METHODOLOGICAL GUIDE

FOR EDUCATION THROUGH PARTICIPATION AND TRAINING TO ACHIEVE INCLUSION

ADULT EDUCATION AS A MECHANISM OF SOCIAL INCLUSION AND PARTICIPATION OF MIGRANT WOMEN

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PRESENTATION: WHY A GUIDE?

The increase in hate speech is a consequence of the economic crisis, which in turn is generating processes of political and institutional disaffection. To respond to this current and growing problem, this guide proposes the training of women through popular education and participatory methodologies with a gender perspective, as a strategy for social inclusion.

This document aims to be a tool that facilitates the participatory dynamization of women's groups, with the aim of promoting processes that, on the one hand, allow the deepening of the rights that the 2030 Agenda includes from a gender perspective; and on the other hand, favor individual and collective empowerment processes aimed at increasing the capacities for political advocacy.

A guide that guides professionals in the field of social intervention and participation in work with groups of women around the recognition of their political, social and labor rights from a cooperative and participatory learning process, based on their own experiences and experiences that the group of participants has, to build meaningful learning from the dialogue.

This guide makes a proposal: the Schools of Participation and Inclusion (EPI from now on). These schools are conceived as a training itinerary that will adapt its contents to the needs identified by the group of participants within the framework of the proposed themes. The itinerary combines the theoretical content with the practical dimension, as it is aimed at the group developing two specific products in a participatory manner, through which it is intended to increase its capacity to influence in its closest social and territorial environment:

1. A participatory diagnosis around the themes proposed in the framework of the 2030 Agenda.

2. A collaborative action aimed at making the results of the participatory diagnosis visible and increasing their capacity for collective organization and political advocacy

It is an innovative proposal that combines lessons learned from diverse experiences of participatory democracy, participatory research with women, adult education and digital deliberation, among others. The proposal focuses on adult women at risk of social exclusion (migrants, refugees, indigenous, precarious), with the aim of

opening a process of individual and collective empowerment that favors their inclusion in the social, cultural, economic or educational spheres.

PPE has a non-mixed composition. They are aimed exclusively at women, understanding that the generation of non-mixed participation spaces can facilitate the emergence of conflicts and debates associated with the experience of gender. From the debates, reflections and learnings of the participating groups themselves, actions of a mixed nature can be started.

It is a flexible proposal, which in addition to proposing PPE, includes a repository of participatory tools aimed at promoting the empowerment of women, whose use must be adapted to the diverse contexts and realities of the groups of participants with whom it works and promotes. The initiative. The methodological tools it includes have been designed and tested in addressing issues with a gender focus and / or favoring egalitarian dynamics in the functioning, debate and decision-making of the participating groups. These tools can be used both within the framework of the EPI and in other types of participatory processes in which it is intended to address issues with a gender perspective.

The repository of tools includes tools to be used in spaces for face-to-face participation. In addition, it includes some indications for approaching these sessions in a digital environment, bearing in mind that the context of a global pandemic may be an obstacle to their realization. Digital participation provides new opportunities that can strengthen and complement face-to-face participation processes. In addition, after the health crisis of COVID-19, it is even more necessary if possible, to incorporate digital tools that support the processes. The guide includes specific indications to guarantee the accessibility of digital participation, bearing in mind that despite the fact that there has been a process of digital literacy in the context of the health crisis, there are still social and digital gaps that hinder full accessibility.

The document includes a selection of significant participatory practices that have been inspiring to the EPI proposal and from whose lessons learned lessons have been drawn that have been used for the design of this proposal.

THEORETICAL FRAMEWORK

The EPI proposal bases its strategy on three processes:

- Global recognition of women's rights as human rights.

- Growing institutional recognition of citizen participation as an indicator of social inclusion and sustainable development.

- Recognition of the promotion of the direct participation of women as an effective strategy to favor their empowerment and political incidence.

In 2015, the United Nations Organization approved the 2030 Agenda for Sustainable Development, following the slogan "leave no one behind" (UN, 2015). The Agenda is articulated through 17 Sustainable Development Goals (SDG), which include everything from eliminating poverty to combating climate change, promoting education or gender equality; the defense of the environment or territorial equity and the leading role of cities.

With the 17 SDGs and its 169 targets, it aims to make the human rights of all people a reality and achieve gender equality and the empowerment of all women and girls. The Objectives and goals are integrated and indivisible and combine the three dimensions of sustainable development: economic, social and environmental.

The 2030 Agenda has been a significant milestone in terms of two public policies that are considered strategic to guarantee full and inclusive sustainable development: gender equality and citizen participation. On the one hand, it supposes the consolidation of the strategy that in the matter of gender equality emanates from the Beijing Conference (1995); on the other hand, it incorporates as a development indicator, the direct participation of citizens in the planning and management of public policies, through SDG 11.

For an effective deployment of the 2030 Agenda, which guarantees its transformative nature, the multi-stakeholder and multi-level nature that its execution must necessarily have is recognized. This, beyond questioning the different institutions, implies

an appeal to civil society and its organizations. The participatory localization of the SDGs aims to synthesize a roadmap that recognizes civil society as a relevant actor, whose participation, action and incidence in public policies is essential to effectively achieve the development and inclusion goals proposed by the 2030 Agenda .

The EPI proposal is based on the hypothesis that the direct participation of women in the diagnosis and design of public policies around the SDGs can be an effective strategy to promote their empowerment and raise their levels of political influence. The contents of the proposal will focus specifically on addressing SDG 5 to achieve gender equality and the empowerment of all women and girls , using as a strategy the approach from SDG 11 sustainable cities and communities , in the process of personal transformation and Social.

The COVID health crisis threatens to also have its effects on the rights and advances produced in the areas of gender equality and direct participation. In fact, the United Nations Secretary General in April 2020 stated: "Various women's organizations, including UN Women, have warned about how the pandemic has exacerbated existing inequalities for women and girls worldwide; from health and the economy, to security and social protection ". Achieving that gender equality constitutes a central policy, which in no case is relegated due to the crisis, constitutes a primary challenge from a social transformation approach.

Likewise, the health crisis has highlighted the tension between centralization, authoritarianism and democracy. The political, cultural and institutional frameworks in which the pandemic has been managed can encourage political processes that move institutional systems away from the goals of participation, transparency and democracy proposed by the 2030 Agenda. Therefore, place participation as an indicator of inclusion and facilitator of processes of social structuring and community strengthening, acquires special importance.

2.1. Global recognition of women's rights as human rights

The feminist movement and the work of political incidence that since its intervention in different fields (political, social, institutional, academic) has been developing throughout history, has not

only achieved the highest levels of formal recognition of equal rights, but also a growing presence on the international public agenda. Miguel (2000) analyzes the historical phases through which the feminist movement has passed, from pre-modern and modern feminism, through its connection with the social movements of the 19th century, to the different contemporary feminisms.

Progress in the institutional recognition of rights on a global scale responds to broad processes of participation and social mobilization, promoted and led by women and by the push of a political movement that has been gaining a strong transversal character. Cobo (2019) argues how the fourth feminist wave has developed in the 21st century, whose main characteristics are its global and mass dimension, its intergenerational character and its intersection with anti-capitalist struggles, which place the centrality in the questioning of feminization of poverty.

Cobo (2017) synthesizes the historical milestones in which the feminist movement has expressed itself as a mass movement with high levels of political influence, as follows:

> *In 1915 more than 20,000 women marched in New York demanding the right to vote; in the seventies of the 20th century dozens of demonstrations were held in different cities of the world demanding civil and political rights; in 1997, in Philadelphia, thousands and thousands of African American women demonstrated demanding an end to racial discrimination; On November 7, 2015, hundreds of thousands of women demanded an end to sexist violence in the streets of Madrid. And these are just examples of a much broader movement.*

Patriarchal systems are based on a social and cultural construction of gender, which implies the establishment of hierarchical relationships between men and women in all areas. The economic, social and political model, as well as the affective relationships are built based on the hegemony of the roles and values attributed in a historical context given to masculinity, «in such a way that the experiences, knowledge and activities of women are relegated to a subordinate position »(Agenjo, 2013).

Gender is related to other axes of oppression such as class, race, age or sexual orientation, giving rise to differentiated living con-

ditions. Starting from an intersectional approach, it is necessary to attend to how these axes of oppression intersect and relate, in order to define emancipatory intervention strategies that are based on the protagonism of the subjects and their living conditions, crossed by gender among other social categories , which explain multiple forms of inequality that are expressed in daily experiences.

Hooks (2004) justifies the need to develop a feminist theory and practice that incorporates the intersection of gender, class and race, as follows:

> *It is essential for the future of feminist struggles that black women recognize the special point of advantage that our marginality gives us and make use of that perspective to criticize racist, class and sexist hegemony, as well as to imagine and create a counter-hegemony. (p.50).*

Recognizing the advancement of rights must serve as a lever for the identification of gender gaps that continue to condition the lives of women: discriminatory laws and social norms, the under-representation of women in political and economic spheres, the multiple forms of sexist violence, the wage gap, the global chain of care, the feminization of poverty, among others, continue to be realities for women on a global scale.

UN Women (2020) corroborates how these realities have intensified with the COVID-19 crisis. With the confinement measures, many women have found themselves trapped, with difficulties in accessing public services that had already been cut back. Since the beginning of the pandemic, violence against women and girls has intensified, as evidenced by the fact that the number of calls to helplines for female victims has increased fivefold during the pandemic (UN Women, 2020) or has increased recorded an increase of up to 30% in cases of violence in some countries (UN, 2020).

The unpaid care work of women has increased due to the closure of schools and the overload of health systems, it is estimated that women dedicate up to 3 times more time than men to this type of work (UN, 2020); There has been a process of precariousness in the conditions of paid work for women and it has also been these women who have been at the forefront, performing essential jobs in the hardest moments of the health crisis. According to the UN

(2020), 70% of social and health work in the face of the pandemic have been developed by women.

The COVID-19 crisis has shown that care plays a central role for the sustainability of life and the planet. It has made visible the vulnerability and interdependence of the human being and has contributed to a greater awareness of the need to strengthen community networks and spaces, as a key and strategic aspect for individual and collective survival, well-being and quality of life.

Therefore, the context that arose in the framework of the pandemic makes the strategy proposed by the 2030 Agenda even more necessary, which proposes the approach to gender inequality in its intersection with other axes of inequality (territory, class, age, race, sexual orientation, etc.) in the design of public policies from approaches that integrate inclusion, sustainability, transversality, specificity and participation as inseparable criteria.

The process of institutional recognition at the international and European level of women's rights has gone through different institutional milestones that are summarized below (Coglobal, 2020):

At the international level, the United Nations, by virtue of Council Resolution 11 of June 21, 1946, created the Commission on the Status of Women (the main international intergovernmental body dedicated exclusively to the promotion of equal rights). gender and women's empowerment). It is an organic commission dependent on the Economic and Social Council. Their contributions to the drafting of the Universal Declaration of Human Rights were key to establishing equal rights for men and women as a fundamental principle and the protection and promotion of women's human rights as the responsibility of all States.

The progress achieved in the UN world conferences on women and how they already address the participation of women in the public sphere as an axis of social inclusion (Coglobal, 2020):

1. **World Conference on Women (Mexico, 1975).** It approved the Declaration of Mexico, which links discrimination and inequality with underdevelopment caused by an unjust world system. There is a need to restructure international economic relations in such a way that they offer more possibilities for

integrating women into economic, social, political and cultural life.

2. **World Conference on Women (Copenhagen, 1980).** This Conference recognized that there was a disparity between guaranteed rights and the ability of women to exercise those rights. To tackle this problem, three areas were identified in which concrete measures were needed: education, health and employment.

3. **World Conference on Women (Nairobi, 1985).** This Conference recognized that the gender issue was not something isolated, but encompassed all areas of life: health, education, employment, industry, communications, environment, etc., and promoted the taking of measures in this regard.

4. **World Conference on Women (Beijing, 1995).** From this Conference it is recognized that the change in the situation of women affects society in general. Gender equality is recognized as fundamental to development and world peace. The Conference approved the Beijing Platform for Action, the most comprehensive document produced by a United Nations conference on women's rights. As a result of the Beijing Platform for Action, the two fundamental strategies have been established for the effective development of equality policies for women and men, gender mainstreaming and balanced representation.

The Beijing Platform for Action defined for the first time the gender mainstreaming strategy as a central strategy, recognizing that it was necessary to identify and analyze the existing structural barriers to advance gender equality and plan actions to overcome them, from the recognition of its transversality.

Subsequently, the 2030 Agenda has made substantial progress in this regard. On the one hand, the gender dimension of poverty, education, health, employment, etc., is recognized, identifying that there are multiple and interrelated inequalities that intersect with gender, aggravating situations of inequality. On the other hand, it is recognized that progress in gender equality can contribute to the advancement of the set of goals and objectives.

UN Women (2018) classifies the SDGs into three levels, according to the level of clarity with which they incorporate the gender approach (p.54):

• LEVEL I: they have indicators that are conceptually clear, have an established methodology, have standards for their preparation, and the countries produce the necessary data regularly. At this level are Goals 1, 3, 4, 5, 8 and 16.

• LEVEL II: indicators that are conceptually clear, have an established methodology, and have standards for their development, but countries do not produce the necessary data regularly. At this level, Objectives 2, 10, 11, 13 and 17 are identified.

• LEVEL III: indicators for which a clear international methodology and standards have not yet been established. At this level, objectives 2, 10, 11, 13 and 17 are identified.

In addition to its intended cross-cutting nature, the 2030 Agenda specifically incorporates gender equality through SDG 5, including the following goals, which define the main gender challenges that exist on a global scale and which will be addressed in the contents of the PPE:

5.1. End discrimination against women

5.2. Eliminate all forms of violence against women and girls

5.3. Eliminate child marriage and genital mutilation

5.4. Value care and promote shared responsibility

5.5. Ensure the full participation of women in leadership in political, economic and public life

5.6. Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Program of Action of the International Conference on Population and Development, the Beijing Platform for Action and the outcome documents of its review conferences

5. a. equal rights to economic resources, property and financial services

5. b. Improve and use information and communication technologies as a means to achieve and promote the empowerment of women.

5. c. Approve and strengthen policies and laws for gender equality.

Within the framework of the European Union, the treaties, directives, decisions and jurisprudence of the Court of Justice have shaped an extensive doctrine on equality between men and women. Recently, the EU Strategic Agenda for 2019-2024, approved at the European Council on June 20 and 21, which establishes 6 priorities for the next five years. In this context, in March 2020 the strategy to be followed in terms of gender equality, aligned with the 2030 Agenda, is approved.

In turn, the Council of Europe, in its Gender Equality Strategy 2018-2023, determines that to ensure the proper functioning of any democracy, the balanced participation of women and men in public and political decision-making processes is essential. Women face a series of obstacles to entering and maintaining their participation in the sphere of both political and public decision-making, such as electoral systems, the functioning of political parties, gender stereotypes, the roles and values that they transmit certain family models and the social and private division of labor that leaves little space for women's participation in the public scene (Coglobal, 2020).

The Council of Europe approved the Convention on preventing and combating violence against women and domestic violence, signed in Istanbul on May 11, 2011, has among its objectives the defense of human rights and the search for common solutions to the problems faced by society, such as discrimination against minorities, xenophobia, intolerance, trafficking in human beings and violence against children, elaborates a strategic plan on equality since 2006, being in force currently the Gender Equality Strategy 2018-23.

Even with a framework of growing institutional recognition of women's rights, their effectiveness continues to be uneven. As mentioned above, the sexual division of labor, the wage gap, the unequal distribution of care and its low social recognition, the

different forms of discrimination and gender and sexual violence, unequal access to education and health, continue to constitute ways in which gender inequality is expressed and define global goals for sustainable and inclusive development.

2.2. The direct participation of citizens as a strategy for their inclusionSocial

Starting from the hypothesis that direct participation in the formulation and management of public policies is a factor that promotes social inclusion does not imply that its effect and impact is mechanical or immediate. Rather, it involves adopting a series of decisions that make it easier for participation to be effectively inclusive. This means that it is necessary to design strategies that specifically promote the participation of the most vulnerable and excluded groups from decision-making in the public sphere, including women. The EPI proposal starts from the premise that participatory methodologies are a tool that can facilitate the accessible and inclusive nature of democratic processes, as well as generate dynamics of individual and collective empowerment among the participants.

The right to citizen participation in the public sphere has undergone a process of growing institutional recognition, and is currently included in different international documents:

Article 21 of the Universal Declaration of Human Rights: "Everyone has the right to participate in the government of his country, directly or through freely chosen representatives" (UN, 1948).

Article 25 of the International Covenant on Civil and Political Rights (UN, 1966):

> *All citizens shall enjoy, without any distinction, and without undue restrictions, the following rights and opportunities: a) Participate in the management of public affairs, directly or through freely chosen representatives; This article is expanded by Observation No. 25 on Participation in Public Affairs and Right to Vote of the Human Rights Committee.*

This progressive institutional recognition of the right to citizen participation in the formulation of public policies has culminated with its inclusion in the 2030 Agenda. Goal 11 of the 2030 Agenda for Sustainable Development is, among the seventeen that make

up the 2030 Agenda, the one that it has an eminently urban focus.

Of the ten urban SDG targets, 11.3. aims to "increase inclusive and sustainable urbanization and the capacity for participatory, integrated and sustainable planning and management of human settlements in all countries" by 2030 (UN, 2015).

To achieve this, two indicators are proposed, of which 11.3.2. refers to the "proportion of cities that have a structure of direct participation of civil society in urban planning and management and that function regularly and democratically" (UN, 2015). This indicator measures the ability to generate channels of influence for social actors in public administration, especially those excluded from power –participation understood as a process of inclusion– with explicit attention to women.

The most recent report of the UN Secretary General on the follow-up to the 2030 Agenda states the following: "participation is not only a fundamental right and a decisive dimension of social inclusion, but also an extremely important mechanism for strengthening democracy and the transition to more egalitarian societies "(Falck, 2019) . This statement responds to the maxim that runs through the SDGs of leaving no one behind , which represents the commitment of the UN member states to eradicate discrimination and exclusion, reduce inequalities and vulnerabilities, while expressly linking the proposal of development with the inclusion and citizen participation approaches.

This vision is linked to numerous analyzes carried out from the academic field, which indicate that political exclusion (or political self-exclusion) is a main factor in the definition of social exclusion itself (Subirats, 2018 cited by Falck, 2019). The most recent positions produced by the UN link to a holistic notion of the phenomenon of inclusion / exclusion, which, beyond the socioeconomic aspect, affects the need for people and communities to take a central role in their environment (UNDP, 2018).

The Report of Secretary General Antonio Guterres, entitled Empowerment of people and achieving inclusion and equality, provides reflections and recommendations for the implementation of the 2030 Agenda and continually emphasizes the need for po-

litical participation to « empower individuals and groups to eliminate marginalization and discrimination, and ensure that no one is left behind '(Falck, 2019).

Multilateral agreements and documents also provide concrete examples of vulnerable groups whose participation must be promoted in order to generate inclusion in development processes. For this, the UN proposes an analysis model of five exclusion factors that operate in an intersectional way and which are the following: discrimination, vulnerability to risks, governance, socioeconomic status and geography (Falck, 2019).

Numerous authors have spoken about the relationship between social inclusion and the perceived quality and legitimacy of democratic functioning. The approaches are diverse when analyzing this issue, but there is a consensus that the capacity to participate in the social and / or political sphere marks a cut-off point between inclusion and exclusion, as can be seen from most of the definitions that are used. contribute (Falck, 2019):

Gómez and Trujillo (2016) define social exclusion in this way:

> *Most of the definitions of social exclusion take into account the problems of access to goods and rights enjoyed by the society of which the excluded person is a part. Within the assets are housing, food or economic and energy resources; and between rights, health, education, employment, social relations and participation in public decisions. (Gómez and Trujillo, 2016, cited by Falck, 2019)*

Martínez Monje (2006) points out the following:

> *Social exclusion is both the result and the process over time by which a plurality of people and social groups fail to fully access, voluntarily and / or due to social closure, and participate in several of the areas (economic, cultural-educational, political, social and spatial), socially necessary and established as civil, political and social rights of citizenship for the development of an integrated life in the society that is taken as reference. (Martínez Monje, 2006 cited by Falck, 2019)*

Ajangiz (2013) delves into the different dimensions of exclusion:

Exclusion is a multidimensional concept that refers to a process of loss of integration or participation of the individual in society, in one or more of these areas: economic (in production or consumption), political-legal (political participation, system administrative, social protection), social-relational (absence of networks or problematic location within social or family networks). (Ajangiz, 2013 cited by Falck, 2019).

We can conclude that political exclusion (or political self-exclusion) is a main component of social exclusion and that in order to favor inclusion processes it is key that excluded people can be active subjects who participate in the design, formulation and management of public policies that are aimed at ensuring their own inclusion.

In addition, as it is clear from different academic studies, the use of certain participatory methodologies can favor processes of inclusion, identity and group cohesion, individual and collective empowerment (Albornoz, García-Leyva and Palacios, 2019).

2.3. The direct participation of women as a strategy for their empowerment.

The history of the feminist movement that has managed to incorporate gender equality into the public agenda corroborates the hypothesis that promoting the direct participation of women is an effective strategy that can contribute to their empowerment. The ECE proposal is designed from this approach: promoting processes of social participation of women, through which learning processes and individual and collective empowerment are articulated.

Empowerment is a process by which people, organizations and communities acquire or enhance the capacities to "control or dominate their own lives, or to manage matters and issues of their interest, " for which it is necessary to create the conditions that facilitate this. strengthening (Rappaport, 1981 cited by Albornoz, García-Leyva and Palacios, 2019).

The use of participatory methodologies favors the development of participation and leadership skills among women. The envi-

ronment that is generated with the use of certain participatory dynamics is more likely than representative environments, designed from the values of hegemonic masculinity, to facilitate the participation of women. With the use of certain participatory methodologies, women, adolescents and girls develop skills for participation, collective decision-making, critical analysis and understanding of the socio-political context in which they live, as well as leadership (García-Leiva and Paño, 2012).

In the same sense, the successive evaluations of the Ágora program (Coglobal, 2015) carried out by the University of Malaga and the University of Huelva, have yielded results that corroborate that the use of certain participatory methodologies favors the development of more egalitarian forms of relationship, as well as more horizontal and cooperative leadership and participation skills. The most outstanding results in relation to how participatory methodologies are effective for promoting gender equality and empowering young women are the following (Albornoz, García-Leiva and Palacios, 2019):

- Increase in intrapersonal empowerment, that is, in the self-efficacy or perception of the own competences available to influence the context and change it.

- Increase in behavioral empowerment in a more pronounced way among girls, referring to that which is related to the willingness to undertake actions that produce changes in the context in which one lives.

- More horizontal and cooperative leaderships are encouraged and women leaders have been incorporated with greater intensity than in the groups that have not participated in the program.

- More horizontal, democratic, inclusive and egalitarian relational dynamics are identified between boys and girls.

On the other hand, participatory processes promote a greater presence of women. There is a general tendency for experiences of direct participation in the design and planning of public policies or participation processes through social movements, having a greater presence of women. The participatory budgeting processes serve as an example, where it has even been possible to identify a trend towards the feminization of the processes (Barragán, Romero and Sanz, 2011).

The relevance of the spaces for participation of women and their complementarity with other mixed spaces. Having non-mixed spaces can be a useful strategy to stimulate the participation of women and introduce debates around the experiences and shared experiences, generating dynamics of recognition, and their complementarity with other types of spaces; the use of me-thodologies that allow starting from the experience to translate the personal into the collective and the collective into public po-licy; The elaboration of participatory diagnoses allows to raise the knowledge of the group on the resources and public services available around the matter addressed.

The fact that participatory processes promote greater partici-pation by women does not necessarily mean that the proces-ses are more sensitive to the gender perspective. For this rea-son, the need to specifically incorporate spaces for training and participatory deliberation around gender inequalities has been identified. A comparative study of participatory budgets in the Dominican Republic, Spain and Uruguay (Allegreti et al. 2011) analyzes the content of the total proposals submitted in each of the countries and concludes that the percentage of citizen pro-posals aimed at eradicating gender inequalities it is very small. This can be caused by factors of different nature, but indicates, in any case, the need to develop strategies that address analysis with a gender perspective in a specific way.

In order to incorporate the gender perspective in participatory processes, it is necessary, in tune with the strategies emanating from world conferences and the historical demands of feminist movements, to develop a dual strategy that combines transver-sality with specificity.

Below are some of the recommendations that have been taken into consideration for the design of the PPE, with the purpose of incorporating the gender perspective in participatory processes and achieving full participation of women (Coello, 2003 cited by Agenjo , 2013):

•	Carry out express identification of women's and feminist or-ganizations to summon them to the different activities of the participatory process.

•	Enable non-mixed spaces that allow women to express them-selves more freely.

- Program training activities, so that they know the tools and concepts and can incorporate their needs and priorities into the work agendas of the participatory processes.

- Organize care services for minors that allow reconciliation and facilitate participation.

- Adapt the schedules of activities to the life times of women, considering both paid jobs and care.

- Introduce spaces for deliberation not only on the specific needs of women, but on the achievement of their strategic interests and the specific approach to how gender affects the construction of their needs and interests.

- Introduce participatory dynamics that facilitate the participation of less participant profiles, ensuring a balanced representation in mixed spaces.

- Include evaluation indicators that foresee the subsequent analysis of the gender impact of the participatory processes.

The health crisis of COVID-19 has introduced significant changes in the dynamics of social relations, also affecting the possibilities and forms that the participation of women acquires, which must be considered to evaluate the suitability of the proposed strategies and methodologies. For an effective incorporation of the gender perspective in participatory processes, new realities and existing gaps will have to be considered.

The gender gap in participation has intensified, allowing two readings to be made: 1) as the time devoted to care work has intensified, the time available to women for participation has been reduced; 2) to the extent that a good part of the social and participatory activity has been developed in the digital environment, to the detriment of the face-to-face environment, new possibilities for participation have been opened, more accessible and appropriate to the times available to most women.

Both readings are complementary and place us again before a scenario in which gender gaps and participatory biases in the processes feed off each other. On the one hand, it is necessary to analyze the digital divide that affects especially vulnerable groups; on the other hand, it is also necessary to analyze the gender gap (among others) that often exists in face-to-face

participatory activities. Starting from an approach that contemplates the complementarity of face-to-face and digital tools will make it possible to reduce the different gaps in the processes.

METHODOLOGICAL JUSTIFICATION OF THE PROPOSAL

The EPIs are conceived as a training itinerary aimed at promoting the empowerment of the participants, linking the training process to the participatory elaboration of a territorial diagnosis with a gender perspective and to the design of a collaborative action to make its results visible.

PPE is based on training for participatory action, linking theoretical reflection to specific social practices and interests of the group of participants. In addition, through participatory territorial diagnosis, the participants not only identify their needs and analyze them from their own experiences and from a gender perspective, but they also have a political impact on their environment, through a specific final product (participatory territorial diagnosis document with a gender perspective) that will be disseminated through the actions designed by the group of participants themselves.

Therefore, PPE is a space for training and political advocacy, considering that the direct participation of women in the design and monitoring of public policies constitutes an effective strategy for promoting individual and collective empowerment.

EPIs contain three activity blocks:

1. Preparatory activities: during these activities, the dynamic group that will facilitate the process is constituted; the group of women who will participate in the training itinerary is formed; The initial training needs of the group and the interests with which it has approached ECE are identified, as well as other problems not initially included in the itinerary that could be of interest. This initial diagnosis will serve to adapt the contents, dynamics of the sessions and expectations regarding it.

2. Training Itinerary: it consists of 6 participatory sessions in which the following topics will be addressed: - participation and empowerment of women; - access to employment and economic resources; - recognition of care and access to public services; - sexist violence.

3. Political advocacy actions: elaboration of participatory diagnosis and design of collaborative action. During the 6 participatory sessions, dynamics are included that will facilitate the realization

of the debates in the closest territorial area, moving from the personal to the collective and from the local to the global. The practical debates will be oriented to the elaboration of a participatory diagnosis with a gender perspective, based on the experiences and participatory research that the participants carry out during the itinerary. Finally, the group will be able to design in a participatory manner actions that allow the results of the diagnosis to be made visible, thus developing a concrete practice of collective organization and political advocacy.

The topics that will be addressed in the training itinerary are selected according to the goals that the 2030 Agenda proposes to achieve sustainable development with gender equality: both through SDG 5 on gender equality and empowerment of women and girls, and through of the gender-specific indicators of the remaining SDGs. The 4 proposed themes are aligned with the following goals of SDG 5 (UN, 2015):

5.2. Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation Forms of violence against all women and girls in the public and private spheres, including trafficking and sexual exploitation

5.4. Recognize and value unpaid care and domestic work through public services, infrastructure and social protection policies, and promoting shared responsibility in the home and family, as appropriate

5.5. Ensure the full and effective participation of women and equal leadership opportunities at all decision-making levels in political, economic and public life in each country

5.a. Undertake reforms that give women equal rights to economic resources, as well as access to ownership and control of land and other types of property, financial services, inheritance and natural resources, in accordance with national laws .

These goals, in addition to being specific and responding to particularly sensitive issues, contain a high strategic and mobilizing content in the lives of women, allowing methodologically to connect gender debates with other SDGs, facilitating articulation between specific and cross-sectional analysis. Starting from a theoretical approach to the current global framework for the recognition of women's rights around each of the proposed themes, the debate will be taken to the

closest framework of rights (territorial / local) and to effective rights (everyday).

The reflection on the effectiveness of the rights related to each theme / goal, based on the experience of the group and the access to the information available from the closest territorial area, will allow the participatory diagnosis to be built. In this way, the final product of participatory diagnosis with a gender perspective is inserted into a broader strategy of participatory localization of the SDGs. Taking into account the necessary flexibility, the group of participants will be able to focus and deepen on some topics more than others, attending to their centers of interest identified at the beginning of the training itinerary.

The methodology used guides the training to concrete action, considering that the theoretical contents will be more useful for the objectives of the project, insofar as they strengthen the capacities and abilities of the group in the following areas: 1) a greater knowledge of its Rights; 2) identification of available resources and the needs of its territory in terms of gender; 3) skills for argumentation, deliberation and participatory decision making; 4) skills for the design and co-management of concrete advocacy actions.

The collaborative design of an action aimed at making the results of the participatory diagnosis visible will allow the group of participants to expose themselves to a situation of elaboration of proposals, debate and decision-making around a specific action that aims to increase the group's advocacy capacity in its environment.

The designed methodology is based on:

- Training-participatory action, collecting contributions from educational gaming, popular education and participatory methodologies.

- Gender in Development Approach

3.1. Participatory training-action

Training for participatory action is understood, in the words of Casilla Matheus (2005) as "the ability to learn in and of interaction, with responsibility and a sense of orientation towards the well-being of the sustained group . " This approach allows us, on the one hand, to give value to communication and reflective dialogue as a result of the experiences and knowledge of the group, and on the other hand, to

provide participatory tools that allow the participants to strengthen their capacity for impact and intervention in the environment.

Through training for participatory action, the aim is to provide tools and skills based on the experience in concrete actions, allowing the group to (1) assess the causes of the topic to be worked on, (2) analyze factors that intervene in its development and (3) address opportunities for their achievement.

The EPIs approach the training process from a constructivist approach to learning, starting from the recognition of the participating women as subjects and valuing their knowledge and experiences. Knowledge is built collaboratively from reflection on the issues that the group identifies as sensitive within the proposed framework. Women contribute their knowledge and previous experiences and build knowledge from their involvement in action. The training process is aimed at strengthening the skills of the group and helping to express them, so that it can have a greater capacity for advocacy and intervention in its environment.

The group that streamlines the process plays a facilitating role in the group's own learning process, adapting to its rhythms, needs, interests and goals. To develop this methodology, the intervention draws on three complementary and interrelated approaches:

3.1.1. Ludopedagogy

Ludopedagogy is an educational methodology that uses play, free expression and collaboration between groups to achieve community and socio-political advocacy. Through play, reflections on social processes such as exclusion, violence or inequality can be opened. In the words of Francisco Mora (2016), «the brain only learns if there is emotion, nothing can be learned without awake, sustained and conscious attention».

This methodology combines spaces for dialogue in which free expression and the exchange of opinions are favored with recreational activities in a process aimed at the joint construction of proposals in the group. Its implementation goes through three moments inspired by the dialectical methodological conception of popular education that is interspersed during the process:

•	Start from social and cultural practice.

•	Build knowledge reflecting on what has been experienced indivi-

dually and collectively.

• Act on the reality analyzed to transform it.

The space where the activities are carried out must be a space that enables, favors and stimulates play, offering women both the necessary materials and the guidance, help and support that the game requires. The game constitutes a model of essential expression, an essential activity for the development of all abilities and social reflection that allows addressing:

• Intellectual development is favored through play, analyzing, reflecting and re-evaluating situations and conceptions.

• Physical development, while in many cases the game is done through movement.

• Social development, as it stimulates the incorporation to the group, the relationship and the cooperation with the others.

• Emotional affective development, since it serves to express and channel different emotions, desires and fears.

The use of playful dynamics allows to work on personal and social skills such as teamwork, assertiveness, empathy, respect, patience, communication and negotiation skills, acceptance of emotions and thoughts of other people, solution of conflicts, decision-making power, leadership, organization, emotional regulation, etc.

The EPIs will incorporate playful dynamics in all the participatory sessions. Its use is aimed at diagnosing the reality of the participating women, starting from the experience, from a relaxed and playful environment that can generate greater interest and attention in the proposed topics, stimulating curiosity, generating more meaningful learning and facilitating construction of solutions and creative proposals to the different rights scenarios analyzed by the group.

3.1.2. Participatory methodologies

Participatory methodologies are developed based on the contributions of popular education and participatory action research. They are a set of methodologies that start from the active role of the participants in the learning process, being used in processes of popular education and socio-community intervention.

Participatory methodologies are based, on the one hand, on a theoretical foundation linked to the dialectical perspective (which starts from the basis that the social carries conflict and dispute of interests), and another based on the theory of the bond and of the implication, in network theory and popular pedagogy, among other contributions.

Participatory methodologies are based on giving a greater role to social actors in the debate and decision-making processes. Starting from the experiences and the enhancement of the knowledge of the participants, they are involved in the processes of knowledge construction and political advocacy, through its different phases (diagnoses, definition of principles and norms of the processes, preparation and deliberation of proposals, decision-making, planning, management of actions and evaluation). Its implementation in territorial diagnosis processes can contribute to a greater knowledge of the territory in which it is inhabited, at the same time that it fosters collaboration between citizens, increasing empathy and a sense of community.

This framework favors the implementation of deliberative tools where each woman, starting from different visions and realities, agree and build common frameworks for collaboration and action. In this way, participatory methodologies are integrated in a transversal way in all phases of the ECE, providing the participating women with the necessary tools to be the protagonists of both the training process and the analysis and decision-making process around the diagnosis territorial and collaborative action.

The participatory process begins taking into account that the participants have emotions, beliefs and previous experiences that are part of their trajectory and that of the group. It is the participants who will determine the topics that will be discussed in greater depth in the training itinerary. They will also be the ones who will analyze their environment and build consensus around those proposals that they will prioritize and that allow them to influence their reality.

It is important that the ECE participants attend voluntarily, being aware that schools are a place for dialogue and reflection, where they can speak freely in a climate of respect, trust and joy. Participants will be active agents in the teaching and learning process. The key to this methodology is that some learn from others, and work on the different aspects of the experience of gender that goes through their daily lives, from direct participation, acquiring tools and skills

that facilitate their empowerment and that they can transfer to their daily lives.

3.2. Gender in Development Approach

The gender in development approach (GED) starts from the recognition that there is an unequal relationship between women and men in all areas of life, ceasing to analyze the cases individually, but carrying out a social analysis (De la Cruz, 1999). This analysis analyzes gender inequality in the home, in communication, in social, labor and institutional relations.

The PPEs are designed for the exclusive participation of women, taking the gender perspective as a transversal approach: the inclusion of the gender perspective in the training process for participatory action is based on the conception that there are models of deliberation that are culturally accepted as universal (rational argumentation, far from the experiential and emotionally contained) and that, however, are not part of the communication habit of all social groups. Promoting different forms of communication in participatory spaces can favor the democratic inclusion of women, especially those from more disadvantaged social groups.

For this reason, the GED in PPE implies integrating in the methodological proposal 1) a transversal approach, so that the gender dimension of each of the contents to be addressed is addressed, from a human rights approach that connects the global and local dimensions; 2) the empowerment of women through their direct participation, understanding that achieving full, equal and influential participation in public political agendas is a key factor in overcoming the structural barriers imposed by gender hierarchies.

SCHOOLS OF PARTICIPATION AND INCLUSION: A PROPOSAL FOR THE EMPOWERMENT OF WOMEN

4.1. Previous activities

For the implementation of PPE it is necessary to develop the following previous steps:

a. **Start-up of the dynamic group.** The group that will promote the project and facilitate the learning process of the group of beneficiaries is set up. This group is constituted as a guide that accompanies, provides resources and tools to the group of beneficiaries, but does not direct or supervise. The activities must be planned flexibly, taking into account the different rhythms, styles and motivations that may exist among the beneficiaries.

a. **Definition of the scope of intervention.** The territorial or sectoral scope of intervention is defined, identifying its main characteristics, as well as similar previous experiences that could contribute and enrich the project.

a. **Definition of direct beneficiaries.** The group of women to whom it is intended to offer the possibility of participating in ECE is defined. This will be done according to the objectives of the entity that promotes the project. It may be addressed to women who are members of certain social, political or other organizations, as well as to women not previously organized. If the scope of intervention is very broad, it will be necessary to consider carrying out a previous mapping that may be useful for the identification of the women beneficiaries.

a. **Specification of the specific objectives.** Once the group of beneficiaries is formed, it is necessary to define the specific objectives. Since, although the objectives and general strategy are designed, their concretion and practical utility will depend on the group with which they are going to work, their interests and motivations.

a. **Adequacy of the contents and sessions.** Taking into account the motivations and interests of the group, it will be possible to go deeper into some contents than others, giving rise to the readjustment of the sessions and planned activities. The repository of dynamics that this guide contains allows adapting the design of

the sessions to the specific needs of each group.

4.2. Training itinerary for a participatory diagnosis with a gender perspective.

4.2.1. objectives

- Strengthen the participatory, organizational and leadership skills of the group of participants.

- Achieve a general approach to the goals 5.2, 5.4, 5.5. and 5.a. of the 2030 Agenda.

- Relate the processes of inequality on a global, local and daily scale.

- Prepare a participatory diagnosis with a gender perspective regarding gender violence, care, women's participation and employment.

- Launch an advocacy action.

4.2.2. Description of the participatory sessions

The objectives, duration and development of the 6 sessions that make up the proposed training itinerary are described below.

SESSION 1. IDENTIFICATION OF GENERAL NEEDS AND GENERAL FRAMEWORK.

OBJECTIVES

- Presentation of the group of participants.

- Identification of previous knowledge about gender equality.

- Identification of training needs and motivations.

DURATION 130'

DESCRIPCIÓN

- Presentation of PPE: definition of objectives. (10 ').

- Participant presentation dynamics. I take a portrait (30 '). Each woman will make a portrait of herself, without putting her name, indicating in the upper corners of the drawing (1) what she knows about gender equality, (2) a goal that she would like to achieve as a woman in 2030. The facilitator will collect all the drawings and will throw them around the room, so that each woman picks up one different from hers. The objective is to find the owner of the portrait by presenting her to the group and telling what she describes on her sheet. The facilitator will collect all the information from the presentations on a visible wall.

- Identification dynamics where we start from. The line. (30 '). An imaginary line will be drawn on the ground and a series of statements will be made in relation to gender equality, asking the participants to stand to the left or right depending on their opinion on the matter. They will be asked to argue and change their position, as they are convinced by other participants.

- Group work: self-diagnosis. World coffee. (Four. Five'). I work in subgroups of up to 5 women. There are three fixed stations A, B and C. Each subgroup will work at one station for 15 'and then rotate to the next station. Thus, at 45 ', all the participants will have passed and provided information at stations A, B and C. Through the stations, rotating, the themes around which it is intended to identify the training needs and concerns of the group are worked on. The dynamics of rotation by all groups allows to enhance the exploitation of the analysis in an intergroup way. A spokesperson for each station is established, who remains permanently in it, helping to position the participants when they rotate. The stations will focus on the following topics: 1) Training needs regarding gender equality; 2) Motivations and interests regarding participation in the training itinerary; 3) Previous participatory experiences and trajectories.

- Closing dynamics. It has happened to me that ... (10 ')

SESSION 2. PARTICIPATION AND EMPOWERMENT OF WOMEN.

OBJECTIVES

- Introduce concepts related to the participation and empowerment of women (target 5.5.).

- Carry out a mapping of the social actors of the territory.

- Reflect on existing participation models and how they facilitate or hinder the participation of women.

DURATION 135'

DESCRIPTION

- Disinhibition dynamics (5 ').

- Reminder of what has been done in the previous session (5 ').

- **Dynamic Search for knowledge** (30 '). The definition and most significant data of some key concepts on participation and empowerment of women will be hidden in 7 envelopes at different points of the room. They will be given 2 'to search for the hidden envelopes. Once located, they will be read and discussed in plenary while the facilitator collects the most important data and highlights the main ideas. The ideas and concepts that will be in the envelopes will be the following: 1) Agenda 2030 and SDG 5; 2) target 5.5 on the full participation of women in the political, social and economic spheres; 3) Strategy of the Beijing Platform for Action; 4) participation and social organization of women; 5) political incidence and social transformation; 6) individual and collective empowerment; 7) feminism.

- **Group dynamics Sociogram** (60 '). The sociogram allows visualizing the actors and social groups present in the territory and identifying the relationships between them. For this, blank cards will be distributed, some with a triangular shape to represent actors with a lot of symbolic or convening power, others rectangular to represent the organized social actors of women and locals. The group will be divided into small subgroups and they will fill in the cards with the different protagonists existing in the territory, placing them on a blackboard / continuous paper. Arrows are used to identify the existing relationships between the different actors: strong relationship (dependency, collaboration ...), weak (isolation, disinterest, temporality ...), conflict, no relationship, indirect relationships (one actor with another through a third party), etc. The group is debated until a certain consensus is reached. It reflects on the areas where the map becomes more dense in its relationships, where these become more intense, the existing blockages, the articulating elements (dynamizers) and the empty spaces of actors or relationships.

- **Reflection on participation models** (30 '). Once the social actors operating in the territory, the relationships between them and with the group of participating women have been identified, it will be analyzed how they participate and decisions are made in the organizations of which the participants are part. To do this, the group will answer the following questions:

- • What spaces for participation exist?
- • Who makes the decisions?
- • How are decisions made?
- • What obstacles exist to women's participation?

- Closing dynamics (5 '). The spiderweb. Through this playful closing dynamic, concepts such as cooperation, mutual aid or communication are consolidated, all of which are relevant components for social participation.

SESSION 3. EMPLOYMENT AND ACCESS TO ECONOMIC RESOURCES.

OBJECTIVES

- Introduce concepts related to intersectionality and forms of exploitation and oppression of women in the economic sphere (target 5.a.).

- Diagnose the economic and employment needs of women in the territory

DURATION 140'

DESCRIPTION

- Disinhibition dynamics (5 ')

- Reminder of what has been done in previous sessions (5 ').

- **Gathering** (30 '). The group is provided with a newspaper article on the gender gap in employment. Participants are asked to underline the paragraph that most caught their attention and give reasons. Once this has been done individually, the individual reflections will be shared as a group and the different forms of segregation (horizontal and vertical) that women experience in the labor market will be discussed, as well as the intersection of gender with other axes of oppression like race, age or class.

- **Diagnosis of needs in terms of employment and access to economic resources. Flow chart** (90 '). This dynamic consists of collectively developing a graph in which the causal relationships between the various elements related to the subject under discussion are visualized, in order to establish the critical nodes . Procedure:

  - Each participant is given between two and four post-its (depending on the number of participants) to complete the following sentence "Women in economic matters need (…)" also figuring who depends on improving the situation mentioned.

- Post- its are collected respecting anonymity. They are read and grouped by their similarities in the opinion of the majority.

- Each grouping of cards is summarized by two or three synthetic words. These are placed on a mural visible to the whole group.

- Participants are asked to look for possible cause and consequence relationships between them. For this, arrows will be used to link the different texts together as a cause or consequence.

- Once the most consensual relationships have been established in the group, the number of entry arrows (consequences) and the number of exit arrows (causes) that each topic has is counted. Those with the most entry and exit arrows will be considered the critical nodes.

- The critical nodes on which the group of participants can influence and those that are furthest from its influence are identified.

- These issues or positions are placed in a table where, in the left column, a few rows are marked with the main leaders who can resolve these issues. The other columns can initially be left blank, or put in them the main aspects that influence the process, or order them from the most structural to the most temporary causes.

- **Closing dynamics** (10 ').

SESSION 4. RECOGNITION AND VISIBILITY OF CARE: PUBLIC SERVICES AND CO-RESPONSIBILITY.

OBJECTIVES

- Introduce the main concepts around the sexual division of labor, global care chain and domestic work (target 5.4.).

- Prepare proposals around social and institutional actions that could be undertaken for the recognition, redistribution and visibility of care.

DURATION 140'

DESCRIPTION

- Disinhibition dynamics (5 ')

- Reminder of what has been done in previous sessions (5 ').

- **Dynamics of reflection and debate. Who does what** (30 '). The group is given the care file (collected in section 5) in which they must detail who are the main people in the family in charge of assuming the different types of care that are reflected in the file. Once finished, the results of each one will be shared.

- Questions for discussion:

    - Who does more than half of the care work?

    - Have you ever analyzed this? Why do you think that happens?

    - Have you raised this in your closest environment?

    - What can be done from your social organizations to change this situation?

    - What could be done from public administrations?

    - The facilitator will write down the main ideas that are repeated.

- **Projection of a fragment of the documentary video Care, slip and debate** (90 '). Care Slips is a documentary produced by Inverted Look and by a group of feminist experts on domestic work and care. It shows the panorama of domestic and care work in Spain, delving into the concepts of the global care chain, the sexual division of work and the intersection of class, gender and migration. After the viewing, some motivating questions will be launched to the group to consolidate the main concepts introduced and their relationship with goal 5.4. of the 2030 Agenda.

- **Closing dynamics** (10 ').

SESSION 5. SEXIST VIOLENCE.

OBJECTIVES

- Introduce the different forms of sexist violence that exist (target 5.2.).

- Diagnose the resources and public services available in the territory to prevent sexist violence.

DURATION 125'

DESCRIPTION

- Disinhibition dynamics (5 ')

- Reminder of what has been done in previous sessions (5 ').

- Diagnosis of sexist violence. Researching in my community (30 '). In the room, cards will be posted on the walls with the definition of different forms of sexist violence (physical and psychological violence, rape, sexual harassment, cyber violence, institutional violence, etc.). There will be time for each woman to read them and place herself in the one that most catches her attention or interests her. After this, each one individually, must mark with red / yellow / green to what extent they consider that there are public policies to combat them. Once the preliminary assessments have been made, information will be provided regarding the legislation, resources and existing public services regarding the prevention of sexist violence.

- Researching in my community (45 '). Each subgroup will work on a form of sexist violence, preparing an Investigation Sheet . In the investigation form they must answer:

  - Do I have concrete knowledge about this form of violence? (data, news, statistics, etc.)

  - What needs exist in my territory regarding this form of sexist violence?

  - Do I know any portal, web page, where to document myself?

  - What significant information have we found?

- Putting the subgroups in common (30 '). The subgroups share their inquiries and discuss the information that has been most relevant to the group.

- Closing dynamics (10 ').

4.3. Design and implementation of a collaborative action.

A sixth session will be held aimed at designing the collaborative action that the group will undertake. Depending on the characteristics of the group (if it is a group that previously existed or was formed during the EPI), the framework for action may vary.

The actions may be of different types, including actions of a citizen nature that imply the formation of neighborhood networks with other groups, dissemination or awareness-raising activities around the topics covered, actions with a communicative impact (social networks, podcast production, etc.), actions directed at other women's groups or local institutions, etc. It will be the group

itself that, based on its interests, motivations and expectations, defines the type of action.

Once the session has been carried out and the action is designed, it will be the group itself that will have to organize itself to plan and carry it out. In this way, the lessons learned during the itinerary are applied in a practical way and the participatory, organizational and political advocacy skills of the group are strengthened, increasing their individual and collective empowerment.

SESSION 6. WHAT TO DO?

OBJECTIVES

- Prepare action proposals and prioritize them.

- Evaluate the lessons learned.

DURATION 120'

DESCRIPTION

- Disinhibition dynamics (10 ')

- Return of the main elements diagnosed in the previous sessions regarding participation, employment, care and sexist violence and its relationship with the goals of SDG 5. (20 ').

- Preparation and prioritization of proposals. Once the diagnosed needs have been exposed, the group will work on the elaboration of the proposals (60 ').

    - Individually, each one will put one to three proposals (depending on the size of the group) answering the question: What kind of actions would you develop to meet these needs? The proposals will be placed on the blackboard / continuous paper, grouping those that are repeated, thus establishing thematic groups. Once all the ideas have been presented, the group will prioritize the actions, classifying them by short, medium and long term. Once the actions and their timing have been determined, the group will determine: What resources do I need? What agents / alliances can I count on?

- Learning evaluation (30 '). The group will identify those lessons learned during the training itinerary as well as those elements for improvement that could be introduced in subsequent editions.

- Closing dynamics (10 ').

REPOSITORY OF PARTICIPATORY TOOLS FOR THE EMPOWERMENT OF WOMEN.

5.1. Face-to-face participation tools.

Below are 53 participatory dynamics sheets that can be used in the face-to-face sessions of the EPI. These tools have been used in various participatory processes (Sowing equality, Ágora, participatory elaboration of diagnoses with a gender perspective, among others) and can be useful to address the objectives and contents that are proposed in the participatory sessions:

- Presentation of participants, generation of a climate of trust and disinhibition.
- Assertiveness.
- Empathy.
- Esteem.
- Recognition and distribution of care.
- Self-knowledge.
- Empowerment
- Egalitarian relationships.
- Gender equality.
- Citizen participation.

1. PRESENTATION AND DISINHIBITION
NAME OF THE TOOL: "TWO LIES AND ONE TRUTH"

OBJECTIVES: *Know the names of the participants and in the event that they do not know much about each other, they may know some curiosity of the others.*
THEMATIC: *Presentation and disinhibition*
RECOMMENDED AGES: *All ages*
DURATION *30 minutes*

Description of the use of the tool: The participants stand in a circle, they are allowed a few minutes to think about one thing that is true and another two that are a lie. They take turns saying their name and the three statements. The rest of the group draws red or green cards depending on whether they think what the classmate is saying is true or a lie. Once everyone has voted, the participant must indicate whether the statement is true or not.

Necessary materials: Some green and red cards to indicate which one they believe is true and which one is false. Folios and pens, in the event that the participants want to write down the three characteristics on a piece of paper.

2. PRESENTATION AND DISINHIBITION
NAME OF THE TOOL: "THE RAINBOW"

OBJECTIVES: *Get the group to disinhibit and memorize the names of the rest of the classmates.*
THEMATIC: *Uninhibit and get to know your partners*
RECOMMENDED AGES: *All ages*
DURATION *5-10 minutes*

Description of the use of the tool: Before starting the class, the facilitator should put the following indications on the board:
- Red: you say your name
- Blue: you say the name of the person you have on the right
- Yellow: you say the name of the person you have on the left
- Rainbow: everyone gets up and moves around

When all the participants are in class, they are asked to stand in a circle, the facilitator or facilitator will point to a participant while saying a color. Which should say the name that corresponds to it according to the instructions on the board.
Then the compound names are added:
- Orange: red and yellow, your name and the one on the left
- Green: blue and yellow, the name of the one on the left and the one on the right
- Violet: red and blue, your name and the one on the right.

3. DISINHIBITION AND GROUP TRUST
NAME OF THE TOOL: "FIND YOUR PARTNER"

OBJECTIVES: *Create a relaxed atmosphere and get to know the group*
THEMATIC: *Disinhibition and group trust*
RECOMMENDED AGES: *From 12 years*
DURATION *20 minutes*

Description of the use of the tool: Before starting the session we had to prepare different sentences and cut them in half (it could also be done, for example, with a character from a movie and the title of the movie).

To start the session, each participant will take out a piece of paper with a phrase from the bag, and they will have to find their other half.

Once in pairs, they should ask:

• Name?
• How are you?
• What do you like to do in your free time?
• How many sisters and brothers do you have?
• Hobbies?

When all the couples have introduced themselves, we will make a large circle and each person will have to introduce themselves as if they were their partner (partner), saying the things they remember: "Hi, I'm Ana. Today I'm tired. In my free time I like to dance and I have two sisters. "When the couple ends, they will pass the word to another couple by throwing the ball at them.

Necessary materials Small papers with phrases that we are going to use, scissors to cut out the phrases, bag to put the phrases, ball of wool.

ACTIVITY SHEET

To bread, bread and to wine, wine.

Build fame and go to sleep.

If the river makes a noise its because water is running.

From said to fact there is a long way to go.

Whoever has a mouth makes mistakes.

Knowledge does not take place.

Genius and figure to the grave.

The avarice breaks the bag.

4. DISINHIBITION AND GROUP TRUST
NAME OF THE TOOL: "THE RAINBOW"

OBJECTIVES: *Encourage group participants to get to know each other better*
THEMATIC: *Disinhibition and group knowledge*
RECOMMENDED AGES: *All ages*
DURATION *20 minutes*

Description of the use of the tool: Each member is given a questionnaire that they must complete in ten minutes, so that they get to know the rest of the group members as much as possible in the shortest time. The questionnaire cannot be carried out on the same people, that is, an attempt should be made to find the characteristics of the largest possible number of people. The group will be able to move freely within the classroom individually.

Once the time for data collection is over, the group should sit in a circle again. At random, different people are asked to share the information they have gathered from the group. They should comment on what has caught their attention the most, trying to show at least one basic aspect of each of the members of the group.

Necessary materials Photocopies of the exercise

ACTIVITY SHEET	NUMBER OF PEOPLE
Look for at least one person who:	
I have never left Spain	
Who likes the same sports as you	
Read a book in the last two weeks	
Collect something	
Birthday in the same month as you	
Have the same number of brothers and sisters as you	
Wear the same number of shoes as you	
Have the same favorite color as you	
Who likes the same TV show as you	
Whose surname begins with the same letter as yours	
Whose name begins with the same letter as yours	
I have never changed housing	
He likes adventure movies	
His father's name is like yours	
He likes the same music as you	

5. DISINHIBITION AND GROUP TRUST
NAME OF THE TOOL: "FUROR"

OBJECTIVES: *Establish a climate of trust and group disinhibition*
THEMATIC: *Disinhibition and group trust*
RECOMMENDED AGES: *From 12 years*
DURATION *20-30 minutes*

Description of the use of the tool: Before starting the session, the facilitator or facilitator will put three tables on one side and another three on the other side of the classroom. On one table you will put white sheets and on the other table sheets of another color (painted or bought like this).

When the group is in the classroom, there will be 2 teams and each of them will stand behind the tables. Each participant must take a sheet of paper from the table that they have been assigned.

The facilitator or facilitator will say words, for example "Love", "joy", "sun", "heart" ... the group that first has a song in mind that carries that word, will pick up the paper, and the facilitator or the energizer will give them the way to start singing. The other team will then be given the opportunity to sing another song with the same word. Does not get the minipoint, the team that is not able to say more songs with that word.

We will carry out this process as many times as we want.

The team with the most mini-points will win.

Materiales necesarios: Tables. White and colored folios

6. DISINHIBITION AND GROUP TRUST
NAME OF THE TOOL: "EL LAZARILLO"

OBJECTIVES: *Bring the group closer by working on trust among the participants*
THEMATIC: *Confidence*
RECOMMENDED AGES: *All ages*
DURATION *20 minutes*

Description of the use of the tool: In pairs, one of them puts on the mask and, grasping the partner's shoulder, they will begin to walk. To this, different variants will be added: holding on to the arm, guiding it by touching the back, being able to design an obstacle course that both partners must overcome. After a specific time (about 10 min approximately), the roles will be exchanged.

At the end of the exercise we will discuss how they have felt in both roles (leadership of the person who guides and vulnerability of the person who trusts), what has cost them more, with which role they felt better, etc.

Necessary materials: Blindfolds and obstacles.

7. GROUP TRUST
NAME OF THE TOOL: "THE SPINNING TOP"

OBJECTIVES: Bring the group closer by working on trust among the participants
THEMATIC: Confidence
RECOMMENDED AGES: All ages
DURATION 10 minutes

Description of the use of the tool: In groups of 5 or more people, one will be placed in the center with the mask on and the others will be placed around it, so that it falls rigidly and the companions will hold it and propel it to another direction where it will catch it again. another partner.

Necessary materials: Blindfolds

8. ASSERTIVITY
NAME OF THE TOOL: COMMUNICATIVE STYLES

OBJECTIVES: Identify the three styles of communicative behaviors, their characteristics, advantages and disadvantages.
THEMATIC: Assertiveness. Communication styles.
RECOMMENDED AGES: All ages
DURATION 30 minutes

Description of the use of the tool: It begins by asking the participants if they know the different types of communication styles. The different styles are explained below:

Passive Style: You do not know how to defend your rights and decisions, or act, or communicate effectively. He cowers, he acts according to what others want and that causes him discomfort.

Aggressive style: You do not defend your rights and decisions adequately. Does not respect those of others. Expressed ava - sallando or manipulating others. React with insults or ridicule.

Assertive style: He knows how to effectively and adequately defend his rights and decisions, without aggressiveness or cowardice. He acts from personal criteria, expresses his thoughts, convictions and feelings, respecting those of others.

Once the doubts of the participants have been clarified, an activity sheet will be given to each participant and they will be given five minutes to fill them out individually.

At the end of the time, the different characteristics and the answers that each of the participants have been putting will be analyzed in a group.

Necessary materials: As many activity templates and pens as there are participants.

ACTIVITY TEMPLATE

Relate the characteristics with the corresponding behavior style: PASSIVE AGGRESSIVE ASSERTIVE

You must put an X in that style that corresponds.

	PASSIVE	AGGRESSIVE	ASSERTIVE
DOESN'T TAKE OTHER PEOPLE INTO AC-COUNT			
LETS MANIPULATE			
DOESN'T KNOW HOW TO ASK FOR HELP			
DEFEND YOUR RIGHTS WITH COURAGE AND SECURITY			
IMPOSES THEIR OPINIONS, WITHOUT LISTE-NING TO THOSE OF OTHERS			
HIS VOICE IS FIRM AND CLEAR AND HIS GAZE IS DIRECT			
FEELS INFERIOR TO OTHERS			
LISTEN AND PARTICIPATE WITHOUT FEAR			
ALWAYS CRITICIZE, INSULT AND HUMILIATE			
HE KNOWS HOW TO SAY NO TO SOMETHING THAT HE DOES NOT WANT TO DO, WITHOUT FEELING GUILTY			
YOU DO NOT DEFEND YOUR RIGHTS			
HE SPEAKS SHOUTING, WITH A DEFIANT LOOK			
HIS GAZE IS DOWNCAST AND ELUSIVE AND HIS VOICE IS LOW			
THE OTHERS TAKE ADVANTAGE OF HIM			
KNOWS HOW TO BE CRITICAL, WITHOUT HUMILIATING			

9. ASSERTIVITY
NAME OF THE TOOL: COMMUNICATIVE TEATRILLO

OBJECTIVES: *Identify the three styles of communicative behaviors, their characteristics, advantages and disadvantages.*
THEMATIC: *Assertiveness. Communication styles.*
RECOMMENDED AGES: *All ages*
DURATION *45 minutes*

Description of the use of the tool: The group is divided into subgroups of 3 or 4 people and each subgroup is given a green card (communicative style) and a yellow card (social status).

They are given between 5 and 10 minutes so that each subgroup can prepare a skit with the cards they have received. After ten minutes, each group must perform the interpretation to the rest of the classmates, and the rest must guess what type of communicative style has touched them. And give options of assertive style in case for those interpretations that are not.

Necessary materials: Red cards with social situations
Green cards with communicative styles.

ACTIVITY TEMPLATE

Communication styles:
- Passive style
- Aggressive styling
- Assertive style

Social situations:
- I'm meeting a friend and she's half an hour late. When it comes I say ...
- I tell my son to make his room before he goes outside. When he leaves I enter his room and it is not collected. When he comes back I tell him….
- I'm working, it's my time to leave and I have done all the tasks that have been sent to me for today, but my boss tells me that I cannot leave because an urgent job has come out and that I have to finish it.
- I am with my friends and I tell them something that has happened to me during the weekend, one of them tells me that I am lying. To what I say ...
- I'm playing ball with some friends and one of them throws the ball and hits me in the face. Before this fact, I say ...

10. ASSERTIVITY.
NAME OF THE TOOL: "YOU DON'T HEAR ME, YOU DON'T UNDERSTAND ME"

OBJECTIVES: *Learning to listen as the central axis of the dialogue*
Work assertive communication
THEMATIC: *Assertiveness. Active communication.*
RECOMMENDED AGES: *From 12 years*
DURATION *20 minutes*

Description of the use of the tool: The dynamic takes place in pairs. Each person will be given a piece of paper, in which they can find one of the following instructions:

•   Listen carefully to your partner

•   Laugh at the things your partner tells you

•   Don't pay attention to what he tells you

•   Interrupt him by giving advice on what he tells you without asking.

•   Change the subject and start talking about yourself

•   Show interest in their history

The activity begins, in each pair, one of the people tells his partner what he did the previous afternoon, or what he did the previous weekend. Meanwhile, the other person must follow the indication that has been touched, that is, not pay attention, show interest, etc.

After two minutes, the roles will be changed. Finally we will share how they have felt according to the role that had been assigned to them.

Necessary materials: Papers with different slogans

11. ASSERTIVITY
NAME OF THE TOOL: "RESPONDS TO AN ACCUSATION"

OBJECTIVES: *Distinguish between the ways of responding to an accusation that favor non-violent regulation of the conflict and those that increase the conflict, and that value the advantages of the first type.*
THEMATIC: *Assertiveness and non-violent communication*
RECOMMENDED AGES: *All ages*
DURATION *15-20 minutes*

Description of the use of the tool: The facilitator reads this beginning of the story aloud to the group:

"Pepe is very happy in the park, when suddenly he sees Rafa coming to meet him. Rafa has a very strange look. Pepe wonders what is happening to him. Approach and greet, but immedi - ately Rafa starts screaming. He says that Pepe has made him look very bad with the other boys in the neighborhood, that he is a bad friend, that he is to blame for everything that happens to him. Then Pepe ... "

The students think individually and write how they would act if they were Pepe (All the answers are valid, since they are intended to be spontaneous).

The responses are shared, classifying them into two groups: those that reduce tension and allow a peaceful way of resolution and those that cause greater conflict. We will try to deduce why those in the first group are better.

Necessary materials: Paper and pen.

12. ASSERTIVITY
NAME OF THE TOOL: "RESPONDS TO AN ACCUSATION"

OBJECTIVES: *Analyze the way of relating to users, enter them into assertiveness.*
THEMATIC: *Assertiveness and non-violent communication*
RECOMMENDED AGES: *All ages*
DURATION *20 minutes*

Description of the use of the tool: 6 volunteers are requested. First two of them will come out and they will be given a dialogue, they will enter and interpret it. The rest of the group should write down the details they want on a sheet of paper (they can be guided to look at the conversation). The act will be performed 3 times and your responses will be analyzed.

Necessary materials: Stories, sheets and pens

ACTIVITY SHEET

Aggressive Style: This is about a woman who wants help to wash the dishes.

ANA- hey! I have to settle the accounts, either you lend me a hand and help me, or I go on strike and dinner is prepared by whoever I say.
JOSE -Leave me now, I'm watching TV
ANA -As long as the TV works, you don't care about anything that happens around you.
JOSE -Don't start again.
ANA -All you want is to look at the screen and increase your love handles.
JOSE -Shut up, bigmouth.

Ana's general line is one of attack, and she repeats the anger of previous attacks, the behavior is only aimed at attacking the other, creating resentments and preventing the improvement of the situation.

Passive style:

ANA- Sorry, it would bother you a lot to help me wash the dishes.
JOSE- I'm watching TV.
ANA- Ah, alright! Okay.

He is rewarding José for disregarding the matter. Ana does not get what she wants but loses respect for herself. She is becoming a silent martyr.

Assertive style:

ANA- I would like you to be drying the dishes while I wash them.
JOSE- I'm watching TV
ANA- I would feel much better if we shared the responsibilities of the housework. You can go back to watching TV as soon as we're done.
JOSE- is that they are about to catch the bad guys.
ANA- well, I can wait a bit, will you help me when the movie is finished?
JOSE- Yes, that's a done deal.

Assertive behavior does not need insults to solve the problem. The assertive request includes a plan to follow and the possibility of mutually negotiating the best solution to the problem.

13. EMPATHY
NAME OF THE TOOL: THE WOMAN IS IN THE WORLD

OBJECTIVES: *Develop empathy and knowledge about the lack of rights of women in the world*
THEMATIC: *Empathy*
RECOMMENDED AGES: *From 12 years*
DURATION *30-40 minutes*

Description of the use of the tool: Read this letter that comes from Bolivia;

Hi there!

My name is Janette, I am 16 years old and I live in a small town in the Bolivian highlands, in the department of Cochabamba. Today is an important day in my town because they have told me that they are going to build irrigation canals, so we will not have to walk 3km every day to fetch water, and our lands will be more watered. I was happy because I got pregnant again. It could be bad for me to walk for an hour and exert myself. Now I am very excited about my future baby, but if it is a girl I would not like it to have children as soon as I do ... although that is normal here, in Latin America 28% of women have babies between 15 and 17 , and they have an average of 5 children. In addition, I only studied until the first grade, when I got married I had to leave my studies to raise children, and my teachers told me that it was a shame because I was a very good student.

Once read, by groups search the internet:

Unwanted pregnancies young girls

Situation of women in Latin America

After 15 minutes, each group should continue how they would like Janette's life to follow, and act out it in class.

Necessary materials: File of dynamics, computers or mobiles with internet.

14. EMPATHY
NAME OF THE TOOL: A CONFLICT SITUATION

OBJECTIVES: *Work on empathy and the establishment of rules for intervention and discussion.*
THEMATIC: *Empathy*
RECOMMENDED AGES: *From 14 years*
DURATION *40 minutes*

Description of the use of the tool: The facilitator narrates the dilemma to the group, and asks them to adopt an initial position: they will write their position and one or two reasons why, on a piece of paper. Then they will express their opinion by show of hands.

Then small groups of 4 or 5 people will be created. Where there will be a spokesperson to guide the group, and the rest of the people must reach a consensus with what they would do. They will have 10 minutes to reach a consensus.

After that time, the spokespersons report on the options of the small groups and their reasons. And at this moment it is the spokespersons of the small groups who must reach a consensus.

The facilitator will make a final summary of the reasons and options provided by the groups. And it will ask you to explain if the debate has changed your initial opinion and in what way.

Necessary materials: Activity sheet

ACTIVITY SHEET

The conflictive situation to consider could be the following: A CASE OF THEFT.

An ongoing series of robberies is taking place at the institute. Those affected are 1st year high school students, who have been threatened with greater harm if they do something.

Parents and teachers are outraged by what is happening, but nobody says anything about the aggressors and therefore the measures to be taken are varied. They have threatened to close the institute and to search all the students.

María, a 3rd grade student, meets the thieves. They are 3rd year ESO and 2nd year high school students and the one who captains them is a friend of hers. He has commented with his friend that it is very wrong that they rob them and, above all, that they threaten them; the boss has told him to mind his own business if he wants them to remain friends.

Maria is wondering if she should say what she knows so that this unpleasant situation for everyone can end once and for all. But if he denounces them, his friend, who is conside-red a good student, will be expelled given the seriousness of the facts; if he is silent, the damage may be even greater.

15. EMPATHY
NAME OF THE TOOL: "I AM YO"

OBJECTIVES: *Work on empathy, learning to recognize the feelings and emotions of colleagues, reinforcing attitudes of good coexistence, respect and tolerance.*
THEMATIC: *Empathy and care*
RECOMMENDED AGES: *From 14 years*
DURATION *20-30 minutes*

Description of the use of the tool: All participants must take a garment from another partner.

Each participant will go out one by one to the middle of the classroom and will say what feelings they have with the garment on, if they are able to put themselves in the shoes of their partner. You can also say positive aspects of your partner, but always working from the first person, feeling her.

Materiales necesarios: Ninguno

16. EMPATHY
NAME OF THE TOOL: "I" HAVE "YOUR" PROBLEM

OBJECTIVES: *Work on empathy, respect and trust*
THEMATIC: *Empathy*
RECOMMENDED AGES: *From 18 years*
DURATION *20-30 minutes*

Description of the use of the tool: Each of the participants will write down a problem or personal conflict on a sheet of paper, with as much detail as possible, indicating feelings if possible. The paper should not indicate who it is from, or anything that identifies it.

Once all the participants have told their conflict, they will hand them over to the facilitator, who will fold them and distribute them randomly in the group.

Each participant must read individually the conflict that has touched him, putting himself in the shoes of his partner.

Each of the participants will communicate to the group how they have felt when reading the story that has touched them (without telling details), simply reporting their emotions and whether they have been able to put themselves in the shoes of their partner.

Necessary materials: Pens and folios

17. SELF-ESTEEM
NAME OF THE TOOL: THE HAPPIEST STORY

OBJECTIVES: *Promote self-esteem and group cohesion*
THEMATIC: *Esteem*
RECOMMENDED AGES: *From 12 years*
DURATION *20-30 minutes*

Description of the use of the tool: The group should be seated in a circle. Each member is asked to think about the happiest story of his life, he should describe it in detail: what happened, when it happened, where he was, who he was with, how he felt, etc. They are given time to think and then each member of the group describes the story. Finally, each one tells it in detail.

Necessary materials: None

18. SELF-ESTEEM
NAME OF THE TOOL: LABELS OUT!

OBJECTIVES: *Promote self-esteem and group cohesion*
THEMATIC: *Esteem*
RECOMMENDED AGES: *From 12 years*
DURATION *20 minutes*

Description of the use of the tool: The dynamic allows us to reflect on the labels, good and bad, that are imposed from the outside and that condition us. Lazy, clumsy, messy, handsome, nerd. Each participant writes them on white stickers and sticks them all over the body. After a meeting in common, he decides which ones to keep and takes away the ones he does not want. "It helps them understand that it is worth, they have put labels on me and I have accepted them, but I have the power to change them or take them off."

Necessary materials: None

19. SELF-ESTEEM
NAME OF THE TOOL: THERE IS A LETTER FOR YOU

OBJECTIVES: *Promote self-esteem and group cohesion*
THEMATIC: *Esteem*
RECOMMENDED AGES: *From 12 years*
DURATION *20 minutes*

Description of the use of the tool: The participants individually write three strengths and three weaknesses that they think they have on a sheet of paper, which they will keep in an envelope. The envelope will go through the rest of the group, who will have to add another three qualities, but not defects. Individually they will read all the good things that others think of her. "The objective is for them to come to understand that we are all different and, although we all have defects, we also have many qualities that others appreciate"

Necessary materials: None

20. SELF-ESTEEM AND SELF-CONFIDENCE
NAME OF THE TOOL: "HIDDEN TREASURE BOX"

OBJECTIVES: *Improve self-confidence and self-esteem*
THEMATIC: *Self-esteem and self-confidence*
RECOMMENDED AGES: *All ages*
DURATION *20 minutes*

Description of the use of the tool: The facilitator hides a mirror in a box and explains that there is a unique treasure inside.

"We will thus generate expectation." The students will open the box one by one, without telling anyone what it contains. At the end, the facilitator will ask them to say out loud what treasure they have seen, and will ask them about what they think makes them unique and special, unrepeatable, wonderful.

Necessary materials: A mirror and a box

21. SELF-ESTEEM
NAME OF THE TOOL: "THE WISE CARROT"

OBJECTIVES: *Reflect on self-esteem and prejudices*
THEMATIC: *Esteem*
RECOMMENDED AGES: *From 12 years*
DURATION *30 minutes*

Description of the use of the tool: The facilitator or facilitator gives the participants a piece of carrot and asks them to eat it as they usually do.

After the previous activity, the instructor gives them another piece of carrot and asks them to chew it until it is liquid and then swallow it.

The facilitator asks them to describe the sensation they had when eating the carrot slowly, and how they think it is the best procedure to assimilate it.

And it informs them that the way or style of eating is closely related to assimilating new ideas, new information and new concepts.

The facilitator or facilitator divides the participants into groups of four and asks them to comment on the comparison that exists between their way of eating with that of taking new ideas. Some may say "I swallow quickly without chewing"; "I chew quickly without tasting" ...

The groups are asked to suggest what external self-concepts and biases they have of themselves or of other people who eat quickly or swallow without chewing. They will be able to say phrases such as: "I accept everything they tell me", "I am able to decide what I accept or what I refused for myself", and so on.

Necessary materials: One carrot per participant

22. EQUAL RELATIONSHIPS AND CARE
NAME OF THE TOOL: HOMEWORK

OBJECTIVES: *Work the uneven distribution of cleaning and care tasks within the home.*
THEMATIC: *Gender equality and care*
RECOMMENDED AGES: *From 10 years.*
**DURATION** *50 minutes*

Description of the use of the tool: This activity promotes the visualization of the reality of many homes and the unequal distribution that occurs in them of the cleaning tasks and the care of the people who live in them. For this, two cards will be worked, one will be the representation of an iceberg (card 1), in which it will be represented how most of the tasks that are not seen are those that keep the family afloat, and are the ones that are least see, or less recognize each other.

On the other hand, a table will be filled in (card 2) that consists of the people that make up a typical family and the tasks that are carried out within a house.

In this way, it will be much easier to see who has more workload, how the tasks are distributed and which of them are the main ones within the iceberg for the well-being of all the people who are part of the family.

After analyzing the data that have come out in the tables, we will proceed to analyze the situation of the home and see if a different and equitable distribution can be made.

Necessary materials: 2 copies of the cards per participant and a pen for each participant
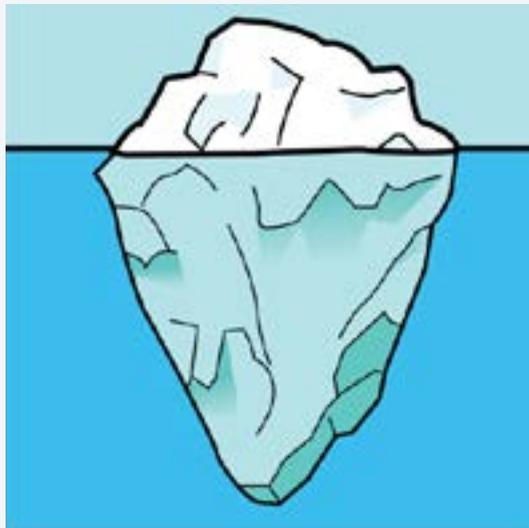
FICHA ACTIVIDAD 1: ICEBERG Y TAREAS

Cook	Take care of people who get bad.
Go shopping	Dusting
Laundry	Take care of pets and / or plants
Sweep and wash	Go to the movies
Hang out the washing	Go to the park
Fix what breaks	Play at home
Iron the clothes	Go to a birthday
Pick up the toys	Go to school
Sew what is broken	Eat
Fix the bike	Tell a friend when you are sad
Make the beds	Have clean bed sheets
Caring for the sons and daughters	Embrace
Set the table	To laugh

ACTIVITY SHEET 2: TASKS DISTRIBUTION

	Mother	Dad	Brother	Sister	Others
Cook					
Go shopping					
Laundry					
Hang out the washing					
Iron the clothes					
Sew what is broken					
Make the beds					
Dusting					
Set the table					
Wash the dishes					
Sweep and mop the floor					
Fix what's broken					
Pick up the toys					
Take care of the car					
Take care of the children					
Caring for people who get sick					
Take care of pets and / or plants					

Which person has the most tasks? _____

Which person has fewer tasks? _____

Why do you think this happens? _____

What do you need to know to be able to do it? _____

23. THE CARE
DNAME OF THE TOOL: LUNA SE VA

OBJECTIVES: *Know what global care chains are, put yourself in the shoes of a classmate*
THEMATIC: *Care*
RECOMMENDED AGES: *All ages*
DURATION *30-40 minutes*

Description of the use of the tool: Procedure: the story "Luna se va" is read in class, after which, ask the following questions:

Do you think that in real life there are cases like moonlight, a girl who has to travel far to dedicate herself to care work? Have you ever heard of the expression "Global Chains of Care"? What are they, and how do they occur in your environment?

Necessary materials: Activity sheet- "Luna se va". The Revolution of Care, from the Platform Move for Equality. http://mueveteporlaigualdad.org/n_public_matedu.asp

24. CARE
NAME OF THE TOOL: INTERDEPEN-WHAT?

OBJECTIVES: *raise awareness about the links and dependencies that we have over others*
THEMATIC: *Links and dependencies, care*
RECOMMENDED AGES: *All ages*
DURATION *30-40 minutes*

Description of the use of the tool: We will begin by proposing to the group that, collectively or in small groups, write the life stories of a man and a woman, from birth to death, through childhood, adolescence, youth, adulthood, first old age and old age. We will ask them to represent the lives of both people on a timeline that we can draw on continuous paper. Next, we will ask them to identify and write, on one side of the line, the care that a person needs at that stage and, on the other, what they can provide. To carry out this work, we will invite you to research and ask people in your family. When they have finished the work, we will reflect together: At what moments in life do we need more care? Are we completely independent at some point? At what times in life do we take most care of other people? Do men and women need the same care throughout their lives? Do men and women provide the same care throughout their lives? What do you think of this cast of roles? Who could we take care of more and better at this time in our life?

Necessary materials: Papers and pens

25. CARE
NAME OF THE TOOL: GIVE AND RECEIVE AFFECTION

OBJECTIVES: *Work on the emotions that arise when giving and receiving affection*
THEMATIC: *Care*
RECOMMENDED AGES: *From 14 years*
DURATION *20-30 minutes*

Description of the use of the tool: In the session we will talk about giving and receiving affection, either with their children, their partners, etc. Each of them will choose a person from their environment, on a piece of paper they will make a drawing that about that person, it can be a portrait or something that represents them, and they will write those situations in which they remember that they give them affection and in which they show them anger or rage.

Once they have finished they will present the writing to the group and together we will debate between the simple and complicated of giving and receiving beautiful words, if we feel comfortable? If it costs us more to say positive or negative things? If all this depends on the people or on us? If when they were little their parents showed them affection, or if they consider that they transmitted it enough? If they believe that they convey to their loved ones that you love them?

Necessary materials: Folios, pens and colored paints.

26. SELF-KNOWLEDGE
NAME OF THE TOOL: "KNOW YOURSELF"

OBJECTIVES: *Facilitate self-knowledge and more positive communication with friends, family, etc.*
THEMATIC: *Self-knowledge*
RECOMMENDED AGES: *From 10 years*
DURATION *20 minutes*

Description of the use of the tool: A sheet of paper and a pen are distributed to each participant, and each participant is asked to think about themselves and how they are, what their character and personality are like.

They should write down at least ten characteristics on the page and comment on why they think they have them: things that they know how to do well ... We must insist that these are not things that we like but about things that we know how to do well, very well.

Once everyone has filled in those ten characteristics we present some in public.

Then we will evaluate: How have we felt speaking well of ourselves in public? It is easy? Is it easier to speak negatively? What can be the explanation?

Necessary materials: Foils and pens

27. SELF-KNOWLEDGE
NAME OF THE TOOL: "THIS IS ME"

OBJECTIVES: *Work on self-knowledge through creativity and internalization.*
THEMATIC: *Self-knowledge*
RECOMMENDED AGES: *From 18 years*
DURATION *30-40 minutes*

Description of the use of the tool: The participants are asked to draw themselves on a sheet of paper without using human figure shapes. How else can we define our SELF?

They are likely to feel blocked at first. They will ask us, they will ask us to expand the proposal but we must let them think for themselves how they can define their qualities, their personality, their style without using the drawing of a human figure.

Each participant will explain their drawing to another classmate and it will be this classmate who will make the presentation to the rest of the group.

It is not as simple as it seems. They will need your time. At first they are usually encouraged to draw what they like but what we are looking for is more. We look for metaphors for their attitudes, abilities, interests, etc.

In the evaluation, the first thing we can ask is how they have felt when another person talks about themselves. Are you happy with the end result? Was something missing? Was there something left over?

Necessary materials: Folios, pens and colored paints

28. SELF-KNOWLEDGE
NAME OF THE TOOL: "I PUBLIC / I PRIVATE"

OBJECTIVES: *Reflect on those aspects in which a person does not stop to think about himself.*
THEMATIC: *Self-knowledge*
RECOMMENDED AGES: *16 years old and up*
DURATION *10-20 minutes*

Description of the use of the tool: Each member of the group should have a blank sheet of paper divided in half. In one of the halves you must write I PUBLIC, and in the other I PRIVATE.

In the part of the PUBLIC SELF, the participant must write all those things that identify her: how she is in the visible way, as well as her behavior with others.

In the part of the PRIVATE SELF, the participant must write all those things that identify her, that she believes identify her: about her privacy, those deep feelings that she does not express to the outside.

After the session we will reflect on how we have felt with the activity, if it has helped us to reflect on ourselves and to focus a little more on our self-knowledge.

Necessary materials: Foils and pens

29. SELF-KNOWLEDGE
NAME OF THE TOOL:

OBJECTIVES: *Work on self-knowledge and make yourself known to colleagues*
THEMATIC: *Self-knowledge and group confidence*
RECOMMENDED AGES: *From 12 years*
DURATION *30 minutes*

Description of the use of the tool: The facilitator or facilitator will write down the following qualities on the board:

QUALITY LIST

1.- Curiosity.

2.- Ambition.

3.- Respect.

4.- Courage.

5.- Availability towards others.

6.- Independence.

7.- Tenacity (perseverance).

8.- Vivacity.

9.- Responsibility.

10.- Self-control.

11.- Desire to lead.

12.- Sincerity.

Each participant chooses three of them, with which he most identifies at that moment.

Subsequently, the facilitator or facilitator will ask aloud the following questions: "To what extent do you think these qualities are advantageous or unfavorable? After this, each participant comments with their partner why they have chosen those qualities.

Necessary materials: Blackboard, chalk, paper and pen

30. SELF-KNOWLEDGE
NAME OF THE TOOL: "IF I WERE"

OBJECTIVES: *Work on self-love and group knowledge*
THEMATIC: *Self-knowledge*
RECOMMENDED AGES: *From 14 years*
DURATION *40 minutes*

Description of the use of the tool: The facilitator or facilitator writes the following premises on the board:

1. If it were a flower it would be ...

2. If it were an animal it would be ...

3. If it were a bird it would be ...

4. If it were a tree it would be ...

5. If it were a piece of furniture it would be ...

6. If it were a musical instrument it would be ...

7. If it were a building it would be ...

8. If it were a foreign country it would be ...

9. If it were a game it would be ...

10- If it were a color it would be ...

11. If it were a time of day it would be ...

12. If it were a month of the year it would be

Each of the participants must respond according to their feelings to each of the questions, on a piece of paper. Once this is done, they go on to comment on them with their partner, saying the reason for the answers while reflecting on them.

Necessary materials: Blackboard and chalks

31. THE EMPOWERMENT OF WOMEN
NAME OF THE TOOL: DO WE KNOW OUR RIGHTS?

OBJECTIVES: *Make them aware of women's rights and learn about resources, which are made for women.*
THEMATIC: *Women's empowerment*
RECOMMENDED AGES: *From 14 years*
DURATION *40-50 minutes*

Description of the use of the tool: During the first 20 minutes of the session, we will brainstorm, in which we will say what rights we are protected by being women, and what specific resources exist for us.

We will open a small debate, in which they will tell us what they think about having specific regulations and resources, why they exist and where they come from.

Then we will get into the page of the women's institute. We will review the page together, emphasizing services and resources. So they can see what it is and what they are for.

Necessary materials: Computers and projector

32. THE EMPOWERMENT OF WOMEN
NAME OF THE TOOL: THE THREAD OF TIME ON EQUALITY

OBJECTIVES: *Meet the women who throughout history have contributed to the advancement of women's rights*
THEMATIC: *Women's empowerment*
RECOMMENDED AGES: *From 12 years old*
DURATION *30-40 minutes*

Description of the use of the tool: We divide the classroom into small groups. Each group should look for information on: Christine de Pizán, Olympe de Gouges, Simone de Beauvoir, Carlota Bustelo, Vandana Shiva.

Each group should introduce the woman they have sought and present their information to the group. Once all of them have been presented, the group must sort the women by date of birth, placing a photo on the string and explaining their contributions on the cardboard.

Questions: did you know these women? Are they present in our history and literature books? What can we do about this reality?

Necessary materials: pen, paper, string, glue, tweezers, car - tulinas color

33. THE EMPOWERMENT OF WOMEN
NAME OF THE TOOL: "IF I WANT IT, I CAN GET IT"

OBJECTIVES: *Work on the empowerment of women, increasing their knowledge and strengthening their self-confidence.*
THEMATIC: *Women's empowerment*
RECOMMENDED AGES: *16 years old and up*
DURATION *30 minutes*

Description of the use of the tool: It will begin with a brainstorming on the concept of feminism and its purpose.

The participants will intervene in an orderly fashion. The facilitator or facilitator will act as moderator. After all the contributions, the definition will be synthesized and the users will be asked if they consider themselves feminists and what advantages a feminist society would have.

The concept of gender, its definition and what makes it up will continue to be presented, also continuing with an exchange of ideas among the participants. The theme of patriarchy will also be introduced.

At the end of the debate, papers will be distributed among the women in which there are written professions, activities or trades, which they must classify taking into account the field to which they belong: private or public.

Finally, a debate will be held on the subject of the sexual division of labor, dealing with issues such as the glass ceiling, until reaching the advances of today

Necessary materials: Folios, markers, tape, blackboard

34. THE EMPOWERMENT OF WOMEN
NAME OF THE TOOL: "PRINCESSES AND OGRES"

OBJECTIVES: *Reinforce acquired concepts about the importance of women's autonomy. Reinforce the work of stereotypes.*
THEMATIC: *Women's empowerment*
RECOMMENDED AGES: *16 years old and up*
DURATION *30 minutes*

Description of the use of the tool: Copies of the story will be distributed among the participants so that they can read it together.

At the end of the reading, the main ideas of the story will be discussed, drawing conclusions.

Among all the participants, they will look for similarities between daily life and the ideas that are narrated in the story.

The different roles that appear during the story will be highlighted to begin to work on gender stereotypes

Necessary materials: Short story: "Cinderella who didn't want to eat partridges", by Myriam Cameros Sierra and Nunila López Salamero. http://www.mujeresenred.net/IMG/pdf/lacenicientaquenoqueriacomerperdices.pdf

35. EQUAL RELATIONSHIPS
NAME OF THE TOOL: ADVERTISING

OBJECTIVES: *Analyze the gender inequality of the ads, check how we internalize them and work on the change.*
THEMATIC: *Building egalitarian relationships*
RECOMMENDED AGES: *From 12 years*
DURATION *40 minutes.*

Description of the use of the tool: This dynamic is based on the theater of the oppressed since once the representation of the advertisement has finished the rest of the companions must join the scene and change it so that instead of being based on gender stereotypes, it announces a daily situation of equality of genre.

To do this, the group will be divided into small groups, and they will be asked to act out a television advertisement that is related to objects or chores around the house, they can also recreate advertisements for toys, cars, etc.

Each group will have 10 minutes to elaborate the representation and 1 minute to carry it out. Subsequently, the following questions will be asked to the group about what they have just seen and / or represented. ¿Qué anuncian?

• What do they advertise?
• Who or who are the protagonists?
• Who is the ad for? Why?
• Does it reflect reality?
• Come up with an alternative.

Necessary materials: Objects for the theater.

36. EQUAL RELATIONSHIPS
NAME OF THE TOOL: THE DICE OF THE TASKS

OBJECTIVES: *Work on raising awareness of the importance of having an equal distribution of household tasks between men and women, in order to end gender inequality within the home.*
THEMATIC: *Building egalitarian relationships*
**RECOMMENDED AGES:** *From 10 years*
DURATION *30 minutes*

Description of the use of the tool: A die will be brought to the classroom with a representation of a household chore on each of its faces.

Each of the participants must roll the dice and invent a story about the accomplishment of this or several tasks, with the rule that the story reflects a fair and equal distribution between women and men.

Each of the stories would be analyzed as a group, and it will be seen if there is something in the story that we should modify, always focusing on building egalitarian relationships within the home.

Necessary materials: Built dice

ACTIVITY SHEET: DICE
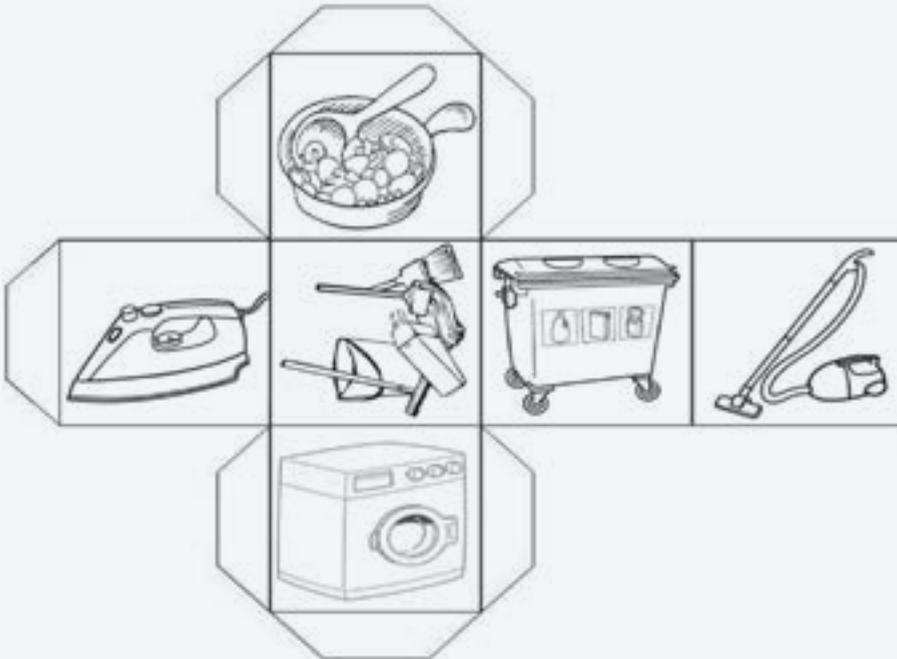
37. EQUAL RELATIONSHIPS
NAME OF THE TOOL: "IN FAVOR / AGAINST

OBJECTIVES: *Reflect on the internalization of the roles attributed to gender, reconstructing ideas around the relationships that are established both in the workplace and in the personal sphere.*
THEMATIC: *Building egalitarian relationships*
RECOMMENDED AGES: *From 12 years*
DURATION *15 minutes*

Description of the use of the tool: The participants will speak for or against certain statements, standing on one side or the other of the space. Once they have positioned themselves to one side or the other, they are asked why they are for or against.

Examples of statements:

• All human beings are born equal in dignity and rights.

• From the moment we are born, children have to be dressed in blue and girls in pink.

• Housework (cleaning, ironing, cooking) is a matter for both men and women.

• Both men and women can decide in a relationship.

• Insulting or laughing at another person is not mistreatment

• Both men and women can take care of our loved ones

Necessary materials: Dynamic tab

38. EQUAL RELATIONSHIPS
NAME OF THE TOOL: THE STORY OF PEPITO AND PEPITA

OBJECTIVES: *Reflect on gender roles and stereotypes.*
THEMATIC: *Gender stereotypes, egalitarian relationships*
RECOMMENDED AGES: *All ages*
DURATION *30 minutes*

Description of the use of the tool: The group is asked to divide into groups, the facilitator or facilitator distributes to each group a photocopy with the story.

The task is to complete the story in a small representation for each group, attributing feelings, emotions and attitudes that they imagine these characters would have.

It is reflected with the participants, identifying similarities and differences in the feelings and attitudes assigned to each character in the story.

Some guiding questions can be:

• In reality, does this differentiation (or similarity) occur in the feelings expressed or attributed to men and women?

• Do you think there are feelings or attitudes exclusive to one sex or another?

• What happens when a person expresses a feeling that is normally attributed to the opposite sex? What do you think about it?

It ends by rounding the issue to gender equity, equality and the cultural construction of gender.

Necessary materials: Dynamic tab

ACTIVITY SHEET

History:

"Pepito and Pepita are ……………………………. ..the ……………… .and she …………………… .Once it happened that …………………… … Given that fact, Pepito …………………… .and Pepita …………………. Days later, both ……………………, however, he ………………. Of course, she ………………… .. Years later, she ……………… .., and Pepito ………… .. "

39. EQUAL RELATIONSHIPS
NAME OF THE TOOL: "THE FAMILY"

OBJECTIVES: *Analyze as a group the roles that men and women perform on a daily basis in their families*
THEMATIC: *Gender stereotypes, egalitarian relationships*
RECOMMENDED AGES: *All ages*
DURATION *30 minutes*

Description of the use of the tool: Groups of 5 to 8 people are formed, dividing up different characters that are members of a family. Cards are pasted on the chest with tasks that each one must carry out, adapting to the reality of daily life.

Each of the groups must represent a small theater, and among all the participants we will analyze if we consider that these roles are real and if they can change.

Necessary materials: Cards with family roles, it is important to get out of the traditional rolls.

ACTIVITY SHEET

PERSONAJES	TAREAS
Mother	To work
Dad	Make lunch
Eldest daughter	Iron
Child	Sort storage room
Youngest daughter	To tend
Grandmother	Schedule television

40. EQUAL RELATIONSHIPS
NAME OF THE TOOL: MARIO AND MARÍA

OBJECTIVES: *Discuss the social identity assigned from childhood based on sex*
THEMATIC: *Building egalitarian relationships*
RECOMMENDED AGES: *All ages*
DURATION *30-40 minutes*

Description of the use of the tool: The students are divided into two groups, each group is given the image of a baby that could be a boy or a girl, indicating that they have to give it content, describing that person's characteristics: physical, psychological, what they do, what their day is like. a day, sexual orientation, emotionality, what interests you, hobbies.

The groups will not know that they all work on the same image, debating about the likes of their character, life and hobbies. At the end of the students will present the character "Mario" or "Maria" detailing their characteristics. The girls and boys will discuss the identity they have attributed to each photo based on their gender.

Necessary materials: Dynamics tab

41. GENDER EQUALITY
NAME OF THE TOOL: THE LINE

OBJECTIVES: *Reflect on certain phrases related to gender equality and care, encouraging the reconstruction of thoughts and ideas.*
THEMATIC: *Gender equality*
RECOMMENDED AGES: *From 10 years old*
DURATION *20 minutes*

Description of the use of the tool: The classroom will be divided into two areas with an imaginary line, in this way, the students will have to position themselves against or in favor of the phrase proposed by the person monitoring the activity. One side of the classroom will represent being in favor of the information given and the other side of the line being against.

The purpose of the dynamic is to make the people who participate in it think if they agree or not with the statement. In addition, one of the fundamental objectives is that well-constructed arguments are given to defend the ideas of each individual.

The basic rules to play the game are three:

• Always position yourself to one side or the other when starting.

• Change sides as the arguments convince you more.

• Give quality arguments to defend your position.

Use phrases on the activity sheet.

Necessary materials: None

ACTIVITY SHEET

Some phrases for gender equality and care can be:

1. From the moment a person is born, they must be dressed in blue if they are a boy, and in pink if they are a girl.

2. Household tasks (cleaning, ironing, cooking) are better for women because they have always done it for them.

3. Both men and women can play soccer well.

4. Men drive better than women.

5. Women, being women, know how to take better care of babies, the sick and the elderly

6. Boys have to help with housework in the same way as girls.

42. GENDER EQUALITY
DNAME OF THE TOOL: CINEMA FORUM "REAL WOMEN HAVE CURVES"

OBJECTIVES: *Learn and analyze the consequences of an education based on patriarchy, traditionally macho values, in which women have a secondary role in society and are very limited by the fact of being a woman.*
THEMATIC: *Gender equality*
RECOMMENDED AGES: *16 years old and up*
DURATION *2 hours*

Description of the use of the tool: Before starting the film, each participant is given the name of one of the characters that appear in the film, with the aim of concentrating on the behavior of that interpretation and empathizing with it. It is also used to clarify different terms such as gender, patriarchy, canon of beauty, self-esteem, dignity, empathy.

After the film, each participant has expressed how he felt with the character assigned to him, and what his impressions have been.

Then it takes place, to debate on the issues noted in the annex.

Necessary materials: Computer, movie "Real women have curves", projector, papers with names of characters, pens and sheets of paper.

DYNAMIC SHEET

QUESTIONS:

1. What are the reasons why Ana and her mother conflict? What does the mother think Ana should do with her daughter? What is the mother's idea of what a woman should be?

2. What is the difference between Ana and her mother in the assessment of motherhood? Do you understand in the same way what the goal of a woman in life should be? In what situations can we see these differences?

3. And in relation to fat and beauty canons, where are their differences? At what moments in the movie is the mother questioning Ana's fat? Is there the same pressure in our social environment? When? In what way? What do you think of the scene in which Ana and her co-workers get naked in the workshop?

4. What is the value of virginity in the film? How are the two positions that we can see reflected argued? What is your opinion?

PHRASES FOR REFLECTION

" Women were made to be loved, not to be understood."
Oscar Wilde

"Calling women the weaker sex is slander, it is the injustice of men towards women. If brute force is understood by force, then, in truth, women are less brutal than men. understands moral power, then woman is immensely superior. "
Mahatma Gandhi

"The woman has only one way to surpass the man in merits: to be more and more woman every day."
Ángel Ganivet

"When women replace men in the future, they will be seated behind the table and men will be valued for the hours they have dedicated to the gym."
Manuel Vicent

"Social progress can be measured by the social position of the female sex".
Karl Marx

"Women always have to take a double test: first, to show that because we are women we are not idiots, and second, the one that anyone has to take".
Cristina Fernandez De Kirchner

43. GENDER EQUALITY
NAME OF THE TOOL:

OBJECTIVES: *Facilitate the recognition of the vital trajectory that women have had.*
Identify micromachisms
THEMATIC: *Gender equality*
RECOMMENDED AGES: *16 years old and up*
DURATION *40 minutes*

Description of the use of the tool: A short about micromachisms will be shown and they will debate, about it, if we consider them, if not, etc.

https://www.youtube.com/watch?v=Co_z_GbjbHY

Then it will go on to work in a more individual way.

In the first place, a loving space has to be generated.

The women are asked to draw the "Path of their Life" on a cardboard using finger paints, pointing out the most important events they have had throughout their lives. The slogan is free, indicated by those who are significant for them. So we ask them to do the work starting in their childhood and pointing out that the path does not end the moment we meet, but is continuous.

Later in a group, the women who want can share it.

One of the relevant issues to convey to the group is that sexist violence, which we have all suffered in our lives because we are women, always has detours to new paths of recovery.

Necessary materials: Computer, projection cannon, stereos, continuous paper, finger paint, wet wipes (or other hand cleaner).

44. GENDER EQUALITY
NAME OF THE TOOL: "VIOLENT GLASSES FOR MUSIC"

OBJECTIVES: *Make visible, analyze and debate stereotypes and gender roles / romantic love / objectification and sexualization of women's bodies*
THEMATIC: *Equality and gender stereotypes*
RECOMMENDED AGES: *From 14 years*
DURATION *40 minutes*

Description of the use of the tool: Watch a trendy video clip (if you can, poll beforehand and choose a song that resonates with the group, the better)

The lyrics of the songs are distributed to them. It is interesting to be able to watch different video clips that have different messages (eg Amorfoda Bud Bunny, Lo malo Amaia and Ana Guerra from OT and feminist Rap from IES Rafal)

Questions that can facilitate the discussion:

•   How are women and men visible, what role do they have?

•   How do you talk about love? How do you manage your emotions?

•   What words and / or images catch your attention? Why?

The blackboard or flip chart space is divided into two Men / Women and their contributions are noted in one or two words, facilitating debate and argumentation.

Necessary materials: Video clips, song lyrics, mobile / portable, speaker
Screen + projector
Continuous paper / Blackboard / chalk

45. GENDER EQUALITY
NAME OF THE TOOL: "LALO THE PINK PRINCE"

OBJECTIVES: *Reflect on new models of masculinity*
Identify the concepts of sex and gender
Dismantle gender roles and stereotypes
THEMATIC: *Equality and gender stereotypes*
RECOMMENDED AGES: *From 7 years*
DURATION *30-40 minutes*

Description of the use of the tool: We watch the video "Lalo, the Pink Prince": https://www.youtube.com/watch?v=Gr56pfgFTpQ

After this, we asked the group what is it that most caught your attention in the video? What qualities are attributed to Lalo?

In a second moment, we divide the group into small teams of 3 to 5 people, and we tell them that they have to invent an ending to Lalo's story. For this they will use all the necessary props (costumes) and will be able to use both musical resources, drawing, mimicry ... whatever the group decides.

At the end, there will be a group reflection on why they have chosen these endings and if they think they could come true in their close environment.

Necessary materials: Download video and costumes

46. GENDER EQUALITY
NAME OF THE TOOL: "CARE AND GENDER ROLES"

OBJECTIVES: *Reflect on new models of masculinity*
Identify the concepts of sex and gender
Dismantle gender roles and stereotypes
THEMATIC: *Equality and gender stereotypes*
RECOMMENDED AGES: *From 7 years*
DURATION *30-40 minutes*

Description of the use of the tool: Create 3 groups. One group will play Jenga / another will fill in the care panel / Create a story of the graphic story of The Swarm. In each position they will be 15 minutes approx. And then they will change activity. At the end there will be a time for sharing and reflections if possible.

The JENGA of care

http://redciudadaniaglobal.org/noticias/crecer-con-cuinados-el-juego-de-la-jenga/

It is a game in which we will use a Jenga, a tower made of 54 wooden tiles stacked 3 by 3, as a metaphor for our development model and the care crisis that affects our civilization.

Care panel

•	What care do I receive? / whose?

•	What care do I give? / To who?

•	How do I take care of the world I live in? / Nature? Through what actions?

Graphic History "Enjambre" by Sonia Pulido (book Enjambre edt. Norma)

They will visualize colors, characters ... and create a short story of what they have interpreted from the visual story.

Round conclusions (this takes a long time, if you do not have it to prioritize strong ideas and return information from stories in another session or as feedback on your positioning):

Rescue panel information / who cares? / Data 80% care falls on women

Support for Men / State / Business needs to continue to grow

Double and triple working hours for women (paid employment / care work / associationism)

What care have you discovered in Jenga?

Reading the stories.

Necessary materials: Jenga game + care cards, continuous paper, Post-it, marker, graphic story The Swarm, sheets, pens

47. GENDER EQUALITY
NAME OF THE TOOL: CLOSE YOUR EYES: 1, 2, 3… PATRIARCHY!

OBJECTIVES: *Make visible the imaginary of power conditioned by the gender in which it is associated with men (heterosexual, white and wealthy)*
THEMATIC: *Gender equality*
RECOMMENDED AGES: *From 12 years*
DURATION *20 minutes*

Description of the use of the tool: The group starts from sitting in a circle. They are asked to close their eyes and think of the most powerful person in the world for them. They are invited to open them and say one by one in which person they have thought, normally the vast majority say the king, president of the government, some soccer player or singer, Arab Sheikh …

The characters chosen by the group will be noted on the board, and they will reflect on whether the most important people they have chosen are women or men and why.

Necessary materials: Open space so they can be seated in a circle
Blackboard and chalk

48. GENDER EQUALITY
NAME OF THE TOOL: "GENDER, SEXUALITY AND POWER"

OBJECTIVES: *Work on the concept of heteronormativity and reflect on situations that are socially constructed based on these rules. Reflect on the power relations that govern society. Deconstruct ideas related to diversity of genres*
THEMATIC: *Gender equality*
RECOMMENDED AGES: *From 14 years*
DURATION *30 minutes*

Description of the use of the tool: Each person must have the yellow (doubt), green (yes), red (no) cards and use them to answer the following statements:

- Having heterosexual relationships is more natural.
- Women are sensitive, sweet and always perfect.
- It is normal for men and women to do different things, because they are different.
- When a heterosexual couple have a child, it is normal for the mother to dedicate more hours to their care.
- Women are feminine and men masculine.
- When it comes to dating someone, the normal thing is that they are the men who like to have the initiative.
- Heterosexual relationships are necessary to continue with the human species.

We close with a small conclusion about the importance of promoting sexual, affective and gender diversity.sexual, afectiva y de genérica.

Necessary materials: Color cards

49. GENDER EQUALITY
NAME OF THE TOOL: "A TAGGED CITY"

OBJECTIVES: *Rethink the concept of diversity and its implication in the community.*
Identify the prejudices we carry and how it impacts our daily life.
Reflect and question social stereotypes.
THEMATIC: *Gender equality*
RECOMMENDED AGES: *From 12 years*
DURATION *30 minutes*

Description of the use of the tool: First, the participants are divided into groups . In groups, they should work to fill in the incomplete sentences. The idea is to inform them that they will have to debate and make a response in their groups about what they think by completing the following sentences:

Guys like ……

The girls are …………

People who study a lot …….

People who like to read ……

Immigrants …………

People who play video games are …… ..

If there is a person of a different nationality, they need my help ……

After completing the sentences, the final answers per group should be presented in the large group. A person representing each group will be chosen to participate in the pooling. We systematize the information to make it more visual.

Necessary materials: The folios with the incomplete sentences, markers. Continuous paper (this in case there is no availability to use the board).

50. GROUP PARTICIPATION
NAME OF THE TOOL: "SOCIAL THEATER OR SOCIODRAMA"

OBJECTIVES: *Reflect and discuss the importance of participating*
THEMATIC: *Group participation*
RECOMMENDED AGES: *All ages*
DURATION *40 minutes*

Description of the use of the tool: The group will be divided into several groups. Each of the people has 15 minutes to organize a scene in off (an image that looks like a photograph, without movement or sounds), which exposes a problem of the municipality, a conflict, or a problematic issue to work on.

After 15 minutes each group will expose the image or scene to the rest of the participants. After showing the scene, they must remain motionless and the spectator group must enter to modify the scene, one by one, until it is resolved. Each person can modify 2 movements. In this way the spectators will enter to change the scene until it is completely resolved, doing the same with the other group.

Necessary materials: Papers and pens

51. SOCIAL PARTICIPATION
NAME OF THE TOOL: "THE SPIDER WEB"

OBJECTIVES: *Reflection on the importance of group participation and especially of women*
THEMATIC: *Social participation*
RECOMMENDED AGES: *All ages*
DURATION *15 minutes*

Description of the use of the tool: Before starting the session, the facilitator should write the following questions on the board:

• As a woman I feel ...

• Is it important for women to participate in society actively?

• Do you think it is important for women to help each other?

• Is it necessary for men to also get involved in the fight for gender equality?

At the beginning of the session, we must instruct the participants to make a circle and sit down (the circle should not be very wide).

On this occasion it will be the facilitator who will start the activity, forming part of the group and the circle that has been created previously.

The facilitator or facilitator will hold the ball of yarn in her hands and will answer the first question that is noted on the board. Once you have answered, take one end of the yarn, and throw the ball to another person (you should try not to be the partner on your right, or on your left). So until all the classmates have answered the first question. Then we will do the same with each of the questions noted on the board, without forgetting that it is important that the ball of wool continues to create its web.

When all the participants have answered, they will reflect on the web formed: if we hold tightly the web is it firm? If someone lets go of its end, what happens? Does the web disarm? the cobweb loosens ?, etc. The idea is to reflect on the importance of the participation of all in the group and of the interdependence between each individual to reach a good result.

Necessary materials: Ball of wool, blackboard and chalk

52. SOCIAL PARTICIPATION
NAME OF THE TOOL: FOCUS GROUP

OBJECTIVES: *Identify the needs of the group or the opinion of the group on a specific topic*
THEMATIC: *Social participation*
RECOMMENDED AGES: *All ages*
DURATION *30 minutes*

Description of the use of the tool: The facilitator asks the group to introduce themselves and speak freely about the issue in question. Collectively the group must identify the needs and prioritize them. It is a process of collective deliberation where everyone participates to reach agreements through debate. The monitor must guarantee the participation of all, as well as mutual respect and order in the interventions.

What are the problems of women today in Spain and in your municipality? How and what tools do they have to influence / modify this reality?

How can the representative democratic model or not respond to its problems? Do you consider that there are other models or ways of influencing your realities? Which? Why?

Necessary materials: None

53. SOCIAL PARTICIPATION
NAME OF THE TOOL: "PASS WORD TO YOUR MAYOR OR MAYORESS"

OBJECTIVES: *Bringing the local administration closer to the students by making known, through games, their doubts and concerns about municipal management and the subject on which they will develop the intervention project*
THEMATIC: *Social participation*
RECOMMENDED AGES: *From 12 years old*
DURATION *40 minutes*

Description of the use of the tool: The participants will pretend to be on the set of the "Pasapalabra" program, having the mayor as the main player.

The group will prepare a series of questions related to the subject to be worked on (an environmental awareness campaign, recreational and cultural programs ... etc.) as well as questions related to municipal management.

Ex .:

- Student: "begins with the -R-: capacity of the environment to adapt to the adversities of the environment without significantly altering its characteristics of structure and functionality" - mayor "resilience!"

To prepare for the contest, the participants will separate into small groups, brainstorming the themes on which they will launch the questions.

The questions should be related to the doubts they have about municipal management or about gender equality. Once formulated, they will use the means they have in the classroom (internet connection, mobile devices, etc.) to find the answer.

Once they have the battery of questions / answers they will present it to the group, organizing the answers in alphabetical order to send them to the mayor.

For the staging, the group will divide the roles into: television cameras, presenter, audience, hostess, set decorators, sound producers ... etc.

Necessary materials: Paper, pens, video camera (mobile), car - Tulina, foam, colored markers.

5.2.   Digital participation.

Taking into account that there may be a digital divide, a preliminary survey will be carried out among the participants to identify what needs exist and through which digital tools a more inclusive participation can be achieved. Once this information is collected, the following will be done:

a. Define the use of a secure and accessible videoconferencing platform that facilitates connection and management by the participants.

b. Coordination, if necessary, of the connection to the sessions in small groups to facilitate access to those who may have more difficulties.

c. Sending prior instructions to participants on the use of the platform, rules and moderation procedure for the sessions.

d. Previous virtual training meeting to resolve doubts about the use of the digital platform.

Each digital session will require meticulous prior preparation. Through the methodology of the inverted class, the training will be carried out in a synchronous and asynchronous manner. To do this, audiovisual resources will be identified on the proposed themes, so that the participants can view them individually, outside the sessions. In this way, the digital sessions can be fully dedicated to reflection and collaborative work in groups.

The digital sessions must last less than the face-to-face sessions. Therefore, to guarantee the objectives, in addition to working with the inverted class methodology, the number of sessions may be expanded.

Next, files of 4 participatory experiences with a gender perspective are collected, which have inspired the proposal of the ECE and from which lessons can be extracted aimed at strengthening the processes of participation and inclusion of women.

The experiences are as follows:

a. **Heura Association.** Adult education experience based on dialogic learning within the framework of the Verneda-San Mar-

tí School, the first educational center that put into practice the educational model of learning communities.

b. **Children's agora.** A participatory democracy program developed with school children, aimed at strengthening participatory skills and gender equity.

c. **Sowing Equality.** Program for the participatory localization of the SDGs, aimed at strengthening the political incidence of women's associations in rural Andalusia and the Region of Murcia.

d. **Everyday.** Community intervention project aimed at preventing isolation and strengthening mutual support networks among older women.

PRACTICE TITLE: HEURA

NAME OF THE PROMOTING ENTITY
La Verneda-San Martí Adult Education School (Learning Community)

LOCATION: Barcelona
WEB: http://www.edaverneda.org/edaverneda8/es/node/3
DEVELOPMENT DATES 1986-present.

DESCRIPTION:

Heura is a women's association that was born in 1986, in the Verneda Sant Martí neighborhood of Barcelona. Heura is a global framework for training and participation open to the initiatives and needs of the entire neighborhood. The fundamental objective is to offer quality, open, democratic, participatory and critical training that allows women to manage their own social and cultural life and promote personal equality and dignity for all.

The main protagonists of Heura are the "other women", those who have not had the opportunity to access educational and cultural spaces before and those who do not have academic or university degrees, finding themselves unequal compared to the academic women who have historically silenced , the voices of the "other women".

The women of Heura break these barriers and fight through equal dialogue to defend their rights as women. It is prioritized to give the necessary tools so that women themselves feel that they acquire the capacity and own initiative of self-management of resources and capacities. The tools are found in an education model capable of breaking with traditional social constructions and with the division of roles by gender. This model is based on participation, the richness that difference brings to the group of people who make up the association and on a relationship between equals in which women can express their voice.

Heura currently has 1,349 members. Women decide what type of training they want to receive, encompassing all areas of society where the person develops and actively and critically participating in their social and cultural environment.

(Presentation excerpt on their website)

PROJECT RESOURCES:

The other women (Lidia Puigvert).
https://www.traficantes.net/libros/las-otras-mujeres

Learning communities, transforming education (Ramón Flecha)
https://www.comunidadedeaprendizagem.com/uploads/materials/582/e556e7c-448d9239442c1d1f1c02a0082.pdf

PRACTICE TITLE: ÁGORA INFANTIL

NAME OF THE PROMOTING ENTITY
Coglobal Association.

LOCATION: Andalusia, Region of Murcia and San José (Uruguay)
WEB: http://www.agorainfantil.com/
DEVELOPMENT DATES 2014- present.

DESCRIPTION:

It is a program for the participation of children and young people in local policies that is developed in the school environment. In Children's Agora we work with voluntary groups of students or classes chosen at random, who will have the task of preparing and prioritizing proposals addressed to local governments for their implementation.

This initiative allows the participation of the minor population in the definition, use or management of public space, as well as in the design of awareness-raising actions, with contributions from their own perspective and their own needs.

The groups of children and adolescents analyze their territory, contribute ideas, deliberate and collectively build a proposal, in dialogue with the City Council or other local government bodies. Among the topics covered are the promotion of equality, the prevention of gender violence and cyber violence. Through playful and cooperative work in the classroom, students reflect on their own experience of gender, learn about municipal policies in this area, design, decide and carry out an awareness-raising action in their environment.

At present it has been implemented in more than 60 municipalities and more than 4,000 girls and boys have participated . Ágora Infantil has the collaboration of researchers from the University of Málaga, the University of Huelva, the University of Cádiz and the Università degli studi di Palermo to evaluate the impacts of the program.

(Presentation excerpt from your website)

PROJECT RESOURCES:

Children's Agora Dossier
http://www.agorainfantil.com/wp-content/uploads/2019/07/dossier_%C3%81go-ra-Infantil-2019_20-1.pdf

Videos for equality of the Children's Agora program
https://www.youtube.com/channel/UCoBaggNsbpQcoV_36eG5t3A

PRACTICE TITLE: SOWING EQUALITY.

NAME OF THE PROMOTING ENTITY
Coglobal Association.

LOCATION: Andalusia and the Region of Murcia.
WEB: www.coglobal.es
https://coglobal.es/sembrandoigualdad/
DEVELOPMENT DATES   2019- present.

DESCRIPTION:

Sembrando Igualdad (SI) is an education for development program with a global citizenship approach, in which rural women's associations increase skills related to the localization strategy of the SDGs, SDG 5 in the Global South and participatory methodologies for development. These competences are aimed at providing women's associations with a greater incidence in the local public sphere. To do this, they diagnose in a participatory way with the school and adult population the progress made in their territory of the goals that the 2030 Agenda proposes in terms of gender equality, and they build proposals aimed at their achievement.

In this context, SI makes the fulfillment of its objectives operational through four strategic areas of work: (1) strengthening civil society organizations in rural areas; (2) child and youth participation; (3) localization of the SDGs with a gender perspective and from a global perspective and (4) inter-territorial dialogues.

(Presentation excerpt on their website)

PROJECT RESOURCES:

Presentation video of Sembrando Igualdad
https://coglobal.es/ods-5-sembrando-igualdad/

PRACTICE TITLE: COTIDIANAS.

NAME OF THE PROMOTING ENTITY
Pandora Mirabilia (Tangente cooperative group)

LOCATION: Madrid
WEB: https://www.pandoramirabilia.net/project/cotidianas/
DEVELOPMENT DATES   2019- 2020

DESCRIPTION:

Everyday: older women wanting more, is a proposal for community action to promote autonomy and prevent or mitigate isolation, as well as a project of empowerment and mutual support. It is carried out with a group of older women from the Madrid districts of Arganzuela and Centro, through the Tangente coope-rative group.

In the dynamics , experiences are shared, visits are made and all kinds of activi-ties are proposed.

(Presentation excerpt from your website)

PROJECT RESOURCES:

Podcast of the project carried out during confinement
https://www.pandoramirabilia.net/project/cotidianas/

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