

FEMINIST MEAL RESOURCE BOX



OXFAM
Québec

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We welcome comments and feedback on our feminist MEAL resource box. If you would like to discuss any aspect of this document, please contact SEAR_0QC@oxfam.org.

INTRODUCTION

WHAT IS THIS DOCUMENT?

This resource box collaborative collection of methods, instruments and exercises curated to uphold and enrich the feminist monitoring, evaluation, accountability and learning (MEAL) approach. Most are very well-known, and others have been recently co-created within Equality in Action's¹ feminist MEAL working group.



WHAT FOR?

The feminist MEAL steering document lays down an approach, its posture, a language, guiding principles and offers a range of reflections to challenge the user into furthering feminist MEAL. By contrast, this resource box offers an ever-growing mix of methods and activities to implement feminist MEAL.

HOW TO READ THIS DOCUMENT?

The reader is encouraged to use this resource box as a companion to explore, learn and ultimately further feminist MEAL. It is structured around the MEAL process (design, planning, monitoring, evaluation, accountability and learning).

This document is neither prescriptive (e.g., time allocation is up to users) nor to be followed to the letter. On the contrary, it is based on flexibility and it encourages adaptation and contextualization of the resources presented, to match specific needs and contexts.

¹ Equality in Action is a 7-year initiative (2020-2027) funded by Global Affairs Canada. It takes place in 13 countries, 3 regions and Canada (Sub-Saharan Africa: Benin, Burkina Faso, Ghana, Senegal, Sierra Leone, Liberia, Latin America and the Caribbean: Bolivia, El Salvador, Haiti, Honduras and Peru; Middle East: Jordan and the Occupied Palestinian Territory).

WHAT YOU'LL FIND IN THIS DOCUMENT?



Every technical sheet presented directly relates to the feminist MEAL approach:

Purpose	Technical sheet <i>(Click to go to sheet)</i>	Objective
Design	Resource allocation	Conversation starters on resources essential to feminist MEAL. For example, financial, human and temporal resources.
	Validation of assumptions	Structure the roadmap for a successful project by identifying assumptions, testing them via experiments, and recognizing risks.
Planning	Women's rights and gender justice	Build synergies between gender justice and feminist MEAL agendas by enhancing stakeholders' capacities and knowledges.
	Reflecting on the self	Engage practitioners in an exercise of positionality through reflexivity to recognize where one is situated in terms of privileges and oppressions.
	Gender power analysis	Investigate the gender dimension to map and assess the dynamics and stakeholders, in the exercise of power to expose both inequalities and injustices as well as opportunities for change.
	Facilitating participatory processes	Facilitating productive conversations requires preparation. Facilitators create the conditions for success: critical thinking and cooperation.
Monitoring & Evaluation	Exposing existing knowledges	Ascertain the knowledges participants bring to the table and use it to inform the group's work.
	Storytelling	Relate the value of a given project for the people we work with and communicate progress and learning in an interesting and accessible way.
Accountability		
Learning and knowledge sharing	Integrated cycle of knowledge management	Explore and enrich knowledge management throughout a project: 1) capture and creation, 2) sharing and dissemination, 3) acquisition and application of knowledge.
	Embodied knowledge	Explore alternate ways of capturing, co-creating, validating and sharing of knowledges. For example, learning through experiential pedagogy, gamification or art.

SHEET 1

ALLOCATING RESOURCES TO FEMINIST MEAL ²

We believe feminist MEAL can contribute to transformative social change by supporting empowerment and enhancing the agency of those involved, especially women. ³

Financial and programmatic planning are essential to further feminist MEAL. The following non-exhaustive list aims to start conversations on the adequate investments to be made:

FINANCIAL INVESTMENT

Oxfam had committed to invest a minimum of 5% of projects and programs budgets to MEAL by 2019. Feminist MEAL requires more than that. Have you allocated budget for:

- A significant level of effort by staff and volunteers to work closely with partners?
- All four MEAL components? Including the learning agenda?
- Ongoing capacity exchange on women's rights and gender justice for all project stakeholders and Oxfam staff?
- Cover participation costs (transportation, food, internet data or credits, online platforms, etc.)?
- Translation of documents and surveys into an accessible language for their primary users?
- Graphic design⁴?



² Sources: [Oxfam's Evaluation Guidance](#), [Oxfam's Evaluation Quality Assessment Tool](#), [Oxfam's tool for Assessing the Quality of the Terms of Reference for an Evaluation](#)

³ Oxfam-Québec (2021) [Feminist MEAL steering document](#)

⁴ Did you know that non-profit organizations are given free access to [Canva](#) Pro? Very useful when professional graphic design is not an option.

HUMAN RESOURCES INVESTMENT

Oxfam should develop close and highly collaborative relationships with partners. When recruiting mandates, have you allocated human resources to:

- Ensure that - when external consultants are needed – capacity exchange is integrated in the terms of reference (ToR) and that Oxfam and partner teams work in close collaboration?
- Focal points or leaders with time dedicated to knowledge management and to the learning agenda?

TIME INVESTMENT

Time is needed to establish trust which leads to quality participation, capacity exchange and learning. Have you allocated time for:

- Regular collaboration with partners in MEAL planning, design, and implementation?
- Participatory validation exercises of findings and reports?
- Enabling exchange on use of findings (i) for decision-making, design and implementation? (ii) for learning and advocacy?



SHEET 2

VALIDATION OF ASSUMPTIONS ⁵

Your assumptions are your windows to the world. Scrub them off once in a while, or the light won't come in. ⁶

OBJECTIVE

A theory of change is a hypothesis (or hypotheses) of how and why change happens. Assumptions are expectations of what will happen. Therefore, we usually consider assumption identification an essential aspect of a theory of change process. But, clarifying assumptions in a shared thought process can be done at any stage of the project with important stakeholders to ensure the assumptions are checked from different angles.

In MEAL, assumptions' analysis can⁷:

- Lead to the selection of appropriate indicators to monitor, measure and explain desired change
- Focus evaluation and learning. Critical assumptions for which little knowledge or evidence exists, can become the focus of action research to inform the change process.
- Define the learning strategy. Inevitably we will have identified assumptions about issues on which we know too little.

WHAT DOES SUCCESS LOOK LIKE?

Project indicators were adapted according to the assumptions' validation exercise. A critical assumption for which little knowledge or evidence existed became the focus of a learning question. The answers to the learning question will help identify best practices to contribute to transformative change.

RESOURCES

Validation of Assumptions Exercise

Instructions

1. Identify assumptions involved in carrying out feminist MEAL.
2. Prioritize assumptions considered most important and relevant: how likely they are to have influence over your intervention.

⁵ Exercise based on Oxfam Novib's "Validation by Testing Assumptions with Experiments".

⁶ Isaac Assimov cited in Thomas Aston (2020) [Windows on The World: The Power of Assumptions in Uncertain Times](#)

⁷ See Irene Guijt (2014) [Working with Assumptions in a Theory of Change Process](#)

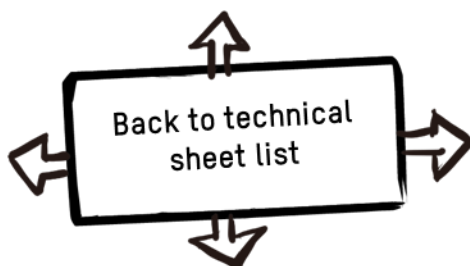
3. Plan experiments to test the hypotheses, identifying collection methods and sources as well as defining what success looks like. You can develop more than one experiment to test each hypothesis.
4. Choose project indicators, modify them or add some in order to generate evidence on hypothesized change

Questions to help find assumptions⁸:

- Why do we think that X is a solution for Y?
- What are we taking for granted about the target group, the stakeholders or partners?
- Why is X considered a problem?
- Which political, economic or environmental aspects are necessary to help the project to succeed?

For example, one of the Volunteer Cooperation Program’s assumptions:

Assumption	Experiments (testing of assumptions)	Collection method	Sources	What does succeed look like? (targets)
<p>If volunteers are recruited and trained in gender justice, TLWR and partnership, participatory approaches, innovation, inclusion, resilience, feminist MEAL, etc. to support partners</p> <p>Then it will lead to increased key competences of partners to advance gender justice and inclusive governance.</p>	Assess changes in key competences	Pre and post surveys on skill	Partner staff accompanied by volunteers at least twice a month during the year	75% of targeted partner staff obtain a higher score in skill post-test
	Assess the VCP’s contribution to the changes in key competences	Survey on the perception of the VCP’s contribution to changes in key competences	Partner staff accompanied by volunteers at least twice a month during the year	50% of targeted partner staff attribute change to the VCP



⁸See Butterfly Work’s Assumption test ([Method Toolkit p.13](#))

SHEET 3

WOMEN'S RIGHTS AND GENDER JUSTICE

I raise up my voice—not so that I can shout, but so that those without a voice can be heard.
We cannot all succeed when half of us are held back.⁹

OBJECTIVE

The successful implementation of feminist MEAL requires developing complementary knowledges and skills on women's rights and gender justice. Here are resources to do so.

WHAT DOES SUCCESS LOOK LIKE?

Oxfam and partner staff have embarked on an individual and collective feminist journey. Oxfam and partner staff challenge themselves daily to apply feminist principles in all dimensions of their work.

RESOURCES

Gender Justice Training Resource Collection

This collection brings together tried and tested gender justice training materials from across the confederation and the world. From facilitation notes to Power-Points, to activities to guides and case studies, the collection helps to deliver training across a wide range of thematic areas:

- Transformative leadership for women's rights
- Violence Against Women/Gender-Based Violence
- Men and masculinities
- Care
- Safeguarding

[Compass community](#)

⁹Malala Yousafzai

Feminist Principles

At Oxfam, we have committed to using feminist principles to guide our work and to live our values every day. To help us on our feminist learning journey, [Oxfam's Gender Justice Platform](#) has developed documents to support greater engagement and understanding of feminist principles.

- Oxfam's guidance document to support Feminist Principles [PDF in English, French, Spanish, Arabic](#) and [Compass community](#)
- Feminist principles in action. [PDF in English](#)

Oxfam's Guide to Preventing and Mitigating Domestic Violence in Women's Economic Empowerment Settings

Economic empowerment programs can potentially increase women's risk of experiencing gender-based violence. This guide is a tool for articulating and implementing strategies to combat gender-based violence, specifically domestic violence.

[PDF in French, English and Spanish](#)

Transformative Leadership on Women's Rights Training Manual on Women Land Rights

Training of trainers' manual designed to be accessible to women leaders in grassroots organizations in Africa to engage in the principles of Transformative Leadership for Women's Rights. Can easily be adapted for use in different contexts.

[PDF in English](#) and [PDF in French](#)



SHEET 4

REFLECTING ON THE SELF

By its very nature, a feminist approach challenges us to consider our own power, privilege and understanding of the world.¹⁰

OBJECTIVE

Feminist MEAL recognizes that our social identities impact our lives and our work. Reflect on the interpretation of our identities (i.e., *how are they classified and then valued?*) and how these affect our lives in terms of privilege or oppression.

WHAT DOES SUCCESS LOOK LIKE?

Participants self-identified within social groups. They described the impacts these social identities have on their lives and the way they make them feel. They reflected on how their positionality impacts their work.

RESOURCES

Starting with ourselves: how can we embed feminism in Oxfam's internal culture?

Oxfam is stronger when the internal culture directly reflects the gender equality sought through the work itself. Oxfam staff come from different contexts and backgrounds. We may share some experiences of privilege or oppression with others, and at other times our backgrounds and understanding may be very different.

Oxfam's Guide to Feminist Influencing [PDF in English, French and Spanish](#) and [Compass](#)

Positionality Through Reflexivity Exercise

Part 1:

Take time to answer the following in-depth questions. Imagine someone that does not know you will read them: what should that person know about you in order to understand you? Try not edit, explore what comes up.

1. Describe yourself in terms of age, class, nationality, sex/gender, language, skin color, class, etc.
2. Identify how do these social identities impact your life (e.g., how are you perceived by others?)
3. Identify how these impacts make you feel.

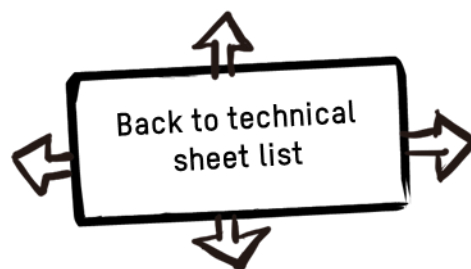
¹⁰ See Oxfam (2021) [Transforming gender inequalities, Practical guidance for achieving gender transformation in resilient development](#), p.3

Categories	Social Group	Impact	Feelings
EG. Age	Young	On the one hand, sometimes I'm not taken seriously. On the other, I am aware that the labor market is more welcoming to younger people.	It makes me feel challenged and in constant need of proving myself.
Class			
Skin color			
Ableness			
Nationality			
Sex/Gender			
Religion			
Language			
Other			

Part 2:

Answer these questions, individually or in groups, to further the reflection:

- What relationships do you have with those you are working with (community members, local partners, Oxfam colleagues) and the sites where the project is taking place?
- How do you consider that your assumptions, experiences, characteristics might influence research or evaluation implementation and analysis?
- How do you see positionality being applied to feminist MEAL and our work?
- What must we do in evaluation practises in order to consider positionality?
- How do we open our MEAL processes and bring others to do it as well?



GENDER POWER ANALYSIS

We need to recognize gender inequality as a structural barrier and a key driver of vulnerability, not simply a compounding factor of vulnerability, and to tackle it as such.¹¹

OBJECTIVE

How are power and resources distributed? How do we access it? How is it affected by characteristics such as gender, age, ability, class and ethnic differences? A gender and power analysis will help to understand dynamics that shape access to and control of resources and decision-making spaces. It will also allow to assess why and how gender-based oppression and violence occur to then expose strategies, allies and avenues of change.

WHAT DOES SUCCESS LOOK LIKE?

The gender dimension of relationships in groups or society was successfully mapped with partners and the people we work with. The data collected contributes to understanding power in various spaces (e.g., the household, the organization, the community) as well as in multiple areas (e.g., access to land or income). We identified the structures and relations that need to be challenged, the people or groups who need to be influenced and how to most effectively engage with them

RESOURCES

Ensuring your context analysis is gender transformative – conducting a gender power analysis

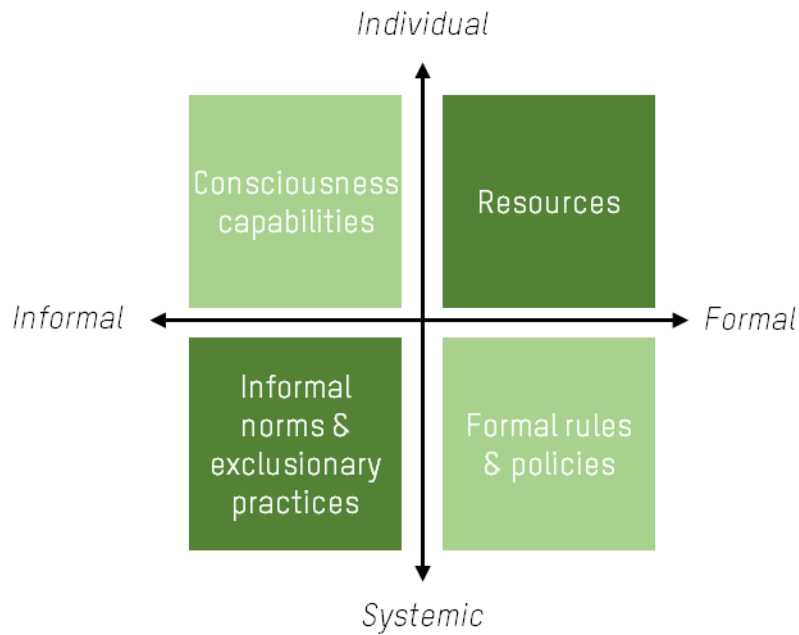
The most important aspect of the gender power analysis is not to define the different vulnerabilities of women, men and gender nonconforming people but rather to understand the causes of the inequalities and systemic marginalization underlying this difference.

Oxfam's guide on Transforming Gender Inequalities: Practical guidance for achieving gender transformation in resilient development (section 5) [PDF in English, French and Spanish](#)

¹¹ See Oxfam (2021) [Transforming gender inequalities, Practical guidance for achieving gender transformation in resilient development](#), p.22

Gender at work framework

The framework highlights the interlinked dimensions of change required to make sustainable progress on gender equality and women's empowerment. It can be used to uncover opportunities and barriers to gender equality, to map a strategy for change and to guide evaluative efforts to mark progress.



The four components of the gender at work framework (Credit: [Gender at work](#))

[Website in English only](#)



FACILITATING PARTICIPATORY PROCESSES

Methods, tools and techniques do not guarantee participation. Our attitude and behavior as facilitators [...] is of prime importance. The variations and applications of each tool are limited only by your own creativity.¹²

OBJECTIVE

Participatory approaches actively involve stakeholders in decision-making processes. They enhance power sharing throughout the MEAL cycle¹³. Participation improves the quality of decisions as “it is better to have as much knowledge, experience and expertise as possible in addressing the complex issues and problems”¹⁴. Participatory processes also build capacity and responsibility amongst stakeholders.

WHAT DOES SUCCESS LOOK LIKE?

Participants’ points of view, knowledges, experiences, needs and desired change have shaped the design and implementation of activities. Participants’ voices were amplified and what success is to them is paramount in the process. Participation was not an end in itself, rather it contributed to participants’ empowerment and agency.

RESOURCES

DIY Toolkit - Practical tools to trigger and support social innovation

Draws on a study of hundreds of tools used by development practitioners. Each tool description includes a key reference, to trace the tool back to its origins and dive deeper in its application.

PDF in [English](#), [French](#) and [Spanish](#)



¹² See [Participatory Approaches: A facilitator’s guide, Voluntary Service Overseas 2012-2015](#), p. 7

¹³ Mohan, G. (2008). *Participatory Development*. The Companion to Development Studies. Hodder Education. p. 46.

¹⁴ Dr. Nikki Slocum, *Participatory Methods Toolkit: A practitioner’s manual*, 2003.

Butterfly Works Method toolkit

A selection of co-creation and design-thinking tools. Provides step-by-step guidance on how to apply the tool and gives an indication on the time and materials needed.

[Website](#) or [PDF](#) in English only

Techniques et concepts d'animation issus de la collaboration entre Exeko et Oxfam-Québec

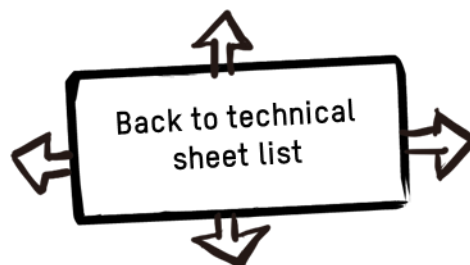
Generating a space for thought, creation, reflection, inclusive and accessible requires a mobile, flexible and varied toolbox for citizen participation.

[PDF in French only](#)

Communagir pour emporter

Tips for online and offline facilitation, essentials for successful participatory processes and 66 participatory activities tested by their team.

[Website in French only](#)



SHEET 7

EXPOSING EXISTING KNOWLEDGES

You already know something you don't even know that you know.¹⁵

OBJECTIVE

We all have knowledges and experience on issues and topics around feminist MEAL. Exploring, exposing and recognizing prior knowledges, while stimulating creativity, ensures participants can use what they already know as the basis to further learning.

WHAT DOES SUCCESS LOOK LIKE?

Participants felt comfortable sharing and felt heard. Common ground and a mutual understanding were established. Since feminist MEAL recognized everyone as knowers, exploring what people knew allowed to enrich and contextualize the process.

RESOURCES

Crazy 8's¹⁶

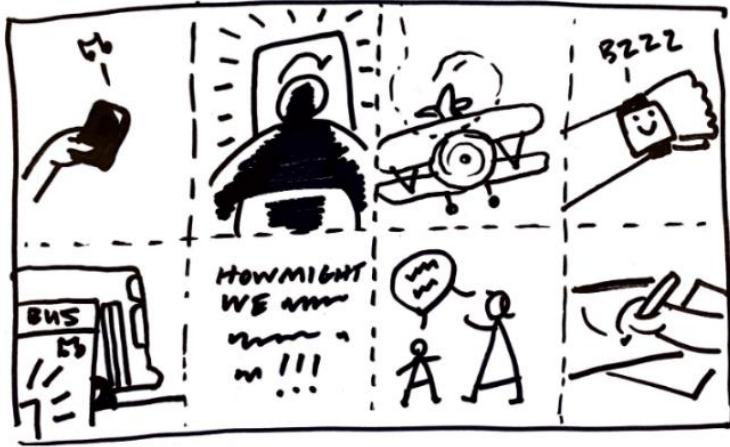
Game to explore creatively, define and socialize what a concept means for participants in different contexts.

Instructions

1. Hand in sheets of paper (letter size) to participants.
2. Ask them to draw or fold the sheet in 8 equal parts.
3. Ask them to think about 8 ways to define or explain the suggested concept(s). For example: What is feminism for you? What does power mean? What is justice for you?
4. Ask participants to write and or draw the 8 ideas about the concept. They have 8 minutes to draw!
5. Then, all the participants explain to the group their 8 drawing of what the concept means to them.
6. Finally, the participants vote or exchange on the definition that best represents the common understanding of the concept.

¹⁵Dr Milton H. Erickson, psychiatrist and psychologist

¹⁶More on Crazy 8's on [Design sprints' website \(in English only\)](#)



Example of a Crazy 8 drawing (Photo credit: Metalab.com).

The "clothesline"¹⁷

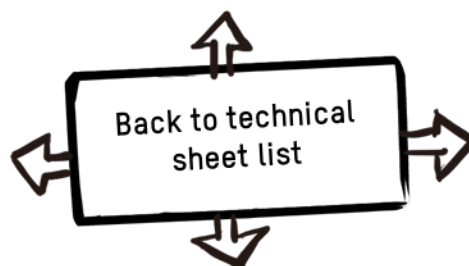
By hanging various key events on a string in chronological order, participants see a project's or community's history being reconstructed in real time.

Instructions

1. Individual reflection: Participants recall the events, significant elements or actions that have marked their project or community.
2. Group discussion: Participants take turns naming and writing down the elements they consider relevant on blank sheets of paper and pinning them to the clothesline as the discussion progresses.
3. Collective analysis: Ask participants for their impressions. What did they learn? What did they notice or discover during the activity?



Example of a clothesline activity (Photo credit: Communagir)



¹⁷ Source: Communagir pour emporter ([website in French only](#))

STORYTELLING

Sometimes reality is too complex. Stories give it form.¹⁸

OBJECTIVE

Use storytelling to learn from the people we work with, with regards to their livelihoods and context, the progress of the project and the significant change they identify. Storytelling can be applied for research, participatory monitoring, accountability (i.e., community members monitor the project being implemented) and advocacy.

WHAT DOES SUCCESS LOOK LIKE?

Participants shared their stories for diverse purposes. On that basis, the project was monitored by participants, which then facilitated accountability of staff and partners. Community-led content for advocacy was collected and knowledges were captured and shared. All this was done with prior participant consent.

RESOURCES

1) Stories of Change

People we work with relate the value of a given project and communicate progress in an interesting and accessible way. Particularly in complex or innovative programs, stories of change can bring the project to life for external audiences and generate substantial learning opportunities.

- Brief introduction to stories of change, Institute of Development Studies, [PDF in English only](#)
- Most significant change technique, Better evaluation [website in English](#) and [website in Spanish](#)

2) Graphic facilitation¹⁹

Through graphic facilitation, the content of exchanges between the participants are transposed through a mixture of words and images. It can create visual storylines to accompany a group's reflection or synthesize a process in an engaging and creative way.

For example, this is the synthesis of the Volunteer Cooperation Program's feminist MEAL working group journey (the group who produced this document):

¹⁸Jean-Luc Godard, film writer, director and critic

¹⁹Source: Facilitation graphique, [Champ libre Stratégies](#)



Oxfam-Quebec wanted to propose a feminist MEAL approach to further gender justice and women's rights in its volunteer cooperation program Equality in Action.

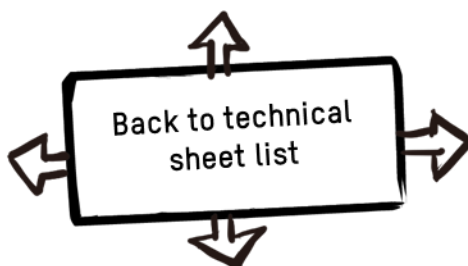


Drawing by Roselyne Clément ([Champ libre stratégies](#))

3) Photo Narrative Activity

Personal stories provide a glimpse into how people experience their lives and in consequence, the project being implemented. People, groups and communities share through photography the diverse and complex stories of who they are and their experience in the face of our work.

1. Deliver cameras and technical courses to participants. Can be done in the form of an express course with 'homework' to strengthen technical aspects of photography.
2. Once the participants have acquired sufficient knowledges and skills, there are asked to:
 - A) monitor. For instance, the project(s) being implemented with their community and/or
 - B) propose an ongoing plan of visual ethnography photos (e.g. ask them to take photos of the objects, people and places that are the most important for them)
3. In following sessions, participants present their photos and share with the group the narratives behind them (e.g. why the objects, people and places photographed are the most important for them)



INTEGRATED CYCLE OF KNOWLEDGE MANAGEMENT

A knowledge-sharing culture is one where people are encouraged to work together, to collaborate and share, and where they are rewarded for doing so. A paradigm shift must occur from 'knowledge is power' to 'sharing knowledge is more powerful'.²⁰

OBJECTIVE

For Oxfam-Québec, knowledge management is the process of creating, sharing and using knowledges within its organization and the Oxfam confederation. The integrated cycle provides a flexible set of processes and tools for capturing, sharing, and applying knowledges.

WHAT DOES SUCCESS LOOK LIKE?

Teams have generated, used and shared the best evidence and knowledges available to support Oxfam, partners and allies to achieve higher program quality and influence more powerfully.

RESOURCES

The Integrated cycle of knowledge management

The three phases of the cycle are 1) capture and creation, 2) sharing and dissemination, 3) appropriation and application. The mechanisms and tools used at each phase are accompanied by a fact sheet and relevant examples (note that most of these already exist in the Oxfam confederation).

[Suggested tools and methods \(in French only\)](#)



²⁰See Dalkir, Kimiz (2017), Knowledge Management in Theory and Practice, Third Edition, MIT Press.

EMBODIED KNOWLEDGE

You can read about riding a bicycle, but most likely you will learn by doing it. ²¹

OBJECTIVE

Feminist MEAL encourages exploration of other ways (besides text) to share knowledges, particularly complex concepts or processes. Learning certain concepts must take into consideration the context. Not everyone learns the same way. Learning is a process – how can we facilitate that process?

In alignment with feminist principles, embodied knowledge recognizes the lived experience as a powerful data source.

WHAT DOES SUCCESS LOOK LIKE?

Users commit to explore and experiment with ways of creating and sharing knowledges through experiential pedagogy (i.e., learning by doing), games, simulations and art (e.g., theatre, dance, music, drawing and painting).

RESOURCES

1) Experiential pedagogy²²

Vote with your feet

Having people explore their beliefs about sex, gender, and feminism in a game-type format can help them question some of their prejudices and misunderstandings and expand their thinking. By moving according to their agreement or disagreement with a statement, this allows participants to embody and compare their opinions to the opinions of others. It also helps to explore the reasons behind different viewpoints.

[We Rise Toolkit PDF in English](#)

Power walk

Participants play the roles described on their role-playing cards. They imagine the life of the person they will be playing. A list of statements is read and participants whose roles fit the statement take a step

²¹ María Fernanda Álvarez ([Artefacto Lab](#)), the VCP's feminist MEAL consultant.

²² See as reference, the "[Blue eyes, brown eyes experiment](#)" carried out by Jane Elliott, an anti-racist activist and diversity educator, in 1968 in the USA following the assassination of Martin Luther King.

forward. Once statements have been read, participants stay where they are and present their roles to the group.

Transformative Leadership on Women's Rights Training Manual on Women Land Rights: [PDF in English](#) and [PDF in French](#)

2) Games and simulations

Ninipolis

Online simulation game on the challenges faced by young Peruvians in obtaining suitable employment. The game is based on real data collected in two studies 1) Being young in Peru: education and work by Ana Paula Franco and Hugo Ñopo, and 2) Working Paper No. 7 "Youth and inequality in an uphill country" by Oxfam in Peru.

Game (in Spanish only): ninipolis.actua.pe/

Research (in Spanish only): [Ser joven en el Perú: educación y trabajo](#) and [Jóvenes y desigualdad en un país cuesta arriba](#)

3) Art

Music: such as the [awareness Covid-19 songs](#) or the [Sustainable Development Goal's hip-hop music video](#)

Drawing: such as Pictionary, storyboards and comics or graphic facilitation

Legislative theatre

One of the methods of the Theatre of the Oppressed (developed by the Brazilian director Augusto Boal over the period of 40 years). Legislative Theatre gives the audience an opportunity to intervene in the play. Interventions are based on issues that engage members of the audience. With the assistance of an activist, a lawyer and a lawmaker, the audience suggests changes to existing laws or articulates new laws.

[Animated video of the legislative theatre](#) (in English only)

