

# CAN VOLUNTEERING & COMMUNITY WORK BE GENDER UNBIASED?

The act of offering for a world of gender equality



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The many useful hyperlinks contained in this toolkit can be accessed in its pdf version, available at the address below.

<https://genderhood.org/en/publications/>

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# Glossary

## **Volunteering**

When someone spends unpaid time doing something to benefit others. It should always be a free choice made by the person giving up their time.

## **Community work**

A developmental activity comprising both of a task and a process. The task is social change to achieve equality, social justice and human rights, and the process is the application of principles of participation, empowerment and collective decision-making in a structured and coordinated way.

## **Offer**

The act of generously giving a material or a service to somebody; whatever you give without expecting something in return.

## **Gender**

Social attributes and opportunities associated with being female and male and to the relationships between women and men and girls and boys, as well as to the relations between women and those between men.

## **Gender Identity**

Each person's deeply felt internal and individual experience of gender, which may or may not correspond to the sex assigned at birth, including the personal sense of the body (which may involve, if freely chosen, modification of bodily appearance or function by medical, surgical or other means) and other expressions of gender, including dress, speech and mannerisms.

## **Gender stereotypes**

Preconceived ideas whereby females and males are arbitrarily assigned characteristics and roles determined and limited by their gender.

## **Gender mainstreaming**

Systematic consideration of the differences between the conditions, situations and needs of women and men in all policies and actions.

## **Mansplaining**

To explain something to a woman in a condescending way that assumes she has no knowledge about the topic.

## **Sex**

Set of multiple biological attributes of a person's body associated with characterisations of male, female or otherwise. This includes genitalia, chromosomes, hormone levels and other physiological factors. Sex is considered as a spectrum, with most people falling on either male or female.

# I. Introduction



# 1. Scope and purpose of the toolkit

This toolkit is a collection of five (5) adaptable modules of non-formal education activities for front-line people working or interacting with volunteers and/or people involved in community work. It was created by Genderhood (Greece) in the framework of the Erasmus+ project VOLUMEN- VOLUnteering for inclusive DevelopMENT in collaboration with Servicio Civil Internacional (Spain).

This toolkit promotes and encourages youth workers, trainers, volunteer coordinators and NGO professionals to implement gender mainstreaming in all their voluntary activities through the development of an action plan that will contribute to sustainable gender equality. Specifically, these modules are designed to be imparted to a small group (10-15). The execution of the non-formal education activities will allow the trainers to focus on gender mainstreaming in community and volunteer work while identifying diverse approaches for addressing it.

The toolkit 's general objectives are:

- To contribute to an understanding of gender mainstreaming thus bridging the gap between theory and practice.
- To guide youth workers, youth leaders, NGO professionals and advocates to mobilise efforts to address the 2030 Agenda and its goals by embedding a gender equality mindset as part of their policies, programmes and services.

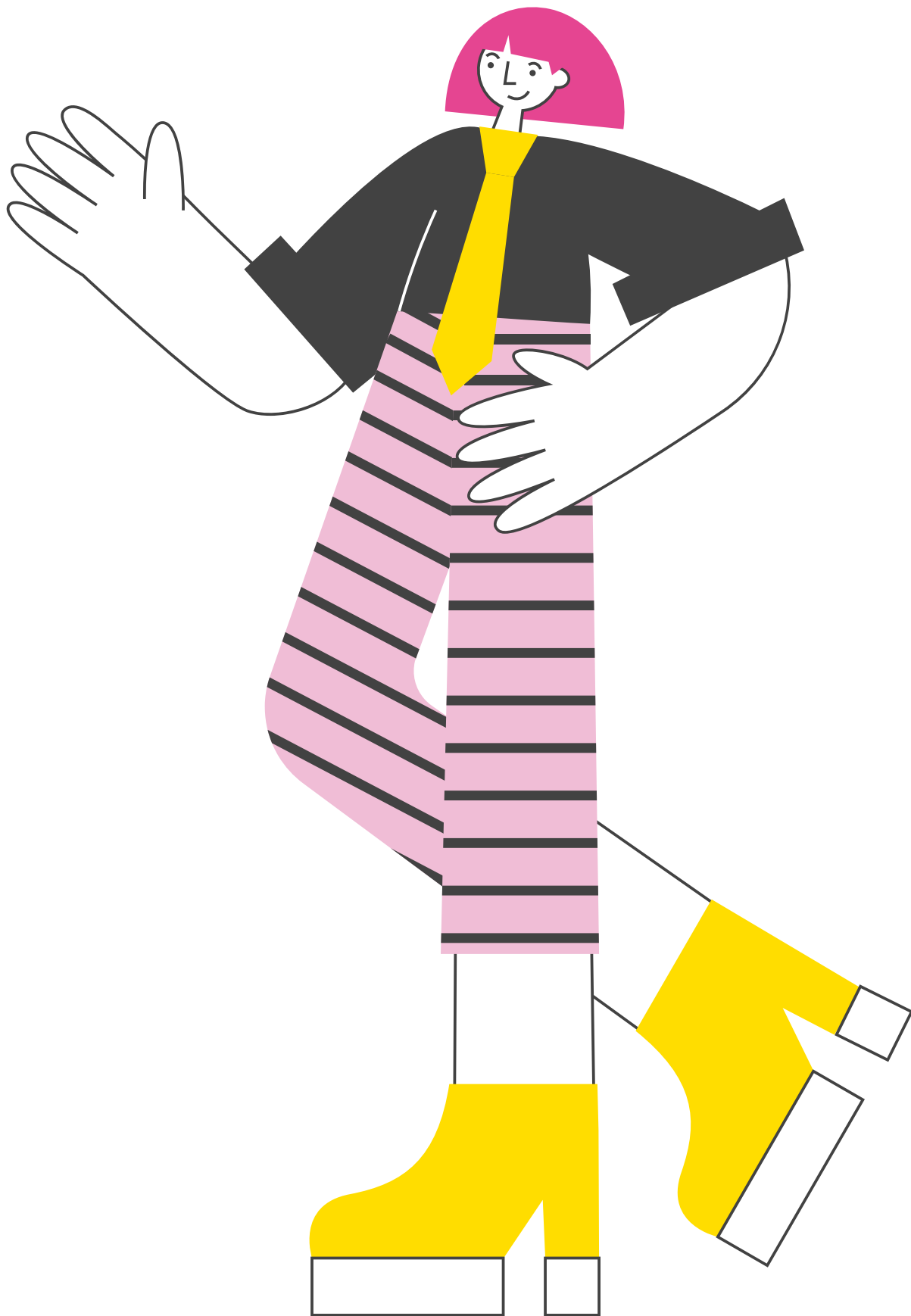
The toolkit aims to provide conceptual clarity, a practical framework and tools aimed at reducing inequalities faced by people experiencing diverse forms of discrimination.

Its specific objectives are:

- To promote the use of inclusive language while dismantling discriminatory language practices
- To identify and challenge oppression systems in LGBTQI+ communities
- To teach about legislation against discrimination
- To identify and deconstruct gender stereotypes in everyday life
- To challenge the gendered distribution of volunteer work
- To build community resilience
- To offer some tool to create an act-up campaign aimed at promoting equality

## **2. Who is it for**

The “Can Volunteering & community work be gender unbiased?” toolkit provides a starting point for those wishing to deepen their understanding and apply a gender equality approach to their work with volunteers, activists and people involved in community work. It is designed to be a ready-to-be-used tool for individuals working and interacting with the youth. Specifically, while elaborating the toolkit we had in mind all those professionals (youth workers, youth leaders, volunteer coordinators and NGO professionals, and other profiles) who wish to bring social change via their work with young people. Whether a group works for climate change or for humanitarian medical care, at the end of the day it involves people and any human being comes along with fundamental human rights. Thus, we assume that gender equity is an indispensable and imperative principle of the universal human rights framework and consequently gender mainstreaming and gender-transformative approaches need to be implemented by any professional or organisation regardless of their sectors and/or profile.



# **II. Background information**

# 1. Why we chose this topic

Access to and participation in the volunteer and community work field is often gender biased, perpetuating unequal power dynamics and reinforcing gender stereotypes. Research has shown that traditional gender roles influence the way individuals perceive and engage in offering help or support. For instance, studies by Eagly and Crowley (1986) have found that women are more likely to engage in communal behaviors, such as offering emotional support or caregiving, while men are more inclined towards agentic behaviors, such as offering instrumental support or leadership roles. These gendered expectations limit opportunities for individuals to challenge traditional roles and restrict the range of activities they can engage in within volunteer and activist settings. This reinforces existing gender inequalities and hinders the full participation of individuals, regardless of their gender identity, in meaningful and diverse acts of offering (Westbrook, 2016).

As an example, let's take a look at the Spanish case. Recent data shows that women usually engage in social activities and attention services, with tasks related to care and accompaniment, while men typically volunteer in projects with greater visibility and social relevance, such as sports and civil protection. Another relevant trend is the feminization of volunteering, as in 2022 the percentage of women participating in volunteering (56%) increased compared to the percentage of men (44%). This tendency presented continuity throughout the years in spite of the fact that women's time availability is shorter, due, among other things, to the unequal distribution of family responsibilities and domestic duties (Plataforma de Voluntariado de España, 2023).

Therefore, it is crucial to systematically challenge and transform these gender roles, norms and expectations to foster an inclusive and equitable volunteer and community environment. Overall, it is important to be aware of the potential for gender bias in all types of work, including volunteering. Organizations should strive to create inclusive and equitable spaces that value the contributions of all individuals and guarantee equal opportunities and safe access to activities to anyone. In order to do so, a holistic and conscious implementation of gender mainstreaming is fundamental.

## 2. Why is it important to do gender mainstreaming in volunteering and community work

Gender mainstreaming in volunteering and community work is crucial. Thus, the main benefits derived from its implementation are presented below:

- 1. Promoting Gender Equality:** Gender mainstreaming helps to challenge and dismantle existing gender inequalities by ensuring that the needs, experiences, and perspectives of all genders are considered and addressed. It aims to create a more equitable and inclusive environment where everyone, regardless of their gender, can fully participate and benefit from volunteering and community initiatives.
- 2. Maximizing Potential:** By incorporating a gender mainstreaming approach, volunteering and community work can tap into the diverse skills, talents, and knowledge of individuals of all genders. It allows for a broader range of contributions and perspectives, maximizing the potential impact of initiatives and fostering innovative solutions to social challenges.
- 3. Overcoming Stereotypes and Bias:** Gender mainstreaming helps to challenge and overcome gender stereotypes and biases that often limit opportunities for individuals. By actively challenging these stereotypes, volunteering and community work can create spaces where individuals are not confined and restrained by traditional gender roles and can contribute based on their skills and interests, rather than prescribed gender expectations.
- 4. Addressing Specific Gender Issues:** Gender mainstreaming allows volunteering and community work to address and tackle specific gender issues and concerns that may otherwise be overlooked. For instance, it helps to identify and respond to gender-based violence, discrimination, and other forms of oppression that affect individuals based on their gender identity.
- 5. Empowering Marginalized Groups:** Gender mainstreaming is crucial for empowering discriminated and marginalised people and addressing intersectional inequalities. By considering the unique experiences and

challenges faced by individuals at the intersections of gender with other identities such as race, ethnicity, disability, and socioeconomic status, volunteering and community work can work towards more inclusive and targeted interventions.

- 6. Sustainable Development:** Gender mainstreaming is aligned with the principles of sustainable development. It recognizes that gender equality is not only a matter of social justice but also a prerequisite for achieving broader developmental goals. By integrating gender-transformative approaches into volunteering and community work, we can work towards more sustainable and inclusive societies.

### 3. Our experience in Greece and Spain

In 2023, Genderhood (Athens) and SCI Madrid (Madrid) organised "**Gender & Community**", a series of 5 community-based workshops. The engagement in both countries exceeded expectations. The Greek group had a diverse mix of masculinities, femininities, and queer individuals, fostering cultural perspectives on gender and discrimination. The Spanish group consisted exclusively of women, promoting mutual trust, although a mixed group would have been interesting for certain activities. Selection was based on age (18-30) and commitment to attending all sessions.

Both groups showed a strong commitment and engaged in lively debates, welcoming intersectional perspectives. Participants felt comfortable sharing personal experiences, creating a familiar and safe space for mutual learning and empowerment. Diverse non-formal education techniques (theatre, discussions, art, and creative writing) were used and, therefore, are part of this toolkit. It was noticed that smaller group activities built trust and provoked dynamic interactions. Many participants in both countries already had certain knowledge on gender equality and sexual diversity.

The workshops were flexible to accommodate the interests and social context of the participants, having adjustments according to the cultural and political context and to the group needs. Overall, both in Greece and Spain community-based workshops successfully created a space for dialogue, exchange of ideas, and personal experiences, promoting understanding and collective empowerment.

# **III. Working with the toolkit**



# 1. How to use this toolkit

The toolkit provides guidelines for exploring the notion of gender, diversity and inclusion under the 2023 Agenda for Sustainable Development. Thus, we created five (5) modules with different topics. Given that the ways of assimilating the teaching content differ from person to person, we have modified the methodological approaches by thematic unit. In that sense, trainers may choose either by the methodology they are more familiar with or by the topic they want to explore with their team.

Each session follows a pattern of evolving understanding. First, participants engage in a specific learning experience related to gender. Then, they reflect on this experience and on personal and socio-cultural values, expectations, perceptions, and attitudes on gender. Each session could be implemented one-off, although our recommendation is to be done the whole series of the modules. Moreover, each cultural context varies, thus we suggest to the facilitators to adopt the content to each group 's needs and culture.

How to facilitate the modules in 5 simple steps:

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## 1. Read thoroughly

Have in mind that if you don't know the terminology or the content, your group will not feel comfortable to share vivid experiences. Study before starting a module and if needed use additional resources till you feel adequately ready to facilitate a module.

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## 2. Inform the team about the modules

Before starting the implementation, prepare your group on the topic that you will work for. Discuss with them the frequency of the sessions and that all participants should ideally attend all the sessions

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**3. Make the content yours**

Adopt the modules in a sense that you don't have to follow all the steps given in the activities. You may need to focus on one activity more than in the other. For that you may need to have a clear overview of the team's needs during each activity.

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**4. Be inclusive**

The goal here is for the team to be aware of the ways they could adopt to be inclusive. Inclusion involves a non-hierarchical way of training. Be part of the team and let them know that you are there as part of them.

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**5. Ask for feedback**

In every session there is a feedback questionnaire. Ask for it, be ready for the thoughts shared by the team and adopt the activities for the next session.



# IV. Modules

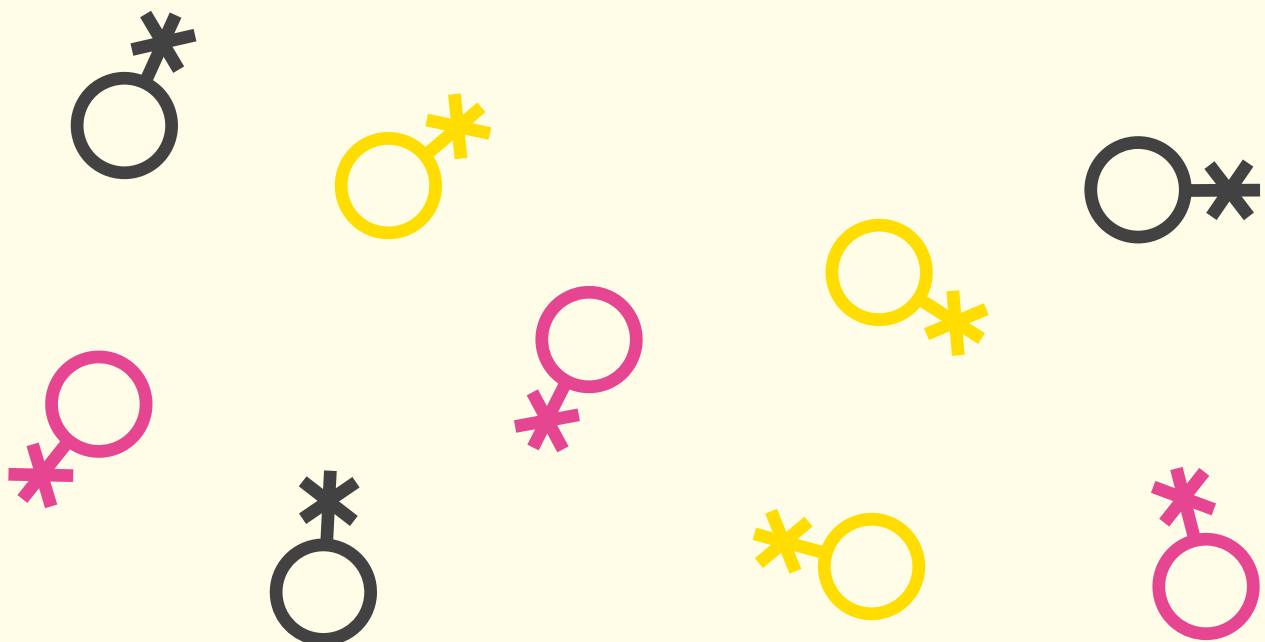
# Module 1

## Inclusivity in groups

During the first community-based workshop the participants are invited to engage as a team. The main focus is to create a safe space for the participants in order for them to get tools and use them in areas of collective thinking and acting. It sets the basis on how to talk in a group keeping in mind the gender bias we may all have. It eventually serves as an opportunity for the participants to establish a social agreement on how to interact during the first and the upcoming workshops, using inclusive language and respecting each other.

Key-topics:

- Introduction: Purpose of the series of community-based workshops
- Get-to-know-us-better activity/activities
- Pronouns
- Establish social contract
- Distinguish inclusive use of language vs discriminatory use of language



## Activity 1.1

### Welcome activity

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**Duration** 30'

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**Goals & Learning Outcomes** Fully inform the participants about the purpose and the objectives of the community-based workshops.

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**Materials**

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**Methodology** Structured discussion

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**Instructions**

1. The facilitator introduces themselves and makes an introduction on the topic of the empowerment circle. Key-topics to be included:
  - Why a project for gender is necessary in group work
  - Why gender equity is important for this particular group
2. The facilitator invites the participants to present themselves by telling:
  - Name
  - Pronoun
  - What brings them here
  - What they would be doing if they were not here

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**Notes**

1. The facilitator says that they will maintain confidentiality unless someone in the group shares that they have been hurt or abused, in which case it is their professional duty to make sure the person is protected from harm and may need to involve another staff member for help.
2. The group shall share personal experiences to the extent that this is not a group therapy session and should avoid being emotionally charged or charge other group members.

## Activity 1.2

### What are we looking for?

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**Duration** 25'

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**Goals & Learning Outcomes**

- Get to know the participants and introduction to the topic of gender
- Encourage sharings of vivid experiences
- Build team spirit

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**Materials** We are looking for worksheet  
Markers, pens, blue tag

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**Methodology** Pair and share

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**Instructions**

1. The facilitator distributes the We are looking for worksheet to the participants and ask them to fill it in. The participants have to draw themselves in the box. We make it clear that their name must not appear anywhere.
2. Once the participants are done, the facilitator gathers all the papers and puts them somewhere where everyone can see them.
3. The facilitator invites each participant to choose a paper and try to guess who is the person that We are looking for.
4. When they find the person they go and talk with them for 3'. It is quite probable that there will not be formed pairs of two persons, so that there will be some people waiting for the others to finish their conversation and then start a new.
5. The participants come to a circle and each of them presents the member of their team.

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**Notes** You may hang the worksheets on the wall.

## Activity 1.3 Group Contract

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**Duration** 20'

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**Goals & Learning Outcomes** Establish a group agreement  
Create safe space for participants

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**Materials** Flipchart, markers, pens, A4 papers

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**Methodology** Flipchart notes

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**Instructions**

1. The facilitator has stuck a piece of paper with the words "Team Contract" written on it.
2. The facilitator explains to the participants what the group contract is and asks them to add the rules they think are important for participation in the workshops and write them down.
3. The facilitator finally notes down some basic "rules" that will govern the days of the workshop:
  - This workshop is a safe space free of verbal or physical violence (abusive, sexist attitudes and comments). No abusive, sexist, racist behaviour and comments are allowed
  - We respect all individuals in the group
  - We keep confidential what is said during the workshops
  - We know that there are no wrong answers. We are here to learn
  - We know we don't have to answer or discuss things we don't want to

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**Notes** If anything in the workshop makes them feel anxious and uneasy or have questions about their own experiences they can tell it to the facilitator during the session or breaktime.



## Activity 1.4

### From another planet

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**Duration** 15'

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**Goals & Learning Outcomes** Elaborate on non-verbal communication

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**Materials** Chairs/Pillows

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**Methodology** Non-verbal communication

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**Instructions**

1. Invite the participants to sit on chairs/pillows in a circle.
2. Ask them to act like beings from different planets and thus communicate only through signs and actions.
3. After 2-3' the facilitator whispers to a participant the word "Woman" and asks them to "translate" it into a word coming from another planet. The participant may use gestures and/or sounds.
4. The facilitator encourages the team to guess which word we are searching for.
5. The same game continues with other words (eg. baby, toy, man)

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**Notes** Caution in order not to lose the atmosphere of coming from another planet. The participants may speak only to say which word we are searching for.

## Activity 1.5

### Building inclusion through the power of language

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**Duration** 40'

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**Goals & Learning Outcomes** Mapping of good practices for inclusive use of language

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**Materials** Post-its, pens, markers

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**Methodology**

- Structured conversation
- Brainstorming on good practices

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**Instructions**

1. The facilitator invites the group to take a post-it and write down a definition of “Inclusive use of language” (10’) and stick it on the wall. The group may take a look at what is written by the others.
2. Then the group in pairs of two participants takes time (10’) to write down some examples of what is not inclusive language. Here we want specific examples. E.g.
  - Using masculine generics that undercut the representation of women and gender non-conforming people.
  - Assuming the pronoun.
  - “Bring your boyfriend to the party”
  - “He used to be a woman”
3. Each group presents their findings (15’).
4. The next step is to go back to plenary (15’) and try to find collective solution(s) on how to react when they witness non-inclusive language. Finally, they share good practices for inclusive use of language and non-discrimination.
5. The facilitator writes down the solutions on a flipchart.

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**Notes**

1. During the conversation in groups the facilitator is available for further explanation.
2. If there are not heard all the solutions, finally the facilitator adds:
  - Ask for the person's pronoun
  - Refer to the group using all the accurate pronouns. Use both feminine and masculine forms (he or she; her or his; they or them) when you want to make both women and men visible
  - Respect the name a transgender person is currently using
  - Use compliments not related to body image
  - Be mindful of terms related to race, ethnicity, nationality, and culture
  - Use genderless language
  - Avoid gender-stereotyped expressions, like “She throws/runs/fights like a girl” or “In a manly way”
3. Those who advocate the use of gender-inclusive language believe that this helps to:
  - denounce sexism and gender intolerance
  - highlight the concept that gender is a spectrum, so besides men and women other genders exist, are valid, and need to get visibility
  - unhinge gender biases that especially harm women and non-binary people, preventing them from fully enjoying rights and opportunities
  - value and respect people in the LGBTQ+ community, their lives, and choices
  - not privilege some people to the detriment of others

## Activity 1.6 Closing Activity

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**Duration** 10'

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**Goals & Learning Outcomes**

- Reflection
- Group sharing

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**Materials** --

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**Methodology** Group discussion

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**Instructions**

1. The facilitator summarises what happened and was discussed in the workshop.
2. They then leave space for the group to share final thoughts, concerns and feelings.
3. The facilitator closes the circle by introducing the next workshop.

## Activity 1.7 Evaluation

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**Duration** 10'

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**Goals & Learning Outcomes** Receive feedback and improvements

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**Materials** Questionnaire

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**Methodology** Questionnaire

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**Instructions** The facilitator invites the participants to fill an evaluation form for the workshop in order to make improvements.

They explains why it is important the evaluation:

- It will help for further sessions
- It will enrich the content for other similar workshops

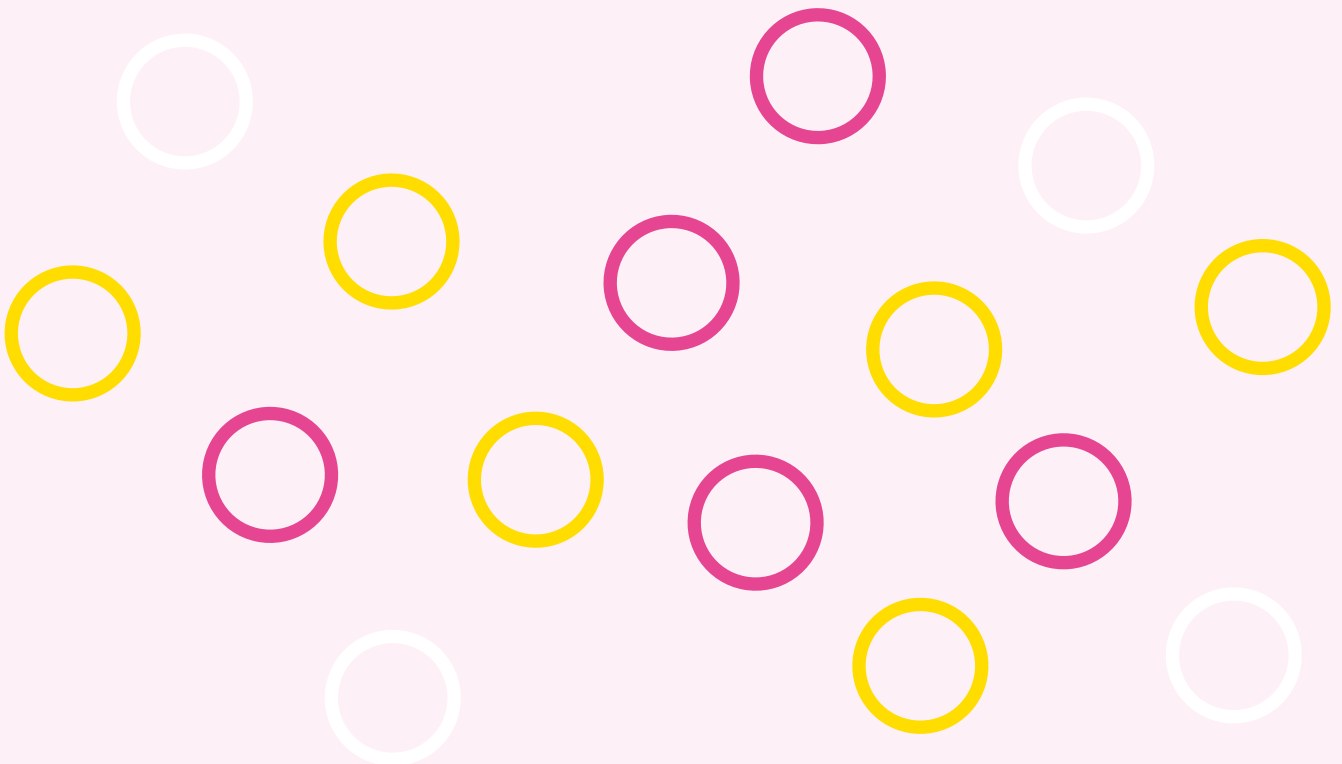
## Module 2

# Inequalities & Power

This community-based workshop is designed to bring to the surface terminology for LGBTQI+ community and education on their rights. In parallel, it seeks to detect one's privileges and create a pathway to deconstruct them proactively. It finally provides material regarding aspects of non-discrimination law.

Key-topics:

- Introduction to gender
- Gender spectrum theory
- Oppression of LGBTQI communities
- Appearance and gender expression
- Legislation against discrimination



## Activity 2.1

### I see you

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**Duration** 10'

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**Goals & Learning Outcomes** Visibility to the public Self- expression

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**Materials** ----

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**Methodology** Cinesthetics and expression

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**Instructions**

1. The facilitator calls the group in a circle without sitting. The participants make a group with the first person they have eye contact with.
2. Each group decides who is going to be number 1 and who is number 2. They move in the room and number 1 says "I see you" and number 2 replies "I am here". They repeat this while moving 4-5 times.
3. Then they change the roles and number 2 becomes number 1. Number 1 says "I am here" and number 2 "I see you".
4. After the completion of this activity the facilitator asks the group:
  - How did you feel as number 1?
  - How did you feel as number 2?

## Activity 2.2

### Introduction to gender spectrum

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<b>Duration</b>	40'
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<b>Goals &amp; Learning Outcomes</b>	Familiarise the group with the terminology on gender and LGBTQ+ issues
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<b>Materials</b>	<u>Cards with terms</u> <u>Gender Unicorn</u> Small colourful pieces of paper
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<b>Methodology</b>	<ul style="list-style-type: none"> <li>• Structured conversation</li> <li>• Explanation of terms in words</li> </ul>
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<b>Instructions</b>	<ol style="list-style-type: none"> <li>1. The facilitator shows to the participants an image of the Gender Unicorn and asks them what gender means to them and if they are familiar with the difference between sex and gender. It is only an introductory phase of the activity. There is no need to explain terminology right away.</li> <li>2. They allow some time for the group to discuss and then reveal the cards and the definition of sex and gender.</li> <li>3. They invite the group to find the equivalent definition for the rest of the cards and explain the terms grouped under these categories themselves.</li> <li>4. The next step is for the participants to write down different types of genders that they are aware of and present them to the group. Here are some definition for some genders:           <p><b>Cisgender</b> when one's gender identity matches the gender assignment given at birth. This is used to describe anyone who is not transgender, non-binary, gender non-confirming, gender queer. "Cis" is latin for "on this side of"</p> </li> </ol>
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**Gender fluid** is a gender identity best described as a dynamic mix of male and female. A person who is gender fluid may always feel like a mix of the two traditional genders, but may feel more man some days, and more woman other days

**Gender non-binary** is a term for people whose gender is outside the gender binarism. This can include people who are neither male nor female, somewhere in between, both or otherwise. It is an umbrella term covering many different identities

**Pangender** is a multigender non-binary gender identity which refers to a vast and diverse multiplicity of genders in the same individual that can extend infinitely, always within the person's own culture and life experience, and may or may not include unknown genders. A pangender person may shift between identities over time or feel as though they have one all encompassing identity that is static/unchanging.

**Queer** (a) umbrella term for sexual and gender minorities who don't identify as cisgender and/or cisnormative.

(b) umbrella term used for those not fitting cultural or traditionally structured norms around sexuality and/or gender identity and expression. Queer can be a label claimed by a person who feels that they personally don't fit into dominant norms, due to their own gender identity and/or expression, sexualpractices, relationship style, etc

(c) umbrella term to refer to all LGBTQIA+ people. Nowadays it is used as a political statement, which advocates breaking binary thinking and seeing both sexual orientation and gender identity as potentially fluid

**Transgender**, or simply trans, is an adjective used to describe someone whose gender identity differs from the sex assigned at birth. A transgender man, for example, is someone who was listed as female at birth but whose gender identity is male

## Notes

The facilitator remains impartial in this activity and only shares knowledge once all the cards are matched and completes what was not explained and/or makes improvements on what was poorly explained.

## Sources

- Activity by [Trans Student Educational Resources](#)
- Activity adapted by [Free to be you and me, Toolkit for youth workers, volunteer coordinators and trainers](#)

## Activity 2.3

### Introduction to gender spectrum

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**Duration** 50'

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**Goals & Learning Outcomes**

- To acknowledge and investigate privilege.
- To provide an opportunity for participants to empathetically connect and reflect on the experience of having (or not having) privilege.
- To discuss the variety of privileges that the queer community (and other communities) have limited access to.
- Participants will be able to identify privileges that they take for granted in their everyday life.

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**Materials** Privilege Worksheet  
Handwritten money in paper (50€, 100€ and 500€)

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**Methodology**

- Role-playing in case study
- Group discussion

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**Instructions**

1. The facilitator breaks the group into 4 smaller groups (3 persons each) and explains the activity (5'). They take a seat dispersed in the room so as to have some privacy.
2. The facilitator provides a worksheet to each group and then some money (different amounts for each group, varying from 50€ to 500€). The facilitator explains that only for the purposes of this activity, the citizens have lost all their privileges. As a group, they need to buy them back. Each privilege costs 100€.
3. The first step (10') is for each group to buy with the money in hand as many privileges as the money allows.
4. The groups have 25' to discuss it in small groups and then the participants make a circle altogether to discuss the following points:

- What was this activity like?
- How did this activity make you feel?
- How did you go about picking privileges?
- What on this list surprised you?
- Why do you think this activity is called “My Privilege for your Money” instead of “Heterosexual Privilege for Sale” or “Cisgender Privilege for your Money?”

**→ While some of these privileges may apply to sexuality or gender they may also relate to race, class, ability, or even religion. We are all likely approaching it from a lens of gender and sexuality because that’s what we’ve been focused on today but a lot of different marginalized experiences/identities apply to this list.**

- Why do you think we choose money? We could have easily said that each privilege was worth a fancy dinner in Hilton Hotel and that you could have access to 5 fancy dinners?

**→ We chose it because when you have more money you can actually buy privileges, you can move to new locations where some of the social privileges may be more easily accessed or you can hire a lawyer to manage adoption paperwork for instance.**

**→ We chose it because money is a form of privilege.**

**→ When you have money you may not be as concerned that you could lose your job or may be rejected from housing.**

**→ We take money very seriously and we understand how it can affect our decision making processes.**

5. The facilitator summarises the main learning points that they shared. They point out the intersectional part of gender and sexuality, meaning that people with more privileges may have it easier to proceed to the coming-out than others.

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## Notes

They are cautious about the trigger points that this activity may raise to the participants.

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## Sources

<https://thesafezoneproject.com/activities/privilege-for-sale-coming-out-handout/>

## Activity 2.4

### Law fruits

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**Duration** 30'

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**Goals & Learning Outcomes**

- Familiarise the participants with laws against discrimination
- Knowledge transfer towards human rights legislation

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**Materials** Fruits  
Blue tag

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**Methodology** Mapping of ideas

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**Instructions**

1. The facilitator introduces the topic of legislation against discrimination.
2. The facilitator puts on the table the fruits and asks the participants to take one.
3. Then they describe an imaginary scenario: ***All of the participants have been hungry for a week and they only have their fruit to taste.***
4. The facilitator starts an illusion trip by inviting the participants to imagine:
  - Which is the taste of the fruit (acid, sweet, bitter...)
  - Which is the texture of the fruit
  - In which condition is it found (mature, not ready, rot..)
  - If it could speak what the fruit would say
5. In continuation, the facilitator asks the participants to share:
  - How was the activity for them
  - Do they know what each fruit represents
  - Do they imagine how the law protects individuals from those "fruits"

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**Notes**

1. The facilitator needs to know the next key-terms:
  - Direct Discrimination
  - Indirect Discrimination
  - Harassment
  - Multiple/Intersectional Discrimination
  - Hate Speech and Hate Crime
  - Special or specific measures
  
2. To study: Handbook on European non-discrimination law:  
[https://fra.europa.eu/sites/default/files/fra\\_uploads/1510-FRA-CASE-LAW-HANDBOOK\\_EN.pdf](https://fra.europa.eu/sites/default/files/fra_uploads/1510-FRA-CASE-LAW-HANDBOOK_EN.pdf)  
[https://fra.europa.eu/sites/default/files/fra\\_uploads/1510-FRA-CASE-LAW-HANDBOOK\\_EL.pdf](https://fra.europa.eu/sites/default/files/fra_uploads/1510-FRA-CASE-LAW-HANDBOOK_EL.pdf)

## Activity 2.5

### I am here

---

#### Duration

10'

---

#### Goals & Learning Outcomes

Visibility to the publicSelf- expression

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#### Materials

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---

#### Methodology

Expression in circle

---

#### Instructions

1. The facilitator invites the group to sit in a circle and take a minute in silence. Then they introduce the closing activity as something that wraps up all the workshop. Each participant who feels ready stands up, gets into the circle (or if they feel uncomfortable they stay in their position) and then say "I am here".
2. When the activity ends the facilitator explains that it was an activity about visibility. All members of this group and thus all society members are worthy of visibility and even in cases where the society does not offer it. In those cases mostly, they need to find safe spaces to claim their visibility.

---

#### Notes

This activity is not mandatory. Only the participants who feel comfortable may follow this activity.

## Activity 2.6 Evaluation

---

**Duration** 10'

---

**Goals & Learning Outcomes** Receive feedback and improvements

---

**Materials** Questionnaire

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**Methodology** Questionnaire

---

**Instructions** The facilitator makes a wrap-up of the most relevant topics discussed in the session.

---

**Notes** The facilitator invites the participants to fill an evaluation form for the workshop in order to make improvements. They explain why it is important the evaluation:

- It will help for further sessions
- It will enrich the content for other similar workshops

## Moodule 3

# Gender stereotypes & Mansplaining

This session seeks to bring participants closer with what gender stereotypes are. Once they are detected, the focus is set on mansplaining, as a common technique for women and people with fewer opportunities to get marginalised by cis-gender (mostly) men. The learning objective for the participants is to gain empowerment by putting themselves into the shoes of the other -either mansplainers or mansplained persons. By this, we hope to conclude into some good practices for encountering mansplainers in a collective/group work.

Key-topics:

- Recognizing stereotypes
- What a stereotype is?
- Mansplaining
- Deconstruct stereotypes





## Activity 3.1 Photographer's Click

---

**Duration** 10'

---

**Goals & Learning Outcomes** Energizer

---

**Materials** ---

---

**Methodology** Theatre improvisation

---

**Instructions**

1. The facilitator asks the participants to disperse in the room and walk as if they are walking in a catwalk. Then randomly asks one participant to be in the role of the photographer and make a click in front of another group member, who gets automatically petrified as if they were in a photo. The photographer goes on with other members.
2. During the "photo shooting" the facilitator invites the participants to walk as if they were:
  - Washing a car
  - Washing the dishes
  - Putting a baby to bed

## Activity 3.2

### Turn the stereo(type) off

---

**Duration** 30'

---

**Goals & Learning Outcomes**

- Understand what stereotype is
- Mapping of stereotypes experiences in a mixed-gender group

---

**Materials** Paper on metre, markers of colour, flipchart

---

**Methodology** Drawing

---

**Instructions**

1. The facilitator provides a paper on metre and asks the participants to form 3 smaller groups and draw a stereo on their paper. This stereo instead of sounds will produce gender stereotypes that will be verbalised to the room.
2. The small group work will last 10' and then altogether will discuss the stereotypes produced by the stereo. The facilitator will write down on the flip chart all the stereotypes.
3. Once all the stereotypes are written the facilitator asks which stereotypes could be reproduced in the context of **community work, volunteer work, or activist interventions**.
4. They put in a circle the ones reproduced in community context and then ask the participants with which they struggle a lot and they need it to be erased off.

---

**Notes** The facilitator confirms that for them the most irritating thing is mansplaining and that's why there is an extra session only for mansplaining >> serving as a bridge with the next session.

## Activity 3.3

### Do not ever mansplain me again!

---

**Duration** 70'

---

**Goals & Learning Outcomes**

- Questioning mansplaining
- Encourage participants to stand up for their opinions
- Provide safe space for individuals to express themselves
- Share best practices on how to react on mansplaining

---

**Materials**

- Scenarios
- Role scenarios
- Chairs/pillows
- Video Explaining things to a Woman (<https://www.youtube.com/watch?v=HNoAVQOWu8>)
- Projector, computer, speakers

---

**Methodology** Audiovisual content, Role-playing scenarios

---

**Instructions**

1. The facilitator asks the group if someone has experienced mansplaining.
  - How did they feel while watching?
  - From whom have they been mansplained?
  - What did they do?
  - Were other bystanders in the room?
2. Now that all the group has a notion on what mansplaining is about, the facilitator puts the video Explaining things to a Woman.
3. they do not open the topic for discussion:
  - What indicators for mansplaining do they appear on the video?
  - What do you think makes a man become a mansplainer?
  - Do you think that there are women practising mansplaining?

*→ Although the term “mansplaining” is applied only to masculinities practising it, some femininities do similar practices due to the internalised patriarchal behaviours.*

4. The facilitator divides the group to 3 smaller groups and explains that now they will have a theater activity with mansplainers, bystanders and people that suffer mansplaining.
5. Each small group takes a piece of paper and does not know the role of the others.
6. The facilitator reads the scenario out loud and invites the 1st small group to play for the others. Each group takes 5-7' to present the sketch without interruption.
  - What just happened?
  - How did it feel to be in the role of mansplainer, bystander, mansplained?
  - What was the most surprising/interesting moment for you?
  - What can you observe about your own reactions?
7. The facilitator while doing the debriefing writes down on a flipchart the best practices for dealing with mansplaining mentioned by the group. If there are no best practices mentioned, they asks for it before closing the activity.

Tips to be included:

- Humor
- Direct response
- Reclaim my own space
- One-to-one discussion

---

## Notes

1. The facilitator shares the roles randomly regardless of age and/or gender.
2. If there are participants that have received a lot of mansplaining they might react differently or emotionally to the activity. Be ready to intervene and support the person.
3. Surveys demonstrate that in a group discussion often there is 75% men talking and 25% women talking.

## Activity 3.4

### Closing Activity

---

**Duration** 10'

---

**Goals & Learning Outcomes**

- Emotional discharge
- Expression of acknowledgement

---

**Materials** Thread

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**Methodology** Game & sharing

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**Instructions**

1. The facilitator explains that they will give the thread (holding a little on her finger) to another person, saying something positive about them. It might be something they've noticed these days, something they've admired, something that pleasantly surprised them. Then the other person will pass it onto the other person, respectively, until the thread is passed through all the people and a grid is created.
2. The thread turns back to the instructor in the same way only now the last person who picked it up (B) from the previous person (A) returns it saying something positive.

## Activity 3.5 Evaluation

---

**Duration** 10'

---

**Goals & Learning Outcomes** Receive feedback and improvements

---

**Materials** Questionnaire

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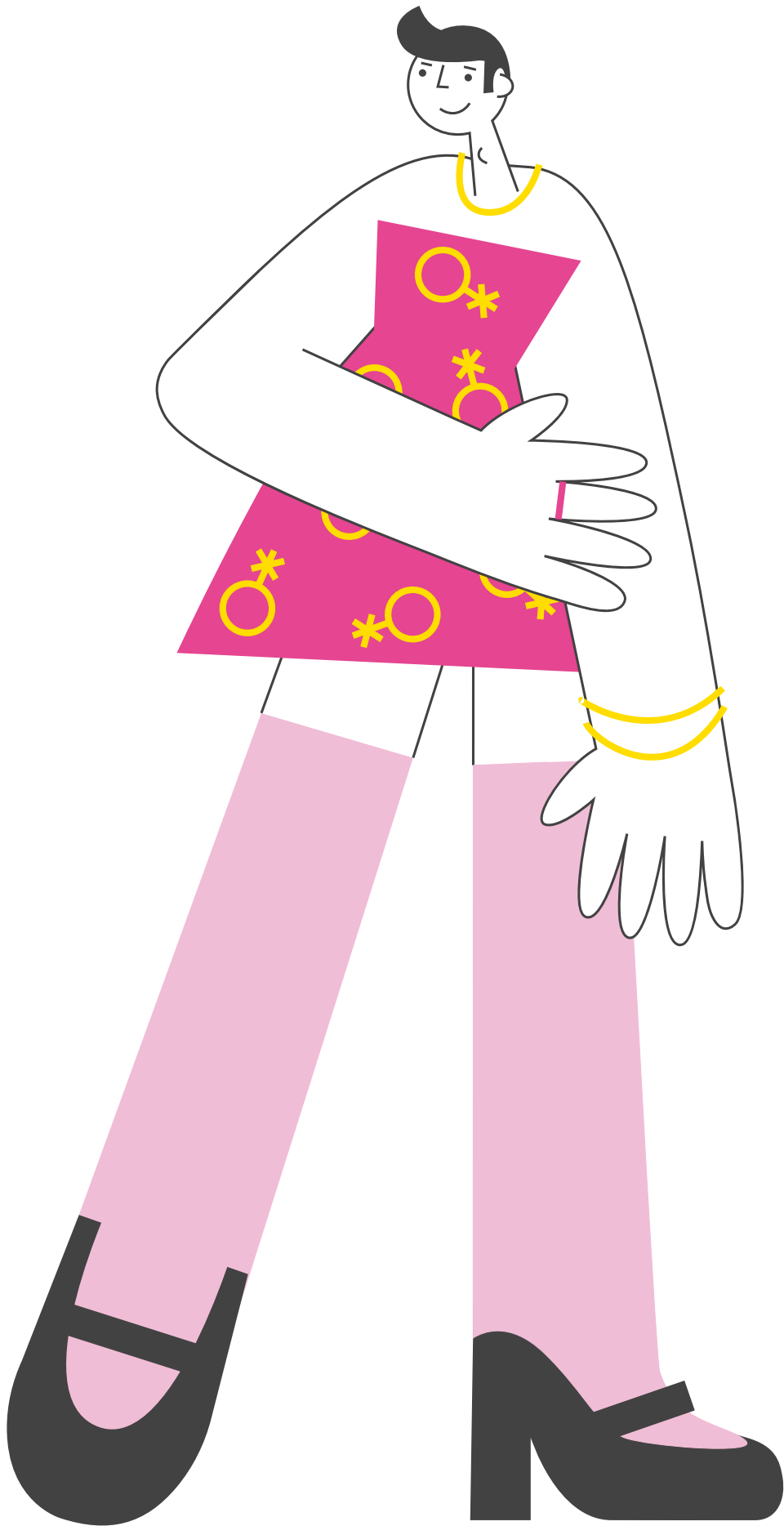
**Methodology** Questionnaire

---

**Instructions** The facilitator invites the participants to fill an evaluation form for the workshop in order to make improvements.

They explains why it is important the evaluation:

- It will help for further sessions
- It will enrich the content for other similar workshops



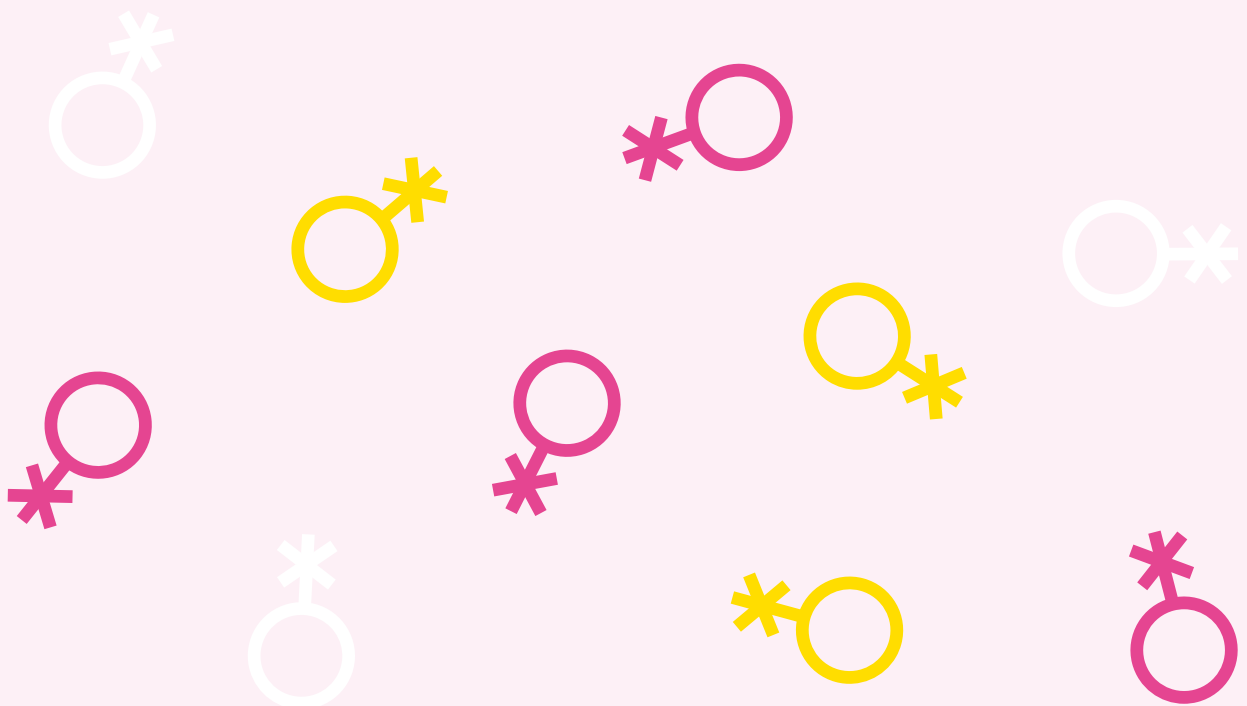
## Module 4

# Gendered division of tasks

This workshop showcases the importance of clearing out the gender divide, or gender gap, describes the disparity between different genders in society. When it comes to community work, participants will have the chance to identify how gender roles affect each gender in collective work. By brainstorming some methods, the participants will suggest some ways to change the gender division in tasks.

Key-topics:

- Paid work vs Unpaid work → mapping
- Household Responsibilities & Community Work
- Challenging the gendered distribution of volunteer work





## Activity 4.1

### Gendered objects?

---

**Duration** 20'

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**Goals & Learning Outcomes**

- Introduce the subject of distribution of gendered tasks
- Grow non-verbal communication

---

**Materials** Kitchen sponge  
Construction tool

---

**Methodology** Theater expression

---

**Instructions**

1. The facilitator and the participants form a circle. In the centre the facilitator puts different objects starting with a kitchen sponge.
2. The facilitator and the participants form a circle. In the centre the facilitator puts different objects starting with a kitchen sponge.
3. After several repetitions, the facilitator changes the sponge and puts in a construction tool.
4. After some repetitions, they start a debriefing of the activity:
  - What do you think those objects may represent?
  - Could we replace those objects with other ones that would have the same significance referring to gender roles?

---

**Notes**

1. The sponge may be used differently and it is only a means for the imagination to flow.
2. The object may be whatever that has multiple uses, but traditionally is used only by women or only by men.

## Activity 4.2

### Gender Division of Tasks

---

**Duration** 50'

---

**Goals & Learning Outcomes**

- Identify the roles, activities, and responsibilities of men and women in their communities
- Discuss the effect of these different roles, activities
- Suggest strategies for the effective implementation of these changes

---

**Materials**

Worksheet 1  
Worksheet 2  
 Pens

---

**Methodology**

- Brainstorming
- Discussion in group

---

**Instructions**

1. They ask the participants (10') to make a list of the work mostly performed by femininities, by masculinities, and by both women and men in the house.
2. Once the first worksheet is done, the facilitator asks the participant to share some findings.
3. Then in the same group in the worksheet 2 writes down (10') what tasks mainly are done by femininities and masculinities in their community. Asks them to use the worksheet to record their ideas, including who has the authority (if any) and over whom.
  - *examples of work for femininities: education, child care services, employment services, nursing, social services*
  - *examples of work for masculinities: political and economic institutions by participating in bureaucracies, policy-making bodies, and representative organisations.*

4. The facilitator asks the participants to reassemble in the plenary group and present their group's findings (10').

After the presentations, lead a discussion (10') using the following questions:

- ***What differences were found between masculinities' and femininities' roles?***
- ***What were the differences in the relationships between masculinities and femininities in terms of power?***
- What is the impact of these roles and relationships on their life choices?
- Who is doing what kind of work and which is given more importance and why?
- Who has more work?
- ***What does society say if the work traditionally performed by femininities is done by masculinities and vice versa?***
- What is the social prestige associated with the work performed by a particular gender?
- ***How can we encourage a change in people's attitudes?***

---

**Notes**

For the final discussion in plenary, the facilitator asks as many questions as the time allows. The questions in bold are recommended to be included.

---

**Source**

'Gender and Development' prepared by the Centre for Development and Population Activities (CEDPA 1996), and on MOWCS (2003).

## Activity 4.3

### Un-stick the rules

---

**Duration** 60'

---

**Goals & Learning Outcomes**

- Give participants positive reinforcement regarding their influence on others' choices and way of acting
- Challenge the gendered distribution of volunteer work
- Develop self-awareness of the participants, putting them in a process of reflection and transformation of perceptions

---

**Materials** Paper on meter, newspapers & magazines, scissors, glues, cardboard papers, MP3 player, artcraft material

---

**Methodology** Collage

---

**Instructions**

1. The facilitator invites the team to work in three different groups and make a collage of their ***dream community work*** and the division of tasks among all members/participants.
2. After 40' the plenary is gathered and presents the outcome of their art piece and they discuss on:
  - What seems to be changed in the collage work compared to the division of tasks recorded at the activity 4.2?
  - What do you observe in the collages?
  - What are the roles of women, men, girls, boys and young people in these?
  - Do you think that this participatory art piece helped you in realising new things concerning gender division of tasks? If yes, what?
  - In which other areas do you think this task division could be applied?

---

**Notes** During the session there is relaxing music in the background.

## Activity 4.4

### Glue me again

---

**Duration** 10'

---

**Goals & Learning Outcomes**

- Emotional discharge
- Expression of acknowledgement

---

**Materials** Post-its, pens

---

**Methodology** Reflection

---

**Instructions**

1. The facilitator asks the team to take one post-it and write something positive that they have learned or thought about during the session.
2. They stick the post-its at a visible place in the room and everyone can go and check.

## Activity 4.5 Evaluation

---

**Duration** 10'

---

**Goals & Learning Outcomes** Receive feedback and improvements

---

**Materials** Questionnaire

---

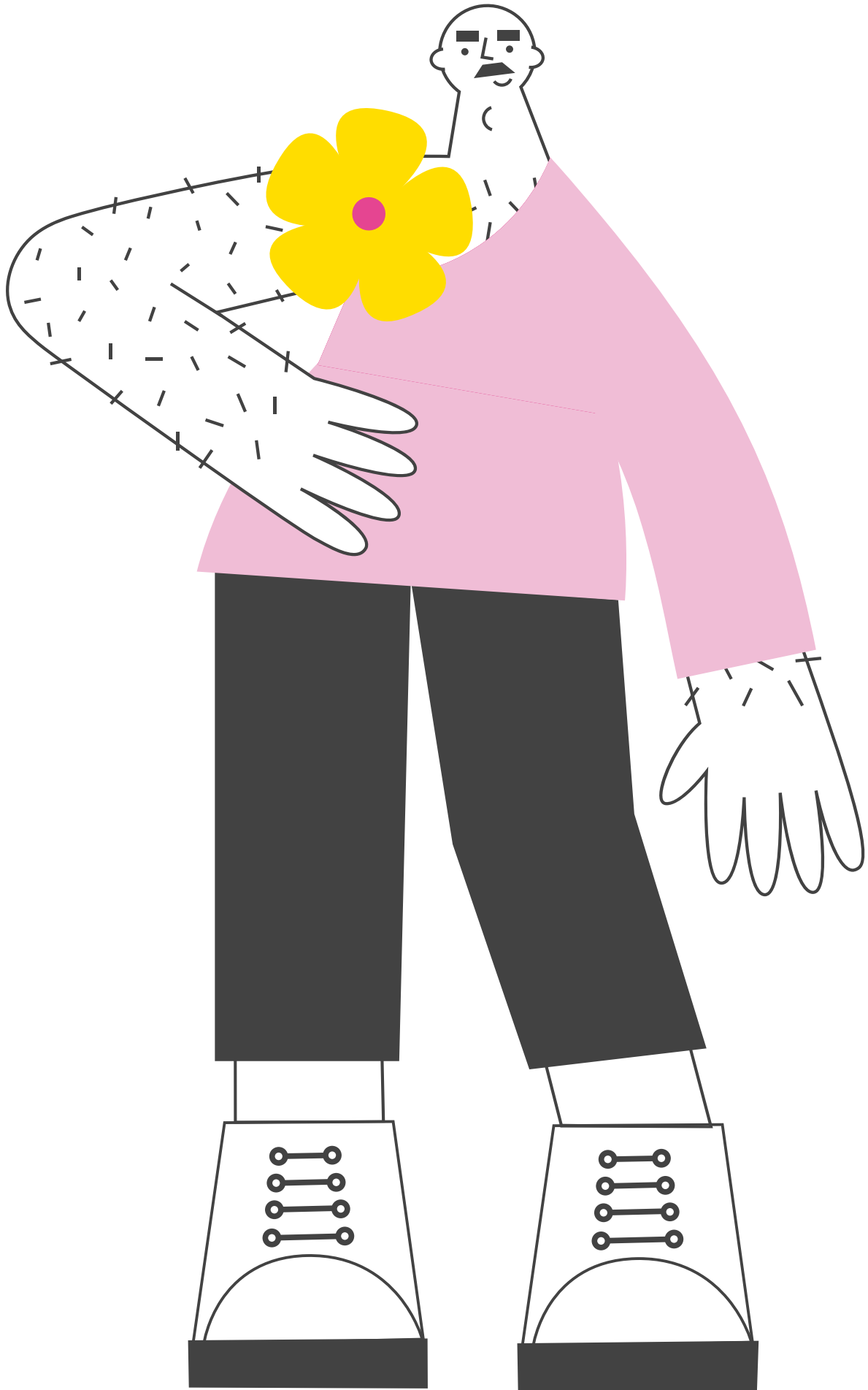
**Methodology** Questionnaire

---

**Instructions** The facilitator invites the participants to fill an evaluation form for the workshop in order to make improvements.

They explains why it is important the evaluation:

- It will help for further sessions
- It will enrich the content for other similar workshops



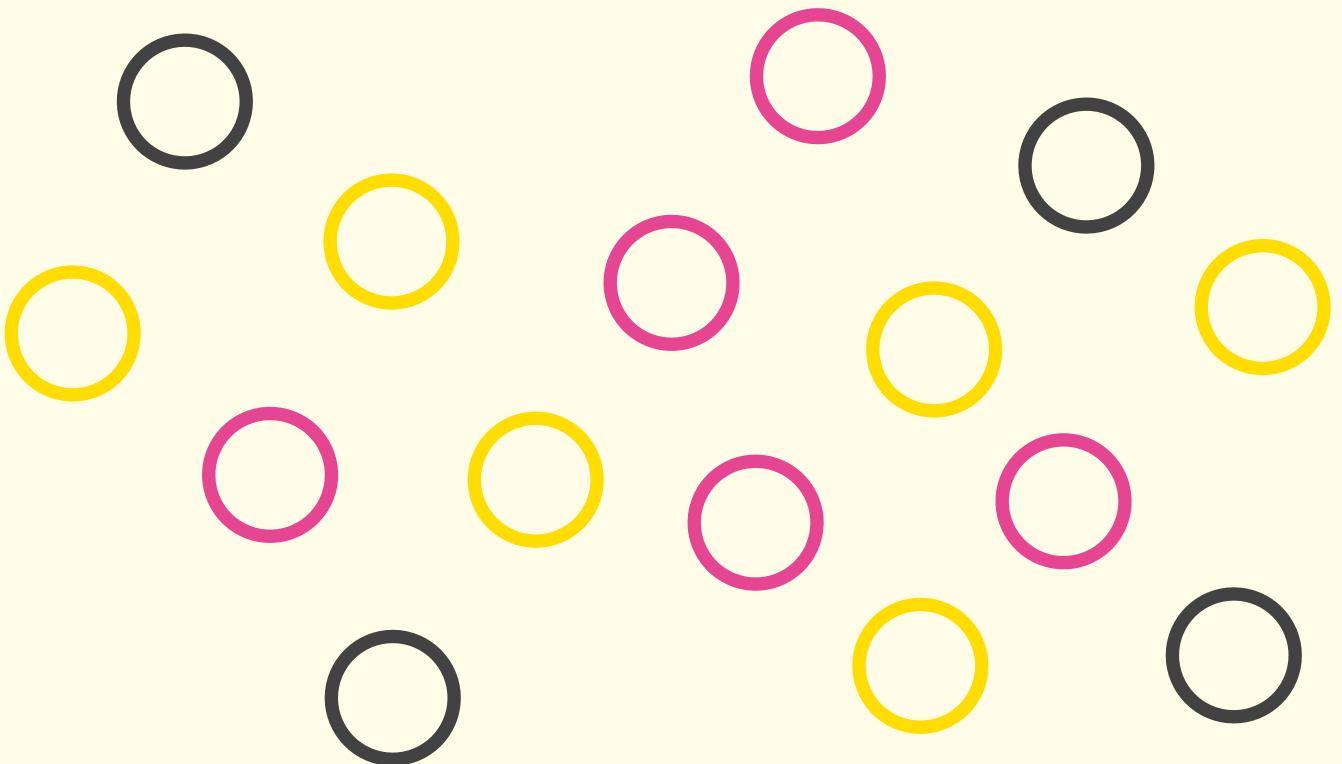
## Module 5

# #VOLUMEN campaign

In this session the group begins by discussing the term 'offering'. They share their motivations to act for gender equality and they eventually explore different tactics and ways to work with other groups. The group finishes by discussing social media and identifying ways to use the internet for their strategy.

Key-topics:

- Volunteering principles: How do you fit in it?
- Build community resilience
- Act up campaign when it comes to bias





## Activity 5.1

### Wrapping up the experience

---

**Duration** 30'

---

**Goals & Learning Outcomes**

- Encourage involvement in organisational structure and/or planning
- Nurture awareness
- Develop social skills

---

**Materials** Flipchart, markers, A4 paper

---

**Methodology**

- Creative writing
- Discussion in group

---

**Instructions**

1. The facilitator makes a journey on what has been done during the previous sessions. Then asks the group:
  - How do you think the overall program of community-based workshops is linked with the name of the project VOLUMEN-VOLUnteering for inclusive DevelopMENT?
  - How volunteerism, activism/involvement in collectives may affect one's personal growth and/or social growth?
2. The facilitator then invites the participants to take a piece of paper and write down their feelings about offering. Offering means...
 

Some supportive questions to stimulate participants' thinking.

  - What does offer mean to you?
  - To whom do you usually offer?
  - What do you usually offer?
3. Once completed, they invite the group to share what has been written.

---

**Notes**

1. For the creative writing part the facilitator may encourage the group to think outside of the box for the meaning of “offering”, in terms of giving something material or not to people they know or to strangers.
2. While the participants read their texts, the facilitator should be ready to perceive any body language signs of the others and then ask them if they would like something to comment upon what has been read.
3. Volunteerism lets people and communities participate in their own growth. Through volunteering, citizens build their resilience, enhance their knowledge base and gain a sense of responsibility for their own community.
4. Attributes of a volunteer to the society:
  - widening inclusive spaces for engagement,
  - including for remote and marginalized populations, as well as for youth and women
  - enhancing capacities and developing skills
  - building trust as well as ‘bridging social capital’ between diverse people who are not used to interacting with each other
  - developing a sense of opportunity and ownership for local challenges, leveraging collective engagement
  - strengthening local governance and accountability through increased people’s participation
  - building resilience and preparedness,
  - enhancing knowledge and a sense of responsibility for one’s community
  - building an enabling environment for volunteerism as a form of civic engagement

## Activity 5.2

### If we could change something

---

**Duration** 20'

---

**Goals & Learning Outcomes**

- Recognize how their personal journey to become an activist is part of the broader movement on girls' rights and gender equality
- Share the motivation
- Create a common vision for collective change

---

**Materials** poloured papers A5, coloured markers, pens

---

**Methodology**

- Guided meditation
- Discussion in group

---

**Instructions**

1. The facilitator explains that to develop a shared vision for change, it is important to first understand what motivates each person individually. They invite the group to take a few minutes to reflect individually on what their own motivations are for the struggle for gender equality.
2. In a calm voice, asks them to sit comfortably and close their eyes so they are not distracted during the following guided meditation.
 

Asks them to breathe slowly and deeply, to connect with themselves and reflect on the following:

  - What motivates you to be an activist for gender equality?
  - Is that motivation based on something that happened around you, to your family or friends, or in the community?
  - Who was involved?
  - What emotions are you feeling about this?
3. Then asks the group to slowly open their eyes and to write on the paper what they thought and felt. After that each participant that feels comfortable sharing what they wrote, speaks up.

4. Closing up this activity, the facilitator points out the differences and similarities of the shared motivations.
- 

**Notes**

The facilitator makes clear that there is no need for participants to share what they had written.

---

**Source**

[https://www.alignplatform.org/sites/default/files/2018-09/11-GCOC\\_BSC\\_Module\\_LightVersion.pdf](https://www.alignplatform.org/sites/default/files/2018-09/11-GCOC_BSC_Module_LightVersion.pdf)

## Activity 5.3

### Making a VOLUMEN Campaign

---

**Duration** 60'

---

**Goals & Learning Outcomes**

- Build a common understanding of what collective action is, how to engage in it through various tactics, and the implications this has on their raising awareness efforts.
  - Explore ideas for using the internet and social media for the purpose of collective action
  - Increase the participants' ability to be an ally.
- 

**Materials**

- [International Women's Day website](#)
  - ComputerProjectorActivity 3.3 - Turn the Stereo(type) off drawings
  - Flipchart paper, artcraft material, coloured paper, coloured markers, pens, tape
  - [Worksheet](#)
- 

**Instructions**

1. The facilitator asks the group if they are ready to create their own raising awareness campaign. First of all, asks the group what a raising awareness campaign is. Then introduces the 2023 campaign for the International Women's Day
2. The facilitator explains that it is time to make some VOLUME for social change towards gender equality using as a starting point the Activity 3.3 - Put the Stereo(type) off, which will serve as an initiation for the selection of the topic they want to make the campaign for.
3. The groups are separated into 3-4 smaller groups as they were during the Activity 3.3. The facilitator provides them with a worksheet and gives them 20' to define the gender inequality they want to challenge, including the actors (who), the timeframe (when), the reasons (why), the social media platform (where) and the messages (what).In addition, asks:
  - What can I do as an individual to support people in my family and in my community to engage with gender equality?
  - What can we do as a group to support people in my family and in my community to engage with gender equality?

4. Once the worksheet is completed, the facilitator informs the participants that there is going to take place a photoshooting with the groups and the messages created.

They have 20' to use the artcraft material for their message to be transferred to the public via social media.

5. After that there is time for the presentation of the messages in plenary:Each group presents the strategy for their raising awareness campaign. The facilitator asks:
  - Do you feel that this campaign could possibly contribute to sensibillize social media users?
  - How was the procedure of the creation?
  - Did you take into consideration the topics discussed in previous sessions?
  - Would you like to see this campaign online?

---

**Notes**

The final answers may bring to the surface suggestions for future projects with the group.

## Activity 5.4

### What I keep, what I leave

---

**Duration** 20'

---

**Goals & Learning Outcomes**

- Gather the lessons learned
- Reflect on the participation in the project
- Leave behind gender bias

---

**Materials** Talking stick (item)

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**Methodology** Discussion with a talking stick  
 (Talking stick method is a method that uses a stick well-known as a wooden stick, which the facilitator or the leader begins by picking up the stick to share the feeling or concern with the group. It is taken voluntarily by each person who feels ready to speak or to remain silent.)

---

**Instructions** The facilitator invites the group to share one reflection/feeling/thought/conclusion that they want to take with them and one thing they want to leave behind.

The method to do it is to place one item in the centre of the circle and encourage whoever feels ready to take it and talk. Voluntarily each participant that feels like goes on.

---

**Notes** If someone does not want to say something, the group respects their will and the next participant takes the talk.

## Activity 5.5 Celebration

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**Duration** 15'

---

**Goals & Learning Outcomes**

- Close the group with a fun way
- Create footprint of what was done

---

**Materials** Cardboard Photobooth  
Camera

---

**Methodology** Photoshooting

---

**Instructions**

1. The facilitator invites the whole group to take some individual and group photos with the messages created in the Activity 5.3



## Activity 5.4 Evaluation

---

**Duration** 10'

---

**Goals & Learning Outcomes** Receive feedback and improvements

---

**Materials** Questionnaire

---

**Methodology** Questionnaire

---

**Instructions** The facilitator invites the participants to fill an evaluation form for the workshop in order to make improvements.

They explains why it is important the evaluation:

- It will help for further sessions
- It will enrich the content for other similar workshops

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# Annexes

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<b>M1 A1.2</b> <b>We are looking for worksheet</b>	<a href="https://genderhood.org/wp-content/uploads/2023/09/Workshop-1-Activity-1.2-VOLUMEN.pdf">https://genderhood.org/wp-content/uploads/2023/09/Workshop-1-Activity-1.2-VOLUMEN.pdf</a>
<b>M2 A2.2</b> <b>Cards with terms</b>	<a href="https://genderhood.org/wp-content/uploads/2023/09/EN-VOLUMEN-Toolkit_Activity-2.2_Genderhood.pdf">https://genderhood.org/wp-content/uploads/2023/09/EN-VOLUMEN-Toolkit_Activity-2.2_Genderhood.pdf</a>
<b>M2 A2.2</b> <b>The Gender Unicorn</b>	<a href="https://genderhood.org/wp-content/uploads/2023/09/The-Gender-Unicorn-scaled.jpg">https://genderhood.org/wp-content/uploads/2023/09/The-Gender-Unicorn-scaled.jpg</a>
<b>M2 A2.3</b> <b>Privilege Worksheet</b>	<a href="https://genderhood.org/wp-content/uploads/2023/09/EN-VOLUMEN-Toolkit_Activity-2.3_Genderhood.pdf">https://genderhood.org/wp-content/uploads/2023/09/EN-VOLUMEN-Toolkit_Activity-2.3_Genderhood.pdf</a>
<b>M2 A2.4</b> <b>Law Fruits</b>	<a href="https://genderhood.org/wp-content/uploads/2023/09/EN-VOLUMEN-Toolkit_Activity-2.4_Genderhood.pdf">https://genderhood.org/wp-content/uploads/2023/09/EN-VOLUMEN-Toolkit_Activity-2.4_Genderhood.pdf</a>
<b>M3 A3.3</b> <b>Scenes</b>	<a href="https://genderhood.org/wp-content/uploads/2023/09/EN-VOLUMEN-Toolkit_Activity-3.3_Genderhood.pdf">https://genderhood.org/wp-content/uploads/2023/09/EN-VOLUMEN-Toolkit_Activity-3.3_Genderhood.pdf</a>
<b>M3 A3.3</b> <b>Roles</b>	<a href="https://genderhood.org/wp-content/uploads/2023/09/EN-VOLUMEN-Toolkit_Activity-3.3b_Genderhood.pdf">https://genderhood.org/wp-content/uploads/2023/09/EN-VOLUMEN-Toolkit_Activity-3.3b_Genderhood.pdf</a>
<b>M4 A4.2</b> <b>Worksheet 1</b>	<a href="https://genderhood.org/wp-content/uploads/2023/09/EN-VOLUMEN-Toolkit_Activity-4.2b_Genderhood.pdf">https://genderhood.org/wp-content/uploads/2023/09/EN-VOLUMEN-Toolkit_Activity-4.2b_Genderhood.pdf</a>
<b>M4 A4.2</b> <b>Worksheet 2</b>	<a href="https://genderhood.org/wp-content/uploads/2023/09/EN-VOLUMEN-Toolkit_Activity-4.2_Genderhood.pdf">https://genderhood.org/wp-content/uploads/2023/09/EN-VOLUMEN-Toolkit_Activity-4.2_Genderhood.pdf</a>
<b>M5 A5.3</b> <b>Worksheet</b>	<a href="https://genderhood.org/wp-content/uploads/2023/09/EN-VOLUMEN-Toolkit_Activity-5.3_Genderhood.pdf">https://genderhood.org/wp-content/uploads/2023/09/EN-VOLUMEN-Toolkit_Activity-5.3_Genderhood.pdf</a>
<b>Questionnaire Example</b>	<a href="https://genderhood.org/wp-content/uploads/2023/09/EN-VOLUMEN-Toolkit_Satisfaction-Survey_Genderhood.pdf">https://genderhood.org/wp-content/uploads/2023/09/EN-VOLUMEN-Toolkit_Satisfaction-Survey_Genderhood.pdf</a>

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# CAN VOLUNTEERING & COMMUNITY WORK BE GENDER UNBIASED?



**The act of offering for a  
world of gender equality**

