



# ★ EXPANDING THE WORLD

Youth  
Promoting  
Gender  
Equality



Name: .....

Address: .....

E-mail: .....

School: .....



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# Setting out on our journey...

"It is a man's world." "Women are made to be loved, not understood." "The only difference between men and boys is the cost of their toys."

Have you heard any of these sayings? How do they influence your relationship with people? Can we change this? Yes, we think so.

Hi! We're Freddy, Alex and Amir and we're going to help you reflect on and confront gender discrimination. This manual offers you ideas and guidelines for organising a day to promote gender equality. You pick the date and choose what you want to do.

We have developed five modules that we invite you to follow:

## THE FIVE MODULES



**Module 1: Motivating other youth**

**Module 2: Reflecting on gender equality**

**Module 3: Deciding what to do**

**Module 4: Organizing the Gender Equality Day**

**Module 5: Celebrating and evaluating**

The more youth make a commitment to gender equality, the greater the chances of engaging in respectful relationships. This is not a task for lone rangers or superheroes: equality is cultivated little by little by each and every one of us – men and women. Meanwhile, happy reading and we look forward to some positive outcomes!

*Freddy, Alex and Amir*

If you wish, you can skip a module or an exercise. The idea is to encourage you to work creatively with the methods that we are suggesting.

So...

- read in the order of your preference.
- all the methods and exercises can be adapted or rearranged in their order.
- try them out! Experiment!



# Module 1: Motivating other youth

## Step 1: How can you involve other youth in your group?

Before embarking on your project, it's a good idea to find an adult who can help you with your work. This person should:

- be someone you trust,
- have an interest in the subject,
- have a good standing in your school, and
- be available when their support is required.

Change doesn't happen on its own, but instead when many people come together to take action. In this module you will learn to speak to your male and female friends and to motivate them to take part in your activities.

### Who are you looking for?

- Girls and boys who are interested in organising activities that promote gender equality in our school
- Young people who have the time and commitment to participate and to take action

### What should you take into account when addressing other youth?

- How many people should be in our group?
- How old should they be?
- Should they come from a specific class or school year?
- Should we strive for balance between girls and boys?
- Which other groups of youth should we take into account?

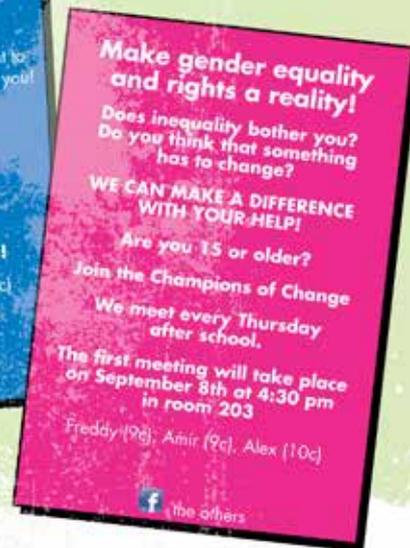
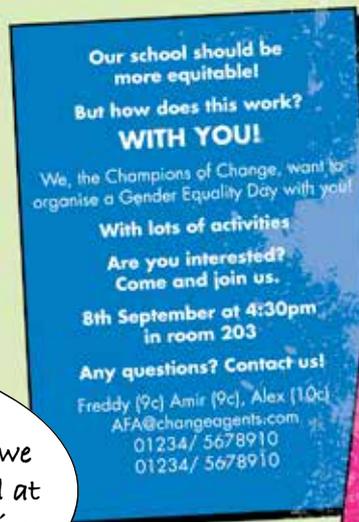
You decide!

## Talk to people: Your Advertising

It's safe to say that some of your female and male friends will be quick to join the project. But how will they find out about it? Start with an advertising campaign!

You could organise a fair at school, a show, a sports tournament, or show videos or display images to raise awareness.

We, Freddy, Alex and Amir, decided to hand out leaflets and we prepared posters that we displayed at school with the principal's permission. Here are two examples:



The promotional materials should include:

- The group's name: you choose it!
- A catchy heading or slogan to grab people's attention
- Who you are
- What it's all about
- Place and time of first meeting
- Contact details (e-mail, telephone number, class or school year, Facebook).

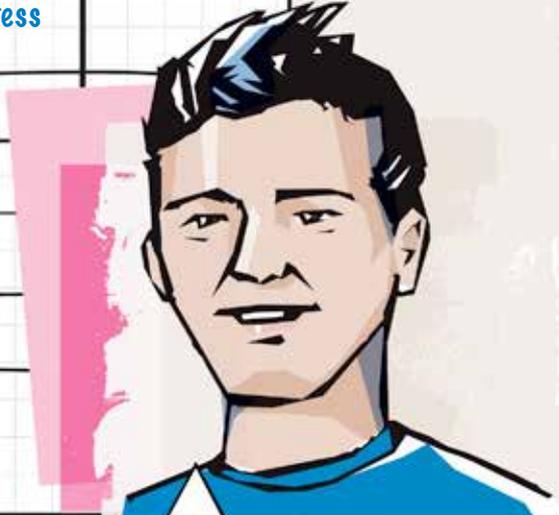
Is that it? No! The leaflets and posters will help you get noticed visually. This is important, but it's not enough. The best thing is to speak to people in person. In this way they will get to know you at once, they can voice their questions and you can ask them to pass on the message and get other friends involved.

- As young men, you have to take special care with the way you approach your female peers.
- You may already know some female classmates and will have spoken to them about your journey towards change. Try and involve them so that they may act as a bridge to reach other girls. You could also approach girls' groups or clubs in your school and present the project to them.

When you speak to male and female schoolmates who show an interest in joining the group, add their contact details (e-mail, telephone number, social media page, address) to a list. This means you can contact them easily in the future.



Name	E-mail	Phone no.	Facebook/ Skype...	Address

**Some other ideas that may help you in your advertising campaign:**

- Visit all the classes in the school,
- Organise information meetings during break or activities during free periods,
- Publish your invitation to the meeting in the school newsletter,
- Present the project at the school council meeting, or
- Create a group on Facebook or any other social network

Don't be discouraged if your first attempts come to nothing. Once you hold your first meeting, more people will surely start joining you.

# Step 2: Your first group meeting

Before holding the first group meeting you need to think of the following:

## a) Logistics

- Organising the meeting room (permission for use/make a circle of chairs)
- Organising the materials (data-show, computer, flipchart, marker pens, paper, materials for games)
- Refreshments for the participants

## b) Meeting procedures

- Who will coordinate the meeting?
- Who will take notes of the decisions taken?
- What are our ground rules?



Don't forget that it is always better when two group members facilitate together. To organise this, both need to decide who will lead which part.

## Where to meet?

- Does the school have any rooms that can be used?
- Is there enough space for the exercises?
- Can you meet there without being interrupted?
- Who do you need to ask for permission to use the room? Do you need a key?
- When you finish, how should the room be returned?

In order to prepare for our first meeting it was helpful to use a flipchart. Freddy wrote a welcome message and the agenda on the flipchart.

For the first meeting we planned the time that we needed for the introduction module and the organisational points. In this way we hoped to start off well with the group.

Is everything ready?  
Then go ahead!  
Do you still have questions?  
Then read on.



# Welcome to the Champions of Change

8th September  
4:30 pm - 6:30 pm

Welcome  
Round of introduction  
The project  
Place and time  
Rules  
Activity  
Our first group meeting



Some things may not turn out well at first or will be difficult, but this doesn't matter! As time goes by you will feel more confident about your work. The main thing is to have fun and to find your own style.



## Our first meeting

### Preparation

We, as the coordination team, arrived early to get the room ready.

- We arranged the chairs in a circle so everyone can see each other.
- We wrote a "Welcome" greeting on the flipchart, along with the agenda.
- We prepared some cookies, fruit and drinks.

### Introduction

- We started off with an introductory exercise called "Interview your Companion" (see page 16).

### The project

We briefly explained how the project has come about:

- It's about the project "Champions of Change – Male youth promoting gender equality".
- We were contacted by Mr Miller, a teacher at our school.
- We have been trained as change agents for gender equality.

### We introduce the five modules:

- Module 1: Motivating young people
- Module 2: Reflecting about gender equality
- Module 3: Deciding what to do
- Module 4: Organising the Gender Equality Day
- Module 5: Celebrating and evaluating.

## Organisational questions

Then, we clarified some organisational questions:

- How often, when and where will we meet?
- How are we going to work together?

At this point, the group drew up the ground rules. We agreed:

- to speak in the first person (e.g. “I feel that” or “I believe that” as opposed to “we think” or “people think”),
- to be punctual,
- not to use mobile phones during meetings,
- to value the opinions of others, and
- to be responsible – we will abide by the agreements and the timeframe for tasks.

The organisational phase was quite demanding, so we played the “Interlinked” game to break the ice (see page 18).

## Final round:

At the end of our first meeting we carried out an evaluation. We asked each person to answer three brief questions in one sentence:

- How do I feel?
- What did I like?
- What are my hopes for the next meeting?

Of course, after this we thanked everyone for coming and reminded them of the next date and the topics to be tackled.



## When to meet?

- **What is the best time for most people to be able to participate?**
- **Could we have meetings on the weekends?**
- **How long should a group meeting last?**
  - **Allow enough time for the meetings (at least two hours)**
  - **Include breaks**

## Ideas for introductory activities

In many cases, when a new group comes together the participants may be somewhat uneasy, as not all of them know each other very well. Some do not even know the names of their companions. This is why it is always a good idea to organise

some introduction exercises in the first meeting. This will mean that the participants will have fun and the opportunity to get to know the group members more closely.



### SIT DOWN IF YOU CAN

Getting to know  
each other

#### Instructions:

Everyone sits down in a circle of chairs. A volunteer stands in the middle with the objective to try and sit down in a chair. In order to achieve this she or he will say "everyone who..." so that everyone who fulfils that characteristic must get up and look for a seat. The person in the middle will also try and sit on one of the free chairs. The participant who does not get a new chair is the next to stand in the middle. Those who get up are not allowed to take their immediate neighbours' chairs or go back to their original chair. References to things that are in plain view (e.g. "everyone who is wearing blue trousers") are not allowed in this game. You should choose experiences, interests, hobbies, like "everyone who has a brother" or "everyone who likes swimming".

#### Note:

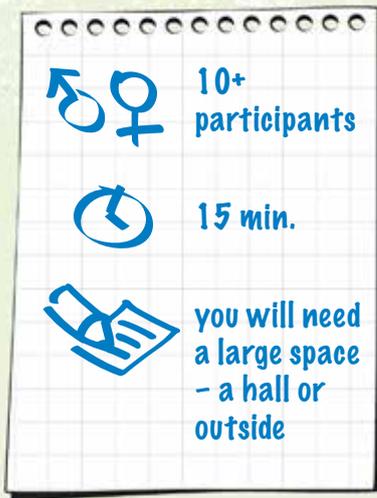
This game can get a bit rough. Ensure that everyone treats each other well and that there are no tussles for any chairs. People should have fun and no one should mock anybody for staying in the circle. If the person who is in the circle cannot think of anything, then the others can help.

Adapted from the manual: "Vamos a jugar. Juegos y dinámicas para la educación NI" (Let's play. Games and exercises for education). Equipo Maíz, El Salvador.



## MINGO MINGO

Getting to know  
each other



### Instructions:

1. Clear the middle of the hall or find an open space outdoors.
2. Ask the participants to move around greeting each other and singing "Mingo, Mingo, Mingo" (for example, to the rhythm of cha-cha-cha or any other that the group decides to use). After some time dancing and singing, the facilitator says "Stop!" and the participants need to ask "What's up, Mingo?" He will reply: "Mingo says to get in pairs". Once everyone in the group has got into pairs, they are told to introduce themselves by saying their name and where they come from.
3. After a reasonable introduction time, the facilitator asks the participants to resume the dancing and singing, and repeats the exercise by asking them to form groups of different sizes (of four, three or five participants). In each round, ask the people to introduce themselves. In order to achieve this, for example, they could answer the following questions:

- What are your favourite hobbies or foods?
- What grade are you in, how old are you, what is your favourite subject?
- Why have you joined the group?

### Note:

This exercise works as an introduction and to "break the ice". The facilitator should include questions which are key for achieving a successful introduction of the team members. He should encourage the participants to find people who have not been introduced to them.

Adapted from the "Manual del programa regional para el fortalecimiento de capacidades en igualdad de género y derechos" (Regional Capacity Building Programme Manual in Gender Equality and Rights). Plan, 2011

## INTERVIEW YOUR COMPANION



### Instructions:

The participants get into pairs, ideally made up of two people who don't know each other. The pairs interview each other for 15 minutes and fill in a card about what the other person says. Once the time is up, everyone gets back together and each person introduces his/her companion. They can ask each other about age, siblings, hobbies, how they would describe themselves, interests, and their expectations about the group, or personal experiences...

### Variation 1:

The pairs interview each other and present the characteristics that they have in common, or the most interesting ones.



## CUMULATIVE NAMES



### Instructions:

Everyone sits in a circle. One person (this can be the facilitator) starts by saying their name and one personal characteristic that defines them; then a second person must say the first person's name and characteristic and add their own name and characteristic; then a third person says the first and second persons' names and characteristic plus their own name and characteristic, and so on, until the last participant, who will have the challenge of remembering all of his/her predecessors' names and characteristics.

The person in charge of facilitation will ask the participants to say just their first name and a characteristic. For example: "Hi, I'm Amir and I'm cheerful".

If the group is very big, you can form smaller groups to avoid making the game too long.

Adapted from: <http://dinamicasojuegos.blogspot.com/2011/01/nombres-acumulativos.html>

# Ideas for ice-breaking activities

When you feel that the participants need a break, you can propose activities to liven up the group. Encourage everyone to take part. Here are some suggestions for you:

Icebreakers

## INTERLINKED

Objective: To build trust between the group members.



### Instructions:

The participants split into pairs and sit on the floor back to back and link arms. When the facilitator gives the signal, they both try to get up at the same time, without letting go of each other. Once they stand, they go find another pair and do the same exercise between the four of them, then between eight, and so on until they are all back to back with interlinked arms and the whole group gets up together.

Adapted from the manual: "Vamos a jugar. Juegos y dinámicas para la educación N1" (Let's play. Games and exercises for education) Equipo Maíz, El Salvador.





## LIFEBOATS

Objective: To encourage group cohesion and trust



### Instructions:

Spread out sheets of newspaper (maximum half the number of participants) on the floor and tell the group members that they are on board a boat that is sinking. The sheets of newspaper represent the “lifeboats” that will save their lives according to the orders they are given. The orders could be:

- “The lifeboats save four...” — the participants have to stand on the sheets of paper in groups of four.
- “The lifeboats save one...” — the participants have to stand on the sheets of paper one by one.
- “The lifeboats save six...” — the participants have to stand on the sheets of paper in groups of six.
- And so on, alternating the numbers of people per lifeboat.

The participants who have not found space in the “lifeboats” will be out of the game. The number of survivors will vary according to the orders of the person leading the game. As the rounds progress, the facilitator should gradually take away newspapers / “lifeboats”.

### Variation:

The “lifeboats” (sheets of newspaper) can be cut in half or in quarters each time a new order is given, so that fewer participants fit on them.

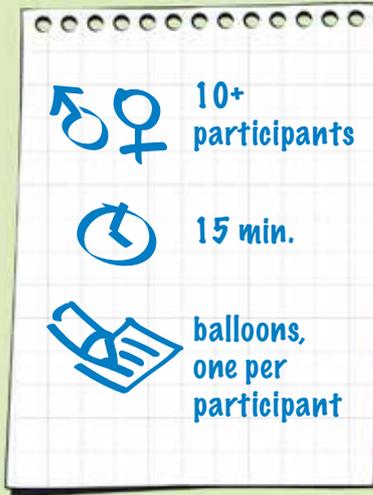
### Reflection:

At the end, the participants will comment about how they felt when they could not find space in the “lifeboat” or how they felt when they made it but the others not.

Adapted from: <http://dynamicsojuegos.blogspot.com/2009/10/las-lanchas.html>

## KEEP THE BALLOONS UP

**Objective:** To encourage group communication, organisation and unity



### Instructions:

The participants form a circle, each holding their balloon. All must keep their balloons in the air. Each participant has the challenge of preventing their own and the other group members' balloons from falling down. They are sure to fall in the first round. Give them time to improve the strategy until they meet the challenge of preventing the balloons from falling down, whether by re-organising the circle, or any other creative idea from the group.

### Reflection:

At the end of the exercise, the facilitator can ask the participants how they felt and what was most difficult about the game.

Adapted from the manual: "Vamos a jugar. Juegos y dinámicas para la educación N1" (Let's play. Games and exercises for education) Equipo Maíz, El Salvador.

## IN YOUR SHOES

Objective: To cultivate empathy between the participants.

♂ ♀ 10+  
participants

🕒 10 min.

👉 none

### Instructions:

Ask the participants to form a circle; then, ask them to take off one of their shoes and place it in the middle of the circle.

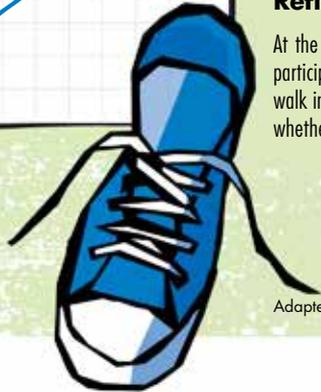
Then ask each participant to choose a shoe that is not their own.

When they have all taken one, they are asked to put it on. You can tell the group to try and walk a bit. They should take note of how it fits and what everyone else looks like.

### Reflexión:

At the end of the exercise, the facilitator can ask the participants how they felt and whether it was easy to walk in other people's shoes. Does it make a difference whether it was a girl's or a boy's shoe?

Adapted from: Equinoccio School Masculinities Programme, El Salvador





## PASSING THE HOOP

**Objective:** To generate group trust and motivation for working.



### Instructions:

Organise the group into a circle. Ask the members to hold hands and then place the hula-hoop on the arm of one participant. The hoop now has to make a complete round and each person must pass his or her body through the hoop without letting go of each other's hands.

When all the group members succeed, ask them to do it more quickly. The game is over when the group feels satisfied with its achievements.

### Variante 1:

We can do this exercise with two hula-hoops, so that they start from opposite sides, in different directions, and constantly motivating the group to reduce the time it takes to make a complete circuit.

### Reflection:

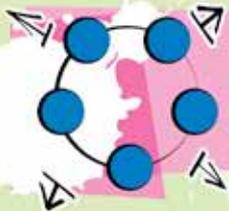
How did we feel while participating? What strategies did we use to pass the hula-hoop individually and as a group? How did we help each other?



Adapted from: Equinoccio School Masculinities Programme, El Salvador

## COLLECTIVE NUMBERS

Objective: To cultivate group trust.



### Instructions:

1. Everyone stands in a circle. The facilitator ensures that each participant is next to someone of similar height and weight.
2. In the circle, the participants put their arms over each others' shoulders and open their legs a little.
3. In this position, everybody places their right foot between the legs of the person to their right.
4. Then the facilitator explains the following movements:
  - When they hear "ONE", they should lean slightly towards the left and then return to the original position.
  - When they hear "TWO", they should lean towards the right.
  - When they hear "THREE", they should lean towards the middle of the circle.
  - When they hear "FOUR" they should lean backwards.
5. They practice all these movements until the group can do it fluidly, taking care not to put their weight over the other person so as not to break the circle.
6. The facilitator signals that the movements are to be made according to the numbers that are called out. For example, if they call out: three hundred and forty-two, the group will carry out the movements for the numbers 3, 4 and 2.

Adapted from the manual: "Vamos a jugar con Miguel. Juegos y dinámicas para la educación N4" (Let's play with Miguel. Games and exercises for education). Equipo Maíz, El Salvador.

# Module 2: Reflecting on Gender Equality

The main aim of for your group is to organise a Gender Equality Day. Your companions may need an introduction to the topic, so the first thing that

needs to be done is to raise the group's awareness of gender equality.

## How to facilitate

For general  
facilitation tips  
see Annex 2

Remember that during a discussion, the facilitator has to ensure that:

- the debate does not go off limits, and that an open and pleasant atmosphere is maintained,
- decisions are equitable and must be taken democratically and within the agreed timeframe,
- creativity should flow within the group.

Working on gender equality issues can be tough work. If you feel unsure about any points or methods, it may be helpful to ask an adult or one of your companions for support.



Help!  
A conflict – what  
can be done?

You don't have to sort out all the participants' problems, but if a situation arises that disrupts the group as a whole, you should help find a way out. And this is not always easy. In cases like this, you as a facilitator must always remain respectful, while questioning any unfairness.

### **The golden rules for tackling gender equality issues<sup>1</sup>**

In our journey towards the Gender Equality Day and the launch of our recommendations for a more equitable school, it is important to support your fellow group members as they reflect on gender issues.

<sup>1</sup> Adapted from Planting Equality: Getting it Right for Girls and Boys. Component 1. Plan International, 2012

We suggest the following three golden rules for facilitation:

### **1. Always start with personal experience**

The more the participants are able to reflect on their personal experiences, the greater the benefit they will obtain from the gender awareness process. When we are able to see our own gender attitudes and behaviour we can plot our own route towards equality. This is why it is important to always speak in the first person: for example: "I feel... I think..." instead of "people say..."

### **2. Always remember to manage time without reducing the value of in-depth discussions**

The group members will probably see their own experiences reflected and will want to share their opinions and anecdotes during your activities. It is not always easy to know when to allow a discussion to continue or

when to move on to the next topic. Remember, as a general rule, that time and space will always be needed for discussing gender issues in depth; so one suggestion is to take note of the themes that can be revisited later on. It is important to know when the group needs the help of an adult who is familiar with gender themes and can help explore some points in greater depth or clarify them.

### **3. Get to know your participants**

During your activities it is very likely that you will be able to spot three types of participants.

1. **"The Resisters"**: Participants who do not accept that changes in gender relationships are possible or desirable.
2. **"The Maybes"**: Participants who doubt that change is possible, or that this would be a good thing, but who want to learn about it. These people may become change agents.

3. **"The Transformers"**: Participants who believe that change is possible and want to contribute towards achieving this.

Concentrate on "the Maybes" and on "the Transformers", without isolating "the Resisters". Avoid confronting "the Resisters"; on the contrary, this could increase their level of rejection and risk a situation where the session concentrates on their doubt. When talking with "the Resisters", use positive messages and the language of responsibility, not of condemnation or guilt. Prevent generalisations about "all men"! Always be friendly and positive and try not to get on the defensive.

Remember: Direct confrontation is not productive in the case of "the Resisters".

## Our second meeting

Our second meeting was very well organised. We started in a chair circle. We began with each person briefly repeating their name and saying what they would take with them to a desert island. We took care that no one commented on group members' various answers. Afterwards, we presented the agenda and objectives.

Then, two of us explained the first awareness-raising exercise on gender issues: "Take a Stand" (page 30).

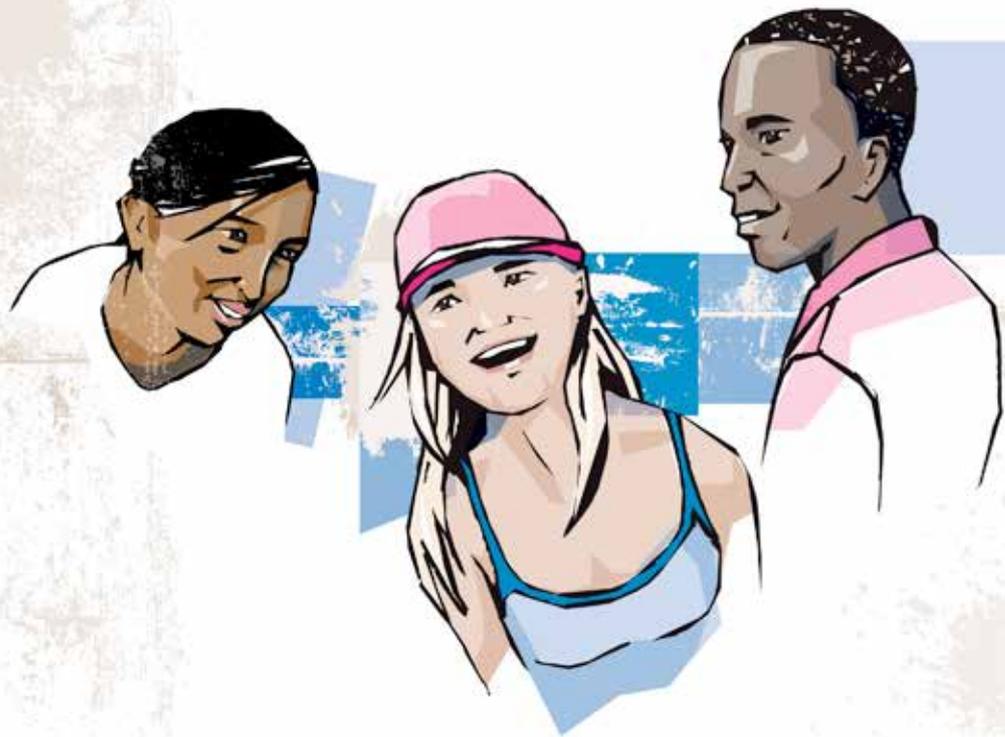
The exercise did not last very long, so we conducted the "Being Young Is..." exercise (page 33).

We ended the second meeting with another brief evaluation.



Welcome  
to the  
workshop

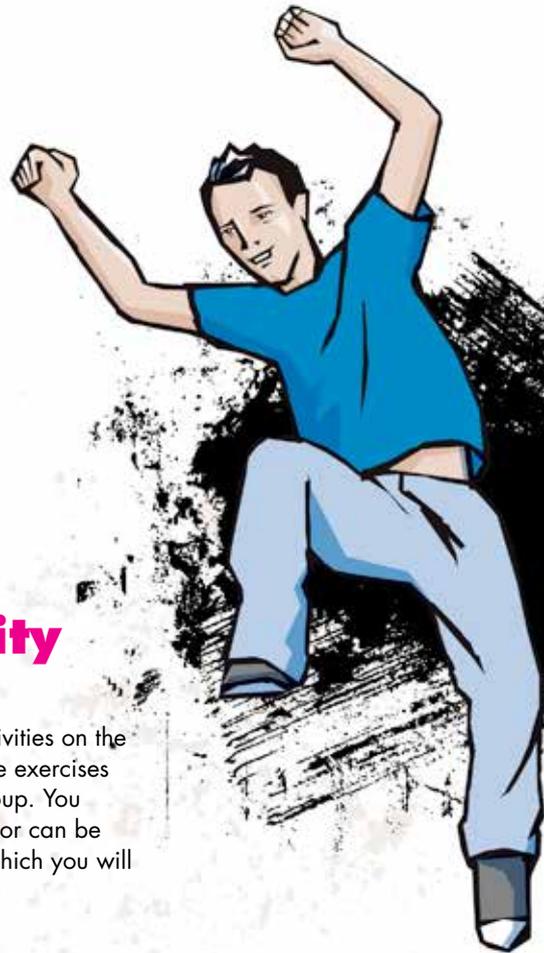






## Exercises on gender equality

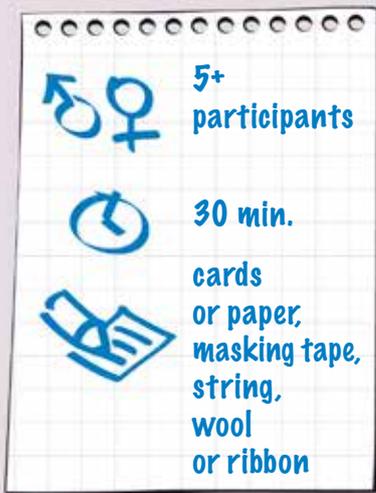
This chapter contains a range of activities on the topic of gender equality. Some of the exercises may not be appropriate for your group. You should decide which you like best – or can be best adapted to your group – and which you will feel comfortable about facilitating.





## TAKE A STAND

Objective: To show that different opinions exist about gender issues.



### Instructions:

Place a straight line of ribbon, masking tape, string or wool on the floor. Ensure the line is long enough so the group can gather around it. Make two signs. Write: "agrees 100%" on one and "disagrees 100%" on the other, and place them on each end of the tape. At the beginning of the exercise, the facilitator explains that he will read a statement. The participants are then asked to position themselves on line according to their opinion. That is, that everyone who agrees 100% or disagrees 100% stands on that respective end, if they do not completely agree or disagree, they should move towards the centre of the line.

The facilitator reads the first statement and asks the participants to take their positions without speaking. This way a clear image of the range of opinions can be formed. When everybody has taken their position, the facilitator asks if anyone who would like to explain why they are standing where they are.

**Tip:**

Before starting the activity, you should think of the ideas or statements that you will read out. Here are some examples, but why not find your own ideas for the context of your school! The statement should generate discussions, the sort of statement that not all the young people will share the same opinions.

Examples of your statements:

- Men are born leaders.
- Women have the same sexual needs as men.
- Men don't cry.
- Girls are better students than boys.
- A woman is not happy if she doesn't have children.
- Women are more emotional than men.
- In the family, men take the decisions.
- "Behind every good man there is always a good woman". In our society, it is easier to be a man than to be a woman.

**Note:**

The exercise takes its shape as a result of the perspectives participants share. It is therefore very important that their answers are not judged. By asking questions, try and find the reason why a person has a certain opinion, or where it comes from and what lies behind it.

**Reflection:**

Once all the statements have been read out and discussed, you can ask the following questions:

- What have you discovered?
- What has surprised you?
- Where did you feel unsure?
- Why were you not always in agreement?

Conclude the exercise by saying that we all have different positions on what it means to be a boy/man or a girl/woman in this society.



## GIRLS AND BOYS

Objective: To reflect how gender influences us throughout our lives

Gender Equality



\* Male initiation rites mark important points in the lives of many young men. The aim of the initiation is to leave behind anything regarded as feminine, for example, expressing affection or vulnerability. Every culture has some sort of male initiation, but in general terms boys believe that they “become men” when they make their first sexual conquests, have their first job, demonstrate physical strength or courage through fights or even when they get drunk with their friends.

### Instructions:

Explain that the group will be shown an animated video called “Girls and Boys,” which analyses the role that gender plays in the lives of girls and boys.

Play the video (2:00 minutes):

<http://www.youtube.com/watch?v=pFjx-yU>

Ask participants to form groups of two or three members and reflect on the film, identifying all the situations experienced by the girl and the boy.

Then, facilitate a brief group discussion. Explore all the interpretations of the film and its key messages. You can show the film again before the discussion.

Use the following discussion guide to help the reflection process. In the following you will find some ideas of how to answer the questions:

### a) What does the hand represent?

**A.** The hand that draws the girl and the boy, colours them in and punishes them, represents society and the expectations and rules that define the roles that girls and boys are expected to fulfil.

### b) How does socialisation develop throughout the lifecycle?

**A.** Ask for examples, like children’s toys that represent gender roles (dolls for girls and cars for boys) or initiation rites\* that require boys to prove their manliness in front of the community.

### c) How are the girl and boy treated and how do they react to the hand? Were there any differences?

**A.** The boy is punished for crying and the girl is punished for laughing at the boy. The girl is NOT punished for crying and the boy is NOT punished for laughing at the girl. After the punishment, both appear to be unsure how to react. Then the boy laughs and looks to see whether he will be hit, but is not. The girl shies away from the hand.

### d) What do you think about the girl’s and boy’s reaction?

**A.** Society teaches girls and women that they can be emotional, but that they have to respect the authority of boys and men; while boys are taught that they have to hide their feelings, but that they may question authority and mock girls and women.

Adapted from Planting Equality: Getting it Right for Girls and Boys. Component 1a. Plan International, 2012.



## BEING YOUNG IS...

**Objectives: 1: To reflect how gender influences us throughout our lives./  
2. To understand that attributes and roles can change over time and can vary from society to society.**

### Instructions:

Prepare several sheets of flipchart paper and write the first few words of a sentence in the centre of each one (see examples below). Then spread out the sheets over the floor or the tables. Explain that the participants should not speak during this exercise, but that a lot can be said through writing.



The participants move from flipchart to flipchart and try to complete each sentence or write comments. They should also read what the others have written and can comment on this.

Possible sentences for the flipcharts:

- Boys are ...
- Girls are ...
- Boys need ...
- Girls need ...
- It's great to be a boy for me because ...  
(for boys only)
- It's great to be a girl for me because ...  
(for girls only)
- Boys should ...
- Girls should ...
- Boys should never ...
- Girls should never ...

### Note:

This exercise requires the participants to express themselves in writing. If anyone in the group should have any difficulty with this, choose another method. The rules for speaking also apply when writing – everybody can write their opinions or ideas and nobody should make fun of these. Make this clear before starting. Some participants might have problems remaining silent during the activity. Some soft background music can help in this case.

### Reflection and close:

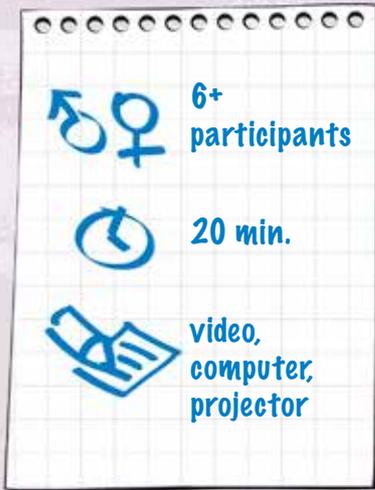
- What have you discovered?
- What has surprised you?
- What was especially important for you?
- Do these statements apply to boys and girls everywhere in the world?
- Where do your opinions come from?
- Do girls and boys learn these characteristics and roles or are they born with them?

Adapted from Klaudio Duarte Quapper, „Discursos de resistencias juveniles en sociedades adultocéntricas.“ (Arguments on youth resistance in adult-centred societies), 2006.



## GIRLS VERSUS BOYS

Objective: To analyse and reflect on the different gender roles for girls and boys.



### Instructions:

Play the video: Girls versus boys.

[http://www.youtube.com/watch?v=bFYyLx9RMpc&feature=player\\_embedded#](http://www.youtube.com/watch?v=bFYyLx9RMpc&feature=player_embedded#)

You can guide the discussion with the following questions:

- What caught your attention in the video?
- Which traditional men's and women's roles are featured?
- What implications do these roles have for men and women?
- What strategies for change are introduced in the video?
- What would this change imply for us?

Adapted from Planting Equality: Getting it Right for Girls and Boys. Component 11b. Plan International, 2012



## WHAT THEY SAY

**Objective:** To reflect on the influence that family and society have on gender roles



### Instructions:

Write down the following four questions on four flipcharts and place them in the four corners of the room.

**Flipchart 1:** What do the men in my family say about being a young man?

**Flipchart 2:** What do the women in my family say about being a young man?

**Flipchart 3:** What do the men in my family say about being a young woman?

**Flipchart 4:** What do the women in my family say about being a young woman?

Hand out four cards each to the participants. Ask them to write their answers to each question on the cards and then stick them on the flipchart with the corresponding question. You should explain that there are no wrong answers.

### Reflection and close:

The participants then read all the answers and compare them.

End by reminding them that boys and girls are taught from an early age to behave differently. Surely there are differences between girls and boys. The problem is that, in many societies, boys are usually more valued than girls and therefore have more opportunities in life.

You can leave the following questions for an individual reflection task:

- How can I challenge this gender inequality?
- What concrete steps can I take in order to change this in my relationships with the members of my family, in my household chores, etc.?

Adapted from: "Manual programa regional para el fortalecimiento de capacidades en igualdad de género y derechos" (Regional Capacity Building Programme Manual for in Gender Equality and Rights). Plan, 2011.



## MALE PRIDE

Objective: To reflect the role violence plays in the lives of young men



### Instructions:

Form groups of about five people. Each group receives a different story from the worksheet "Violence among Peers".

Ask the groups to think about an ending to their story and then prepare a 5-minute presentation on the story (for example, a role play). They have approximately 30 minutes for this group work.

After all groups have presented their story, discuss the following questions:

- How did you feel about the presentation of the stories?
- What risks do the youth take?
- What is being defended in the stories?
- How does it feel to be in danger?
- What happens when you reject taking part in a test of courage or a dangerous action?
- Do you know any cases in which a test of courage has ended badly?
- What would be a violence-free solution in these situations?
- What does all this mean for you?

## Reflection and close:

After the discussion you can choose one of the stories and think about how to find a way out of the conflict.

### Worksheet “Violence among Peers”

1. Peter goes out dancing with his friends every weekend. Some of them do not pay the bus fare and they make fun of Peter. They call him a coward because every time he gets on the bus he pays the fare. One day when Peter goes out dancing he decides ...
2. Victor is new to the class. He has a large scar on his head and everyone asks him how he got it. Victor is proud of his scar and describes how he experienced an incredible adventure in which the following happened ...
3. Mustafa has been going to his school for a long time. At the beginning of the year he and his friends want to play a trick on their new classmates and they decided to ...
4. Miguel and Charlie argue during break about a task that they have to do together for homework. Many of their friends hear their conversation, which gets louder and louder until Miguel tells Charlie that he will wait for him outside school to settle the issue. After school ...
5. A group of friends goes out dancing. While they are dancing, Mustafa notices another young man watching his girlfriend. He goes up to him and ...
6. During a football match, Fabio wants to score a goal, when a player from the other team commits a foul against him. Fabio gets angry but doesn't say anything. His teammates meanwhile shout: “Hit him, hit him!” Fabio ...



Adapted from: “Program HIMID: A Toolkit for Action: Engaging Youth to Achieve Gender Equity”. Promundo, p24 <http://www.promundo.org.br/en/>

# Module 3: Deciding what to do

The group members now know each other better and you have discussed gender equality issues with them. You have gotten off to a good start! Here are the next steps:

- Step 1:** Analyse your school
- Step 2:** Dream about an equitable school
- Step 3:** Develop your proposal

## Step 1: Analyse your school<sup>2</sup>

During your meetings you are sure to have started discussing whether there is gender discrimination at your school, and how it occurs. Now you should do this in greater detail and analyse it more systematically.

This is a process you can use for your analysis:

**a. Find support**

**b. Define the time**

**c. Ask questions**

**d. Compile the information**

**e. Analyse the results**

**f. Draw conclusions**

### a. Find support

Discuss who could support you in conducting a survey and analysing the situation at your school: for example, a maths or social sciences teacher, a staff member from Plan or another institution. It is important that these people know how to manage statistics so that they can advise you on how to present figures on tables, or on how to tabulate them. If this person is committed to gender equality, it is even better.

### b. Define the time

In order to obtain the results of your analysis as soon as possible, define a timeline with who is responsible for which task and clear deadlines. The steps that should be considered are:

- Development of the analysis tool
- Information gathering and
- Tabulation and analysis of the survey results

Take into account that the data tabulation or presentation process will take longer than the information gathering!



### c. Ask questions

A survey is a quick and simple way of gathering a lot of opinions. Of course, you only get the answers to the questions you ask. It is therefore advisable to do the following:

- Think about the target group of your survey.
- What personal information do you need from them (e.g. girl/boy, grade, age)?
- Think about the issues that interest you and formulate clear questions. These could be:
  - Multiple choice questions with defined answers like yes/no; often; sometimes; hardly ever; numbers from 1 to 5.
  - Open questions with no answers to select from, but with enough space for the respondents to write down their individual answers. Avoid too many open questions as these are difficult to analyse. Most of your questions should be multiple choice.



In order to find out whether the female and male students enjoy the same rights and do not experience discrimination in your school, think about the following thematic areas:

- Interaction between female and male students in the classroom, the recreational spaces and around the school.
- Female and male student participation in class and in school councils/governments.
- School tasks: who does what (e.g. cleaning the classroom)?

Choose one or two thematic areas to start with. Later on you can add more topics, such as the causes of school drop-out, different treatment of girls and boys by teachers, gender-based violence. These are more difficult issues and we suggest you find support from an adult.

Here are two examples:

! Don't ask too many questions; on the contrary, the respondents will not feel like answering. The questions must be easy to understand and analyse.

Hí!

We are the Champions of Change and we would like you to answer the following questions. All your answers will be kept confidential.

Age: ..... Are you a boy  or a girl

1. Are boys favoured at our school? Yes  No

2. Have you ever been discriminated against by a teacher for being a boy/girl? Yes  No

3. Who does better at school? Girls  Boys  Both

4. What subject are boys or girls more interested in?

	Boys	Girls	Both
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Foreign Languages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
History	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Natural Sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Handicrafts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. To what extent do you agree with the following statements?

	Totally agree	Partly agree	Partly disagree	Completely disagree
Boys are more intelligent than girls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Housework is women's work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Girls should use makeup	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Boys should be able to repair bicycles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Thank you



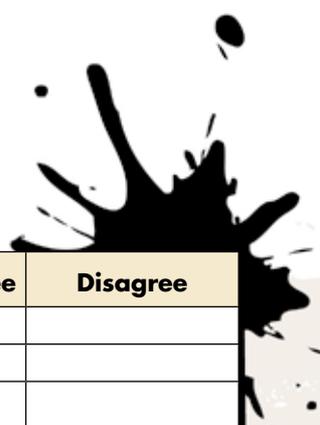
## Questions about female and male students' attitudes

Hí!

We are the Champions of Change and we would like you to answer the following questions. All your answers will be kept confidential.

Age: ..... Are you a boy  or a girl

	Totally agree	Partly agree	Partly disagree	Disagree
Boys need to have more sex than girls				
Preventing pregnancy is a girl's responsibility				
I would be annoyed if my girlfriend asked me to use a condom				
A couple should make a joint decision about what type of contraception to use				
If someone insults me, I would defend my honour with force if necessary				
It is ok for a man to force his girlfriend or wife to have sex even if she does not want to				
If a girl cheats on her boyfriend, he may beat her				
Violence is part of men's nature				
Being beaten by your mother or father is justified				
If my friends are involved in a fight, I have to join in too				



#### d. Compile the information

Depending on the number of people to be surveyed, plan about one month to collect the information.

You can also use this space in order to raise awareness on what gender is about; in this way you can interest people to take part in the survey and in your project.

There are different methods for completing the surveys:

1. Do it during break time.
2. Ask the teachers for a 10-15 minute period at the end of a lesson for the students to fill in the survey. Before this, give a brief explanation of the project and why the students' support is needed.
3. Hand out the questionnaires to the teachers and ask them to ensure that they are completed.

You don't have to interview every single person in the school; it is fine to concentrate on representatives of different groups.



Don't feel bad if not all the surveys are returned. You will probably receive more answers than any adult researcher in the world!

## Other methods to gather information

### Interviews

Conducting interviews with individuals is very interesting, but it is also more difficult. However, if you do decide to do this, take the following advice into account:

- Before you start, think of several standard questions to ask in all interviews so that you can compare the answers.
- Select key people who can give you qualitative information on the topic you are researching.
- Conduct the interviews in a quiet space.
- Write down what the interviewees say.
- Make an audio or video recording, but ask for permission beforehand.
- Interviews can take up to one hour – so in general we suggest to do no more than 6 to 8 interviews.

Examples for questions:

- What types of discrimination might affect girls at school? And boys?
- What opportunities exist for participation of boys and girls in student and class councils?
- What does the school specifically offer for boys and girls during break?
- What actions does the school take for promoting gender equality?
- What needs to change for our schools to become more equitable? How?

You can also compile information about the situation of girls and boys at school through:

### 1. Observation

Appoint three female or male classmates with the mission of observing and taking notes about:

- **Students' behaviour and language** at different times and places at school – How do groups of boys and groups of girls speak among themselves? What are the topics of conversation? What differences are there between the ways in which girls and boys treat each other or among their own gender?
- **Spaces and activities:** Which spaces at school do the boys and which spaces do the girls use? What do they do in these spaces? What games do they play?

2. **Film scenes** of interaction between young people (ask for permission first)

3. Make **a map or a model** of the school showing the places where girls and boys feel safest.

## e. Analyse the results

Whichever method you use for collecting the data, you will then have to tabulate the results and discuss them together. Allow enough time for this. The adult you have chosen is sure to help you with the analysis.

### Steps to follow

**First**, separate the questionnaires answered by girls from those by boys so that you can find out if their answers differ from one another. You could also separate them according to age groups.

**Second**, start by analysing the multiple choice questions, count the answers using a table. In the end you just add the answers for each question, e.g. "Are boys favoured at our school?" Yes  No  Add the number of surveys where girls answered "Yes" and were they said "No". Then, continue with the boys' answers.

**Third**, you need to analyse the open questions. It is not necessary to consider every single answer but rather to reflect upon their essence.

Here are some ideas on how to analyse the answers to the open questions:

- Which answers come up most frequently?
- Which did you think were especially interesting or important?
- Which answers would you like to discuss in the group?
- Are there any differences between answers? What are they? Why are there differences between the boys' and girls' answers?





### Using a gender perspective in your analysis

A **gender analysis** allows you to look at a familiar situation from a new angle. It can help you to explore the gaps that exist in your school in greater detail. You can understand the way in which girls and boys are valued, which resources they can access, which roles they play, how they participate.

A gender analysis can help you understand whether the school authorities promote gender equality. It also shows the barriers faced by girls compared to boys in accessing their rights.

For this purpose, you can ask the following questions:

Areas to analyse	Questions
Roles	What are girls and boys expected to do at school? What type of activities do they engage in? During recess, which games and activities do the boys and the girls engage in most frequently? Why?
Resources*	At school, which are the resources to which the girls have access, compared with the boys? Why? Who controls these resources? Why? Why can the boys access these resources when the girls can't?
Value	At school, are boys and girls valued differently? In what way? Why?
Participation	Who takes part in sports, cultural and academic school events? Who is excluded? Who makes the decisions? Why?
Accountability	What do the school authorities (management, teachers) do to promote gender equality? How? Why?
Change agents	Who can be a change agent? What might be the consequences for those promoting these changes at our school? Why?

\* Resources can be e.g. books, sports grounds, washrooms, computers.

## f. Draw conclusions

Now it is time to reflect on the results from the questionnaires. The following questions can help you with this:

- What do you think about the results?
- What surprises you?
- Are the results different from what you had expected?
- Are the result similar to your own experiences?
- What differences did you identify between the answers from the boys and from the girls? Why do these differences exist?
- What are the most significant results?
- What can you conclude from the results of your survey?

You may want to prepare a statistical graph about the responses and display them on your Gender Equality Day, or use some quotations. The results can also help you to identify the things you want to change in your school and become part of your vision.

## Step 2: Dream about an equitable school

Now, imagine what an equitable school would look like. In order to achieve this, we suggest you develop a vision. The vision should be based on your school's reality. A vision defines where you want to go and what this future should look like in concrete and realistic terms.

Also, as the coordinating team, you should select a method for developing your vision. We suggest conducting a visualisation exercise.

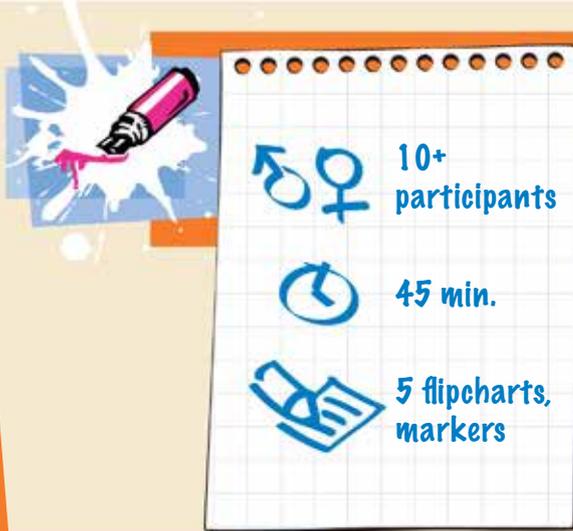
Gender Equality  
Day

### VISUALISING AN EQUITABLE SCHOOL

**Objective:** To share our vision of what it means to be an equitable school based on the rights of girls and boys

#### Instructions:

Introduce this activity by explaining to the participants that we will start with a brief visualisation exercise. Tell them that we are going to imagine what our school would be like when equality between girls and boys becomes a reality.



Ask the youth group members to close their eyes and read the following script to them:

- Imagine that you have arrived at school in the morning. In a gender equitable school, who greets you when you arrive? Go to the classroom. Who is there? Who is sitting in the front? Who is sitting at the back?
- Sit at your desk and imagine that the mathematics class is starting. What is the vision of your ideal teacher? Is the teacher female or male? Who participates the most, girls or boys? Who pays attention?
- Time for a break: You go to the future school yard. Who is playing? What games are the girls playing? What games are the boys playing? Are they playing together? How do they use the space in the yard?
- You go to the student council meeting. Who is the chairperson? Who participates actively? What topics do they discuss?
- When you leave the school you see a group of boys together. One of them is telling the rest something about his girlfriend. What does he tell them in your vision? What do his companions say?
- What other things do you see in this vision of your school with full gender awareness?

A few moments after having read the script to the group, ask the participants to open their eyes. Give each of them a sheet of paper and ask them to summarise what they visualised, using key words and short sentences (5 minutes).

Ask a maximum of five volunteers to present their “dream of an equitable school”.

Ask all of them to pin their “dreams” on the wall and to take a few moments to read them.

Try to identify common points in the different visions. You can group them under the same thematic categories that you covered in the analysis:

- Interaction between female and male students: in the classroom, in recreational spaces and in the areas around the school.
- Female and male students’ participation in class and in school councils.
- School tasks: who does what (e.g. cleaning the classroom)

Adapted from: Planting Equality: Getting it Right for Girls and Boys. Component 10a. Plan International, 2012.



After this exercise, you can illustrate your vision using one of these techniques:

- Make murals in the school
- Prepare a short video clip in which your message is clearly transmitted
- Take some photos and present them in a slide show.
- Write a song.
- Prepare a set of rules or a code of conduct for the school.

## Step 3: Develop your action plan

Now you have your vision. In order to make it a reality you have to define concrete actions about what has to change in your school.

The following questions may help you develop your action plan:

- In concrete terms, how can gender equality be realised in our school?
- How can discrimination be reduced?
- In which ways must people change their attitudes and behaviour?
- How should the school structures change?
- How could we better share the spaces in our school?
- What should our school offer so that students will feel they are respected and accepted?

When formulating an action plan take into account that it must be:

- **Specific:** The action plan should be brief, clear and well explained, leaving no room for confusion.
- **Measurable:** It must set out clear aims and dates.
- **Achievable:** You must propose things that are realistic and can be achieved, so that the people who take the decisions accept them.

A fun way of developing a large number of ideas for the action plan is the game “Sprint of Ideas”.



## Game: Sprint of Ideas

Objective: To combine different ideas.

Gender Equality Day



### Instructions:

In this game, the idea is to collect as many ideas as possible for your action plan.

Before starting with the game, write down three or four questions based on the analysis of your school (see page 38). For example: What needs to be changed in our school, if boys use the schoolyard more than the girls, etc.

At the beginning of this exercise, ask the participants to have a close look at the vision you have developed. Remember what you want to achieve with your actions!

Choose a facilitator and a “jury”. The rest of the participants are split into groups of 3-5 people. Each group receives cards (a different colour for each group) and a marker or pen.

The facilitator reads the first question and pastes it to a flipchart so that everyone can read it. The groups begin to write down their ideas on their cards as quickly as possible, while observing these two rules:

- One idea per card
- No duplication of ideas

If one of these two rules is not respected, deduct one point.

Judging the results:

- 1 point per idea accepted by the “jury”.
- 0 points for an idea that cannot be applied.
- -1 point if an idea is repeated by the same group

After the first round, the facilitator reads a new question. After all the questions (no more than four), the jury adds up all the points and names the winner. Once the game is over, you will have several ideas for your action plan. Identify the best three to five ideas. Are they realistic?

### Note:

Do not allow the game to become a contest. It should be fun. It is about the ideas, not who wins.

Adapted from: “Learn without Fear: Youth in Action Against Violence in Schools”. Pages 38+39. Plan, 2009.

Formulate your action plan as precisely as possible, so that it can be put into practice. You should consider how much money, how many people and what materials will be needed for your actions.

Here are some suggestions:

- A gender equality club,
- A code of conduct on sexual harassment at school,
- A self-defence course for girls and boys,
- Football matches with gender-mixed teams,
- Gender equality training for male and female teachers.

**In our group “Champions of Change”, we realised that there was a lot of discrimination in sports. Our Sprint of Ideas (see page 56) came up with an action that we decided to present on the Day of Gender Equality.**

**In order to tackle discrimination in sports we wanted to organise a gender- mixed football tournament with specific rules that take mutual respect into account.**

# CONTEST

**We are the CHAMPIONS OF CHANGE  
and we have a dream:**

In our school boys and girls should have  
the same rights!

**BUT THE REALITY IS VERY DIFFERENT!**

**PARTICIPATE!**

**For your school!**

**For you!**

We are looking for concrete ideas for promoting  
gender equality in our school.

The three best ideas will be chosen  
on the 14th of April.

The deadline for submission is on  
the 3rd of March, to Amir (9c)

## The contest

If you still need more ideas for your action plan, or if you want to involve the whole school in the process, you can organise a competition. A poster for the competition could look like this:



## Think of the following:

- Who sits on the jury? You can choose “important” people for your cause, e.g. the school director, a journalist, someone well known.
- Where and how will the winners be chosen?
- How will the winners be announced publicly on the Gender Equality Day?
- Is there a prize? Will you seek a donor for it?
- What date will you set for the contest?
- Do you have enough time?

# Module 4: Organising the Gender Equality Day

You've already analysed the situation in your school and come up with several proposals. How can you spread your ideas for change? What can be done to awaken your schoolmates'

interest and get their support? It's time to start planning your Gender Equality Day.

## Step 1: What do you want to achieve?

On your Gender Equality Day you don't just want to raise your schoolmates' awareness; you also want to present and discuss the results of your analysis and proposals for a more equitable school with them.

To be clear about what you want to achieve with your Gender Equality Day and to define the activities and the agenda according to this aim, the first thing you need to do is to define the objective of your Gender Equality Day and the results you want to achieve.

### Our objective

In our group, **Champions of Change**, we defined the objective for our Gender Equality Day as: "To promote a school with gender equality".

The results we wanted to achieve were:

- a) To raise awareness of gender equality amongst everyone in our school.
- b) To have the support of the students for our proposals, to promote a more equitable school.
- c) To have fun!

Then, based on your proposals and vision, you should formulate the key messages about what you want to communicate through your activities during your Gender Equality Day. Remember that the Day will help you embed your proposals. You need to have clear communications messages in order to convince the students, teachers, and management, and thus receive their backing for your proposals.

A good message should be simple and short and take into account the following<sup>3</sup>:

- The contents: what you want to say, what the main idea is and what your arguments are.
- The language: You have to think about your audience, which consists of the students, the teachers and the school management, so the language you use should be appropriate and with words that encourage reflection and awaken interest.

## Our key messages

For our proposal to establish mixed-team football matches we formulated the following message:

**Girls and boys can win together.**



<sup>3</sup> See Social Organisation, Leadership and Political Advocacy. Page 30. Plan Honduras, 2009

## Step 2: Define your actions

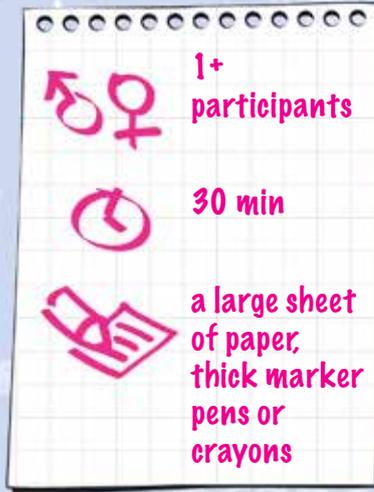
Choose the activities that best reinforce your messages.  
We suggest conducting a brainstorm session.



### BRAINSTORM

Objective: to combine a large number of ideas

Gender Equality Day



#### Instructions:

Sit around a table with the paper in the middle. Decide whether one or several people will write. At the centre of the paper, write the heading "Actions for Gender Equality Day".

Then start with the brainstorm. All the ideas for the actions (contents, activities, organisational tasks, financial...) should be written on this sheet.

At this point:

- All the ideas are written down
- No discussions
- No comments (therefore you should not say "that's no good!")

When you have run out of ideas, you should identify and decide which of the proposed ideas you want to choose.

In order to choose them we suggest that each participant should have the right to choose the three actions that she or he likes best. The actions that receive the most votes will be selected. Before choosing, you should take into account that the actions need to be realistic (for example, will you have the resources that are needed for their implementation?).

Ideas for your Gender Equality Day:

- A school fair on gender equality
- A theatre performance/socio-drama or puppet-show that strengthen your key messages
- Screening a promotional video to raise awareness and communicate your messages
- Music/rap or break-dance performance about your proposals
- Inauguration of a school mural/bulletin board with a vision for an equitable school
- An exhibition of caricatures/comics or artworks that reflect your analysis and proposals
- A poetry contest reflecting an equitable school
- A rally/treasure hunt about what you want to achieve
- An open debate about a specific proposal
- Organised games with reflections about gender
- A thematic train with stations about gender discrimination and equality
- Walks with placards with your key messages
- Mixed sporting events with rules which reflect gender equality
- Marathons or walks for equality
- Piñatas filled with sweets with messages for equality
- A cinema forum for raising awareness about gender equality

Ensure that the action you choose clearly reflects the messages you wish to communicate. Before organising the activity you should ensure that it does not stereotype or discriminate and that it does transmit a positive message about gender equality!



Naturally each action is different, but there are some general points that have to be taken into account when organising them:

- What do you want to achieve through this activity? Who is it aimed at?
- Do you want people to participate in the activity? How?
- Which messages do you want to communicate through this activity?
- What support do you need for organising it? From teachers, the school administration, parents, or experts?
- Do you need to have permission in order to conduct the activity?
- What is your budget? Who could donate something?
- What materials or resources do you need? What technology is required? Could the school or someone else provide you with it?
- What has to be taken into account during the organisation of this activity? What space is needed in order to organise this activity?
- How many people are needed in order to organise this activity?



# Step 3: This is your Gender Equality Day!



Once you have defined what you want to do on your Day, it is important to plan it.



*Give yourselves enough time!*

If you plan it well you can:

- achieve appropriate work distribution – each committee will know what its task is and when it needs to complete it by,
- avoid misunderstanding and duplication of tasks, or worse still, forgetting them,
- avoid unpleasant surprises, as problems become evident very quickly,
- make a good calculation of the time required for some of the intermediate tasks.



*Remember that the agenda as well as the work-plans are working documents that change and have to be flexible in order to incorporate the changes that may arise!*

## **The agenda for the Gender Equality Day**

As you already have your actions and messages for your Gender Equality Day, you should start with the first draft of the agenda. In the process of preparing the agenda you should take into account the following:

- Are you going to have the whole day or just part of the day?
- What do you want to do first, then afterwards?
- Are you going to open with a few welcoming words or will it be more like a fair where people can arrive whenever they like?



## This is how we did it:

Our group decided to organise two actions on the Gender Equality Day:

- We started with a roundtable discussion made up of a girl and a boy, our school principal and an expert on the issue. The aim was to discuss why discrimination exists in sports and how it could be prevented. One of our group members facilitated the debate.

- That afternoon we organised the first mixed-team football match, for which we defined clear non-discriminatory rules. We placed flags with our key message around the football pitch.

This was the first draft of our agenda for the Gender Equality Day:

Time	Activity	Order	Materials and inputs	Who is responsible
<b>Date: 5<sup>th</sup> of May</b>				
10:00 am	Opening ceremony	Welcoming words from the event coordination committee and the school principal	Microphone, sound system	Coordination committee
11:00	Roundtable discussion	Debate about discrimination in sports	Chairs for the roundtable participants and guests, microphones	Roundtable committee
13.00	Lunch	Sale of food		Logistics committee
14:00	Mixed-team football match	Two matches were played with 4 mixed teams	Football pitch, flags	Football committee
16:00	Closing words	Farewell words from the event coordination committee and the school principal	Microphone, sound system	Coordination committee

## What do you do now?

In order to organise your Gender Equality Day we suggest setting up committees that will be responsible for specific aspects before, during and after the Day. You need to take the group members' different skills and interest into account.

The usual committees would include:

- **Coordination Committee:** In charge of the general coordination of the event. With an overall vision of everything that is going to be done during Gender Equality Day, it supports the other committees and helps them to make decisions.
- **Logistics Committee:** Responsible for all logistics, including reception and welcome, organisation of first aid, food and materials.
- **Communications Committee:** Organises all aspects of communications, publicity and documentation, including the invitations, press release/media invitation, event promotion, photography and other documentation media like video.
- **Organisation Committee:** In charge of organising the events, e.g. the theatre production or the rally. Most of the participants will usually take part in this committee.
- **Finance Committee:** Responsible for fund-raising, managing resources, identification of potential partners and settling payments.
- **Decoration and Cleaning Committee:** Responsible for decoration, including arrangements and decoration, gifts for the guests, as well as organising the clean-up after the event and, for example, disassembling the space.

At this point we suggest that each committee draw up its work plan, which is to be shared with the other committees afterwards.



## WORK PLAN

**Objective:** To organise a project and ensure that we don't forget anything.



### Instructions:

First, conduct a brainstorming session (see page 38) to consider what your committee has to do before, during and after Gender Equality Day.

All the steps or tasks that are identified for your committee should be written in a table. Afterwards, decide who of the committee members takes responsibility of which task and until when. The question is always: WHO does WHAT and WHEN?

### Note:

If you have access to a computer you can design a table on it and distribute it to everyone via e-mail. In this way, anyone will be able to see the table at any time they choose.

WHO (Communications Committee)	WHAT	DEADLINE	COMMENTS
Date: 5 <sup>th</sup> May; George and Sophie	Request to use the auditorium for the roundtable discussion and the football pitch for the mixed match	15 <sup>th</sup> January	Draft a request note to our principal
Alex, Karl and Katy	Design leaflets and posters to announce the event	1 <sup>st</sup> March	Clarify costs with the Finance Committee
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Now you are ready to launch into preparations for your Gender Equality Day. Good luck with everything!

Here is a sample checklist. Of course, yours will include many more details.

## In preparation

What needs to be considered?	By when?	Who?
Who should be involved (school management, teachers and parents)? <ul style="list-style-type: none"> <li>• Make the list: Who should be informed?</li> <li>• Establish: Which of you will inform everyone?</li> <li>• Make the list: In which areas of your project do you need support and from who?</li> <li>• Establish: Which of you will ask the people?</li> </ul>		The Coordination Committee  All group members
Where will the Gender Equality Day take place? <ul style="list-style-type: none"> <li>• What are the appropriate premises or places?</li> <li>• Who needs to be asked for permission?</li> </ul>		The Logistics Committee
Compilation of the materials that we need. Make plans: WHO gets WHAT (by) WHEN?		All the group members
Establish who is responsible for: <ul style="list-style-type: none"> <li>• Setting up or disassembling the activities</li> <li>• Food preparation</li> <li>• Public relations and press</li> <li>• Moderation / introduction</li> <li>• Promotion before the event</li> <li>• Finances</li> </ul>		Logistics C. Organisation C. Logistics C. Communications C. Finance C.
Carry out publicity work <ul style="list-style-type: none"> <li>• Make posters/leaflets</li> <li>• Display posters/leaflets or distribute them</li> <li>• Carry out direct publicity work in the classrooms</li> <li>• Inform via the (school) newspaper</li> <li>• Post it on Facebook</li> <li>• Make a loudspeaker announcement at school</li> </ul>		Communications Committee
Finances: Do you need money? <ul style="list-style-type: none"> <li>• Who could support you?</li> <li>• Who could you/would you like to cooperate with?</li> <li>• How could you raise some money?</li> <li>• Do the guests have to pay (e.g. for refreshments/drinks)?</li> </ul>		Finance Committee
Invitations <ul style="list-style-type: none"> <li>• How many people are you going to invite (the whole school or just certain grades)?</li> <li>• Do you have to invite other people (e.g. someone from the Town Hall, your families, school staff, representatives of the local media, or young people from other schools)?</li> </ul>		Communications Committee



# Module 5: Celebrating and evaluating

## Congratulations!

You made it! We bet you are satisfied with your Gender Equality Day and had a lot of fun! After so much hard work and great success the time has come to celebrate. You deserve it!

### Preparing the celebration

Between all of you, organize the purchase of a cake, sweets and soft drinks, and share the photos, videos and experiences of the entire process.



Don't forget!  
Thank the people who  
have helped you.

# Evaluation

After partying and celebrating the results, you can conduct a more structured analysis of the event. Comment on what turned out well and what didn't. For this purpose, we suggest the following steps:

## 1. Preparation

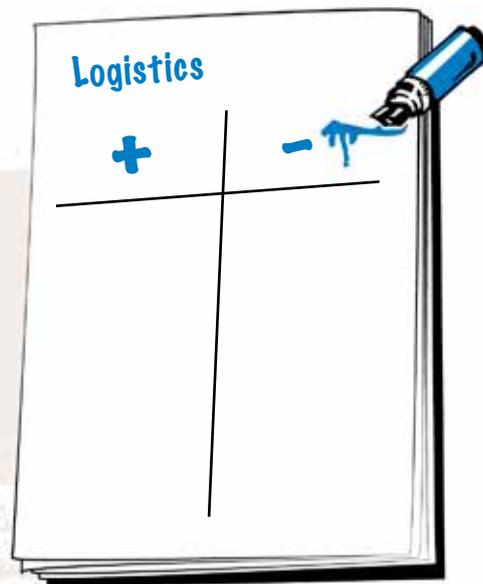
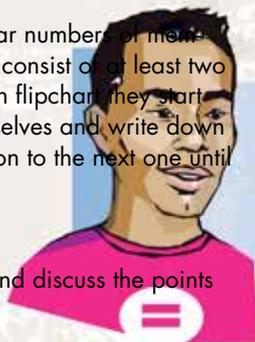
You will need 4 to 8 flipcharts. Write down a heading on each one according to the areas of work that were important in the organisation of the event, e.g. "publicity and communication", "food", "logistics". Draw two columns on each flipchart: one on what went well, the other on lessons learnt. Hang the flipcharts on the walls.

## 2. Group work

The participants should form groups, made up of similar numbers of members, one group for each flipchart. Each group should consist of at least two people and no more than four. It does not matter which flipchart they start with. The group members discuss openly among themselves and write down their suggestions. After five minutes, move the groups on to the next one until all have given their input on each flipchart.

## 3. Discussion

Sit in a circle. Start with one of the flipcharts to read and discuss the points that were written down.



*If you have ideas about what you would like to do differently next time, write them down as well.*

# What next?

Don't stop with the Gender Equality Day! What will become of your proposals now? How can you keep on pushing for change?

Here are some ideas for promoting change:

- Publish your experiences via social media or school publications.
- Set up a permanent gender club or committee with a commitment to gender equality. You could even organise another Gender Equality Day and continue encouraging change at your school.
- Involve the student council so that they put gender issues on their agenda.
- Establish a gender corner in your school, where you can update information on the issue of gender equality. You could include a box for suggestions on promoting gender equality.
- Organise exchanges with other youth groups.

Make your proposals become a reality and advocate for them in your school and in your community. Remember to involve your teachers, the school management and the parents' association.

- Form a group of young people who want to promote the proposals.
- Draw up a plan for your school and organise meetings with the school management, the student representatives and the parents' association to discuss your proposals.
- Find people and institutions in your neighbourhood or community who take an interest in your ideas and who could support you.
- Invite experts to give to discuss specific topics in your proposals.

Well, that's all from us.  
We hope this manual has helped you  
to promote change on gender equality  
in your school.

If you are interested in gender equality,  
go visit these campaigns and networks:

- **Because I am a Girl:**  
[www.biaag.org](http://www.biaag.org)
- **Men Engage:**  
[www.menengage.org](http://www.menengage.org)
- **Masculinities and gender equality**  
[www.whiteribbon.ca](http://www.whiteribbon.ca)

Men  
and boys -  
be a part  
of gender  
equality

equality  
for all

This manual features a range of games and methods that can be carried out with a group. But what really needs to be taken into account during facilitation and implementation?

## Annex 1 How to explain a game

### When facilitating ...

- *Be motivated.* The more you feel comfortable with the method, the better you can motivate everyone else. Keep this in mind when you choose who should lead the activity.
- *Be prepared.* It is important to have all the materials ready.
- *Decide whether it is useful for you as facilitator to play an active role in the exercise.* This can be useful in icebreaking and introduction exercises. In others it might be more important for you to concentrate "exclusively" on the facilitation. Thus, when the group is working you will be able to support the participants on an individual basis. The participants will also need a neutral guide at times.
- *Be sensitive and respect the participants.* The games and activities can sometimes provoke passionate feelings. If you notice this, approach the person with empathy.
- *Never oblige anyone to do something if they don't want to.* Everyone has the right to decide whether and how they fit in, as well as the way in which they express themselves about the topics you are tackling. The questions may sometimes be too personal for some participants and they will not feel like discussing them with the others.
- *Take your time.* When necessary, repeat the contents of the exercises. Share some basic rules with everyone for the sessions:
  - *Speak one by one.*
  - *Don't interrupt anyone.*
  - *It is OK to ask for more details.*
  - *Respect the opinions of others.*
- *Explain as briefly and concisely as possible.* Only start the activity, if there are no more questions. Sometimes it is useful to provide examples, but be careful – the more ideas you give, the more likely the group will focus on these.
- *Keep equal participation in mind.* For instance, ask the participants to sit in a circle. In this way, everyone can see each other clearly and no one has a better or worse place.

Adapted from: Landesjugendring  
Niedersachsen e.V. – Handbuch  
für Jugendleiterinnen und Jugend-  
leiter (Manual for Youth Leaders).

**Annex 2**  
**General facilitation**  
**tips**

**General advice and rules for facilitation**

- *Stay neutral*  
Don't judge what is said by the participants, e.g. by saying "what a stupid idea". Expressions like "we've already got that", "we don't have the money for that" should also not come from you.
- *Ask questions*  
This is how to get the group's attention.
- *Make sure that everyone has the chance to participate!*  
If you perceive some group members are very dominant while others are very quiet, think how to balance their participation better.
- *Summarise...*
  - If the group has gone off topic,
  - If the discussions become very general,
  - If the issue is not clear or if everyone continues talking about one aspect only,
  - Generally, after every stage of group work.
- *Take time into account!*  
As facilitators, it is also your job to watch the time and structure the meeting so that the objectives for the session can be met.
- *Ensure that conflicts are treated immediately* (see Annex 3)  
Conflicts are not necessarily negative – they can actually give the group a new boost. The small ways of preventing conflicts due to stress are: brief breaks, fresh air, games, a sense of humour and showing the positive results that have been achieved.
- *Visualise*  
While collecting ideas, before voting, designing action plans write down the important points on a flipchart, card, paper so that they are visible to all. This way there is not risk of losing contents and opinions, or that any group members feel ignored.
- *Select the appropriate methods!*  
Ensure that your methods don't take anyone to the limit. Strive for alternation.

### **What makes a good facilitator?<sup>5</sup>**

- A warm personality, able to show approval and acceptance of all.
- A good listener, capable of responding to the needs of the participants and any situations that might arise.
- Sensitive to the needs and feelings of individuals and groups, picks up on any problem.
- Ensuring that all the participants (young men and women) feel safe, respected and appreciated.
- Motivating and inspiring people.
- Encouraging reflection and actively challenging people to think.
- Facilitating everyone's participation; getting reserved people to participate when appropriate and asking the dominant personalities to calm down when necessary.
- Providing guidance and leadership as needed (e.g. ensuring that the agreed plan is followed, or adapting it appropriately if necessary).
- Capturing the important point of anything that is said.
- Being willing and able to handle conflicts if necessary.
- Asking others for help when appropriate.
- Not being afraid of admitting she or he doesn't know something.

<sup>5</sup> Healthlink Worldwide (2005): The memory work trainer's manual – supporting families affected by HIV and AIDS. This is a general list that is valid for working with young people as well as with adults.

- Being ready to refer people to professionals who can help them.
- Being well organised and planning in advance, like making photocopies, checking all the equipment, having all the resources and installations ready in time.
- Arriving before the participants in order to ensure that the room is ready for starting on time and resolving any problems before the start of the session.
- Maintaining an overall vision of the whole workshop and guiding the participants throughout the process, linking themes when appropriate.
- Adapting the facilitators manual according to the local circumstances and the group's needs (each group's dynamic is different).





! Don't be shy  
to ask an adult  
to support you.



**Annex 3:  
Help! A conflict –  
what can be done?**

It is completely normal for disagreements or conflicts between group or team members to arise from time to time. Everyone has their own interests and ideas and leading them all in the same direction can be difficult. As facilitators of the group, you should offer support for settling disputes. You are not “judges” who should say who is right or wrong – you are there to mediate between the parties so that they can find a solution to their problem

When there are clashes, the following points may be helpful:

**Step 1: Agree on rules**

Ask the group to agree on rules to solve the conflict in a non-violent way, like listening to what everyone has to say without insulting each other.

**Step 2: Everyone states their points of view**

It is important to have everyone voice their opinions and what bothers them – one after the other. They should explain this as concrete as possible without accusations.

**Step 3: Set objectives for combining proposals and find the solution**

Any party in a conflict says, from his or her point of view, what the result should be and makes suggestions for how to resolve the conflict. All the suggestions are combined and written down.

**Step 4: A jointly agreed solution**

The next step is to carefully analyse the suggestions. The conflicting parties should say suggestions they find achievable or which not. When one or several paths towards a solution are found, the conflicting parties should discuss the necessary steps to make this a reality. The more concrete the description of this path, the better it will be.

**Step 5: Follow up**

After a while, the conflicting parties should come together to discuss how well the solution has worked. Some small amendments may be necessary.

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The unreferenced exercises that were used have been developed over the years, either by the team of trainers from the Institut für Konfliktaustragung und Mediation (ikm) – the Institute for Constructive Conflict Resolution and Mediation – or by PLAN International and were transmitted orally and in writing. In these cases, it has not been possible to establish the exact source.





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It has been great fun working with all the young people who took part. We enjoyed your enthusiasm and energy in this project towards gender equality.

### **Plan International**

Plan International is an international organisation with no political or religious affiliation. We support girls, boys and young people, their families and their communities as a way of fulfilling their rights and lifting themselves out of poverty.

The “Champions of Change” project is an initiative of “Because I am a Girl”, Plan’s international campaign to promote the rights of girls and gender equality. During its first phase 130 male youth between the ages of 14 and 18 and coming from communities in Germany, El Salvador, Guatemala, Honduras and the Dominican Republic were trained as change agents for gender equality in their schools and communities. In this role, they encouraged other youth to challenge gender norms, roles and stereotypes.

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## Changing the World

This manual will help you to promote the idea that boys and girls have the same rights. It will support you to confront gender based discrimination in your school. You will learn how to become a change agent for gender equality. Transforming the world is possible. This manual offers ideas and techniques for motivating other young people to join you.

*“My commitment is to motivate many more men and women in order to reduce sexism in my community and country.”*

Elmer, 16