’ control over time, place, path and/or pace, also identified as affordances of digital learning. Blended learning can take different forms and styles; commonly referred to as blended, hybrid, and flipped or inverted - which are categorized based on the sequence of integrating face-to-face and online sessions.

When conducted in an optimum way, blended learning leads to several benefits, according to research findings. For example, blended learning increases the interaction between teachers/trainers and their learners (Jusoff & Khodabandelou, 2009); blended learning offers flexibility, pedagogical richness and is deemed cost-effective (Graham, 2006, pp. 3-21). Blended learning facilitates value interaction and learner engagement (Dziuban, Moskal, & Hartman, 2005, pp. 88–89), whereas it is thought of as valuable to engage different type of learners in a personalised way (Heinze & Procter, 2004).

## Blended Learning

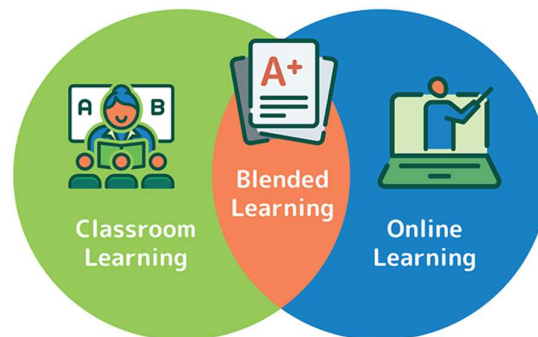


Figure 1: What is blended learning (Best)





## Types of Blended Learning

### Flipped classrooms

The term is consistently used as a type of blended learning, where learners are introduced to content at home and practice working through it at school. It is a popular trend in education, and the unique elements of it have made it a favorite approach to use in the last decade.

The concept behind the flipped classroom, is to rethink when learners have access to the resources they need most. If the problem is that learners need help doing the work rather than being introduced to the new thinking behind the work, then the solution flipped classroom takes is to reverse that pattern.

This type of blended learning approach offers some of the perks of blended learning in general, like flexibility and cost-effectiveness, while it also saves time to prepare for class, stimulates interest and motivates learners to engage in the learning process beyond the school environment. It can enable a level of deeper understanding, critical thinking and facilitate self-directed learning.

To summarize this section, holistic education can be seen as a learning ecosystem approach to learning, where for instance experiential learning and digital learning could fall. Blended learning is a type of digital learning, and the flipped classroom concept, is a form of blended learning, ascribing to a particular sequence of delivering a combination of online and face to face instruction. All the above are considered to facilitate learner interaction, enable critical thinking and a deeper level of understanding for the learner. Finally, these concepts facilitate a process known as self-directed learning that will be discussed below.

### Self-Directed Learning

In its broad sense, self-directed learning (SDL), also known as learning by oneself, refers to a person's ability to take the initiative to identify their own learning needs, their ability to decide what they want to learn, their ability to specify the sources they need to learn from, their ability to select or use the proper learning strategies, and their ability to assess learning outcomes with or without assistance from a third party (Tekkol and Demirel, 2018, Knowles, 1975). In self-directed learning, the obligation of learning is transferred from an external source—a teacher or trainer, for example—to the learner. The learner's ability to directly and actively participate in the learning process is essential to its success (Boyer and Usinger, 2015; Grover, 2015). Learning that is conceptualized, designed, implemented, and evaluated by learners themselves is referred to as self-directed learning (Brookfield, 2009). It may be described as an instructional strategy where learners are in charge of the learning process.

Self-directed learning is vital in today's world, as individuals must know how to take charge of their learning—to plan, develop, adapt, and change in a digital, interactive, and global



society. Self-directed learning can be defined as the outcome of creating an experience that empowers learners to make decisions about the information they want to become proficient in (Knowles, 1975).

While self-directed learning usually takes place in the experiential or co-curricular setting, it is necessary to introduce and develop the skills required for SDL in the didactic portion of the curriculum. This approach of gradually developing skills over time, is called scaffolding. The primary intention in SDL is for learners to take ownership of their learning, well beyond the curriculum and what a teacher might have to suggest.

Shifting away from content knowledge, learners are encouraged to acquire skill-based competencies such as problem-solving, curiosity and reflection, creativity, written and verbal communication, collaboration, accepting and applying critical feedback, applying knowledge to real-life problems, and managing and supporting constant change (Toit-Brits, 2019).

Most of the research on self-directed learning as a holistic concept, stems from the fields of adult education and studying informal and experiential learning. Research undertaken in the fields of K-12 education and psychology focuses much less on self-direction per se. The SPACE4US project seeks to promote self-directed learners, as they are able to adapt to changing social and contextual conditions (Jossberger et al, 2010; Morris, 2019), feel more empowered to take action when oppressed (Bagnall and Hodge, 2018), and are more likely to reach self-actualisation (Arnold, 2017).

Self-directed learning is imperative, as it represents a process of learning that is individual, purposeful, and developmental. The emphasis on autonomy, choice, and self-actualisation, leads learners to take personal responsibility, choosing how they use information in the construction of meaning. Individuals initiate self-directed learning to find solutions to concrete goals or real-world problems. The learner assumes responsibility for setting their learning objectives, managing tasks, and controlling the methods and resources used to achieve personal goals, solve problems, or meet perceived demands (Morris, 2019). Finally, self-directed learning is a vehicle for personal growth (Groen and Kawalilak, 2014).

Individuals develop deep conceptual understanding, solve problems, and achieve goals by cyclically testing their ideas in real-world contexts, and applying personal reflection and external feedback to develop and further refine these ideas (Morris, 2019).

Self-directed learning gives learners the freedom and autonomy to choose what, why, how, and where of their learning. The research literature reveals four dimensions of self-directed learning, namely self-regulation, motivation, personal responsibility, and autonomy.

The self-directed learning cycle (Figure 2 below), is developed by Summit Learning. Summit Learning is a research-based approach to education designed to drive learner engagement, meaningful learning, and strong learner-teacher/trainer relationships that prepare learners for life beyond the classroom.



Figure 2: The Self-Directed Learning Cycle (Summit Learning)

In the Self-Directed Learning Cycle, teachers/trainers work with learners to:

- reflect on what they've learned.
- set goals for what they want to learn.
- plan for how they will reach their goals.
- learn new facts, skills, or ideas.
- show or demonstrate their learning, then reflect.

Eventually — with support — learners internalise the Self-Directed Learning Cycle, giving them a foundation for success that is long term, targeting sustainability in education. According to Moore (2005), sustainability education must include multiple disciplines, collaborative, experiential, and potentially transformative. Sustainability often starts with problem solving and involves a need for interdisciplinary information and expertise. How will we make the intellectual, educational, social, and behavioural changes to move toward more sustainable living? It is important to address two fundamental needs, the first being a need for information and the second a need for transformations of thinking and behavior (Lander, 2010). Self-directed learning (SDL) is a key component of fulfilling both needs.

## Blended Experiential Learning Framework

Below we explore the main points of the proposed framework combining the two methodologies and different learning styles:

- **Connect with the learner's experiences** (get to know your learners, assess their technology familiarity level, be aware of the cultural context of learning, identify previous experiences that may hinder a learning experience)
- **Personalise** (making use of experiential learning and blended learning, the experience can be adapted to the needs of each individual learner. The educator /



facilitator can tailor important aspects of the learning experience so that each learner's voice is heard and is empowered to contribute more actively)

- **Support/scaffold the learning experience** (make sure appropriate and interactive resources are available to support the learning experience in terms of equipment and cultural context)
- **Be flexible and adaptable** (maintain some flexibility to accommodate for the diversity and varying levels of competency / experience that learners might be experiencing)
- **Be versatile in the tools and methods used, employ digital means** (it might be necessary to introduce the flipped learning classroom approach in a step-by-step induction process, utilizing more conventional or familiar tools in the beginning of the learning process)
- **Bridge formal and informal learning experiences, through a holistic educational approach** (combine the training content with the lived experiences of learners and their existing background knowledge)
- **Promote transversal/soft skills** (make sure to address the knowledge and skills requirements set in the beginning of learning and fulfill the learning outcomes; the component should not overshadow the core of the learning focus)
- **Active knowledge construction** (recognize the learners as co-creators of the learning experience and motivate them to create the knowledge rather than just receiving it)
- **Participation & Involvement** (the learning experience might be unfamiliar or daunting at first, make sure to engage and involve all learners, and take corrective or support measures for learners that are struggling)
- **Collaborative learning** (peer to peer learning might be an excellent option for learners that are less familiar or comfortable with the power structure of a conventional classroom)
- **Learning through experiences** (utilize hands on learning to enable connection to reference to real life and encourage memorable learning process)
- **Experiment and inquiry** (empower learners to explore innovative ways or methods or think outside the box, applying skills, knowledge, or techniques)
- **Reflective learning** (motivate learners to reflect not only on the didactic content, but also the overall learning experience).
- **Reinstall the joy of learning** (utilize the learning experience as a way to re-introduce the joy of learning)
- **Define general and specific curricular learning outcomes and goals**, including learning scenarios relevant to empowerment.



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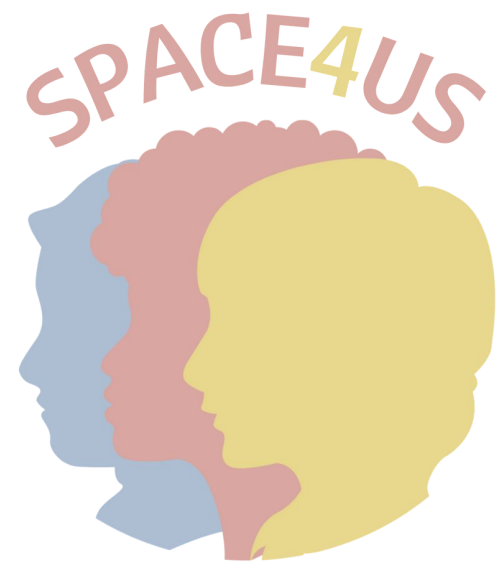
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# Module 2

## What is:

# Blended

# Experiential

# Learning



Project No. 2021-1-IT03-KA220-YOU-000028810



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**01**

**Experiential  
Learning**

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Learning**

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Learning**

**03**

**Blended  
Experiential  
Learning  
Framework**



# Experiential Learning

Experiential Learning → “Learning by Doing”

Theory coined and defined as:

**the process whereby knowledge is created through the transformation of experience**

The Experiential learning process is based on 4 distinct components:



# Experiential Learning Styles

“Experiencing”

“Analysing”

“Acting”

“Imagining”

“Thinking”

“Initiating”

“Reflecting”

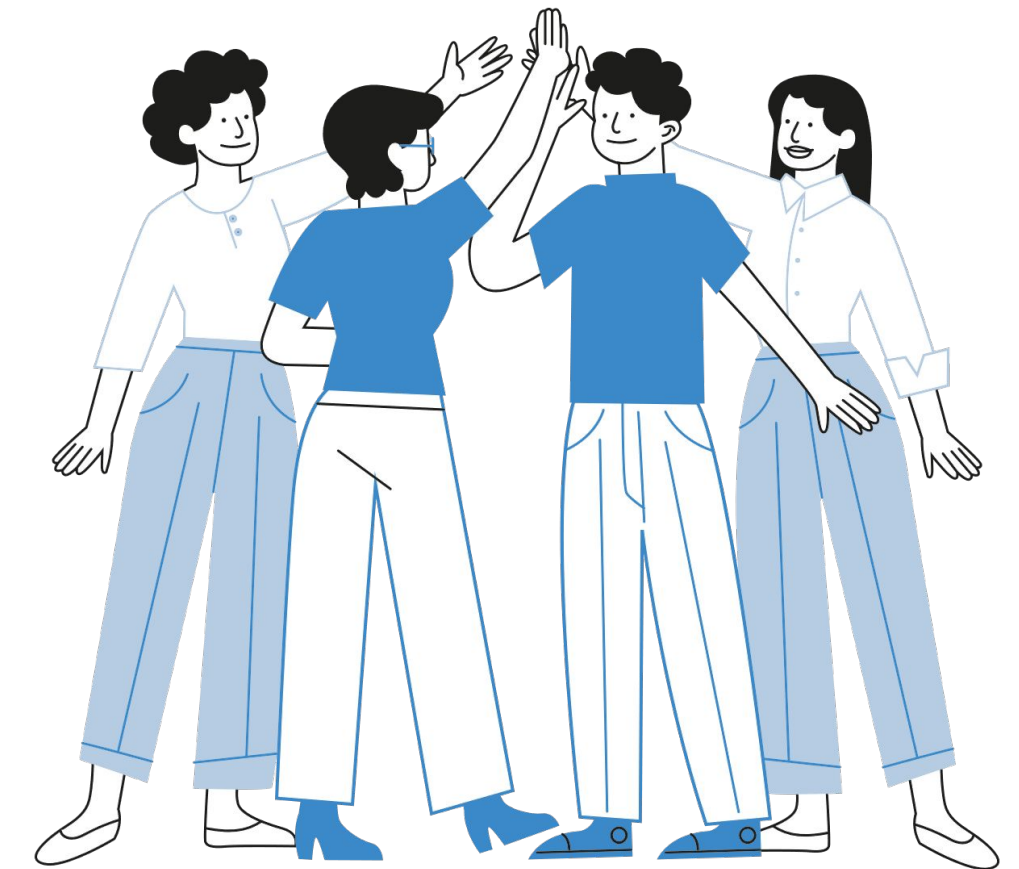
“Deciding”

“Balancing”

# “Experiencing”

Learners using an Experiencing learning style are:

- engaged
- connected
- warm
- intuitive.



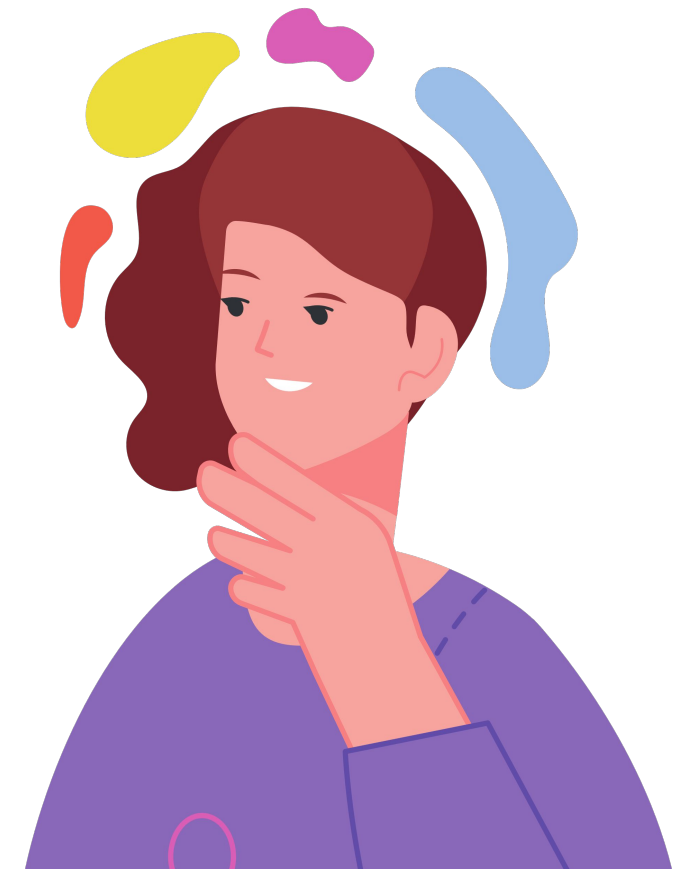
They excel in teamwork and establish trusting relationships with others. They are comfortable with emotional expression.

## “Imagining”

Learners using an Imagining learning style are:

- caring
- trusting
- empathetic
- creative.

They demonstrate self-awareness and empathy for others. They are comfortable in ambiguous situations, and enjoy helping others, generating new ideas and creating a vision for the future.



## Reflecting



Learners using a Reflecting learning style are:

- patient
- careful
- reserved, allowing others to take centre stage.

They listen with an open mind and gather information from a variety of sources. They are able to view issues from many perspectives and identify underlying problems and issues.

## “Analysing”

Learners using an Analyzing learning style are:

- structured
- methodical
- precise.



They plan ahead to minimize mistakes, integrate information to get the full picture, and use critical thinking to understand situations. They are methodical as you analyze details and data.



## “ Thinking ”

Learners using a Thinking learning style are:

- skeptical
- structured
- linear
- controlled.

They use quantitative tools to analyze problems and frame arguments with logic. They know how to communicate ideas effectively and make independent judgments.





## “Deciding”

Learners using a Deciding learning style are:

- realistic
- accountable
- direct.

They find practical solutions to problems and set performance goals. They are able to commit to one focus.

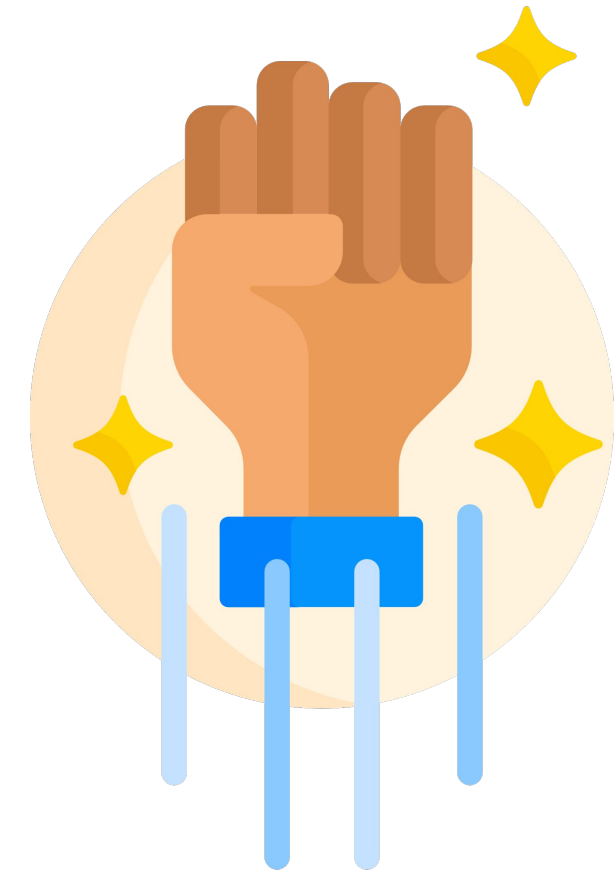


## Acting

Learners using an Acting learning style are:

- on time
- assertive
- achievement oriented
- courageous.

They commit to goals and objectives and find ways to accomplish them under a deadline. They are able to implement plans with limited resources.





## “Initiating”

Learners using an Initiating style are:

- outgoing
- spontaneous
- able to shrug off losses or “failure” in favor of trying again.

They actively seize opportunities and participate without holding back.

## Balancing

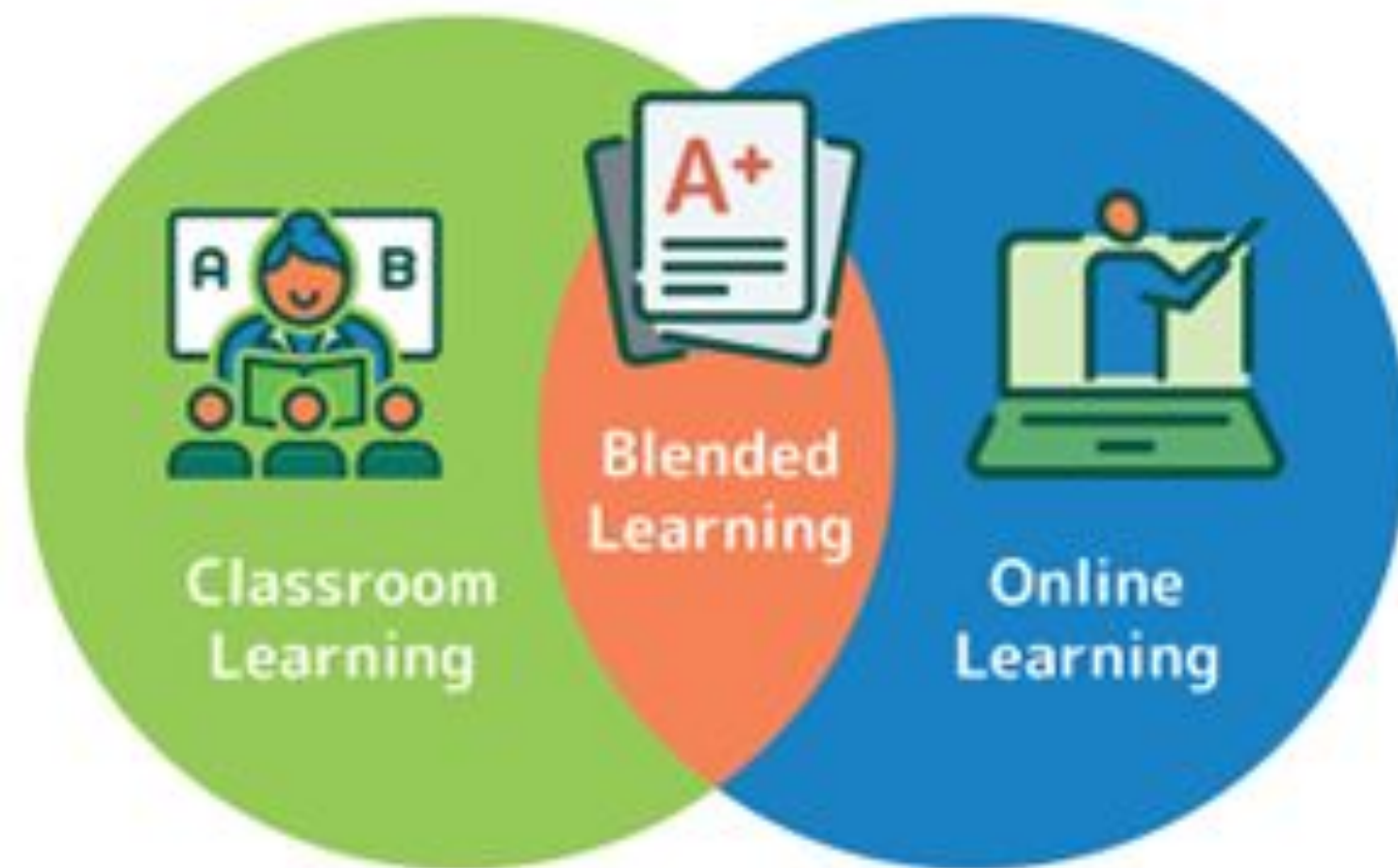
Learners using a Balancing style:

- identify blind spots in a situation
- bridge differences between people.

They are resourceful and can adapt to shifting priorities



# Blended Learning



## Combination:

- ✓ Face-to-Face Instruction
- ✓ Technology-Mediated Instruction (online)

## Benefits:

- There are elements learners' control over time, place, path and/or pace
- Increases the interaction between teachers/trainers and their learners
- Offers flexibility, pedagogical richness and is deemed cost-effective

# Types of Blended Learning

## Flipped Classroom

Introduced to content at  
home and practice working  
through it at school.

# Self-Directed Learning



An instructional strategy where learners are in charge of the learning process.

# Self-Directed Learning: Learning by oneself

Refers to a person's ability:

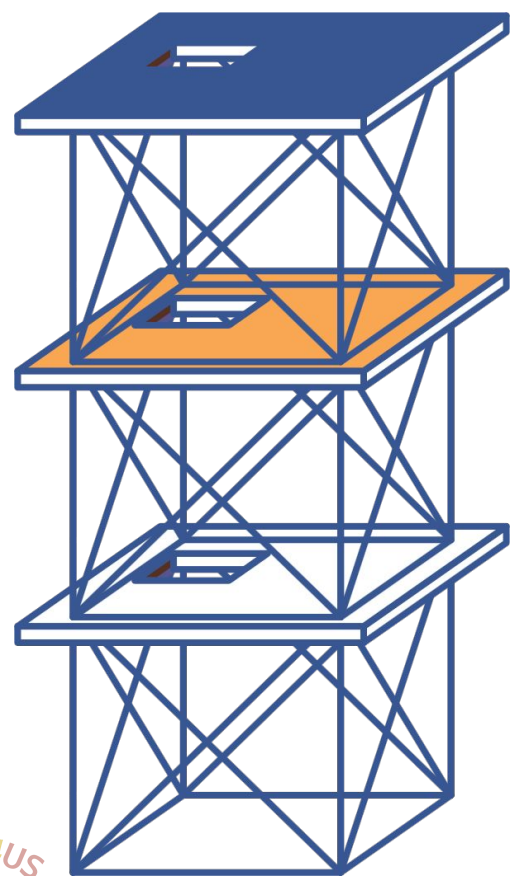
- to take the initiative to identify their own learning needs,
- to decide what they want to learn,
- to specify the sources they need to learn from,
- to select or use the proper learning strategies, and
- to assess learning outcomes with or without assistance from a third party



Self-directed learning can be defined as the outcome of creating an experience that empowers learners to make decisions about the information they want to become proficient in.

Self-directed learning usually takes place in the experiential or co-curricular setting, it is necessary to introduce and develop the skills required for SDL in the didactic portion of the curriculum.

Scaffolding: approach of gradually developing skills over time.





# More than content learning!

Skill-based competencies  
such as:

- problem-solving
- curiosity and reflection
- creativity
- written and verbal communication
- collaboration
- accepting and applying critical feedback
- applying knowledge to real-life problems
- managing and supporting constant change



# Self-directed learners are more likely to:

adapt to changing social  
and contextual conditions

feel more empowered to  
take action when oppressed

reach self-actualisation



In the Self-Directed Learning Cycle, teachers/trainers work with learners to:

- Reflect on what they've learned.
- Set goals for what they want to learn.
- Plan for how they will reach their goals.
- Learn new facts, skills, or ideas.
- Show or demonstrate their learning, then reflect.



## The Self-Directed Learning Cycle



Sustainability education must include multiple disciplines, collaborative, experiential, and potentially transformative.



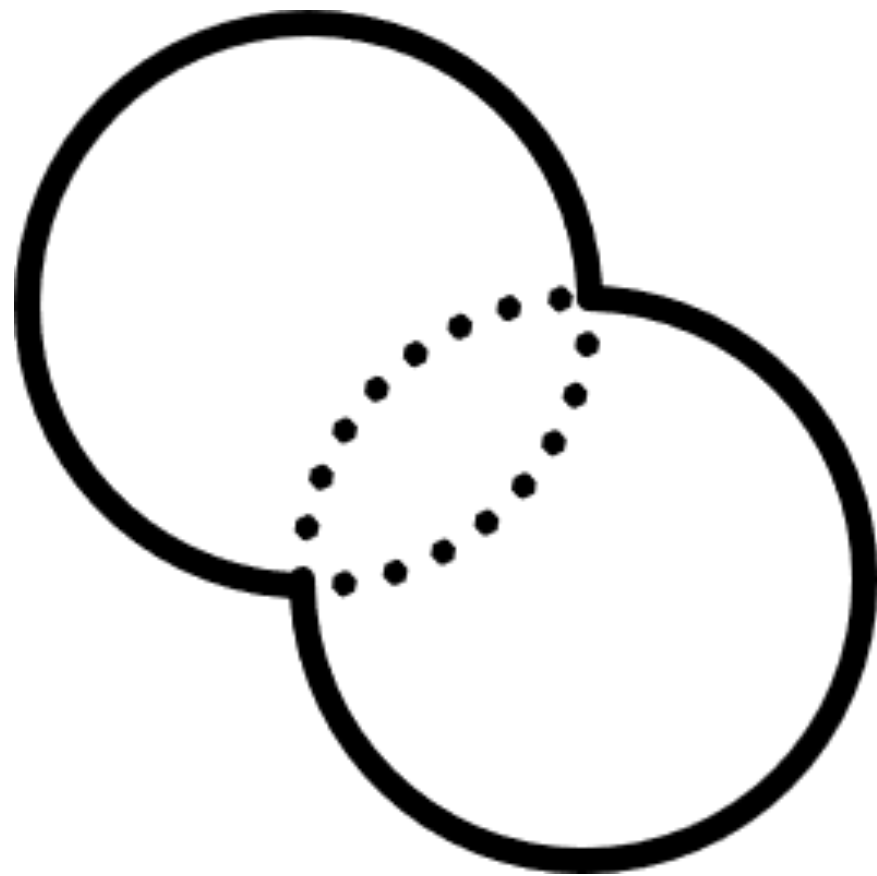
It is important to address two fundamental needs,

- The need for information
- The a need for transformations of thinking and behavior.

Self-directed learning (SDL) is a key component of fulfilling both needs.

03

# Blended Experiential Learning Framework



combining the two methodologies and  
different learning styles

# Connect with the learner's experiences

Get to know your learners, assess their technology familiarity level, be aware of the cultural context of learning, identify previous experiences that may hinder a learning experience



# Personalise

Making use of experiential learning and blended learning, the experience can be adapted to the needs of each individual learner.

The educator / facilitator can tailor important aspects of the learning experience so that each learner's voice is heard and is empowered to contribute more actively

# Support/scaffold the learning experience

Make sure appropriate and interactive resources are available to support the learning experience in terms of equipment and cultural context



# Be flexible and adaptable

Maintain some flexibility to accommodate for the diversity and varying levels of competency / experience that learners might be experiencing

**Be versatile in the tools and methods used, employ digital means**

It might be necessary to introduce the flipped learning classroom approach in a step-by-step induction process, utilizing more conventional or familiar tools in the beginning of the learning process

# Bridge formal and informal learning experiences, through a holistic educational approach

Combine the training content with the lived experiences of learners and their existing background knowledge

# Promote transversal/soft skills

Make sure to address the knowledge and skills requirements set in the beginning of learning and fulfill the learning outcomes; the component should not overshadow the core of the learning focus

# Active knowledge construction

Recognize the learners as co-creators of the learning experience and motivate them to create the knowledge rather than just receiving it

# Participation & Involvement

The learning experience might be unfamiliar or daunting at first, make sure to engage and involve all learners, and take corrective or support measures for learners that are struggling

# Collaborative learning

Peer to peer learning might be an excellent option for learners that are less familiar or comfortable with the power structure of a conventional classroom

# Learning through experiences

Utilize hands on learning to enable connection to reference to real life and encourage memorable learning process



# Experiment and inquiry

Empower learners to explore innovative ways or methods or think outside the box, applying skills, knowledge, or techniques

# Reflective learning

Motivate learners to reflect not only on the didactic content, but also the overall learning experience

# Reinstall the joy of learning

Utilize the learning experience as a way to  
re-introduce the joy of learning

# Define general and specific curricular learning outcomes and goals

Including learning scenarios relevant to empowerment.

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# Thank you!!

## Any Questions?



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# SPACE4US

October 2022

Breza Association

## Group Activities

*- Toolkit of activities of blended-experiential learning -*



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## 1. Workshop/Activity

The most common form of activities carried out with children and young people in informal educations are workshops.

**Workshop is a form of interactive group work and learning that is designed as an active, experiential, reflexive and cooperative process.** Workshop also uses short theoretical presentations to explain the nature of key concepts and phenomena and connect them with existing knowledge and experiences of participants. This way of learning mimics the process of cognition that takes place in authentic life circumstances and leads to a complete experiential, usable and long-lasting experience.

Participation in workshops is often reminiscent of a game although topics and teachings that are being deal with are serious in their nature. Means of expression used in workshops are: conversation, drawing, story, acting, creative forms of expression as well as learning by doing. During this process, thing that develop include a positive climate, connection between participants, feeling of belonging and social responsibility.

**The duration of the workshop** is best to arranged in advance, it is recommended from 60 to 90 minutes.

**Ideal number of participants** is up to 15.

Working in workshops is a creative act. Workshops can be adapted or new ones can be made in accordance with the needs of the program, taking into account the basic principles of operation. It is important to point out that workshops are planned, guided and time-determined activities.

### 1.1. Stages of Process

- Participants are introduced to the topic;
- an atmosphere is created that allows everyone to actively participate and find a solution;
- through discussion, the experiences are exchanged, clarified and shaped;
- experiences are linked to existing knowledge and being generalized.

## 2. Types of Workshops

Workshops can be classified into two groups:

**1. Creative workshops** aim at developing creative expression. This includes dramatic, artistic, poetic workshops, videos etc.

**2. Educational workshops** aim at gaining knowledge in the broadest sense of the word, as well as life skills.

To conduct workshops, experts from different professions are educated: psychologists, pedagogues, sociologists, students, educators, teachers. It is necessary that they have a certain theoretical knowledge and basic emotional sensitivity for the population which they work with.

In workshops, strong emotions are not provoked. The work is designed so that the participant gets the initial impulse to think about the topic, and find his own solutions. When elevated emotional reactions occur, it is important to establish nonverbal and verbal contact with the person, try to empathically discover the cause of the reaction and stay with him until he calms down.

### 3. Rules for the Conduction of the Workshop

- All participants of the workshop sit in a circle, to be equal, including the leader. This way of sitting symbolizes communion and discretion.
- Everyone is equal in communication. Most often, the leader speaks to everyone. Everyone talks about the same topic one after the other in order in which they are sitting, or in another manner.
- Word intrusion and parallel conversations are not tolerated.
- Everyone listens to everyone.
- Everyone participates in the workshop. There are no observers, but everyone has the right to keep his opinion to himself, not to present it to the group, by saying “Next” when it is his turn.
- The agreed time is respected, there are no delays or early departures.
- Diversity in opinion and experience is taken into account.
- The needs of each participant that do not jeopardize the activity of the entire groups are taken into account.
- Specific rules – there can be specific agreed rules for a specific workshop (cell phone, food, movement...). Rules are established by the group and can introduce new or change the existing rules during the process.  
The rules apply to everyone and must be followed.

### 4. Basics for Conducting Structured Activities/Workshops

Workshops differ depending on the age of the participants, on our target population and goals that want to be achieved.

Common to all workshops:

**Drawing up a workshop plan or scenario** is necessary and it is designed in advance. The essence of the plan consists of structured activities that arise as a result of a concrete request introduced by the workshop leader, and are focused on a single topic. The plan is used to guide personal engagement of the participants through specific requests. It is important that it encourages cooperation, not competition and discrimination. The plan should specify the intended shapes, i.e. group work techniques.

#### 4.1. Workshop Planning

Planning a workshop requires leader skills. The work plan prepared by the manager, as well as the material, are very important for the success of the workshop.

Work on the preparation of the workshop involves administrative preparation, writing scenarios, working on the material and responding to the needs of the participants.

When planning a workshop, the leader should consider the following questions:

- How can appearance arrangement of furniture in the room affect the dynamics of the workshop?
- What is the purpose of the agenda of the workshop/seminar, how can the leader respond to unexpected changes in the agenda or work schedule?
- How understanding communication, verbal and nonverbal, helps the leader to represent and understand the participants?
- What type of techniques and activities can be used in the workshop so that participants can learn and participate in an interactive and interesting way?

#### Elements of the plan/scenario

1. Title/theme of the workshop
2. The objective/objectives of the workshop
3. The necessary material for work, precisely defined with all items
4. Introductory activity with a clearly defined timeframe. It should make up to 1/4 of the workshop time
5. Main - central activity with a clearly defined timeframe consisting of at least 1/2 of the total duration of the workshop

6. The final activity with a clearly defined timeframe within which the evaluation of the work is carried out, and it lasts up to 1/4 of the workshop time.

#### 4.2. Group Division

Some activities can be carried out in large groups but some require division into smaller groups. The number of members of the group depends on the type of activity. The way in which the leader will divide the participants into groups depends on the creativity, time available, resources and the participants themselves.

##### **Types of group division:**

- The simplest way is **1,2,3** - The manager counts the participants depending on the number needed – if he needs 3 groups, he counts 1, 2, 3, and all participants who are number 1 make up one group, all of which are number 2 - another, etc. Participants can also draw papers with different colours, pens, candies etc.
- The leader divides the participants based on some **characteristic** (for example one group consist of those wearing jeans, or one group consist of those born in the spring, the other in the summer, the third in the fall, etc., depending on the number of groups needed).
- **Atom** – The manager instructs participants to move freely around the space (preferably with music). When he yells "Atom," they stop. When he says "Atom 3", groups of three are formed in the way that participants grab 2 persons closest to them. Holding hands, they form groups of three. Music is played and everything starts all over again. The leader changes the number of the group, and in the end he says the number of participants he needs per group.
- **Jigsaw puzzle** – The manager prepares as many pictures as small groups he plans to make, and then cuts each image with scissors into as many parts as there will be participants in the group. Each participant receives one part of a picture. The task is for everyone to walk around the room and find other participants who have part of the same picture. Then they form small groups and put together their image.

#### 4.3. Methods

- Active method - mental and motor activity is involved during operation
- Experiential learning method – shaping a personal experience in the light of some new content
- Cooperative method – shaping personal experience is done through exchange with other participants and group leader

- Model learning – through observing other participants in different situations and roles (convenient for correcting your own behavior)
- The problem method - most often includes finding a solution to a problem (cognitive, emotional or social). It combines convergent (learning the desired solution) and divergent learning (stimulation in the search for different ways of coming to solutions)

#### 4.4. Workshop Goals

- Learn how to understand yourself and others.
- Find out something about others and about yourself.
- Discover how to solve problems.
- Socialize and learn new games.
- Learn to resolve conflicts with acquaintances and strangers.
- Learn a variety of skills.

#### 4.5. Types of Activities

- a. whirlwind of ideas;
- b. troubleshooting in the group;
- c. role-playing;
- d. skills training;
- e. games;
- f. tasks for groups;
- g. discussion in small groups;
- h. discussions with the whole group;
- i. presentation of participants;
- j. short lectures;
- k. demonstration exercise/demonstration;
- l. mini debate...

## 5. The Role of the Leader

The workshop leader should have a clear goal and prepared workshop plan in order to monitor the needs of the group and maintain group dynamics during the process. The leader is not a lecturer nor a leader, he has the role of a moderator who directs work of the group and helps to achieve the goals. A good leader uses different methods during the workshop that can be fun but also presents some tricky topics in a less stressful way. His task is to involve participants and encourage them to engage and accept the topic.

When possible, the leader should be informed about the participants so that he can better prepare, especially if vulnerable groups of participants are involved.

At the beginning of the first joint workshop, the leader presents himself as well as the topic and how the workshop will be conducted.

Evaluation during and/ or after the workshops will show whether the participants learned anything, and whether the leader led well, clarified the key questions or missed something.

A welcoming environment, the trust and expertise of the leader on a particular topic will encourage the participants to participate in the discussion. Leader should connect with the participants, develop trust to make them more open to receiving information, changing attitudes or behavior. He needs to continuously work on building his capacities (communication, self-discipline, self-esteem, knowledge, organizational skills, etc.).

Sometimes the manager will give tasks to do at home in order to engage the participants but should also be careful not to overload them. He will explain the purpose of the task and how it can be performed. For example: an article about a particular story writing technique may serve as a springboard for discussion in a writing workshop.

**It is especially important to pay attention to:**

- the rhythm during the workshop; it is optimal to interchange discussion, conversation and visual methods
- intonation, he uses hand gestures, moves through the front of the room, keeps his presentation active
- smile and make eye contact with the participants
- show interest so he can expect the same from participants
- encourage the group to share ideas, solutions, ask questions
- share materials, use records where you can clearly summarize work on specific topics
- it is desirable that the manager arrives early in order to make final preparations and welcome the participants and to finish the workshop at the agreed time

### 5.1. Skills Needed for Workshop Leaders

**Moderating the group process** involves creating a comfortable and safe environment, as well as ensuring the visibility of each member of the group (in accordance with his or her capabilities). This is achieved by devoting time to getting to know each other, adequate personal disclosure, giving each individual equal time, adapting methods and techniques to the age of participants. Moderating also includes a high level of attention for processes in the group, recognizing feelings and following the "group process" in such a way that one does not insist on a topic or activity at the moment when something important appears that needs to be talked about or that needs to be taken into account.

**Some of the more important communication skills** for group leadership are personal language, active listening, and nonviolent communication, with the coherence of the verbal and nonverbal. By using personal language, the leader talks about himself using the so-called "I-sentences", shares his thoughts, ideas, feelings, and suggestions as a way to open the space for participants to talk more about themselves. He approaches them as a human being and establishes dialogue and mutual respect in a friendly way. Active listening skills (open questions, paraphrasing what he hears, reflecting the feelings that participants express, seeking deeper meaning and recognizing nonverbal communication) allow children and young people to feel seen and recognized so they would want to share more about themselves. He needs to take into account the context and relationships in the group. Using feedback and nonviolent communication skills shows an openness to disagreement and to reaching empathy and agreement in those situations where not everyone agrees or even understands.

## 5.2. Workshop Leader Should Not

- Show fear, or comment that he is not a good person to conduct the workshop. This confuses the participants and encourages distrust. At that moment, everything can go downhill.
- Conduct the whole workshop while reading a paper or processing printed materials that are distributed at the beginning. This is boring, the participants could do it themselves. Instead, such materials can be used to create a draft of basic information that can be shared at the end as a reminder.
- Avoid playing with jewelry, pens, etc. Participants will concentrate on this instead of what the leader is saying.
- Rely too much on technology, presentations, video materials, etc.
- Rude speech, swearing, inappropriate jokes about race, national issues, male-female relationships, etc.
- Criticize the work of the individuals in front of the group.

## 6. Evaluation

Evaluation is the process of assessing the carried out activity by the participants.

At the end of the workshop, it should be planned to collect feedback from participants about the activities carried out. Comments and suggestions can be made during a discussion in a large group or in a formal anonymous evaluation form that is shared after the end of the activity.

### Evaluation can be carried out:

- at the end of each workshop;
- at the end of the workshop cycle;
- when the leader wants to check how much the participants have learned, or how satisfied they are with the workshop.

### There are various types of evaluations:

#### 1. Formal - with open and/or closed question types

#### 2. Informal (fun, creative...):

- **"Peace" sign** – the leader draws a sign on a board and shares three stickers (preferably in three different colors). On one part of the sign the participants tape praises, on the other criticism and on the third suggestions. This can be done by drawing a tree: at the root are praises, trunk is for criticism and branches are suggestions.
- **Scale** - draw on the floor a scale of 1-5 and ask "How satisfied are you with the workshop?" Everyone will step on that part of the scale that indicates his/her satisfaction. This form of evaluation can be extended through various sub-questions.
- **Flowers** – ask participants to draw a flower without petals on their papers. Then tell them to rate the workshop with the number of petals (if they would give the lowest grade then they will draw one petal. After that they hand it over to the leader or tape it on the board.
- **Stars** – write the activities of the workshop on the board. Participants tape previously handed or self-made stars next to activities they liked the most.
- **EEG** – ask participants to draw a straight line, and across it an EEG record that will show how they felt during the workshop – from start to finish. If they were dissatisfied, the record goes below the straight line, if they were indifferent, it coincides with it, and if they were satisfied it goes above. If they were very satisfied, they go all the way to the top.
- **Test** – with the test you can see how much the participants learned about a particular topic.

## 7. Useful Tips

- If it is difficult for you to remember the plan/ scenario or theoretical basis of the topic of the workshop, you can have it by your side and periodically consult it.
- It is good to inform yourself about the members of the group before starting the workshops in order to make better preparation and develop strategies to change the plan.



- Be flexible, develop the ability to tailor your expectations and predictions of activities to the needs, expectations and learning styles of participants.
- Be prepared for a backup variant and improvisation when it is not possible to conduct the workshop according to the default plan (there could be an event that upset the whole group or one of the participants wants to share something that disturbed him/her).
- It is very important to have a sense of humour – this trait is of great importance because it helps to overcome unpleasant situations.
- Look at the bright side of the situation, encourage participants to use their sense of humour.
- Be authentic and do not forget that you are the model on the basis of which participants learn best about what appreciation of differences and respect for others looks like.
- Enjoy yourself and what you do – learn that the mistakes that happen are not a failure but the possibility to change, improve, be better and more satisfied with what you are doing.

## Template 1: Workshop Preparation

TITLE			
DATE AND PLACE		DURATION	
LEADER			
PARTICIPANTS AGE AND NUMBER			
TOPIC			
OBJECTIVES			
LEARNING OUTCOMES			

MATERIALS, TOOLS AND RESOURCES:
METHODS:

DESCRIPTION OF ACTIVITIES	
INTRODUCTORY ACTIVITY (duration ____ )	
MAIN ACTIVITY (duration ____ )	
FINAL ACTIVITY + EVALUATION (duration ____ )	



## Template 2: Leader's log

LOCATION: \_\_\_\_\_

LEADER: \_\_\_\_\_

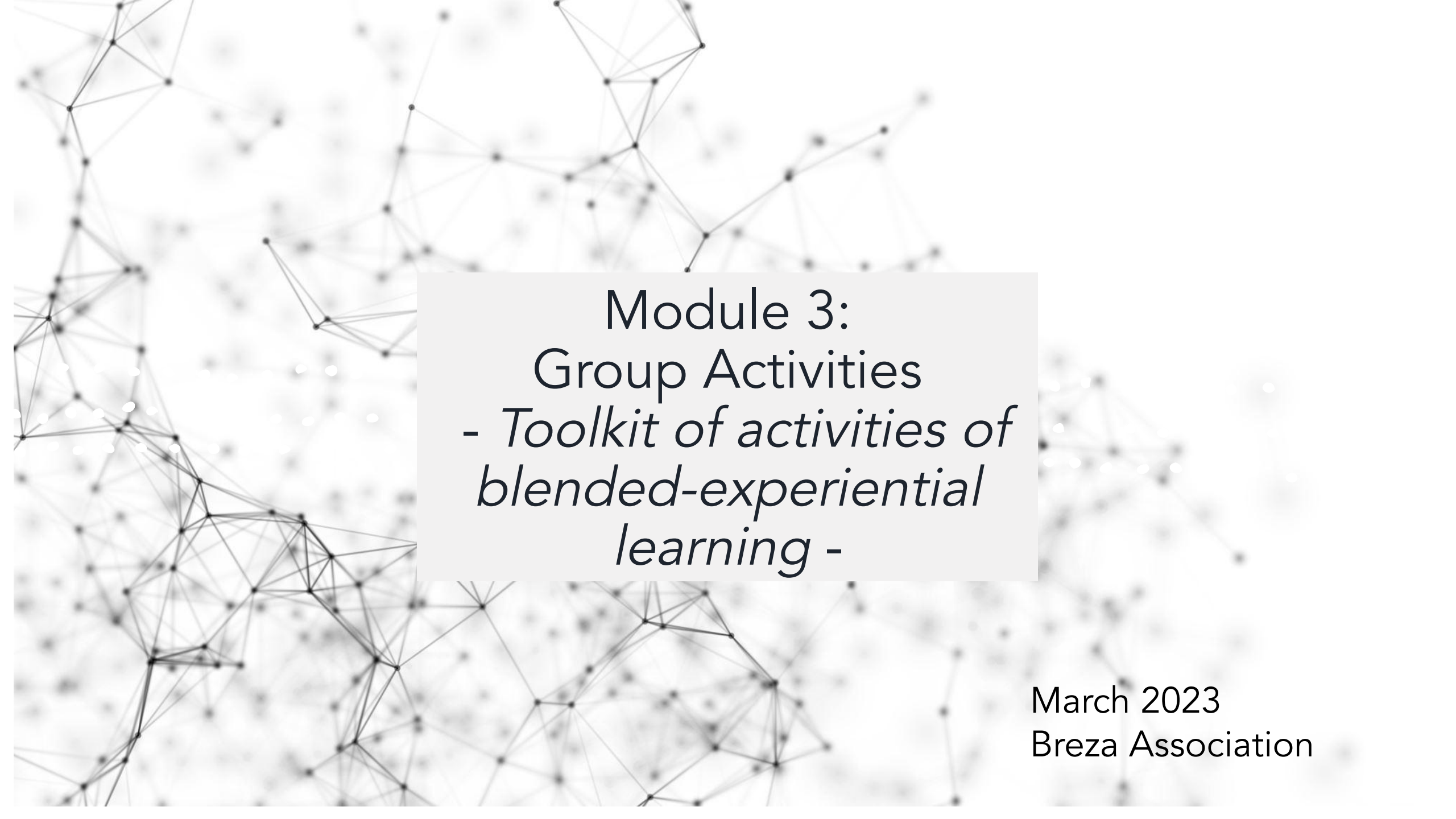
Date	Content/description of the activity	Number of participants M/F	Comments



### Template 3: List of Participants

DATE: \_\_\_\_\_

Name	Contact	Mail address	Signature



Module 3:  
Group Activities  
- *Toolkit of activities of  
blended-experiential  
learning* -

March 2023  
Breza Association

# Workshop

- a form of interactive group work and learning that is designed as an active, experiential, reflexive and cooperative process
- uses short theoretical presentations to explain the nature of key concepts and phenomena and connect them with existing knowledge and experiences of participants
- mimics the process of cognition that takes place in authentic life circumstances and leads to a complete experiential, usable and long-lasting experience



- Duration: it is recommended from 60 to 90 minutes.
- Ideal number of participants is up to 15
- planned, guided and time-determined activities



# Stages of Process

- Participants are introduced to the topic;
- an atmosphere is created that allows everyone to actively participate and find a solution;
- through discussion, the experiences are exchanged, clarified and shaped;
- experiences are linked to existing knowledge and being generalized.





# Types of Workshops

- Creative: dramatic, artistic, poetic, videos...
- Educational: gaining knowledge and life skills



# Rules for Conducting a Workshop

- All participants of the workshop sit in a circle, to be equal, including the leader.
- Everyone is equal in communication.
- Word intrusion and parallel conversations are not tolerated.
- Everyone listens to everyone.
- Everyone participates in the workshop.
- The agreed time is respected, there are no delays or early departures.
- Diversity in opinion and experience is taken into account.
- The needs of each participant that do not jeopardize the activity of the entire groups are taken into account.
- Specific rules – there can be specific agreed rules established by the group and can introduce new or change the existing rules during the process.
- The rules apply to everyone and must be followed.

# Workshop planning

- involves administrative preparation, writing scenarios, working on the material and responding to the needs of the participants
- Plan/Scenario - consists of structured activities that arise as a result of a concrete request introduced by the workshop leader, and are focused on a single topic
- Should encourage cooperation, not competition and discrimination



# Elements of the plan/scenario

1. Title/theme of the workshop
2. The objective/objectives of the workshop
3. The necessary material for work, precisely defined with all items
4. Introductory activity with a clearly defined timeframe. It should make up to 1/4 of the workshop time
5. Main - central activity with a clearly defined timeframe consisting of at least 1/2 of the total duration of the workshop
6. The final activity with a clearly defined timeframe within which the evaluation of the work is carried out, and it lasts up to 1/4 of the workshop time.

# Group Division

- 1, 2, 3
- based on some characteristic
- based on some characteristic
- jigsaw puzzle



# Methods

- Active method - mental and motor activity is involved during operation
- Experiential learning method – shaping a personal experience in the light of some new content
- Cooperative method – shaping personal experience is done through exchange with other participants and group leader
- Model learning – through observing other participants in different situations and roles (convenient for correcting your own behavior)
- The problem method - most often includes finding a solution to a problem (cognitive, emotional or social). It combines convergent (learning the desired solution) and divergent learning (stimulation in the search for different ways of coming to solutions)

# Workshop Goals

- Learn how to understand yourself and others.
- Find out something about others and about yourself.
- Discover how to solve problems.
- Socialize and learn new games.
- Learn to resolve conflicts with acquaintances and strangers.
- Learn a variety of skills.



# Types of Activities

- whirlwind of ideas;
- troubleshooting in the group;
- role-playing;
- skills training;
- games;
- tasks for groups;
- discussion in small groups;
- discussions with the whole group;
- presentation of participants;
- short lectures;
- demonstration exercise/demonstration;
- mini debate...





# The Role of the Leader

- Should have a clear goal and prepared workshop plan in order to monitor the needs of the group and maintain group dynamics during the process
- Good leader uses different methods during the workshop that can be fun but also presents some tricky topics in a less stressful way
- His task is to involve participants and encourage them to engage and accept the topic.
- It is necessary that they have a certain theoretical knowledge and basic emotional sensitivity for the population which they work with



# It is especially important to pay attention to:

- the rhythm during the workshop; it is optimal to interchange discussion, conversation and visual methods
- intonation, he uses hand gestures, moves through the front of the room, keeps his presentation active
- smile and make eye contact with the participants
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- share materials, use records where you can clearly summarize work on specific topics
- it is desirable that the manager arrives early in order to make final preparations and welcome the participants and to finish the workshop at the agreed time

# Skills Needed for Workshop Leaders

- Moderating the group process involves creating a comfortable and safe environment, as well as ensuring the visibility of each member of the group
  - devoting time to getting to know each other, adequate personal disclosure, giving each individual equal time, adapting methods and techniques to the age of participants
- Communication skills
  - personal language (I-sentences), active listening, and nonviolent communication, with the coherence of the verbal and nonverbal



# Evaluation

- process of assessing the carried out activity by the participants

Evaluation can be carried out:

- at the end of each workshop;
- at the end of the workshop cycle;
- when the leader wants to check how much the participants have learned, or how satisfied they are with the workshop.



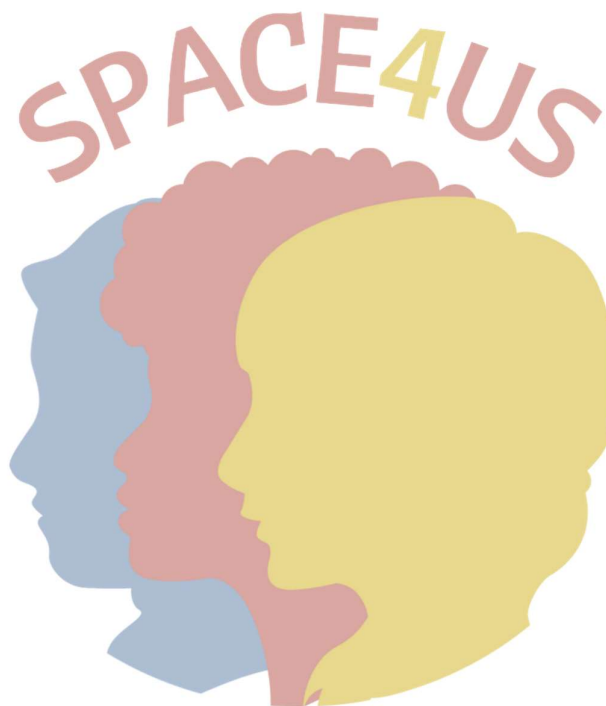
# Types of evaluation

1. Formal - with open and/or closed question types
2. Informal (fun, creative...):
  - "Peace" sign
  - Scale
  - Flowers
  - Stars
  - Test





## Module 4: Social Communication Tool



Gestión Estratégica e Innovación SL

January 2023





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*Module 4*

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## Social Communication Tool

The Social Communication Tool is created in the field of Space4Us project with the aim to build a **safe-space online** different from common widespread social networks, where girls and young women with highly risk of social exclusion can meet and feel free to talk to each other without external pressure or supervision, asking for advices and sharing their stories, experiences or feelings.

The Social Communication Tool is designed thinking about the need of the final beneficiaries and target groups of the project in order to foster their interaction. This tool will allow girls, young women as well as youth workers to form individual and private connections, as well as share and discuss topics in a controlled and safe environment, as the Social Communication Tool will also provide girls and young women with the opportunity to ask for advice or opinions, even anonymously, on sensitive topics they may be hesitant to discuss in person.

This tool is also expected to promote **digital readiness** among the girls and youth workers involved and encourage the exchange of ideas and experiences between youth workers at the national and international level.



*Beta version of the Space4Us Online Platform with the Social Communication Tool*

The Social Communication Tool is also aimed to facilitate the creation of a **European network of "insiders"** promoting the exchange of good practices at a national and international level. Girls living in different countries will be able to interact thanks to the support of simple online stream translation tools, potentially sowing the seeds for a new sense of community and cross-cultural exchange.

For this specific purpose, the tool is equipped with an **automatic translator** available not only in the languages of the project partner countries, but also in the languages of many European and non-European countries (Portugal, Greece, the Netherlands, Finland, Poland, Malta, Italy, Belgium, Turkey, Romania, Norway, Sweden, Denmark, Croatia, Austria, Lithuania, Latvia, Ireland, Slovakia, Serbia).

## Online Platform

The Social Communication Tool is provided through an Online Platform aims to be a comprehensive Open Education Resource (OER) that provides access to a wide range of materials, resources, and information related to the project and its outputs. The platform will be organized into specific sections to easily navigate the content, including the Social





Communication Toll as well as photos and videos of the stories collected from Project Result 1, a downloadable version of the research, interactive modules to train youth workers and educators, a toolkit of experiential learning activities, and many other resources.

The platform's **user-friendly design and interactive resources** will make it an excellent tool for disseminating the project's results across Europe and beyond, allowing the partnership to spread the resources developed more widely. It will also serve as a powerful tool for the dissemination of the project's results, providing access to a wealth of information and resources for individuals interested in the topic of girls at risk of exclusion.

The platform will provide girls, young women, youth workers, educators, and anyone interested in the topic of girls at risk of exclusion with a valuable resource and a safe online space for interaction. To make the platform more attractive and user-friendly, it will not be presented as a series of static documents online, but instead will be a dynamic toolbox of interactive resources.

The platform will also facilitate **interactions between various stakeholders**, including youth workers and educators, girls living in different countries, and girls and youth workers or experts. This will promote the creation of a European network of "insiders" and encourage the exchange of good practices at a national and international level.

Moreover, the expected impact of the Online Platform as an Open Education Resource (OER) goes beyond the direct beneficiaries of the project. By making the platform accessible

from anywhere and especially from common smartphones and mobile devices, the project aims to foster digital readiness among not only the girls and youth workers directly involved but also for other "insiders" looking for ideas and stimuli to help girls at risk of exclusion to explore their potential. The platform's user-friendly design and interactive resources make it an excellent tool for disseminating the project's results across Europe and beyond, allowing the partnership to spread the resources developed more widely.

The platform will not only provide a wealth of information and resources, but it will also allow the partnership to actively engage with the community of "insiders". Through the platform, the partnership will be able to receive feedback and input from the community, which will be incorporated into the ongoing development of the platform and the resources it provides. This collaborative approach will ensure that the platform remains relevant and up to date, making it a valuable resource for years to come.

The beta version of the Space4Us Online Platform with the Social Communication Tool is available at the following link:  
<https://campusgeinnovaikigai.com/course/view.php?id=153>.



## Learning Outcomes

Based on Bloom's Taxonomy, we identify specific learning outcomes related to the platform experience:

- 1. Acquire:** The Online Platform of Space4Us project will provide multiple resources to girls, young women, youth workers, educators, and anyone interested in the topic of girls at risk of exclusion which can be useful to acquire further knowledge, methodologies and good practices in this field.
- 2. Explain:** Through the Social Communication Tool, users will be able to interchange stories, experiences, feelings, doubts and difficulties, experiencing a safe online environment, without external pressure and intervention.
- 3. Construct:** Thanks to the Social Communication Tool girls, young women at risk of social exclusion can have one more tool at their disposal to exchange ideas and feelings and build greater self-esteem in feeling part of an international network of people who can share very similar experiences and paths.
- 4. Generate:** Generating a network, a bond and a contact between girls, young women, as well as educators and social workers is the aim of this tool.