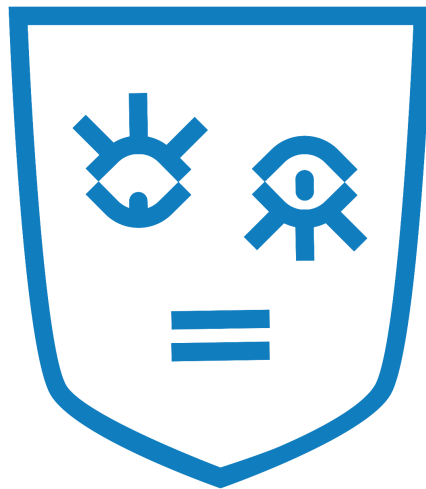


ERA 2.3 “GENDER DRAMA ID”

TRAINING SCHEME

**DRAMA BASED TRAINING PROGRAM FOR INCREASING
THE GENDER EQUALITY IN PERSONS WITH INTELLECTUAL DISABILITIES**



GENDER DRAMA-ID

ERASMUS+ KA220-ADU Adult Education



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the European Union**

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1. Introduction

The Erasmus+ Program GENDER DRAMA-ID aims to increase the competences of Persons with Intellectual Disabilities (PID) towards gender equality through a Drama Based Training approach. The general objectives of the project are:

- To develop an inclusive and accessible Drama Based Training methodology for ameliorating and increasing the knowledge, skills and attitudinal change of Persons with Intellectual Disabilities towards gender equality, considering their learning difficulties and the specific impact that gender issues have in this collective.
- To develop a Trainer's Guide for enhancing the implementation of the Drama Based Training Methodology.
- To develop a set of Training Materials for Persons with Intellectual Disabilities.
- To develop a Digital Training Tool adapted to Persons with Intellectual Disabilities for the implementation of the Drama Based Training Methodology.
- To implement pilot training actions for validating the quality of the training program.
- To increase the awareness of related stakeholders on gender issues and potential of Drama Based Training.

This Training Scheme will include learning objectives, competences, participants and specific requirements for training target groups, training contents, Drama Based Training methodology, expected learning results, assessment methodology outline and planning based on the previous identification done in the application form.

2. Summary of main characteristics of the training program

The Training Program will create a Drama Based Methodology that will help Persons with Intellectual Disabilities confront and resolve problems and issues related to Gender. It will aim to:

- I. Provide an encompassing procedure that will train professionals in drama and gender based content, who will, in turn, train end-users, namely Persons with Intellectual Disabilities.
- II. To create a differentiative, escalating and ascending process that will address the various levels of competence of Persons with Intellectual Disabilities.

The Training Program will be implemented by partners belonging to the Consortium and any other stakeholders in the field of intellectual disability at EU level after the project. The main characteristics of the Training Program are:

- Experiential dimension of Drama Based exercises to improve individual and social skills of participants
- Empathy and awareness for Persons with Intellectual Disabilities
- Exploration of gender issues
- Perception and understanding of gender issues by Persons with Intellectual Disabilities
- Application of Drama Based Methodologies on gender issues to empower the position of Persons with Intellectual Disabilities
- Use of digital tools for supporting the Drama Based process while increasing the digital skills of Persons with Intellectual Disabilities

3. Learning objectives and target groups

An innovative “Drama Based Training Methodology” will be developed for increasing gender equality in the intellectual disability sector.

3.1. Target groups

Gender Drama -ID is mainly addressed to Persons with Intellectual Disabilities differentiating the levels to fit each individual need.

The Training Program will address a broad representation of Persons with Intellectual Disabilities, including the participation of persons from all genders and ages, as well as representation of different age ranges.

Persons with Intellectual Disabilities (PID) are not an homogeneous group and can be classified in 4 support levels (American Association on Intellectual and Developmental Disabilities) based on the intensity of support that is needed, considering strengths and abilities, not just limitations.

Intermittent support Mild ID	Regular support or assistance is not needed; instead, they may only require additional support during times of transition, uncertainty or stress.
Limited support Moderate ID	PID that can learn to improve their adaptive behaviour with additional training, increasing conceptual skills, social skills, and practical skills although they may require additional support.
Extensive support Severe ID	PID that requires support that is more intensive. They have some basic communication skills and can complete some self-care tasks, but require daily support.
Pervasive support Profound ID	PID in need of the most intense level of support. Daily interventions are necessary.

* Where **ID** means Intellectual Disability and **PID** means Persons with Intellectual Disability

Due to the inclusive and accessible approach of our project, we aim to involve as much PID as possible, including those in more need of support.

GENDER DRAMA- ID is also addressed to professionals who work with persons with disability. It's additionally addressed to drama professionals or those who can turn into it in the future, as well as professionals interested in training PID for the acquisition of gender equality skills. It will be advisable for the trainers to rely on individuals with experience in the PID community who are interested in learning new training methodologies, in order to provide support during the learning and competency acquisition process.

4. Learning Outcomes

4.1. Persons with Intellectual Disabilities or PDI:

As a result of the implementation of the training methodology, Persons with Intellectual Disabilities will be able to:

- Increase their awareness of the importance of gender equality
- Understand what gender issues are
- Identify discrimination based on gender
- Assess situations related to gender bias
- Enhance creativity
- Develop social, emotional, and behavioural skills
- Be familiar with digital tools

4.2. Professionals working with PDI:

As a result of the implementation of the training methodology, Professionals working with Persons with Intellectual Disabilities will be able to:

- Acquire in-depth knowledge of an innovative methodology for training individuals with Intellectual Disabilities (PID) in gender equality through drama
- Transfer knowledge to and support Persons with Intellectual Disabilities to understand gender issues, identify discrimination and assess situations related to gender bias
- Be familiar with digital tools

5. Training Contents

5.1. Gender Issues:

The implementation of the Training Program will need the acquisition of knowledge covering the following areas of training contents:

- What is gender equality?
- Gender equality in the intellectual disability
- **Topic 1 Gender equality in interpersonal relationships** (family and friends, intimate relationships): this section will include themes related to everyday routines and habits, and it'll also talk about handling of stereotypes and hierarchy within the family, division of chores in the family, money provider, etc.
- **Topic 2 Gender equality at work:** this section will include themes related to division of labour within the workplace, any type of abuse related to stereotypes, the wage gap, etc.
- **Topic 3 Gender equality in education:** this section will include themes related to gender-based stereotypes associated to discipline choices and careers (for instance, women in science), stereotypes in the classroom, schoolyard, etc.
- **Topic 4 Gender equality in activities of daily living:** this section will include themes related to stereotypes encountered in activities of daily living within various settings such as the marketplace, banks, public transport, etc.
- **Topic 5 Gender equality in leisure:** this section will include themes related to stereotypes and gender bias in sport, hobbies and performance choices, body shaming, beauty gender stereotypes, etc.
- **Best practices to face gender issues.** It could also include “bad practices” to show them as the opposite situation that we want to promote.

5.2. Drama Based Training

- What is Drama Based Training and how does it work?
- Benefits of participating in Drama Based activities for PID
- Drama Based and Forum Theatre Techniques:

DBT Technique	Definition
Role playing	Using the methodology of active analysis, which starts with a proposed circumstance and turns into different consecutive improvisations of proposed circumstances we start from silence, then move to words and, finally, to sentences, aiming to create a piece. This process enables participants to focus on situations and circumstances that are related to their concerns.
Theatre of Objects Puppetry	Taking an object (it could be any object that we choose from a plate or a piece of paper to a doll or a book – there is no limit) we aim to animate it (give life to it), creating a story. This gives freedom of expression and allows the participants to expose feelings and ideas that might not even have been imagined.
Process Drama Semi- structured improvisation	The facilitator guides the participants through a procedure that starts with an abstract, proposed situation (for example: if you were in front of a river, what would you do?) and with the use of all the arts (drawing, painting, sculpting, music, dancing, etc.) the team decides how they will react and what they will do. This enables collaborative choices by the team and is highly participatory.

Forum Theatre Techniques	Definition
<p>Theatre of the Oppressed Mixed Forum Theatre</p>	<p>From the philosophy of Augusto Boal's forum theatre – the concept of replacing the victim, the creation of a work addressed to a special audience (which is concerned with specific themes), the possibility to stop the theatrical action and the spectators to become actors, to replace the victim and to highlight alternative perspectives. Alongside forum theatre techniques, we also use interactive theatre techniques that allow for audience interaction and participation in the evolving action. Tips and digital and non-digital tools for developing a drama play: script, casting, stenography elements and costumes, the characters of the play, etc.</p>

6. Approach of the training methodology

The training methodology will be based on the above proposed drama-based approaches. The main aim of the project is to increase the awareness and knowledge of Persons with Intellectual Disabilities about gender equality. This will allow them to identify situations of gender discrimination and reflect on how to better react to them.

The training program will be addressed to Persons with Intellectual Disabilities. The training process will be led by professionals working with persons with disability and/or experts in drama-based or gender issues who will also be trained through the activities and materials developed by the project.

The Drama Based approach will provide, as a final result, theatre pieces that will focus on five possible topics, known as interpersonal relationships (family and friends, intimate relationships), work, education, activities of daily living and leisure. The theatre pieces would be able to be performed separately, but there could also be the possibility of creating a larger theatre piece that would combine various shorter pieces from the five topics.

The themes that would be used to approach the methodology will come from materials gathered from all the members of the consortium. Those themes would spring from fairy tales, traditional stories, popular songs, TV's advertisement and/or poems. They could comprise material that is widely known by professionals and Persons with Intellectual Disabilities and through our approach they would be challenged in relation to the gender issues that they convey.

Within each training session there would be a three level division/differentiation to suit the abilities/competences of the Persons with Intellectual Disabilities. It's suggested that the activities should be graded, so that there are alternative forms of activities according to the cognitive status of the participants as well as the different levels of disability, without excluding the inclusive view of the workshops.

Based on techniques and methodologies from Augusto Boal's Forum Theatre and mixed techniques of Interactive Theatre, Forum Theatre and Documentary Theatre, in the context of applied drama for persons with disabilities, it is proposed to use mainly the concepts of:

- Presentation by trainers of a story/ or a character facing a problem
- Moving the spectators-participants into "spect-actors"
- Interaction with the audience of participants
- The possibility for participants to flip the story, creating alternative perspectives on the course of the situation and conflict resolution

In the context of the workshop format of the activities, it is proposed to use individual techniques and methodologies of Forum Theatre in combination with interactive drama exercises that allow for role substitution and experiential engagement of the participants.

The Training Program will be divided into the following sessions:

- **An introductory teaching session:** A session will be held in which the main related gender issues and drama based training contents will be introduced by the trainer to the trainees. The session will include the following group dynamics
- **Group Dynamic 1:** Why is drama based approach relevant and the methodologies that will be used?
- **Group Dynamic 2:** How can drama help gender issues in Persons with Intellectual Disabilities?
- **Closing session:** A session will be held in which the trainees will be invited to share their experiences related to the training process. This will be helpful in order to identify drivers and barriers, best and bad practices and spread the knowledge around gender equality for Persons with Intellectual Disabilities.

In this program you can find five training modules with five different topics: interpersonal relationships (family and friends, intimate relationships), work, education, activities of daily living and leisure; these will be divided into shorter sessions. The scope of the five training modules will encompass the following stages: discussion on gender issues, co-creation of drama play and development of the contents of the drama play, performance and reflection /assembly. The use of digital tools and specific training about them will be included in different actions of those stages.

The Training Program will be flexible and modular. This will allow the trainers and trainees to implement the whole Training Program or select those activities which will be more relevant for them. The implementation of the Training Methodology will be supported by the following main resources:

- A set of accessible Training Materials addressed to trainees, mainly documents (PDF, PowerPoint, case studies, best practices, assignments, etc.) and audiovisual format (videos, images, infographics, etc.)
- A Trainer's Guide with step-by-step guidelines and training resources for the trainers for supporting the implementation of the training methodology already structured in WP2, with instructions on how to use the training materials for PID and the digital training tool (WP4)
- A responsive, multilanguage and accessible Digital Training Tool will be developed for supporting the implementation of the Drama Based Training methodology structured in 3 main purposes and areas:
 - **Area 1:** Creation of Online Courses; trainers would create, set and manage specific online training courses; enrolled trainees could get easy access to the Training Materials in a structured manner; all participants will have access to a working space; online synchronous and asynchronous training sessions, that will support the F2F training sessions, will be possible.

- **Area 2:** Digital tools supporting the creation and development of drama plays. That way, the Digital Training Tool will integrate the use of digital tools: i) To promote critical thinking through the participative selection (voting tool) of the gender issue and the daily life situation that will be developed in the drama play; ii) Organising / launching challenges to the trainees that involve any of the activities that are going to be proposed; iii) Promote creativity through the digital creation of the drama play
- **Area 3:** ICT Tool for the creation and edition of videos. Trainers and trainees will record themselves during the co-creation, rehearsals and performances of the DBT plays done as part of the DBT methodology. After that, they will edit them with the support of the ICT Tool that has been provided. After the revision of the project partners, they will be uploaded and included as part of the Training Materials. Through an easy-to-use wizard integrated into the platform, the users will be guided to produce and edit interactive content for the drama play and the different activities.

7. Scheme of training methodology

The general training methodology is based on the graded and alternative use of techniques, approaches and exercises of theatre and drama, with a focus on persons with disabilities. More specifically, the physical exercises, theatre of objects, process drama, interactive theatre, are a canvas from which the animators draw material to communicate with the participants' gender-based issues through drama.

The structure of the individual modules is based on the division into introduction, main action, feedback and closure, while from one module to the next, there is always a general "bridge" that connects the actions and motivates the participants to wait for the next session.

It's recommended to do a first warm-up with exercises for the body (either by walking around the room or from the seats) or a parallel warm-up for the voice, where clinical conditions allow.

It's then proposed to follow one or more methodologies (from the suggested ones) for working on themes, such as interpersonal relationships with family and friends.

Each theatrical approach can be used independently over a short or long period of time, or can be joined in parallel with a subsequent one, if necessary.

A prerequisite for facilitating the participants is the prior 'exposure' of the animators to the theatrical methods and the cultivation of a group atmosphere in which they feel comfortable so that they can communicate and express themselves through theatre/drama.

The following **Experiential Training Activities** (ETAs) will be developed:

7.1. Gender Issues in Interpersonal Relationships (Friends and Family)
7.2. Gender Issues in Activities of Daily Living
7.3. Gender Issues in Leisure
7.4. Gender Issues in Education
7.5. Gender Issues at Work Environments
7.6. General introduction on the drama based methodology

7.1. Gender Issues in Interpersonal Relationships (Friends and Family)

Objectives:

- To increase the awareness on gender issues for Persons with Intellectual Disabilities in interpersonal relationships
- To identify the gender issues for Persons with Intellectual Disabilities in relationships with friends and family through drama and alternative perspectives
- To understand the main concepts related with drama/theatre and how they can be useful for Persons with Intellectual Disabilities
- To learn new ways of communicating with friends and family through drama techniques
- To motivate the trainees to be engaged with the following stages of the project

Participants and roles:

- Persons with Intellectual Disabilities; trainees
- Professionals; trainers who will be trained as trainers.

Learning outcomes:

- Trainees will be able to identify the gender issues in interpersonal relationships
- Trainees will be able to identify the main areas where their health self-management can be reinforced during communication with friends and family
- Trainees will be able to find alternative perspectives on new ways of managing interpersonal relationships with family and friends
- Trainees will feel individual empowerment

Training Contents:

- Drama activities and Gender Based Stories/ Introductory Games and Activities
- Drama activities and Gender Based in Interpersonal Relationships

Main framework:

- Gender and Drama Based theories and practices

Estimated Duration: 16 hours

- Discussion on gender issues → 2 hours
- Co-creation of drama play → 8 hours
- Development of the contents of the drama play / performance → 5 hours
- Reflection / Feedback → 1 hours

Resources:

- **Training materials:** digital presentation for Teaching Session with 30-40 slides
- **Training tools:** improvised fabrics, materials for visual arts and painting, recyclable materials, scenic objects that enhance the theatrical process, where possible the projection on a screen will be used at the same time
- **E-Training Platform**
- **Digital Training Tools** for both trainees and trainers (creative use of the Program's platform) Other: Complementary readings, videos ("YouTube") contents and tool from existing projects

7.2. Gender Issues in Activities of Daily Living

Objectives:

- To increase the awareness on gender issues for Persons with Intellectual Disabilities in activities of daily living
- To identify the gender issues for Persons with Intellectual Disabilities in activities of daily living through drama and alternative perspectives
- To understand the main concepts related with drama/theatre and how they can be useful for Persons with Intellectual Disabilities
- To cultivate an alternative way of expressing everyday problems and to develop new means of expression through the art of theatre
- To motivate the trainees to be engaged with the following stages of the project

Participants and roles:

- Persons with Intellectual Disabilities; trainees
- Professionals and trainers who will be trained as trainers.

Learning outcomes:

- Trainees will be able to identify the gender issues in activities of daily living
- Trainees will be able to find alternative solutions to face gender issues situations in activities of daily living
- Trainees will feel individual empowerment and acceptance

Training Contents:

- Drama activities and Gender Based Stories
- Introductory Games and Activities
- Gender Drama Based activities in activities of daily living

Main framework:

- Gender and Drama Based theories and practices

Estimated Duration: 16 hours

- Discussion on gender issues → 2 hours
- Co-creation of drama play → 8 hours
- Development of the contents of the drama play performance → 5 hours
- Reflection / Feedback → 1 hours

Resources:

- **Training materials:** digital presentation for teaching session with 30-40 slides
- **Training tools:** improvised fabrics, materials for visual arts and painting, recyclable materials, scenic objects that enhance the theatrical process, where possible the projection on a screen will be used at the same time
- **E-Training Platform**
- **Digital Training Tools** for both trainees and trainers (creative use of the Program's platform)
- **Other:** complementary readings, videos ("YouTube") contents and tools from existing projects

7.3. Gender Issues in Leisure

Objectives:

- To increase the awareness on gender issues for Persons with Intellectual Disabilities in leisure
- To identify the gender issues for Persons with Intellectual Disabilities during leisure time through drama and alternative perspectives
- To understand the main concepts related with drama/theatre and how they can be useful for Persons with Intellectual Disabilities
- To learn new hobbies and to cultivate new interests through the art of theatre
- To motivate the trainees to be engaged with the following stages of the project

Participants and roles:

- Persons with Intellectual Disabilities; trainees
- Professionals; trainers who will be trained as trainers.

Learning outcomes:

- Trainees will be able to identify the gender issues in leisure activities and time
- Trainees will be able to identify the main areas where the gender equality can be reinforced during leisure time
- Trainees will be able to find alternative perspectives on their interests and new ways of having fun in groups
- Trainees will feel individual empowerment and acceptance

Training Contents:

- Drama activities and Gender Based Stories/ Introductory Games and Activities
- Drama activities and Gender Based in Leisure Time, Hobbies and Activities

Main framework:

- Gender and Drama Based theories and practices

Estimated Duration: 16 hours

- Discussion on gender issues → 2 hours
- Co-creation of drama play → 8 hours
- Development of the contents of the drama play / performance → 5 hours
- Reflection / Feedback → 1 hours

Resources:

- **Training materials:** digital presentation for teaching session with 30-40 slides
- **Training tools:** improvised fabrics, materials for visual arts and painting, recyclable materials, scenic objects that enhance the theatrical process, where possible the projection on a screen will be used at the same time
- **E-Training Platform**
- **Digital Training Tools** for both trainees and trainers (creative use of the Program's platform)
- **Other:** complementary readings, videos ("YouTube") contents and tool from existing projects

7.4. Gender Issues in Education

Objectives:

- To increase the awareness on gender issues for Persons with Intellectual Disabilities in education themes and options
- To identify the gender issues for Persons with Intellectual Disabilities on educational matters through drama and alternative perspectives
- To understand the main concepts related with drama/theatre and how they can be useful for Persons with Intellectual Disabilities
- To acquire new learning motivation through experiential and artistic activities
- To motivate the trainees to be engaged with the following stages of the project

Participants and roles:

- Persons with Intellectual Disabilities; trainees
- Professionals; trainers who will be trained as trainers.

Learning outcomes:

- Trainees will be able to identify the gender issues in education subjects and transactions
- Trainees will be able to identify the main areas where their health self-management can be reinforced during education time
- Trainees will be able to find alternative perspectives on their interests and new ways of gaining different types of education
- Trainees will feel individual empowerment and acceptance

Training Contents:

- Drama activities and Gender Based Stories/ Introductory Games and Activities
- Drama activities and Gender Based for Education

Main framework:

- Gender and Drama Based theories and practices

Estimated Duration: 16 hours

- Discussion on gender issues → 2 hours
- Co-creation of drama play → 8 hours
- Development of the contents of the drama play / performance → 5 hours
- Reflection / Feedback → 1 hours

Resources:

- **Training materials:** digital presentation for teaching session with 30-40 slides
- **Training tools:** improvised fabrics, materials for visual arts and painting, recyclable materials, scenic objects that enhance the theatrical process, where possible the projection on a screen will be used at the same time
- **E-Training Platform**
- **Digital Training Tools** for both trainees and trainers (creative use of the Program's platform)
- **Other:** complementary readings, videos ("YouTube") contents and tool from existing projects

7.5. Gender Issues at Work Environments

Objectives:

- To increase the awareness on gender issues for Persons with Intellectual Disabilities at work environments
- To identify the gender issues for Persons with Intellectual Disabilities at work environments through drama and alternative perspectives
- To understand the main concepts related with drama/theatre and how they can be useful for Persons with Intellectual Disabilities
- To acquire new communication ways at work environments through experiential and artistic activities
- To motivate the trainees to be engaged with the following stages of the project

Participants and roles:

- Persons with Intellectual Disabilities; trainees
- Professionals; trainers who will be trained as trainers.

Learning outcomes:

- Trainees will be able to identify the gender issues at work environments and work environment subjects and transactions
- Trainees will be able to identify the main areas where their health self-management can be reinforced during work
- Trainees will be able to find alternative perspectives on their reactions at working environments, through drama
- Trainees will feel individual empowerment

Training Contents:

- Drama activities and Gender Based Stories/ Introductory Games and Activities
- Drama activities and Gender Based for Working Environments

Main framework:

- Gender and Drama Based theories and practices

Estimated Duration: 16 hours

- Discussion on gender issues → 2 hours
- Co-creation of drama play → 8 hours
- Development of the contents of the drama play / performance → 5 hours
- Reflection / Feedback → 1 hours

Resources:

- **Training materials:** digital presentation for Teaching Session with 30-40 slides
- **Training tools:** improvised fabrics, materials for visual arts and painting, recyclable materials, scenic objects that enhance the theatrical process, where possible the projection on a screen will be used at the same time
- **E-Training Platform**
- **Digital Training Tools** for both trainees and trainers (creative use of the Program's platform)
- **Other:** complementary readings, videos ("YouTube") contents and tool from existing projects

7.6.General session for Drama Based Training

Objectives:

- To introduce the methodologies
- To familiarise participants with the suggest Drama Based methodologies
- To increase the awareness on gender issues for Persons with Intellectual Disabilities
- To identify the gender issues for Persons with Intellectual Disabilities though drama and alternative perspectives
- To understand the main concepts related with drama/theatre and how they can be useful for Persons with Intellectual Disabilities
- To cultivate an alternative way of expressing everyday problems and to develop new means of expression through the art of theatre
- To motivate the trainees to be engaged with the following stages of the project

Participants and roles:

- Persons with Intellectual Disabilities; trainees
- Professional and trainers who will be trained as trainers.

Learning outcomes:

- Trainees will be able to be involved in Drama Based methodologies, such as improvisation, devised theatre, etc.
- Trainees will be able to use fundamental principles of Drama Based methodologies
- Trainees will feel confident and creative

Training Contents:

- Drama activities and Gender Based Stories
- Introductory Games and Activities
- Drama activities in relation to gender

Main framework:

- Gender and Drama Based theories and practices

Estimated Duration: 7 hours

- Discussion of Drama Based methodology → 1 hour
- Exercises to explore DBT methodology/ Experiential training session → 3 hours
- Self-learning supported by online training tools → 2 hours
- Discussion / Reflection / Feedback → 1 hour

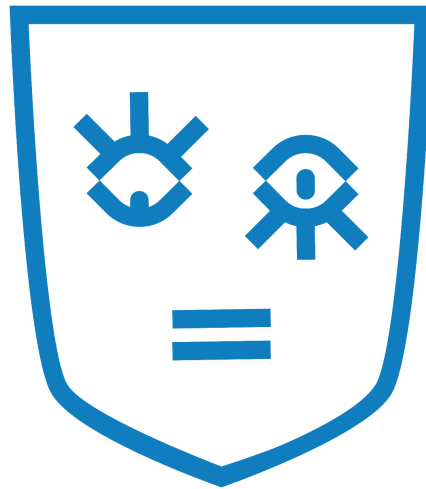
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Resources:

- **Training materials:** digital presentation for teaching session with 30 - 40 slides
- **Training tools:** improvised fabrics, materials for visual arts and painting, recyclable materials, scenic objects that enhance the theatrical process, where possible the projection on a screen will be used at the same time
- **E-Training Platform**
- **Digital Training Tools** for both trainees and trainers (creative use of the Program's Platform)

Other: complementary readings, videos ("YouTube") contents and tool from existing projects



GENDER DRAMA-ID

TEAM



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