



Co-funded by
the European Union

Gender Perspective Handbook

Bringing the Gender Perspective into Youth Activities



BRINGING THE
GENDER
PERSPECTIVE
• INTO YOUTH ACTIVITIES •

KA210-YOU - SMALL-SCALE PARTNERSHIPS IN YOUTH (KA210-YOU)



Erasmus+



Falken Bildungs-
und Freizeitwerk
Hagen e.V.



Disclaimer

Message

This Handbook was developed as part of the Erasmus+ Small-Scale Partnership project titled **“Bringing the Gender Perspective into Youth Activities”**, co-funded by the European Union under the KA210-YOU action. The content herein reflects the views and experiences of the project consortium and does not necessarily represent the official position of the European Union, the European Commission, or the Erasmus+ National Agencies.

While every effort has been made to ensure the accuracy, relevance, and appropriateness of the content at the time of publication, the authors and partner organizations make no representations or warranties of any kind, express or implied, about the completeness, accuracy, reliability, or suitability of the information provided. The use of this material is entirely at the user’s own discretion and responsibility.

This Handbook is based on research, practices, and community engagement carried out in three partner countries—the Netherlands, Germany, and Türkiye—between 2024 and 2026. The social, cultural, and legal contexts related to gender and inclusion vary significantly across regions. Users are encouraged to adapt and contextualize the tools and recommendations based on their own local realities and cultural sensitivities.

All materials, methodologies, and visual designs presented in this Handbook are the intellectual property of the project consortium, unless otherwise stated. Any reproduction, translation, or distribution—whether in part or in full—must include appropriate citation and acknowledgment of the original source and project.

The project partners recognize the diversity of gender identities and expressions beyond the binary. Every effort has been made to use inclusive, respectful, and affirming language throughout the Handbook. If any content is perceived as exclusive or inadequate, we welcome feedback and reflection for improvement.

Table Of

Contents

Chapter 1: Introduction

01

Chapter 2: Understanding Gender in Youth Work

02

Chapter 3: Mapping Gender Realities

03

Chapter 4: Developing a Gender Policy for Organizations

04

Chapter 5: Building Capacity through Training

05

Chapter 6: Capacity Building for Youth Workers

Chapter 7: Dissemination and Advocacy

Chapter 8: Resources and Tools



CHAPTER 1

Introduction

- Project Overview
- The Handbook
- Partner Organisations

Project

Overview

The project "**Bringing the Gender Perspective into Youth Activities**" is a Small-Scale Partnership supported by the Erasmus+ Programme, bringing together three youth-focused organizations from the Netherlands, Germany, and Türkiye. The project aims to strengthen the capacity of youth organizations to understand, integrate, and promote gender equality in their internal practices and youth activities.

Although many organizations already have policies or guidelines to prevent gender-based discrimination, this project addresses the gap between written policies and actual practices. By focusing on community realities, internal organizational reflection, and international exchange, the project empowers youth workers and organizational staff to create inclusive environments where all young people—regardless of gender—can fully participate and thrive.

The project promotes gender equality as a cross-cutting theme in youth work and contributes to the wider goals of the EU Youth Strategy, particularly the Youth Goal 2: Equality of All Genders and Youth Goal 3: Inclusive Societies.

Objectives are:

- to understand better how and to what extent gender issues are addressed in the organization's activities;
- to increase understanding of the youth workers, staff on the importance of promoting gender equality through a variety of actions;
- to mainstream the importance of the discussion on gender issues in the communities.

The project implements **four core activities** to achieve its objectives:

- 1. Project Management Activities**
- 2. Developing New Gender Policies of the Organizations**
- 3. Local and International Trainings: Gender Equality in Youth Work**
- 4. Dissemination Activities: Mainstreaming Gender Equality & Handbook**

Activity 1

Project Management Activities

Duration: September 2024 – March 2026

Lead Organization: Stichting Network and Learning Opportunities (Netherlands)

Goal: To ensure smooth coordination, clear communication, and effective administration among all partners.

Key Elements:

- Kick-off, mid-term, and final evaluation meetings (online)
- Monthly coordination meetings
- Internal communication and shared document storage (Google Drive)
- Creation of project logo, visual identity, and online visibility tools

The first activity, Project Management, runs throughout the entire duration of the project and is led by the Dutch partner, Stichting Network and Learning Opportunities. This component ensures effective coordination, communication, and administration among all partners. It includes the organization of key meetings—such as the online kick-off, mid-term, and final evaluation meetings—as well as monthly coordination calls. A shared digital space is created to manage documentation and progress tracking, and a visual identity for the project is established to support dissemination and visibility efforts.



Activity 2

Developing New Gender Policies of the Organizations

Duration: January 2025 – June 2025

Lead Organization: Stichting Network and Learning Opportunities

Goal: To develop a gender policy for each partner organization, reflecting community needs and internal practices.

Key Elements:

- Community mapping (focus groups, interviews, surveys)
- SWOT and empathy mapping within organizations
- Establishing internal working groups
- Drafting organization-specific gender policies

The second activity focuses on Developing New Gender Policies within each partner organization. This phase begins with community mapping processes, where each organization conducts focus groups, interviews, and surveys to understand gender-related issues and perceptions within their local communities. Internal working groups are established at each organization to reflect on current practices using tools such as SWOT analysis and empathy mapping. Based on these findings, each partner develops a tailored gender policy document that outlines both short-term and long-term strategies for promoting gender equality within their institutional contexts.



Activity 3

Local and International Trainings: Gender Equality in Youth Work

Duration: July 2025 – January 2026

Lead Organization: Falken Bildungs- und Freizeitwerk Hagen e.V. (Germany)

Goal: To equip youth workers, educators, and staff with the knowledge and tools to promote gender equality in youth work.

Key Elements:

- Local training sessions (2 days per partner)
- One international training course (4 days)
- Use of non-formal learning methods
- Peer learning and best practice exchange

The third activity, Local and International Trainings on Gender Equality in Youth Work, is led by the German partner, Falken Bildungs- und Freizeitwerk Hagen e.V. These trainings aim to enhance the knowledge and competencies of youth workers, educators, and staff in addressing gender issues through youth work. Each partner hosts a local training event for at least 20 participants, utilizing non-formal education methods to explore gender-sensitive approaches. These are followed by an international training course, bringing together selected participants from all partner countries for an intensive four-day program of peer learning and capacity building.



Activity 4

Dissemination Activities: Mainstreaming Gender Equality & Handbook

Duration: February 2026 – March 2026

Lead Organization: Stichting Network and Learning Opportunities

Goal: To share the project results, especially the Handbook, with wider audiences and stakeholders.

Key Elements:

- Two face-to-face discussion events per partner (min. 30 participants each)
- Two online webinars targeting youth workers and young people
- Publishing and distributing the Handbook
- Promoting Erasmus+ and Small-Scale Partnerships

The fourth and final activity is dedicated to Dissemination and Mainstreaming, with a specific focus on sharing the project's key outcomes—especially the Handbook. Each partner organizes two face-to-face public discussion events in their communities and contributes to two online webinars targeting different audiences: one for youth workers and educators, and another for young people. These events are designed not only to present the project's findings and tools but also to foster dialogue around gender issues and promote the wider use of the Handbook and gender policy frameworks developed during the project.



The

Handbook

This Handbook is a practical and reflective tool developed within the Erasmus+ project "[Bringing the Gender Perspective into Youth Activities](#)." It is designed for youth workers, organizational staff, educators, and institutions who are committed to creating more inclusive, equitable, and gender-sensitive youth environments.

Rather than being a theoretical document, the Handbook brings together real experiences, practical tools, and step-by-step guidance based on the work carried out by three organizations across the Netherlands, Germany, and Türkiye. It combines findings from community mapping, policy development processes, and training activities.

Why Was This Handbook Created?

While many youth organizations recognize the importance of gender equality, they often lack clear, actionable guidance on how to reflect these values in daily practice, internal policies, and outreach efforts. Some organizations rely on general rules or diversity statements, which may not be enough to prevent gender-based discrimination or promote true inclusiveness.

This Handbook was created to bridge the gap between intention and action—offering support to organizations that want to:

- Reflect on their own practices,
- Develop or revise gender policies,
- Better serve diverse groups of young people,
- Engage their communities in meaningful conversations about gender.

It also responds to a wider European need for tools that translate EU values—such as equality, respect, and inclusion—into the context of youth work.

Objectives of the Handbook

The Handbook is designed to:

- Assist organizations in the development or revision of their gender policies.
- Provide practical tools for assessing and enhancing internal practices and youth activities.
- Equip youth workers with the knowledge and methods necessary to address gender issues effectively.
- Challenge stereotypes and promote inclusion through the use of inclusive language, communication strategies, and activity design.
- Foster community-level change by encouraging discussions and partnerships focused on gender issues.

Many organizations have written guidelines against discrimination; however, there is often a gap between policy and practice. This Handbook bridges that gap by providing actionable tools to create truly inclusive environments where all young people can thrive, regardless of gender.

Why Should You Use This Handbook—and How?

The Handbook is intended for youth workers, trainers, policymakers, educators, and organizational leaders who seek to:

- Implement a structured approach to gender inclusion within their organization.
- Access concrete examples, checklists, and templates for adaptation and use.
- Learn from the practical experiences of organizations in various countries.
- Stimulate internal discussions regarding your values, practices, and objectives.
- Create youth activities that are safer, fairer, and more inclusive for all genders.

How to Use It

This Handbook is not a one-size-fits-all manual; it serves as a living document designed to inspire learning, action, and continuous improvement. It can be adopted to specific context and used as a catalyst for building a more inclusive youth organization.

- Read through the Handbook sequentially, or navigate directly to the sections that are most relevant to you.
- Utilize the reflection questions and self-assessment tools to evaluate your current practices.
- Apply the provided templates and practical tools to guide the development of your internal policies.
- Share the Handbook with your team and utilize it as a resource for training or workshops.
- Use it as a foundation for collaboration with other organizations on gender-related issues.

User-Centric Reframing

This Handbook is designed as a modular guide for youth workers, educators, and NGO managers. Whether you are just starting to think about gender or looking to overhaul your institutional policies, you can navigate this book based on your current needs:

- For the Strategist: Jump to Chapter 2 to learn how to conduct a SWOT analysis and draft a formal Gender Policy for your organization.
- For the Field Worker: Explore Chapter 3 for non-formal learning methods and training activities you can run with young people.
- For the Community Liaison: Use the tools in the Community Mapping section to better understand the gender dynamics in your local area.

What You Will Achieve

By following the methodologies within this Handbook, your organization can:

- Audit Internal Practices: Understand to what extent gender issues are currently addressed in your activities.
- Build Capacity: Increase the knowledge of your staff and volunteers on the importance of gender equality.
- Mainstream Dialogue: Foster meaningful discussions about gender within your local community.

The Methodology Roadmap

Step	Phase	What you will find in this Handbook
01	Preparation	How to set up an internal working group and manage a gender-focused project
02	Mapping	Tools for focus groups, interviews, and surveys to identify community needs.
03	Strategy	A guide to drafting a tailored Gender Policy Document.
04	Action	Training modules using non-formal education to build gender-sensitive competencies.

Action

Suite

The Handbook features a variety of chapters and content tailored for readers such as youth workers, organizations, training centers, and others. To ensure they derive the maximum benefit from this resource, a modular approach is provided, which can be easily integrated into their daily workflows.



Module 1: Internal Organizational Audit

Before looking outward, an organization must reflect on its own internal culture.

Tool: The Gender SWOT Analysis

Gather your staff and volunteers for a workshop. Use this matrix to evaluate your current standing regarding gender equality.

- Strengths: What inclusive practices do we already have (e.g., gender-balanced teams)?
- Weaknesses: Where do we lack representation or clear guidelines?
- Opportunities: Are there local networks or EU Youth Strategy goals (Goal 2 & 3) we can align with?
- Threats: What cultural or social resistances might we face in our specific region?

Tool: Youth Empathy Mapping

Pick a specific "persona" of a young person in your community (e.g., a young woman interested in leadership or a non-binary teen) and answer:

1. What do they SEE? Does our center feel welcoming to them visually?
2. What do they HEAR? Is the language used by our youth workers inclusive?
3. What do they DO? Do they feel empowered to take the lead in activities?



Module 2: Community Mapping Toolkit

To create effective youth work, it is important to understand the local "gender landscape".

Method A: The Focus Group Discussion

Organize a 60-minute session with 8–12 young people.

- Core Question: "In our local community, what are the biggest barriers for someone based on their gender?"
- Goal: Identify real-life stories that data might miss.

Method B: Stakeholder Interviews

Interview 3–5 local influencers (teachers, parents, or local authorities).

- Goal: Understand the institutional hurdles to gender equality in your city.

Method C: Digital Surveys

Distribute a short, anonymous survey to a wider group of youth.

- Key Metric: Ask participants to rate how "safe" and "represented" they feel in local youth activities on a scale of 1–10.



Module 3: The Modular Gender Policy Template

Based on the Audit and Mapping, use this framework to draft your official Gender Policy Document.

1. **Vision Statement:** Define your commitment to gender equality as a cross-cutting theme.
2. **Inclusive Communication:** Commit to using respectful, non-binary, and affirming language in all internal and external materials.
3. **Participation & Leadership:** Set clear goals for ensuring diverse gender representation in your organization's decision-making bodies.
4. **Safe Space Protocol:** Outline the steps your organization will take to prevent and respond to gender-based discrimination or harassment.
5. **Action Plan:** List 3 concrete activities (e.g., local trainings or public discussions) to be implemented in the next 12 months.
6. **Review & Evaluation:** Establish a "Working Group" to meet every 6 months to track progress and update the policy.

Partner

Organisations



Network and Learning Opportunities (NLO) is a Rotterdam-based non-governmental organisation focused on promoting social inclusion through projects for underprivileged youth, particularly migrants and asylum seekers. They aim to foster integration and social harmony using innovative methods, supported by their experience in the Erasmus+ program and the Council of Europe.

Official platform: <https://nloprojects.org/>



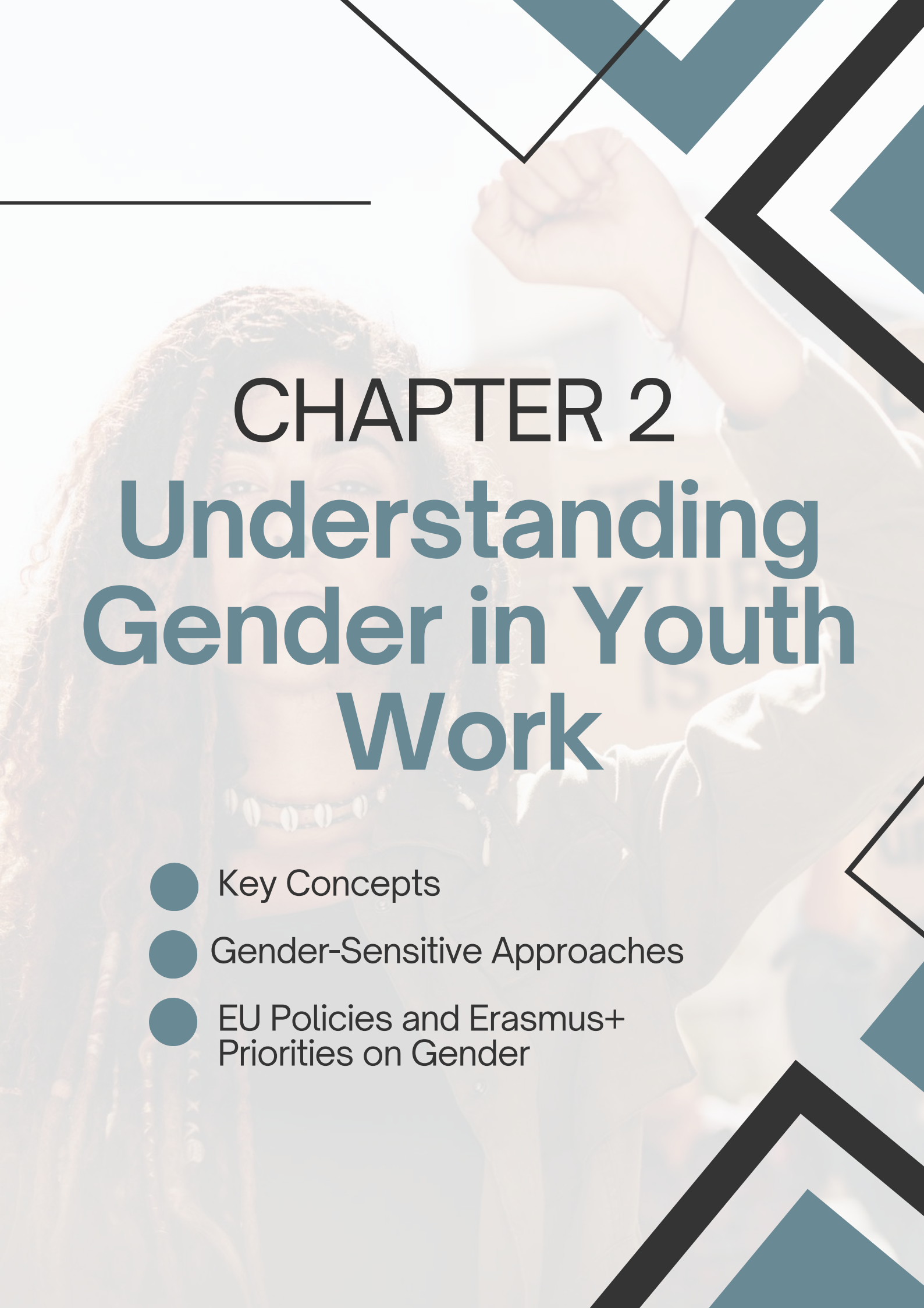
FBF EN / Hagen e.V. is an independent children's and youth association under FBF NRW, providing non-profit educational services and youth welfare support in North Rhine-Westphalia. With 35 members, they serve over 70 youth facilities, promoting self-confidence, independence, and critical thinking among children and young people. The organization advocates for democracy, social justice, and equal opportunities while resisting paternalism and intolerance.

Official platform: <https://fbf-hagen.de/>



Muğla KARYA Women's Association (KKD) Founded on 12.08.2012, the association's aims are; to ensure the solidarity and solidarity of women in every field, to develop and strengthen civic consciousness, to carry out rights-based activities for staying against all forms of discrimination and increasing violence. They have a perspective that stretches from the local to the universal, believing that the gender based struggle is a political struggle.

Official platform: www.instagram.com/karyakadin/

The background features a young woman with long, dark braids, wearing a dark top and a necklace with white shells. She has her right fist raised in a gesture of solidarity or protest. The image is overlaid with large, stylized geometric shapes in shades of teal and black, including a large 'V' shape at the top and bottom right, and a thick black line forming a 'Z' or zig-zag pattern. The overall tone is bright and empowering.

CHAPTER 2

Understanding Gender in Youth Work

- Key Concepts
- Gender-Sensitive Approaches
- EU Policies and Erasmus+ Priorities on Gender



Key

Concepts

To create meaningful, inclusive, and gender-sensitive youth work, it is essential to start with a shared understanding of key concepts. This section introduces and explains the foundational terms that guide the practices and reflections presented throughout this Handbook.

Gender vs. Sex: Moving Beyond Biology

Sex refers to biological attributes (chromosomes, anatomy).

Gender is the social identity—the roles, expectations, and behaviors that society "assigns" to us.

Why it matters: Recognizing gender as a social construct allows us to challenge harmful stereotypes. If gender is learned, it can be unlearned to provide more freedom for young people.

Equity vs. Equality: The "Fairness" Factor

Equality means giving every young person the exact same resources.

Equity means recognizing that some young people start further behind due to societal barriers and providing them with specific support to reach the same finish line.

In Practice: An equal youth center has one entrance for everyone. An equitable youth center ensures there is a ramp for those who cannot use stairs.

Intersectionality: The Overlapping Reality

No young person is "just" their gender. A girl who is also a refugee faces different challenges than a girl born in the local community.

Intersectionality is the lens through which we see how gender, race, class, and ability overlap to create unique experiences of discrimination or privilege.

Why it matters: If our gender policy doesn't account for cultural or economic differences, we risk leaving the most vulnerable youth behind.



Gender-Sensitive Approaches

Gender-sensitive approaches are methods and attitudes that actively recognize, respect, and respond to gender differences in all aspects of youth work, organizational culture, policies, and practices. These approaches go beyond simply “including women” or “ensuring balance”; they aim to create environments where all gender identities feel seen, safe, and valued.

A Gender-Sensitive Approach:

- Identifies existing inequalities and addresses them,
- Challenges gender stereotypes and harmful norms,
- Ensures that policies and activities do not unintentionally exclude or disadvantage any gender,
- Uses inclusive and respectful language and communication,
- Promotes equal participation and leadership across all gender identities.

In practical terms, this may include:

- Designing workshops that avoid reinforcing gender roles (e.g., not assigning leadership only to boys),
- Reviewing recruitment or selection processes to ensure fairness,
- Training staff and volunteers on gender awareness,
- Using materials that reflect diverse gender identities and experiences.

The Importance of Gender-Sensitive Approaches

Implementing gender-sensitive approaches is essential for several reasons:

Creating Safe and Inclusive Spaces

Young people, especially those who identify outside traditional gender norms, often face discrimination, exclusion, or discomfort in group settings. A gender-sensitive approach helps build trust and ensures that everyone feels safe, respected, and included.

Giving Voice to All Genders

In many contexts, girls, women, and gender-diverse individuals are underrepresented in leadership or decision-making. Gender-sensitive approaches actively create space for their voices and perspectives—making youth work more democratic and representative.

Challenging Stereotypes and Promoting Equality

When organizations use gender-sensitive approaches, they challenge limiting ideas such as:

- “Boys are better at technology.”
- “Girls should be quiet and caring.”
- “Only two genders exist.”

Breaking these stereotypes empowers all youth to develop their full potential, regardless of gender.

Building Fair and Effective Organizations

Organizations that understand and integrate gender perspectives tend to be more inclusive, reflective, and impactful. They attract diverse talent, build stronger partnerships, and are better equipped to serve communities with varying needs.

Contributing to Societal Change

Youth organizations don't operate in isolation—they are part of a broader society. By modeling gender-sensitive practices, they can influence schools, families, peers, and local institutions, contributing to long-term cultural and social change.

Meeting EU and Erasmus+ Priorities

Gender equality is a fundamental value of the European Union. Erasmus+ encourages youth projects to promote inclusion and equality. Implementing gender-sensitive approaches aligns your work with European strategies, such as the EU Youth Strategy and the Gender Equality Strategy 2020–2025.



EU Policies and Erasmus+

Gender equality is one of the core values of the European Union and a central priority of the Erasmus+ Programme. Implementing gender-sensitive approaches in youth work is not only good practice—it is a policy expectation rooted in several official EU frameworks and strategies.

EU Gender Equality Strategy 2020–2025

The European Commission’s Gender Equality Strategy sets out the EU’s commitment to building a Union of Equality. It emphasizes:

- Ending gender-based violence,
- Challenging gender stereotypes,
- Closing gender gaps in the labour market,
- Achieving gender balance in decision-making.

This strategy calls on all institutions, including NGOs and youth organizations, to integrate gender perspectives in their work and contribute to equality in all aspects of social life.

Erasmus+ Programme Guide (2024–2026)

The Erasmus+ Programme strongly supports inclusion and diversity, explicitly highlighting gender equality as a key priority in the youth field. The Programme encourages actions that:

- Address gender-based discrimination,
- Promote equal participation of all genders in youth activities,
- Empower girls, women, and LGBTQ+ youth,
- Support projects that create gender-inclusive learning environments.

In KA210-YOU (Small-Scale Partnerships), projects are expected to integrate gender-sensitive approaches into both their internal management and external activities.

EU Youth Strategy (2019–2027)

The EU Youth Strategy outlines 11 European Youth Goals, two of which are directly relevant:

Youth Goal #2: Equality of All Genders

- Calls for the elimination of gender stereotypes and discrimination, and the promotion of gender equality across all areas of life, including youth participation.

Youth Goal #3: Inclusive Societies

- Promotes inclusion regardless of gender, background, or identity, and supports youth organizations in creating inclusive spaces.

Why it matters for you:

The Youth Goals provide a framework for Erasmus+ youth projects and should guide your organization's policy development, training, and community engagement.

EU Charter of Fundamental Rights (Article 21 & 23)

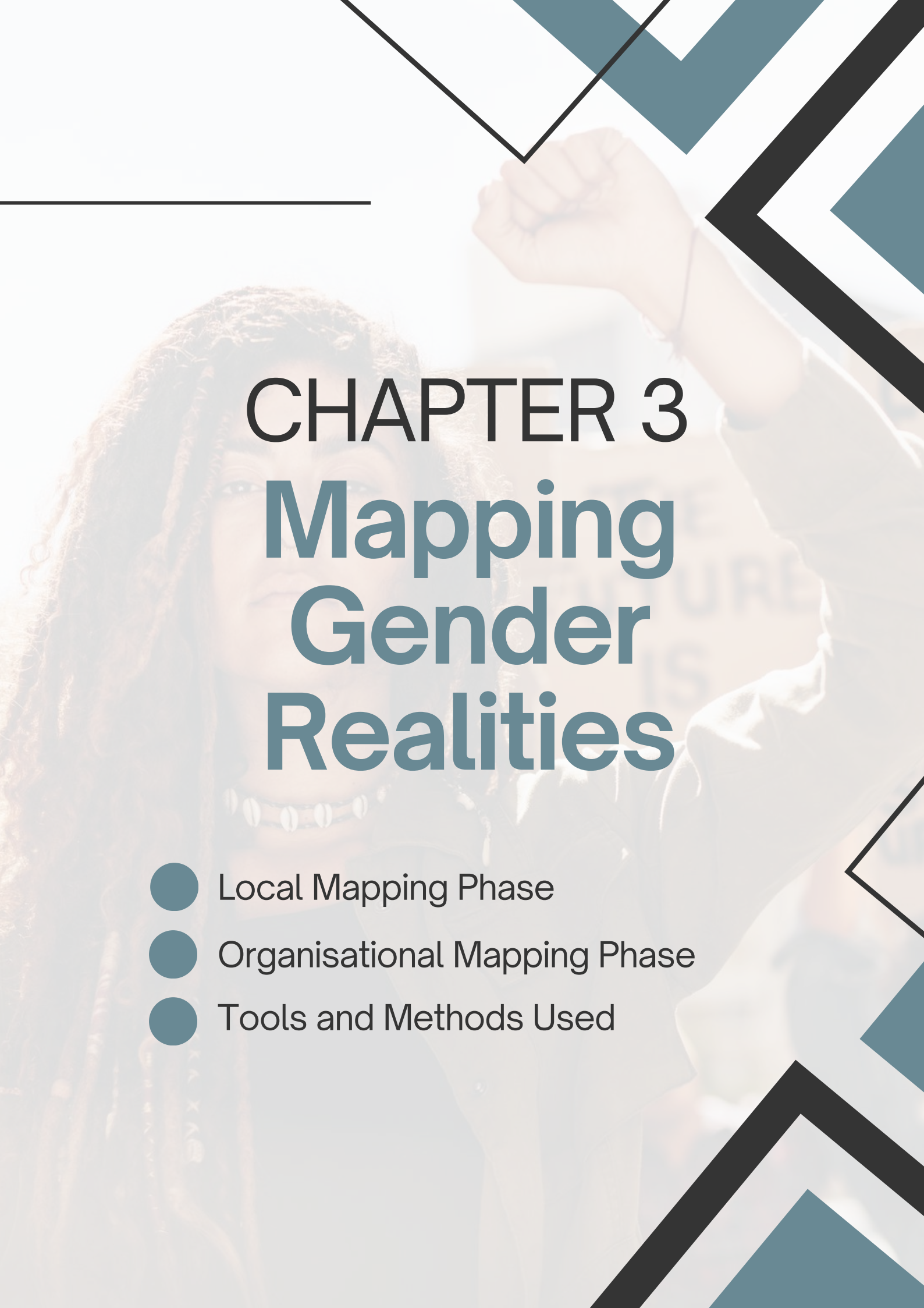
- Article 21 prohibits discrimination on grounds including sex, gender identity, and sexual orientation.
- Article 23 commits the EU to equality between women and men in all areas.

These fundamental rights legally bind EU member states and guide all EU-funded programs, including Erasmus+.

SALTO Inclusion & Diversity Strategy (2021–2027)

SALTO-YOUTH centers, particularly the Inclusion & Diversity and Participation resource centers, support organizations in embedding gender-sensitive approaches by:

- Providing tools, training, and methods,
- Encouraging intersectional approaches,
- Highlighting best practices in Erasmus+ and ESC projects.

The background features a woman with long, dark braids, wearing a dark top and a necklace with white shells. Her right arm is raised in a fist. The image is overlaid with large, stylized geometric shapes in teal and black, including chevrons and zig-zags. The text is centered over the image.

CHAPTER 3

Mapping Gender Realities

- Local Mapping Phase
- Organisational Mapping Phase
- Tools and Methods Used

Local Mapping

Phase

Before an organization can create effective gender policies or implement inclusive practices, it must first understand the gender realities within its own community. Mapping is not simply about collecting data—it is about listening, observing, and reflecting on how gender roles, expectations, barriers, and opportunities are perceived and experienced by different groups.

In the context of youth work, mapping helps organizations:

- Identify existing inequalities or gaps in participation, representation, and safety;
- Understand how young people and adults perceive gender issues in their environment;
- Make decisions based on evidence, not assumptions;
- Tailor policies and training efforts to real needs and lived experiences.

The mapping process empowers organizations to ground their gender policy work in reality—ensuring that strategies are not only theoretically sound but also socially relevant and community-sensitive.

To explore the gender landscape in each local context, all partner organizations engaged in a structured community mapping process involving diverse stakeholders. This process combined qualitative methods to gather multiple perspectives and lived experiences.

The main components of our mapping process included:

1 Focus Group 1

3 Expert In-depth Interviews

2 Focus Group 2

4 Community Mapping Activities



Focus Group 1

The project conducted group discussions with youth aged 15–22 to understand:

- How they define gender roles and identity,
- Whether they experience or observe gender-based exclusion or discrimination,
- What kind of support or representation they expect from youth organizations.

This group gave insight into the daily realities and concerns of young people, including issues such as school experiences, peer pressure, body image, access to leadership roles, and freedom of self-expression.

1

Stichting Network and Learning Opportunities (Netherlands)

Focus Group 1 involved 15 young participants aged mainly between 16 and 22 years old, from diverse cultural and educational backgrounds. The session was held online and explored young people's perspectives on gender equality, with a particular focus on education and public safety.

A key theme that emerged was the influence of gender stereotypes within education. Participants highlighted that girls are often discouraged from pursuing STEM-related subjects, while boys face stigma when considering careers in caregiving or early childhood education. Teacher bias was also discussed, with some participants noting that boys are given more opportunities to speak and participate in classroom settings. In addition, migrant youth reported facing language barriers and a lack of mentorship, which can limit their academic and career development.

Public safety was another major concern. Many participants, particularly young women, expressed feeling unsafe in public spaces, especially at night. Experiences such as harassment and inadequate responses from authorities contributed to a sense of insecurity.

Overall, Focus Group 1 highlighted the need for more inclusive educational environments and safer public spaces. Participants proposed solutions such as gender-neutral career guidance, teacher bias-awareness training, improved street lighting, and clearer reporting systems for harassment.

2

Falken Bildungs- und Freizeitwerk Hagen e.V. (Germany)

The focus group gathered 16 young participants aged 15 to 22 to explore gender perspectives within their daily lives and communities. This initiative provided a platform for youth to reflect on how gender roles and expectations shape their experiences.

Throughout the conversation, participants shared a common understanding that, although progress has been made, gender-based inequalities remain prevalent, particularly in areas such as access to career opportunities, educational resources, representation in decision-making spaces.

They highlighted how stereotypes and traditional expectations continue to impact how individuals are treated, especially regarding household roles, emotional expression and leadership positions.

Concerns were raised about unequal treatment based on gender performance standards, such as discrepancies in how physical achievements are evaluated between boys and girls in sports. Others reflected on the influence of generational attitudes, biological expectations, and social norms that can restrict women's career opportunities, especially when balancing motherhood and professional ambitions.

3

Karya Kadın Derneği (Türkiye)

The first Focus Group 1 took place in Muğla, Türkiye, engaging 15 young individuals. The discussions uncovered a common concern regarding ongoing gender inequalities that affect girls, boys, and LGBTQ+ youth. Participants shared their personal experiences with discrimination across various areas, including education, sports, employment, and public spaces. They highlighted issues such as biased expectations, gender-based stereotypes, and unequal treatment in both daily life and institutional contexts.

Key Observations

- **Societal Norms:** Several participants pointed out that societal norms and generational attitudes continue to perpetuate inequality.
- **Awareness and Education:** While their generation is generally more open and attuned to gender issues—thanks in part to social media—the level of education and awareness remains insufficient, particularly within formal institutions.
- **Youth Inclusion:** The youth expressed a desire for greater involvement in decision-making processes, noting that their perspectives are frequently overlooked in political and community discussions.
- **Dialogue on Gender Issues:** There is a significant lack of open conversations regarding gender matters in schools and youth organizations, prompting calls for more inclusive and informative initiatives.

Focus Group 2

Adults—including parents, educators, youth workers, and community leaders—were invited to share their views on:

- How gender roles are shaped within the community,
- What challenges they see for youth in navigating gender issues,
- How youth organizations can better promote equality and safety.

This group provided a more reflective and institutional view of gender issues, and highlighted generational differences in awareness and understanding.

1

Stichting Network and Learning Opportunities (Netherlands)

Focus Group 2 hosted approximately 15 participants, representing a more adult demographic with varied professional and cultural backgrounds. This online session focused primarily on workplace inequality and cultural norms related to gender.

Participants discussed persistent inequalities in workplaces and internships, including unequal pay, biased role allocation, and limited opportunities for women. Many shared that women often have to repeatedly prove their competence, while men may face barriers when entering caregiving roles. Migrant women in particular were reported to experience fewer leadership opportunities and reduced responsibilities during internships, reflecting intersecting inequalities.

Cultural and societal norms were also a significant topic. Participants described navigating conflicting expectations, especially within migrant communities, where traditional gender roles can clash with more egalitarian values. Experiences of sexism, xenophobia, and generational differences in attitudes towards gender equality were commonly mentioned.

In conclusion, Focus Group 2 emphasised the need for structural and cultural change in both workplaces and communities. Suggested solutions included pay transparency, inclusive hiring practices, bias-awareness training, and the creation of safe spaces for intercultural dialogue.

2

Falken Bildungs- und Freizeitwerk Hagen e.V. (Germany)

The second Focus Group convened to delve into gender perspectives among adult individuals. This session welcomed 27 participants, the majority of whom possessed prior knowledge or personal experiences related to gender equality. Many attendees had engaged with gender issues through their studies or involvement in civil society.

The activity fostered a powerful and thoughtful atmosphere. The discussion was lively, respectful, and engaging, with participants sharing personal stories alongside critical reflections. The group showcased diversity in age, background, and gender identity, contributing to a well-rounded and inclusive dialogue.

Given that many attendees had experience in gender-related fields, their insights were both practical and informed. The session became more than just an exchange of ideas; it turned into a meaningful learning experience for everyone present.

3

Karya Kadın Derneği (Türkiye)

The first Focus Group 1 was implemented in Muğla, Türkiye by bringing more than 15 people.

The participants discussed prevalent gender roles and inequalities observed among young people, highlighting ongoing patriarchal attitudes and societal pressures reinforcing traditional roles. Key issues raised included economic pressures on men, widespread verbal and physical harassment towards women, and significant problems such as early marriages in some cities, which disproportionately affect girls and reinforce gender disparities.

Participants noted specific challenges faced by young people in areas such as sports participation and leadership, highlighting societal and familial barriers. It was emphasized that educational institutions, particularly universities, play a critical role in advocating gender equality, although hierarchical constraints within organizations sometimes hinder meaningful change.

Participants recommended training youth workers through direct interaction with youth, employing gamification and non-formal learning methods for effective awareness-raising. Lastly, participants expressed aspirations for mandated female representation in leadership, more responsible media portrayals, and intergenerational dialogue to foster comprehensive societal change.

Expert In-depth Interviews

Each organization implemented three interactive community-based activities to engage citizens in conversations about gender. These included activities such as:

- Life Journey Mapping
- Gender Resource Mapping
- Photo Drama Mapping

These actions helped reach diverse and previously underrepresented voices and made gender a visible public issue in the community.

1

Stichting Network and Learning Opportunities (Netherlands)

Three comprehensive interviews were conducted with key community stakeholders in the Netherlands who specialize in youth participation, governance, and inclusion. The participants represented various organizations, including We Organization Netherlands, Youth Policy and Governance (TU Delft / Global Shapers), and Seven Billion Presidents.

The goal of these interviews was to gain a deeper understanding of how gender inequality is experienced and addressed in practice.

- Inequalities in daily life persist in the Netherlands despite legal gender equality, particularly affecting migrant and non-binary youth who face exclusion and tokenization. Gendered stereotypes also impact career paths, with women, especially minorities and Muslim women with headscarves, encountering discrimination in hiring and advancement.
- Organizational culture plays a crucial role in fostering inclusion, emphasizing the need for safe environments and practices like confidential reporting and inclusive communication.
- The interviews call for structural and cultural changes, including inclusive recruitment, pay transparency, and ongoing adaptation based on feedback, highlighting that achieving gender equality requires both systemic change and a commitment to inclusive practices.

2

Falken Bildungs- und Freizeitwerk Hagen e.V. (Germany)

Three comprehensive interviews were conducted with educators and youth workers who are actively promoting gender equality in Germany. Conversations with the experts highlight the ongoing impact of rigid gender norms and various forms of discrimination on the experiences of young people in diverse communities.

- **Gender Expectations:** From a young age, boys are encouraged to be tough, suppress their emotions, and assume leadership roles. Conversely, girls are often expected to be quiet, modest, and supportive rather than ambitious. These societal pressures hinder personal development, discourage authenticity, and can lead to exclusion or bullying for those who do not conform.
- **Additional Challenges for Marginalized Groups:** Girls from migrant or conservative backgrounds face further limitations regarding their clothing, freedom of movement, and participation in activities. LGBTQ+ youth frequently hide their identities out of fear of rejection or violence. Migrant youth encounter structural obstacles such as language barriers, cultural pressures, and discrimination, while migrant girls often bear a heavier load of family expectations.
- **Policy Limitations:** Although there are existing policies in schools and youth programs aimed at promoting equality, many are merely superficial in implementation. Unconscious biases still affect opportunities in sports, leadership, and education, and well-meaning initiatives are often applied inconsistently, diminishing their effectiveness.

3

Karya Kadın Derneği (Türkiye)

Three in-depth interviews were done with educators who have been actively volunteering in gender equality. The interviews with Nilüfer Enginsu, Dilek Bulut, and Aysun Gezen reveal that gender inequality in Türkiye persists across various levels but is driven by common structural dynamics.

- Gender roles are imposed from an early age, reinforcing rigid expectations for both women and men. Masculinity is defined through dominance and strength, while women are confined to domestic roles.
- LGBTQI+ individuals and migrant women face multiple layers of discrimination. Their visibility is suppressed, and their rights are often denied.
- Institutional policies on gender equality remain largely superficial, and decision-making structures continue to be dominated by men. Additionally, good practices on gender-discrimination are being cancelled or avoided.
- The lack of comprehensive education, including critical thinking and sexuality education, prevents young people from questioning gender stereotypes.
- Workshops, camps, and experiential learning methods are seen as the most effective tools for raising awareness and promoting change.
- Achieving genuine equality requires collective action, cross-sectoral cooperation, and inclusive, multilingual approaches.

Community Mapping Activities

Each organization implemented three interactive community-based activities to engage citizens in conversations about gender. These included activities such as:

- Life Journey Mapping
- Gender Resource Mapping
- Photo Drama Mapping

These actions helped reach diverse and previously underrepresented voices and made gender a visible public issue in the community.

1

Stichting Network and Learning Opportunities (Netherlands)

Community mapping utilized participatory activities like life journey mapping, group discussions, and gender resource mapping to explore how gender influences experiences.

Life Journey Mapping revealed that gender inequality starts early, affecting educational paths and societal expectations from childhood through adulthood. Participants noted pressures related to relationships, family roles, and career choices that limit personal development.

Gender Resource Mapping examined how community spaces are accessed differently based on gender. Women and girls often avoid certain areas due to safety concerns, restricting their movement and access to resources. Additionally, societal expectations dictate how facilities are used, reinforcing stereotypes and limiting full community engagement.

2

Falken Bildungs- und Freizeitwerk Hagen e.V. (Germany)

The Community Mapping activity engaged participants aged 18 to 35, including transgender individuals for diverse perspectives. Participants created life journey timelines, revealing entrenched gender expectations: girls faced early marriage and caregiving roles, while boys received support for education and career stability. Emotional norms perpetuated inequality, and transgender participants faced unique barriers like rejection and discrimination.

In the Gender Resource Mapping activity, the group identified public spaces and their usage. Women often avoided night walks and public transport due to safety concerns, while gyms were male-dominated. Parks were unsafe at night for women and LGBTQ individuals. Transgender participants highlighted the lack of gender-neutral facilities and discrimination in health clinics.

The Photo Drama Mapping exercise involved creating scenarios to illustrate gender challenges, such as a boy mocked for wearing nail polish and a transgender woman facing job rejection. This format facilitated safe discussions on sensitive topics, emphasizing the need for LGBTQ visibility and deeper conversations about creating an inclusive community.

3

Karya Kadın Derneği (Türkiye)

Community Mapping Activities gathered about 20 participants to highlight gender practices and discrimination locally.

Life Journey Mapping: This activity identified challenges and advantages related to gender norms at different life stages. It revealed that boys have more advantages from ages 1-12, while girls face pressure from gender roles. From age 12, boys begin to experience similar pressures focused on masculinity and economic expectations.

Gender Resource Mapping: This group activity examined gender-based access to community resources. Participants created maps to illustrate access disparities, noting that some areas, like parks and cafes, have gender-dominant usage patterns at different times.

Photo Drama: This activity used visual storytelling to explore gender-related challenges. Participants worked in groups to create scenes based on scenarios like gender discrimination in WhatsApp groups and classroom settings, fostering discussions about their experiences.

Organisational Mapping Activities

Youth organizations must critically assess their current internal practices, culture, and structures. An honest internal analysis helps identify strengths, blind spots, and areas for improvement regarding gender inclusion and equity.

This section presents a set of practical tools and methods that organizations can use to evaluate their internal operations from a gender perspective. These tools and methods were tested by the partner organisations. Some of them are:

- SWOT Analysis
- Empathy Map
- Gender Equality Audit Checklist

1

Stichting Network and Learning Opportunities (Netherlands)

The organizational mapping assessed current practices regarding gender equality using a checklist and SWOT analysis.

Organizational Checklist:

- Evaluated integration of gender perspectives in structure and decision-making.
- Areas assessed included leadership representation, inclusivity, and addressing gender-based concerns.
- Findings showed awareness of gender equality, but inconsistent implementation, with gaps in accountability and lack of assigned gender-related responsibilities.
- Improvements needed in communication to avoid stereotypes.

SWOT Analysis:

- Strengths: Diverse team and strong engagement with social issues enhance project development.
- Weaknesses: Lack of assigned roles for gender tasks limits coordination; reliance on volunteers hinders consistency.
- Opportunities: Potential for partnerships with feminist organizations and intercultural programming.
- Threats: Competition and resource limitations challenge effective implementation of gender initiatives.

2

Falken Bildungs- und Freizeitwerk Hagen e.V. (Germany)

FBF Freizeitwerke conducted a self-assessment using SWOT Analysis, an Empathy Map, and a Gender Equality Audit Checklist to evaluate gender issues within the organization. The assessment identified strengths and gaps to foster inclusive policies. Key findings included:

- Strengths: Solid foundation in inclusive youth work, diverse engaged volunteers, and existing gender-sensitive projects.
- Gaps: Lack of a designated gender officer, unclear responsibilities, and insufficient training opportunities.
- Opportunities: Potential for gender-focused funding and collaborations with feminist networks.
- Risks: Gender issues may be politically sensitive, and added gender work could strain resources.

The empathy map revealed young volunteers feel uncertain and unsupported in discussing gender issues, often hindered by stereotypes but eager to act inclusively. The gender equality audit highlighted efforts in inclusive language, though consistent application remains a challenge. While FBF partners with gender-focused organizations, evaluating their values lacks structure.

3

Karya Kadın Derneği (Türkiye)

The “Organisational Mapping” activity engaged three local organizations focused on gender equality, using SWOT Analysis to evaluate their practices:

- Strengths: Strong support from women and youth, effective events, gender-sensitive language, and established policies.
- Weaknesses: No office, limited events due to budget constraints, low volunteer motivation, inability to hire staff, lack of male support, and poor social media skills among leaders.
- Opportunities: Potential cooperation among women's associations, support from local government, funding from Erasmus+ and other international projects.
- Threats:* Conservative government regulations on gender-sensitive language, domestic responsibilities of female volunteers, verbal attacks on organizations, and financial instability.

The second activity prioritized challenges and developed action plans:

- Finances: Seek national and international funding sources, like Erasmus+.
- Political Pressure: Educate youth on democratic values and civic engagement.
- Office Needs: Share office space with other NGOs to reduce costs and seek support from charities.

Tools

Used

As part of the Erasmus+ project “**Bringing the Gender Perspective into Youth Activities**”, partners applied a multi-method mapping approach across three countries (the Netherlands, Germany, Türkiye).

Below is a breakdown of our specific tools and activities:

FOCUS GROUP 1

The partners implemented local focus groups for people aged 15-22 in order to talk about:

- How they perceive gender norms and expectations,
- Whether they feel included in youth spaces,
- Their needs and suggestions for creating more gender-equal environments.

During the face-to-face implementation, participants received several questions to think and express their thoughts. Their responses were recorded to be transcribed in English for the global audience.

QUESTIONS

Section 1: Personal Experience & Community Perception

What does gender equality mean to you?

Do you think boys, girls, and LGBTQ+ youth are treated equally in your community? Why or why not?

Have you ever experienced or witnessed discrimination based on gender in school, sports, public spaces, or youth events?

Are there places in your community where you feel more or less safe because of your gender?

Section 2: Access to Opportunities

Do you feel that young people of all genders have the same access to:
Education and training? Jobs or internships?

Leadership roles in youth programs or student councils?

Are there any activities that are mostly attended by boys or girls? Why do you think that happens?

Section 3: Representation & Support

Do you feel represented in youth organizations or community decision-making spaces?

Do youth workers or teachers talk openly about gender issues?

Do you know where to go or who to talk to if you face gender-based challenges or discrimination?

Section 4: Aspirations & Change

What kind of activities or projects would make your community more inclusive for all genders?

What message would you give to youth organizations trying to be more gender-inclusive?

FOCUS GROUP 2

The second focus groups were implemented with adults from the local areas to see:

- Intergenerational views of gender,
- Experiences of working with young people on gender issues,
- How youth organizations can better serve all genders.

During the face-to-face implementation, participants received several questions to think and express their experiences. Their responses were recorded to be transcribed in English for the global audience.

QUESTIONS

Section 1: Perception of Youth & Gender

What do you observe about how gender roles are understood among young people in your community?

Are there different expectations placed on boys and girls when it comes to behavior, education, or responsibilities?

Do you notice gender-based challenges faced by young people (e.g. early marriage, harassment, pressure to conform)?

Section 2: Family, School & Social Norms

How do families and schools influence gender roles in your community?

Are youth encouraged equally to participate in sports, arts, leadership, or civic engagement regardless of gender?

Section 3: Community & Institutional Support

Are there organizations or institutions in the community that actively promote gender equality?

What kind of training or awareness-raising do you think would help youth workers or teachers become more gender-sensitive?

How does the community typically respond to topics like gender identity or non-traditional gender roles?

Section 4: Suggestions for Improvement

What changes would you like to see in your community when it comes to gender equality for young people?

How can youth organizations better support young people facing gender-based challenges?

EXPERT IN-DEPTH INTERVIEWS

Each organization conducted at least three in-depth interviews with individuals representing:

Local youth organizations

Educational institutions (e.g., schools, youth centers)

Institutions or NGOs specializing in gender issues

Expert answers were collected and transcribed into English to be shared with other partners and the global audience.

QUESTIONS

Section 1: Observations on Gender in the Community

From your perspective, what are the key gender-related issues young people face in this community?

Do you notice any particular challenges faced by specific groups (e.g. girls, LGBTQ youth, migrant youth)?

Are there visible gender stereotypes influencing how young people engage in education, sports, leadership, etc.?

Section 2: Institutional Practices & Policies

Does your work place have any internal policies or practices promoting gender equality? If yes, what do they include (e.g., gender-sensitive language, equal access, safe space principles)?

How do you ensure that your programs or services are inclusive for all genders?

Section 3: Gender Sensitivity in Programs

Do your staff or youth workers receive any training on gender awareness or inclusive communication?

Have you implemented or participated in any gender-focused activities, campaigns, or projects? What were the results?

What challenges do you face when trying to integrate a gender-sensitive approach in your work?

Section 4: Collaboration & Future Perspectives

Are you currently cooperating with other organizations or institutions to address gender issues? If yes, how?

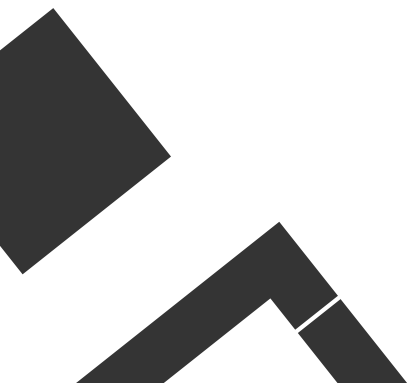
Would you be interested in partnerships to co-create or implement gender policies or training in the future?

What recommendations would you give to youth organizations seeking to become more gender-inclusive?



Closing

Do you have any advice for the working group developing a new gender policy for their organization?



COMMUNITY MAPPING TOOLS

Life Journey Mapping



Time

60-90 minutes



Participant
Number

6-30 participants



Materials

- Flipchart sheets
- Markers in various colors
- Sticky notes or cutouts (in different shapes for challenges/opportunities)



Objectives

- To explore and compare the life stages of boys and girls in the community.
- To identify key moments of gender inequality, pressure, or opportunity.
- To use participants' lived or observed experiences to inform inclusive youth policy and programming.



Outcomes

- Identify gender-based differences in life paths from early childhood through adulthood.
- Understand the challenges and advantages faced at different stages of life due to gender norms.
- Reflect on where youth workers, educators, and communities can intervene to support equality.



Steps

Step 1: Introduction & Icebreaker (10 min)

Explain the goal: "We're going to map the typical life journey of a boy and a girl in your community and look at where gender makes a difference."

Share a relatable example: e.g., school expectations for boys vs. girls.

Step 2: Set the Stages (10 min)

Draw two parallel horizontal lines labeled "Journey of a Boy" and "Journey of a Girl."

Mark milestones (life stages) along both lines, for example:

0–5: Early childhood

6–12: Primary school

13–18: Adolescence/puberty

18–24: Young adulthood (education, work, relationships)

25–40: Adulthood (family, work, social roles)

40+ : The rest of life (retiring, focus on raising children)

Step 3: Add Experiences (30 min)

Ask participants to add to each timeline:

- Events (e.g., starting school, first job, marriage)
- Challenges (e.g., pressure to marry, school dropout, harassment)
- Opportunities (e.g., scholarships, mentorship, leadership programs)

Step 4: Group Presentation & Discussion (30 min)

Guide the group in discussing:

"Where do gender inequalities start to appear?"

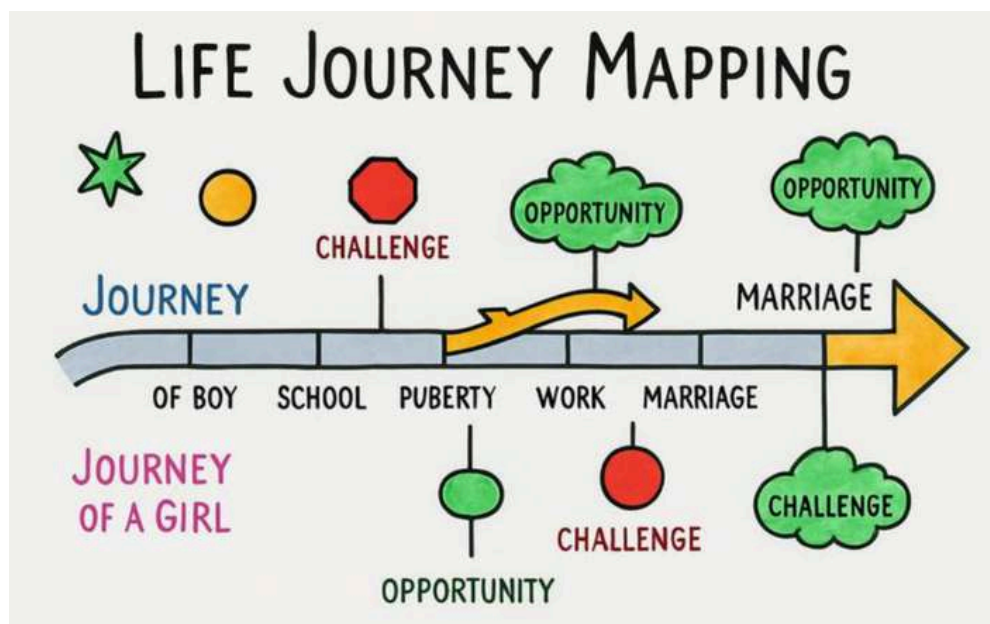
"Are there key turning points (e.g., adolescence) where support is most needed?"

"Do boys also face gender-based pressure or expectations?"

"How do these journeys impact participation in youth programs?"



Example Result



Gender Resource Mapping



Time

60-90 minutes



Participant
Number

6-30 participants



Materials

- Flipchart sheets (1 per group)
- Colored markers (different colors for different genders)
- Sticky notes or stickers (to mark users and barriers)
- Prepared symbols (e.g., 🏥 = clinic, 🏫 = school, 🏀 = sports facility)
- Optional: printed community map or satellite image



Objectives

- To identify which community resources are available (e.g., schools, clinics, parks, youth centers).
- To explore who uses them and who doesn't, especially focusing on gender-based access and exclusion.
- To surface barriers (e.g., safety, stigma, cultural expectations) that prevent equal use by all genders.



Outcomes

- Gain awareness of how gender affects access to services and spaces in their community.
- Understand which groups are excluded or face more challenges in accessing resources.
- Generate a visual tool that informs the development of inclusive gender policies for youth organizations.



Steps

Step 1: Introduction & Framing (10 min)

Introduce the activity and its goal: “We’ll explore which public and community spaces are available and how gender affects access to them.”

Provide real-life examples (e.g., girls not using sports fields as often, boys not attending certain health centers).

Present the legend that will guide the map-making (e.g., color codes or symbols for genders and types of access).

Step 2: Community Map Creation (15 min)

Ask participants to draw a simple sketch map of the community showing key landmarks:

- Schools, health clinics, libraries, youth centers, places of worship, public squares, parks, etc.

Or provide a printed map and allow participants to label key locations.

Step 3: Marking Usage Patterns (30–40 min)

Use different colored markers or stickers to show:

- Who uses each resource? (girls, boys, all, mostly men, mostly women, very few)

- Are there any noticeable patterns of gendered usage or avoidance?

Add sticky notes next to each place to explain:

- Why certain groups don’t use a place

- What prevents access (e.g., “girls not allowed after dark,” “fees too high,” “staff not friendly,” “no privacy”)

Step 4: Group Analysis & Discussion (10 min)

Facilitate reflection using guiding questions:

“Which resources are accessed mostly by one gender?”

“Are there any resources meant for everyone but used only by a few?”

“What are the main barriers for young people (by gender) to access community resources?”

“How do these barriers affect participation, education, health, and empowerment?”

Step 5: Gallery Walk & Collective Reflection (15 min)

Hang the maps around the room.

Allow participants to walk through, compare results, and discuss key differences or surprises.

Use color-coded dots or notes to mark the most gender-exclusive resources across maps.



Example
Result

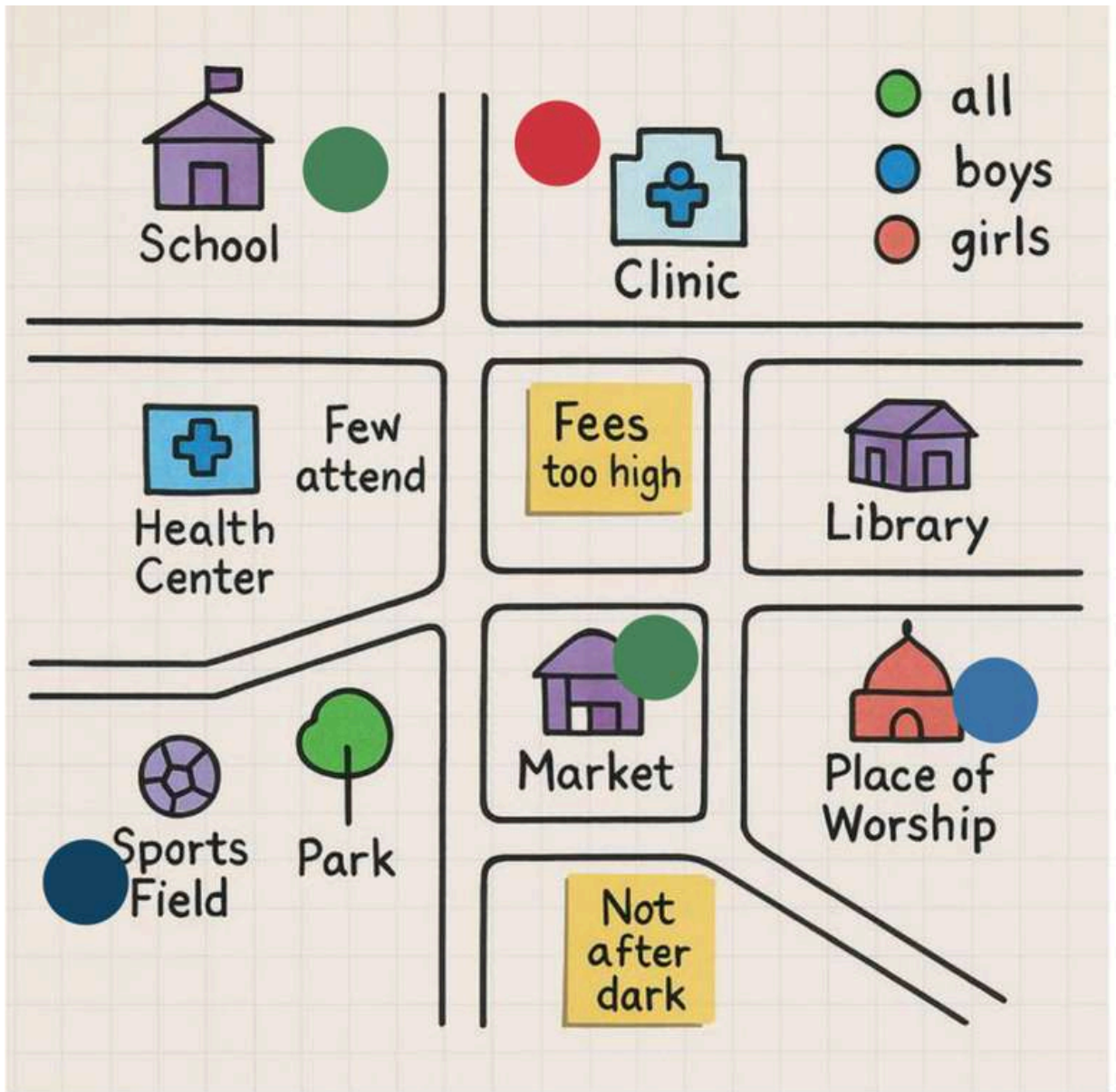


Photo Drama Mapping



Time

80-100 minutes



Participant
Number

6-30 participants



Materials

- Scenario Cards,
- Open Space to display the drama



Objectives

- To creatively explore gender-related challenges, experiences, and perspectives through visual storytelling, using photographs and dramatization.
- To express invisible or taboo issues (such as stereotypes, harassment, or unequal access) in a safe and reflective format.



Outcomes

- Identify and reflect on gender inequalities in their own environments
- Learn to visualize social issues through storytelling
- Develop a narrative from lived experience
- Contribute to data collection that informs organizational gender policies



Steps

Step 1: Introduction (10 min)

Explain the purpose: “You’ll create a short photo-based story (‘drama’) that reflects a gender-related situation.”

Share examples (e.g., girls not allowed to join sports clubs, boys discouraged from crying, LGBTQ youth hiding identity).

Step 2: Story Creation (50 min)

Deliver one scenario per group and give them a sheet of story board to draft the story of the main character of the scenario card.

They draft the stories and prepare a silent drama which they are not allowed to talk or move. The silent drama should align with the concept the story they have drafted.

Step 3: Acting (40 min)

Each group shows their drama and participants try to guess the given message.

At the end of each group acting, the group discusses:

- “Why does this problem happen in your community?”
- “What kind of change would help resolve the issues shown?”

Step 4: Finalization&Discussion (20 minutes)

Invite participants to write their suggestions on a shared flipchart or board. for each scenario.

Read loudly what is written and start the discussion:

- Why do you think this can solve the problem?
- Is there any possible challenge which may happen during implementing the solution?

TITLE	SCENARIO
The Same Dream, Different Rules	<p>A girl and a boy both want to become athletes.</p> <ul style="list-style-type: none"> • The boy is encouraged; the girl is told it’s “not for girls.” • She hides her training until one day she proves her strength publicly.
The Teacher’s Words	<p>In class, a teacher calls on boys to do the math problems and girls to decorate the board.</p> <ul style="list-style-type: none"> • A girl challenges this, showing her skills and breaking expectations.
Work is Work	<p>A teenage girl does all the housework after school, while her brother relaxes.</p> <ul style="list-style-type: none"> • She finally speaks up and proposes a shared schedule.



Example Result

ORGANISATIONAL MAPPING TOOLS

SWOT ANALYSIS

The purpose of the SWOT Analysis is to understand internal strengths and weaknesses, and external opportunities and threats. In order to have strategic review and internal diagnostics, the activity shall be done with a group of staff working in the organisation for enough time.

STRENGTHS

Identifying the team's essential strengths, resources, and competitive advantages that can be harnessed for success.

WEAKNESSES

Recognizing the team's limitations, shortcomings, and areas for improvement is essential for boosting overall performance.

OPPORTUNITIES

Identifying external trends, market dynamics, and potential opportunities for the team's growth and expansion.

THREATS

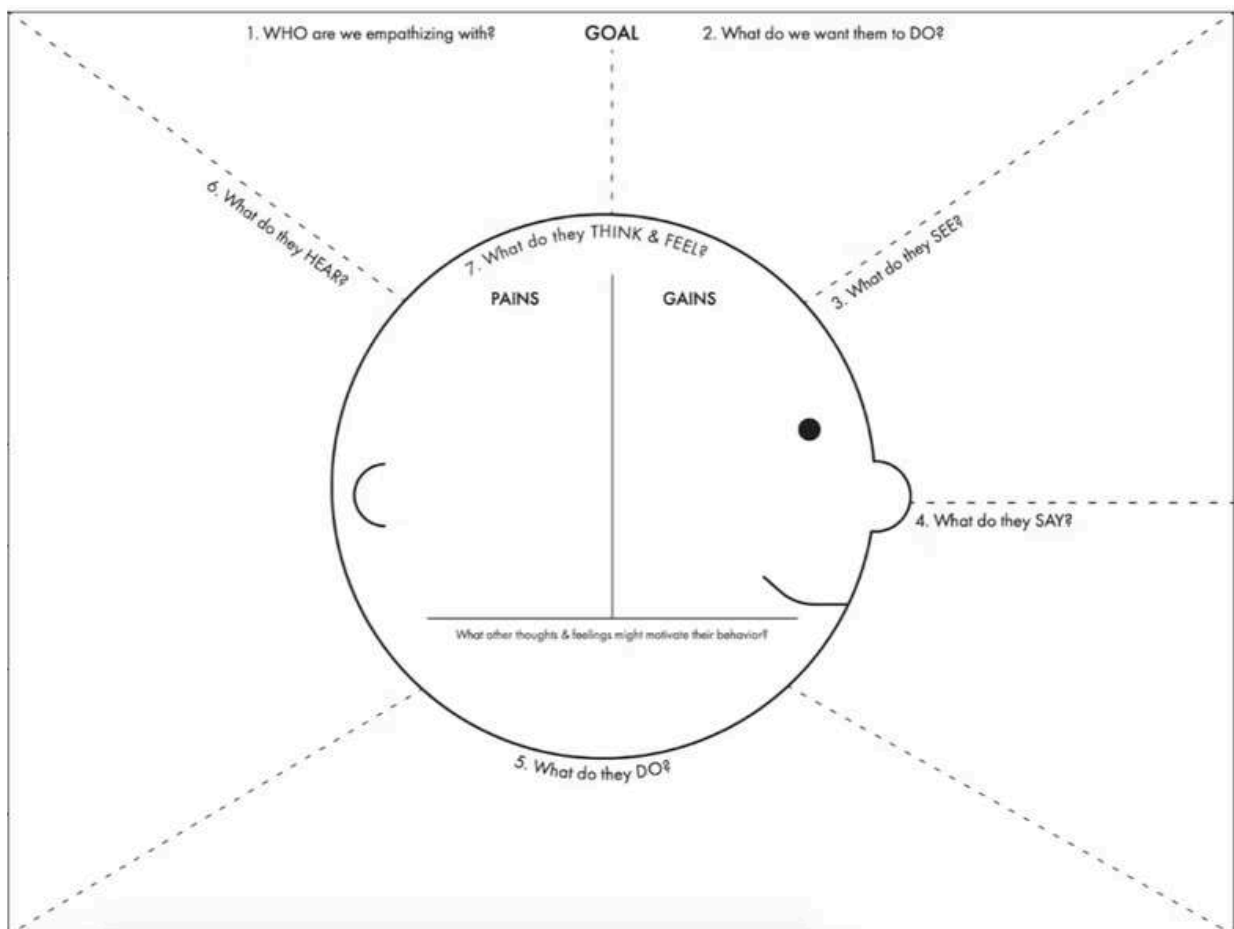
Anticipating possible obstacles, risks, and challenges that the team might encounter due to the competitive landscape or external environment.

EMPATHY MAP

The tool reveals lived experiences of employees or service users, helping them spot gender-related blind spots. It is useful to capture emotional and psychological dimensions of gender bias or inclusion.

Example questions to be asked:

- What do they hear/see/feel in the workplace?
- What gender-based challenges or privileges are they facing?
- What helps or harms their feeling of inclusion?



GENDER EQUALITY AUDIT CHECKLIST

In order to have a quick and self approach to organisational gender policies, a structured checklist can help staff assess the current organizational culture and and practices.

Gender Equality Audit Checklist is a structured self-assessment based on key criteria related to gender equality.

Instructions: Please check the appropriate box that reflects your organization's current practices.



Yes

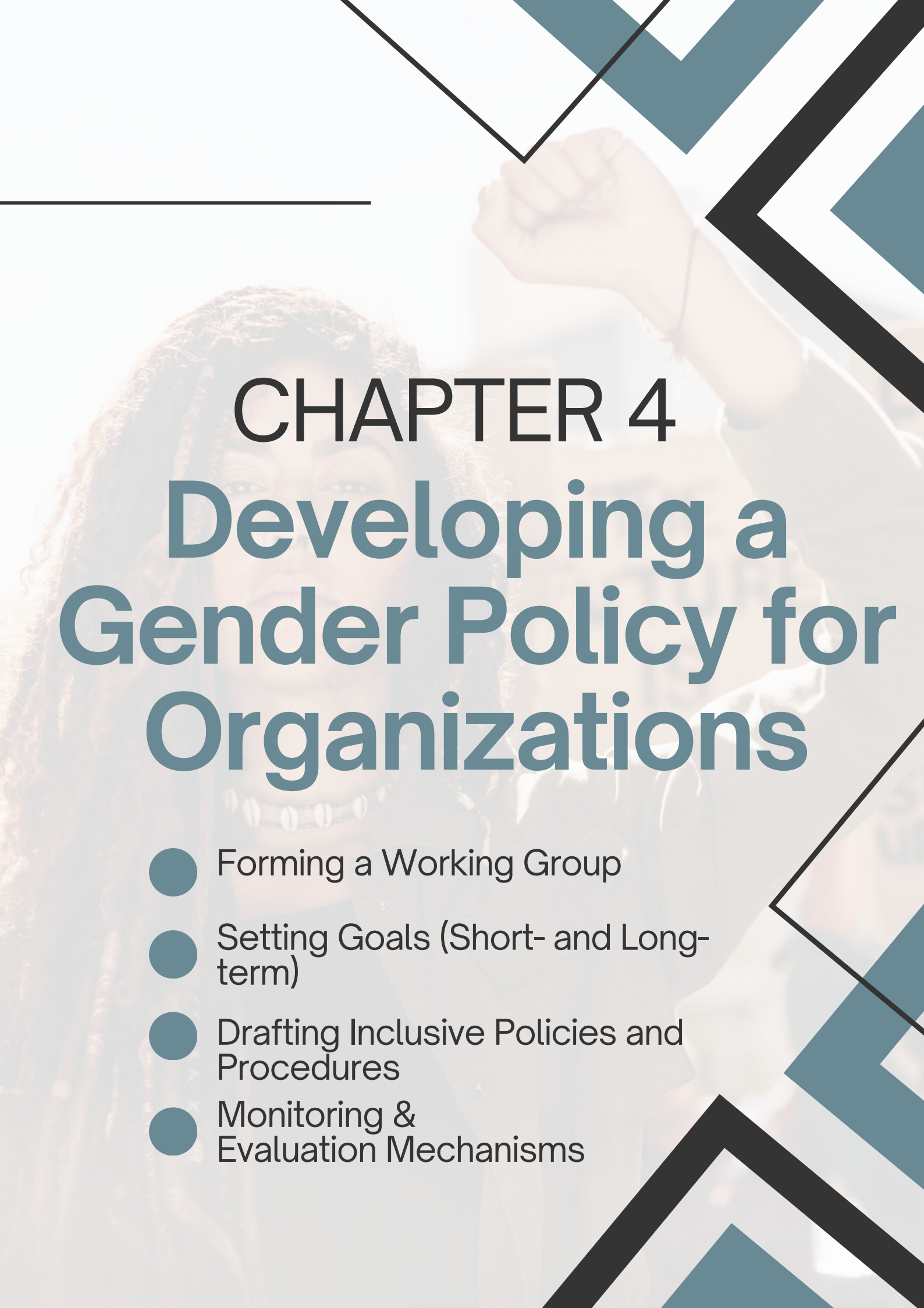


No



Partially

Questions	Answer	Notes
Do we use inclusive and non-stereotypical language in our communication (e.g., "participants" instead of "he/she")?		
Do we actively seek input from people of all genders before making key decisions?		
Are the images, stories, or examples we use free from gender stereotypes?		
Do we represent people of all genders equally in our social media, brochures, or videos?		
Do we consider gender balance when choosing speakers, facilitators, or panelists?		
Are there mechanisms in place (even informal) for participants to raise concerns if they experience gender-based discomfort or discrimination?		
Do we partner with organizations that promote gender equality or work with women/girls?		
Do we check whether our partners respect gender equality values?		



CHAPTER 4

Developing a Gender Policy for Organizations

- Forming a Working Group
- Setting Goals (Short- and Long-term)
- Drafting Inclusive Policies and Procedures
- Monitoring & Evaluation Mechanisms

Forming a Working Group

Creating a gender policy is a crucial step toward building an inclusive, fair, and respectful organizational culture. A gender policy is a living framework that outlines how an organization addresses gender equality in its practices, policies, communication, and activities. For the policy to be relevant and sustainable, it must be developed collaboratively, based on real data, and tailored to the specific context and needs of the organization. This chapter explains how to form a working group, gather and analyze internal data, and develop a comprehensive gender policy.

It starts with forming a dedicated working group to lead the development of the policy. This group should include individuals from various levels and roles within the organization—such as staff, youth workers, volunteers, and, if appropriate, youth participants. It is also helpful to involve external advisors or allies with experience in gender and inclusion. Diversity and gender balance within the group are essential to ensure that a wide range of perspectives is represented. Roles within the group should be clearly defined, including a facilitator, note-taker, and coordination lead. The group should agree on a timeline and a participatory decision-making process, and hold regular meetings to maintain momentum and consistency.

Once the group is formed, the next phase involves collecting data to inform the policy. This can include both qualitative and quantitative methods. Sources may include internal policy documents (such as recruitment or safeguarding policies), staff and participant surveys, feedback from focus groups or interviews, and direct observation of organizational practices. For example, surveys might ask staff whether all genders are equally represented in leadership or if they feel that gender-sensitive language is used consistently. Reviewing communication materials, activity reports, and leadership structures also provides insight into how gender is addressed—or overlooked—in daily operations. It is important to gather data from all areas of the organization, including program delivery, decision-making, and informal dynamics.

After gathering the data, the working group should engage in analysis to identify patterns, challenges, and areas for improvement. SWOT analysis (examining strengths, weaknesses, opportunities, and threats) can be used through a gender lens to evaluate internal capacities and external factors. Qualitative data from focus groups or interviews can be coded thematically to highlight recurring concerns or best practices. The group might also use empathy mapping to reflect on the experiences of individuals of different gender identities within specific roles (e.g., youth participant, facilitator, manager). This analysis should be documented clearly in a summary report that highlights both achievements and gaps in gender equality within the organization.

With this understanding in place, the group can move on to drafting the gender policy. While every organization's policy will be unique, there are common sections that provide a strong foundation. These include: an introduction and commitment statement explaining why gender equality matters to the organization; a set of definitions (e.g., gender identity, gender-based discrimination); a description of the policy's scope; guiding principles such as inclusion, safety, and intersectionality; and a list of specific objectives the organization wants to achieve. The policy should also outline practical measures such as training requirements, inclusive recruitment guidelines, and safe reporting mechanisms. Monitoring and evaluation strategies should be built in, including how progress will be measured and how frequently the policy will be reviewed. Finally, it should clarify who is responsible for ensuring the policy is followed and what steps will be taken in case of non-compliance.

Before the policy is finalized, it is essential to open it up for feedback. This can be done by sharing the draft with staff, volunteers, and youth representatives through a consultation meeting or anonymous survey. The feedback collected should be considered carefully, and reasonable suggestions should be incorporated while staying true to the core values and goals of the policy. Once finalized and approved by leadership, the policy should be communicated clearly across the organization. This includes publishing it in internal handbooks, presenting it during onboarding, and integrating its principles into all areas of work. Implementation is a shared responsibility and should be supported by training, regular reflection, and visible leadership commitment.

Importantly, a gender policy is not static. It should be reviewed periodically to respond to changing realities, new learning, and emerging needs. It is a living tool that should evolve along with the organization's growth and ongoing commitment to equity. Developing a gender policy is not only about putting rules in place—it is about fostering a culture of awareness, respect, and accountability, and ensuring that all individuals—regardless of gender identity—can thrive in a safe, supportive environment.

Key Takeaways

Recommended data sources

Before drafting, the working group should collect and review qualitative and quantitative data to understand the current state of gender dynamics within the organization.

Recommended data sources:

- Internal practices and procedures: Recruitment, promotion, activity design, leadership roles.
- Previous mapping activities: Focus groups, expert interviews, community insights.
- Surveys/questionnaires: Sent to staff, volunteers, youth participants on their perceptions and experiences related to gender inclusion and safety.
- Policy and document review: Language, imagery, inclusion clauses, complaint mechanisms.
- Observation: Gender dynamics in meetings, training sessions, and daily work culture.

Analyzing the Findings

Once data is collected, the working group should identify patterns, gaps, and areas for improvement.

Analysis methods:

- SWOT analysis with a gender lens
- Thematic coding of focus group/interview responses
- Comparative checklists (e.g., gender balance in past activities)
- Heat maps or visual summaries (useful in workshops to present results)

Key questions to guide the analysis:

- Where are we succeeding in terms of gender inclusion?
- Where are we unintentionally reinforcing stereotypes or exclusion?
- Are certain gender identities underrepresented in programs or leadership?
- Are our procedures responsive and accessible when discrimination occurs?

Drafting the Gender Policy

Based on the findings, the working group can begin drafting the organization's Gender Policy Document. The policy should be clear, actionable, and embedded in organizational values.

Recommended sections:

- Introduction & Commitment Statement: Why gender equality matters to the organization

- Definitions: Gender, gender identity, gender equality, gender-based discrimination
- Scope: Who and what the policy applies to (staff, youth, activities, communication, etc.)
- Guiding Principles: Inclusion, non-discrimination, safety, intersectionality
- Objectives: E.g., ensuring gender balance in leadership, using inclusive language
- Practices & Measures: Concrete actions (e.g., training, inclusive recruitment, gender-sensitive evaluations)
- Monitoring & Evaluation: How progress will be measured and reviewed (indicators, annual reviews)
- Reporting & Accountability: Channels for reporting concerns; protection from retaliation
- Review Timeline: When and how the policy will be revisited and updated



Feedback and Finalization

Once a draft is prepared:

- Share it internally with staff, youth representatives, and volunteers.
- Host a consultation meeting or anonymous feedback session.
- Adjust based on input while maintaining the core values and commitments.



Adoption and Implementation

After approval (e.g., by the board or director):

- Share the policy widely within the organization.
- Include it in onboarding processes for new staff and volunteers.
- Integrate its principles into existing policies (safeguarding, HR, program design).
- Set a timeline for follow-up and evaluation.



Setting Goals

(Short- and Long-term)

To ensure meaningful progress, organizations should set both short-term and long-term goals aligned with their policy's objectives and organizational capacity.

Short-term goals are achievable within a 3–12 month period and often focus on immediate improvements or foundational actions. These might include updating internal documents to use gender-inclusive language, organizing a gender-awareness workshop for staff, ensuring gender balance in leadership roles for specific events, or creating inclusive registration forms that allow for diverse gender identities. These quick wins help build momentum, increase visibility, and lay the groundwork for cultural change.

Long-term goals, on the other hand, reflect deeper structural or behavioral shifts that require sustained effort over 1–3 years or more. These may include increasing representation of underrepresented genders in senior roles, integrating gender analysis into program planning and budgeting, building partnerships with gender equality organizations, or implementing regular impact evaluations on how programs serve different gender groups. Long-term goals often require investment, ongoing reflection, and strong leadership commitment.

To develop both types of goals effectively, organizations can use the SMART criteria—goals should be Specific, Measurable, Achievable, Relevant, and Time-bound. For example, rather than a vague goal like “promote gender equality,” a SMART goal would be: “By the end of the next calendar year, ensure that at least 50% of training sessions include a gender-sensitive facilitation component, monitored through feedback forms.”

It is also essential to assign responsibility for each goal, track progress regularly, and involve staff and youth in monitoring achievements and adjusting targets. Including short- and long-term gender goals in strategic planning documents, work plans, and evaluation tools ensures that gender inclusion is not treated as an add-on, but rather as a core element of organizational development.

Ultimately, setting and pursuing gender equality goals helps build institutional accountability and transforms intentions into action—contributing to a safer, more inclusive, and empowering environment for all.

Gender Equality Action Plan Templates

Goal Type	Short Term
Objective	Make language in communication more inclusive
Actions to Take	Review and revise website, forms, and internal documents to reflect inclusive language (e.g., he/she → they; gender options in forms)
Responsible Person/Team	Communications Officer
Timeframe	3 months
Indicators of Success	Updated language across all platforms

Goal Type	Long-Term
Objective	Improve gender balance in leadership
Actions to Take	Review recruitment strategies and encourage applications from underrepresented genders for leadership roles
Responsible Person/Team	Management & HR
Timeframe	12–18 months
Indicators of Success	At least 40% leadership diversity reached

IMPORTANT:

- Adapt objectives based on your organization’s size, capacity, and context.
- Timeframes can vary—short-term (within 12 months), long-term (1–3 years).
- This template should be revisited quarterly in team or board meetings.
- Encourage participation from youth representatives in planning and review stages.



Drafting Inclusive Policies and Procedures

Once an organization has conducted internal analysis and set its gender equality goals, the next critical step is to embed inclusion into its formal policies and operational procedures. Drafting inclusive policies is not just about compliance—it's about creating a framework that ensures fairness, equity, and dignity for all individuals regardless of gender identity, expression, or background. Inclusive policies give clear direction to staff, volunteers, and youth participants on expected behaviors, available support systems, and the organization's stance on equality.

Inclusive policies begin with language. The way an organization communicates in its documents, forms, emails, websites, and outreach materials must reflect a commitment to gender sensitivity. This includes using non-binary pronouns, avoiding gender stereotypes, and choosing wording that respects all identities. For instance, instead of using binary titles like “he/she,” policies should default to inclusive language such as “they,” “participants,” or “individuals.” Language should also be accessible, avoiding jargon or technical terminology that may exclude youth or individuals from different educational backgrounds.

Key policy areas that should be reviewed or developed with a gender-inclusive lens include recruitment and human resources, safeguarding and reporting, project planning and delivery, communication protocols, and codes of conduct. For example, recruitment policies should ensure equal opportunity and prohibit discrimination based on gender identity or expression. Procedures should clarify how to ensure gender balance in interview panels, include non-discriminatory job descriptions, and address unconscious bias. Codes of conduct must define acceptable behavior and outline clear steps for addressing sexist or discriminatory remarks, harassment, or exclusion.

Inclusion must also be evident in everyday operational procedures, such as the use of facilities, room arrangements, and activity planning. For example, organizations should provide gender-neutral bathrooms, allow participants to self-identify their gender on forms, and ensure that housing arrangements or groupings during events are inclusive and respectful. It is also important to consider accessibility in relation to intersecting identities—such as gender, disability, language, or cultural background—ensuring that all procedures actively remove barriers rather than reinforce them.

A key part of drafting inclusive policies is the co-creation process. Involve a range of voices in policy development, especially those from marginalized or underrepresented genders. Host feedback sessions, focus groups, or anonymous consultations where staff and youth can share their experiences and propose improvements. This participatory process increases buy-in and ensures that policies are rooted in real-world needs rather than assumptions.

To maintain consistency, organizations should develop a policy handbook or staff guide where all gender-sensitive procedures are compiled. This living document should be reviewed regularly—at least once every two years or after significant incidents—to ensure it remains relevant and aligned with the organization's values and the evolving needs of its community.

In conclusion, drafting inclusive policies and procedures is a concrete way to turn a gender policy into daily practice. It supports safer, more welcoming environments and helps organizations uphold the principles of equality and respect in all areas of their work. Inclusive policies are not just a matter of formality—they are a powerful tool for building trust, protecting dignity, and advancing social justice in youth spaces.

Here is a practical and user-friendly Checklist for Reviewing Policy Inclusiveness, designed to help youth organizations ensure their policies and procedures are aligned with gender-sensitive and inclusive practices:

Inclusive Policy Review Checklist

Use this tool to assess whether your organization's policies and procedures reflect inclusive, gender-sensitive principles. Review each area and mark as:



YES



NO



PARTIALLY

Language and Terminology

- Policies use gender-inclusive language (e.g., “they/them,” “individuals,” “participants” instead of “he/she”).
- Avoidance of gender stereotypes in role descriptions and examples.
- Space for self-identification of gender on forms and records.
- Policies are written in clear, accessible, non-technical language.

Recruitment and Staffing

- Job descriptions encourage applications from all genders.
- Hiring and promotion policies explicitly prevent gender-based discrimination.
- Recruitment materials reflect diversity and inclusion visually and in wording.
- Gender balance is considered in interview panels and decision-making teams.

Safeguarding and Protection

- A clear procedure exists for reporting harassment, discrimination, or exclusion.
- Policies protect all gender identities, including trans, non-binary, and gender-nonconforming individuals.
- There is a non-retaliation clause for reporting misconduct.
- Confidentiality and support systems are clearly described.

Communication and Representation

- Public-facing materials reflect gender diversity (visuals, examples, language).
- Social media and website content avoid reinforcing gender stereotypes.
- Policy documents and announcements are accessible to all literacy levels and languages spoken in the community.

Participation and Co-Creation

- Gender-diverse voices are included in the development and revision of policies.
- Youth are actively involved in shaping practices that affect them.
- The organization commits to continuous learning and improvement in gender inclusion.

Overall Assessment:

- Our policies are inclusive and up to date.**
- Some areas need improvement.**
- Major updates are required to ensure inclusion.**

Monitoring & Evaluation Mechanisms

Developing and implementing inclusive gender policies is only meaningful if accompanied by consistent monitoring and evaluation (M&E). These mechanisms allow youth organizations to track progress, identify challenges, and adapt strategies based on evidence and feedback. M&E ensures that the commitments outlined in the gender policy are not only aspirational but are actively shaping practices and creating measurable change.

Why Monitoring and Evaluation Matter

Monitoring and evaluation help organizations:

- Assess whether gender-related goals are being met;
- Identify unintended consequences or gaps in implementation;
- Ensure accountability among staff, leadership, and stakeholders;
- Learn and adapt based on real data and lived experiences;
- Demonstrate transparency and progress to funders, partners, and community members.

A strong M&E system supports a culture of reflection and responsiveness, which is essential for deepening inclusion and equality.

Components of a Gender-Sensitive M&E System

Define Clear Indicators: Indicators are measurable signs that show whether progress is being made. These should be both quantitative (numbers, percentages) and qualitative (experiences, perceptions).

Examples of indicators:

- % of leadership roles held by individuals of different gender identities
- Number of gender-sensitive training sessions conducted
- Feedback from participants on feeling safe and represented
- Instances of reported gender-based complaints and resolution rates

Use baseline data collected during the internal analysis phase to compare and assess improvement over time.

Assign Roles and Responsibilities: M&E should not be an isolated activity. Designate responsible individuals or teams—such as a Gender Focal Point, the Policy Working Group, or an Inclusion Officer—to coordinate tracking and reporting.

Key responsibilities may include:

- Collecting and analyzing gender-related data
- Preparing regular reports or dashboards
- Coordinating internal review meetings
- Ensuring feedback from staff and youth is integrated

Build Feedback Loops: An inclusive M&E system creates multiple channels for ongoing input from staff, youth participants, and stakeholders. These might include:

- Anonymous feedback forms after events or trainings
- Regular focus groups with youth participants
- Open forums or check-ins during team meetings
- “Gender Inclusion Pulse Surveys” every 6 or 12 months

Feedback should be confidential, safe, and acted upon—not just collected.

Use Participatory Evaluation Methods: Empower those affected by gender policies to participate in evaluating them. Methods like storytelling, visual timelines, participatory ranking, or reflection circles allow staff and youth to express how inclusive policies are working—or not working—in practice.

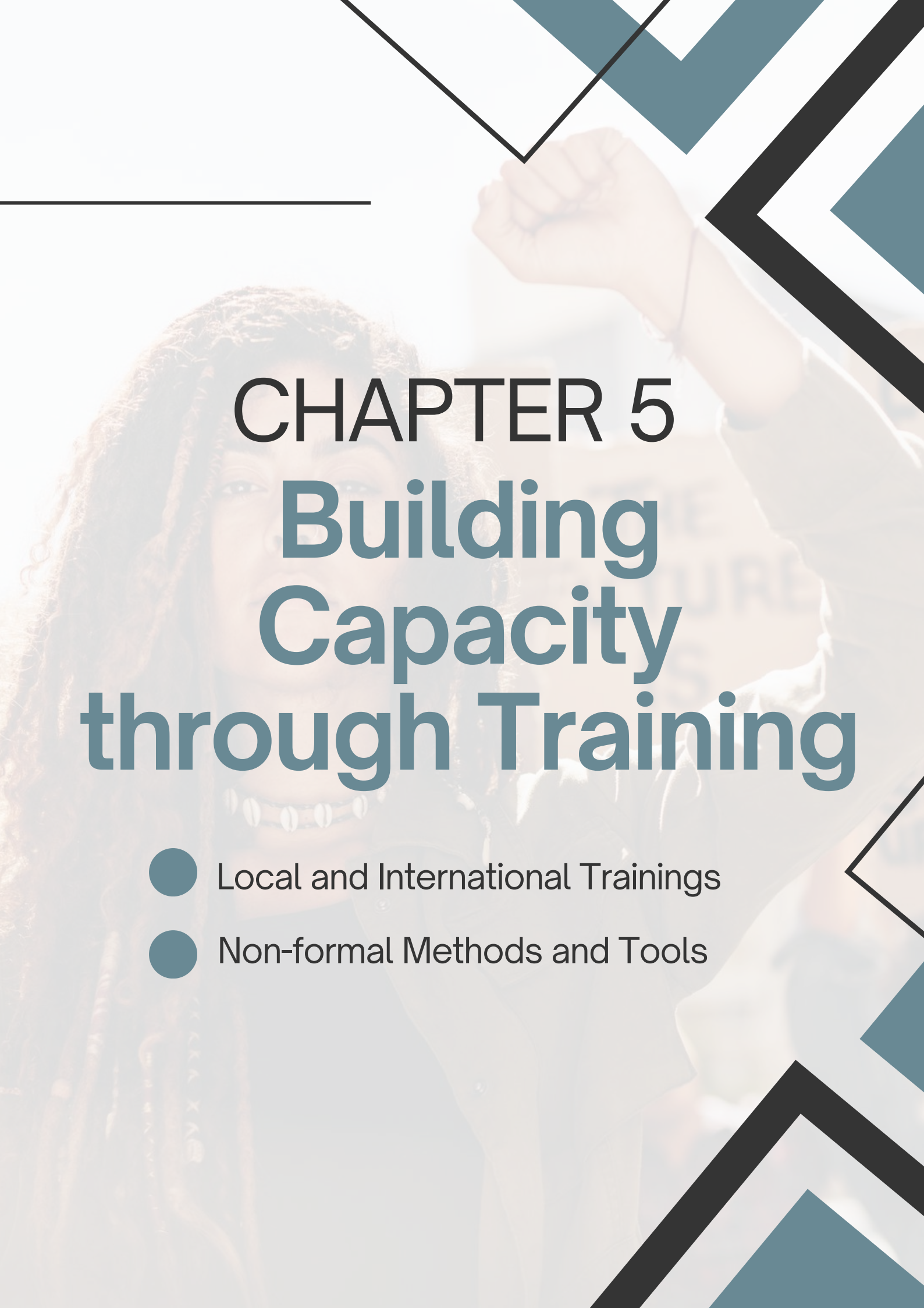
This qualitative insight adds depth to the numbers and helps humanize the impact of your work.

Document and Communicate Results: The outcomes of monitoring activities should be compiled into short reports or visual updates that can be:

- Shared during staff meetings or team retreats;
- Used to update external stakeholders or funders;
- Posted on bulletin boards or digital platforms to ensure transparency.

Celebrate progress, acknowledge challenges, and share stories of change.

Review and Update the Policy: Evaluation results should directly inform policy revision cycles. A full review should be conducted annually or biannually, using collected data and input.

The background features a woman with long, dark braids, wearing a dark top and a necklace with white shells. Her right arm is raised in a fist. The image is overlaid with a semi-transparent white layer. In the top right and bottom right corners, there are large, stylized geometric shapes in shades of teal and black, resembling chevrons or zig-zags. A thin black horizontal line is visible in the top left corner.

CHAPTER 5

Building Capacity through Training

- Local and International Trainings
- Non-formal Methods and Tools

Local and International Trainings

The primary objective of Activity 3 is to enhance the skills of youth workers, educators, and organizational staff to foster a gender-inclusive environment. This involves addressing gender issues through the organization's activities and preventing gender-based discrimination during participant selection processes.

Local Trainings

- Each partner organization conduct one local training lasting two working days.
- This training empowers youth workers, educators, and staff responsible for establishing partnerships and developing organizational policies in the gender field.
- Participants gain knowledge in areas such as gender programming and the use of gender-inclusive language, as well as skills to implement activities that challenge gender stereotypes.
- The local training engages a minimum of 20 youth workers and representatives from the organization, selected through internal calls and open invitations targeting local youth workers.
- The training utilizes non-formal learning methods and tools.

International Training

- Each partner select and identify at least six participants (youth workers and representatives from both the consortium and external organizations) for this activity.
- Two trainers lead this training, which will last four days.
- The international training employ non-formal education methods, incorporating case studies, exploring various tools and techniques, and facilitating individual and group tasks.

Local Trainings

Training sessions help participants reflect on organizational realities, understand policies, and share experiences regarding gender issues in the workplace. Involving representatives from various organizations fosters nuanced discussions and collaboration, encouraging support and coordinated efforts for greater impact.

Core Objectives of the Trainings

Our training cycle was built around four strategic pillars:

1. **Building Gender Literacy:** Moving beyond basic definitions to a deep understanding of how gender norms affect youth development.
2. **Developing Critical Empathy:** Using tools like Empathy Mapping to understand the lived experiences of marginalized genders.
3. **Policy Co-Creation:** Involving staff and volunteers in the actual drafting of the organization's Gender Policy to ensure "bottom-up" ownership.
4. **Action-Oriented Intervention:** Equipping participants with the skills to identify and safely interrupt gender-based discrimination in daily youth work.

Reached Outcomes & Impact

Through these local trainings, the project achieved the following measurable results:

- **Increased Competence:** Over [Insert Number] youth workers reported a 40% increase in their confidence to handle gender-related conflicts.
- **Formalized Policies:** Three distinct, localized Gender Equality Plans (GEPs) were drafted and adopted by the partner organizations.
- **Youth-Led Initiatives:** Participants launched [Insert Number] small-scale local actions (e.g., inclusive sports days, gender-neutral art workshops).
- **Resource Development:** The feedback from these sessions directly informed the creation of this Handbook, ensuring the tools are "field-tested" and practical.

Lessons Learned: Strategic Advice for Practitioners

- **Context is Everything:** Understanding the unique cultural, social, and organizational context of each setting is crucial.
- **Move Beyond the "Checklist" Mentality:** It's easy to fall into the trap of ticking boxes to meet diversity and inclusion goals. Instead, focus on meaningful engagement and change that resonate with the community and lead to sustainable progress.
- **Handle Resistance with Dialogue, Not Judgement:** Resistance to change is natural. Engage in open conversations, listen actively, and address concerns with empathy. This approach builds trust and facilitates a more inclusive environment.
- **The Importance of "Internal First":** Before advocating for external change, ensure your organization embodies the values of gender equality internally. Align policies and practices with your goals to lead by example and inspire others.
- **Representation Matters in the "Small Things":** Pay attention to the subtle aspects of representation. Consider diversity in imagery, language, and leadership roles.

Local Trainings in Netherlands

Two engaging training sessions were conducted, each featuring participants from diverse backgrounds. The goal was to equip attendees with practical tools and knowledge to advance gender equality in their respective environments.

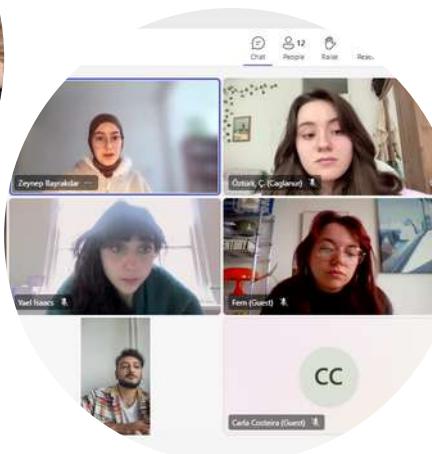
This first day centered on designing and managing community spaces to foster inclusivity, safety, and equality for individuals of all genders and backgrounds. Participants engaged in interactive discussions and group activities, examining both the physical and social dimensions of inclusive environments. A pivotal activity, the “shared living room” exercise, encouraged reflection on how space design, behaviors, and group dynamics contribute to feelings of belonging. The session also highlighted the significance of positive policies, such as:

- Codes of conduct
- Inclusive language
- Clear reporting systems

The focus of the second day was on understanding how gender perspectives shape safety, reporting, and responses to harassment in social and public environments. Participants engaged in interactive discussions, analyzed real-world statistics, and participated in scenario-based group activities. These exercises revealed how gender bias influences perceptions of safety, credibility, and reactions to incidents, particularly in nightlife and public settings.

The training underscored the importance of empathy, active listening, and the contributions of mixed-gender teams in fostering safer spaces. It encouraged participants to examine their own assumptions and behaviors critically. By the end of the session, participants collaboratively developed practical policy ideas, including:

- Anonymous reporting systems
- Gender-sensitive training
- Visible safety measures



Local Trainings in Germany

During the first day of the local training organised by FBF - Falken Bildungs und Freizeitwerk Hagen/Ennepetal e.V., 10 youth workers from the youth centre Kultopia participated in a workshop titled “Gender-Inclusive Communication & Programming.” The session focused on how language, behaviour, and youth activities can become more inclusive and respectful towards all genders. Participants reflected on everyday communication patterns and discussed how stereotypes and unconscious biases can influence youth work and social interactions. Through interactive exercises and group discussions, the participants explored practical ways to create safer and more inclusive environments in youth centres and youth activities.

On the second day, 13 youth workers from different youth centres in Hagen joined the workshop “From Awareness to Action – Implementing Gender Policies.” This session focused on translating awareness of gender equality into concrete actions. Participants discussed how youth organisations and educational spaces can develop and implement gender-sensitive policies. Using case studies and group work, they explored practical strategies to challenge discrimination and promote equality within youth work settings.

Feedback collected after the sessions showed that participants highly appreciated the opportunity to openly discuss gender equality and inclusion. Many participants stated that the training helped them better understand the importance of gender-sensitive approaches in youth work and everyday life, and expressed interest in participating in similar activities in the future.

Testimonials included:

“The workshop helped me understand how small things like language or jokes can affect people. I will definitely be more mindful about this in the future.”

“It was very interesting to learn how youth centres can actively promote gender equality. I think these topics should be discussed more often with young people.”



Local Trainings in Türkiye

On the first day of the local trainings, Karya Women Association trained 24 youth workers working in social work, political science, and medicine. The training began with vocabulary-building on gender discrimination (e.g., the glass ceiling, queen bee syndrome). Participants then explored gender-related challenges across three areas—academia, work, and sport—and discussed practical ways to create gender-friendly spaces for everyone.

On the second day, 34 youth workers joined the training for a deeper analysis of how to develop and implement gender-friendly policies in their workplaces. They examined the Gender Discrimination Pyramid (e.g., interpersonal discrimination, systemic discrimination) to understand how discrimination can emerge and escalate, including its most severe forms affecting women and LGBTQ+ individuals. Participants mapped common practices observed in Türkiye and discussed the levels at which these practices typically occur. They then worked with case studies to develop short- and long-term action plans aimed at strengthening non-discriminatory approaches in workplaces, NGOs, and academia.

Feedback collected after the sessions showed that participants valued the training and expressed a strong interest in continuing with further capacity-building activities. Testimonials included:

“I have encountered negative situations in various fields such as work, academia and sport, and I have learnt how to deal with them and how we can collectively find solutions.”

“Thanks to this training, I gained knowledge about gender equality, combating discrimination and Erasmus+ opportunities. I learned why a gender perspective is important in youth work and how I can apply it in my daily life.”



International Training

Implemented in Berlin, Germany (11-16.08.2025), the international training “Gender Equality IN Youth Work” brought together organizations from the Netherlands, Germany, and Türkiye. The aim of this training was to equip youth workers, educators, and organizational staff with the knowledge, tools, and attitudes needed to promote gender equality in youth work.

Objectives of the training were:

- Equip youth workers, educators, and staff with the knowledge, tools, and attitudes needed to address gender issues in youth work.
- Support participants in creating safe, inclusive, and empowering spaces for young people of all genders within their organizations.
- Provide space for participants to reflect on their own beliefs, biases, and practices related to gender roles and equality.
- Create opportunities for participants from different countries to share experiences, approaches, and challenges in promoting gender equality.
- Inspire participants to become multipliers and advocates for gender equality in their communities and future projects.

The training created an environment for international exchange, allowing participants to share their experiences, discover best practices, and forge new partnerships.

Activities included:

- Case studies, role-plays, drama;
- Group discussions, debates, and open dialogues;
- Practical workshops on gender mapping and need analysis;
- Collaborative tasks addressing real-life challenges.

This training marked a significant step towards integrating gender awareness into youth work throughout Europe. The results from the training contributed to the development of updated gender policies and a Handbook intended for youth organizations beyond the project partners.

Eighteen participants from the Netherlands, Germany, and Türkiye attended, with each country represented by six youth workers.



Days of the Programme

On Day 1: Participants introduced themselves and engaged in team-building exercises. They explored Erasmus+, Youthpass, and the project's theme, sharing expectations.

Through mind mapping and group work, they discussed the importance of gender in youth work, identifying local challenges and opportunities.

On Day 2, participants presented community research findings from Germany, the Netherlands, and Türkiye using storytelling and visuals. They explored an NGO Voices gallery showcasing insights from three NGOs. In diverse teams, they designed gender-inclusive activities or policy enhancements, outlining scenarios, target groups, and funding plans. The day ended with a creative reflection session, where participants shared their learning and skills through color cards and body mapping.

On Day 3, participants visited Amaro Drom e.V. to discuss challenges faced by marginalized youth and Roma communities, focusing on gender differences across cultures. They attended an exhibition on community initiatives addressing gender issues. The afternoon was free for reflection, networking, and local exploration.

On Day 4, participants developed personal and organizational action plans for gender inclusion, engaged in peer reviews, and took part in a Social Media & Storytelling Lab using Canva. They enhanced the gender-inclusion toolkit with new ideas in diverse groups. The day concluded with a closing circle, a certificate ceremony, and a comprehensive evaluation including feedback and optional video testimonials.



Non-formal Methods & Tools

Non-formal education (NFE) is central to youth work—and especially effective when addressing complex and sensitive topics like gender, equality, identity, and inclusion. Unlike formal education, non-formal methods emphasize participation, creativity, reflection, and learning by doing. These approaches help young people critically explore gender roles, challenge stereotypes, and practice inclusive behaviors in a safe and empowering environment.

This section introduces key non-formal education principles, followed by practical tools and methods to support gender-sensitive youth work.


Why It Works

Non-formal education connects knowledge with emotion, experience, and action—a crucial combination for transforming attitudes and behaviors. These methods empower young people not only to understand gender issues intellectually but to feel them, question them, and act on them in their own lives and communities.

Principles of Non-Formal Education for Gender Learning

- Learner-centered: Starts from the experiences and realities of young people
- Voluntary and engaging: Participation is based on curiosity, not obligation
- Experiential: Focuses on doing, feeling, reflecting, and learning
- Safe spaces: Encourages open dialogue without judgment
- Inclusive: Respects different identities, backgrounds, and abilities
- Empowerment-based: Builds self-awareness, critical thinking, and agency

These principles align with youth empowerment and feminist pedagogy, which reject top-down teaching and instead invite co-creation, reflection, and shared learning.



Activity Example	Description
Gender Role Maps	<p>Participants create visual maps (using drawings or symbols) of their community or daily life, marking:</p> <ul style="list-style-type: none"> • Where they feel safe or unsafe as a woman/man/non-binary person. • Places that reinforce or challenge gender norms. • Public vs. private spaces and how they are experienced differently.
Living Library	<p>Participants “borrow” people instead of books. Volunteers share personal stories about gender-based experiences (e.g., being a young mother, LGBTQ+ identity, being a male in a caregiving role). Purpose: Challenges stereotypes through real-life narratives and promotes empathy.</p>
Brainstorm Carousel	<p>Groups rotate between stations, answering questions like:</p> <ul style="list-style-type: none"> • What are common gender stereotypes in our community? • Who has power in decision-making (at home, school, organizations)? • What would a gender-equal organization look like?
Role Play & Forum Theatre	<p>Participants act out common gender-related situations (e.g., gender discrimination in school, unequal division of tasks). Others can pause the scene and propose alternative actions.</p>
World Café: Gender Dialogues	<p>Small groups rotate to different tables with gender-related topics. Each table has a moderator and a guiding question (e.g., "How does gender affect access to education?", "How do we define masculinity and femininity?").</p>
Power Flower Exercise	<p>Participants identify their own social identities (gender, age, ethnicity, ability, class, etc.) and reflect on which identities are more or less privileged in their society. Then, group discussion follows on how gender intersects with other factors.</p>
Wall of Statements (Agree/Disagree)	<p>Participants move across a room in response to statements such as:</p> <ul style="list-style-type: none"> • "Men and women have equal opportunities in my school." • "Non-binary people are accepted in my community." <p>Then, discussion follows to understand why participants chose their position.</p>
Community Treasure Hunt	<p>Groups explore their neighborhood and photograph or list:</p> <ul style="list-style-type: none"> • Examples of inclusive spaces, • Examples of gendered advertising or signage, • Community leaders by gender. <p>Then they reflect together on patterns and implications.</p>
Empathy Mapping	<p>Used in workshops or focus groups. Participants imagine the experiences of someone from another gender or identity (e.g., a trans teen, a single mother, a boy interested in dance). They write or draw:</p> <ul style="list-style-type: none"> • What this person sees/hears/thinks/feels.

LOCAL TRAINING TOOLS BY GERMANY

Building Gender-Responsive Organizations: Policies, Language, and Practice



Time

2 hours



Participant
Number

15–25 participants (organizational staff, project managers, youth workers, and volunteers)



Materials

- Flipcharts & markers
- Sticky notes (different colors)
- Projector & laptop
- Printed handouts (examples of gender-inclusive language, gender policy templates)
- Large paper sheets for group work
- Pens & name tags
- Timer or bell for timekeeping

By the end of the workshop, participants will:

- Understand what gender-responsive organizational policies are.
- Identify areas in their organization where gender inclusion can be strengthened.
- Learn to use gender-inclusive language in communication and documentation.
- Reflect on how gender stereotypes influence their professional environment.
- Draft practical steps to integrate gender equality principles into their organization's policies.



Objectives

- Increased awareness of gender-inclusive communication.
- A draft or checklist for creating gender policies.
- Personal and organizational commitments to gender equality.
- Enhanced competencies in identifying and addressing gender stereotypes.



Outcomes



Steps

Step 1 - Icebreaker: “Gender in Everyday Life” (20 min)

Ask participants to form small groups and list examples of where they encounter gender stereotypes in daily work. Each group shares one example.

Short presentation by facilitator on key terms: gender mainstreaming, inclusivity, gender policy, gender-sensitive language.

Show examples of real gender policies from NGOs or public institutions.

Step 2 - Activity: “Language Shapes Reality” (35 min)

Hand out examples of non-inclusive language (e.g., “chairman”, “he/she”, “manpower”).

In pairs, participants rewrite sentences using inclusive language. Group discussion: How does language reflect organizational values?

Step 3 - Group Work: “Policy Lab” (60 min)

Divide into 3–4 groups. Each group chooses one area of organizational life (e.g., recruitment, communication, events, partnerships).

Task:

1. Identify possible gender gaps.
2. Draft 2–3 concrete recommendations for improvement (e.g., revising job ads, using gender-neutral visuals, setting diversity targets).

Groups present their results.

Step 4 - Reflection: “Gender Stereotypes in Our Practice” (20 min)

Participants individually reflect on a moment they reinforced or challenged a gender stereotype at work.

Participants write one action they’ll implement in their organization on a sticky note and post it on a “Commitment Wall”.



Tips for the Facilitators

- Use inclusive language yourself (e.g., “everyone”, “they/them”).
- Create a safe and respectful environment; avoid blaming or shaming.
- Encourage examples from participants’ own organizations.
- Be ready to explain differences between sex, gender, gender identity, and gender expression.
- Include diverse examples (public, private, NGO sectors).
- Use visuals and short videos to keep engagement high.

Gender-Inclusive Communication & Programming



Time

3 hours



Participant
Number

15–25 participants (organizational staff, project managers, youth workers, and volunteers)



Materials

- Projector,
- Printed examples of communication materials (flyers, calls, websites, social media posts),
- Markers and Flipcharts,
- Sticky notes,
- And handouts with inclusive language tips or guidelines.

By the end of the workshop, participants will:

- Strengthen participants' ability to use gender-sensitive and inclusive language.
- Integrate gender awareness into communication and project planning.
- Develop critical thinking around media representation and stereotypes.



Objectives

- Revised examples of communication materials.
- Draft organizational checklist for inclusive communication.
- Increased confidence in using gender-sensitive and respectful language.



Outcomes



Steps

Step 1 - Warm-Up: “Spot the Bias” (20 min)

Show or distribute sample materials (e.g., an event poster, job ad, social media caption). In pairs or small groups, participants underline or note where gender bias appears — e.g.:

- Use of gendered job titles (“chairman,” “fireman”).
- Stereotypical images (only women shown in caring roles, only men as leaders).
- Language excluding non-binary identities.

Collect findings on a flipchart with two columns: “Biased examples” / “Inclusive alternatives.”

Step 2 - Input: “Guidelines for Gender-Inclusive Communication” (25 min)

Facilitator presents short input (15 min) covering:

- Do’s and Don’ts for inclusive writing and speaking (e.g., using neutral words like “chairperson,” avoiding stereotypes).
- Examples from public institutions, NGOs, and Erasmus+ projects.
- How visuals and language together create messages about gender.

Distribute handout summarizing:

- Principles (respect, visibility, neutrality, relevance).
- Examples of gender-neutral phrasing in English (e.g., “they” instead of “he/she”)

Step 3 - Group Work: Group Work: “Rewriting Our Communication” (40 min)

Divide participants into groups. Each group chooses 1–2 real materials (e.g., a flyer, website text, or social media caption).

- Using the handouts and flipcharts, groups:
 - a. Identify problematic words, images, or assumptions.
 - b. Rewrite or redesign the content using inclusive language and imagery.
 - c. Prepare a short “before and after” presentation.

Facilitator moves between groups, offering feedback and ensuring inclusivity is realistic and context-sensitive. Groups present their revised materials (2–3 min each) to inspire others.

Step 4 - Role Play: “Inclusive Team Meeting” (30 min)

Set up a simulated team meeting scenario (e.g., planning an event or discussing project tasks). Assign roles (e.g., team leader, volunteer, coordinator).

Each group holds a 5–7 min “meeting,” consciously applying inclusive language and balanced participation (e.g., avoiding interruptions, using inclusive pronouns).

After each role play, short reflection:

- What felt different or difficult?
- How did inclusive language affect the atmosphere?

Facilitator highlights that inclusive communication is not only about words but also tone, listening, and participation.



Steps

Step 5 - “Communication Reflects Values” (15 min)

Open discussion in plenary:

- How can our language and visuals reflect equality and respect?
- What habits or systems might we need to change in our organizations?

Write key reflections on a flipchart under the title “Our Communication = Our Values.”

Step 6 - Wrap-Up (10 min)

Each group shares one concrete improvement they’ll implement (e.g., updating templates, revising website text, or creating an inclusive language guide).

Facilitator summarizes key lessons and distributes digital or printed copies of the “Inclusive Communication Checklist” as a take-home tool.



Tips for the Facilitators

- Keep it interactive and light — humor and creativity help overcome defensiveness.
- Use real examples from participants’ contexts for stronger learning impact.
- Encourage cultural sensitivity: inclusion looks different across languages and regions.
- Emphasize that small changes in wording can create big shifts in perception.
- If possible, follow up later by collecting examples of improved materials.

From Awareness to Action – Implementing Gender Policies



Time

4 hours



Participant
Number

15–25 participants (organizational staff, project managers, youth workers, and volunteers)



Materials

- Flipcharts and Markers,
- Policy templates,
- Monitoring forms (e.g., SMART goals),
- Sticky notes,
- Timer,
- Projector/slides



Objectives

By the end of the workshop, participants will:

- Translate awareness into concrete gender policies and action plans.
- Build competence in planning, implementing, and monitoring gender measures.
- Foster cooperation and peer learning between organizations.



Outcomes

- Draft Gender Action Plan per organization.
- Monitoring framework with measurable indicators.
- Strengthened inter-organizational cooperation and peer learning.



Steps

Step 1 - Icebreaker: “Gender Bingo” (15 min)

Distribute bingo sheets with statements (e.g., “Has implemented a gender policy,” “Knows what intersectionality means”).

Participants move around to find people matching each statement.

Short reflection: What patterns do we see? What still needs action in our organizations?

Step 2 - Input: “Elements of a Good Gender Policy” (30 min)

Facilitator gives a short presentation covering:

- Purpose of a gender policy
- Key components: goals, concrete measures, accountability, monitoring
- Examples of good practice from different sectors

Use slides or a visual handout summarizing the structure of a gender policy.

Step 3 - Group Work: “Action Plan Lab” (90 min)

Form groups by organization (or mixed if needed). Distribute Action Plan Templates (with columns for objective, activities, responsible persons, timeline, indicators).

Facilitator walks around, guiding groups to:

- Identify 3 priority areas (e.g., recruitment, language, work-life balance).
- Define at least 3 SMART objectives (Specific, Measurable, Achievable, Relevant, Time-bound).
- Add indicators and responsible roles for each.

Use flipcharts or laptops to prepare a short presentation of the plan.

Step 4 - Peer Feedback: “Critical Friends”

Pair groups and let them exchange their plans. Each group presents their plan in 5 minutes; the partner group gives feedback using guiding questions:

- Are the objectives realistic?
- Are indicators measurable?
- Are responsibilities and timelines clear?

Facilitator encourages positive and solution-oriented feedback.

Step 5 - Plenary Discussion: “From Plan to Practice” (30 min)

Facilitator leads a moderated discussion:

- What are potential barriers (resources, resistance, lack of data)?
- What success factors can help (leadership support, communication, monitoring)?

Record key insights on flipchart and summarize common themes.

- Use real-life examples and encourage small, realistic first steps.
- Support each group with practical tools (templates, checklists).
- Emphasize the importance of accountability and ongoing evaluation.
- If possible, follow up after the workshop to check progress.



Tips for the Facilitators

Unlearning Gender Bias – Awareness & Reflection



Time

3 hours



Participant
Number

15–25 participants (organizational staff, project managers, youth workers, and volunteers)



Materials

- Printed “bias scenario cards,”
- Sticky notes and Pens,
- Flipchart & markers,
- Projector (for visuals/videos),
- Reflection sheets (“My Bias Map”).

By the end of the workshop, participants will:

- Identify and reflect on unconscious gender biases in personal and professional contexts.
- Understand how bias affects decision-making, teamwork, and opportunities.
- Develop empathy and awareness for diverse gender experiences.



Objectives

- Enhanced understanding of how gender bias operates.
- Completed “My Bias Map” reflection sheets.
- Flipchart list of concrete strategies to counter bias at work.



Outcomes



Steps

Step 1 - Icebreaker: “Gender Snap Judgments” (15 min)

Show a series of photos of diverse people (different ages, genders, clothing styles, etc.) using a projector.

Ask participants to guess each person’s job, hobby, or background — short, intuitive answers only.

After 5–6 images, discuss:

- What patterns do we notice?
- Which assumptions might be influenced by gender stereotypes?

Facilitator emphasizes that everyone has biases — awareness is the first step to change.

Step 2 - Mini Input: “Understanding Unconscious Bias” (25 min)

Facilitator gives a short presentation (10–15 min) covering:

- Definition and mechanisms of unconscious bias.
- Examples from daily life, workplaces, and media.
- The link between bias and structural inequality.

Use short video clips or visual metaphors to make it relatable.

Open discussion (5–10 min):

- Where do we see bias most clearly in our environment?
- How does it affect behavior and decisions?

Step 3 - Group Activity: “Bias Scenarios” (45 min)

Divide participants into small groups (4–5 people). Give each group one bias scenario card (examples: recruitment bias, meeting dynamics, leadership perception, everyday comments).

Steps:

- a. Read and discuss what biases might be present.
- b. Reflect on how those biases influence people’s experiences or decisions.
- c. Brainstorm alternative, more inclusive responses or solutions.

Each group summarizes key points on a flipchart and presents briefly in plenary (3–4 min each).

Facilitator highlights recurring themes and links back to theory from the input session.

Step 4 - Individual Reflection: “My Bias Map” (20 min)

Hand out My Bias Map sheets with guiding prompts:

- “A moment when I caught myself making an assumption...”
- “A bias I often notice in my workplace...”
- “Something I can do differently...”

Participants fill out the sheet silently.

Facilitator reminds participants: recognizing bias is about growth, not guilt.



Steps

Step 5 - Group Discussion: “How to Respond to Bias” (25 min)

The facilitator writes a question on flipchart: “*What can we do when we notice bias?*” Brainstorm strategies together — e.g.:

- Ask open questions instead of accusing.
- Use “I” statements (“I noticed that...”).
- Create reflection moments in team meetings.
- Review policies for biased language or criteria.

Collect all ideas and categorize (individual actions / organizational changes).

End the discussion with 3–4 key takeaways on visible flipchart.

Step 6 - Wrap-Up (10 min)

Quick reflection round: “One thing I’m taking away from today is...”

Facilitator summarizes main insights and reminds participants to use their My Bias Map as a personal tool for growth.

Optionally distribute a short resource list (e.g. TED Talks, readings on bias).



Tips for the Facilitators

- Maintain a non-judgmental tone — curiosity over criticism.
- Encourage confidentiality and trust within the group.
- Use mixed-gender and mixed-role groups for richer dialogue.
- Emphasize that awareness empowers change — it’s about learning, not blame.
- Be ready to manage emotions sensitively; have short breaks if needed.

Becoming a Gender Equality Ally



Time

3.5 hours



Participant
Number

15–25 participants (organizational staff, project managers, youth workers, and volunteers)



Materials

- Flipcharts and Markers,
- Handouts on allyship principles,
- Sticky notes (different colors),
- “Action Roadmap” templates,
- Timer,
- Projector (optional).

By the end of the workshop, participants will:

- Understand what it means to be a gender ally within an organization.
- Explore inclusive leadership and peer support practices.
- Develop strategies for sustaining gender equality after the project ends.



Objectives

- Completed Individual or Organizational Allyship Action Roadmaps.
- Documented shared commitments for ongoing cooperation.
- Increased understanding and skills for inclusive leadership.



Outcomes



Steps

Step 1 - Icebreaker: “What Does Allyship Mean to You?” (15 min)

Ask participants to think of 2–3 words or short phrases that describe allyship to them. Write responses on sticky notes (each word on one note) and place them on a flipchart or wall.

Facilitator clusters similar ideas (e.g., “support,” “courage,” “listening”) and briefly summarizes emerging themes.

Step 2 - Input: “From Awareness to Advocacy” (20 min)

Facilitator gives a short, visual presentation explaining four roles of allies:

- a. Listener – creating safe spaces to hear others’ experiences.
- b. Supporter – offering help and encouragement.
- c. Advocate – actively promoting fairness and inclusion.
- d. Upstander – taking action against discrimination.

Provide handouts summarizing these roles and real-world examples (e.g., how a manager or volunteer might act in each role).

Q&A to clarify differences between intent and impact.

Step 3 - Group Exercise: “Allyship in Action” (45 min)

Divide participants into small groups (4–6 people). Each group receives 1–2 scenarios (e.g., a sexist joke in a team meeting, a colleague being interrupted, exclusion from decision-making).

Steps:

- a. Groups discuss what’s happening in the scenario.
- b. They role-play possible allyship responses — how to intervene respectfully and effectively.
- c. After each role play, they reflect:
 - What worked?
 - What felt difficult?
 - How could we respond better?

Step 4 - Activity: “Action Roadmap” (60 min)

Distribute Action Roadmap Templates with columns for:

- Goal (What do we want to change?)
- Steps/Actions (How will we do it?)
- Responsibility (Who will lead/support?)
- Timeline (When?)
- Resources/Support needed

Participants can work individually or in organizational groups.

Encourage small, realistic commitments (e.g., “Organize a short allyship talk during team meetings” or “Include inclusive language guidelines in recruitment”).

Facilitator provides examples and assists with formulating SMART objectives.



Steps

Step 5 - Sharing Circle: “Our Commitments” (30 min)

Participants sit in a circle. Each shares one concrete action from their roadmap. Facilitator notes these on a flipchart titled “Our Collective Commitments”.
Option: Take a photo of the flipchart to share later as a visual reminder.
Encourage participants to choose an “ally partner” — someone to check in with about progress after 1–2 months.

Step 6 - Wrap-Up & Feedback (20 min)

Short reflection round with guiding questions:

- What was your biggest insight today?
- What support do you need to keep going?

Collect written feedback (sticky notes or forms). End with a motivational quote or video clip about allyship to close on an inspiring note.



Tips for the Facilitators

- Celebrate progress — remind participants that allyship is built over time.
- Encourage honesty and openness; it’s okay not to have all the answers.
- Pair participants for mutual accountability (“ally partners”).
- Frame allyship as continuous learning and action, not perfection.
- Follow up after the workshop with a short online check-in or email to maintain engagement.

LOCAL TRAINING TOOLS BY TÜRKIYE

Building Gender Equality Competencies in Organisations



Time

2.5 hours



Participant
Number

20 (youth workers, NGO staff, and project managers)



Materials

- Flipcharts & markers
- Sticky notes (different colours)
- Projector & laptop
- Handout: Checklist for Gender-Inclusive Policies
- Handout: Examples of Gender-Inclusive Language
- Case study sheets (scenarios with hidden gender bias)
- Timer or clock



Objectives

- To raise participants' knowledge on gender programming and gender-inclusive language.
- To strengthen organisational policies with a gender equality perspective.
- To increase the ability of participants to design and implement activities that challenge gender stereotypes.
- To promote inter-organisational partnerships for long-term gender-sensitive practices.



Outcomes

- Increased awareness of organisational gender bias and stereotypes.
- 4 revised “policy drafts” created by groups.
- A collective “Gender Equality Wall” with at least 20 action points.
- Individual commitment statements from participants.



Steps

Step 1 - Icebreaker – “Invisible Rules” (20 minutes)

Facilitator introduces an activity where participants are given cards with stereotypical “rules” (e.g., “women should take notes in meetings,” “men should make final decisions”).

Small groups discuss: Have you seen these stereotypes in organisations? How do they affect work culture?

Short plenary sharing.

Step 2 - Input & Mini-Lecture – “What is Gender Programming?” (20 minutes)

Presentation with real examples of gender programming in NGOs.

Introduction of gender-inclusive language (e.g., replacing “chairman” with “chairperson”)

Step 3 - Group Activity – Policy Clinic (50 minutes)

Divide participants into 4 groups. Each group receives a case study of an NGO with biased or incomplete gender policies (e.g., job ads, event participation rules, meeting culture).

Task: Identify gender gaps, rewrite problematic texts with inclusive language, and propose improvements.

Groups present their revised policy recommendations.

Step 4 - Action Mapping – “From Policy to Practice” (30 minutes)

On a flipchart, participants create a roadmap: How can their organisation integrate gender equality in daily practice?

- Example: revising recruitment ads, ensuring gender balance in project teams, adopting gender-sensitive evaluation.

Each group writes 2–3 concrete actions on sticky notes and posts them on a shared “Gender Equality Wall.”

Step 5 - Reflection & Closing Circle (30 minutes)

Participants share one personal learning and one action they will take back to their organisation.

Facilitator distributes handouts with checklists and inclusive language examples for follow-up use.

- Be mindful of language: model inclusive language throughout.
- Encourage equal participation: make sure all genders are heard in group work.
- Handle sensitivity carefully: discussions about stereotypes can trigger defensiveness—acknowledge feelings while refocusing on learning.
- Use real-life NGO examples to make it concrete and practical.
- Prepare short energisers between sessions to keep energy high.



Tips for the Facilitators

Recognising and Challenging Gender Stereotypes in Youth Work



Time

2.5 hours



Participant
Number

20 (youth workers, youth leaders, educators)



Materials

- Flipcharts & markers
- Sticky notes (two colours)
- Printed examples of advertisements, social media posts, and educational visuals
- “Gender Lens” worksheet (bias analysis grid)
- Projector & laptop



Objectives

- To raise awareness of how gender stereotypes influence youth work and social participation.
- To build participants’ ability to design activities that question gender norms.
- To develop analytical skills to identify gender bias in media and educational content.
- To encourage critical reflection on personal attitudes and practices.



Outcomes

- 4 redesigned visual materials free of stereotypes.
- 4 new short anti-stereotype activity drafts.
- Individual action notes for field application.



Steps

Step 1 - Icebreaker – “Gender Box” (20 minutes)

Participants write on two sticky notes: one thing boys are “supposed to do,” one thing girls are “supposed to do.”

Facilitator builds two boxes on the wall (“boy box,” “girl box”). Discussion follows: Who created these boxes? What happens when someone steps out of them?

Step 2 - Mini-Lecture – “How Stereotypes Work” (20 minutes)

Short presentation explaining how stereotypes are constructed and maintained in society and youth settings.

Real-life NGO examples show unintended bias in activity design or visual materials.

Step 3 - Group Work – “Decode the Message” (45 minutes)

Groups analyse given media materials using the “Gender Lens” worksheet:

- What stereotypes are visible?
- Who is represented / missing?
- How could it be re-framed?

Each group redesigns their material in an inclusive way and presents it.

Step 4 - Creative Activity – “Design an Anti-Stereotype Game” (40 minutes)

Groups invent a 10-minute youth activity or game that challenges one identified stereotype.

They outline goals, method, and materials.

Step 5 - Reflection & Closing Circle (25 minutes)

Participants share one insight and one idea they plan to pilot in their organisation.

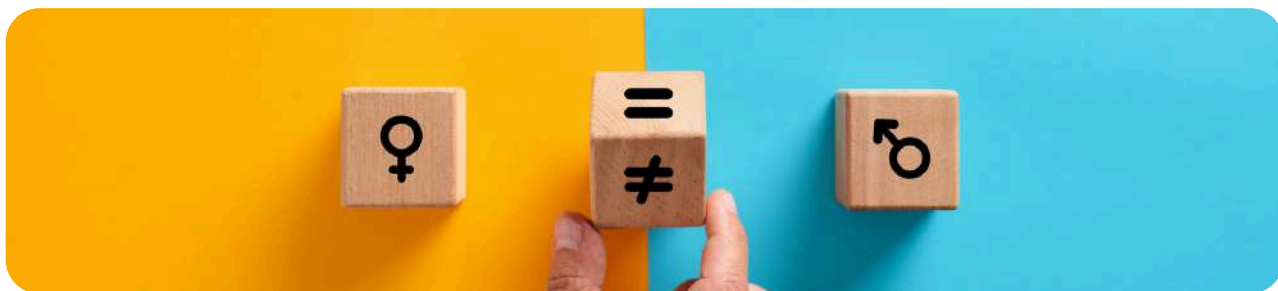
The facilitator summarises key learning points.

- Keep examples culturally relevant to participants’ contexts.
- Encourage humour and creativity to avoid defensiveness.
- Highlight that stereotypes affect everyone, not just women.



Tips for the Facilitators

Gender-Inclusive Project Design



Time

2.5 hours



Participant
Number

20 (youth workers, youth leaders, educators)



Materials

- Projector & laptop
- Flipcharts & markers
- Sample project templates (without gender perspective)
- “Gender in Project Cycle” handout
- Sticky notes
- Timer



Objectives

- To strengthen participants’ skills in integrating gender perspective throughout the project cycle.
- To familiarise participants with gender-responsive needs assessment, objectives, and evaluation.
- To develop draft project ideas embedding gender equality indicators.



Outcomes

- 4 gender-responsive project outlines.
- A list of at least 12 measurable gender indicators.
- Increased understanding of gender mainstreaming tools.



Steps

Step 1 - Warm-Up – “Gender in the Room” (15 minutes)

Participants move around answering short statements: “I have worked on a project with a gender focus,” “My organisation has gender targets,” etc. Quick reflection follows.

Step 2 - Mini-Lecture – “Gender in the Project Cycle” (25 minutes)

The facilitator explains integration points: needs analysis, objectives, activities, evaluation.

Example: comparing a neutral vs. gender-responsive project goal.

Step 3 - Case Study Clinic (60 minutes)

Small groups receive a sample project lacking gender sensitivity (e.g., entrepreneurship training open to all).

Tasks:

- Identify gender gaps.
- Redesign objectives, activities, and indicators using a gender lens.

Groups present improved versions.

Step 4 - Indicator Mapping (25 minutes)

Facilitator introduces measurable gender indicators (e.g., number of female mentors, gender-balanced panels, gender-sensitive feedback forms).

Participants create 2–3 indicators for their own projects.

Step 5 - Reflection & Closing Circle (25 minutes)

Participants share how they will integrate gender equality in future project proposals.

- Use Erasmus+ examples to make it realistic.
- Emphasise that gender mainstreaming is about quality, not bureaucracy.
- Encourage cross-organisation collaboration in sharing gender data.



Tips for the Facilitators

Using Gender-Sensitive Communication and Visuals



Time

2.5 hours



Participant
Number

20 (youth workers, youth leaders, educators)



Materials

- Printed examples of NGO social media posts and posters
- Inclusive Language Guide handout
- Flipcharts & markers
- Sticky notes
- Laptop & projector



Objectives

- To improve participants' ability to use inclusive and non-stereotypical language.
- To critically assess communication materials through a gender lens.
- To develop inclusive communication guidelines for their organisations.



Outcomes

- 4 inclusive posters/texts redesigned.
- One collective "Communication Charter" with at least 20 principles.
- Increased awareness of representation in visual communication.



Steps

Step 1 - Icebreaker – “Who Speaks, Who’s Heard?” (15 minutes)

Participants recall the last meeting or campaign: who spoke most, who made decisions, whose image was used. Quick sharing.

Step 2 - Mini-Lecture – “Inclusive Language in Practice” (25 minutes)

Facilitator presents rules and examples:

- Avoid generic “he”
- Use gender-neutral job titles

Represent diverse genders and ethnicities in visuals.

Step 3 - Group Exercise – “Spot the Bias” (45 minutes)

Each group analyses one organisational text or visual (poster, flyer, website section).

Task: Identify biased elements and rewrite or redesign inclusively.

Step 4 - Guideline Development (40 minutes)

Each group drafts 5-7 principles for inclusive communication in their organisation.

Facilitator collects them into one “Gender-Sensitive Communication Charter.”

Step 5 - Presentation & Discussion (25 minutes)

Groups present charters; participants vote for the most practical rules.

- Use humour to explore mistakes rather than blame.
- Include examples from different cultural contexts.
- Encourage participants to test their charters after the workshop.



Tips for the Facilitators

Partnership and Networking for Gender Equality



Time

2.5 hours



Participant
Number

20 (youth workers, youth leaders, educators)



Materials

- Flipcharts & markers
- Stakeholder mapping templates
- Post-it notes (different colours)
- Laptop & projector
- Handout: “EU and Local Gender Networks”



Objectives

- To enhance collaboration and partnership-building for gender equality.
- To identify potential allies and networks at local, national, and EU level.
- To design joint gender-focused initiatives within and beyond Erasmus+.
- To develop communication and negotiation skills for gender advocacy.



Outcomes

- 4 stakeholder maps per group.
- 4 mini project ideas for joint implementation.
- At least 10 partnership pledges or cooperation leads.



Steps

Step 1 - Warm-Up – “Common Ground” (15 minutes)

Participants walk around finding others who share experiences (e.g., “worked with girls in STEM,” “ran equality campaign”).

Step 2 - Input – “Partnerships for Change” (20 minutes)

Presentation of successful cooperation cases (e.g., NGO–municipality–school projects).

Discussion: What made them work?

Step 3 - Group Activity – Stakeholder Mapping (45 minutes)

Each group maps potential allies in their region or field: NGOs, municipalities, youth councils, media, schools.

Colour-code by influence and interest.

Groups share maps to identify overlaps and cooperation opportunities.

Step 4 - Co-Creation Lab (45 minutes)

In mixed groups, participants draft an idea for a joint gender-equality initiative (local or Erasmus+).

Prepare short pitch: objectives, partners, outcomes.

Step 5 - Pitch Session & Reflection (25 minutes)

Groups present their ideas in a “project fair” format.

Peers give feedback and sign up for future collaboration.

- Emphasise sustainability: partnerships should last beyond one project.
- Keep a visible map of synergies in the room.
- Offer to follow up with a joint online networking space (Padlet or shared folder).



Tips for the Facilitators



Facilitator's Checklist for Inclusive Workshops

To ensure the training is professional and educational, facilitators may check the following:

Phase: Pre-Workshop Preparation (Setting the Stage)

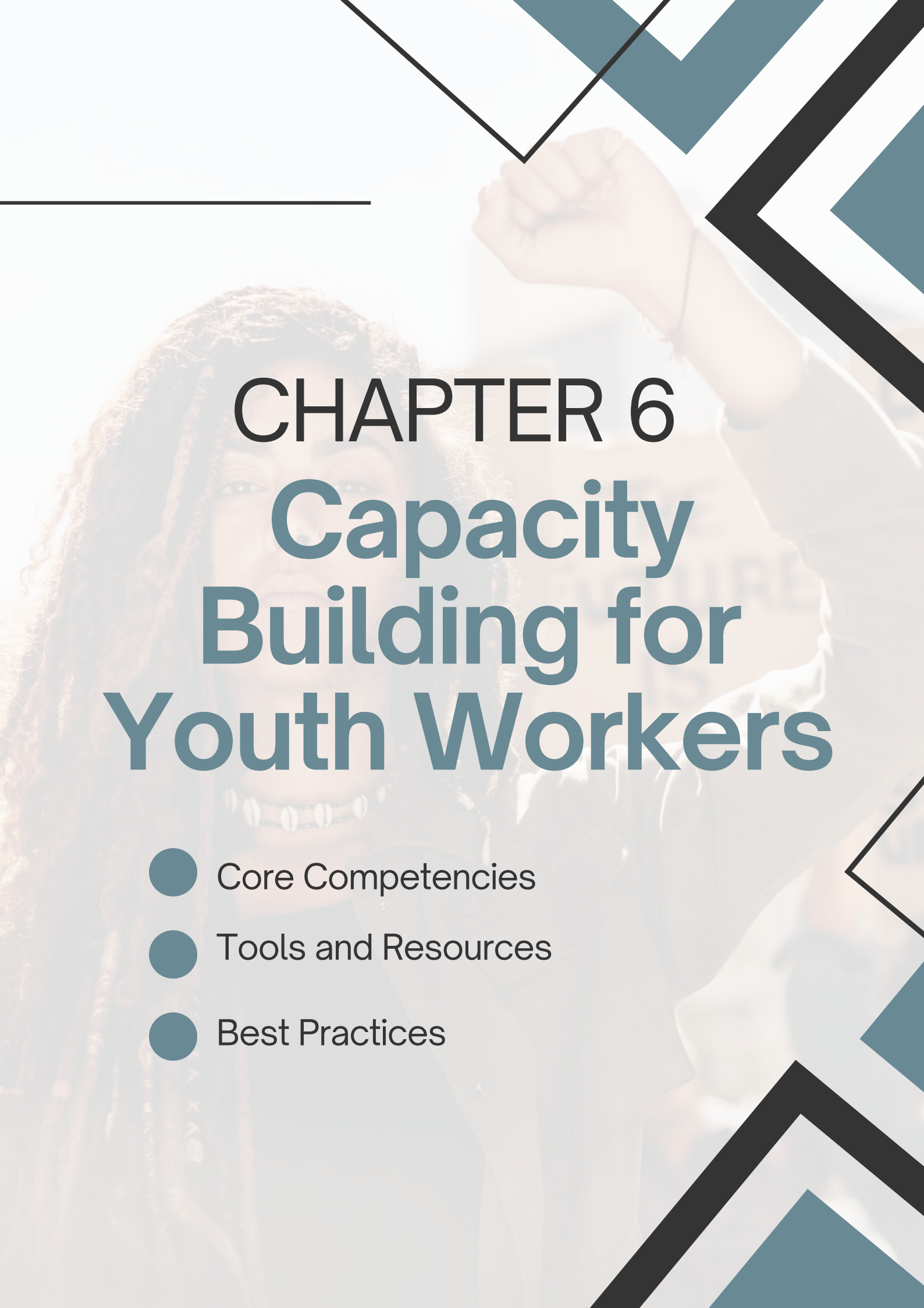
- **Physical Space:** Is the room layout "flat"? (e.g., a circle of chairs instead of rows to minimize hierarchy).
- **Signage:** Are there clear signs for gender-neutral restrooms or "safe spaces" where participants can take a break if topics become heavy?
- **Materials Audit:** Do my slides, handouts, or videos show a diversity of gender expressions, or do they unintentionally reinforce stereotypes?
- **Accessibility:** Have I checked if any participants have specific needs (learning styles, language barriers, or physical access) that might prevent them from fully engaging in the gender discussions?

Phase: During the Workshop (Dynamic Management)

- **The "Pronoun" Norm:** Did I model the use of pronouns during my introduction to make it safe for others to do the same?
- **Monitoring "Airtime":** Am I noticing if one gender group is dominating the conversation? How can I use "Round Robin" techniques to invite quieter voices?
- **Interrupting Bias:** If a participant makes a stereotypical joke or comment, do I have a "brave space" strategy to address it immediately but educationally?
- **Energy Checks:** Are the topics causing "emotional labor"? (e.g., Are participants from marginalized groups being expected to "teach" the others? I should step in to prevent this).
- **Vocabulary Check:** Am I avoiding jargon (like "heteronormativity") unless I have clearly defined it first for the group?

Phase: During the Workshop (Dynamic Management)

- **Phase: Post-Workshop (Closing & Safety)**
- **The "De-roling" Process:** After intense activities like the Power Walk or Forum Theater, did I give participants time to "step out" of their assigned roles before leaving?
- **Aftercare Resources:** Do I have a list of local support organizations or counselors to hand out if the workshop triggers personal disclosures?
- **Self-Reflection:** As a facilitator, where did I feel my own biases or discomfort surface today? How does that inform my next session?

The background features a young woman with long, dark braids, wearing a dark jacket and a necklace with white shells. She has her right fist raised in a gesture of solidarity or strength. The image is overlaid with large, stylized geometric shapes in shades of teal and black, including a large 'V' shape at the top and bottom right, and a thick black line forming a 'Z' or zig-zag pattern on the right side. The overall tone is bright and positive.

CHAPTER 6

Capacity Building for Youth Workers

- Core Competencies
- Tools and Resources
- Best Practices

Core

Competences

Youth workers are often the first point of contact for young people exploring identity, relationships, and belonging. As such, their ability to respond with awareness, empathy, and equity is vital. The following core competencies form the foundation of effective gender-sensitive practice in youth work

Gender Awareness and Literacy

Youth workers must have a clear understanding of:

1

- The difference between sex, gender, gender identity, and gender expression
- The concept of gender norms and how they influence behaviors, opportunities, and expectations
- The impact of patriarchy, sexism, and intersectionality on different gender identities
- Evolving terminology and inclusive language (e.g., non-binary, trans, cisgender)

They should be able to recognize how gender inequality is embedded in systems, cultures, and daily interactions.

Gender Awareness and Literacy

Youth workers must have a clear understanding of:

2

- The difference between sex, gender, gender identity, and gender expression
- The concept of gender norms and how they influence behaviors, opportunities, and expectations
- The impact of patriarchy, sexism, and intersectionality on different gender identities
- Evolving terminology and inclusive language (e.g., non-binary, trans, cisgender)

They should be able to recognize how gender inequality is embedded in systems, cultures, and daily interactions.

3

Facilitation and Safe Space Creation

Youth workers need to know how to:

- Design and lead activities that are inclusive of all genders
- Facilitate conversations about identity, gender, and diversity with care
- Recognize and respond to power dynamics within group settings
- Ensure psychological safety for young people to express themselves without fear of ridicule or harm

They should also be trained to intervene when harmful behavior occurs (e.g., bullying, homophobic or sexist jokes).

4

Critical Reflection and Bias Awareness

A competent youth worker is aware of their own biases, privileges, and social conditioning related to gender. They should:

- Engage in ongoing self-reflection
- Be open to feedback and willing to unlearn discriminatory attitudes
- Understand how their own identity influences their relationships with youth
- Recognize how gender intersects with other factors like race, ability, class, religion, and sexual orientation

5

Knowledge of Rights and Protection Frameworks

Youth workers must be familiar with:

- The rights of children and young people as outlined in national and international laws
- Protection policies (e.g., against harassment, abuse, discrimination)
- Organizational safeguarding procedures related to gender-based violence or exclusion
- Referral pathways for youth who experience gender-based harm

This ensures that gender-sensitive practice is not only inclusive but also protective.

6

Advocacy and Allyship

Competent youth workers act as allies and advocates by:

- Speaking up against gender inequality and injustice
- Supporting young people in expressing their identities and accessing resources
- Encouraging leadership among underrepresented gender identities
- Promoting gender equity within their organization or community

Being an ally means amplifying voices, not speaking over them—and being consistently present and supportive.

Tools and Resources

To support youth workers in applying inclusive gender approaches, a wide range of practical tools and learning resources are available. These tools can be used for self-development, training sessions, community work, and organizational change. Below is a curated selection of recommended resources across four main categories:



Toolkits and Guides



Training Modules and E-Learning Platforms



Activity-Based Resources for Group Work



Networks and Communities of Practice



Toolkits and Guides



Council of Europe – Gender Matters

A manual on addressing gender-based violence affecting young people.

[Click to see more](#)



UN Women – Training Centre Gender Equality Capacity Assessment Tool

Helps assess gender competence within institutions.

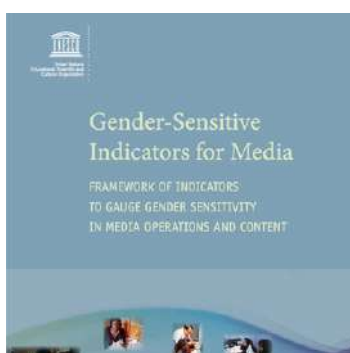
[Click to see more](#)



SALTO Inclusion & Diversity – Gender & Youth Work Toolkit

Designed specifically for youth workers in non-formal settings.

[Click to see more](#)

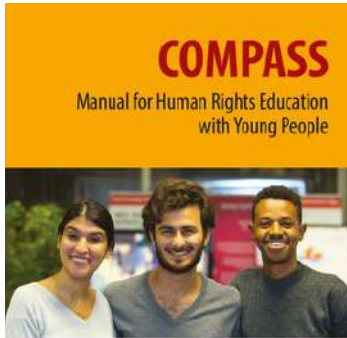


UNESCO – Gender-Sensitive Indicators for Media

Useful for youth media projects and digital content creators.

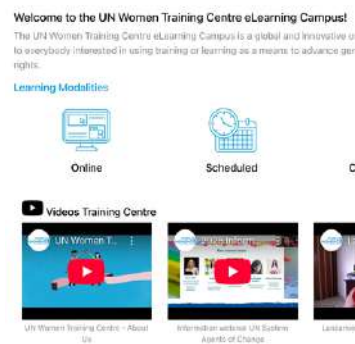
[Click to see more](#)

Training Modules and E-Learning Platforms



Council of Europe Youth Department – Compass: Manual for Human Rights Education with Young People Includes sessions on gender, discrimination, and identity.

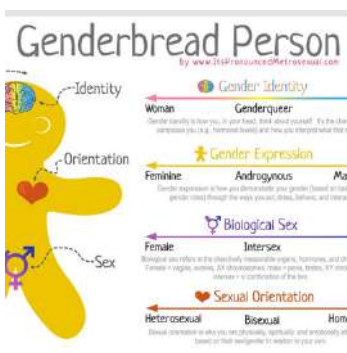
[Click to see more](#)



UN Women E-Learning Campus

Offers free courses on gender equality, women’s rights, and intersectionality.

[Click to see more](#)



The Genderbread Person Tool

A simple, visual teaching tool to explain gender identity, expression, and orientation.

[Click to see more](#)



Equitas – Play It Fair Toolkit

Games and reflection activities for promoting equality and inclusion.

[Click to see more](#)

Activity-Based Resources for Group Work



Breakthrough – The Gender Lab Activities

Practical workshops and simulations for exploring gender norms.

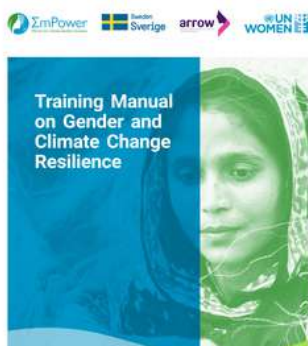
[Click to see more](#)



Gender Matters

Activities to address gender and gender-based violence with young people

[Click to see more](#)



Tools For Gender Mainstreaming

This module introduces various gender mainstreaming tools for gender-aware problem analysis, project preparation and design, implementation, monitoring and evaluation.

[Click to see more](#)



Equality For All

Lesson plans to be used for all ages - including children, adults, and elderly people.

[Click to see more](#)

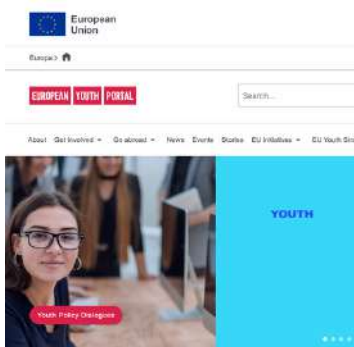
Networks and Communities of Practice



SALTO-YOUTH Resource Centers (EU)

Offers training, events, and publications on diversity and inclusion.

[Click to see more](#)



European Youth Portal – Gender & Youth Work

Stay up to date with funding, events, and resources.

[Click to see more](#)



The Global Network for Women Peacebuilders

Offers youth-focused, intersectional resources related to peace and gender equality.

[Click to see more](#)

Best Practices

Across Europe

The section showcases inspiring and effective examples of how organizations and institutions globally have built the capacity of youth workers and educators to promote gender equality through structured programs, participatory methods, and innovative tools.

Across the globe, governments, NGOs, and youth networks have developed innovative and impactful approaches to train youth workers and educators in gender equality. These best practices demonstrate how targeted training can create empowered professionals who are confident and competent in promoting inclusion, challenging gender stereotypes, and ensuring safe spaces for all.

Below are selected examples from Europe and beyond, highlighting diverse strategies, methodologies, and outcomes.



Sweden – Gender Mainstreaming in Public Policy (Jämställdhetsintegrering)

Policy Name: National Gender Equality Policy (Regeringens jämställdhetspolitik)

Lead Body: Ministry of Employment (Gender Equality Division)

Sweden has one of the most comprehensive gender mainstreaming frameworks in the world. Gender equality is integrated into all public services—including youth work—through systematic impact assessment and budgeting tools. Youth workers employed in state-funded programs must receive training in recognizing and preventing gender discrimination. Public youth programs are evaluated for gender outcomes.

Key Feature: Gender impact assessment is mandatory for all policy fields, including youth.



Germany – Federal Strategy for Gender Equality (Gleichstellungsstrategie)

Policy Name: Gleichstellungsstrategie der Bundesregierung

Lead Body: Federal Ministry for Family Affairs, Senior Citizens, Women and Youth (BMFSFJ)

Launched in 2020, Germany's first national strategy for gender equality sets out targets across education, employment, health, and youth policy. It includes specific goals for:

- Strengthening gender-sensitive approaches in non-formal education
- Addressing discrimination based on gender identity in youth settings
- Supporting gender equality in school-to-work transition programs

The strategy also promotes gender competence training for educators and youth professionals.

Key Feature: Integration of gender equality indicators into youth and family policy funding frameworks.



Spain – Strategic Plan for Equal Opportunities (PEIO)

Policy Name: Plan Estratégico de Igualdad de Oportunidades 2022–2025

Lead Body: Ministry of Equality

Spain's national strategy addresses education, youth empowerment, and combating gender-based violence. It supports training programs for youth professionals and mandates that gender equality be integrated into all state-funded youth activities, particularly through INJUVE (National Youth Institute).

Key Feature: National-level monitoring and funding tied to gender-sensitive project implementation.



France – Gender Equality in Education and Youth Work

Policy Name: Interministerial Plan for Equality between Women and Men

Lead Bodies: Ministry of National Education and Youth; Ministry for Gender Equality

France's equality plan mandates that gender stereotypes be addressed in both formal and non-formal education. The national curriculum includes gender issues, and youth organizations receiving public funds must adopt gender equality charters.

Key Feature: Cross-sectoral cooperation (education, justice, youth) and formal requirements for public funding recipients.

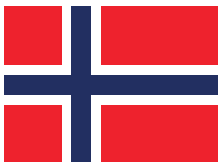


Türkiye – National Action Plan on Women’s Empowerment (2022–2026)

Lead Body: Ministry of Family and Social Services

The action plan includes sections on education, youth participation, and combating gender-based violence. It encourages collaboration with youth NGOs to raise gender awareness among young people. Efforts also focus on increasing the representation of young women in local governance and youth councils.

Key Feature: Strong linkage between youth empowerment and national gender development goals.



Norway – Action Plan for Gender and Sexual Diversity (2023–2026)

Lead Body: Ministry of Culture and Equality

Norway's plan prioritizes inclusive youth services, especially addressing the needs of LGBTQ+ youth. It promotes competence-building for youth workers, mental health support, and inclusive education materials.

Key Feature: Focus on intersectionality and targeted actions for marginalized gender identities.



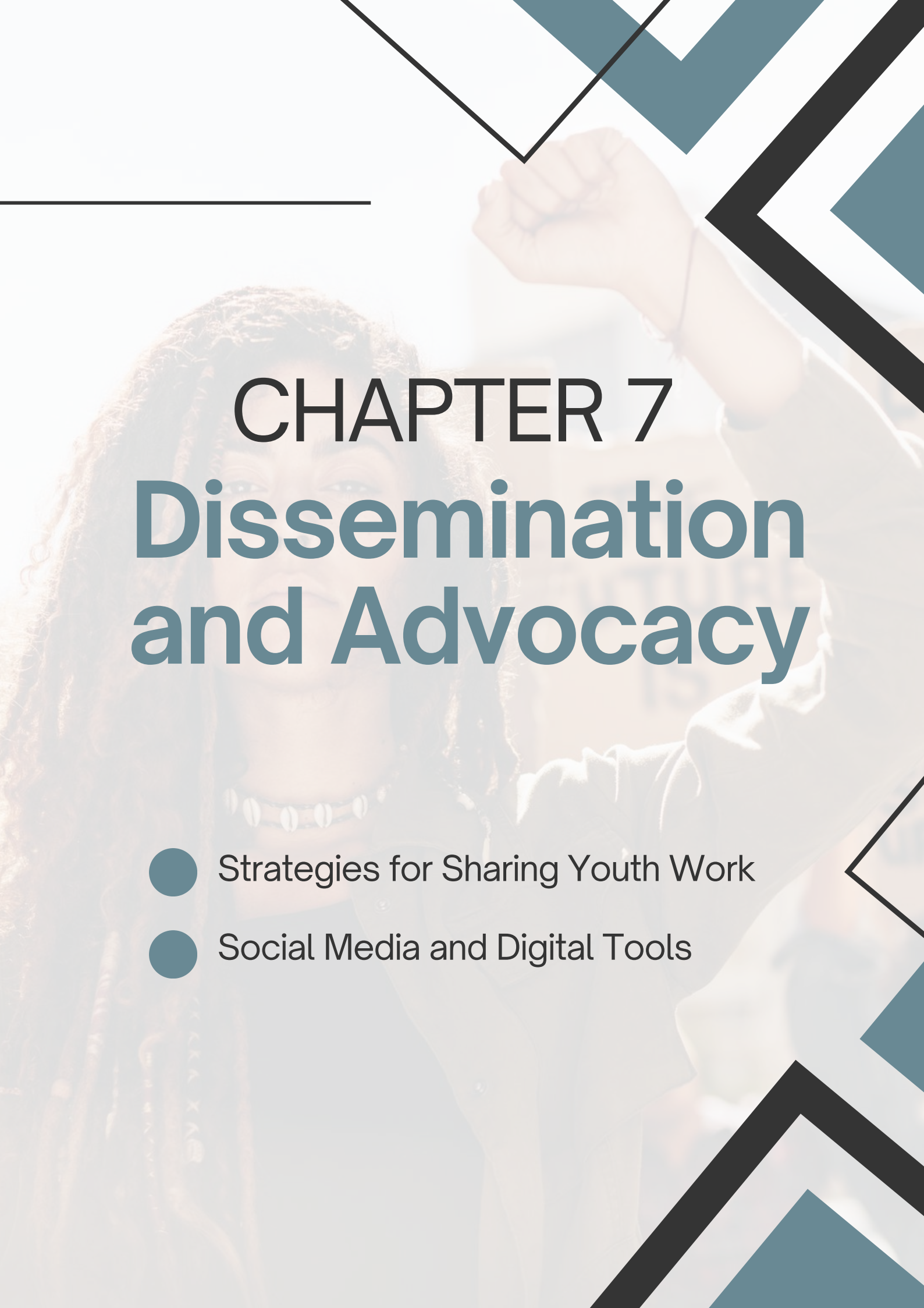
The Netherlands – Emancipation Policy for Gender Equality and Inclusion

Policy Name: Emancipation Policy – Equal Opportunities for All” (Emancipatiebeleid)

Lead Body: Ministry of Education, Culture and Science (OCW), Directorate for Emancipation

The Dutch government’s Emancipation Policy is the primary national strategy addressing gender equality. While the term "emancipation" is used in the Dutch policy context to mean gender equality, the strategy is inclusive of all gender identities and closely tied to youth development, education, and labor participation.

Key Feature: The policy involves cooperation between ministries of education, health, justice, and social affairs.



CHAPTER 7

Dissemination and Advocacy

- Strategies for Sharing Youth Work
- Social Media and Digital Tools

Strategies for

Sharing Youth Work

Effective dissemination is essential to ensure that the insights, tools, and transformations generated through gender-sensitive youth work are visible, accessible, and impactful. Sharing the outcomes of your work strengthens the project's reach, enhances credibility, and invites others to replicate or adapt successful methods. It also plays a vital role in advocacy, inspiring systemic change by engaging stakeholders, communities, and policymakers.

Define the Purpose and Audience

Start by asking:

- What do we want to share? (e.g., findings, tools, impact stories, policy recommendations)
- Who do we want to reach? (e.g., young people, educators, NGOs, municipalities, policymakers, media)

Tailoring your content and tone to each audience increases the relevance and uptake of your message. For example:

- For youth, prioritize visuals, storytelling, and platforms like Instagram or TikTok.
- For policymakers, focus on data, policy briefs, and formal events.
- For NGOs and educators, offer toolkits, webinars, and case studies.

Create Diverse and Accessible Formats

Use multiple, creative formats to ensure your message is inclusive and engaging:

- Infographics & posters: Ideal for summarizing data, key findings, or tips.
- Videos & digital storytelling: Capture youth voices, testimonials, or short explainers.
- Social media campaigns: Use hashtags, challenges, and youth-created content.
- Reports & policy briefs: Formal publications for partners and institutions.
- Podcasts & interviews: Amplify expert and youth perspectives.
- Zines or printed booklets: Creative, low-barrier formats to share in youth centers or schools.

Ensure all formats are accessible, using simple language, captions, translations, and inclusive visuals.

Utilize Strategic Platforms and Networks

To increase visibility:

- Share results through Erasmus+ dissemination platforms such as the European Youth Portal, SALTO-YOUTH, or EPALE.
- Collaborate with municipal youth offices, schools, and libraries for local sharing.
- Use existing networks (e.g., feminist coalitions, LGBTIQ+ alliances, youth councils) to reach targeted communities.

Being present in both formal and informal networks expands your reach across sectors and generations.

Engage Youth as Communicators

Young people should be at the forefront of sharing their experiences and learnings:

- Let them co-create videos, blogs, or digital exhibits.
- Train youth ambassadors to speak at events, councils, or in peer education settings.
- Encourage creative advocacy through art, music, or performance.

This fosters youth ownership, improves authenticity, and ensures messages resonate with other young people.

Organize Events and Exchange Opportunities

Events can serve as powerful platforms for dissemination and advocacy:

- Final conferences or policy dialogues to share results and invite decision-makers
- Open youth days or interactive exhibitions where the community can engage with the project's outcomes
- Workshops or training-of-trainers (ToT) sessions to share tools and methods with other professionals

Events should include interactive, participatory components, not just formal presentations.

Build Long-Term Visibility Through Partnerships

Form alliances with:

- Local media outlets to feature your stories
- Universities or research centers to integrate findings into academic discourse
- Municipalities or ministries to align your work with public policy agendas

Sustainable visibility is often achieved by embedding your work into institutions, platforms, or policy spaces beyond the project's life.

Final Tip: Plan Early and Reflect Often

Dissemination should not be an afterthought. Integrate it into your planning from the start, and assign clear responsibilities. After each dissemination activity, reflect:

- What worked well?
- Who did we reach?
- What can we improve next time?

This will help you build an evolving dissemination strategy that supports long-term awareness, influence, and change.

Social Media and Digital Tools

In today's digital world, social media and online tools are among the most powerful platforms for youth workers and organizations to share stories, challenge stereotypes, promote inclusion, and reach broad and diverse audiences. They provide a space not only for dissemination but for community-building, co-creation, and real-time advocacy—especially when working with young people.

This section offers guidance on using digital platforms effectively, ethically, and creatively in support of gender-sensitive youth work.

Why Use Digital Tools?

- Wider reach: Connect with youth, stakeholders, and allies across borders.
- Youth-led engagement: Young people are active creators and consumers of digital content.
- Accessible advocacy: Online platforms lower barriers to participation and allow marginalized voices to be heard.
- Multi-format possibilities: Combine visuals, video, text, and interactivity.
- Real-time impact: Respond to trending issues or social debates with immediate engagement.

RECOMMENDED PLATFORMS AND THEIR USES



Best For: Visual storytelling, campaigns, quotes, youth-led videos.
Tips: Use carousels, reels, stories with polls or Q&A.



Best For: Short-form creative activism, challenges, peer-to-peer messages.
Tips: Use trending sounds with educational angles



Best For: Event promotion, group discussions, older stakeholders.
Tips: Post infographics and links; create private youth groups.



Best For: Advocacy, policy updates, live commentary.
Tips: Use hashtags like #genderequality, #youthvoice



Best For: Longer videos, youth documentaries, expert interviews.
Tips: Create playlists on gender concepts or project highlights.



Best For: Professional visibility, sharing publications or results.
Tips: Tag institutions, publish thought pieces or reports.

USEFUL DIGITAL TOOLS FOR YOUTH WORKERS



Name: Canva
Best For: Create infographics, social media visuals, posters.



Name: Padlet
Best For: Collaborative boards for youth input or story sharing.



Name: Mentimeter
Best For: Live interaction tools (polls, word clouds, Q&A)



Name: Anchor.fm
Best For: Host youth-led podcasts or interviews.



Name: CapCut
Best For: Make short, captioned videos from articles or photos.



Name: Notion

Best For: Organize digital campaigns with your team.



Name: Google Forms

Best For: Collect feedback, ideas, or youth reflections.

Ethics and Safety in Digital Youth Work

When working on gender and inclusion topics, digital safety is essential:

- Obtain informed consent for photos, videos, and quotes
- Blur faces or use avatars where anonymity is needed
- Create community guidelines for respectful interaction
- Moderate comments to protect against hate speech
- Ensure platforms are accessible (e.g., use alt text, captions, plain language)

Promote digital well-being by modeling healthy usage, critical thinking, and respectful online behavior.

Social media is more than a megaphone—it's a collaborative space for expression, empathy, and change. Youth organizations can amplify their impact, disrupt inequality, and inspire the next generation of changemakers by using digital tools with care and creativity.

A woman with long, dark braids is shown from the chest up, wearing a dark jacket and a necklace with white shells. Her right arm is raised with a clenched fist. The background is a bright, hazy outdoor setting. Overlaid on the image are large, stylized geometric shapes in teal and black, including a large 'V' shape at the top and bottom right, and a thick black line forming a 'Z' or zig-zag pattern on the right side.

CHAPTER 8

Resources and Tools

- Glossary of Key Terms
- List of Recommended Content
- Templates

Glossary of

Key Terms

CISGENDER

Someone whose gender identity matches the sex they were assigned at birth.

GENDER-BASED VIOLENCE (GBV)

Harmful acts directed at an individual based on their gender, rooted in power imbalances.

GENDER EXPRESSION

The external ways we show gender (clothing, hair, behavior).

GENDER IDENTITY

An internal, personal sense of being a man, woman, both, or neither.

NON-BINARY

An umbrella term for gender identities that fall outside the male-female binary.

PRONOUNS

Words used to refer to someone (He/Him, She/Her, They/Them). Respecting pronouns is a basic step in creating a safe space.

TOXIC MASCULINITY

Social norms that suggest men must be dominant, aggressive, or unemotional, which can be harmful to everyone.

List of

Recommended Content

To deepen understanding and inspire action, it's important for youth workers and young people to engage with a wide range of informative, reflective, and creative content. This chapter offers a curated selection of books, films, podcasts, websites, and toolkits that explore gender, equality, inclusion, and youth empowerment through various lenses—academic, activist, cultural, and personal.

These resources can be used for:

- Personal learning and reflection
- Youth workshops or discussions
- Book clubs or film screenings
- Online learning and social media content creation
- Peer education and leadership development

Creative & Youth-Produced Content

Encourage engagement with or production of:

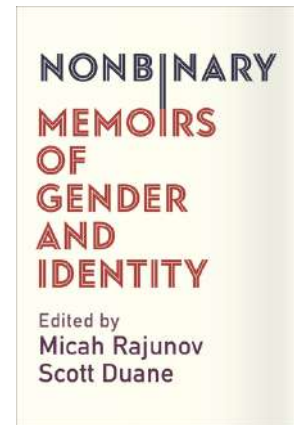
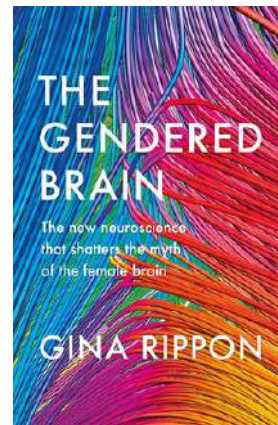
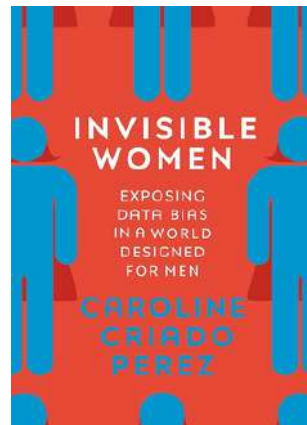
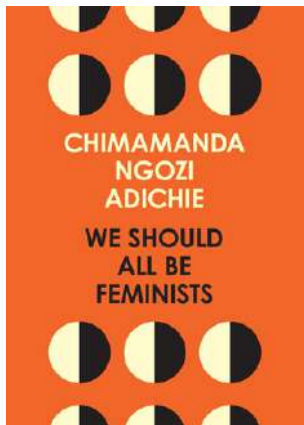
- Zines on gender and identity
- Youth-led YouTube channels on equality or activism
- Instagram series or art challenges on feminism, pride, or inclusion
- Spoken word or slam poetry performances
- Collaborative Spotify playlists with music by women, LGBTQ+, and BIPOC artists

These creative expressions are powerful entry points for dialogue and empowerment.

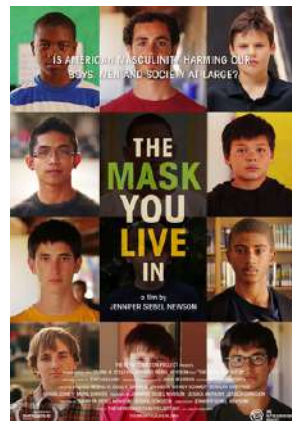
How to Use These Resources in Youth Work

- Organize a monthly learning circle around one book or podcast episode
- Host a gender-themed movie night followed by a reflection activity
- Assign youth to present a resource and connect it to their own experience
- Integrate podcast clips into training sessions or social media content
- Use a zine or art project as a creative response to what they've learned

Recommended Books



Recommended Documentaries



Recommended Podcasts



Templates

The Impact Assessment Template

How to know if the organization is becoming more gender-sensitive? This evaluation framework moves from "feeling" inclusive to "proving" inclusivity with data.

Part 1: The Quantitative Check (The Numbers)

Metric	Before Policy	Current
% of diverse genders in leadership/board roles		
% of staff who completed gender sensitivity training		
% of youth activities specifically addressing gender		
% of young participants from underrepresented genders		

Part 2: The Qualitative Check (The Culture)

Organizing a short "Reflection Circle" with staff and volunteers is a good method to discuss questions such as:

1. Visibility: Are our posters, social media, and forms more inclusive than they were 6 months ago?
2. Safety: Have there been any reported instances of gender-based microaggressions? If so, was our new "Safe Space Protocol" effective in handling them?
3. Language: Is the team naturally using inclusive language, or does it still feel "forced" or difficult?
4. Community: Have we reached a new group of young people who didn't feel welcome before?

Part 3: Participant Feedback Form (Template)

A feedback form to copy and distribute to the young people who attend the activities:

Help us stay Inclusive! We are committed to making this center a place for everyone. Please answer anonymously:

- On a scale of 1–10, how much do you feel your gender identity is respected here? []



- Do you feel comfortable reporting an issue if you feel discriminated against? (Yes / No / Unsure)
- Have you noticed a change in how our staff talks about gender in the last few months?
- What is one thing we could do to make you feel even more "at home" here?

Part 4: The "Next Steps" Action Plan

Define your goals for the next year.

- Goal 1: (e.g., "Increase female participation in our STEM workshops by 20%")
- Goal 2: (e.g., "Translate our Gender Policy into the 3 most spoken languages in our neighborhood")
- Target Date for Next Evaluation: //202__



Co-funded by
the European Union

Contact Us



BRINGING THE
GENDER
PERSPECTIVE
· INTO YOUTH ACTIVITIES ·



+31 6 25155435



<https://gentiveyouth.com/>



[Bringing the Gender Perspective Into Youth Activities](#)



contact@nloprojects.com



KA210-YOU - SMALL-SCALE PARTNERSHIPS IN YOUTH (KA210-YOU)



Erasmus+



Falken Bildungs-
und Freizeitwerk
Hagen e.V.

