



Mobilizing Youth for Gender Inclusive Cities

TOPIC 1 – Co-Creation & Co-Management with Youth

INTERACTIVE WORKSHOP TOOLKIT



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TOPIC 1: Co-creation & Co-management with Youth

INTERACTIVE WORKSHOP TOOLKIT

Interactive workshop activities specifically designed to engage youth in discussions and decision-making processes related to gender-inclusive urban planning. These activities will be customizable and adaptable to different contexts, allowing facilitators to tailor them to the needs and preferences of diverse youth groups.

Tool 1. Workshop Plan: Providing facilitators with step-by-step instructions for conducting interactive workshops on gender-inclusive urban planning with youth.

Tool 2. Vision Board Creation: Participants will create vision boards depicting their ideal vision of a gender-inclusive city. They will utilize magazines, newspapers, art supplies, and other materials to express their ideas creatively through images, words, and symbols.

Tool 3. Community Asset Mapping Support Worksheet: Participants will engage in a community asset mapping exercise to identify existing resources, organizations, and individuals that promote gender inclusivity in their community. They'll brainstorm ways to leverage these assets to support urban planning efforts.

Tool 4. Design Thinking Exercise: Facilitators will introduce participants to the principles of design thinking and guide them through a collaborative problem-solving process for gender-inclusive urban interventions.

Tool 5. Intersectionality Simulation: Participants will engage in a simulation activity exploring the concept of intersectionality and its implications for urban planning. They will role-play as individuals with diverse intersecting identities and discuss how different factors shape their experiences and needs in urban environments.

INTERACTIVE WORKSHOP TOOLKIT

Tool 1. Workshop Plan

Tool 1. Workshop Plan

- **Introduction**

The aim of creating a workshop plan is to establish a framework for co-creation and interaction with youth. A workshop plan is a tool for youth participation facilitators to conduct interactive workshops on gender inclusion and urban planning, tailored to the participants' age and experience. It structures the young audience's interest in the topic, unlocking their creativity in approaching gender-inclusive city planning. Youth-focused interactive workshops equip young people with the skills and sense of ownership needed to lead positive urban change towards gender equality using their time, creativity, collaboration, and passion. A good workshop plan will support interactivity and collaboration.

- **Objectives**

The activity objectives are:

- **Crafting a Compelling Agenda:** Develop a structured framework with clear objectives on gender mainstreaming, tailored to young people's understanding.
- **Planning for Impact:** Outline the workshop agenda and identify essential resources and stakeholders to achieve the goals.
- **Engaging and Inspiring:** Design interactive activities that spark young people's interest in gender-inclusive urban planning, unlocking their creativity for positive change.
- **Streamlining Workshop Management:** Create a viable timeline for the workshop, streamlining the organization and execution process.

- **Workshop Overview**

The effective way to get a good, manageable workshop overview is to use the general principles of workshop planning. The following guidelines can help apply these general principles and organize an excellent workshop with youth:

Step 1: Define the Purpose

- Why is this workshop happening? What are the gender-related topics that we need to discuss?
- What is the intended legacy of this workshop? How do we want to create meaningful results?

Step 2: Define Practicalities

- Where and when will the workshop take place? What kind of space is required?
- What materials do we need to get the workshop going?

Step 3: Understand your Young Participants

- What is the age of the participants?
- How are they going to be engaged?
- What are their needs when it comes to discussing the topic? Will they feel safe and appreciated?
- Are the inputs to the session clear for young audiences?
- What tangible items and gender-based urban policies can youth create?

Step 4: Define the Engagement Process

- What is the activities agenda?
- What steps are required so everyone can take part in activities?
- How will decisions be made?
- Will the work happen in groups or individually?

- **Agenda**

Here is an example of a workshop agenda created following the workshop plan steps:

- Registration and sign-in
- Welcome words (1 minute)
- Names and facilitators introduction (10 minutes)
- Icebreaker (10 minutes)

- Purpose of the workshop and agenda overview (5 minutes)
- “What is Your Community?” (10 minutes)
- Group Work (75 minutes)
- Break (15 minutes)
- Storytelling activity (10 minutes)
- Action Planning in Groups (45 minutes)
- Reporting Back in a Plenary Setting (30 minutes)
- Whole Group Debrief (15-20 minutes) What’s next?
- Evaluations (10 minutes)
- Closing/Goodbye (1-2 minutes)

- **Facilitator Guidelines**

Following the previously described steps in creating the workshop plan will ensure there is no unnecessary anxiety in the group, everyone is on the same page, and all participants have the confidence to engage.

Allow the youth to become resilient through the workshop process and help them build confidence and competence in discussing gender inclusion topics.

- **Evaluation and Feedback**

Besides evaluation and feedback questionnaires, a facilitator can include other media for recording feedback and post-evaluation of the workshop, such as recorded audio, videos, or photographic documentation. Recording video summaries of the youth groups presenting helps clarify the information captured. Reserve at least 30 minutes for “Reporting Back” or “Group Debriefs” if the workshop was organized as a collective effort.

- **Additional Resources**

Workshop Planning Templates

Below you can find a list of online resources and templates for simplifying the process of conceiving and planning your workshop.

<https://miro.com/miroverse/workshop-planning-canvas/>

<https://www.mural.co/templates/workshop-planning>

<https://www.process.st/templates/workshop-planning-checklist/>

<https://www.facilitator.school/templates>

<https://cityform.mit.edu/projects/participatory-planning-workshops>

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Tool 2. Vision Board Creation

Tool 2. Vision Board Creation

- **Introduction**

The Vision Board creation aims to generate boards depicting the youth's ideal vision of a gender-inclusive city. Young participants should utilize magazines, newspapers, art supplies, and other materials to express their ideas creatively by choosing and cutting images, words, and symbols related to the main ideals of inclusivity and justice.

- **Objectives**

The activity objectives are:

- **Understanding the Bigger Picture:** Create a vision board that captures the key elements of a gender-inclusive city and its ultimate goals.
- **Communicating Complex Concepts:** Use of visuals to represent ideas like justice, gender equality, and diverse citizen needs.
- **Facilitate Communication and Understanding:** Leverage the power of images to effectively communicate complex issues related to a gender-inclusive city.

- **Instructions for Participants**

A standard Vision Board should usually reflect on:

- **Personal View on the Topic of Gender:** The selection of images should represent individual views of the topic and the motivations for creating the board.
- **Intention:** Images should give suggestions on how to improve disadvantaged or dangerous situations, or generally the division in gender roles.
- **Inspiration:** Images may even not have a direct connection to the topic but should inspire new ways of thinking about it.
- **Clarity:** The boards should have an "inner logic" that connects and prioritizes different elements, even if there are complexities surrounding gender mainstreaming which can be uncertain or unclear for the youth.

- **Materials Needed**

- **Board Background:** Used as a backdrop for the envisioning work. Usually, an A1 size for physical boards is used. There is no size limitation for digital boards.
- **Old Magazines and Newspapers:** To source photos, words, and phrases. For manual boards, tools such as scissors, glue sticks, tacks, tape, or magnets are needed to create a collage.
- **Digital Resources:** If creating digital boards, direct the participants to open-source digital images and online editing tools.

- **Step-by-Step Guide**

- **Me in the City:** Participants make cut-outs of what is important to them when it comes to a good city and good urban life.
- **My Vision of the Just City:** Participants use collages to convey how an inclusive city should look like.
- **My Contribution to Gender Inclusive City:** Participants visualise goals for themselves and how can they contribute to creating just cities, in which way, when and how.

- **Facilitator Guidelines**

Decide if you want your participants to create a physical or a digital vision board. The advantage of the physical board is that it can be made as a team effort, making it more social and interesting for the young participants, and developing their skills to create things together. A physical vision board takes more time and effort to create but can be more impactful and attractive as a result. On the other hand, digital boards offer the convenience of easy editing and rearranging elements. They are accessible from anywhere with an internet connection and can incorporate a wider variety of digital media, such as videos and animations. Additionally, digital boards are environmentally friendly, as they reduce the use of paper and other physical materials.

It is important that participants be as personal as possible in composing their vision boards, not just reflect what others have told them or expect from them.

- **Evaluation and Feedback**

Evaluation and feedback can be followed using this checklist:

- **Are the ideals of a gender-inclusive city and the main goals of inclusivity clearly outlined on the board?** Is there a possible timeline suggested when these ideals can become reality? What do young participants want from gender equality?
- **Have participants included relevant visuals, depicting urban spaces and a variety of gender expressions?** Did participants include some of their own photos taken on the topic in their urban environment and include them in the vision board?
- **Are there some relevant words, phrases or sentences also placed on the board?** Did participants use quotes, or used their own words and made their own mottos? Are there also some personal feelings on gender and inclusivity also visualised in words on the board?

Well-structured boards help nurture group discussions and raise awareness on the issue. To help young participants better structure their boards around gender issues and spatial components of the city (such as public spaces, streets, etc.) it is good to include images of the exact public spaces and the types of experiences they would like to have from their gender perspective.

- **Additional Resources**

Digital Vision Board Templates

Below you can find templates for creating digital vision boards.

<https://www.canva.com/create/vision-boards/>

<https://miro.com/vision-board/>

Royalty-Free Image Banks

For high-quality, royalty-free images, participants can use the following resources:

<https://unsplash.com/>

<https://www.pexels.com/>

<https://pixabay.com/>

<https://www.freepik.com/>

Online Image Editing Software

For creating and editing images, participants can use these online tools:

<https://www.photopea.com/>

<https://pixlr.com/>

<https://www.fotor.com/>

<https://www.gimp.org/>

Article: Using Vision Boards to Reflect on Relevant Experiences and Envision Ideal Futures

This article explores how vision boards can be a valuable tool for self-reflection and goal setting. It highlights how creating a vision board can help you connect your past experiences with your aspirations, fostering a clearer vision for your future.

https://www.researchgate.net/publication/347541740_Using_Vision_Boards_to_Reflect_on_Relevant_Experiences_and_Envision_Ideal_Futures

INTERACTIVE WORKSHOP

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Tool 3. Community Asset Mapping

Support Worksheet

Tool 3. Community Asset Mapping Template

- **Introduction**

The aim of Community Asset Mapping is to learn about and discover different urban youth actors (neighbourhood groups and clubs, youth associations, official governmental bodies, knowledge institutions) already present in cities and how can they be activated to achieve the goals of gender equal cities.

Formal and informal youth groups can use Community Asset Mapping as a tool to network among each other and create a database of assets that their respective networks can further access and maintain.

- **Objectives**

The activity objectives are:

- **Strengthening Youth Collaboration:** Expand networks and foster collaboration among youth communities, creating a united front for positive change.
- **Mobilizing for Action:** Facilitate youth groups in "research and action" initiatives to achieve gender equality in your city.
- **Activating Your Community:** Generate a shared understanding of community assets among young people, peers, and external stakeholders.
- **Resource Management:** Learn effective strategies to manage resources and motivate communities to take action against gender-related injustices in public spaces.

- **Mapping Process Overview**

The main components of the Mapping Process are:

- **Creating Visual Representations:** Develop actual locational maps or abstract graphs and schemes that show the availability of community assets (e.g., human, material, social network-based) which can support better gender equality policies.
- **Including Supporting Community Data:** Incorporate other supporting community data on the map, such as personal narratives on gender-related experiences
- **Collecting information:** Gather information through conducting interviews or disseminating surveys. More direct methods, such as community walks, can also be part of the process, especially when working with youth from the same neighborhood.

- **Mapping Worksheet**

The following questions can be included in the Mapping Worksheet, which is an excellent tool to keep track of the Community Mapping process:

- **Stakeholders:** Are there relevant stakeholders present in the community who are active in the field of gender equality?
- **Support Resources:** Where can young people turn to ask questions about the topic, or where can they seek support if they experience gender violence in public spaces?
- **Perception of Safety:** Are there spaces in the neighborhood that the whole community perceives as unsafe?
- **Reasons for Avoidance:** If yes, why do young people avoid these spaces?

- **Brainstorming Strategies**

While developing the Community Asset Map, it is recommended to brainstorm while developing the connections between different registered assets of the Community, such as:

- **What is the story** that you are trying to tell with a Community Asset Map?
 - **What aspect of gender inequality** do you want to show with the Map?
 - **What particular gender-based challenge** in public space you want to answer or approach with the map?
 - **Who** is going to use the map?
 - Is the map looking at **a gender-related problem that has escalated in the community?**
 - **How** the map is going to be published and **where?**
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- **Facilitator Guidelines**
 - As a facilitator in the process of Community Mapping, focus on delivering data on the assets in a way that is relevant to the gender-related research question guiding the process.
 - Capturing geographic data is equally important as other data, considering that the connection between a relevant stakeholder (youth group, youth initiative) and their location is crucial for understanding the potential of the whole community.
 - Reserve time for group discussions. If using digital tools for Community Mapping, ensure that each participant has a certain level of knowledge in using them.
 - Define what happens after the mapping and what interests (better gender policies, changes in perceptions, advocacy on gender equality, coalition building) the captured community assets should serve.
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- **Evaluation and Feedback**

Community Assets mapping feedback should focus on checking up on the following questions:

 - **Current Assets:** What is present in the community, and have all the participants contributed to or reviewed the map?
 - **Areas for Improvement:** What can be improved or is missing? Identify the “gaps” in the visual representation to determine what is missing in the community.

- **Asset Relevance:** Why are certain assets considered to be relevant or more important than others?

The answers can be collected using feedback forms, or through a **plenary discussion conclusion** at the end of the Community Mapping exercise.

- **Additional Resources**

CREATELY – Community Asset Mapping

Creately provides pre-designed templates for community asset mapping. This online tool can streamline the process of visually organizing and documenting a community's resources.

<https://creately.com/usage/community-asset-mapping/>

Participatory Asset Mapping Toolkit

Developed by Healthy City, this toolkit empowers Community-Based Organizations (CBOs) to leverage community knowledge alongside research methods. It provides practical guidance on applying asset mapping, including tools for facilitating workshops and planning community mapping events. This resource is a valuable addition for researchers and community organizers seeking to identify and document a community's strengths and resources through a collaborative approach.

<https://communityscience.com/wp-content/uploads/2021/04/AssetMappingToolkit.pdf>

Article: Asset Mapping as a Research Tool for Community-Based Participatory Research in Social Work

This article explores how communities can identify and utilize their existing assets, both tangible (like buildings) and intangible (like social networks), to tackle social issues and build a stronger future.

https://www.researchgate.net/publication/270814072_Asset_Mapping_as_a_Research_Tool_for_Community-Based_Participatory_Research_in_Social_Work

Article: Community Asset Mapping as a Critical Participatory Research Method

This article dives into a powerful approach for community building. It demonstrates how community asset mapping can be used to identify and leverage a community's hidden strengths. Going a step further, it examines how asset mapping can be a tool for social change and empowerment, equipping communities to tackle challenges head-on.

https://www.researchgate.net/publication/320448282_Community_Asset_Mapping_as_a_Critical_Participatory_Research_Method

INTERACTIVE WORKSHOP TOOLKIT

Tool 4. Design Thinking Exercise

Tool 4. Design Thinking Exercise

- **Introduction**

The aim of the design thinking exercise in the context of engaging youth for gender-inclusive cities is to offer an iterative approach to finding solutions by including youth directly in the process of solution development, drawing on their unique input and needs. Design thinking creates a collaborative environment that dismantles traditional hierarchies in the design process, placing youth – not urban professionals – at the centre of the creative process.

- **Objectives**

The activity objectives are:

- **Develop Empathy:** Cultivate a deeper understanding of gender-based needs and perspectives faced by people in the city today.
- **Gather Youth Insights:** Uncover valuable information about gender-based issues from the perspective of young people.
- **Inform Decision-Making:** Provide insights that can be used by urban planners and policymakers to create more inclusive cities.

- **Implementation**

The implementation of the design thinking exercise follows several phases:

- **Empathy Phase: Understanding and discovering the different needs of different groups in the city.**

In this first phase, youth teams explore the challenge of gender diversity from all angles through brainstorming sessions. In these sessions, nothing is off limits: the goal is to gather as many unfiltered ideas as possible. The youth teams formulate

ideas on sticky notes and display them in the workshop space, trying to visualize connections between individual ideas.

- **Define Phase: Defining the problem of gender exclusion in public spaces**

In the Define step, the youth teams go through the ideas, and identify the common threads. The goal is to identify the root causes of the problem, which will guide their efforts in the next phase of the process: solution development.

- **Prototyping Phase: Developing and Testing Solutions**

The groups can e.g. break the solutions into different problems they will address, each covering a specific aspect of gender inequality. One problem, for example, is the existence of different norms and needs between men and women in public spaces. The prototype solution could be e.g. developing a Youth Space Equality Toolkit - a guidance to inspire women and their allies to unite in demanding gender equality in using city spaces and infrastructures.

- **Implementation Phase: Plan to Implement the solutions**

The teams can further brainstorm on the strategies for how to implement their solutions, e.g. think about campaigns that would encourage women to share their own experiences of gender-based sexism and promote the generated solutions.

- **Facilitator Guidelines**

In the design thinking exercises, the role of facilitation is key for a well-streamlined process. The main guidelines for the facilitators are:

- Plan the workshop as a friendly, stimulating exercise, starting with an ice-breaker.
- If the youth groups do not have enough knowledge of the problems, provide them with short presentations and other relevant material.
- Stimulate development of diverse ideas and solutions, encourage prototyping and adjusting of the prototypes through a plenary discussion.

- **Evaluation and Feedback**

While evaluating the design thinking exercise, make it clear why are you asking for feedback on the provided solutions. Give enough time at the end of the exercise (whether the exercise was done in-person or in digital format) for participants to openly share their feedback, rather than doing it on another occasion. Include general reflections on the day of the exercise, as a way to evaluate the general atmosphere and bonding between the participants.

- **Additional Resources**

Design Thinking Templates and Tools

The digital tools below can assist you in the process of developing a Design Thinking Exercise

<https://miro.com/templates/design/>

<https://www.mural.co/templates/design-thinking-canvas>

<https://designthinkingtoolkit.co/>

Tech Policy Design Lab – Online Gender-Based Violence

The Tech Policy Design Lab's project explores solutions to this critical issue, and It highlights how design thinking can empower stakeholders to tackle online abuse and create a safer digital space for women.

<https://techlab.webfoundation.org/ogbv/strategies-for-change>

INTERACTIVE WORKSHOP TOOLKIT

Tool 5. Intersectionality Simulation

Tool 5. Intersectionality Simulation

- **Introduction**

The aim of the Intersectionality Simulation activity is to describe the complex experience of discrimination people face due to the compounding factors of identities. An intersectional lens can help better understand how discrimination happens in an urban context, particularly for women and girls.

- **Objectives**

The activity objectives are:

- **Identify Intersectional Challenges:** Simulate real-life scenarios to understand how various identities can be targets for discrimination in an urban environment.
- **Develop Action Plans:** Craft actionable strategies to tackle issues like gender-based violence, lack of safety for vulnerable groups, and inadequate gender-sensitive policies.
- **Promote Inclusive Solutions:** Foster understanding of how to design urban spaces and policies that are inclusive and address the needs of diverse communities.

- **Implementation**

The purpose of the simulation is to introduce the youth participants to different attitudes and beliefs, individual acts of prejudice, institutional discrimination, and urban violence through role play and situational scenarios play-out. Power dynamics influence living in the cities. Using an intersectional lens may help to better meet the needs of particular groups who are or have experienced forms of violence. The implementation follows these steps:

- **Step 1:** Brainstorm in groups on pre-selected relevant topics, e.g. forms of violence and discrimination which are being experienced by women. Give an urban context to the brainstorming topics.
 - **Step 2:** Present each group's results in a plenary discussion.
 - **Step 3:** Discuss intersecting forms of violence and discrimination in a group discussion, relevant to the urban context and age background of the participants. Define different roles and different "personas" which may encounter different forms of violence.
 - **Step 4:** Identify relevant actions to address and counteract identified violence and discrimination on individual, community and institutional levels.
 - **Step 5:** Invite the participants to choose from the defined roles, and to develop action plans acting from that role.
 - **Step 6:** Invite the participants to develop a strategy for transformative change, both on the personal and possibly, institutional level, using their roles.
 - **Step 7:** Allow plenary presentation of each developed transformative change strategy.
- **Facilitator Guidelines**
 - Ensure participants feel safe and secure in taking roles and playing out different scenarios.
 - Allow time to discuss any personal trauma experienced by the participants, recognized during the simulation.
 - Check regularly if all the steps are clear, since some of the intersectional approaches may sound new and complex to young audiences.
- **Evaluation and Feedback**
 - In preparation for the evaluation and feedback from the participants after the simulation, be clear about what kind of feedback you want to get, more descriptive or more analytic (numerical) feedback.

- Take into account the roles different participants took, and ask for feedback from that role as well as for feedback from an actual person.
- Consider a limited number of intersections to ask the feedback about, not making it too complex to answer.

- **Additional Resources**

Identity Signs: A Facilitation Guide for Intersectionality Training

This facilitation guide provides valuable tools for educators and trainers leading workshops on intersectionality.

<https://www.thenationalcouncil.org/resources/identity-signs-a-facilitation-guide-for-intersectionality-training/>

Designing Gender – A Feminist Toolkit – by Sarah Elsie Baker (Author)

This book delves into how societal norms and structures shape our understanding of gender, offering a thought-provoking perspective for those interested in social justice.

<https://www.bloomsbury.com/us/designing-gender-9781350273740/>

Intersectionality Resource Guide and Toolkit by UN Women

This comprehensive resource provides a wealth of information on intersectionality, including definitions, case studies, and practical tools for activists and advocates working to dismantle systems of oppression.

<https://www.unwomen.org/sites/default/files/2022-01/Intersectionality-resource-guide-and-toolkit-en.pdf>