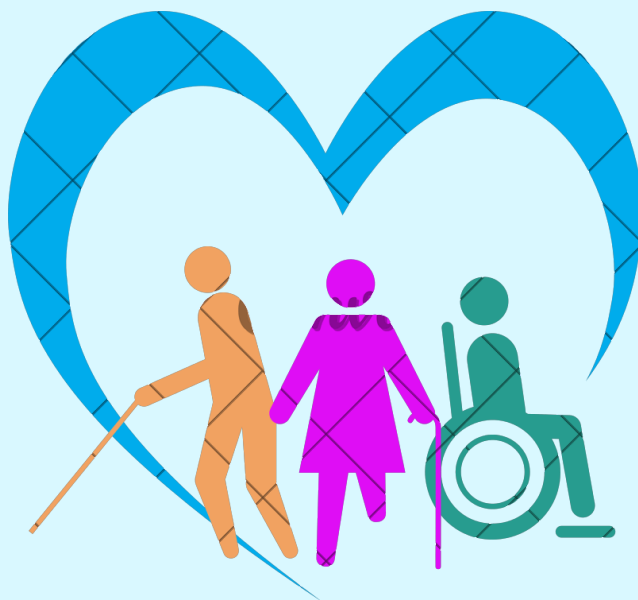


Inclusion in Action: Gen(der)ation Equality Pocket Guide

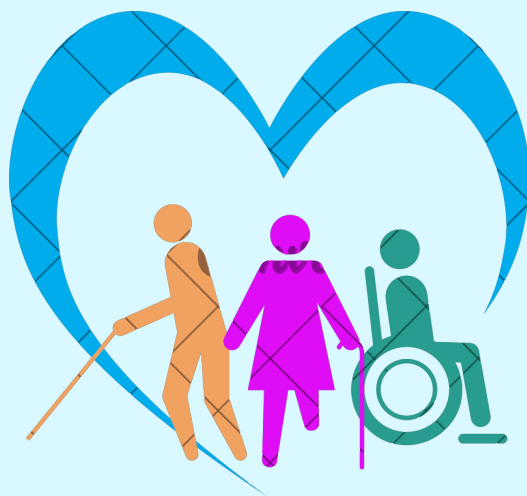


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1. Preface

This pocket guide is an outcome of the Erasmus+ project “**Inclusion in Action: Gen(der)ation Equality**”, a Seminar organized by Sports Association of People with Disabilities Šabac.

The seminar took place in Šabac, from 2nd until 9th of December 2025. The seminar was funded by Fondacija Tempus from Serbia through **Erasmus+ program**, under Key Action 1: KA153-YOU – Mobility of Youth Workers.

This pocket guide includes project’s summary, participants’ testimonials and crucial workshops and tools, that were implemented during the seminar, covering the topics that we dived into - gender equality, intersectional analysis and policy drafting, in order to provide other youth practitioners (local organizations, schools, and youth groups) a toolbox made to foster a wider understanding of intersectional approaches to gender equality in youth work.

With this pocket guide we would like to provide youth workers, multipliers and all non- formal learning practitioners across Europe and beyond with new resources that can be used in providing educational activities.

We would like to thank Fondacija Tempus that has funded this project through Erasmus+ program. We also express our gratitude to the whole training team that has worked hard in the creation of the program flow and the implementation of the activity.

Last, but not least, we express our immense gratitude to all of the participants that have worked intensively during the seminar and dedicated their time, effort, creativity and positive energy into the creation of this guide.



2. Inclusion in Action: Gen(der)ation Equality

The project “Inclusion in Action: Gen(der)ation Equality” aimed to address the critical issue of gender equality through an intersectional approach, focusing specifically on the experiences of young women with disabilities and other marginalized groups. Our ambition was to empower youth workers and organizations from seven countries by equipping them with the knowledge, competencies, and tools needed to address gender-based challenges and systemic discrimination in their local contexts. Through this initiative, we fostered a deeper understanding of gender theory, promoted inclusive practices in youth work, and contributed to societal change by advocating for human rights and equality.

The primary objective of the project was to provide 24 participants with a comprehensive understanding of gender equality, including the intersection of disability and other factors such as socio-economic status, ethnicity, and geographical location. The project intended to create a platform for dialogue, exchange of experiences, and peer-to-peer learning between youth workers from diverse cultural and social contexts. By doing so, we aimed to enhance their ability to evaluate existing policies, implement intersectional analyses, and develop innovative solutions to address gender inequality and promote inclusion.

Specifically, the objectives of the project included:

- Equipping participants with extensive knowledge of gender theory and policies at both national and European levels, enabling them to better understand the systemic challenges faced by marginalized groups.
- Empowering participants with the skills and tools needed to conduct intersectional analyses, identify root causes of gender inequality, and explore the interconnectedness of social inclusion and gender-related issues.
- Facilitating discussions around systemic discrimination practices in key areas such as media, judiciary systems, and education, and encouraging participants to develop actionable solutions to combat these inequalities.
- Strengthening advocacy capacities by providing participants with practical skills to draft policy recommendations, evaluate current policies, and undertake advocacy activities to influence change in their respective communities.
- Supporting participants in designing informed responses and interventions to address gender inequality at the policy and practice levels.
- Enhancing the capacities of youth workers and partner organizations to initiate and sustain gender-inclusive activities, thereby improving the quality of their work with marginalized youth.

The seminar was designed to foster an inclusive and safe learning environment where participants could engage in non-formal education methods, such as experiential learning,

participatory approaches, and peer-to-peer exchanges. Participants explored key topics such as gender theory, systemic discrimination, advocacy, policy-making, and inclusive practices. These activities contributed to the development of civic and social competences, empowering participants to become changemakers in their communities and beyond.

The project also reflected the specific needs of the participating organizations. All partner organizations are actively working with youth from disadvantaged groups and have expressed a strong commitment to promoting inclusion and equality. The project offered a unique opportunity for these organizations to enhance their capacities, share best practices, and learn from one another in an international setting.

Our main activity was a 6 day-long seminar that gathered 24 participants from seven different countries: Serbia, Croatia, Montenegro, Romania, Cyprus, Germany, and Spain. The seminar covered topics such as gender theory, intersectional analysis, systemic discrimination, and advocacy strategies, and was held in Šabac, Serbia from 2nd until 9th of December 2025.

Our key results, beside the knowledge and skills gained, are 7 national researches done by each national team on the topic of gender equality providing a comprehensive overview of key issues, such as the prevalence of gender-based violence, wage gap, discrimination in health and judiciary systems, human rights violations, workplace discrimination, gender representation in politics, as well as good practice examples – from gender equality policies, specific examples of gender-sensitive budgeting and governmental offices dedicated to promoting GE to activities initiated and implemented by non-governmental associations. Another key results are 7 policy briefs done by participants, as follows: “Quality Education System - Between Vision and (Non)Implementation” was created by the Croatian team, “Bridging the Divide: Municipal-Level Comprehensive Sex Education for Youth in Nicosia” and „A Youth Policy Brief for Social Cohesion and Peacebuilding Connecting Greek- and Turkish-Speaking Cypriot Youth in Nicosia through Language Exchange and Civic Participation“ were done by Cypriot participants, „Preventing Gender-Based and Intersectional Violence Among Youth: A National Strategy to Improve Safety and Inclusion in German Schools“ was done by German team, the Montenegro team did a policy brief „Participation of Women with Disabilities in the Cultural Life of Nikšić“, „Youth Strategy Brief for Bacău County 2026–2030 – CONNECTIONS, PARTICIPATION, and SUPPORT“ was created by Romanian participants, „Strengthening the Position of Women with Disabilities in Šabac through Gender-Responsive Local Policies” was done by Serbian team, and finally the Spanish team did a policy brief on the topic of National Gender Equality Strategy.

Finally, this pocket guide was made to provide youth practitioners and other relevant stakeholder with tools needed to address these topics in their communities, leading youth towards a more equal, inclusive and gender-sensitive societies Europe-wide.

3. Participants' testimonials

Croatia



Throughout the week, we felt safe and included within the group, enabling us to freely express our opinions. We became aware of the power of teamwork and successfully enhanced our skills. We recognized not only the significant intercultural differences between nations but also the shared, similar problems that connect us. A feeling of pride emerged when we completed the policy brief, overcoming our initial fear that we lacked the knowledge and capability to do so. This successfully accomplished task has further motivated us for future work. We also believe we have significantly improved our digital competencies. The entire process has enriched us with a powerful sense of community and reinforced the conviction that our work here—and in life generally—is valuable for creating a truly inclusive society.

Cyprus



As the Cypriot team, we are deeply grateful to have been part of this meaningful and well- structured training experience. Throughout the program, we gained not only theoretical knowledge but also practical tools related to youth work, gender equality, social inclusion, policy advocacy, and intersectionality. Each workshop allowed us to reflect critically on our own realities while learning from the diverse perspectives of other countries. The safe learning environment, participatory methods, and the openness of both trainers and participants created a strong foundation for dialogue, growth, and self-reflection. This seminar empowered us to look beyond our local challenges and recognize the shared struggles and responsibilities we carry across borders. From developing policy briefs to engaging with local communities and organizations, every stage of the program strengthened our sense of agency and motivation to create impact back home. We return to Cyprus with renewed awareness, stronger professional confidence, and a deeper commitment to inclusive youth work and social change. We sincerely thank the organizers and all project partners for this inspiring journey.

Germany



We, as participants of team Germany, felt included in the group, sharing our thoughts and opinions. Seeing that all the countries have to deal with the same issues regarding gender equality was, on the one hand, hard to accept, but, on the other hand, we realized that we are fighting the same battle and can find common responses or positively influence each other.

The learning process went naturally with the non-formal methods and gave us the opportunity to connect while doing the tasks. Especially writing the policies facing actual problems in our country felt inspiring, like we can actively change things and take an action for our society. We are grateful of this experience.

Montenegro



For our team from Montenegro, staying at this seven-day seminar was an extremely pleasant and valuable experience. Throughout the entire program, we had the opportunity to learn, collaborate, and socialize with people from different countries, all in an atmosphere that was relaxed, cheerful, and motivating. We felt completely included in all activities, and the participants and organizers truly demonstrated what genuine inclusion means, especially when it comes to people with disabilities.

The day we enjoyed the most was when all the countries presented their culture. It was very interesting to hear different stories, try traditional food and drinks, and see how creatively each group approached presenting their country. That part of the seminar remained in especially fond memory because through socializing and tasting we learned so much from one another. During the workshops, we gained useful knowledge — from teamwork and presentation skills to understanding how ideas are shaped and presented through a policy brief. We realized how important good organization, joint effort, and relying on evidence and information are when we want to solve a problem or propose a change. What made this seminar truly special were the people we met. Everyone was open, kind, and willing to cooperate, which quickly created a positive atmosphere in which we all felt welcome. We are especially grateful to the hosts, who made sure that every moment was filled with care, support, and positive energy. We formed new friendships and many wonderful memories, and we hope that we, as a team from Montenegro, also contributed to the overall project through our engagement. We will definitely come again, as this is one of those journeys we will remember for a long time. In the end, we can say that it was both educational and fun, and that we are returning home enriched with experiences, knowledge, and new acquaintances. This is one of those experiences that stays in the heart.

Romania



I felt quite inspired in this mobility as it was the first one I went to with a focus on disabilities and health issues as a barrier people face. Even if I was familiar with gender and youth policies, I got a lot from exchanging ideas and experiences. I have learned more about the efforts of inclusion and situation on gender issues in countries I did not have that much contact with before. This week made me more aware of my own feelings on these issues. I often find myself feeling anger that in a way we have to teach empathy - empathy that for me feels simply natural. I have to remind myself that intersectionality works both ways - the same way barriers can stack and create more difficulties, the same for privileges - they can make it more difficult to understand and get out of your own "normal". This week strengthened my motivation to continue to bring awareness and I do hope I will gain a voice powerful enough to help as much as I can. - Alexandra

This mobility was very inspiring for me as I had the chance to learn new things and work alongside youth workers from different countries. We learned how to write a policy brief in order to make a change for our community. I was familiar from before with most of the countries' culture but this mobility made me more aware about the situations in their countries and how they are trying to tackle them. During the mobility we had a chance to inspire each other and sharing from our experiences in order to solve our issues better. I also had the chance to see local leaders in action and how they bring the community together and see beyond their barriers. At the same time, we broke down stereotypes regarding different groups and we learned how we can more inclusive in our work but also how to work together in the future. – Roxana

Serbia



Six days of the Gen(der)eration in Action seminar brought us learning, connection, and experiences that truly matter. Throughout the program, we explored gender equality with a special focus on the inclusion of women and young persons with disabilities, and discussed how public policies, as well as local and national action plans, can better respond to the needs of vulnerable groups. We also learned about intersectionality — how different identities intersect and shape an individual's position in society — along with many other important concepts essential for creating gender-responsive policies. During the working workshops, we exchanged experiences, learned from one another, and developed policy briefs, with each national group presenting its own process. It was useful, dynamic, and motivating.

The seminar was also much more than formal learning. We visited an event organized by the SSOSI association on the occasion of the International Day of People with Disabilities. The warm atmosphere, welcoming hosts, and time spent with the children brought special joy — dancing, music, a magician's performance, and sports activities made the day brighter for all of us. We continued our gathering in a local ethnic restaurant, enjoying traditional Serbian food, sharing impressions, and strengthening the sense of togetherness that followed us throughout the seminar. Six days filled with meaningful learning and beautiful moments reminded us of what matters most — inclusion, empathy, collaboration, and the power of young people who want to create positive change.

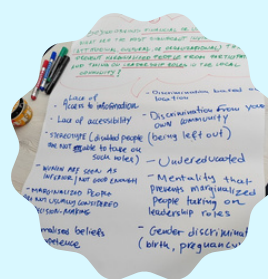
Spain



Throughout the week, we have been able to learn more about gender equality, disabilities, policy briefing, intersectionality, and even about the competencies for the Youthpass. We have been able to discuss and debate, to reach agreements or even not reach them, always with respect and understanding the possible cultural differences and language barriers within the group that has been formed.

This week has allowed us to approach inclusion in different ways and to learn by sharing our own experiences. We learned about other cultures, their laws, and their approach to gender equality, but also more about our own countries and how to take action. We have done inclusive activities that have opened our eyes to the need for inclusion and to how little inclusive we sometimes are without realizing it.

In our free time, we were also able to connect in an informal way, and we enjoyed it very much. Our favorite part has been getting to know Serbian culture, its food, its music, and its people. It has been a wonderful experience and a meaningful connection with others. Thank you very much for offering spaces like this inclusive, educational, and relaxed as well as for the opportunity to participate.



4. Toolbox

In the following pages you can find the six workshops for youth workers, providing practical methods and tools to run activities on the topics that were identified as crucial, such as basic principles of gender equality, intersectional analysis and how to draft policies, in order to enable other organizations to apply them in their work

These workshops are here to inspire youth workers and help engage young people in policy making and advocacy when it comes to gender, youth and disadvantaged groups. We hope you'll enjoy them as much as we did while implementing these methods. The description contains the objectives of the workshop, target audience and number of participants, materials needed, step-by-step description, reflection questions shaped by following Kolb's model and expected outcomes.

Workshop name	Team building activity
objectives	• to build our group, establish trust and encourage cooperation • to address the topic of privilege in an understandable and experiential way • to encourage the conversation about disadvantaged groups • to explore the concept of intersectionality through multilayered dynamics • to challenge participants to recognize their own unearned privileges • to inspire concrete action towards equity and allyship.
duration (in minutes)	90'
resources/material / equipment needed	4 types of candy (each one of them 6 pieces), 4 Hamer papers, 3 sets of markers, 3 balloons, 2 boxes of sticks, 2 adhesive tapes, 2 scissors, 1 set of post-its per group

Workshop name	Team building activity
description step-by-step (content elements, methods,... with division of time in minutes where applicable) + questions for debriefing if applicable	1. Group division - facilitators give 4 different types of candies to each participant in order to create 4 groups of 6 people per each. Tell the participants to find the other group members according to the type of candy. 5' 2. Once every group is formed divide materials to them and explain the rules: they need to create a tower of all the materials they got. They cannot use any other materials beside the ones they have. They have 45 minutes for this activity. The group with the highest tower is the winner. While you are distributing the materials, make sure one group gets all of them, the second one gets at least 1 or 2 things less, the third one get even fewer materials, and the fourth one gets basically only the hamer papers and one more thing. 45' 3. Debrief: • How did you feel during the tower-building process? Specifically, how did your emotions change as you noticed what resources other groups had? • When did you realize that the resources weren't distributed equally? What was your immediate reaction to that realization? • For the groups with fewer resources: How did you adapt to your situation? Did you try to negotiate, or did you give up? • For the group with all the resources: How did it feel to have everything you needed? Did you think about sharing, or were you entirely focused on winning? • If this tower-building activity represents our society, what do the materials/resources symbolize? What does the "highest tower" represent? • In this exercise, your group's starting point was determined completely by luck (the candy you received). How does this mirror the concept of unearned privilege in real life (e.g., race, socioeconomic status, gender, nationality)? • Look at the group that had almost nothing but paper. In real life, when a marginalized group fails to achieve the same "heights" as a privileged group, society often blames their effort. Based on this experience, why is that perspective deeply flawed?

Workshop name	Team building activity
	• Let's talk about intersectionality. Imagine if, halfway through, we also added a rule that punished groups based on another random factor (like clothing color or height). How do multiple, overlapping layers of disadvantage or privilege completely change a person's chances of success? • Now that we have experienced and analyzed this dynamic, what can those who hold systemic privileges do to support those who are structurally disadvantaged? • How can we use our awareness of intersectionality to ensure that our youth spaces, projects, or local communities are genuinely inclusive and accessible to everyone? • What is one concrete action you can take in your daily life or activism to challenge systemic inequalities and help "level the playing field" for others? 40'
Important notes	When using this workshop for team building purpose only, within a longer NFE programme, distribute all the materials evenly and solely make it as a competition in creating the tower. If using this workshop to address the topic of privilege and intersectionality, use as described. Make sure that during the first phase in the Debriefing (Reflective Observation) everyone gets a chance to say how they felt, so that this charge can be constructively channeled into learning through later questions. This workshop serves both to build team and in order to connect the method with the topic of intersectional or multilevel discrimination in the early-stage of the TC. This workshop can be done as a part of a wider programme, or as stand-alone workshop on this topic.

Workshop name	Team building activity
Theoretical input for trainers / facilitators	What is privilege? Privilege is a social theory that special rights or advantages are available only to a particular person or group of people. The term is commonly used in the context of social inequality, particularly in regard to age, disability, ethnic or racial category, gender, sexual orientation, religion and/or social class. We can define privilege as a set of unearned benefits given to people who fit into a specific social group. Society is affected by a number of different power systems: patriarchy, white supremacy, heterosexism, cisgenderism, classism, racism, homophobia, economic injustice, colonialism, militarism, ethnocentrism, ableism and other forms of dominating hierarchies in which the subordination of one person or group to another is internalized and institutionalized. Men and women are assigned different levels of freedom and different levels of privilege, status and value by society. Even amongst men and women, certain groups who do not conform to the ‘ideal norm’ (for example ‘effeminate’ men, ‘butch’ women, lesbian, gay or transgender individuals) are assigned different levels of value, status and privilege. What is intersectionality? Discrimination can happen based on a number of attributes including peoples’ gender, class, education, race, sexuality, disability, religion, nationality, age, etc. Intersectionality is an analytical framework used to understand how the myriads of attributes and socio-political identities of people can result in different types of discrimination and privileges. Based on the idea that people’s identities are multilayered and diverse according to their gender, class, caste, race, sexuality, disability, religion, nationality, age, and more – intersectionality is an analytical tool as well as sociological concept that acknowledges that people are members of more than one community, have unique individual experiences that result from this, and can experience oppression and privilege at the same time. It aims to uncover the different types of discrimination that occur as a result of these diverse identities and takes historical, social, political, and power relations into account.

Workshop name	Gender theory 101
objectives	to develop civic and social competenceto get into the topic understand basic terms and develop knowledge
duration (in minutes)	90'
resources/material/ equipment needed	paper, pens, flipchart, markers, printed definitions, laptop, projector, screen, Internet connection
descriptionstep-by- step(content elements, methods,... with division of time in minutes where applicable) + questions for debriefing if applicable	• In this workshop, introduce participants to gender theory as well as all definitions arising from it (heteronormativity, masculinity, gender-inclusive language, etc.), and the topic of gender equality. Divide the group into 4 small groups and give each of them two definitions with the task to create a visual representing their concepts, either on flipchart or in Canva, whichever they prefer. They should have 15 minutes to create the visual and then present each one in 15 more minutes. 30' • After that, present the concepts of equality and human rights, including as expressed in the Charter of Fundamental Rights of the European Union and international declarations, information on current European activities to end gender-based violence and how they can contribute - e.g. the Council of Europe Convention on preventing and combating violence and domestic violence against women; One billion rising campaign, etc. 15' • Afterwards, in the same small groups participants should use the Gender Equality Index as a tool to identify which crucial areas need the most improvement Europe-wised. They have the task to open the GEI and look into data, and create a presentation (flipchart or Canva) on the crucial areas that need improvement in their country and Europe-wised. Each team presents their work. 30' •

Workshop name	Gender theory 101
	Debrief with the following questions: • How did your group feel when trying to translate complex academic concepts—like heteronormativity, masculinity, or gender-inclusive language—into a simplified visual format on a flipchart or Canva? • What stood out to you the most or surprised you when exploring the raw data within the Gender Equality Index (GEI) for your specific country? • How do the real-world gaps you identified in the Gender Equality Index connect back to systemic challenges and the human rights principles outlined in the Charter of Fundamental Rights of the European Union? • In what ways do public awareness initiatives or international frameworks, such as the Council of Europe Convention on preventing and combating violence against women or the One Billion Rising campaign, help shift deeply ingrained gender theories into actual societal protections? • Based on the crucial areas needing improvement that you uncovered in your presentations, what is one way local youth organizations can contribute to closing these gaps? • How can you personally practice and promote gender-inclusive language or human rights awareness within your daily youth work or local community spaces? 15'
required documents (e.g. ppps, working sheet,)	The necessary definitions and the required .ppt are available in the following chapter.

Workshop name	Youth work and disadvantaged groups
objectives	To identify and categorize different disadvantaged youth subgroups that participants currently work with To gain first-hand, practical knowledge about the specific needs, daily realities, and systemic/personal obstacles faced by these diverse youth groups, through peer experience sharing. To learn effective strategies and methods for reaching and engaging young people from different disadvantaged backgrounds To enable structured discussion and collaborative sharing of practical experiences and successful approaches among youth workers To document and present the key findings (e.g., challenges, benefits of participation, impact on personal life/community) in a creative and accessible format (e.g., Canva posters, photography, flipcharts) for the entire group.
duration (in minutes)	90'
resources/material/equipment needed	Flipchart; markers; papers, pens
description step-by-step (content elements, methods,... with division of time in minutes where applicable) + questions for debriefing if applicable	1. Start the workshop with a brainstorm and write down all disadvantaged groups of young people our participants work with – e.g. youth with disability, youth from rural areas, national minorities, gender minorities, and so on, up to 6 to 7 different subgroups. 2. Once you have that divide the participants into 4 to 6 small groups with 4 participants in each. Give each small group the topic of one disadvantaged youth subgroup. Each small group should have at least one member - youth worker- that actively works with the youth subgroup in question.

Workshop name	Youth work and disadvantaged groups
	They have the task to share their opinions and experiences in a structured discussion, focusing on key points such as - how to reach these young people, what challenges exist in working with those groups - based on personal causes or systemic causes; what benefits do these youth report the most after participating in nonformal education and other youth work activities; how does their participation affect their personal lives and what effect it has on the community. They should note down key points of their sharing process either on flipchart or in digital form, using creative means of expression such as Canva posters or photography. After the discussion participants present their findings in plenary. 3. Wrap up with debriefing with the following questions: • What did you notice during our opening brainstorm about the variety of marginalized subgroups (e.g., youth with disabilities, rural youth, national or gender minorities) that our organizations support? • How did it feel to share or listen to the first-hand, practical realities and daily obstacles faced by youth workers actively engaging with these specific subgroups? • When evaluating the challenges raised in your small groups, how can we differentiate between a challenge caused by personal circumstances versus one caused by systemic barriers? • Why do you think non-formal education activities yield such high reported benefits for disadvantaged youth, and how does their personal empowerment ripple out to affect the wider community? • What is one concrete outreach method or engagement strategy discussed today that you can adapt to better reach marginalized young people in your home region? • How can we use creative materials—like the Canva posters or photography your groups produced—to advocate for the inclusion of these subgroups in upcoming local youth policy developments?

Workshop name	Inclusion
objectives	To experientially explore and reflect on the immediate emotional and psychological effects of exclusion and rejection on an individual, and analyze personal reactions to belonging and group dynamics through the 'Outsiders' energizer. To collectively identify, articulate, and critically examine the subtle, invisible, and systemic ways that exclusion, gender norms, and ableist attitudes manifest in everyday spaces (online, public institutions, youth centers) To collaboratively define and visualize the key components and specific visible elements of truly equitable access and safe spaces for people facing multiple forms of discrimination To brainstorm and propose concrete, actionable activities, structures, or policy changes in areas like outreach, communication, and organizational policy that would effectively support the enhanced inclusion and leadership of marginalized groups.
duration (in minutes)	90 ‘
resources/material/ equipment needed	4 Flipcharts, 4 sets of markers, 4 tables, chairs
description step-by-step (content elements, methods,... with division of time in minutes where applicable) + questions for debriefing if applicable	1. Start the workshop with an energizer called 'Outsiders' - an interactive exercise that explores the effects of exclusion on the individual, while also exploring how we react to experiences of rejection and how we feel about belonging to a group. One volunteer will leave the room while the others will group into four groups (according to their shirt, hair color, eyes, etc.). The volunteer will then be called back and will have to guess which group they belong to. If they are wrong, they will be rejected. We will repeat this several times. 10’ 2. World café – divide participants into 4 small groups of 6 people per each. The room should be set as a café with 4 tables, each having a flipchart and a set of markers.

Workshop name	Inclusion
	Question 1: How do gender norms and ableist attitudes show up in everyday spaces (public institutions, youth centers, schools, online)? In which subtle or invisible ways can exclusion or discrimination appear, even when the intention is to “include everyone”? Question 2: Beyond obvious financial or logistical issues, what are the most significant invisible barriers (attitudinal, cultural, or organizational) that prevent marginalized people from participating and taking on leadership roles in the local community? Question 3: In your opinion, what does truly equitable access look like for people who face multiple forms of discrimination (e.g., due to gender, disability, ethnic background, or socio-economic status)? What are the specific visible elements that can ensure a safe and inclusive access for marginalized people? Question 4: What concrete activities, attitudes, structures or policy changes can you imagine that would truly support the inclusion and leadership of marginalized groups when it comes to gender-based and exclusion challenges? What makes these practices feel safe, accessible, and empowering? (outreach, communication, or physical space) Provide 35 minutes for discussion and 5 minutes for table change. 40’ 3. Continue with each group presentation. 20’

Workshop name	Inclusion
	4. Wrap up with debriefing with the following questions: • For the volunteers or group members, what immediate emotional or psychological reactions did you experience when encountering arbitrary rejection or trying to belong during the 'Outsiders' energizer? • What did you observe about the energy and ideas in the room as we rotated across the different tables during the World Café discussion? • How do subtle or invisible forms of exclusion, driven by underlying gender norms and ableist attitudes, manifest in daily environments like schools or online platforms—even when the stated intention is to "include everyone"? • Beyond straightforward financial or logistical limitations, why are cultural, attitudinal, and organizational barriers often the hardest obstacles preventing marginalized youth from taking on leadership roles? • Look at the visible elements of "truly equitable access" mapped out during the World Café; what is one change you can make to your physical space or communication channels to make them instantly safer and more accessible? What concrete structural change or outreach policy will you propose within your own organization to actively support and empower the leadership of marginalized groups? 20'

workshop name	Intersectional analyses 1 & 2
objectives	to understand the concepts of an intersectional and human rights-based approach to needs assessmentto recognize the importance of inclusionto understand the concept of intersectionality
duration (in minutes)	90 '+ 60'
resources/material /equipment needed	Flipchart, markers, laptop, projector, screen
descriptionstep-by-step(content elements, methods,... with division of time in minutes where applicable) + questions for debriefing if applicable	1. The aim of this workshop is to understand the concepts of an intersectional and human rights-based approach to needs assessment and recognize the importance of inclusion. Open the workshop by asking the participants: Why is it important to define the needs for advocacy?; Can we address all the needs of young people at once?; How do you understand the concept of needs assessment?; and a short discussion will take place. 10' One of the theoretical inputs the facilitator should provide is: 'A needs assessment implies there is a gap or discrepancy between the current conditions – 'what is' – and the ideal conditions – 'what should be' therefore "A needs assessment is a systematic process that provides information about social needs or issues in a place or population group and determines which issues should be prioritized for action." After that, give a presentation on intersectional analyses, and explain it as layers and with great number of practical examples, in order to set mutual understanding of the topic.

workshop name	Intersectional analyses 1 & 2
	Start with the definition of intersectionality: Discrimination can happen based on a number of attributes including peoples' gender, class, education, race, sexuality, disability, religion, nationality, age, etc. Intersectionality is an analytical framework used to understand how the myriads of attributes and socio-political identities of people can result in different types of discrimination and privileges. Based on the idea that people's identities are multi-layered and diverse according to their gender, class, caste, race, sexuality, disability, religion, nationality, age, and more – intersectionality is an analytical tool as well as sociological concept that acknowledges that people are members of more than one community, have unique individual experiences that result from this, and can experience oppression and privilege at the same time. It aims to uncover the different types of discrimination that occur as a result of these diverse identities and takes historical, social, political, and power relations into account. Explain that there might be groups of people with similar characteristics, same age, same race, same religion and etc, but individuals may have their unique features, experiences, belonging to certain groups, and so on, which makes their situation completely different and unique from others. Therefore, intersectionality refers to multiple layers of someone's identity and those different layers may become the ground for discrimination or privileges. For example, the lived experiences of a white-skinned woman and a dark-skinned woman might be completely different, yet they both may experience oppression towards them as women, however, a black woman may be objected to more discrimination due to her skin color. To sum up, 'Intersectionality' refers to the ways in which different aspects of a person's identity intersect with each and can expose them to overlapping forms of discrimination and marginalization, or privileges and advantages. To explain the concept of intersectionality, have participants watch the video https://www.youtube.com/watch?v=O1isIM0ytKE . 30'

workshop name	Intersectional analyses 1 & 2
	1. Continue with “Multifaceted self” exercise. 45’ 2. In the next workshop continue with “Intersectional analyses” exercise. 60’ 3. Finish with debriefing with the following questions: • What thoughts or feelings surfaced for you while mapping out your own identity layers during the "Multifaceted Self" exercise? • What elements of the practical examples shared by the facilitator or the video resonated most clearly with your own lived observations of privilege or discrimination? • How does understanding identity as a collection of overlapping, diverse layers help explain why two individuals of the same age, race, or religion can experience completely different levels of systemic oppression or privilege? • If a needs assessment is defined as discovering the gap between "what is" and "what should be," why is a standard demographic overview insufficient without utilizing an intersectional analytical framework? • How will you integrate a human rights-based and intersectional lens into your next local needs assessment to ensure you are prioritizing the right issues for action? • What is one practical step you can take to ensure your next youth project accounts for historical, social, and power relations so it doesn't accidentally reinforce existing privileges?
required documents (e.g. ppps, working sheet,...)	Both exercises as well as theoretical input are available in the next chapter.

Workshop name	What is policy?
objectives	1.to provide introduction on the topic to learn what kind of documents we have, why is it useful, which levels of policy-making there are, who are the policy makers, how to participate in the process
duration (in minutes)	90 ‘
resources/material /equipment needed	flipchart, markers, pens
descriptionstep-by-step(content elements, methods,... with division of time in minutes where applicable) + questions for debriefing if applicable	In this workshop open the topic of policy - what kind of documents we have, why is it useful, which levels of policy-making there are, who are the policy makers, how to participate in the process, etcetera. 1. Group Discussion: Participants discuss their experiences with policy. Ask participants if they ever wrote a policy, read one or participated in its creation. If some of them did, ask them to share their experience. If none have, share your experience (if you have any) 10 minutes - Continue with the presentation on policy 30 minutes - Continue with stakeholders square. Explain participants that when thinking of relevant stakeholder they need to ask themselves: • Who has the power to make the change you want? • What is his/her interest and key relationships? • Who will be the easiest to persuade to support you? • When and where do you need to intervene? Where are decisions taken (informally, formally)? • Who are your allies? Who could be your active supporters? • Who will actively oppose you? • Who are you trying to reach? Elected officials? Civil servants, media people, the public at large, members of the business community? Social movements?

Workshop name	What is policy?
	Draw a large stakeholders square on a flipchart and invite them to brainstorm and identify a list of of organisations, entities and individuals who can influence a Europe-wised Strategy on gender equality adopted by European Parliament. Have them place the influencing entities in the diagram according to the strength of their influence and whether they are likely to have a positive or negative influence on the decision maker. Once you have completed the diagram, discuss the 3-5 most important influencing entities for each key decision maker. 30 minutes 4. Debrief: • What did you notice during our initial group discussion regarding the room's collective familiarity—or lack thereof—with reading, writing, or participating in policy creation? • How did it feel to strategically map out and balance different organizations and individuals on the Stakeholders Square based on their level of influence and alignment? • Based on your completed diagram, what makes a stakeholder highly influential regarding a Europe-wide Strategy on gender equality, and what factors determine if they will support or actively oppose it? • Why is it crucial to analyze a decision-maker's key relationships and find the "easiest to persuade" allies before launching an advocacy campaign? • When planning your next initiative, how can you determine whether you need to intervene at a formal decision-making level or via informal spaces? • How can you apply the Stakeholders Square tool to a policy challenge in your home community to identify which elected officials, civil servants, or media figures you need to target? 20'
required documents (e.g. ppps, working sheet,...)	The necessary .ppt is available in the following chapter.

workshop name	How to draft policy recommendations?
objectives	Discuss various strategies and tools that can be used to influence policy decisions at local, national, and international levels. Identify methods for effectively engaging with policymakers, the public, and other stakeholders to raise awareness and support for different issues. To equip participants with the skills to draft effective policy briefs that advocate for youth issues and to provide a collaborative environment for peer feedback.
duration (in minutes)	90 ‘
resources/material /equipment needed	a flipchart, color pens, A4 colorful papers (each section of the summary goes on one paper), tape or glue
description step-by-step (content elements, methods,... with division of time in minutes where applicable) + questions for debriefing if applicable	1. Start with a short presentation on policy briefs – what are they and how do they look, show some examples. Prepare beforehand the following flipchart with Key Elements of a Policy Brief: • Title: Clear and concise, reflecting the issue at hand. • Executive Summary: A brief overview of the issue and key recommendations. • Problem Statement: A clear articulation of the issue affecting youth mental health. • Evidence and Analysis: Data and examples that support the argument. • Recommendations: Specific and actionable steps that policymakers can take. • Conclusion: A summary that reinforces the importance of the issue and the proposed actions. 15’ minutes 2. Present the flipchart and tell participants that they will work in small groups with the task to write an Executive summary of a policy brief on the following EU Youth goals: Equality of All Genders, Inclusive Societies, Moving Rural Youth Forward, Space and Participation for All. There should be 4 groups with 6 pax in each.

workshop name	How to draft policy recommendations?
	Provide each group with a flipchart, color pens, A4 colorful papers (each section of the summary goes on one paper), tape or glue. The summary should include: Title, problem statement in few sentences, recommendations in few sentences and conclusion in few sentences – create a flipchart with the task. Encourage groups to allocate roles within their teams (e.g., researcher, writer, presenter) to facilitate collaboration. Explain participant to look online for the existing description of their EUYG and come up with recommendations for upgrade. Walk around the room to provide support, answer questions, and offer suggestions as groups work on their task. Prompt them to think critically about their arguments and the clarity of their recommendations. 35 minutes 3. Group presentation – Each group should present their summary. Allow enough time for the presentations, at least 4-5 min per group. Encourage groups to focus on the key issue, recommendations, and any data or evidence they included. After each presentation, open the floor for constructive feedback from peers. Encourage participants to provide: <i>Positive observations (what worked well)</i>. <i>Suggestions for improvement (clarity, additional evidence, stronger recommendations)</i>. <i>Questions that prompt deeper analysis or consideration of other perspectives.</i> 20 minutes 4. Debrief: • How did your group manage roles (such as researcher, writer, and presenter) to successfully build out an executive summary on your assigned EU Youth Goal within the time limit? • What was your experience navigating the peer feedback process, both when offering constructive critiques and when receiving suggestions for your own group's work? • Why must an effective policy brief maintain a direct, evidential link between the Problem Statement, the Data Analysis, and the actionable Recommendations?

workshop name	How to draft policy recommendations?
	• How do clear, concise titles and structured executive summaries influence a policymaker's willingness to engage with youth-led policy upgrades? • How can you use the core elements of a policy brief explored today (Title, Executive Summary, Problem Statement, Evidence, Recommendations, Conclusion) to articulate a needed change to local stakeholders? What is one concrete action your organization can take to engage directly with policymakers or the public to raise awareness for the upgrades you proposed for the EU Youth Goals? 20 minutes
required documents (e.g. ppps, working sheet,...)	The necessary .ppt is available in the following chapter.

5. Materials

You can find the presentation and different handouts here, as follows:

- Gender theory definitions
- Gender theory presentation
- Intersectionality presentation
- Multifaceted self - for trainers
- Intersectional analyses - for trainer
- Intersectional analyses - handout for participants
- Policy brief presentation

Gender theory definitions

Sex & Gender Sex refers to the biological characteristics which define humans as female or male. These sets of biological characteristics are not mutually exclusive as there are individuals who possess both, but these characteristics tend to differentiate humans as males and females. Sexual differences are the same across the world. But being a man or a woman is very different in various cultures. To distinguish these differences from the biological ones, the word gender is used. Sex is a fact of human biology: gender is not.

Gender Identity One's innermost concept of self as male or female or both or neither—how individuals perceive themselves and what they call themselves. One's gender identity can be the same or different than the sex assigned at birth. Individuals are conscious of this between the ages 18 months and 3 years. Most people develop a gender identity that matches their biological sex. For some, however, their gender identity is different from their biological or assigned sex. Some of these individuals choose to socially, hormonally and/or surgically change their sex to more fully match their gender identity. Gender Normative/Cisgender terms refer to people whose sex assignment at birth corresponds to their gender identity and expression.

Gender Roles This is the set of roles, activities, expectations and behaviours assigned to females and males by society. Our culture recognizes two basic gender roles: Masculine (having the qualities attributed to males) and Feminine (having the qualities attributed to females). Girls and boys are not born knowing how they should look, dress, speak, behave or think. Their socialization is influenced by their families, peers, communities and institutions such as the media.

Gender Expression It refers to the ways in which people externally communicate their gender identity to others through behavior, clothing, haircut, voice, and other forms of presentation. Gender expression also works the other way as people assign gender to others based on their appearance, mannerisms, and other gendered characteristics. Sometimes, transgender people seek to match their physical expression with their gender identity, rather than their birth-assigned sex. Gender expression should not be viewed as an indication of sexual orientation.

Gender theory definitions

Gender norms Created by our culture, not by nature and can change over time. Despite many advances in equality of opportunities and rights between women and men, 'traditional' or 'rigid' gender norms remain pervasive in Europe and across the world amongst both adults and young people. Gender norms can be so ingrained that people often accept them as 'the way things are' and fail to recognise the power they have to shape expectations and behaviour. Rigid gender norms do not just limit people's identities and potential, they also set women and men apart based on societal expectations of how they should look, behave and act. This division gives rise to unequal hierarchies of power as, traditionally, society has valued 'masculine gender norms' of dominance, aggression and competition over 'feminine gender norms' of submissiveness, fragility and nurturing behaviour.



Heteronormativity is the belief that people fall into distinct and complementary genders (male and female) with natural roles in life and it assumes that all people are heterosexual, or that heterosexuality is the default or "normal" state of human being. It tends to complement and accompany concepts like cisnormativity, gender binarism, and gender essentialism. A heteronormative society operates on the assumption that heterosexuality and specific gender features are the human "default." These assumptions can be hurtful because they are stigmatizing and marginalizing, making people who are LGBT+ feel like they are perceived as deviant or unnatural. The concept of heteronormativity can exist on both a societal and individual level. On a societal level, heteronormativity takes the form of denying marriage equality and same-sex adoption. On an individual level, it can take a form of unintentionally inaccurate assumptions--such as assuming that a woman is referring to a man when she mentions a spouse or fiancé.

Privilege is a social theory that special rights or advantages are available only to a particular person or group of people. The term is commonly used in the context of social inequality, particularly in regard to age, disability, ethnic or racial category, gender, sexual orientation, religion and/or social class. We can define privilege as a set of unearned benefits given to people who fit into a specific social group. Society is affected by a number of different power systems: patriarchy, white supremacy, heterosexism, cisgenderism, classism, racism, homophobia, economic injustice, colonialism, militarism, ethnocentrism, ableism and other forms of dominating hierarchies in which the subordination of one person or group to another is internalized and institutionalized. Men and women are assigned different levels of freedom and different levels of privilege, status and value by society. Even amongst men and women, certain groups who do not conform to the 'ideal norm' (for example 'effeminate' men, 'butch' women, lesbian, gay or transgender individuals) are assigned different levels of value, status and privilege.

Gender-based violence (GBV) is an umbrella term for any kind of discrimination or harmful behaviour which is directed against a person on the basis of their (real or perceived) gender or sexual orientation. GBV may be physical, sexual, psychological, economic or socio-cultural. Its root causes need to be understood in the context of gender norms, values and beliefs which support unequal hierarchies of power between women and men but also among men and among women. These hierarchies of power not only make gender-based violence possible, in some cases they create an environment where GBV is tolerated and even considered acceptable. GBV is perpetrated by some people to control others they perceive as having less status than themselves or as a means to 'punish' those who do not conform to idealized gender norms. Gender-based violence is therefore often considered normal and justified by the broader society, and victims rather than perpetrators are often blamed and stigmatised

Gender theory presentation

Gender theory Gender theory is the study of how societies construct and understand masculinity, femininity, and other gender identities, and how these constructs influence behavior, roles, and power structures. It differentiates between "sex," which refers to biological traits, and "gender," which includes social expectations, norms, and behaviors. Key aspects include examining gender as a social construct rather than a fixed biological one, challenging the idea of a gender binary, and analyzing how gender is shaped by culture, socialization, and individual interactions.

Core concepts of gender theory Social construction:

Gender is viewed as a social and cultural product, not an essential or fixed state of being. What it means to be masculine or feminine varies across cultures and changes over time. Sex vs. Gender: Gender theory makes a critical distinction between sex (biological differences) and gender (social roles, behaviors, and expectations). Challenging the binary: It questions the traditional, two-category system of male and female and explores the fluidity and diversity of gender identities. Social and cultural influence: The theory examines how cultural norms, social systems, and power structures shape and maintain gender roles and inequalities. Performance: Gender is understood as being performed through actions, speech, and other behaviors that are shaped by cultural patterns.

Equality is the state of being equal, especially in status, rights, and opportunities, meaning everyone receives the same treatment and opportunities regardless of their differences. The Charter of Fundamental Rights of the European Union expresses equality and human rights by prohibiting discrimination and guaranteeing equal treatment before the law. It upholds dignity and prohibits torture, slavery, and forced labor, while also ensuring freedoms such as expression, assembly, and religion. Specific provisions also address the rights of children, the elderly, and people with disabilities, along with the equality of women and men. Non-discrimination: Prohibits discrimination based on sex, race, color, ethnic or social origin, genetic features, language, religion or belief, political opinion, disability, age, or sexual orientation. Equality between women and men: Requires that equality between women and men be ensured in all areas, including employment, work, and pay.

Key aspects of international declarations (e.g., UDHR) A foundational document that has been translated into over 500 languages and is a cornerstone for international human rights law. Universalism: Emphasizes that all human beings are born free and equal in dignity and rights. Broad scope: Contains 30 articles covering a wide range of civil, political, economic, social, and cultural rights. General principles: Article 2 of the UDHR states everyone is entitled to all rights and freedoms without distinction of any kind.



Key activities to end GBV

1) Legislation:

EU Directive on Combating Violence Against Women and Domestic Violence: The EU adopted its first-ever directive in May 2024, establishing common legal standards across all member states. **Istanbul Convention:** The EU and its member states are working to implement the convention, which the EU officially joined in October 2023, to prevent and combat violence against women and domestic violence.

2) Funding and Projects:

European Commission: Funds various projects across Europe to prevent violence, support victims, and raise awareness. **ACT Programme:** Supports women's rights organizations and feminist movements to strengthen prevention and protection systems against violence, including digital violence.

3) Global Initiatives:

EU-UN Spotlight Initiative: A global partnership that works to end violence against women and girls through various means, including legal and policy reform and education.

4) Awareness and Prevention:

#OrangeTheWorld Campaign: The EU participates in this UN campaign, often lighting up buildings in orange and using social media to show solidarity. **EU Network on the Prevention of Gender-Based Violence:** Established in 2023 to provide a platform for member states and stakeholders to share knowledge and best practices. **One billion rising campaign** -The campaign was started in 2012 as part of the V-Day movement. The name comes from the UN statistic that one in three women on Earth will be beaten or raped in her lifetime, which equals about one billion women and girls

Intersectionality presentation

What is need assessment?

A needs assessment implies there is a gap or discrepancy between the current conditions – ‘what is’ – and the ideal conditions – ‘what should be’ therefore “A needs assessment is a systematic process that provides information about social needs or issues in a place or population group and determines which issues should be prioritized for action.”

What is intersectionality?

Discrimination can happen based on a number of attributes including peoples’ gender, class, education, race, sexuality, disability, religion, nationality, age, etc. Intersectionality is an analytical framework used to understand how the myriads of attributes and socio-political identities of people can result in different types of discrimination and privileges. Based on the idea that people’s identities are multi layered and diverse according to their gender, class, caste, race, sexuality, disability, religion, nationality, age, and more – intersectionality is an analytical tool as well as sociological concept that acknowledges that people are members of more than one community, have unique individual experiences that result from this, and can experience oppression and privilege at the same time. It aims to uncover the different types of discrimination that occur as a result of these diverse identities and takes historical, social, political, and power relations into account.



Intersectionality Wheel Diagram



What is intersectional analyses?

Intersectional analysis is a framework for understanding how different social identities, such as race, gender, class, and sexual orientation, intersect to create unique experiences of both discrimination and privilege.

Key principles of intersectional analysis

Considers overlapping identities: It recognizes that people have multiple social identities and that these identities are not separate but interconnected. Examines power dynamics: It analyzes how systems of power, such as racism, sexism, and classism, are interconnected and how they operate together. Reveals unique experiences: It brings to light the specific challenges and advantages faced by individuals at the intersection of multiple identities, which might otherwise be overlooked. Moves beyond simple addition: It understands that the experience of having multiple marginalized identities is not simply the sum of different oppressions. Instead, these factors interact to create distinct experiences.

Multifaceted self

Group size: any

Duration: 45 min

Requisites for the practical exercise:

- a printed sheet for each participant
- a pen for each participant
- time measuring device (watch, stopwatch, mobile phone)
- chairs, cushions or similar, on which the participants can sit during the discussion (optional)
- suitable writing pad (optional)

Type of practical exercise: individual work

Methods used: independent reflection, immersion in the role, group discussion

What is the purpose of this practical exercise? What does the youth worker want to achieve? What results can they expect?

Most of us think about discrimination, including our own, most often in a one-dimensional way. The aim of the practical exercise Multifaceted Self is to help the participants move from such thinking to thinking about discrimination as a multidimensional phenomenon.

Participants first learn what their own characteristics/circumstances and identities are, how they are reinforced, when and why an identity can dominate. They describe their own personal characteristics/circumstances such as gender, nationality, race or ethnic origin, religion or belief, disability, age, sexual orientation, gender identity or gender expression, social status, economic status, education. Initially based on their own experiences, and in the second part through identifying with different (hypothetical) identities, where certain identities will be taken away from them or new ones will be attributed to them. In this way, they will explore intersectional discrimination.

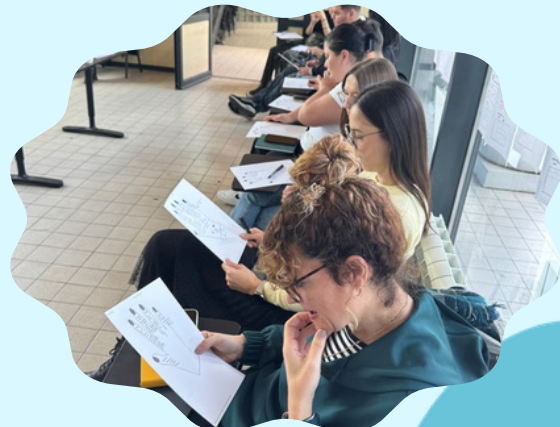
PRACTICAL EXERCISE MULTIFACETED SELF

Practical exercise plan

Before the practical exercise, print out a worksheet for each participant and provide a pen.

- Step 1: Explain the work instructions to the participants: everyone will receive a sheet with their personal characteristics/circumstances. Ask the participants to complete their worksheets independently in silence. Explain to the participants that they should not communicate with each other while they're filling out the worksheets. Distribute the worksheets and pens to the participants. Start timing. At least 10 minutes should be available for this task.
- Step 2: After the time for the first task is over, invite the participants to choose the three most important characteristics/circumstances or identities from the ones they've written down. It is up to them which they choose. Start timing. At least 3 minutes should be available for this task.
- Step 3: In the next step, instruct the participants to consider what their lives would be like and how society would treat them if they did not have one or two of the selected characteristics/circumstances. Let them think about what it would be like if the characteristics/circumstances were different. Allow the participants enough time to consider this question. If they want, they can also write down their thoughts.
- Step 4: Invite the participants to a circle for a discussion. Participants can sit on chairs or cushions so that they are comfortable. Invite the participants to present their findings in a group. Explain to the participants that they can decide for themselves if they want to share with others, what they want to share, and to what extent. Participants can also participate by only providing opinions, without sharing their personal characteristics/circumstances (only responding to youth worker's questions).

You can guide the discussion using the questions below. Make sure that all participants who want to give their opinion have the opportunity to do so. Do not allow judgements and ridicule of others during the discussion. There should be no interruptions during the discussion.



Questions for the discussion

1. What are the three identities you chose and why?
2. Would your position in society change if the chosen characteristics/circumstances/identities were different?
3. What do you wish people knew about one of your identities, situations or physical characteristics (e.g. wearing glasses, scars on the body)?
4. Did you discover something new about yourself?
5. Have you experienced discrimination due to a personal characteristic/circumstance (or several of them)?
6. Does any personal characteristic/circumstance reinforce/marginalise another?
7. How does religion reinforce/marginalise gender?
8. How does education reinforce/marginalise socioeconomic status?
9. Can marginalisation be worse if the person is not Slovenian?
10. Can marginalisation be worse if that same person is not white?
11. Do you have privileges due to any of your personal characteristics/circumstances or a set of personal characteristics/circumstances? Were you aware of it until now?
12. What did you learn or realise in this practical exercise? How will you use the acquired knowledge in your everyday life?

Advice for the youth worker

- In everyday life, it is often difficult to determine everything that contributed to the experience of discrimination and how personal characteristics/circumstances influenced it. It is even more difficult to clearly determine the intersection of characteristics/circumstances and how they reinforced each other to establish a new reality. It is important that the participants think about discrimination as a multidimensional reality. Different discriminations cannot be classified by importance or lack thereof. If you find that the participants have a problem with this, try to guide them to reconsider through the conversation.
- You can also use an explicit made-up example: A 17-year-old Slovenian, a student who likes girls, can "become" a 17-year-old boy who doesn't go to school, is gay, comes from Serbia, comes from a poor family and doesn't know the Slovenian language, etc.
- The practical exercise is designed for one school period. If possible, we recommend that you extend the time for this exercise. Allow extra time for in-depth discussion.
- The practical exercise can be carried out indoors or outdoors. When outdoors, make sure there are as few distractions as possible (noise, weather conditions, etc.) while participants are working independently.
- If necessary, provide a pad for writing on the sheet (if no flat surfaces are available (tables, floor, etc.)).
- Not all participants may want to fill in all the fields on the worksheet. You must respect their decision and make sure that other participants respect it, too. Not all participants may want to share what they have written down. Do not force participants to share and participate in the discussion. Invite the participant to explain why they do not want to share certain information (because they are afraid of ridicule, because it is a personal matter, because they themselves don't know the answer, etc.), if they want to do so.
- The discussion questions listed are for assistance and guidance only. We encourage you to add your own, and especially to respond to participants' comments.

My personal characteristics/ circumstances

The table below shows some personal characteristics/circumstances. Fill out the worksheet. You will not have to share your answers with others if you do not want to. The worksheet stays with you, and others will not read it without your permission. Fill out the worksheet independently and in silence. Think carefully about each characteristic/circumstance and write down what the characteristic/circumstance is in your case. You can write down your observations, opinions, and experiences in the Notes column.

CHARACTERISTIC / CIRCUMSTANCE	MY IDENTITY/CHARACTERISTIC/ CIRCUMSTANCE	NOTES
GENDER		
NATIONALITY		
RACE or ETHNIC ORIGIN		
NATIVE LANGUAGE		
RELIGION or RELIGIOUS BELIEF		
DISABILITY		
AGE		
SEXUAL ORIENTATION		
GENDER IDENTITY and GENDER EXPRESSION		
SOCIAL STATUS		
ECONOMIC STATUS		
EDUCATION		
(other, list yourself)		

(spacefornotesfortask 2)

Instructions for Participants

1. Read your assigned story carefully.
2. As a group, discuss the different characteristics/circumstances and identities of the protagonist.
3. In the table below, write down the protagonist's identity for each relevant characteristic/circumstance (Column 2).
4. Analyze how the different characteristics intersect to create specific barriers, difficulties, or prejudices related to the challenge presented in the story (Column 3).
5. Note down ideas for support measures.

Mary's story

Mary is a bright 21-year-old woman living independently in the capital city. She wants to apply for a prestigious, competitive scholarship to pursue a degree in engineering, a field traditionally dominated by men in her country. She is highly qualified academically.

During her scholarship interview, she is asked more about her future marriage and family plans than about her technical skills, while male candidates were not. She's also competing against a huge pool of applicants from established city schools, making her personal background feel less impressive to the selection committee.

How does the intersection of her gender and the highly competitive, visible environment of the capital combine to create gendered microaggressions and biases that threaten her access to a specific educational opportunity?



Characteristic/ Circumstance	Protagonist's Identity/ Circumstance	Discrimination, Difficult Life, Prejudices, Stereotypes (Intersectionality Focus)	Potential Barriers & Difficulties (Intersectionality Focus)
SEX/GENDER			Subjected to gender stereotypes about intelligence or career focus, especially in a male-dominated field
AGE			Lack of financial independence; may be taken less seriously by older authority figures when applying for grants.
GEOGRAPHIC LOCATION			High competition for limited scholarships in the competitive urban environment



Sofia's Story:

Sofia is a 21-year-old woman living with her family in a small, remote village. She has noticed that new infrastructure projects (like road paving and school renovation) always prioritize the neighboring town over her village. She feels excluded from local governance and wants to attend the regional municipal meetings to demand active participation and decision-making for her community.

The municipal building is 90 minutes away, requiring a costly bus ride. Her family pressures her to stay home and help with chores, arguing that "politics is a man's game." She feels voiceless because she doesn't have the time, money, or support to travel and speak at the meetings.

How does the intersection of Sofia's rural location and the rigid gender roles prevent her from achieving active participation in society and political decision-making?

Characteristic/Circumstance	Protagonist's Identity/Circumstance	Protagonist's Identity/Circumstance
SEX/GENDER		Expected to prioritize family and domestic duties, making attending distant political meetings or local council sessions difficult
GEOGRAPHIC LOCATION		Distance to the decision-making center; lack of information or invitation for citizens outside the capital.
ECONOMIC STATUS		Requires family permission and financial resources (e.g., bus fare) just to travel to the nearest town hall.

Elisabeth's Story:

Elisabeth is a 21-year-old woman who lives in a village and uses a wheelchair to move around. She has a high school diploma and is actively looking for an entry-level administrative job. She is eager to work and gain financial independence. While she finds one accessible job opening in the nearest town, the public bus that runs from her village is not equipped with a ramp, and the village taxi driver refuses to take her wheelchair. When she applied for a job at the accessible local store, the owner assumed she needed assistance and asked her father, not her, about her ability to perform the work. Analyze how the intersection of Elisabeth’s disability with her rural setting, and gender severely limits her access to job opportunities.

Characteristic/Circumstance	Protagonist's Identity/Circumstance	Discrimination, Difficult Life, Prejudices, Stereotypes (Intersectionality Focus)
SEX/GENDER		Employers assume she is fragile or unable to handle the physical demands of an entry-level job.
GEOGRAPHIC LOCATION		Very few job vacancies in the village, and transportation to accessible jobs outside the village is nonexistent
DISABILITY		Physical inaccessibility of workplaces, public transport to get to work, and job interview locations.

Ana's Story:

Ana is a 21-year-old woman living with her family in the village. She belongs to a religious minority and identifies as queer. She needs to visit the local clinic for a routine check-up and to discuss contraception and reproductive health options.

The local nurse, who is part of the majority religion, seems judgmental when Ana asks about non-hormonal birth control options, and implies that she should wait until marriage. Ana feels that she can't be fully honest about her life or relationship status due to fear of gossip and potential violation of confidentiality, especially because the clinic is shared with the entire conservative, rural community.

How does the intersection of Ana's sexual orientation and her status as a religious minority in a conservative, rural setting create an environment of intense fear and lack of trust, severely limiting her access to comprehensive and unbiased reproductive health care?

Characteristic/Circumstance	Protagonist's Identity/Circumstance	Discrimination, Difficult Life, Prejudices, Stereotypes (Intersectionality Focus)
SEX/GENDER		Subject to patriarchal control over her body and reproductive choices, especially within a minority context.
GEOGRAPHIC LOCATION		
SEXUAL ORIENTATION		Lack of training among rural health staff regarding non-heterosexual sexual health needs and respectful communication.
RELIGION or RELIGIOUS BELIEF		Staff may show cultural insensitivity, making her uncomfortable discussing private health matters; services may conflict with community beliefs.

Instructions for Participants

1. Read your assigned story carefully.
2. As a group, discuss the different characteristics/circumstances and identities of the protagonist.
3. In the table below, write down the protagonist's identity for each relevant characteristic/circumstance (Column 2).
4. Analyze how the different characteristics intersect to create specific barriers, difficulties, or prejudices related to the challenge presented in the story (Column 3).
5. Note down ideas for support measures.

Mary's story

Mary is a bright 21-year-old woman living independently in the capital city. She wants to apply for a prestigious, competitive scholarship to pursue a degree in engineering, a field traditionally dominated by men in her country. She is highly qualified academically.

During her scholarship interview, she is asked more about her future marriage and family plans than about her technical skills, while male candidates were not. She's also competing against a huge pool of applicants from established city schools, making her personal background feel less impressive to the selection committee.

How does the intersection of her gender and the highly competitive, visible environment of the capital combine to create gendered microaggressions and biases that threaten her access to a specific educational opportunity?

Characteristic/Circumstance	Protagonist's Identity/Circumstance	Discrimination, Difficult Life, Prejudices, Stereotypes (Intersectionality Focus)
SEX/GENDER		
AGE		
GEOGRAPHIC LOCATION		
DISABILITY		
SEXUAL ORIENTATION		
RELIGION or RELIGIOUS BELIEF		
ECONOMIC STATUS		
(write the characteristic/circumstance of your choice)		

Instructions for Participants

1. Read your assigned story carefully.
2. As a group, discuss the different characteristics/circumstances and identities of the protagonist.
3. In the table below, write down the protagonist's identity for each relevant characteristic/circumstance (Column 2).
4. Analyze how the different characteristics intersect to create specific barriers, difficulties, or prejudices related to the challenge presented in the story (Column 3).
5. Note down ideas for support measures.

Sofia's Story:

Sofia is a 21-year-old woman living with her family in a small, remote village. She has noticed that new infrastructure projects (like road paving and school renovation) always prioritize the neighboring town over her village. She feels excluded from local governance and wants to attend the regional municipal meetings to demand active participation and decision-making for her community.

The municipal building is 90 minutes away, requiring a costly bus ride. Her family pressures her to stay home and help with chores, arguing that "politics is a man's game." She feels voiceless because she doesn't have the time, money, or support to travel and speak at the meetings.

How does the intersection of Sofia's rural location and the rigid gender roles prevent her from achieving active participation in society and political decision-making?

Characteristic/Circumstance	Protagonist's Identity/Circumstance	Discrimination, Difficult Life, Prejudices, Stereotypes (Intersectionality Focus)
SEX/GENDER		
AGE		
GEOGRAPHIC LOCATION		
DISABILITY		
SEXUAL ORIENTATION		
RELIGION or RELIGIOUS BELIEF		
ECONOMIC STATUS		
(write the characteristic/ circumstance of your choice)		

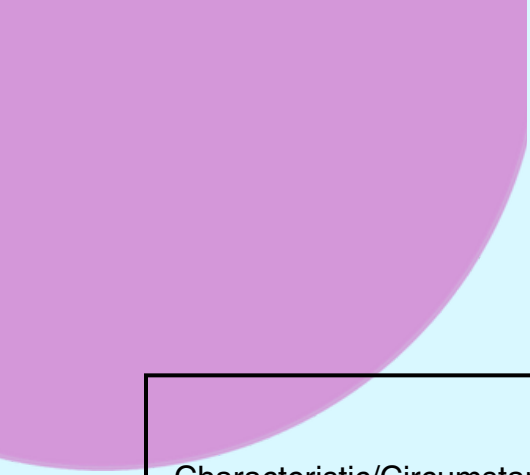
Instructions for Participants

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2. As a group, discuss the different characteristics/circumstances and identities of the protagonist.
3. In the table below, write down the protagonist's identity for each relevant characteristic/circumstance (Column 2).
4. Analyze how the different characteristics intersect to create specific barriers, difficulties, or prejudices related to the challenge presented in the story (Column 3).
5. Note down ideas for support measures.

Elisabeth's Story:

Elisabeth is a 21-year-old woman who lives in a village and uses a wheelchair to move around. She has a high school diploma and is actively looking for an entry-level administrative job. She is eager to work and gain financial independence. While she finds one accessible job opening in the nearest town, the public bus that runs from her village is not equipped with a ramp, and the village taxi driver refuses to take her wheelchair. When she applied for a job at the accessible local store, the owner assumed she needed assistance and asked her father, not her, about her ability to perform the work.

Analyze how the intersection of Elisabeth's disability with her rural setting, and gender severely limits her access to job opportunities.




Characteristic/Circumstance	Protagonist's Identity/Circumstance	Discrimination, Difficult Life, Prejudices, Stereotypes (Intersectionality Focus)
SEX/GENDER		
AGE		
GEOGRAPHIC LOCATION		
DISABILITY		
SEXUAL ORIENTATION		
RELIGION or RELIGIOUS BELIEF		
ECONOMIC STATUS		
(write the characteristic/ circumstance of your choice)		

Instructions for Participants

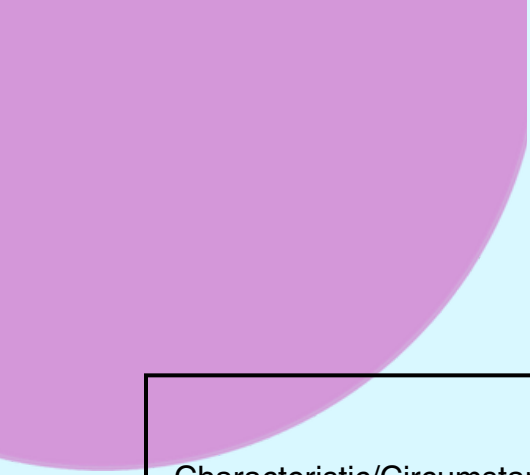
1. Read your assigned story carefully.
2. As a group, discuss the different characteristics/circumstances and identities of the protagonist.
3. In the table below, write down the protagonist's identity for each relevant characteristic/circumstance (Column 2).
4. Analyze how the different characteristics intersect to create specific barriers, difficulties, or prejudices related to the challenge presented in the story (Column 3).
5. Note down ideas for support measures.

Ana's Story:

Ana is a 21-year-old woman living with her family in the village. She belongs to a religious minority and identifies as queer. She needs to visit the local clinic for a routine check-up and to discuss contraception and reproductive health options.

The local nurse, who is part of the majority religion, seems judgmental when Ana asks about non-hormonal birth control options and implies that she should wait until marriage. Ana feels that she can't be fully honest about her life or relationship status due to fear of gossip and potential violation of confidentiality, especially because the clinic is shared with the entire conservative, rural community.

How does the intersection of Ana's sexual orientation and her status as a religious minority in a conservative, rural setting create an environment of intense fear and lack of trust, severely limiting her access to comprehensive and unbiased reproductive health care?




Characteristic/Circumstance	Protagonist's Identity/Circumstance	Discrimination, Difficult Life, Prejudices, Stereotypes (Intersectionality Focus)
SEX/GENDER		
AGE		
GEOGRAPHIC LOCATION		
DISABILITY		
SEXUAL ORIENTATION		
RELIGION or RELIGIOUS BELIEF		
ECONOMIC STATUS		
(write the characteristic/ circumstance of your choice)		

What is Policy?

Definition: Policy is essentially a long-term, sustainable, problem-solving solution to a public issue. It represents the formal and informal rules, decisions, and actions adopted by governments or institutions to achieve specific societal goals. **Policy advocacy:** Policy is the what; Policy Advocacy is the how. It involves informing and influencing political decision-makers to adopt, change, or enforce specific policies in the public interest (e.g., in the interest of workers and unions). It's about competing ideas and visions for how society and the economy should be governed. **Focus areas:** Policy advocacy focuses on two main stages: Rule-making (creating the laws or regulations) and Rule-enforcement (ensuring they are implemented and followed)

Why is Policy Useful? — Objectives of Advocacy

- **Objective 1: Defending/Increasing Institutional Power:** Policy creates institutional power— the legal rights and standards that protect citizens. It provides a necessary legal floor. Even when structural power (like strong unions) is weak, institutional power (like minimum wage laws, occupational health and safety regulations) offers protection.
- **Objective 2: Securing Public Goods and Services:** Policy dictates the provision of essential public services (also known as public goods). These are the backbone of society: roads, housing, clean air/water, education, health care, and social security. Policy advocacy fights against privatization and deregulation to ensure these services are accessible to all, not just those who can pay.
- **Objective 3: Achieving Good Policy:** Policy is the mechanism for progressive social change. Good policy directly addresses major societal issues, such as climate change, economic inequality, and social justice. It's about ensuring the systems in place work for the majority

Policy Documents and Outputs

Formal Outputs (Binding): These documents have legal authority: Legislation (laws passed by parliament), Regulations/Administrative Rules (rules created by government agencies / bureaucracies for implementation), Judicial Decisions (court rulings that set precedent).

Advocacy/Proposal Outputs (Influencing): These documents are used to inform, persuade, and propose change: Policy Papers (detailed, evidence-based arguments for a specific position), Policy Briefs/Fact Sheets (short, simple, compelling summaries for decision makers or the public), Shadow Reports (alternative reports often used by NGOs/opposition to challenge government narratives), Draft Amendments/Legislation (actual wording proposed for a new or existing law).

Communication Outputs (Mobilizing): These are key to generating support: Pamphlets, Press Releases, YouTube videos/Documentaries, Online Forums, Social Media Campaigns, Petitions.

The Policy Landscape: Levels and Policy-Makers Policy

1. Levels of Government - Policy happens simultaneously on multiple stages:
Local/Municipal: City ordinances, public space usage, local tax policies, local youth programmes, gender-sensitive budget planning
2. **Regional/State/Provincial:** State-level labor laws, regional infrastructure, regional youth programmes, regional gender equality policy
3. **National:** Federal minimum wage, national tax laws, immigration policy, national youth programme, national GE policy
4. **International:** Free Trade Agreements, UN/ILO Conventions, global standards (requires international alliances), EU Youth Strategy, EU Directive on Combating Violence Against Women and Domestic Violence

The Policy Landscape: Levels and Policy-Makers Policy is not made by just one group.

- **The key actors are:**
 - **Legislators/Parliamentarians** (The elected individuals who propose and vote on laws).
 - **Elected Executive Members** (e.g., President, Prime Minister, Ministers—who set the agenda and oversee implementation).
 - **Unelected Government Bureaucracies** (Public servants, regulators, civil servants—they write the detailed rules and enforce the policy. They are often the key contact for specialized lobbying).
 - **Influencers:** Beyond the official makers, policy is heavily shaped by:
Unions/Civil Society Organizations, Corporations/Lobbyists, Experts/Think Tanks, and the Media/General Public

How to Participate in the Process — Policy Advocacy in Action

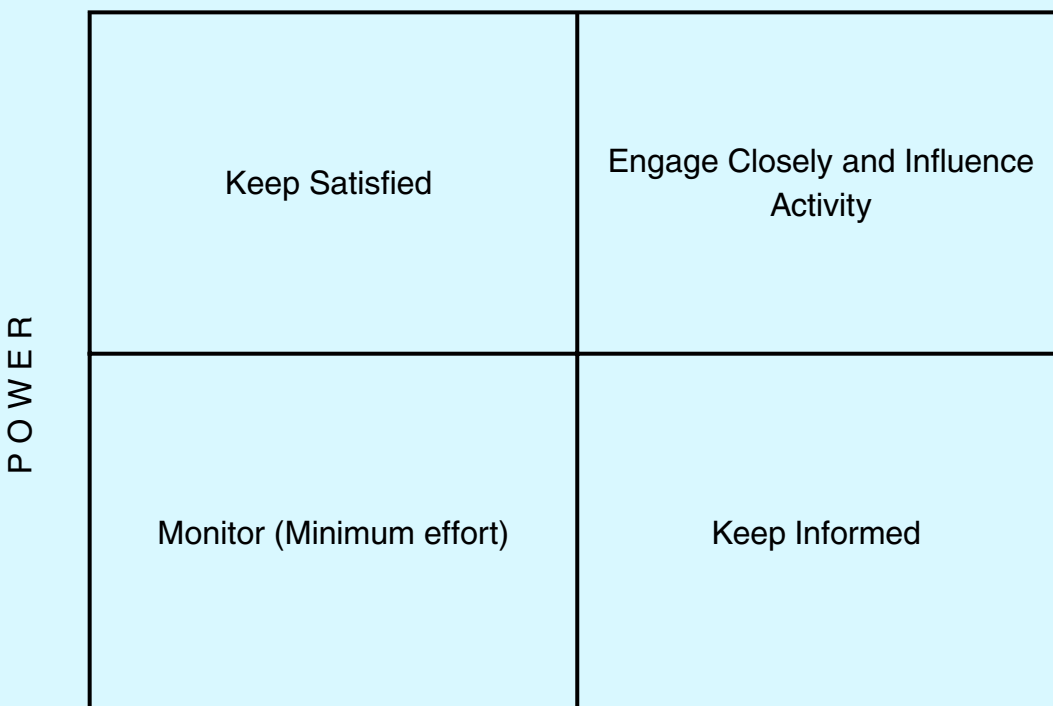
Phase 1: Preparation (Identify & Research) The issue must be widely felt, deeply felt, have a good chance of success, and be consistent with organizational values. Gather evidence on the issue (the problem), and research the decision-makers (who holds the power and when do they decide—the political context).

Phase 2: Strategy (Organize & Mobilize) - Policy is a team sport. Cooperate with relevant stakeholders to increase power. Create a clear, simple, and resonating core message that appeals to members, allies, and the public. Rank-and-file advocacy (first-hand experience stories) is often more powerful than professional lobbyists.

Phase 3: Action (Inform & Pressure) Policy cycle Direct Advocacy (Lobbying): One-to-one meetings with legislators or bureaucrats to inform and persuade. Indirect Advocacy (Public Pressure): Using media, rallies, public forums, petitions, and letter-writing campaigns to mobilize public support and put pressure on decision-makers.

Phase 4: Enforcement & Review After a policy passes, the fight shifts to enforcement and implementation at the local level. Advocates must monitor the execution of the law/policy and use feedback to inform the next round of policy work.

Stakeholder square



INTEREST

Stakeholder square

- Who has the power to make the change you want? What is his/her interest and key relationships?
- Who will be the easiest to persuade to support you? When and where do you need to intervene?
- Where are decisions taken (informally, formally)? Who are your allies?
- Who could be your active supporters? Who will actively oppose you?
- Who are you trying to reach? Elected officials? Civil servants, media people, the public at large, members of the business community? Social movements?
- International organizations?

What is Policy brief Types:

1. An advocacy brief argues in favor of a particular
2. An objective brief – balanced information for policy markers
3. What should a policy brief do: Provide enough background Convince the problem must be addressed urgently
4. Provide information about alternatives (objective brief) and evidence to support one alternative (advocacy brief)
5. Stimulate reader to make a decision

Key Elements of a Policy brief

Title: Clear and concise, reflecting the issue at hand.

Executive Summary: A brief overview of the issue and key recommendations.

Problem Statement: A clear articulation of the issue.

Evidence and Analysis: Data and examples that support the argument.

Recommendations: Specific and actionable steps that policymakers can take.

Conclusion: A summary that reinforces the importance of the issue and the proposed actions

6. Conclusion: Sustaining the Momentum of Gen(der)ation Equality

The seminar **“Inclusion in Action: Gen(der)ation Equality”** in Šabac, Serbia, represented far more than a six-day gathering of youth practitioners. It served as a vital incubator for transforming critical social theories into concrete, community-level advocacy tools. Funded by Fondacija Tempus through the Erasmus+ program, this mobility united 24 youth workers from seven countries—Serbia, Croatia, Montenegro, Romania, Cyprus, Germany, and Spain—to establish a unified front against systemic discrimination and gender-based exclusion. By positioning the lived experiences of young women with disabilities and marginalized groups at the center of our dialogues, this project modeled the very equity it seeks to build across Europe.

Key Milestones Achieved: Through non-formal education methodologies, participatory learning, and intense teamwork, the seminar generated highly practical outcomes designed to influence both local practices and macro-level policies:

- **24 Multipliers Empowered:** Participants advanced their civic and social competences, professional confidence, and systemic understanding of intersectional human rights.
- **7 National Researches Completed:** Each national team successfully mapped domestic realities, documenting urgent challenges such as gender-based violence, the gender wage gap, and institutional discrimination within healthcare and judicial systems.
- **7 Strategic Policy Briefs Drafted:** Teams overcame initial learning barriers to write targeted proposals, directly addressing issues like municipal comprehensive sex education in Nicosia, safer environments in German schools, and local policies to empower women with disabilities in Šabac.
- **1 Shared Educational Toolbox:** This pocket guide fulfills our collective goal to provide non-formal learning practitioners with scalable, field-tested workshop frameworks.

The Intersectional Path Forward

As youth workers and trainers, our primary responsibility is to remember that intersectionality operates as a multi-directional reality. While overlapping layers of marginalization accumulate to create unique societal barriers, overlapping layers of unearned privilege can just as easily distort our understanding of what is "normal". "Empathy is a starting point, but structural equality requires structural change. We must continuously unpack our own privileges, dismantle hidden biases within our organizations, and systematically design youth spaces that provide genuinely equitable access." To maximize the impact of this pocket guide, we encourage practitioners to utilize the provided Kolb-based debriefing models. Non-formal learning only crystallizes into social competence when young people are guided safely from the emotional reflection of an experience into the abstract conceptualization of systemic power structures, and finally, into active, real-world experimentation.

A Final Call to Action

The success of the Gen(der)ation Equality seminar is etched into the professional confidence and renewed agency of the youth workers who shaped it. We return to our respective communities carrying shared struggles, collective motivation, and practical tools. We invite you—the youth workers, educators, and multipliers reading this guide—to take these six workshops, adapt them to your local realities, and utilize them to train the next generation of changemakers. Let us keep breaking down stereotypes, engaging with local policy structures, and building a Europe where inclusion is not merely an aspiration, but an everyday reality.

This pocket guide was developed during the Erasmus+ seminar **“Inclusion in Action: Gen(der)ation Equality”**, organized by Sports Association of People with Disabilities Šabac.

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