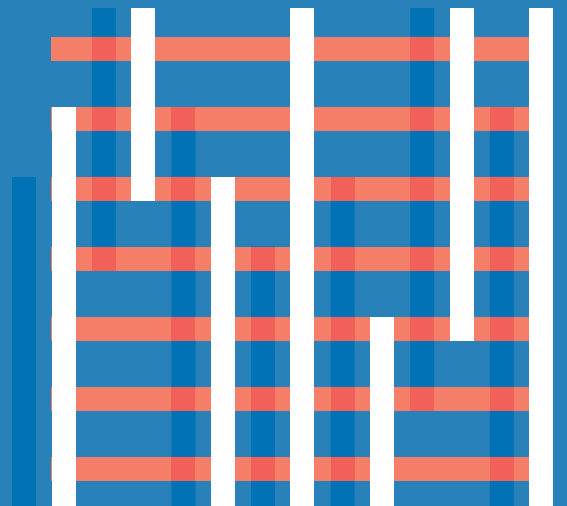
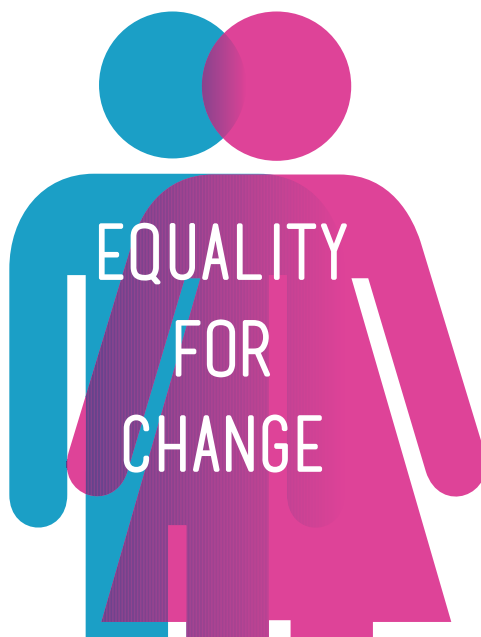


IMPROVING MOBILITY ACTIVITIES: EVS AND JOB SHADOWING

PRACTICAL
GUIDELINES

EQUALITY FOR CHANGE (EFC)
GENDER EQUALITY THROUGH
GLOBAL CAPACITY
BUILDING PROJECT





Editors and authors:

Ema Weixler, PiNA
Peter Kastelic, PiNA

Organization contributors:

CAPEC, CESIE, De Lindenberg, KVDA, PiNA, TYCEN

Designer:

Alberto Miranda

Proof-reading:

Jezikovni studio Vergil

Photos provided by each organization contributor.

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I. INFO ABOUT GUIDELINES, PROJECT AND PARTNERS

1. WHY THESE GUIDELINES?

Gender equality through global capacity building project is a two year long KA2 Erasmus+ project (Capacity building in the field of youth) which consists of the following mobility activities:

— Short term (2 months) EVS in Kenya (for EU volunteers only);

— Short term (2 months) EVS in Italy (for Partner Countries volunteers only);

— 10 days international training course for participants from both Programme and Partner Countries;

— 6 Job Shadowings (21 days), one in each of the organisations involved.

The project involves six organisations, three from Programme Countries (Italy, Netherlands, Slovenia) and three from Partner Countries (Cameroon, Kenya, Tanzania).

On the one hand, the project aims to foster the capacity building, to create and expand the global network and to raise the quality of EVS and youth mobilities, so more people can participate and thus easily access the knowledge and opportunities.

On the other hand, the project aims towards improving the mobility programme and activities and to foster cooperation and exchange of experiences and best practices in the field of young women empowerment and non-formal education.

The first part of the guidelines therefore briefly introduces general characteristics of the two mobility activities: EVS and Job Shadowing, and highlights important steps and recommendations that might be helpful to consider before the implementation of the mobility activities in order to avoid or easily overcome possible obstacles and challenges. The guidelines do not aspire to be a comprehensive volume on all of the steps of implementing the Mobility activities. However, it aspires to draw attention to challenges that might occur – while implementing mobility activities in a consortium consisting of Partner and Programme Countries – due to cultural, financial and administrative, social, systemic (political and educational) and infrastructural differences.

Challenges might occur especially in the preparation phase for youth and youth workers from Partner Countries attending the mobility opportunities in Europe (getting visa and time management challenges), as well as during the implementation phase of receiving European youth and youth workers in Partner Countries (false expectations and logistical challenges).

This part is a support tool, an overview, which provides a list of steps and recommendations for implementation of the mobility activities in terms of logistics and practical arrangements.

When it came to working with international participants (coming from Programme and Partner Countries), non-formal methods used during the implementation of the project proved to be successful in terms of offering a safe working environment that tends to: —

blend the differences in participants' cultural and educational backgrounds;

foster exchange of their experience, cooperation, mutual respect and understanding;

evoke the use and further development of personal skills and competences.

In the second part of the guidelines we therefore present some useful examples of non-formal methods for working with (female) youth, aiming to enlarge their working perspective and improve competences that are necessary for an individual to become an active citizen and to make a change in the field of gender inequality.

Guidelines are meant for youth workers and organisations, motivated to apply for an Erasmus+ project which include mobility activities between Programme and Partner Countries or for organisations which already applied for a project and are about to implement mobility activities within Erasmus+ KA2, Capacity building in the field of Youth, for the first time.

These guidelines are a tool to support you and can be used in any context and country. So feel free to jump pages and go directly to topics of your interest, using the index of contents as a base.

2. DESCRIPTION OF THE PROJECT EQUALITY FOR CHANGE (EFC) - GENDER EQUALITY THROUGH GLOBAL CAPACITY BUILDING

Raising awareness of the rights linked to gender equality

It is relevant to strengthen the equal rights and women empowerment in the world in order to enhance the development of healthy democratic systems and provide the EU with strong democratic and equal citizenship core. Non-formal education of young women has been identified as one of the principal means to address

this issue and as a major lever in this respect.

Change with the help of equality

The project tackles the challenge of one of the basic social principles – gender mainstreaming. All the six programmes involved and Partner Country organisations are focusing on:

overcoming the stereotypical roles and

women's empowerment within the multimedia field.

Furthermore, they are all striving to:

improve the communication competences of young women,

implement newly gained knowledge in the local environments,

with the goal of greater empowerment and a more active social participation of women.

Additionally, the project aims to:

improve youth mobilities with the NGOs working in the field of women empowerment, youth, gender equality and education,

foster cooperation and exchange of experiences and best practices in the field of young women empowerment and non-formal education,

build quality EU-Africa women transnational non-formal learning mobility network that will be supporting new initiatives and activities on gender equality by young people,

improve the mobility of young people and youth workers, as well as youth employability.

2.1. WHY CAPACITY BUILDING?

When providing help for those in need, public entities and (non-governmental) organizations might turn out to be less successful, especially when providing only material assistance, which might cause more harm than good; international aid to developing countries might have the dependence effect which usually result in passiveness and helplessness of those in need.

More efficient and more sustainable way to actually help those in need is capacity building, which should provide learning opportunities and space to develop different competences and capacities to foster problem solving attitude to cope better with their local realities.

By discovering and developing competences, people build their self-confidence to stand on their own feet, to make decisions and take subsequent responsibilities.

This process of empowerment, which should also foster critical and creative reflection and constructive participation in the community, can be successfully initiated with the use of suitable non-formal education methods. Capacity building in combination with the use of non-formal educational methods might be useful also for the NGO's and youth workers to be able to better fulfil their mission.

2.2. WHY GENDER EQUALITY?

Women's empowerment related to gender equality is about improving women's confidence and status in society, increasing their opportunities and facilitating greater communities. Gender equality therefore seeks to ensure that both women and men benefit from it. Nevertheless, gender mainstreaming does not replace government policies on gender inequality. Gender equality and women's issues are complementary strategies and should be examined together, but this depends on the data available in determining what is needed. One of the most important prerequisites in achieving gender equality is the political will to implement a certain strategy. A gender equality policy should be in place and gender-sensitive data and statistics should be available. Tools and instruments to put the strategy into practice have to be developed and the people involved have to be trained.

Given the scope and speed of contemporary change, it is thus essential to keep the changing patterns of gender relations under continual examination, to monitor the extent to which progress is being made towards women's empowerment and to interrogate the adequacy of prevailing strategies towards this goal.

Background of gender equality in Programme Countries

Legislation on equal opportunities for women and men provides a common foundation for improving the situation of women and creating equal opportunities for women and men in political, economic, social, educational and other spheres of social life (hereafter: equal opportunities), which must create equal opportunities for participation. It should seek to remove barriers for the introduction of gender equality, in particular to prevent and eliminate unequal treatment of women

as a form of discrimination in practice deriving from traditionally and historically conditioned different social roles.

Equality between men and women is one of the fundamental principles of European Union. As such, gender equality is defined in various international documents, by which European countries are committed to the protection of women's rights and equality of gender.

Despite the measures and legislation already taken and efforts for changes that help to improve the lives of citizens, and the integration of gender equality in public and private spheres, gender inequality is still present in many areas. Women still predominately do less valued jobs and in sectors with lower pay, the proportion of women in managerial positions remains low, women often perform work incompatible with their education and qualifications, to reconcile work and family commitments women often work part-time and on average earn 16% less than men (data for EU). Gender inequality is strongly influenced by gender stereotypes that affect both the choice of education as well as subsequent career paths women take. All these differences and gender inequalities are fundamental characteristics which often lead to social exclusion and to the decrease of the possibility for an active citizenship and social participation of women.

Background of gender equality in Partner Countries

Although some Partner Countries (namely Partner Countries of the EFC project) ratified the main international and regional instruments protecting the rights of women, and have implemented educational and health policies, significant progress (especially in terms of national and Sustainable development goals)

is still to be achieved. The role of women in societies remains traditional and has not reached major changes; in many cases, they also remain economically dependent on men and – especially in rural areas – still do not enjoy fundamental human rights and principles of equality. They are also underrepresented in decision-making positions.

Even though governments in Partner Countries accepted important reforms of economic policy, including strategies for poverty reduction, women still represent the majority of the poor. Situations show a high drop-out rate from training programs among girls, gender inequality in secondary and tertiary education, higher poverty exposure of women in relation to men, a higher rate of illiteracy among women (as they have less access to training and education), the problem of inheritance and property ownership for women etc. Especially young women are vulnerable to encountering situations with negative attitudes, exclusions and discrimination, lack of access to services (health, education, employment), lack of empowerment, gender based violence, maternal health issues, lack of access to ICT and retrogressive cultural practices such as FGM. Unequal position of women results in their economic dependence.

In this sense, it is important to offer women the possibility of (non-formal) trainings with adequate tools and methods in order to give them an insight into the aforementioned issues, to develop necessary skills and competences, to increase their self-esteem and gradually achieve political empowerment and economic independence.

3. DESCRIPTION OF PROJECT PARTNERS

CAPEC



Cameroon Association for the Protection and Education of the Child (CAPEC) is a non-governmental, non-profit organization, working in Cameroon. Since its inception in 2002, the organization has been working with close to 70,000 children/adolescents, parents, government and intergovernmental bodies in the promotion of community welfare. It works to identify the needs of the child and young people especially in the rural areas, the underprivileged and the weaker section of the society through participatory approach.

CAPEC's Mission is to promote human values through advocacy and community out-reach programs, Girl Child Enhancement Programs, basic non-formal/formal education and vocational skills training, initiatives for vulnerable children and out-of-school youth in view of building a sustainable community with improved standards of living. The main objective is to enhance their opportunities to realize their full potential and capabilities.

CESIE



CESIE is a European non-governmental organization, established in 2001 in Palermo, inspired by the social, cultural and political work developed by Danilo Dolci. Its work is based on the belief that education is the lever to promote individual well-being and the key to widen people's range of opportunities. CESIE answers the global challenges, including gender equality, by developing innovative educational projects and activities around the world.

CESIE aims at raising awareness on gender balance among young people and local communities; exchanging experiences and good practices in the field of youth and human rights; bringing innovation and creativity in education and training.

DE LINDENBERG



De Lindenberg is a centre of arts and it is responsible for the art education and cultural participation of the citizens in Nijmegen. With over 200 employees, de Lindenberg is one of the largest cultural organizations in the Netherlands. The activities through which they empower people are implemented both in schools, in (deprived) neighbourhoods, and with people from different social, cultural, economic and ethnic backgrounds.

They provide artistic methods that can be used for empowerment. De Lindenberg's function is to have a positive impact on the targeted population and their orientation in the modern consumer world. The main orientation of De Lindenberg is to promote a tolerant civic dialogue and initiate critical thinking in individuals, but in particular they wish to promote and encourage active participation in the community. All projects implemented by De Lindenberg share a common idea – the social impact.

KVDA



Kenya Voluntary Development Association (KVDA) is an indigenous and membership organization which is non-political, non-sectarian and a non-profit organization, that started in 1962 as a work camp organization; in 1993, KVDA was registered as a non-governmental organization (NGO). KVDA seeks to promote inter-cultural education, international peace, inter-human understanding and solidarity as well as sustainable community development through voluntary service. "Development against Dependence" captures KVDA's philosophy. Therefore, their mission is to mobilize all-purpose resources to support community development initiatives. KVDA mobilizes volunteers from different countries in the world, regardless of their background or affiliation, to live, learn and work together for the development of a needy community.

PiNA is an organisation for social development based on the following principles: respect for basic human rights and democratic principles; active participation of individuals in the community and cultural engagement; respect for the environment and focus on sustainable development; critical thought and ethical operation; life-long learning and holistic approach to education.

PiNA's contribution to social development is put into practice in the following ways: education and training under the principles of non-formal education; organisation of various awareness and educational events, such as cultural events, conferences, seminars, fairs...; publishing educational and informational material; offering multimedia and web solutions for information and education, such as videos, documentaries, web pages, webinars, intermedia installations...; raising awareness and advocacy for specific groups; performing specific fieldwork projects; providing other non-governmental institutions, social enterprises, non-formal groups and artists with support, mentoring and coaching; cooperating with domestic and international partners, and participation in international organisation networks.

TYCEN



TYCEN's (Tanzania Youth Cultural Exchange Network) mission is to engage young people in community based projects locally and internationally with the particular interest in non-formal education, employability, skills, health, gender, culture, environmental conservation and sustainable use of resources and development.

TYCEN's activities include: promotion of entrepreneurial education in order to encourage enterprise culture among the youth and the whole community, to facilitate youth to acquire

skills and competences for employment through various trainings, enhance gender equality and raise awareness on health, environmental issues, climate change, conservation and sustainable development.

TYCEN also organises inter-cultural exchange programs, national and international volunteering projects, specialised educational programs and events to empower young people. Its activities involve and benefit formal and informal groups of young people aged 15-35+ from across Tanzania and abroad.

II. MOBILITY ACTIVITIES: EUROPEAN VOLUNTARY SERVICE (EVS) AND JOB SHADOWING

1. WHAT IS EVS AND WHAT IS IT ABOUT?

European Voluntary Service (EVS)¹ is a part of the [Erasmus+ Programme – the EU Programme for Education, Training, Youth and Sport](#); its aim is to enhance the skills and competences of young people as well as their active citizenship. More information about the role of the different programme structures can be found in the [Erasmus+ Programme Guide](#).

The European Voluntary Service (EVS) started in 1996 and provides young people aged 17-30 with an opportunity to express personal commitment through full-time voluntary activities in a foreign country within or beyond the borders of the European Union.

Volunteering is valued as a non-formal learning experience enhancing volunteers' professional skills and competences, thus contributing to their employability. At the same time, it increases their sense of solidarity, develops their social skills and promotes active participation in society. It is a win-win situation, where both the volunteer and the community benefit.

Through EVS, volunteers gain new skills, competences, knowledge and experiences which are meaningful for their future career opportunities as they enlarge their employability and their working potential.

Short term EVS


A Short Term EVS is a unique example of non-formal education and an inter-cultural learning experience which, during its 2 weeks to 2 months duration, emphasizes the development of the participants' "soft" skills, attitudes and personal growth.

The project uses this tool to help young people reach their long-term goals: past experience has shown that the short term EVS is most effective when it complements the work being done with young people on a local level. The short term EVS programme should be seen as a vehicle for positive change; it should be regarded as a tool which can stimulate a learning process that is already in motion on a local level, and through which the volunteers acquire empowering, enabling their inter-cultural communication skills.

Information and communication

The volunteer has to be informed about the Erasmus+ Programme – its philosophy, aims, priorities and procedures – and how EVS projects are carried out.

Prior to her/his departure, the volunteer must receive clear information about the EVS project, in particular about the tasks to be performed, accommodation, training and support. If the host placement is located in a live-in community, one must be informed about the rules and conditions that apply in such a community and which relate to the volunteer.

Prior to departure, the volunteer is responsible for informing the organizations about any circumstances that may influence his or her capability to carry out certain tasks and about any individual special needs. 

1. All info taken from the [EVS Info-Kit](#), comprised of "[What to expect from EVS](#)", "[Volunteer welcome letter](#)" and "[EVS training and evaluation cycle guidelines and minimum quality standards](#)".

If necessary, the volunteer should provide accurate information about health-related issues.

The volunteer must inform the coordinating, sending and receiving organization about the exact dates of his or her departure and arrival, well in advance before the start of the service.

Financial and administrative rules

Volunteers have to read, agree on and sign a volunteering agreement (the EVS Mobility Agreement) together with the coordinating, sending and receiving organizations and read the grant application approved by the National/Executive Agency for the project. Each partner (including the volunteer) is responsible for respecting the project details as set out in the EVS Mobility Agreement. More information about its content can be found in the [Programme Guide](#).

Participation in EVS is free of charge. Except for a possible contribution to travel costs and expenses the volunteer might encounter – not directly linked to the project – the volunteer must not be charged, either fully or partially, directly or indirectly, for taking part in an EVS project. This implies that the volunteers are entitled to one return travel ticket between the sending country and the receiving country, and to insurance, lodging, food (meals or food money should be provided also on free days and during holiday periods) and local transport.

During the entire volunteering period, including while on vacation, the volunteers are also entitled to a monthly or weekly allowance (pocket money). The amounts are as stated in the Programme Guide. The pocket money must not be aimed at covering costs related to the implementation of the project (for example local transport or food).

Throughout the voluntary service period, the volunteers will be covered by the obligatory EVS group insurance plan set up by the European Commission.

The volunteer can request and must receive help from the organizations in obtaining a visa, if so required by the legislation of the receiving country. If asked to do so in due time, the National/Executive Agency or SALTO can also issue letters supporting the volunteers' visa application.

Support, training and meetings for a short term EVS

Prior to departure, volunteer must receive the EVS Info-Kit and be adequately prepared by the sending/coordinating organization for the stay abroad, according to volunteer's needs and in line with the EVS Training and Evaluation Cycle guidelines and minimum quality standards, i.e. with a Pre-Departure Meeting/Training.

Upon arrival in the receiving country, volunteers in projects longer than two months have the right and obligation to take part in an on-arrival training session: in a two-month Short-Term EVS this training will most likely be organized by the receiving organization itself, and not by the National Agency, unless a specific request is issued. The Training and Evaluation Cycle and the minimum quality standards also apply to Partner Countries that do not have a National Agency or a SALTO organising the TEC. In these countries, the training and evaluation sessions are organised by EVS receiving or coordinating organisations. Volunteers should receive appropriate task-related support and guidance to enable them to carry out the agreed tasks.

If volunteers want, they are entitled to language support: the training can be formal or informal and the format, duration and frequency will depend on volunteer's needs ,

their project tasks and the resources available to the organization.

For personal support, there should be a mentor with whom the volunteer will have regular meetings throughout the service period, appointed by the receiving organization. The mentor should help the volunteers to get integrated within the organization, the project and the local community and help with administrative issues, if necessary. The mentor is the person responsible for volunteer's well-being, and the volunteer must meet their mentor regularly.

At the end of the project, volunteers should receive help from the sending organization in evaluating the participation in EVS so as to gain the maximum benefit from the volunteer's experience, which includes drafting a final report and taking care of the Youthpass. If asked for, volunteers should also get help in re-adjusting to life in their home country and for guidance in personal projects.

Volunteers can also contact the relevant National Agencies or the Executive Agency asking for any kind of advice and support (on accreditation, insurance, visa support, crisis management, etc.).

Moreover, European volunteers can have the chance to participate in the annual EVS event organized by their National Agency.

The volunteers are entitled to receive a [Youthpass certificate](#), attesting their participation in EVS and the experience and skills they have acquired during the period of service

(more info in the links below).

[Youthpass in EVS](#), [Youthpass Guide](#)

Upon return, volunteers must complete a [EVS](#) volunteer report.

Who is directly involved in EVS?

European Voluntary Service directly involves:

—
the coordinating organization;

—
the sending organization;

—
the receiving organization;

—
and the volunteer(s).

The activities depend on the EVS project and are therefore defined within the project.

2. WHAT IS JOB SHADOWING AND WHAT IS IT ABOUT?

Job shadowing, as defined by Paris and Manson (Planning and Implementing Youth Apprenticeship and Work-Based Learning, Madison, WI: University of Wisconsin, Centre on Education and Work, 1995), is "a work experience option where students learn about a job by walking through the work day as a shadow to a competent worker. The job shadowing work experience is a temporary, unpaid exposure to the workplace in an occupational area of interest to the student. Students witness first-hand the work environment, employability and occupational skills in practice, the value of professional training and potential career options. Job shadowing is designed to increase career awareness, help model student behaviour through examples and reinforce in the student the link between classroom learning and work requirements. Almost any workplace is a potential job shadowing site."

According to the Credentialed Career Master [Katharine Hansen](#), job shadowing is also seen in close relationship to informational interviewing, in which career-explorers or job-seekers conduct short interviews with people in their prospective professions to learn more about those fields. In this sense, job shadowing can be thought of as an expanded informational

interview. While an informational interview typically lasts about half an hour, a job shadowing experience can be anywhere from a few hours to a day, a week or more, depending on what you can mutually arrange with the person you have chosen to shadow. Many of the same rules apply to both job shadowing and informational interviewing, from preparing for the experience, to scheduling it, getting the most out of it, and following up on it. During the job shadowing experience, one follows the professional through their work day and observes the rigors of the job, the company culture, and asks questions.

In terms of Erasmus+ programmes ([Programme Guide](#), pp. 308), job shadowing (or practical learning experience) is a short-term mobility of a youth worker/staff member at a partner organisation in another country with the aim of receiving training by following practitioners in their daily work in the receiving organisation, exchanging good practices, acquiring skills and knowledge and/or building long-term partnerships through participative observation.

By engaging in job shadowing, individuals should be able to:

- see how another organisation and its team works in everyday practice;
- reflect and learn from others;
- see the bigger picture and understand more about how the project is conducted in another organisation;
- promote cooperation and exchange of experience and best practices among different partner organizations.

Job shadowing can also encourage cross-cultural understanding. By pairing shadow partners with different background and perspectives, the organisations could provide opportunities to increase racial and cultural awareness.

Job shadowing is a great way for organizations to learn from each other, to exchange knowledge, experiences and best practices and to deepen their cooperation for further projects and activities.

Who is directly involved in job shadowing?

Job shadowing directly involves:

- the youth worker/staff visitor from a sending organisation;
- the receiving organisation;
- the sending organisation;
- and the coordinating organisation.

What activities can be proposed?

The receiving organisation can propose several types of activities to the youth worker/staff visitor such as:

- attending internal or external meetings of the organisation;
- attending meetings of the local working group of the project;
- visiting local/national organisations/institutions;
- presenting the sending organisation to the local community and other organisations;
- watching daily work at the receiving organisation;
- producing a video on the mobility experience, a short report and a proposal of network exchange.

The staff visitor cannot undertake tasks that are usually done by member staff of the receiving organisation. However, it is highly recommended that the person undergoing job shadowing actively observes and assists in daily activities and tasks.

3. PRACTICAL ARRANGEMENTS AND RECOMMENDATIONS FOR MOBILITY ACTIVITIES: EVS AND JOB SHADOWING IN PARTNER COUNTRIES

The implementation of mobility activities together with Partner Countries brings out different (logistical) challenges that need to be addressed, with special regard to:

- time management;
- fostering mutual understanding of cultural differences;
- establishing cooperation and regular communication between the parties involved.

Recommendation note: Plan well in advance and be flexible, taking into account:

- time zone differences between the parties involved;
- possible delays in receiving prompt replies and in completing tasks due to national holidays, absence from the office due to other work duties or vacations, and/or lengthy procedures for obtaining adequate documentation;
- obstructed channels of communication; language barriers, lack of technical equipment in the partner organisation, absence of channels of communication (internet, electricity);
- lack of interest for applying for the mobility activity/insufficient number of suitable applications received;
- lack of communication and coordination, or poor coordination and communication between partners for technical and human reasons;
- disinterest for cooperation from one of the parties included in the process.

The receiving organization must take care of the practical arrangements in order to support and guide the volunteer/staff visitor from the moment of their arrival in the receiving country.

The volunteer/staff visitor is entitled to free board and lodging. Accommodation must remain available throughout the entire service period, including holidays (applicable for EVS only). The receiving/coordinating organization must ensure that the volunteer/staff visitor can live in a safe and clean accommodation, and eat sufficient and healthy food, while the volunteer/staff visitor must take good care of the provided accommodation.

The volunteers are entitled to two consecutive free days per week (unless arranged differently in mutual agreement with the organization and explicitly stated in the volunteering agreement) and two days of holiday per month.

Vacation periods and weekly rest days have to be agreed between the receiving organization and the volunteer (applicable for EVS only).

11. SO, V: Conducting the first round of selection (reviewing received applications) and interviews/Skype meetings with the first round selected candidates (possibly according to the needs of the receiving organization).

Recommendation note: SO from Partner Countries should pay attention when selecting V; V should have:

—
a valid passport or a possibility to obtain one;

—
sufficient financial and other means to meet the requirements of the respective Embassy to obtain a visa;

—
it is recommended that they had previously travelled to Europe.

12. SO: Sending first round selected applicants' info to RO.

13. RO, V: Conducting final selection of the applicants and organizing Skype meetings before the mobility with the selected V in order to check their compatibility, to resolve their doubts and questions and to align their expectations.

14. SO, V: Conduct pre-departure training with V in order to equip the latter with all the information needed, including the project, the programme, the HO, their tasks and obligations, and pre-departure arrangements.

Recommendation note: acquaint the V, going to Partner Countries, with the set minimum standard for accommodation etc.

The accommodation, especially in remote villages, might not have:

—
Air-conditioning;

—
television;

—
Wi-Fi

—
locker for the room / privacy
(social life differences);

—
dishwasher;

—
flushing toilet;

—
indoor toilet;

—
electricity in the toilet;

—
washing machine;

15. SO: Enrolling V in the CIGNA or other insurance scheme.

16. SO, RO, CO, V: Signing activity agreements.

17. RO, CO: Supporting SO and V with the documents required for obtaining a visa and for enrolling in the insurance scheme etc., purchasing flight tickets.

18. CO or SO: Collecting dates and place of V's departure and arrival and communicating them to RO to arrange logistics.

Recommendation note:

support from RO, SO to the volunteer/staff visitor is required;

visa supporting documents from EACEA might be needed for the Partner Country volunteers.

DURING the mobility activity

19. RO, V: Orientation/on-arrival meeting for V upon arrival (including information on potential cultural differences).

20. RO, V: Involvement of V in regular staff meetings at the RO.

21. RO, V: Weekly meetings between V and RO; including appointing a mentor/contact person for V.

22. RO: Providing daily support to V and making sure the activities are implemented in accordance with the project plan and its objectives.

23. SO, RO, V: Regular communication between SO, RO, and V in order to overcome potential obstacles.

24. RO: Mid-evaluations during the mobility (oral or written).

25. CO: Equipping RO and SO before the end of the mobility to provide info about reporting and other tasks and obligations to V (narrative and financial report, online survey (for EVS only), Youthpass certificate (for EVS only) and other content contribution set by the project).

26. RO: Conducting final evaluation before the departure (in person and/or written) and obtaining V's signature on the participation in the mobility activity and on the receipt of pocket money (for EVS only).

AFTER the mobility activity

27. SO: Conducting final evaluation upon arrival to the home country (in person and/or written).

28. V: Completing tasks and obligations no later than one month upon their arrival to the home country.

29. SO: Collecting reports, Youthpass content (for EVS only), and other content contribution set by the project and sending them to CO.

30. CO: Providing Youthpass and sending it to SO or directly to V (for EVS only).

III. NON-FORMAL EDUCATIONAL TOOLS TO EMPOWER PARTICIPANTS IN THE FIELD OF GENDER EQUALITY

1. WHY NON-FORMAL EDUCATION AND MULTIMEDIA USE?

In this part of the guidelines, we want to highlight the positive changes in society that non-formal education approach is bringing. Furthermore, we want to give the readers some useful examples of non-formal methodological tools to use when working with youth in the field of gender equality.

Education is very important in many different aspects – for social integration, active citizenship, employability etc. However, not only formal, but also non-formal education has to follow people's expectations and accomplish its educational role – both must work hand in hand in a complementary way in order to help people integrate into society, be active and contribute to social development in general.

Non-formal education in comparison to formal institutional education has numerous advantages in personal development. While the stress in formal education is more on acquiring knowledge and less on practical skills, non-formal education often focuses on developing skills and competences, rooted in attitude-based learning. Non-formal education is characterised by a large repertory of activities and working forms, focusing on the learning-by-doing approach in addition to merely learning theory passed on by teaching staff.

Non-formal education empowers young people to develop their values, define their role in society, become active, take initiative and involve others to achieve individual and collective improvement. The idea of non-formal education is based on voluntary involvement, deriving from people's own beliefs and motivation, which make them committed to what they do. The voluntary dimension ensures the link between the interests, needs and aspirations of the youth involved.

Since non-formal education is to a large extent process-oriented learning, where there are no pre-set curricula, no direct time constraint and no pressure to perform in a certain way, moreover, the methods and tools can be adapted to the learners, it is important that the process supports the capacities and skills of the participants, focusing also on interaction and the participant-participant and trainer-participant relationships. The learning experience relies on active methods of cooperation and on group-dynamic processes and happens through the growth and development of participants together with the others. The trainer's role in non-formal education is to define the terms of interaction and to be the facilitator of the learning process in which he or she also participates.

Participatory creative non-formal learning methods have proven to be an excellent source of working principals to empower participants to activate themselves and create a change. Modern society forces people

to be increasingly more passive and silent observers who feel helpless to achieve a change. In this sense, we must become more than mere spectators to the actions of decision-makers even in cases when actions taken by decision-makers are correct.

This goes for gender equality as well as for other issues. In order to contribute to gender equality, we wanted (female) youth to take an active part and to share responsibility for what decision-makers do.

Whilst in the past citizenship was comprehended as a status of individuals in society and their relationship to the state, nowadays this concept has grown to a wider understanding which encompasses formal, informal, political, cultural, and interpersonal relationships. Such a concept demands active citizenship, participation and capability of the people involved to debate, give arguments and counterarguments, and the ability to join with others in order to accomplish social changes. In this sense, non-formal education's purposes are in accordance with empowerment of individuals for such goals by using participatory methods.

Furthermore, technology and multimedia play an important role in our everyday lives. However, it is also important to understand the specific ways of how technology functions, especially when one is interested in learning-by-doing approaches to learning. In doing so, trainers and educators not only try to understand the usage of new technology, but also try to comprehend how they can use it as a support to learning through personalised, social and contextually-based interactions.

In order to take an active role in society, different participatory methods can be used as means of developing civic competences which stimulate participants to be active in discussions by giving arguments and counterarguments;

to be able to cooperate, interact with others, be respectful and tolerant about differences among people and to resolve conflicts with others; to have the ability to look at media information, news and messages in a critical manner and to use them in an active way (not merely as consumers, but also as its producers); to achieve good language competences, both reading and writing; to be active voters also by monitoring and influencing policy makers for changes in society; and lastly, to be innovative and creative.

Therefore, through the project, we performed project activities for (female) youth workers about the creative and innovative use of communication tools with an emphasis on multimedia and the written word. Innovative and creative workshops on multimedia use aimed at empowering a group of young women for a more active social participation, which exceeds stereotypical roles and uses socially-responsible forms of communication.

2. EXAMPLES OF NON-FORMAL METHODOLOGICAL TOOLS

Hereinafter we present three participatory non-formal methodological tools that are acknowledged and used worldwide to encourage people to take action in real life: the “Theatre of the Oppressed”, social-changing multimedia and Loesje creative text writing.

2.1 “THEATRE OF THE OPPRESSED”

“Theatre of the Oppressed is the Game of Dialogue: we play and learn together. All kinds of Games must have Discipline - clear rules that we must follow. At the same time, Games have absolute need of creativity and Freedom. TO is the perfect synthesis between the antithetic Discipline and Freedom. Without Discipline, there is no Social Life; without Freedom, there is no Life.”

(Augusto Boal, Rio de Janeiro 2004, <http://www.theatreoftheoppressed.org/>)

The Theatre of the Oppressed is a theoretical framework and set of techniques, tools and expressions that the Brazilian theatre practitioner, director, artist and activist Augusto Boal first elaborated in the 1960s.

Recognizing a unique ability in the human (he believed that observing ourselves in action tends to evoke new action, which can amend, adjust and alter our previous actions to have a different impact and to change our world), Boal believed that the human was a self-contained theatre, actor and spectator in one.

The different theatrical forms, which allow participants to stretch the limits of their imaginations, de-mechanize habitual behaviours, and deconstruct and analyse societal structures of power and oppression, each use a different process to achieve a unique result: discovery, critical reflection, dialogue and the process of liberation!

Examples: Newspaper Theatre

The Newspaper Theatre is one of the techniques of the Theatre of the Oppressed, devised with the specific goal of dealing with local problems. It consists of different techniques designed to give the audience a means of transforming daily news stories (newspaper articles, headlines, but also books, speeches etc.) into theatrical scenes.

The exercise starts by choosing the news which the participants want to work on. After 15 minutes, the work in small groups of 4-6 people continues with practising different reading methods. The participants then continue with developing, practising, intensifying the scene and finally playing it out in the plenum. In the following discussion, the participants speak about the topic and about the feelings of actors and the audience.

For more detailed instructions on different forms of the Theatre of the Oppressed, see the following link:

<http://www.theatreoftheoppressed.org/>



Examples: Forum Theatre

Forum Theatre is another technique of the Theatre of the Oppressed, aiming to transform the audience from spectators (the ones who watch) to spect-actors (the ones who watch and take action), by including them in short scenes acted out by Forum actors. The scenes address an issue from everyday life, where oppression is present. The whole process is designed to be dialectic, evoking a desire in people to be proactive.

"Music is the organization of sound in time; plastic arts, the organization of colours and lines in the space; theatre, the organization of human actions in time and space. Theatre is a representation and not a reproduction of social reality. FORUM-THEATRE presents a scene or a play that must necessarily show a situation of oppression that the Protagonist does not know how to fight against, and fails. The spect-actors are invited to replace this Protagonist, and act out – on stage and not from the audience – all possible solutions, ideas, strategies. The other actors improvise the reactions of their characters facing each new intervention, so as to allow a sincere analysis of the real possibilities of using those suggestions in real life. All spect-actors have the same right to intervene and play their ideas. FORUM-THEATRE is a collective rehearsal for reality."

." (Augusto Boal, Rio de Janeiro 2004, <http://www.theatreoftheoppressed.org/>)

For more detailed instructions on different forms of the Theatre of the Oppressed, see the following link:

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2.2 SOCIAL-CHANGING MULTIMEDIA

One of the methods to achieve social-change and active citizenship is also multimedia – it can be used as a starting point for processes of collaboration, division of tasks, mutual support and help, seeking compromise, and ideas implementation.

Multimedia methods are already widely used in different environments, such as social and youth centres, NGOs, and schools, and for diverse target groups – youth, women, pupils, students, socially deprived persons, learners with special educational needs, ethnical minority members and many others.

Multimedia's characteristics join different art forms (video, motion picture, sound, image, text, music etc.) into one and it is therefore fundamentally creative in expression. Moreover, different tools of social-changing multimedia are used to deepen insights into specific topics and to shed a critical light on them. In this sense, it also helps to connect the group better by finding common points of view of its members. In multimedia, there are several tasks to perform (script writing, filming, directing, editing etc.); however, the outcome is a joint creation of all the participants. In order to achieve this, everybody involved must come together and collaborate with each other, and – in case differences occur – overcome them to achieve a common goal.

Therefore, social-changing multimedia promotes the values of working together, presenting and explaining one's ideas, creating a common visual product, and it represents a great way of collaboration of all the participants and a great learning tool.

Example: social experiment

One of the examples of social-changing multimedia tools that was used in the Equality for Change project is the social experiment. The participants (young women) were divided into groups with the objective to identify specific issues regarding gender equality that they perceived important for their local community. After this, their next task was to set up hidden cameras in predetermined locations and to observe people's reaction to the chosen issues. People that were filmed were afterwards confronted by the filmmakers and explained the purpose of their involvement.



Example: Stop - motion cinema





Another example of social-changing multi-media tools is the stop-motion cinema (also called stop-action photography or stop-motion cinematography). This tool uses a special effect carried out while shooting a film – the performers stop their motion and the camera is also stopped while an object or performer is being added to or removed from the scene. Camera movement and action are then resumed for the remainder of the scene. By doing so, one creates an illusion of sudden appearance or disappearance of objects or persons.

To watch the stop-motion video, created during the Equality for Change project, click [here](#).



Example: Job shadowing videos

Within the project Equality for Change we also carried out job shadowing activities – each partner organization sent one of its staff members to another partner organization and hosted one member of the staff from one of the partner organisations for 3 weeks (6 in total). The purpose of job shadowing was to increase the understanding of inter-cultural dialogue and cultural diversity, to exchange experiences, to build a network, and to enhance new collaborations. Among the results of the activities were also videos made by the staff on the job shadowing exchange in the following countries and organizations:

-  [Cameroon \(CAPEC\);](#)
-  [Italy \(CESIE\);](#)
-  [Kenya \(KVDA\);](#)
-  [the Netherlands \(De Lindenberg\);](#)
-  [Slovenia \(PiNA\);](#)
-  [Tanzania \(TYCEN\).](#)



2.3 LOESJE CREATIVE TEXT WRITING

Loesje creative text writing is a poster-creation process that involves using inspiring observations of the world, humour that triggers thinking, reflection and reaction, as well as a sharing opinions in a public space. This is achieved by using positive and progressive short texts that “tickle the mind”; make people smile, criticise without judging or being moralistic, challenge people to think about a topic and preferably allow people a new way of looking at something they had previously taken for granted.

Loesje text writing activity is a creative group process of coming up with short one-liners, aiming to exchange ideas (inter)nationally and to reflect on gender equality or other relevant topics.

The method consists of a series of steps to create an open atmosphere in the group and lead the participants in a creative flow. The basis is a continuous passing on of the writings so that the participants can react on and offer follow-up ideas on the thoughts of fellow participants.



The steps in the process include:

Introduction of all participants; a small exercise to get to know each other.

A warming-up phase with creative text writing exercises to inspire, relax and get everyone in the mood for writing.

Collating topics to write about. For example, topics that participants feel strongly about, appear in the news, or those that touch their personal lives. Each topic is placed on the top of one sheet of paper.

A further exercise gives participants an insight into writing techniques, in particular the ability to view a topic from various perspectives: making associations, contradictions, exaggerations, suggestions, turnarounds, and also to ask questions.

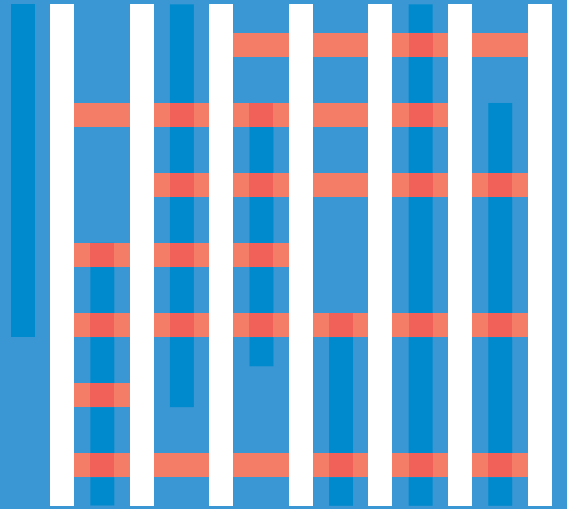
Writing texts by passing around the topics and creating one-liners on the papers. This is a group process of formulating thoughts and opinions together. It is important to stimulate creativity by avoiding, where possible, criticism of others' writings. If one does not agree with what someone has written, their own opinion can be written next to it.

At the end of the process, a selection is made of the best texts. The participants pass the papers around once more while circling the texts they like. At the end, the most popular texts are recognizable by the number of circles.

The best texts are read aloud; share what the group has created.

The best and most expressive texts that fit the profile of the girl “Loesje” are selected in discussion sessions called Final Editing. Finally, they are printed onto posters and signed by her – so that the collective of actual writers remains anonymous.

For detailed instructions on the Loesje creative text writing see the Loesje Handbook on loesje.org/handbook.



CONTACTS:

CAPEC, Cameroon Association for the Protection and Education of the child, Cameroon: info@capecam.org

CESIE, Italy: cesie@cesie.org

De Lindenberg, the Netherlands: info@delindenberg.com

KVDA, Kenya Voluntary Development Association, Kenya: kvdakenya@yahoo.com

PiNA, Association for Culture and Education, Slovenia: info@pina.si

TYCEN, Tanzania Youth Cultural Exchange Network, Tanzania: tycen.tanzania@yahoo.com



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