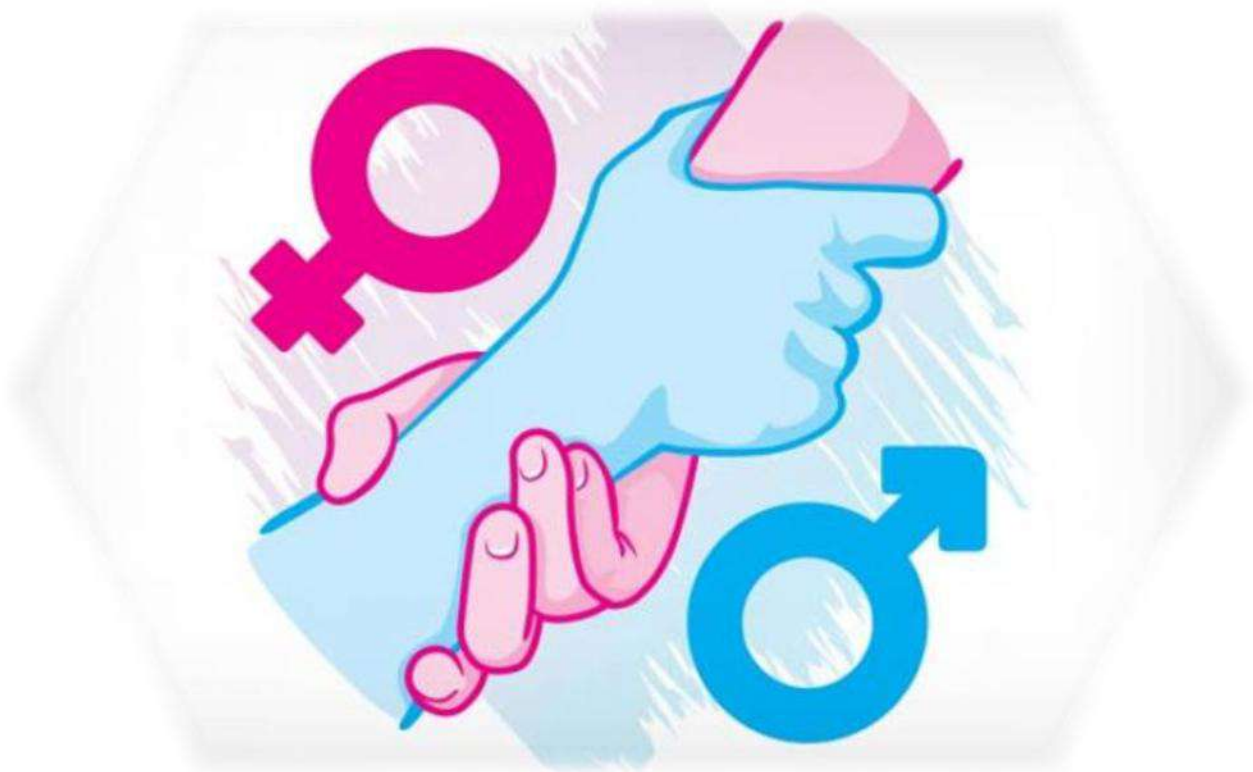




*Changing lives.  
Opening minds.*



## European Values: Gender Equality and Equal Opportunities



2021

Material made with the financial support of the European Commission.  
The content of this material represents the exclusive responsibility of the authors and the National Agency and the European Commission are not responsible for the way in which the content of the information will be used.



# European Values: Gender Equality and Equal Opportunities

*Changing lives. Opening minds.*

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**ERASMUS<sup>+</sup> school exchange partnership  
“Get in shape for Europe” (GISE)**



**Partners:**

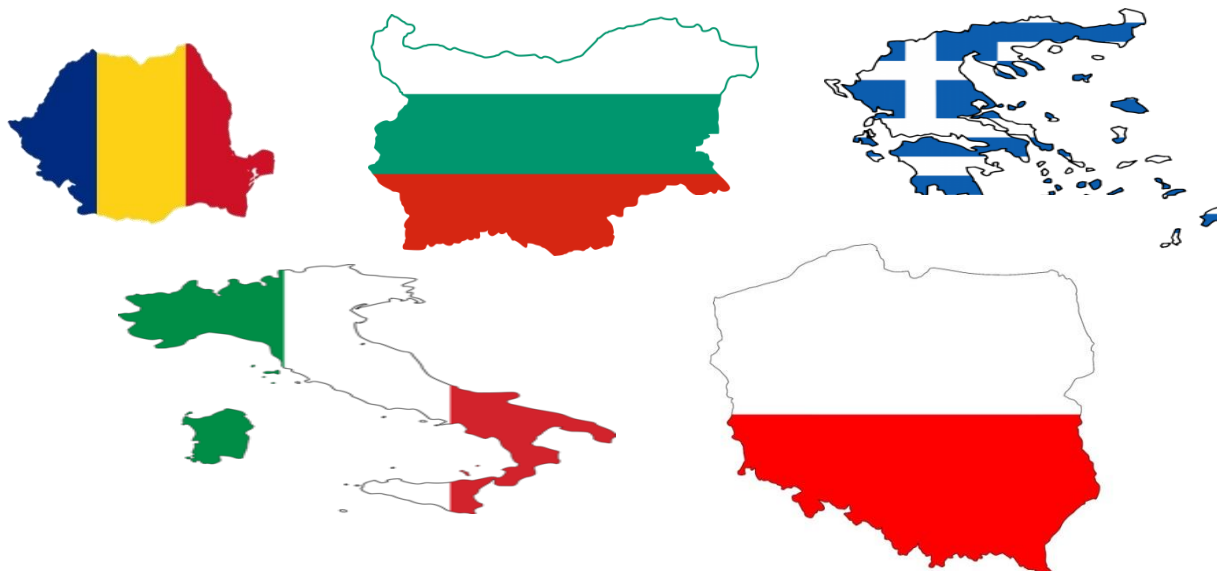
**“Ștefan Procopiu” High School (Romania, Vaslui) - coordinator**

**Foreign Language Secondary School (Pleven, Bulgaria) - partner**

**5th General Senior High School of Aigaleo (Aigaleo, Greece) – partner**

**The High School of Economics and Gastronomy (Tarnów, Poland) – partner**

**I.I.S. E. Majorana-A. Cascino (Piazza Armerina, Enna, Italy) - partner**



<http://lspvs.ro/erasmus-gise/>

# European Values: Gender Equality and Equal Opportunities

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## The following persons contributed to this material:

### “Ștefan Procopiu” High School (Vaslui, Romania)

- AMANCEI NICOLETA ILEANA
- APOPUȚOAIE MIHAELA
- BĂRDIȚĂ CARMEN
- BUSUIOC
- IONELA CRISTINA
- CIULEI MARIA
- COȘARU GEORGIANA
- CRĂESCU DRAGOȘ
- CROITORU DANIELA RAMONA
- DONOȘĂ ANA TEODORA
- GHINEA ADINA
- LOGHIN DIANA
- LUCA DIANA
- MAZGA DOINA
- MĂRĂNDESCU MIHAELA
- MITITELU ISABELA LUMINIȚA
- POPA ALINA
- TRIFAN ELENA DIANA
- VLAD INA CLARA
- VLONGA LUMINIȚA



### Foreign Language Secondary School (Pleven, Bulgaria)

- ZHORZHETA KAMENOPOLSKA  
GRETA DIMOVA  
TANYA ILIEVA
- LYUDMILA MARINOVA-BOYADZHIEVA  
LILIYA MANOLOVA  
TEODORA STEFANOVA



### 5th General Senior High School of Aigaleo (Aigaleo, Greece)

- PAPAIAKOVOU ATHANASIOS
- CHOLEVA VASILIKI
- GERONTITI STAVROULA
- GKOTSPOULOS PANAGIOTIS
- KARAVOTA MARINA
- MOROMALOU IOANNA
- POLYZOI GRIGORITSA
- TSOSKOUNOGLOU IOANNIS



### The High School of Economics and Gastronomy (Tarnów, Poland)

- MAŁGORZATA KRZEMIŃSKA
- BEATA NYTKO
- ANNA LINARD



### I.I.S. E. Majorana-A. Cascino (Piazza Armerina, Enna, Italy)

- ARENA RAFFAELLA
- CARBONARO CONCETTA
- LIUZZO GIUSEPPA
- MARIGGIO' LEONARDA



## I.PROJECT PRESENTATION

During the period 1 September 2018-31 August 2020, five European schools will work together to implement the School Exchange partnership "Get in Shape for Europe" (GISE). The partner schools are:

- The High School "Stefan Procopiu" (Vaslui, Romania)-coordinator
- Foreign Language School (Pleven, Bulgaria)-partner
- 5th General Senior High School of Aigaleo (Aigaleo, Greece)-partner
- The High School of Economics and Gastronomy (Tarnów, Poland)-partner
- I.I.S. E. Majorana-A. Cascino (Piazza Armerina, Enna, Italy)-partner

We discovered that here is a need for activities and projects that will make Europeans fall back in love with Europe again. School and education has an important role to play in promoting the common European values enshrined in the EU Treaty, values that are a prerequisite for creating a socially coherent society. Partner schools need opportunities to develop a conducive environment to the promotion of European values among pupils. Social, civic and intercultural competencies foster inclusiveness. So, the goal of the project is to promote democratic values and fundamental rights, social inclusion and active citizenship and equip students and teachers with the information and skills needed to become informed and involved European citizens.

The target groups for the implementation of project activities are the teachers and students aged 14 to 19.

### **SPECIFIC OBJECTIVES:**

- O1-to develop, by August 2020, for pupils in 5 European schools, social, civic and intercultural competences, by promoting democratic values and fundamental rights, inclusion and nondiscrimination, active citizenship
- O2-to develop, by August 2020, for pupils in 5 European schools of critical thinking about the use of the Internet, mass-media and social networks as a weapon against discrimination and manipulation
- O3-the exchange of experiences, best practices, methods and tools between teachers from 5 European schools on the development of social, civic and intercultural competences and facilitating their integration into schools activity
- O4–institutional development of partner schools through the exchange of experiences, methods, tools and good practices on the development of social, civic and intercultural competences and the management of European projects by supporting and strengthening European cooperation

### **RESULTS AND IMPACT**

#### **a)intangible results: teachers and students will:**

- improve their knowledge about the project theme (democratic values and fundamental rights, inclusion and non-discrimination, active citizenship), about EU (history, values, politics), about culture and civilization of partner countries
- improve their skills and competences (intercultural learning, teamwork, organization, communication, responsibility, adaptability, flexibility, digital competences, English communication)
- develop attitudes (positive attitude towards the EU, inclusive and non-discriminatory attitudes, tolerance and mutual respect, a better understanding of cultural and linguistic diversity, critical spirit, civic spirit), increasing motivation, positive attitude towards oneself and others

### **b)tangible results:**

- 5 short-term exchanges of groups of pupils, 5 short-term joint staff training events,
- 5 European clubs, 6 brochures, dissemination and evaluation materials, local activities, integration of results in school activities

This project contributes to the institutional development of schools from several points of view, such as strengthening the European dimension of schools and increasing the capacity to operate at European level by exchanging experiences, methods and best practices and integrating them into the teaching and extra-curricular activities of partner schools, creating, in partner schools, a friendly, inclusive and democratic environment, strengthening the cooperation between the teachers involved in the project activities (which can generate new ideas, new activities, new projects), increasing the quality of education offered in partner schools as teachers will improve their knowledge and skills that will be used in didactic and educational work, promoting schools in the educational community, strengthening cooperation with local institutions.

Our project aims to contribute to the implementation of the European policies mentioned in the documents (such as Europe Strategy 2020, Paris Declaration, Proposal for a Council recommendation-17 January 2018) aiming to promote a fair, democratic and inclusive society. A key factor in achieving this strategy is the social, civic and intercultural competences that foster inclusion.

### **PROJECT PARTNERS**

#### **The High School "Stefan Procopiu" (Vaslui, Romania)-coordinator**

Web site: [www.lspvs.ro](http://www.lspvs.ro)

Telephone: +40235318614x123, +40235318122x123

Email: [lspvs@yahoo.com](mailto:lspvs@yahoo.com)

Address: Castanilor Street, no. 3, Vaslui, Romania

"Stefan Procopiu" High School is teaching pupils in high school education. In this year, there are 1,765 students distributed in 68 classes: -23 with theoretical profile: 660 students -31 with service and technical profile: 680 students 14 vocational school classes  
Number of Teachers: 120 We want to participate in this project because we believe that in our school it is necessary to create a conducive environment to the promotion of inclusive school principles, a friendly and democratic school where all children are respected and integrated without discrimination and exclusion from ethnic origin, disability, special educational requirements, the socio-economic status of the families, the residence environment or the students' school performance. Many of our high school students face various difficulties: -educational difficulties. The school results of our school students are modest.-social and economic difficulties. Over 60% of our students come from socially disadvantaged backgrounds. More than 400 students receive scholarships because of low parents' incomes. 956 students are from rural areas and 856 students commute daily. -personal difficulties. Many students have difficulties in social integration, communication, do not have critical thinking skills, are intolerant, and sometimes even violent towards others. Involving students in the activities of this project is an opportunity for their personal development. Since 1999, our high school has implemented about 40 projects. We have particularly promoted environmental responsibility ("Energy for Tomorrow" project), gender equality ("Everybody can do it"), European Citizenship ("Ambiance" project), education for all (project "A friendly school"). In the school year



2017-2018, our high school is running for the title of "Ambassador School of the European Parliament". The teachers and pupils involved have gained an experience that they can use in this project.

### **5th General Senior High School of Aigaleo (Aigaleo, Greece)-partner**

Telephone: +302105982416

Address: Souliou and Peloponnesou,35, Aigaleo, Greece

The 5th Senior High School is situated in the city of Aigaleo, which is suburb near Athens. The total number of our students is 270, aged from 15 to 18, and as for our teaching staff, there are 30 teachers, specialized in different scientific areas. The subjects taught are: Greek Language and Literature, Biology, Mathematics, History, Chemistry, Physics, Physical Education, Religious Education, Project, Social and Political Studies, the English Language, Computer Science. The main aim of our school is to offer our students general education on the subjects mentioned above and to prepare our 3rd-



grade students for the University entrance exams since the Greek Educational System is mainly focused on that direction. Due to the economic crisis that has been plaguing our country since 2010, a lot of our students are facing certain social and economic difficulties, since the percentage of unemployment is quite high in our region. Therefore, this has a negative impact on the educational level of the students as well, who definitely need extra support and help by the teachers to respond to the high needs of school. In this context, the teachers try through combined efforts to involve students in projects and assignments in order to broaden their horizons, to raise students' about issues of world interest and violation of human rights and to enhance their team spirit and creativity through theatrical performances and extra-curricular activities, in order to promote social inclusion and tolerance. Our school has experience in running thematically-related projects: Youth Parliament, Visit to the Greek Parliament, 1974: Restoration of Democracy in Greece, Rhetorical strategies and debate, Human rights, European Youth Parliament, Euroscola, Model United Nations.

### **Foreign Language School (Pleven, Bulgaria)-partner**

Web site: [www.gpche-pl.com](http://www.gpche-pl.com)

Telephone: +359887428487

Address: 22 Alexander Stamboliyski, Pleven, Bulgaria



High school of Foreign Languages-Pleven has a 167-year history- celebrations and workdays, traditions and memory, a symbol of a great past and present, worthily walked path, filled with a sense of responsibility when educating the youth about universal values. Path of founders, artists, professionalists , innovators. Path of growth and rewarded prestige. Path of winners. High school of Foreign Languages-Pleven is a school with traditions in foreign language education. High school of Foreign Languages-Pleven is a heir of one of the first ten schools in Bulgaria, founded in the school year 1849/1850. The studied languages are: English, German, French, Spanish and Russian. Our motto is: "More languages- more cultures-



more worlds". There are 64 teachers teach 834 students. We have students with various social background so we aim to provide equal opportunities for education and career development. The high school is an active member of NABEK for 9 years. The school is associated with UNESCO, it is a member of the National Association "SEIGE". Our school is a licensed exam center for English Language Certificates for the Central North Bulgaria. We also work with BACEE Fulbright and we have had American teachers for 5 years. We have students who are National Laureates at Olympiads of Ministry of Education, winners at Multilanguage National Competitions, Prize-winners at Literature and Theatre Contests, which is a proof for the quality of education. This European project is interdisciplinary and transversal. It involves languages, science, history, geography, ICT and all subjects which will help us attain our priorities. The project addresses themes that are important to us (democracy, European values, rights, inclusion, active European citizenship). The project contributes to the development of skills and abilities that are extremely important for the current European society. This is our motivation for participating in this project.

### **The High School of Economics and Gastronomy (Tarnów, Poland)-partner**

Web site: [www.zseg.tarnow.pl](http://www.zseg.tarnow.pl)

Telephone: +48146361076, +48146361077

Address: Gen. J. Bema 9/11, Tarnów, Poland

Zespół Szkół Ekonomiczno-Gastronomicznych (The High School of Economics and Gastronomy) is one of the oldest and largest vocational schools in Tarnów. The school was founded on 6th November 1911. The school offers students both general and vocational education within two types of school: technical school and vocational school. The students may choose from the following specializations: economic technician, hotel industry technician, tradesman technician, technician of gastronomic services and catering, salesman, confectioner, cook, and waiter. The fields of



study we offer are based on the current core curriculum and a modern didactic basis, which guarantees the possibility of obtaining the highest qualifications in a given field. The school employs 74 teachers who have high professional and general qualifications. 721 students attend the school, including 527 girls and 194 boys. About 70% of our students are commuters and live up to 50 km from the school. Participation in the project will give us the opportunity to broaden our knowledge on basic European values: respect for human dignity, freedom, democracy and equality. During short-term study visits and workshops, we would like to exchange knowledge and experience with other schools regarding integration, non-discrimination, equality of rights of all European citizens, regardless of gender, origin, religion, in order to develop the figure of a conscious and committed citizen. Our school has experience in the implementation of various projects. In 2005-2006 we were the coordinator of the Socrates Comenius language project "We enter the labor market - a comparative analysis of application documents in Poland and Bulgaria." In 2009-2011 we participated in the Multilateral Comenius Project "I want to tell you a fairy tale ..." with the schools from Greece, Turkey, Bulgaria and 2 schools from Romania. In 2012-2014, we were a participant in 2 Polish historical projects about: "Remember the past events. History and culture of two nations" and "You cannot forget about this". In 2009-2010 we implemented 19 e-Twinning projects, 3 of which received both National and European Quality Labels.

## **I.I.S. E. Majorana-A. Cascino (Piazza Armerina, Enna, Italy)-partner**

Web site: [www.itispiazza.gov.it](http://www.itispiazza.gov.it)

Telephone: +390935683659

Address: Piazza Sen. Marescalchi, 2, Piazza Armerina, Enna, Italy

The I.I.S. “E. Majorana-A. Cascino” of Piazza Armerina is a large high secondary school with a very long tradition and experience: it has been operating in our area for about 150 years. Over the years it has changed courses and specialization to keep pace with modern demand. Today it covers different programs of education: technical education (with specializations in I.T., Mechanic, Electronics, Chemistry), vocational education (with specialization in Tourism), theoretical education (with specialization in classic and scientific studies). After a five-year-course our students get a diploma and they can choose to look



for a job or attend university. The total amount of the students is 1066 divided into 58 classes. The school employs 115 teachers with high professional and general qualification. 70% of our students are commuters who come from small centres in the neighbourhood. The social and cultural background of the students is mixed: a great part of the students’ families face economic problems due to the high percentage of unemployment in our territory and don’t have opportunities to travel abroad. A smaller part of the students have good economic conditions. This diversity is an advantage that gives the opportunity to be in contact with different realities and to learn the respect of diversity. The project GISE fits with our educational syllabus whose main goal is, among the others, the promotion of an intercultural education, of the respect of differences and the dialogues among different cultures. The short term visits and workshops will give our students the opportunity to exchange experience and knowledge with students from other countries and to learn how to be a real European citizen. Furthermore the presence in our territory of organizations which deal with migrants gives us the opportunity to organize meetings and discussions with the students in order to promote the ideals of social inclusion and non discrimination. Teachers in foreign languages have been involved in Leonardo Projects; they have coordinate many language stages in England, France and Spain (PON FSE from 2008 to 2014) involving about 300 students. We usually organize courses in our school to get the most important certifications: Trinity, Delf and Dele.

**Due to the pandemic, the implementation period of the project was extended by 12 months until 31.08.2021.**

## II. Short-term joint staff training Events – European Values: Gender Equality and Equal Opportunities

**Type of the activity:** Learning/teaching/training activity - Short term joint staff training events  
**Activity Title:** European values: Gender Equality and Equal Opportunities

**Duration of the activity:** 3 days: 20-22 April 2021

**Learning/teaching/training activity goal:** sharing best practices and experiences among teachers in partner schools on promoting gender equality and equal opportunities among pupils

**Host partner:** "Stefan Procopiu" High School, Castanilor Street, no.3., 730151, Vaslui, Romania

**Activities/tasks carried out:**

**a) debates and presentations.** Topics discussed:

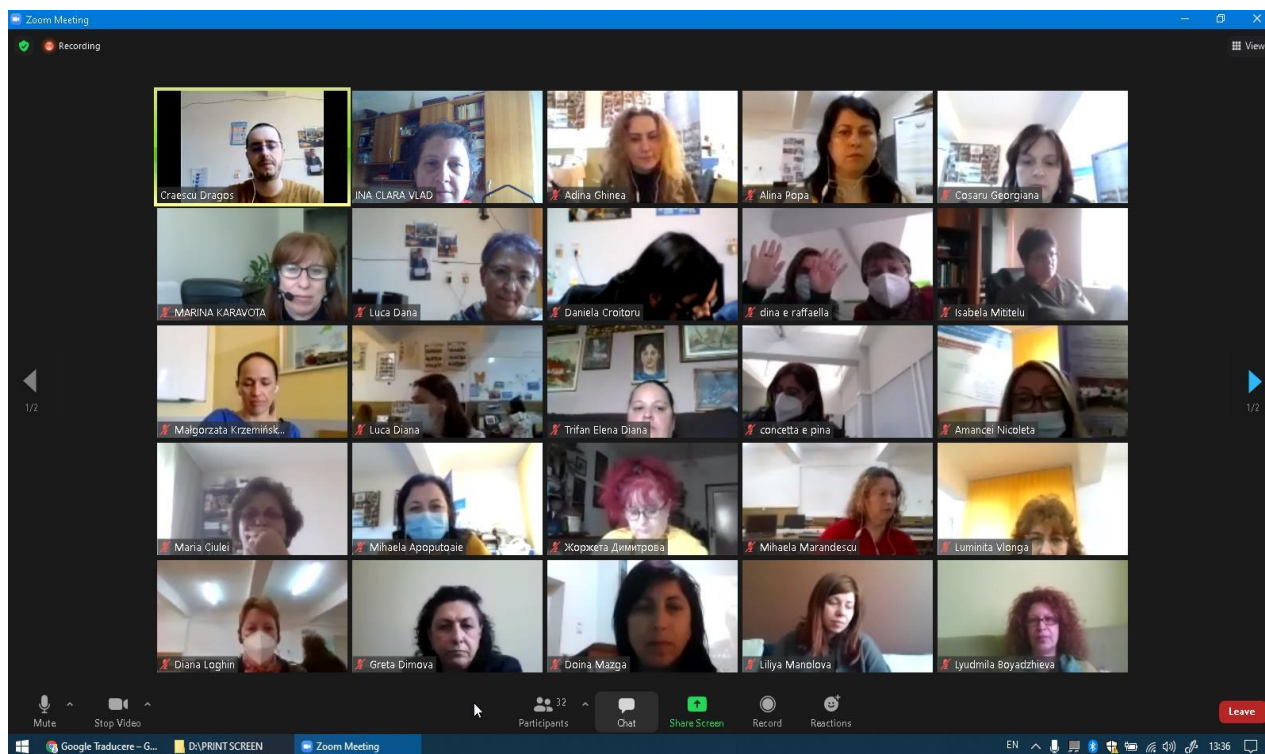
- Erasmus+ - opportunities and challenges;
- European Values: Gender Equality and Equal Opportunities (European and National Policies on Gender Equality and Opportunities, The Role of Teachers in Promoting Gender Equality and Opportunities, What Does Gender Equality mean in Education?, Education for Gender Equality, and equal opportunities in the national curriculum of the Member States, gender discrimination analysis)

**b) Seminars, workshops practical exercises, discussions and reflections in mixed transnational teams:**

- ✚ Presenting examples of good practice in promoting gender equality and equal opportunities
- ✚ Working on the eTwinning platform-Project Twinspace, brochure "European values: Gender Equality and Equal Opportunities"

**c) workshops, practical exercises and debates in transnational mixed teams:** learning activities that contribute to the promotion of gender equality and opportunities, and analysis of equal opportunities in partner schools, identifying good practices and issues that should be improved.

**d) reflection and evaluation activities** (comments and feedback, peer evaluation, filling in questionnaires)



## RESULTS

### Intangible

- awareness of the importance of approaching media education in schools, the need to train teachers in this field;
- improved knowledge about Greek culture and civilisation;
- exchange of experiences and best practices in implementing European projects, in design and implementation of learning activities focused on fake news, manipulation and misinformation, cyberbullying, digital self, democratic competences in digital era etc. and integration into school and extra-curricular activities;
- developing the European dimension of partner schools through the exchange of good practices, increasing the capacity for transnational cooperation
- increasing motivation for new activities, positive attitude toward oneself and others, awareness of one's own attitude towards other ethno-linguistic groups;
- development of communication skills in English;

Tangible: brochure "European values: Gender Equality and Equal Opportunities"

The screenshot shows a Zoom meeting interface. On the left, a presentation slide is displayed with the following content:

Erasmus+  
**6 Ways You Can Promote Gender Equality In Your Classroom**

**6 WAYS YOU CAN PROMOTE GENDER EQUALITY IN YOUR CLASSROOM**

1. Be reflective and be objective.
2. Get feedback from colleagues and students.
3. Use gender-neutral language when appropriate.
4. Explain the context.
5. Seat and group students intentionally.
6. Use project-based learning.

teachthought  
 LEARNING PARTNERS

On the right side of the screen, there is a grid of 18 video feeds of participants. The names of some participants are visible, such as Malgorzata Krz..., Ina Clara Vlad..., Daniela Croitoru, and others.

The screenshot shows a Zoom meeting interface. On the left, a presentation slide is displayed with the following content:

**Some more ideas for teachers...**

- Choose some teaching examples than upend traditional gender stereotypes.
- Ask students what they mean when they use sexist language.
- Have a classroom seating plan that supports equal participation.
- Have equal academic and behavior expectations for all students
- Address when class materials stereotype one gender
- Ask students to participate in w variety of classroom chores
- Call the students of both genders
- Address students equally
- Create mixed-gender groups for class projects and discussions
- Encourage all the students to share their feelings
- Use gender-neutral language when possible
- Avoid asking students to speak on behalf of their gender
- Choose course materials for both men and women
- Avoid separating supplies or materials by gender
- Refer to students using the pronouns they prefer
- Give students awards according to their interests not gender
- Don't connect gender to an ability or personality trait
- Be a role model for your students

On the right side of the screen, there is a grid of 18 video feeds of participants. The names of some participants are visible, such as Isabela Mite..., Ina Clara Vlad..., Daniela Croit..., and others.

## BENEFITS FOR PARTICIPANTS:

### KNOWLEDGE:

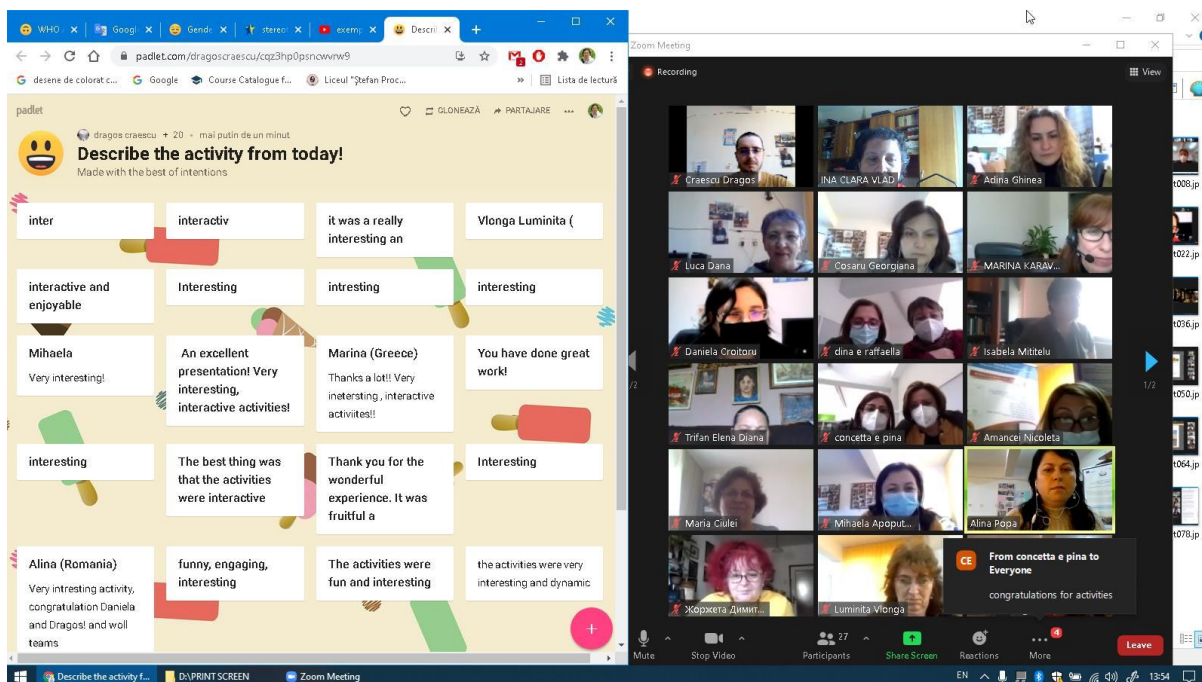
- about gender equality and equal opportunities
- exchange of experiences and best practices on implementing European projects, knowledge regarding the design and the implementation of the European project;

### COMPETENCES AND SKILLS:

- **Language skills:** Improvement of English communication (speaking and listening skills)
- **Pedagogical skills, learning to learn competence, transversal skills:** enhanced competences in the design and implementation of learning activities focused on gender equality, integration into school with extra-curricular activities, the new competences and examples of good practices, skills regarding the design and the implementation of the European project, practical skills (e.g. planning and organizing, project management etc.), problem-solving skills and taking decisions abilities, digital competences;
- **Civic, social and intercultural competences:** teamwork skills in mixed transnational teams, communicate constructively in an intercultural environment, show tolerance, express and understand different points of view, negotiate and to empathize, better understanding of cultural and linguistic diversity, cultural awareness and expression competence, respect and empathy towards other cultures, more tolerance towards other persons' values and behaviour, citizenship competences, emotional skills (e.g. having more self-confidence)

### NEW ATTITUDES:

- positive attitudes towards cultural and linguistic diversity;
- positive attitude toward oneself and others;
- awareness of one's own attitude towards other ethno-linguistic groups;
- increasing motivation for new activities.



The screenshot shows a Zoom meeting interface. On the left, a Padlet board titled "Gender Equality" is displayed. The board is organized into three columns: "Benefits of Gender Equality", "Disadvantages of Gender Equality", and "Something about Gender Inequality".

Benefits of Gender Equality	Disadvantages of Gender Equality	Something about Gender Inequality
chances for promotion for women	violence	different treatment at work
evolutive	conflicts	to prevent violence
degnity	violence	stereotypes
possibility to contribute to the society development	violence	aggression
freedom of their choices	violence	still too strong in our society
same rights	domestic violence	discrimination
progres	vulnerability of women	discrimination
	agresivity	Boys do not cry

On the right, a Zoom meeting grid shows several participants. A chat window is open on the far right, displaying messages from participants like Ioanna Moromalou, Malgorzata Krzemińska 2, and others, discussing topics like human rights, respect, and equal pay. The chat also includes links to external resources.

The screenshot shows a Zoom meeting interface. On the left, a Padlet board titled "Dream Job" is displayed. The board contains various text boxes with ideas and preferences for a dream job.

creativity	I want to remain a teacher with a higher salary (2000 euros per month would be a satisfactory salary)	I would like to be a minister or a doctor.	visiting new places
flexibility, creativity well paid	bonus. trips in Italy, Greece, Poland, Bulgaria, Romania	motivating, with changes	new interesting tasks
tolerance, well paid	A dream job should be rewarding and give you satisfaction	tolerance and diversity	The dream job it is one job for our soul.
creativity, respect, good working conditions, equal pay	relaxing environment well paid opportunity to advance in your career	short program	no discrimination
flexible schedule nice team	Diana	team work	Adina Ghinea a dream job is the

On the right, a Zoom meeting grid shows a large number of participants in a grid layout. The meeting is in progress, and the grid displays the video feeds of the attendees.



### III. European Values: Gender Equality and Equal Opportunities - examples of good practice

#### III.1. Everybody can do it! (ECDI)



Some years ago, "Ștefan Procopiu" High School Vaslui was partner in the Grundtvig Learning Partnership "Everybody can do it" (ECDI) in collaboration with another 7 European institutions (Spain, Portugal, UK, France, Estonia, Turkey, Finland).

**The goals of this Partnership were:**

- Promote gender equality between men and women in public and private life, emphasizing the importance of autonomy, in contrast to the traditional gender division of tasks in private life;
- Promote social integration and self-esteem by reinforcing learners' awareness of their own skills and potential to be an active part of society.





## Partnership products

### The questionnaire: "Women and Men – European Realities of Today"

- ✦ The questionnaire "Women and Men-European Realities of Today" was produced, applied and interpreted at the partnership level. Each partner presented the results of the questionnaire at a project meeting in Turkey thus highlighting the similarities and differences among the answers of the eight partner institutions.



### The brochure "Women who inspire Europe"

- ✦ The project teams from 8 institutions collaborate to produce the "Women who inspire Europe" brochure, which were used for the exhibition during the project meeting hosted by "Ștefan Procopiu" High School.



### Books and Videos Database on Gender Equality

- ✦ At partnership level, a database of books and films titles has been created taking into account the concepts of the "Everybody can do it!" Partnership (ECDI), such as: gender equality, equal opportunities, gender violence, stereotypes, discrimination, feminist movement, the role of women in science, army, etc.



### Video materials marking 25th November - "International Day for the Elimination of Violence against Women"

- ✦ One of the activities organized was the one marking November 25th - "International Day for the Elimination of Violence against Women". On this occasion, the partners make video messages on violence against women. The learners from the project were involved in making these videos.

### Gender legislation database

- ✚ Another outcome of the partnership is the database on gender equality legislation in the 8 partner countries.



### The brochure: "We are equal! Good Practice Guide on Gender Equality!"

- ✚ This brochure is the main product of the **Everybody can do it!** (ECDI) Partnership. During the two years of the project, each partner developed 4 workshops. Their description can be found in the brochure "We Are Equal! Good Practice Guideline on Gender Equality".



### Over 40 workshops about gender equality with the learners enrolled in the target group



## The Decalogue of Good Practice on Gender Equality

- 1 Raise awareness about difference as richness
- 2 Reject confrontation. Women are not against men and men are not against women. We are all together in seeking justice, freedom and equality.
- 3 Refuse dichotomies. There is not just women and men, male and female, but also gay, lesbian, bisexual and transgender.
- 4 Do not fall into unilateral (one sided) gender self-pity. We begin from the promise that Patriarchy has damaged BOTH males and females in different ways and fields, often bringing violence, war, domination and emotional suppression.
- 5 Do things together, sharing experiences, projects and thoughts in order to have constructive relationships which reconcile interests thereby building equality. Emphasise that a sense of equality is an educational strategy.
- 6 Learn to recognise and value -Reproductive Tasks/Work-. See hyperlink : <http://www.unpac.ca/economy/unpaidwork.html> This would include the care and informal education of children, community participation and caring for elders. For the most part, this has been unpaid, often done by migrant workers, and yet it is basic to sustaining the economy.
- 7 Draw attention to (and keep up-to-date with) those equality facts (ECDI can be a resource.) Many men and women have the false perception that Gender Equality has been achieved.
- 8 Use inclusive language. The way messages are built into our speech/writing effects our thinking, social relationships and the wider social system. Try to interchange words like she/he, son/daughter. Be alert to any attachment of an activity or personality trait to only one gender. E.g. boys-football. girls-intuitive.
- 9 Indicate and appreciate the presence and contribution of women in any field of everyday life. Avoid comments which minimise or diminish their role, or make unfair comparison. Recognise that it is only relatively recently that women have come to occupy public life and positions of power. Give time before making judgement.
- 10 Ask people of the group (e.g. Learners) how they feel, if they feel respected or if things should change... Observe and analyse behaviours such as who talks more and who occupies space and demands attention. Don't assume things OK if they look OK.

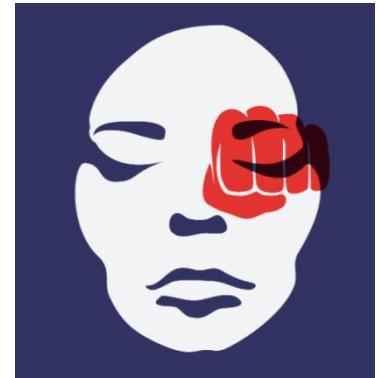


## The Romanian Mascot made by 2 learners from the project



## III.2. Let's Act Against Gender Violence!

Did you know that, according to statistics, gender-based violence kills as many women as cancer? Far from being a marginal, banal and unimportant phenomenon, gender violence is a widespread reality in Romania, as well as in the European Union. Considering these aspects, we developed the project entitled "Act against gender violence" which won first prize in an important competition organized by the Vaslui School Inspectorate.



### The specific objectives of the project were:

- awareness by participants that gender-based violence is a current social problem and a violation of human rights;
- improving participants' knowledge of the causes, forms and consequences of gender-based violence;
- improving participants' skills to propose solutions to reduce gender-based violence.

The 22 students in the target group participated in five training sessions on gender violence. The applied methods were interactive: case studies, debates, group work, storytelling, brainstorming.

During the first training session, participants understood the difference between gender and sex, learned to distinguish biological differences from stereotypes, established what gender violence and domestic violence mean, realized that gender violence is not a quarrel between lovers, establishing the differences between these two types of violence, they expressed their opinion on various statements about gender violence, establishing myths and realities.



During the second training session, the participants identified the causes of gender violence, the forms of manifestation and its consequences. The students were divided into 8 groups, each receiving the task of identifying abusive behaviors that, in their opinion, could fall into the 8 segments of the wheel: intimidation, emotional abuse, isolation, minimization, denial and blame, the use children, economic abuse, male privileges, coercion and threat. The conclusion we reached is that the aggressor, using the mentioned behaviors, gains control and power. The "Wheel of

Equality!", the alternative to violence between partners, was also completed.



During the third training session, the students, divided into groups, identified elements that, from their point of view, are characteristic of a healthy relationship between a woman and a man. They discussed the ways in which culture contributes to the production, dissemination and perpetuation of gender violence. Also, through a group exercise, students came to the conclusion that language is not gender neutral and often contributes to manifestations of gender violence.

On the occasion of the fourth training session, starting from a case study, they identified the elements of danger in the aggressor's behavior, elements of vulnerability related to the victim, elements that increase the risks and identified ways to act against gender violence. At the level of the state, the educational system, the media, the family, the church, the civic sector, the economic sector.



On the occasion of the fifth working session, the students, using the "art of storytelling" method, shared their stories regarding street harassment and drafted the manifesto "Let's act against street violence".

**The final product of this project is the guide "Let's act together against gender violence" which presents a training model structured on 5 training sessions.**



## What is the EU doing regarding gender based violence?

The EU protects women and children from gender-based and domestic violence through legislation and practical measures. The [EU Gender Equality Strategy 2020-2025](#) confirms that the European Commission will do all it can to prevent and combat gender-based violence, support and protect victims, and hold perpetrators accountable. The Gender Equality Strategy provides for an ambitious set of measures for ending gender-based violence.

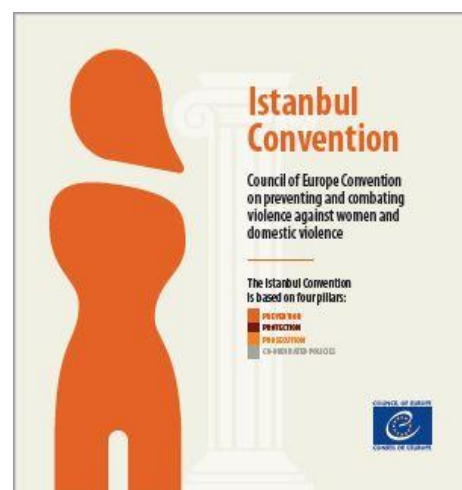


The Council of Europe Convention on preventing and combating violence against women and domestic violence – the ‘Istanbul Convention’ – is the benchmark for international standards in this field. The EU signed the Convention in 2017, signaling the intention to become a party to this most advanced human rights agreement on protecting women from violence. Concluding the EU’s accession is a key priority for the Commission.

The Council of Europe Istanbul Convention is the most comprehensive international human rights treaty on violence against women and domestic violence.

This legally binding instrument explicitly defines violence against women as a human rights violation and a form of gender-based discrimination and includes a strong emphasis on prevention and survivors’ rights.

In addition to Council of Europe Member States, it can be ratified by the European Union and is open for accession by any State in the world.



As announced in the [Commission Work Programme 2021](#), the Commission intends to make a new legislative proposal to prevent and combat gender-based violence against women and domestic violence. The proposal will aim to strengthen the actions taken by the Member States by ensuring a minimum level of protection across the EU, both online and offline.

### III.3. Justice has no gender!

The project was implemented by the National Agency for Equal Opportunities between Women and Men (ANES) in partnership with the National Authority for Persons with Disabilities and the ActiveWatch organization. The project was funded by the European Commission.

"Stefan Procopiu" High School was among the 26 high schools that implemented this project.

#### The objectives of the project were:

- ❖ raising awareness among students and teachers about school violence and gender discrimination;
- ❖ changing misconceptions about gender discrimination and abuse of women;
- ❖ developing students' abilities to recognize different manifestations of gender violence, to learn methods of intervention and action against gender violence.



The target group of the project consisted of 25 students aged between 17-18. These students have become ambassadors of awareness of the phenomenon of gender violence. These students organized various activities to promote non-discriminatory, non-stereotypical and non-violent behavior in relation to vulnerable categories of women and girls, victims of gender discrimination.

#### Main results:

- ✚ improving the students' knowledge, from the target group about gender violence (causes, forms of manifestation, consequences)
- ✚ improving the skills of students in the target group in terms of proposing solutions to reduce gender violence
- ✚ awareness of students in the target group that gender-based violence is an acute (though sometimes invisible) reality and a social problem in 21st century Romania

The final product of the project was a campaign at the high school level to raise awareness of the phenomenon of gender violence. Among the dissemination tools used: poster, logo, leaflet, Facebook page of the project, information materials.



A campaign should be big enough to make a difference, but manageable enough to get short-term results. It should build the base for future campaigns and actions.

### Some examples of the campaign activities

Promoting the project among the high school students .



Theoretical training that focused on important aspects of the project -people with disabilities, gender violence and discrimination.





On the occasion of the "High School Days", the team's members ,applied questionnaires, to the 12<sup>th</sup> grade students, on the phenomenon of violence in our high school.



The team from the "Ștefan Procopiu" High School, Vaslui, publicized the communication campaign "You have no reason to be violent" at the StudentS' Council and asked its members to propose sanctions for acts of gender violence.

Between March 1<sup>st</sup> -8<sup>th</sup> , 2019, the members of the "Justice has no gender" project team, made "motivational" symbols (martisor), that they offered to their female classmates.



During the week "To know more, to be better" they also organized a cake fair. The money raised was used to help the girls at a day center in Vaslui.



There were also activities that took place at the "Dimitrie Cantemir" School. The younger students were informed about the phenomenon of violence and, following the games and the interactive activities, they became aware of the need to get involved in combating this aspect. The students offered gifts and sweets to the children from a day center in Vaslui and, through the stories, they explained to the little ones that nothing excuses violence and that this aspect must be eliminated from all their activities.



### Why do a Gender Campaign in School?

- ✚ We believe that as we attain new knowledge in schools, we also learn the values around gender. Because learning about gender, or socialization of both boys and girls begins early, it is important to start discussion together and initiate change processes at a young age, so that attitudes can be shaped and behaviors transformed to create an equal and just society.
- ✚ A campaign can be a fun, yet effective way to start a public dialogue. It has helped to reach out to a large number of students and their teachers; and created an environment where they felt confident to talk, and discuss issues together.

Far from being a marginal, banal and unimportant phenomenon, gender violence is a widespread reality in Romania, but also in the European Union. Gender-based violence is a pressing issue in the European Union. At the same time, efforts are being made to combat this problem, as evidenced by numerous documents adopted at European level in this regard (such as the "European Parliament Resolution on the Elimination of Violence against Women" of 2009, "Istanbul Convention -2013, Gender Equality Strategy 2018-2023 - Council of Europe). According to statistics, gender-based violence kills as many women as cancer. The best weapon against this type of violence is EDUCATION. Passivity encourages such manifestations.

**STOP  
VIOLENCE  
AGAINST  
WOMEN**



### III.4. Beyond pink and blue.

#### Let's discuss about gender stereotypes and prejudices! - exercises

##### Exercise 1: Icebreaking exercise: "I like being a woman /man because ..."

- Participants will be seated in a circle and they stand up. To conduct the exercise a ball is needed. The participant who catches the ball must specify an argument for which he likes being a male or female, then he throws the ball the next participant.
- During the exercise, one of the participants will write the answers. Thus, at the end of the exercise, the participants will be asked whether those arguments can be applied to both sexes, or only women or only men.
- Also, participants may be asked to express their views on the different perceptions of the role of men and women (biological differences between the sexes or cultural and social traditions?)

##### Exercise 2. SEX or GENDER?

The facilitator presents the definitions for the two terms sex and gender.

**Sex**-refers to universal biological differences between men and women. Sex is determined by the construction of the sexual organs, facial features, figure, voice timbre, etc. These features do not depend on social change, they are biological, the person is born male or female.

The term **gender** refers to the ideas associated with the role of man and woman, that is what it means to "be a man or woman" (masculinity or femininity). Gender involves roles, responsibilities, and privileges socially constructed which can be attributed or imposed on women and men in a given culture.

- The participants will indicate whether the statements in the table refers to biological differences or gender. This exercise is aimed at the understanding of the participants the difference between "sex" and "gender".

Situations	SEX	GENDER
Men can not have children.		
Girls are generally shier than boys.		
The male brain is bigger than the female one.		
Generally women live longer than men.		
Girls play with dolls and boys with cars.		
Girls prefer to read and boys to play football.		
Wrinkles on men appear later than at women.		
Women have a better smell than men.		
Women are more emotional than men.		
Girls have long hair boys have short hair.		
Boys are better at maths.		
Women feel the pain more intensely than men.		
Men are preferred in leading positions.		
Girls are sensible, boys are strong.		
Men have a better spatial orientation sense than women.		

- Conclusions:
  - ✓ What is the difference between gender and sex? Sex (male / female) is biological and can not be changed. Gender (characteristics masculine / feminine behaviour male / female) is socially learnt, can change over time, and vary from society to society.
  - ✓ What is gender equality? **Gender equality** refers to fairness of treatment by gender, an equivalent behaviour in terms of rights, responsibilities and opportunities.

### Exercise 3. Women vs. Men (Act like a woman/man)

Participants will be encouraged to express their views on how men and women act in the following contexts: arriving home, communicating, watching a romantic movie, business trip, and diet/slimming cure, meeting boyfriend / girlfriend, methods of seduction, going to the toilet, bag, shopping, ideal partner.

Subject	Women	Men
Arriving home		
Communication		
Watching a romantic movie		
Business trip		
Diet		
Meeting boyfriend/girlfriend		
Methods of seduction		
Going to the toilet		
Bag		
Shopping		
Ideal partner		

- Participants will watch the animated film on the differences between men and women conducted by Bozzetto. The movie is on YouTube:  
[http://www.youtube.com/watch?v=x7QMoudKDGg&feature=player\\_embedded](http://www.youtube.com/watch?v=x7QMoudKDGg&feature=player_embedded)  
 Discussion: What do you mean by gender stereotypes? Or gender stereotypes? Why do we have gender stereotypes? What are the consequences of stereotypes on your life?
- Conclusions:
  - **Gender stereotypes** are a set of beliefs and opinions about the characteristics of women and men, the qualities of femininity and masculinity alleged. Stereotypes tell us how women and men are, and shows us how they should be and act.
  - **Gender prejudices** are preconceptions that determine labelling in terms of what is set to be accepted or rejected as a person is male or female.
- What are the consequences of gender stereotypes? Gender stereotypes lead to discrimination that may have long-term negative consequences, may limit the personal and professional development of people (because that person builds his life scenery by stereotypes and gender roles), can cause a person to judge others in terms of gender stereotypes and prejudices, regardless of individual characteristics leading to wrong opinions about that.

## Exercise 4. "Gender roles"

### Version I "Expectations"

- The participants are divided into two groups. The first group will complete on a sheet of flip-chart the expectations of the girl, the other group will complete the expectations of a boy. Each group will select a representative to present the results.

In your family/community which are the expectations from a girl?	In your family/community which are the expectations from a boy?

- Discussion: Expectations-source of gender inequality?, Do you think that in your community there are noticeable or significant changes in the roles of women and men? Do you agree with changes in the roles of women and men? For example, with what changes would you agree? Gender stereotypes affect men and women equally? What do you mean by gender roles? But by gender identity?

### Version II "The story of John and Joan"

- The participants stand in a circle. They will build imaginary biographies for two people, first of Joan's life, and the life of John.
- The participants will throw a ball. Who will catch it says something about Joan's life. Participants will cover all her life (childhood, adolescence, adulthood), school, college, job, children, friends, etc. The ball is thrown quickly so participants' answers to be spontaneous. A participant will write on a sheet of flip-chart the participants' responses to be discussed at the end of the exercise.
- The game will be repeated for the biography of John.
- Discussion: After the game, participants will analyze the comparative life of Joan and John. The game is meant to bring into question the fact that gender roles begin to build from birth.

Source: The Oxfam Gender Training Manual. Suzanne Williams with Janet Seed and Adelina Mwau, 1994, pp. 167-168.

- Conclusions:
  - Gender roles** are dominant attitudes and behaviours that society associates to women and men respectively their rights and responsibilities in a society. Gender roles involve a mixture of behaviours, attitudes, norms and values that society designates as masculine or feminine.
  - Gender identity (femininity and masculinity)** refers to the degree to which a person is seen as male or female, in relation to what is male and female in society. Femininity and masculinity are rooted in social rather than biological's society members deciding what is male or female.
  - Indeed, certain expectations are rooted in culture and tradition. Gender equality does not mean that such traditions should be ignored completely. But men and women are not associated exclusively with certain roles. Gender equality implies interdependence between gender roles. For example, men have to deal with household tasks generally associated with women to be able to do in certain situations (eg: the wife is in the hospital) .

## Exercise 5. "Triple role"

- The objective of this exercise is to determine the participants to reflect on the distribution of responsibilities between man and woman during a day.

### Version I. "A normal day"

- The participants are divided into an even number of groups (2, 4, 6). Each group will receive a flipchart and marker.

- Half of the groups will have the working load of thinking at 2-3 women they know and who meet the following characteristics: they are married, have a job, and have at least one child. On the flipchart the participants will write at least 10 activities that these women often do.
- The other half will be tasked with working to think about 2-3 men they know and to fulfil the following characteristics: they are married, have a job and at least one child. On the flipchart the participants will write at least 10 activities that these men often do.
- Each group will present the written activities.
- The trainer (discussion facilitator) will note on a sheet of flip –chart the activities identified by the participants for women and men , dividing them on areas: domestic (home and family), economic (salary, other activities bringing food and other ) , social (communication outside the family).

Activities	Domestic area	Economical area	Social area
Gender	Activities	Activities	Activities
WOMEN			
MEN			

- Discussion: What are the differences between a typical day in the life of a woman and a man? What can happen to the activity ..... (it is mentioned an activity that occurs only in women) if she gets sick? What can happen to the activity .... (it is mentioned an activity that only occurs in men) if the man is sick?

#### Version II. "24 hours"

- This version of the exercise is meant to determine the participants to realize that the imbalance in the distribution of household tasks between men and women is much higher in a low-income family.
- The participants are divided into two groups (preferably a group formed only by women and a group only by men) . Each group receives a sheet of flip chart and marker. Each group will select a name. Each group will discuss the life of a woman/ man in a low-income family. Groups can add various elements to the family's situation (number of children, job, etc.) . The group of men will include activities performed by the husband during the 24 -hour day, and the women's group will include activities conducted by his wife during the 24 hours. Each group will select a representative who will present the group's ideas. Identified activities can be grouped into the three areas of exercise "a normal day" economic, domestic, social.
- Discussion: What are the similarities between the two lists? But differences? What activities do men? But women? How much time do women spend working? But men? What do you think was the purpose of this exercise? What are the conclusions of the exercise?

The exercises "A normal day" and "24 hours" offers to the facilitator the possibility of introducing in the discussion the concept of "triple role". The work can be divided into three main categories:

- **Productive work** involving the development of goods and services for consumption and trade. When people are asked what they do, their responses usually refers to productive work. Both men and women are engaged in productive work, but their responsibilities and functions different. Productive work of women is usually less visible and sometimes less valued than men.
- **Reproductive work** refers to household maintenance (care of the household, raising children, paying bills, shopping, etc.). Although reproductive work is crucial for human survival, it is rarely considered "real work". In many societies, reproductive work is almost entirely the responsibility of women and girls.
- **Community work** involves the participation and organization of events and social services and ceremonies, celebrations, political activities, etc.. It is important volunteer work for the social and cultural development of the community. Both men and women participate in such activities, although in this case, gender division of labor prevails.

**Exercise 6: "Gender and leadership: Woman in charge?!!"**

The participants are divided into three groups. The three groups are given a list of 24 characteristics of a leader, a sheet of flip chart and markers.

CHARACTERISTICS OF A LEADER	
Vision	Common good
Integrity	Positivity
Modesty	Power of persuasion
The ability to assess the merits	Intelligence
The ability to work in a team	Charisma
Communication skills	Responsibility
Time management skills	Desire for self-improvement
Creativity	Motivation
Fairness	Self-esteem
Sense of humor	Self-confidence
Perseverance	Reason
The ability to stimulate by example	Ability to manage conflicts

- Each group receives one distinct workload. The first group will select from the list received and will note on the sheet of flip-chart 10 features of a woman. A second group will select from the list received and will mark on the sheet of flip-chart 10 features of a man. A third group will select from the list received and will mark on the sheet of flip-chart 10 features of a person involved in management (company, school, institution, country, etc.). It is important that groups know only their work load!
- Each group will select a representative who will present the selected features.

**Discussion:** There are features that have been selected for all groups? How do you explain this? Can women have successful careers? Woman leader, a phenomenon of the XXI century? You vote for a woman for president of the country? Imagine you are a reporter and you interview a woman who has a successful career. What questions will you ask her?

**Exercise 7: "Gender and leadership: John and Joana"**

- Participants are divided into an even number of groups (2, 4, 6). Each group receives a sheet of flip chart, marker and a task.
- Half of the group receives the next thing, "John, a famous doctor in town, has just been appointed manager of the hospital. Describe John. "
- The other half of the group received the following workload: "Joan, a famous doctor in town, has just been named manager of the hospital. Describe Joan."
- It is important that groups only know their task!
- Each group will select a representative that will present the features identified.

**Discussion:** What are the differences in the presentations of John and Joan? But the similarities? The presentations mention information about their professional training? There are differences in this regard between presentations?

**The phenomenon " glass ceiling"**

The term "ceiling / roof glass" refers to an invisible barrier that prevents the one to reach the success of their careers. The term is used especially where women can not advance into the highest positions in the workplace.

By roof / ceiling glass you can see. She may see those who are above it. But invisible barriers preventing women reaching the way up, that to achieve the same success.

The term began to be used in the 80s.

**Exercise 8: Ice breaking exercise : "Whose job is it ?"**

- The room is divided into three areas: "women's job", "men's job", "men and women's job." The facilitator will read certain jobs. According to their views, participants will go to that area.
- The jobs read by the facilitator: electrician, police officer, doctor, fireman, soldier, pilot, tailor, teacher, engineer, builder, taxi driver, singer, actor, etc..

**Discussion:** What are the stereotypes about the occupations you know? Why women can not have certain occupations? (because there are certain expectations from a woman or because there are concrete reasons?) Which of these stereotypes do you agree with? What changes in this area do you agree with? Do you agree with the statement 'equal work, equal pay'?

**Exercise 9. "Steps"**

**Version I**

- Each participant receives a token with some features. Taking some of these features, each participant will create a fictional character. Each participant will write on the token the features fictional character.

<p><b>Fictional character</b></p> <ul style="list-style-type: none"> <li>• <b>Woman or man;</b></li> <li>• <b>Single, divorced, married, unmarried but in a relationship;</b></li> <li>• <b>0, 1, 2, or 3 children</b></li> <li>• <b>Primary, high school or university studies;</b></li> </ul> <p><b>Who is your fictional character:</b></p> <p>.....</p> <p>.....</p> <p>.....</p>
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- The participants are cautioned that, since this is a fictional character they should not take only features that match themselves.
- The participants will be aligned. The facilitator tells the participants that he will read a few sentences. If they think that the fictional character created fits the requirement, the participant will make a step forward, if not it does not fit, he must remain in his place.
- The sentences read by the facilitator/trainer:
  - 1. You are you looking for a job. You go to the Employment Agency and fortunately, there are many jobs available.
  - 2. But most jobs require at least secondary education.
  - 3. The job that interests you most, requires university studies in the field.
  - 4. The work program for the job required is 8 hours a day.
  - 5. It may sometimes be necessary to stay overtime to complete tasks.
  - 6. One of the family members tells you that the job is well-suited to a man.
  - 7. Another job that drew your attention is in IT.
  - 8. You get a job and after two years you want to find another better paid job.

**Version II**

- The facilitator/trainer prepare one role card for each participant. The facilitator / trainer will emphasize that each participant must keep secret the received role.
- The participants will be aligned. The facilitator tells the participants that he will read a few sentences. If the participant believes that his role falls the requirements will make a step forward, if it does not fit, he must remain in his place.



**Discussions:**

- What characters are headed? What celebrities have stayed at the back? How did they feel when they took a step forward? But when they stayed there? Are there similarities between the game and reality? What was the purpose of the game? What are the factors that influence a career? Are women influenced by stereotypes in their career choice?
- What is equality between women and men in the labor market? (Equal opportunities for women and men relate to the consideration of capacities, their different needs and aspirations and their equal treatment).
- Equality between women and men in the labor market: reality or slogan? (Even if today, in Europe, the number of women is higher than men in the labor market gender discrimination exists)

**Exercise 10: "The same work, the same salary"**

- The facilitator / trainer explain that participants will play the role of workers who will get a load of work for the employer (eg. to make a particular drawing). The participants have 5 minutes to carry out the drawing.
- While the participants perform the design, the facilitator / trainer distributes each one a post-it (eg: male 40, female 35, male 23 years, female 47 years, etc.).
- After completing the drawing, the participants are asked to sit in line to be paid by the employer. Each is paid according to the pay scale. "Employer" announces aloud how much money each participant receives.

**Discussions:** How did those receiving more money feel? (or less) although everyone performed the same task?, Why some have received more money (or less) than others?, Are there these situations on the labor market in Romania? What forms of discrimination have been applied during the exercise? (Discrimination at the workplace based on gender and age). Are there any justification if women receive differentiated income than men for the same work?

<b>Pay scale</b>	
<b>Women between 18-25 years old</b>	<b>10 euro</b>
<b>Women between 25-35 years old</b>	<b>20 euro</b>
<b>Women between 35-47 years old</b>	<b>30 euro</b>
<b>Women over 47 years old</b>	<b>40 euro</b>
<b>Men between 18-25 years old</b>	<b>15 euro</b>
<b>Men between 25-35 years old</b>	<b>25 euro</b>
<b>Men between 35-47 years old</b>	<b>35 euro</b>
<b>Men over 47 years old</b>	<b>45 euro</b>

- The principle of "equal pay for equal work" is one of the fundamental principles of the European Union, dating back to 1957 (inserted by the Treaty of Rome). However, the average gender pay gap in the EU is about 16%.

Source: Compass - A manual on Human Rights Education with Young People (2002) - Council of Europe Publishing, "Best Practice Guide for the application of the principle of non-discrimination in educational activities"

### Exercise 11: Ice breaking exercise : "What I like doing in the house?"

The participants will be seated in a circle and standing up. To conduct the exercise a ball is needed. The participant who catches the ball must state the responsibility that makes him happy.

**Discussions:** Can the mentioned activities be made by both genders , or just by women or men?

### Exercise 12. "Who should do this ?"

#### Version 1:

- The facilitator prepares chips chores. Each participant chooses a token and answer the following questions: Who should do this? Why? Motivate your choice!

#### Version 2:

- The room is divided into three areas: "the responsibility of women", "male responsibility", "responsible men and women". The facilitator will read some sentences. According to their views, participants will go to the area.





<b>HOUSEHOLD CHORES. WHO SHOULD DO THIS?</b>
<b>Decorating the Christmas tree</b>
<b>Cooking</b>
<b>Paying the taxes</b>
<b>Taking part in parents meetings</b>
<b>Checking children's homework</b>
<b>Punishing the children when they are wrong</b>
<b>Washing the car</b>
<b>Washing the dishes</b>
<b>Doing the laundry</b>
<b>Buying groceries</b>
<b>Fixing the T.V/ computer</b>
<b>Cleaning the snow in front of the house</b>
<b>Cleaning the garden</b>
<b>Washing the bathroom</b>
<b>Washing the windows</b>
<b>Doing the ironing</b>
<b>Cleaning the house before holidays</b>
<b>Buying things in the house</b>
<b>Managing the family budget</b>
<b>Dusting the furniture</b>
<b>Cleaning the cooker</b>
<b>Cleaning the fridge</b>

#### **Discussions after finishing the exercise:**

Do you think that the woman should assume the majority of the household chores? Do you agree with a balance in doing the household chores?

**Exercise 13. Exercise to develop the creativity: "Women vs. Men"**

- The facilitator will present a Power Point and will coordinate the discussions at each slide.
- Slide 1: Describe the image. What is the woman doing?
- Slide 2: Describe the image. What it might write on the board?
- Slide 3: Describe the image. What would be her complaints? What does the woman ask? Look at the hidden side of the image. What it could represent?
- Slide 4: Describe the image. Characterize the mood of the characters. What is your opinion about the situation from the image? What do you think the man is thinking?
- What are the conclusions of the sketch?

	
<p>Slide 1</p>	<p>Slide 2</p>
	
<p>Slide 3</p>	<p>Slide 4</p>
<p>Source: <a href="http://www.michellehenry.fr/manwoman.html">http://www.michellehenry.fr/manwoman.html</a></p>	

### III.5. Is this love? Let's discuss about gender violence!

#### The purpose of the activity:

- ✚ to encourage the critical thinking and the reflection in connection to gender stereotypes and gender violence;

#### The objectives of the activity:

- ✚ improve knowledge of the causes, forms and consequences of gender violence;
- ✚ analysis of the most popular myths about gender violence;
- ✚ improving the ability to propose solutions to reduce gender violence;
- ✚ developing the ability to distinguish between conflict and violence;
- ✚ understanding how cultural factors, institutional and social factors contribute to the perpetuation of violence in couple relationships;
- ✚ awareness that gender violence is a social problem and a violation of human rights;
- ✚ increase the understanding and awareness level of the consequences of gender violence;
- ✚ understanding the issues a women, victim of gender violence, faces;

#### Description of the stages of the activity:

##### Exercise 1. "Myths and realities about gender violence" (20-25 minutes)

- The facilitator prepares the tokens with chores. Each participant chooses a token and will state his opinion about the statement on the token ("I do not/ I agree with this statement because ....." / "I completely disagree with this statement ..." and so on). The facilitator can intervene with various questions (Where does this stereotype come from? , How does this stereotype affect your life?) Or with more information about domestic violence (eg, statistical information about domestic violence).

MYTHS ABOUT GENDER VIOLENCE
1.Domestic violence takes place only in poor families or without education.
2.Soem women deserve to be agressed because they "ask for it".
3. The most violent men are under the influence of drugs or alcohol.
4. The man ca not control his agressive manifestations. Anger or alcohol make the man to lose control
5. The agressive men are mentaly ill or persons who are not socially integrated.
6. Violence against women is not a social problem, it ia a problem between husband and wife.
7. Gender violence is not a serious problem. It is just a „quarrel between lovers”, because any couple sometimes argues.
8. Gednder violence happens only in a low procent from the total of the relationships.
9. Stress and anger lead to violence.
10. Men can not be agressed.
11. Women like to be beaten by their men because otherwise they would leave.
12. The man has the right to „ discipline” his partner for an innapropiate behavior.
13. A man still can be a good father even if he beats the mother.
14. The abused woman can stop the abuse..
15. The persons who abuse always have an abusive behavior towards his partner.

At the end of the exercise, the facilitator can underline some conclusions related to gender violence.

- What is the difference between domestic violence and gender-based violence? After hearing the responses of the participants, the facilitator highlights the characteristics of the two types of violence. From a legal perspective, **domestic violence** is defined as any physical or verbal action committed by one family member against another member of the same family. Domestic violence is

a crime and punishable by law (for example, in Romania, domestic violence is sanctioned from 2000). **Sexual violence or gender violence** is the type of violence against a person on grounds that have to do with gender or sex of a person. The main victims of gender violence are girls and women.

- Gender violence is not a quarrel between lovers! What is the difference between conflict and violence? After hearing the responses of the participants, the facilitator emphasizes the characteristics of the conflict, namely violence:
  - The conflict involves: the consent, equality of parties involved, "they" earn alternatively, there is no humiliation for the loser.
  - Violence involves: no consent, there is inequality, one party dominates, and some suffer various consequences (physical, emotional, financial etc.) Is controlled by one party and other topics.

### **Exercise 2. "Whose to blame? The causes of gender violence" (20-25 minutes)**

- What do you think are the causes of gender violence? After hearing the responses of the participants, the facilitator tells some information about the causes of gender violence. It is believed wrongly that violence is caused by financial shortages or excessive alcohol consumption. Even though they may be risk factors, the main causes of violence are totally different. Numerous studies have shown that violence against women is a "manifestation of unequal power relations between men and women." Therefore the essential causes are related to the beliefs and perceptions we have of men and women in society. If you think that being a man means to dominate and control the other and the woman is to accept a subordinate role, then the chances of getting into an abusive relationship are high.
- The participants are divided into two groups. Each group receives a sheet of flip chart and markers. The first group has the task to identify cultural factors that contribute to the perpetuation of violence in couple relationships (factors related to language, traditions, male and female iconic figures, art, norms, values, rituals, religion). A second group will identify social factors / institutional in perpetuating violence in couple relationships (factors related to education, medicine, work, economy, government, media, police, social services). Each group chooses a representative who will present ideas. The facilitator highlights the findings.

### **Exercise 3. "The forms of manifestation of gender violence" (20-25 minutes)**

- The participants are divided into 4 groups. Each group receives a sheet of flip chart and markers. Each group receives the task to identify as many technical terms which, in their opinion, would fit in Section received: physical abuse, sexual abuse, economic / financial, emotional/psychological abuse. Each group will select a representative to present their ideas to the group.
- The facilitator may intervene in the presentation by asking some questions, indicating additional information, highlighting key ideas. After the presentations, the facilitator may ask: "What does an abuser win if he uses the mentioned tactics?"
- To identify the forms of violence it can be used the "power and control wheel" which was developed by the Duluth Intervention Project in Domestic Violence in the United States. The eight segments of the wheel are: the use of children, using male privilege, economic abuse, use, use of coercion and threats, using intimidation, emotional abuse, the use of isolation, minimizing, denying and blaming. In the center of the wheel is left a small circle where, after completing the 8 segments will add "power and control". (Information about "power and control wheel" [http://nuepoveste.ro/files/pdf/consiliere\\_si\\_terapie\\_4.pdf](http://nuepoveste.ro/files/pdf/consiliere_si_terapie_4.pdf), [http://nuepoveste.ro/files/pdf/femei\\_si\\_violenta\\_in\\_familie\\_5.pdf](http://nuepoveste.ro/files/pdf/femei_si_violenta_in_familie_5.pdf)).
- Depending on the time he has available, the facilitator can present to the participants an alternative to the "Wheel of power and control" named "Wheel of equality" in which the eight segments are: economic partnership, shared responsibility, responsible parenting practices, honesty and accountability, understanding and support, respect, non-threatening behavior, negotiation and fairness, and the center of the wheel is added the word "equality". ([http://nuepoveste.ro/files/pdf/femei\\_si\\_violenta\\_in\\_familie\\_4.pdf](http://nuepoveste.ro/files/pdf/femei_si_violenta_in_familie_4.pdf))

#### **Exercise 4. "The consequences of gender violence on the woman " (20-25 minutes)**

- The participants are divided into three groups. Each group receives a sheet of flip chart and markers. The first group has the task to identify the physical consequences of gender violence against women, the second group the emotional / psychological ones, and the third group the financial / economic ones. Each group will select a representative to present their ideas to the group.
- The facilitator can intervene in presenting the groups by asking some questions, mentioning some information, underlining the essential ideas.

#### **Exercise 5. "Why to leave, why to stay?" (20-25 minutes)**

- The participants are divided into two groups. Each group receives a sheet of flip chart and markers. The first group will answer the following question "What are the possible gains for a victim with children who wants to leave an abusive partner?". A second group will answer the question "What are the possible losses for a victim with children who wants to leave an abusive partner?". It will consider both the victim and children. Each group will select a representative to present their ideas to the group.
  - The facilitator may intervene in the presentation of the group by putting useful questions to clarify certain points of view, an indication of information, highlighting key ideas:
    - Leaving an abusive partner can be extremely dangerous. Many abusive partners threaten and shall carry out their threats to finally find her wherever she goes
    - Gains are generally at aspirations / expectations and values level, losses usually refer to the basic human needs to be covered to survive.

#### **Exercise 6. Changing strategies : (30-35 minutes)**

- The participants are divided into seven groups. Each group receives a sheet of flip chart and markers. Each group should identify possible strategies for action against gender violence promoted by: state education, church, family, the media, the civil sector, the economic sector. Each group will select a representative to present their ideas.
- The facilitator may intervene in the presentation of the group by putting useful questions to clarify certain points of view, an indication of information, highlighting key ideas:
  - Prevention of violence is a complex process, and to have medium and long-term results need to be taken at all levels: institutional, social and personal.

### **Conclusions of the training session**

#### **The evaluation of the activity**

##### **The results of the activity:**

- knowledge of the participants of the causes, forms and consequences of gender violence;
- encouraging the participants to take part in promoting gender equality and nonviolence in relationships between men and women;
- acquisition strategies of action against gender violence;
- identify the link between gender violence and cultural, institutional, social factors;
- improving social and communication skills;
- teamwork skills;
- communication skills in their native language;
- 

##### **The evaluation of the activity:**

The participants will answer the following questions :

- What did you like most at today's activity?
- What word comes to your mind to characterize this activity?
- What you did not like at today's activity?
- What new thing did you learn today?
- How did you feel today?

## IV. European Values: Gender Equality and Equal Opportunities – theoretical and practical aspects

### IV.1. “Ștefan Procopiu” High School (Romania, Vaslui)

Although societies have evolved over the years, gender socialization and social expectations of men and women, boys and girls are still deeply rooted. Family, colleagues, the media, culture and religion inspire various messages about how each gender should look and behave, affecting or "shaping" the beliefs, attitudes, perceptions and behaviors of young people.



It may be difficult for boys and girls to accept that there are inequalities between women and men, because I think it is "natural" for women and men to be treated differently. It is important to challenge these beliefs, helping young people to understand the notions of social privilege and social power.

The family plays the main role in the construction of gender, and the other factors (school, entourage, social environment, etc.) contribute to the maintaining and enhancing attitudes and behaviours towards gender learned in the family. According to studies, parents treat their children differently depending also on their gender.

#### Some Expectations and messages with which boys grow up

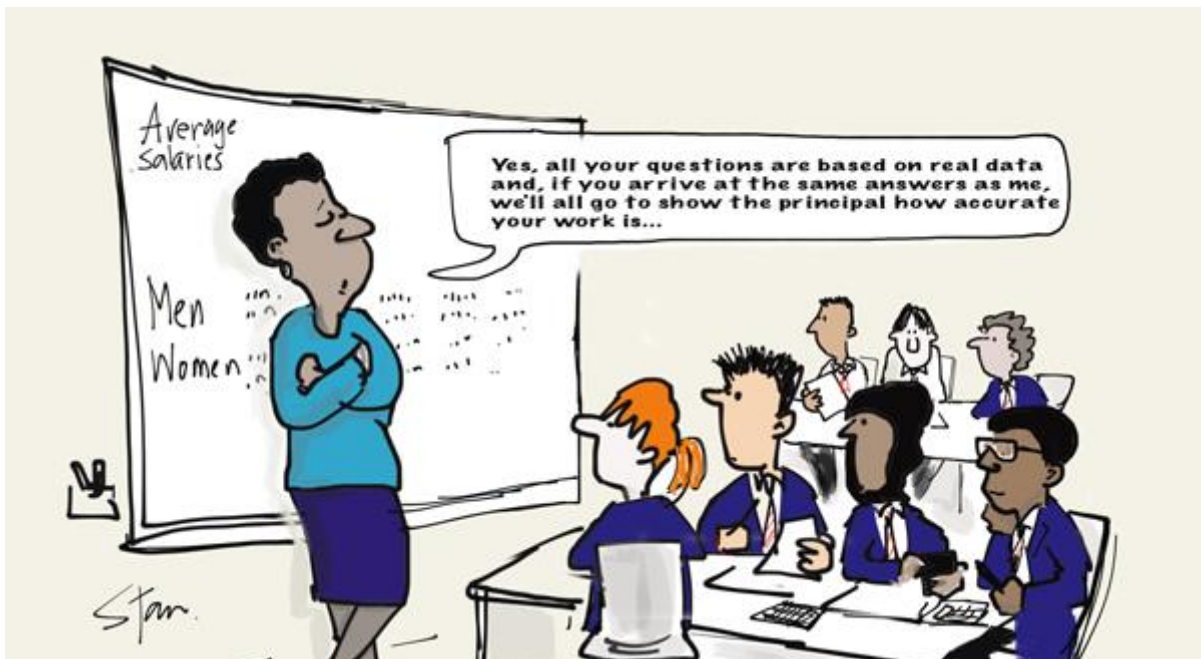
- ✚ Boys' rooms are usually decorated with jungle animals, dinosaurs, superheroes: elements that indicate strength. In addition, their toys include trucks, cars, tools, dinosaurs, action heroes; in general, toys that teach them that they need to be strong, wilder, tough, and that they need to fight and defend themselves and others.
- ✚ We assume that all boys like sports and that they prefer to play outside, in nature, to get dirty.
- ✚ We push them more easily to group sports (eg football) and other sports. We also encourage them to get involved in activities related to construction, engineering, robotics and martial arts, rather than arts, dance, theater and expression. Most parents admit that they do not teach their boys to do household chores, but to fix various things.

## Some Expectations and messages with which girls grow up

- ✚ Their toys usually include dolls, dollhouses, tea sets, kitchens, jewelry sets, care sets (mirrors, combs, hair dryers, makeup kits) and other household items (e.g., washing machines, irons, vacuum cleaners, etc.).
- ✚ As a result, girls are told that they are expected to be cared for, to serve food, to help with household chores and to take care of younger children. This is the most common stereotype that society imposes on women.
- ✚ We tend to assume that girls need more help, support and protection. We expect them to be more emotional and easier to express. Parents encourage them to get involved in activities such as dance, ballet, artistic gymnastics, art, artistic activities, theater and expression, rather than team sports and martial arts.



Schools and the education system in general are not immune to discrimination and prejudice. The perceptions, attitudes and expectations of students, but also of teachers include gender stereotypes. In addition, stereotypical perceptions of gender roles are presented, directly or indirectly, through the school curriculum, textbooks, the way language is used and the general discourse in educational institutions, as well as through the “hidden” curriculum (daily activities in schools, carried out outside the official program). It is believed that boys and girls have different traits, skills and abilities; therefore, they are assigned different tasks.





## Attitudes, perceptions and stereotypical expectations of teachers

Research involving teachers and students from schools in Romania showed the following:

- ✚ Teachers think that girls are calmer and, therefore, often ignore their disruptive behavior in class, rarely reprimanding them. On the other hand, the tendency is for boys to be considered restless in class, being scolded faster and punished more severely. Boys are also "service suspects" when something is broken or stolen.



- ✚ Outside the program, girls are usually given "light" tasks, namely cleaning or decorating a room or accompanying guests during school events. In comparison, boys are given tasks that involve moving objects (whether heavy or not) and other tasks in the field of construction, repair or technology.

- ✚ It seems that teachers' expectations related to girls' school performance are higher. Although they realize that girls have higher grades, they interpret boys' success differently: they believe that, in the case of boys, their school performance reflects their intelligence, while in the case of girls, they are the result of diligence and effort.

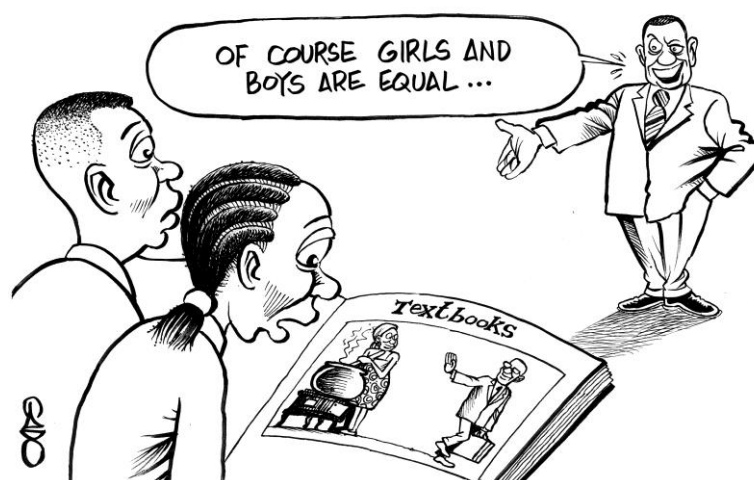
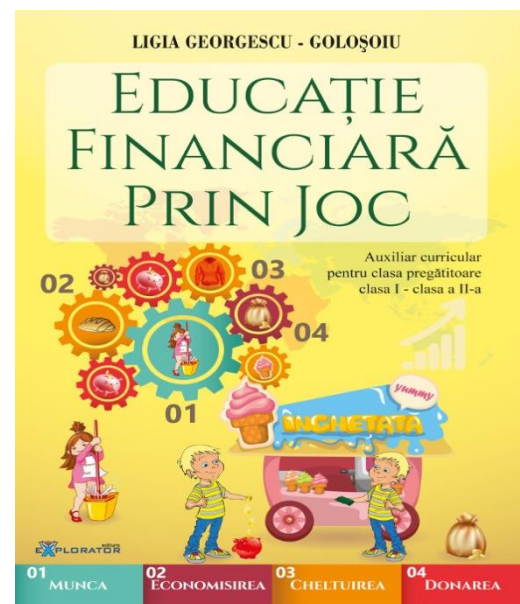


- ✦ Although they are aware that girls and boys have similar results in science and mathematics, teachers still consider that boys have "innate" skills for these subjects.
- ✦ Male/female teachers recognize social expectations and stereotypes about the roles they play. For example, there is a perception that male teachers are stricter and can impose classroom discipline better than female teachers. Many teachers are "stuck in this role", while, by extension, female teachers will seek the help of a colleague to manage a very disobedient class. On the other hand, female teachers are expected to assume a rather "maternal" role towards students, to be more patient and approachable, to show empathy and to support those who face a personal problem.

## Stereotypes in the school textbooks in Romania

In general, textbooks represent women and men in stereotypical roles. Men are statesmen in public office, while women are mostly portrayed as wives, mothers, or housewives.

The male gender dominates both quantitatively and qualitatively. In the stories in the textbooks, the male protagonists predominate, and in the history books most of the outstanding personalities presented are men. Women appear in school literature rarely in important roles, most often being presented in terms of the relationship they have with a man.



**Men predominate in images that illustrate textbooks  
The quotes in the textbook mostly belong to men.**

## Occupational segregation

Gender-based occupational segregation refers to the concentration of women and men in different economic sectors and in different positions in the same sector:

- ✚ humanities, social work, education, health and services are sectors dominated mainly by women
- ✚ technology, engineering and natural sciences are considered rather "masculine" fields.

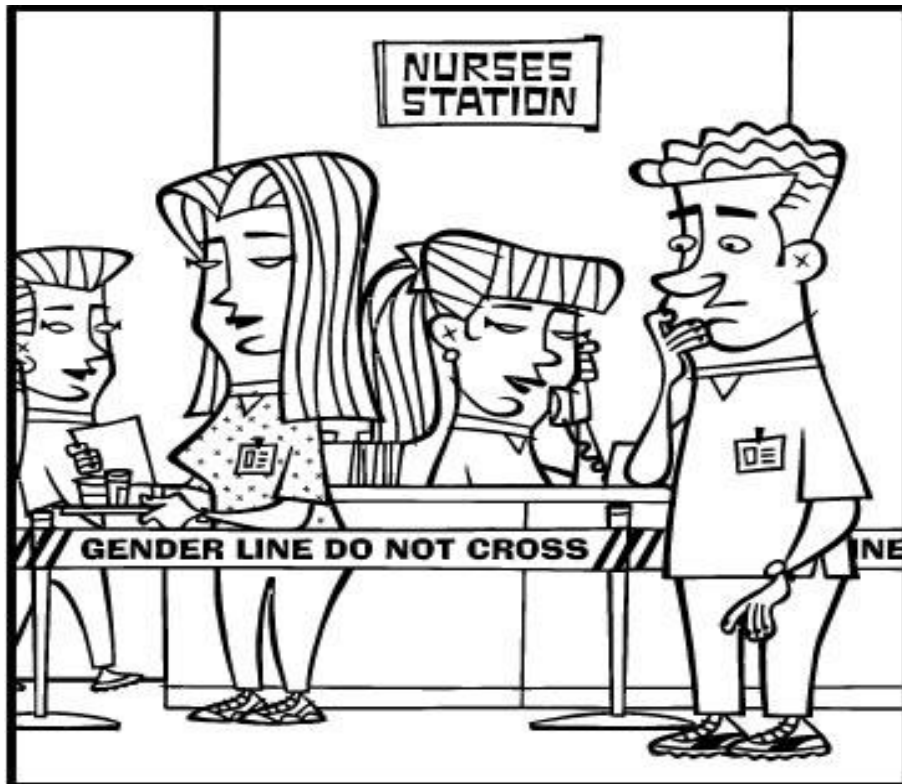


The focus of women and men on the "feminine" and "masculine" sectors seems to be a clear consequence of gender socialization and stereotypical ideals about masculinity and femininity. We can hardly imagine a male educator, a female Formula driver or an aviation engineer, being still totally surprised when we realize that the flight captain's voice is a woman's voice or when we are carefully cared for by a male nurse.



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Occupational segregation is so deeply rooted that women and men who "cross the border" and choose professions that do not conform to their gender face major obstacles, both in terms of access to a position and its preservation in an environment that can be considered "hostile" to them.



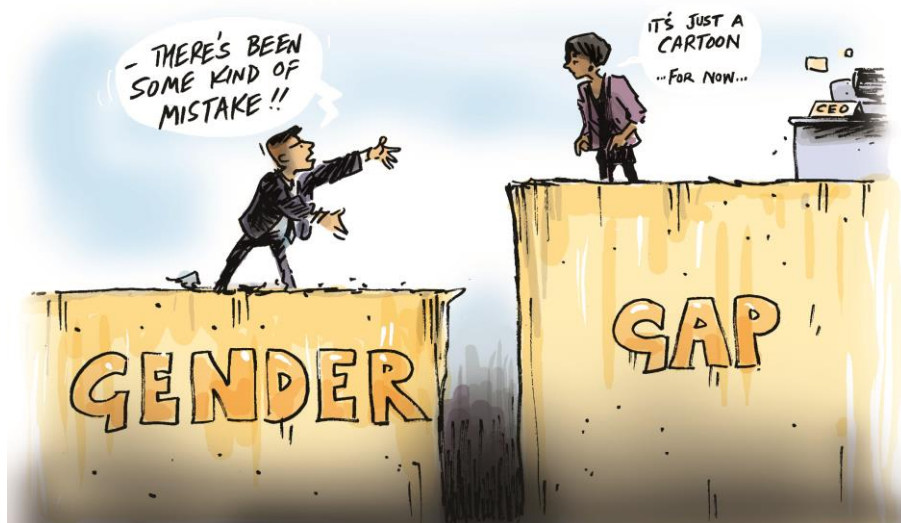
Occupational segregation can lead to choices that may not reflect the person's skills, interests or aspirations, preventing both genders from reaching their full potential.



Occupational segregation gives rise to major inequalities in the labor market, with significant negative effects on women. There is a tendency for a large number of women to choose low-paid jobs or professions with little chance of promotion. On the other hand, well-paid jobs and leadership positions or leadership are dominated by men.



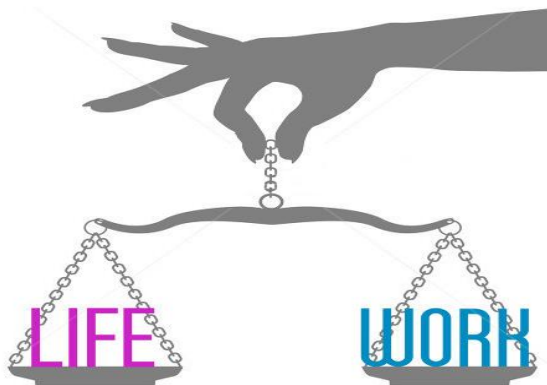
Occupational segregation is also the main cause of the pay gap between women and men, with women receiving lower wages than men for the same work. As a result, women are less financially independent, have lower pensions, more limited access to social services and face a higher risk of poverty.



## The balance between personal and professional life

A great challenge for women: achieving a balance between personal and professional life, between family responsibilities and professional responsibilities. According to statistics, at EU level, women continue to provide care to the family, children and the elderly, to a much greater extent than men.

On the one hand, women are expected to be economically and professionally successful, but at the same time, there is also the expectation or "unwritten obligation" that they put motherhood and family care above professional choices.



The difficulty for women to find a balance between family and professional responsibilities is all the greater, given the lack of adequate support measures, such as strategies, policies, programs, flexible programs, accessible day care services for children and the elderly, the opportunity to work from home, etc.

Reconciling family and professional life is an important

goal of the EU. As a result, in 2019, the EU proposed several measures in this regard:

- ❖ Division of childcare leave between women and men
  - ❖ Childcare services
  - ❖ Elderly care services

Regarding "Division of childcare leave between women and men" - The European Commission has introduced a package of measures to extend childcare leave from three to four months, of which at least one month cannot be transferred to the other parent, encouraging so that fathers can take leave.

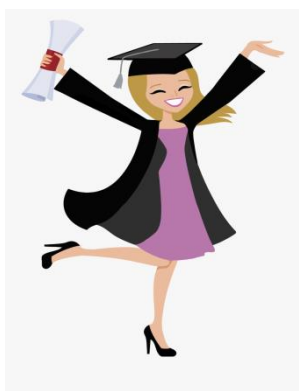
## STATISTICAL INDICATORS - Demography

The population of the European Union is balanced by sex, with a slightly higher share of women (51.1%).

On January 1, 2018, the resident population of Romania was 19.52 million inhabitants (48.9% - men and 51.1% - women).

In Romania, as in almost all European countries, the profession of teacher in pre-university education is mostly held by women (77.3%). As the level of education increases, the share of female teachers decreases. Thus, in pre-school and pre-school education, the share of women is 99.7%, in primary and secondary school, 80.1%, and for high school it was 71.5%.

Higher education is notable for a balance in terms of gender teaching staff (51.3%).

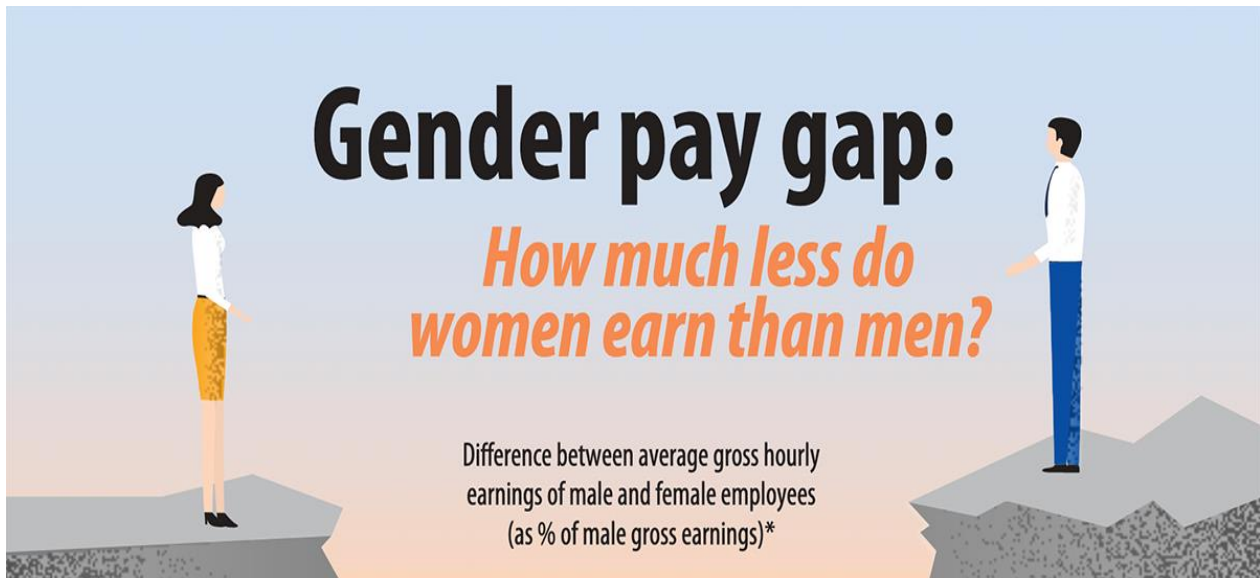


In terms of gender gaps, there are differences between the adult male and female population (25-64 years), in terms of structure by level of education, especially for lower levels. While men with an average level of education have a higher share than women (63.3%, compared to 57.4%), in the case of people with at most a higher level of education, women have a higher frequency.

The chances of a longer life are higher in all EU countries for women. European statistics show that women in the European Union live, on average, 83.6 years, while the average life expectancy of men is 78.2 years. The researchers say that this difference is largely explained by the different lifestyles and occupations of the two sexes.

In the EU in 2018, women earned 14.8 % less than men when comparing their average gross hourly earnings. On average, women earned less than men in all Member States, however this gender pay gap varies.

The largest differences were observed in Estonia (22.7 %), Germany (20.9 %), Czechia (20.1 %), Austria (19.6 %) and Slovakia (19.4 %). On the other hand, the smallest differences in earnings between women and men were found in Romania (3.0 %), Luxembourg (4.6 %), Italy (5.0 % in 2017) and Belgium (6.0 %).



**For more information about such statistics,  
we recommend you 2 resources**

The Gender Equality Index, developed by EIGE, is a comprehensive tool for measuring gender equality in all EU Member States. The index identifies gender differences in six main sectors: education, employment, finance, time, health and power).

This digital publication The life of women and men in Europe – a statistical portrait aims at comparing women and men in their daily lives. This digital publication containing short texts, interactive visualisation tools, infographics, photos, etc. has been developed by Eurostat in collaboration with the National Statistical Institutes of the EU Member States.





## IV.2. Foreign Language Secondary School (Pleven, Bulgaria)

### What is gender equality?

- Gender equality is not only a fundamental human right, but a necessary foundation for a peaceful, prosperous and sustainable world.
- Find out what gender equality means and why it's important. Gender equality is when people of all genders have equal rights, responsibilities and opportunities. Everyone is affected by gender inequality - women, men, trans and gender diverse people, children and families. ... Gender equality is a human right.

### Definition of gender discrimination

- Gender discrimination is unequal or disadvantageous treatment of an individual or group of individuals based on gender. Sexual harassment is a form of illegal gender discrimination.
- Gender discrimination can be treating an individual differently based upon his/her gender in academia or extracurricular activities, academic programs, discipline, class assignments given in a classroom, class enrollment, physical education, grading, and/or athletics.
- Gender discrimination describes the situation in which people are treated differently simply because they are male or female, rather than on the basis of their individual skills or capabilities.

### What do we mean by gender equality?

- Gender discrimination refers to any situation where a person is denied an opportunity or misjudged solely on the basis of their sex. Gender discrimination is any unequal treatment based on gender and may also be referred to as sexism. Gender discrimination occurs when a person shows a prejudice towards another that would not occur had they been the opposite sex.

### Challenges to gender equality: understanding progress and barriers

- Among the challenges identified in the report is the critical vulnerability of refugee women, increasing sexist hate speech and other forms of **violence** against women, attacks to women's reproductive health and rights, reduced **resources** allocated to gender equality due to budgetary cuts and austerity measures, barriers preventing women from disadvantaged groups to benefit from gender equality policies and standards, shortcomings to achieving women's balanced participation in political and public decision-making, and the spread of misconceptions about gender equality through the label of "gender ideology".

### Challenges to gender equality: understanding progress and barriers

- "All these challenges result in a continuous gap between gender equality standards and their implementation. They call for a change of mind-sets in European citizens and decision-makers.

### Challenges to gender equality and women's rights continue to thrive in Europe

- The Council of Europe is committed to addressing these challenges and supporting member States in achieving the effective realization of gender equality in Europe and beyond, and its four-year Gender Equality Strategy offers the guiding policy framework in this area.
- Over the past year, member states have been adopting new laws and policies to prevent and combat violence against women and domestic violence, in line with the Istanbul Convention; conducting initiatives to address gender stereotypes in the education system and in the media; as well as actions to increase the participation of women in political decision-making and in public bodies. Legal measures to improve women's access to justice, such as improved access to legal aid and strengthened capacity of the judiciary and equality bodies, were taken; and activities to combat sexist hate speech launched in 2016.

## Gender inequality in the 21<sup>st</sup> century

- Both women and men strive to achieve a work and family balance, but does this imply more or less equality? Does the persistence of gender and class inequalities refute the notion that lives are becoming more individualised? Leading international authorities document how gender inequalities are changing and how many inequalities of earlier eras are being eradicated.
- However, this book shows there are new barriers and constraints that are slowing progress in attaining a more egalitarian society. Taking the new global economy into account, the expert contributors to this book examine the conflicts between different types of feminisms, revise old debates about ‘equality’ and ‘difference’ in the gendered nature of work and care, and propose new and innovative policy solutions.

## NATIONAL GENDER POLICY

The National Gender Policy outlines strategies for addressing violence against women and gender based violence.

The main objectives of this policy are to:

- Mainstream gender issues into all sectors in order to eliminate all negative economic, social and cultural practices that impede equality and equity of the sexes.
- Strengthen links between Government, non-governmental organisations and the private sector in mainstreaming of gender in the respective sectors.
- Develop, maintain and provide gender sensitive information and gender disaggregated data for use in planning and project implementation at all levels and in all sectors.
- Promote equal and equitable access, control and ownership of resources in order to address gender inequalities.
- Promote equal advancement of women and men in all sectors.
- Create equal opportunities for women and men in decision making in all areas and at all levels.
- Promote the projection of both women and men's efforts and contributions in national development.
- Establish the institutional framework to ensure implementation of the Gender Policy as well as the monitoring and evaluation of its impact.
- Strengthen the institutional and legal capacity to deal with gender violence, inheritance and land property rights.

## Education as a tool to achieve gender equality

### Proposed Areas of Intervention

Achieving gender equality through education needs a multi-pronged approach. There is evidence of effective small-scale initiatives around the world that opened up classrooms to gender-equal thoughts and practices. Drawing from these, following are proposed areas of intervention through which gender equality can be embedded in education practice.

#### 1. Curricular changes

A review of the school curriculum across grades may be useful in addressing gender biases that give rise to gender-based inequalities prevalent in society. While textbook material in subjects like Science and Mathematics may seem gender neutral, they too can reflect gender biases. For example, the number of female scientists may be miniscule as compared to male scientists in a textbook. Sometimes, they may be missing altogether. Or, the representation of a farmer in most textbooks is male despite the existence of many female farmers across the world. It is therefore imperative to audit textbooks for their gender sensitivity.

#### 2. Pedagogical amends

What happens inside a classroom is a critical determinant of how students learn. From the standpoint of gender, classroom interactions between the teacher and students and among students of different genders are important. For instance, if male students tend to participate more actively than girls during class discussions, it may be a consequence of internalized gender norms. Or, if in a mixed gender class, transgender students form a group of their own and do not interact with other students, it may be reflective of lack of acceptance and respect on the part of other students. These undercurrents of classroom dynamics may defeat the larger

goal of inclusive education policies and thus must be addressed. Micro strategies that can be adopted by teachers include encouraging students of all genders to speak in class, voice opinions, and lead class activities. Careful selection of examples that are used in the teaching process, with a gender balance and demonstrative of transcending gender roles, shall help embed equality lessons in all subjects. A curriculum developed for the Sistema de Aprendizaje Tutorial, a secondary school program in Honduras designed to encourage teachers on how to use non-discriminatory methods, is a good example of how to practise equality in the teaching-learning process.

### 3. Awareness lessons

Gender awareness aims at increasing general sensitivity, understanding and knowledge about gender equality/inequality. It is a process which assists in improving understanding of the prevailing notions of gender roles and stereotypes; sharing ideas and developing the skills needed for a change in behaviour; and shedding preconceived notions. Multiple measures can be taken to create gender awareness and sensitize students. These include workshops in schools on understanding what is meant by consent; what are sexual and reproductive health rights (SRHR) and on gender as a non-binary concept. These workshops can be designed in age-appropriate ways so as to effectively influence students to view all genders equally and positively. Including real life examples that relate to students' realities while teaching concepts, holding discussions on their gender-based experiences, listening to how they perceive their gender shall help open up their minds to conversations around gender. It shall also allow them to know and respect the lived realities of students of other genders. Activities such as theatre, music and quizzes can be conducted to increase gender awareness and sensitivity. An increase in their knowledge by these awareness sessions can play a crucial role in behavioural change and attitudinal transformation of these students which can significantly impact their actions in the long run.

### 4. Institutional facilitators

Another important intervention area for bringing gender equality through education is by establishing and ensuring institutional support. It is imperative to create institutional mechanisms that redress incidents of gender-based discrimination. Sexual harassment at educational institutions is a serious issue and absence of an institutional setup to address harassment cases only widens gender inequality and creates an atmosphere of distrust and fear. Hence, setting up anti-sexual harassment cells in all educational institutions is critical. Forging tie-ups between schools and local law enforcement agencies may be beneficial, in certain contexts, in taking legal recourse in case students face sexual harassment. Additionally, LGBTQI+ cells in educational institutions could be effective to create spaces for conversations around gender and sexual identities and pave the way for mutual acceptance and respect.

### 5. Infrastructural enablers

While gender awareness and addressing the causes of gender-based violence are vital, they can only be affected when certain basic prerequisites are met. Closing gender gaps in enrolment is fundamental to any further lessons in equality. There are regions where girls are unable to go to school due to lack of accessibility, basic infrastructure like functioning toilets and drinking water facilities, safe public spaces and transport that will lead them to school. Safety and mobility audits of areas in and around schools from the perspective of whether children of all genders can freely and safely reach school is important.

**Education** enables girls and boys, women and men to participate in social, economic and political life and is a base for development of a democratic society. ... **Education** can be crucial to changing attitudes into accepting **gender equality** as a fundamental social value.

Not only is it impossible to achieve **gender** equality without **education**, but expanding **education** opportunities for all **can** help stimulate productivity and thereby also reduce the economic vulnerability of poor households.

Avoid teaching **gender** stereotypes in the first place. Offer a variety of toys and activities, even if they're typically considered to be for girls. Provide books and movies featuring characters of each **gender** and in non-traditional **gender** roles, such as male nurses and female athletes.

### Education as a tool to achieve gender equality

- As young children begin to notice the differences in social expectations for gender roles, the ways teachers interact with students stand to have a great impact on their ability to participate in their education.
- These interactions also create long-lasting effects in other areas of their lives, at times limiting their self-image and their perception of the opportunities that are available or appropriate for them. This trend is especially apparent in the **shortage of women who pursue education and careers within STEM fields**.
- Here are a few ways some teachers create a gender bias, often unknowingly, as well as strategies for encouraging and also to promote gender equality within the classroom.

### The role of teachers in promoting gender equality and opportunities

- The role of education in advancing gender equality has long been part of the discourse on education, gender and development, exemplified by the Millennium Development Goal 3 to promote gender equality and empower women which envisioned education to play a primary role.
- The positive effects of education include improved maternal health, reduced infant mortality and fertility rates, increased prevention against HIV and AIDS, in addition to increased opportunities for women and girls. Policymakers and governments emphasise establishing gender parity in enrolment and attainment rates. What is not as much in focus is how gender equality is to be practised and promoted through education. The content of education is largely not being evaluated in terms of the attitudes, biases, stereotypes that it may entail and transmit.
- Despite increasing levels of gender parity in the number of students going to schools across countries, there is evidence of gender inequality and discrimination including gender-based violence. The message is clear – there is a crucial missing link between the promise of gender equality in education (also outlined in SDGs 4 and 5) and its realisation. Efforts that focus on bringing girls into schools fall short on ensuring that they are educated in gender-equal classrooms and schools.

### The role of teachers in promoting gender equality and opportunities

- In this article, we argue that working with children and young adults, through schools and colleges, and bringing them up to value and respect the importance of gender equality shall go a long way in making future generations free from gender-unequal beliefs and mindsets. Gender socialisation begins very early in the life cycle of an individual, thereby paving the way for young children to internalise gender roles, norms, and thus gender inequalities.
- Educational institutions, particularly schools, are places that equip children with fundamental life skills and thus are potentially powerful instruments to effect changes in mindsets. Moreover, given that an increasingly large section of children around the world go to schools, it would be prudent for policymakers and governments to channel efforts to promote gender equal values in its young citizens through schools. In doing so, other stakeholders including teachers, parents, academic and non-academic staff, and school administrations will have to be actively involved, which shall in turn also allow them to be exposed to gender-equal values and practices and question long-held beliefs and attitudes about gender.
- Culture and tradition are often invoked to fortify biases, stereotypes and unequal practices. It is thus imperative that we take a multi-pronged, integrated approach to overturn this strong socialisation process and forces that reinforce and perpetuate gender inequality and injustice.

### Teachers as Curriculum Leaders

#### **REFLECT – A Teacher Training Program to Promote Gender Equality in Schools**

REFLECT focuses on teachers' actiotope for promoting gender equality in their classrooms by realizing the principles of reflective coeducation. Therefore, teachers learn about scientific findings on the emergence and maintenance of gender differences in academic motivation, achievement and aspirations, and about possibilities to reduce these gender differences through appropriate teaching methods in order to expand their current action repertoires. As teachers will only apply the acquired knowledge if they are convinced that they can implement it, their subjective action space is enlarged in the training through practical exercises and the supervised implementation of a classroom project.

In the training program REFLECT, four didactic principles were systematically applied: (1) *Promoting the acquisition of various types of knowledge*, (2) *Designing the training modules according to principles of instructional psychology* (3) *Ensuring transfer* following the anchored instruction approach Teachers work with authentic learning situations and are encouraged to test the training contents in their lessons. (4) *Imparting the learning contents explicitly and implicitly*.

## 6 Ways You Can Promote Gender Equality In Your Classroom

Use inclusive game-based activities avoiding roles and including mixed teams. No matter if you are in the **classroom** or the playground, make playtime free of stereotypes, since these are also great moments for learning.

It is critical for children to recognize gender inequalities and grow **without stereotypes or prejudices** in order to create a more equitable society. Teaching **equality**, in a cross-curricular way, from different subjects to areas of the school, is the first step to combat inequality.

This misconception has a detrimental impact on girls' decisions upon completing elementary school, and it explains why there are less women than men pursuing education in areas such as Physics, Engineering or Philosophy.

More than 50% of the children in this survey considered women responsible for housework. Moreover, according to this report, children continue to have their aspirations set on roles that conform to traditional gender stereotypes.

**How would you assess the state of equality in your classroom?** Do girls and boys play together and under non-stereotyped roles? Do you use inclusive language in and out of school? Do you show inspiring female figures in your lessons? Do you want to know what else you can do to help children build critical knowledge to face sexist generalizations? Here you are some good initiatives!

Strategies to promote gender equality in the classroom

### Playing never fails

- Use inclusive game-based activities avoiding roles and including mixed teams. No matter if you are in the classroom or the playground, make playtime free of stereotypes, since these are also great moments for learning.

### Active monitoring

- We must look out and make sure that sexist behavior or misconduct do not take place. If they do, introduce activities to reflect on gender equality.

### Be a role model

- Children learn by imitation. Behave appropriately with other teachers and students and be coherent with your discourse. Make your own behavior a role model for others to follow!

### Division of tasks

- You can create an environment of equality and respect in the classroom by making boys and girls share responsibilities and work together to complete tasks or solve problems.

### Support straight-talk

- Answer students' questions about personal relationships, sexual orientation, roles, capacities or differences among people. On top of keeping students informed, being upfront can also help destigmatize taboos to prevent students from perpetuating stereotypes and misconceptions.

### Woman visibility

- Invite women as guest lecturers who can speak about their career and experience to set an example for students. Students will learn on firsthand the responsibilities, commitments, skills and efforts achieved by women and will develop reasoned ideas of their role in society.

### Choose the correct school material

- Select teaching materials that reinforce the notion of equality. For example, textbooks and workbooks may include messaging encouraging students to feel open to explore different professions.

### Activities that add value

- Find ways to incorporate these topics in your curriculum; plan a workshop on gender equality and help children fight against sexist behaviors from a very early age. These workshops can help children adopt an equalitarian attitude through games and resources.

### Involve families

- Make families aware of the importance of continuing at home the gender equality education given at school.

## 6 ways

### 1. Be Reflective and Be Objective

- First, pay attention to the trends above and do your best to offer more gender-neutral responses to students. You may feel like you already do a good job of this, but it can be difficult to judge your own teaching objectively. It may help to record a video of your classroom in order to take a closer look at your own teaching methods and interactions with students.

### 2. Get Feedback From Colleagues and Students

- Consider getting feedback from colleagues on any differences they may notice that you don't. Further, consider getting similar feedback from the students themselves using an anonymous comment box.

### 3. Use Gender-Neutral Language When Appropriate

- You can also alter the language within your lessons to help expand students' perspectives beyond gender stereotypes.
- For example, in assignments you can challenge students' expectations by including a female construction worker or soldier, a male secretary or nurse, and other professions typically associated with a particular gender.
- Also, when referring to the group as a whole, avoid using gendered terms like 'guys,' which may make female students feel excluded. Instead, reach for gender-neutral pronouns like 'everyone.'
- Similarly, you shouldn't refer to stereotypical characteristics like 'boys don't cry' or 'girls don't fight.' This language lays a foundation that may limit students' understanding of gender roles.

### 4. Explain the Context

- If you hear students using phrases like 'you play like a girl' or 'man up,' it's important to point out the social implications of these statements rather than simply admonishing the use of that kind of phrasing.
- The struggle for and history of gender equity parallels similar struggles and histories for race and religious equity. Understanding how individuals and groups become marginalized through the most basic of cultural tools like language can, depending on the grade level of your students, is more important than having 'clear rules' to simply 'protect students' from bias.

### 5. Seat and Group Students Intentionally

- It's common for boys and girls to segregate when choosing friends and seating arrangements. Teachers sometimes encourage this by asking girls and boys to form separate lines in the hallway or even organizing separate sports activities for each group.
- By creating a dynamic seating chart, you can break up boys- or girls-only cliques and encourage both groups to engage with each other.

### 6. Use Project-Based Learning

- You can also be intentional about integrating a mix of boys and girls within small group projects.
- The work can be purely academic, with the lessons on gender equity indirect and implicit. By working together, girls and boys can—if supported well—better understand the nuance of individual behaviors rather than stereotyping 'girls' and 'boys.'

### IV.3. 5th General Senior High School of Aigaleo (Aigaleo, Greece)

#### GENDER DISCRIMINATION AND SCHOOL

##### SOME HISTORICAL FACTS

**1834** Both boys and girls obtain the right to attend Primary School, though most girls are not allowed to go to school or it is not considered necessary for them to know to read and write.

**1836** Only boys obtain the right to attend Secondary School

**1837** Boys can pursue University Studies

**1879** 93% of Greekwomen are estimated to be illiterate

**1890** The first woman is accepted in University

**1914** Girls have to wait almost a century to be able to attend public Secondary education

**Till 1970** boys and girls used to go to different schools.

**1982** Abolition of the blue uniform students (mostly girls) had to wear at school.



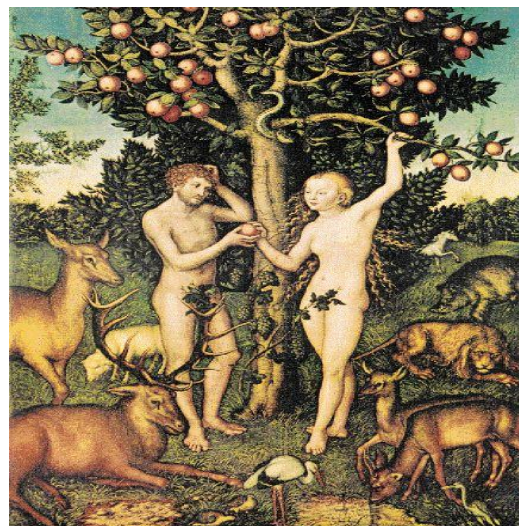
Even nowadays, women are faced with difficulties when they try to achieve higher status at work (glass ceiling)

**Simon de Beauvoir: "We are not born men or women, but we become"**

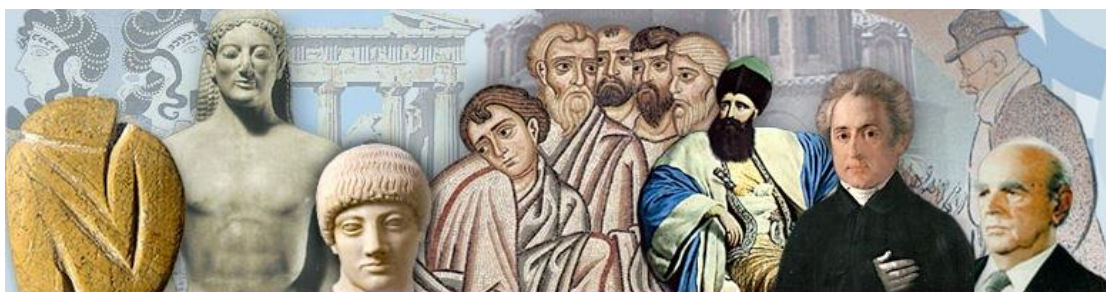
##### SCHOOL BOOKS AND GENDER

- School has always been the place where ideas, either conservative or revolutionary, are disseminated. As students tend to accept whatever they are taught without questioning, especially when it is consistent to their families' values, it goes without saying that stereotypes regarding gender are intensified at school. And school books play a very important role to the stabilization of these stereotypes. They reflect social norms and present role models with which students are identified. In this way, they form their attitudes regarding men and women and learn what is acceptable or not for them according to their gender. The impact of school books is considerable if we take into account that students interact with them for many hours each day: they discuss about the issues they pose, they do exercises, write summaries or even memorize texts. Moreover, they are young people who haven't achieved high levels of critical thinking.
- So, if the content of school books changes, we can expect relevant changes to people's attitudes towards gender. This change has been realized during the last 40 years in Greek educational system. Texts provide relevant information and the accompanying pictures, which make school books more interesting and attractive, implicitly propagate stereotypes aiming at the cognitive and sentimental aspects of children's personality.

**RELIGION BOOKS:** Most religious communities are deeply patriarchal and so is church. Men are always the main heroes, while women are mostly dependent on men. Men appear in social occasions, while house is the woman's place. Men are clever, brave, sociable, rational, while women are humble, fragile, sentimental, and coward. Even Adam was the first to be created by God, while Eva is responsible for the loss of Paradise.



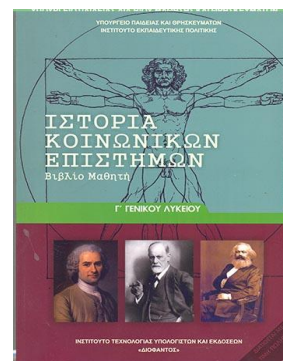
**HISTORY BOOKS:** Women are almost absent in history books. This is mostly because for centuries they were not even considered as individuals equal to men. Women are mentioned only when they break gender stereotypes and behave like men. For example, there are some women who have contributed significantly to the Greek Revolution of 1821, and it should be a great occasion to refer to these women, since here in Greece we celebrate the 200<sup>th</sup> Anniversary of this crucial event of Modern Greek history.



**SCIENCE BOOKS:** Men are considered more capable of understanding science, most teachers of science are men, while girls tend to accept their "inherent" inability to understand Science.



**SOCIAL STUDIES:** Women are usually presented as housewives, who stay at home, while men usually stay and entertain themselves outdoors. Though, the feminist movement is depicted as a very special chapter in the History of Human Rights.





**MATHS BOOKS:** While during Primary school boys and girls show almost the same ability to understand Maths, later on girls tend to give up. Most Maths problems follow social stereotypes, for example : girls usually buy clothes, books and cosmetics, boys buy gadgets. Mostly women are housewives or assistants and buy food for the family, while men are businessmen or shop owners and buy newspapers or more “important” and expensive goods.

**Μαθηματικά ΣΤ΄ τάξης**



«Η Μαρίνα είδε σε μια βιτρίνα την επιγραφή: Αγοράζοντας ένα πουλόβερ παίρνετε ένα δεύτερο ίσης ή μικρότερης αξίας στη μισή τιμή...» ( ΜΣΤΤΕ3:21)  
 «Η Όλγα ψάχνοντας στο διαδίκτυο πρόσεξε πως οι τιμές στις διαφημίσεις ηλεκτρικών συσκευών...» (ΜΣΤΤΕ3:37)  
 «Η Εύη και η Βίκυ για το πάρτι τους θα φτιάξουν δυο γλυκά.....» (ΜΣΤΤΕ1:11)  
 «Η γραμματέας μπορεί να ετοιμάζει 30 κάρτες την ημέρα...» (ΜΣΤΤΕ2:41)  
 «Η μητέρα της Μαργαρίτας αγόρασε 2,5 κιλά ζάχα-

ρη...» (ΜΣΤΤΕ1:16)

**Πρόβλημα 1ο**

Ο Σωτήρης βγήκε πρώτος στο σχολείο του στο αγώνισμα του άλματος με επίδοση 2,08 μέτρα. Ο Λευτέρης βγήκε πρώτος στο δικό του σχολείο στο ίδιο αγώνισμα με επίδοση  $\frac{280}{100}$  του μέτρου. Ποιος από τους δύο έκανε το καλύτερο άλμα;

**Λύση**



**Απάντηση:** .....

**Πρόβλημα 2ο**

Η Εύη και η Βίκυ για το πάρτι τους θα φτιάξουν δύο γλυκά. Για το γλυκό της Εύης χρειάζονται 0,75 κιλά ζάχαρης, ενώ για το γλυκό της Βίκυς χρειάζονται  $\frac{6}{10}$  του κιλού ζάχαρη. Θα τους φτάσουν τα 1,5 κιλά ζάχαρης που έχουν;

**Λύση**



**Απάντηση:** .....

**TEXTBOOKS:** Older language books used to present boys and girls in a stereotypical way, but there has been a change in this representation during the last 20 years. Literature offers examples of women that are revolutionary for their time and age, unmarried mothers, housewives who defy their husbands’ authority, etc



The girl is holding the doll, while the boy is happy because his mother is offering him the ball.



Mother gives each child the toy she thinks is suitable for them

**Theodoret of Cyrus: “Virtue cannot be separated into male and female. ... The difference is one of bodies not of souls”.**

### STEREOTYPES ABOUT THE ROLE OF EACH GENDER

Though things are a lot better compared to the past, we can still find oversimplified and preoccupied social beliefs about the behavior, abilities, roles and professions of people, just because of their gender. These preoccupations define how people should be according to their gender, and this way they limit and direct young students to pre-defined roles, which affect their gender identity and lead to sexism and sometimes to gender discrimination.

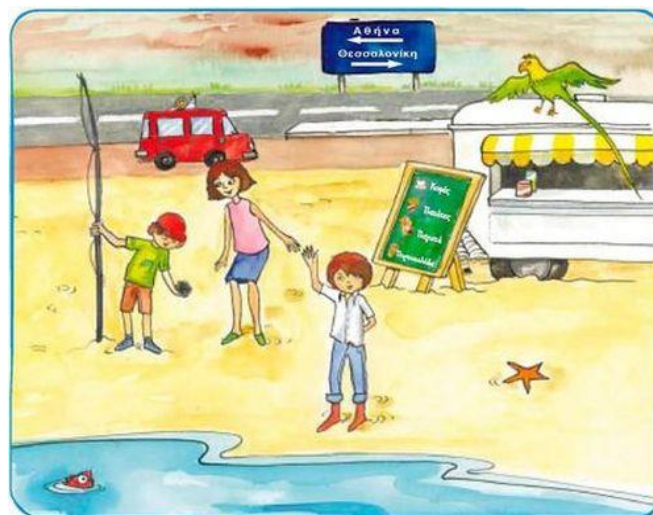
As far as professions are concerned, we still describe jobs as masculine and feminine, women usually work in lower rank positions and are worse paid than men

**LANGUAGE BOOKS:** Through texts and images Language books depict boys as more uncompromised, while girls as more submissive. Example:

-Mother: Aris, Marina, let's go

Aris: Mom, look! A starfish

Marina: Goodbye, seaside! ((the boy refuses to leave the beach, while the girl is ready to leave, though she doesn't want to))



**World Health Organisation: "People are born female or male but learn to be girls and boys who grow into women and men. This learned behaviour makes up gender identity and determines gender roles."**

## **SUGGESTIONS**

The authors of school books should be fully aware of the impact that school books have to the souls of young students and avoid stereotypical references in their books. More women should participate in the creation of school books. In school textbooks the exclusive use of the masculine gender should be avoided and the systematic use of the feminine form of the words can be adopted. Textbooks can also have, in text and images, an equal number of examples of men and women in prestigious positions, in professional positions, in social roles..

School counselors should inform and strengthen teachers in order to: understand the process that leads to the creation of gender role identity and self-perception,

- ✚ to recognize that gender discrimination results in the formation of a negative self-perception of girls (low self-esteem and low self-image),
- ✚ to understand their own perceptions about the social roles of men and women as distinguished by their biological sex,
- ✚ to critically examine gender stereotypes in the various educational materials they choose, in the curricula and school manuals, be able (to have the knowledge and master the techniques) to choose appropriate materials, to decide,
- ✚ to plan and to make interventions with the aim of changes in the social roles of boys and girls for a harmonious equal coexistence

TEACHERS should be sensitized about gender issues and be very careful about their behavior towards boys and girls, since they are often role models for their students. They should intervene when they find any kind of language sexism in school textbooks (which they do not choose themselves but are obliged to use), but do not agree with the way they present the relationship between the sexes and their place in society. For example, they can: a) point out and comment on the examples in which the use of the masculine gender is shown to indicate both genders. For example: 1. When they meet the sentence: "... as a responsible citizen ...» the teacher can comment: "Interesting! The book refers only to male citizens. According to the book, then, there are no women citizens in modern societies. What do you say? "What could this book write?" and let the children suggest and discuss the different possible views that will be expressed. 2. Use the words 'person', 'child' Words such as 'people', 'children' expressing sets of people are often used in textbooks (people are men and women, people of all ages, colors, and children are young boys and girls of all ages, colors, etc) and imply or depict only males. In other words, the person is identified with the man and the child is identified with the boy. This creates the perception that the woman or girl is less important or worthwhile.

**INTRODUCTION OF SEXUALITY EDUCATION AT SCHOOLS:** It is essential that young students learn about the cognitive, emotional, physical and social aspects of sexuality in an organized way. Too many young people receive confusing and conflicting information about relationships and sex, as they make the transition from childhood to adulthood. This has led to an increasing demand from young people for reliable information, which prepares them for a safe, productive and fulfilling life. Sexual Education aims to equip them with knowledge, skills, attitudes and values that will empower them to realize their health, well-being and dignity; develop respectful social and sexual relationships; consider how their choices affect their own well-being and that of others; and understand and ensure the protection of their rights throughout their lives. When delivered well, this course responds to this demand, empowering young people to make informed decisions about relationships and sexuality and navigate a world where gender-based violence, gender inequality, early and unintended pregnancies, HIV and other sexually transmitted infections (STIs) still pose serious risks to their health and well-being. Equally, a lack of high-quality, age- and developmentally-appropriate sexuality and relationship education may leave children and young people vulnerable to harmful sexual behaviours and sexual exploitation. (Cited from UNESCO)

## **EXPERIENTIAL ACTIONS FOR GENDER EQUALITY**

Examples taken from the Guidebook - Gender Equality in Education of Adults (Heinrich Bell Stiftung, Thessaloniki, Greece)

- ❖ Role-playing games
- ❖ Experiential exercises
- ❖ Case studies
- ❖ Automatic writing
- ❖ Work in small groups
- ❖ Theatrical play - events
- ❖ View and analyze-video discussion. An example:  
<https://www.youtube.com/watch?v=nWu44AqF0il>

A discussion follows with key points:

Trying to identify the sources of stereotyping in terms of gender and behaviors from infancy. With an emphasis on how the way we grow up rearranges brain function, determining both behaviors regarding gender as well as general intrapersonal, interpersonal, educational, professional and social reactions. In this way we bring about a rift in a naturalistic view of gender identities and we recognize the element of their social / cultural construction. To a point, this allows for the presentation of personal experiences

- ❖ Personal and group reflection
- ❖ Visual representations
- ❖ Study and critical use of texts

### **Questions that might be useful to ask before presenting educational material to our students**

- ✓ In what activities is each gender involved?
- ✓ What is the role of girls / women?
- ✓ Could the same text be used if the social roles of the sexes were reversed, that is, if men were in the position of women and vice versa?
- ✓ Are heroes and heroines admired for the same characteristics and are the same criteria used for success?
- ✓ Are issues of poverty and social exclusion linked to gender and the distribution of power?
- ✓ Are women themselves presented as a problem?
- ✓ Does the content encourage active behaviors and resistance or passive acceptance and by what gender?
- ✓ Which gender is omitted and for what purpose?
- ✓ Are there gender stereotypes of character and activities, that is, do women appear capable of "caring" and men "taking on responsibilities", "being professionally successful" and not often described as "partners and fathers"?
- ✓ Do women take initiatives and have social resources for their success or is success - when it exists - attributed to other factors, such as their appearance and / or relationship with important men in their lives (fathers, brothers, partners, relatives, professionals) ;
- ✓ What type of male and female personality is outlined based on personality traits (eg are ingenuity, independence, rational thinking, creativity, sensitivity, dependence, empathy, submissiveness, curiosity, imagination, intelligence attributed to female or male characters only?)
- ✓ Is the possible oppression of women presented as a social symptom or as an inescapable natural phenomenon?
- ✓ In the professions that men and women appear to practice, is there any categorization into "male" and "female"?
- ✓ Is the workplace and the professional behavior of women and men described equally? Are women represented equally in the so-called "male" professions, science and technology? Do men appear in professions that are traditionally practiced by women? (eg secretary, kindergarten teacher). Are women represented at the top of the administrative hierarchy ?
- ✓ Are there any initiatives to promote women's careers? Are boys and girls being promoted equally in future careers? Is there a connection between the proposed career choices of boys and girls and stereotypes about gender roles?
- ✓ To which sex is power and authority attributed? Are women portrayed in subordinate roles? Are references made to the family life of individuals and how are responsibilities distributed among

family members? What type of family is most prominent? How are parent roles outlined? How is free time distributed among family members?

- ✓ In what areas of social life are men and women active? Are there alternative views, accurate and realistic, of male and female characters and alternative lifestyles at all levels? If so, how often and what evaluative judgments and comments are made?



- Changes should affect every aspect of life. For example ...the traffic lights in Vienne show homosexual couples and in Australia they have become feminine.



(Information taken from **INTRODUCTION TOPICS FOR THE PROMOTION OF GENDER EQUALITY IN THE EDUCATIONAL PROCESS, AUXILIARY EDUCATIONAL MATERIAL FOR SCHOOL TEACHERS**).

## IV.4. I.I.S. E. Majorana-A. Cascino (Piazza Armerina, Enna, Italy)

### CHARTER OF FUNDAMENTAL RIGHTS OF THE EUROPEAN UNION

#### EQUALITY

##### Article 20

Equality before the law: Everyone is equal before the law.

##### Article 21

#### Non-discrimination

1. Any discrimination based on any ground such as sex, race, colour, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age or sexual orientation shall be prohibited.

2. Within the scope of application of the Treaty establishing the European Community and of the Treaty on European Union, and without prejudice to the special provisions of those Treaties, any discrimination on grounds of nationality shall be prohibited.



#### CONSTITUTION OF THE ITALIAN REPUBLIC

##### Article 3

All citizens shall have equal social dignity and shall be equal before the law, without distinction of gender, race, language, religion, political opinion, personal and social conditions.

It shall be the duty of the Republic to remove those obstacles of an economic or social nature which constrain the freedom and equality of citizens, thereby impeding the full development of the human person and the effective participation of all workers in the political, economic and social organization of the country.



#### BIRTH OF ITALIAN REPUBLIC

An institutional referendum was held in [Italy](#) on 2 June 1946. Following the [civil war](#) and the [Liberation](#) from fascism in 1945, a popular referendum on the institutional form of the State was called and resulted in voters choosing the replacement of the monarchy with a [republic](#). A [Constituent Assembly](#) was elected on the same day. Only 21 out of 566 were women.



## SEX VS GENDER

### What is sex?

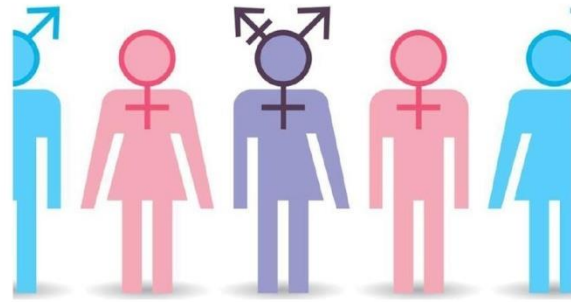
- It refers to the biological aspects of an individual as determined by their anatomy, which is produced by their chromosomes, hormones and their interactions
- It is generally male or female
- It is something that is assigned at birth

### What is gender?

- a social construction relating to behaviours and attributes based on labels of masculinity and femininity

### What is gender identity?

- gender identity is a personal, internal perception of oneself and so the gender category someone identifies with may not match the sex they were assigned at birth
- where an individual may see themselves as a man, a woman, as having no gender, or as having a non-binary gender – where people identify as somewhere on a spectrum between man and woman



### What is gender equality?

**Gender equality**, also known as **sexual equality** or **equality of the sexes**, is the state of equal ease of access to resources and opportunities regardless of gender, including economic participation and decision-making; and the state of valuing different behaviors, aspirations and needs equally, regardless of gender.

#### Best performance

Italy's highest scores are in the domains of health (88.4 points) and money (79.0 points), in which it ranks 12<sup>th</sup> and 15<sup>th</sup> in comparison with other Member States.

#### Most room for improvement

Gender inequalities are most pronounced in the domains of power (48.8 points), time (59.3 points) and knowledge (61.9 points). Italy has the lowest score in the EU in the domain of work (63.3 points).

#### Biggest improvement

Since 2010, Italy's scores have improved the most in the domains of power (+23.6 points) and knowledge (+8.1 points). Its rankings have gone up by eight and nine places, respectively, in these domains.

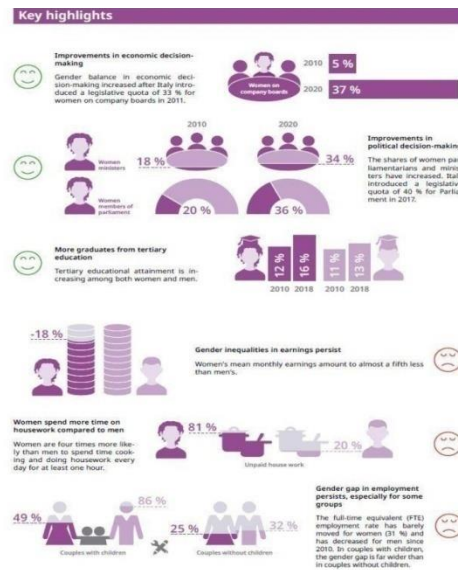
#### A step backwards

Italy has made least progress in the domain of money (+0.1 points) since 2010. Its ranking has not changed.

(15<sup>th</sup> <https://eige.europa.eu/gender-equality-index/2020/domain/power/IT> <https://eige.europa.eu/gender-equality-index/2020/domain/money/IT> <https://eige.europa.eu/gender-equality-index/2020/domain/time/IT>)

## Government responsibilities

The Ministry for Rights and Equal Opportunities was created in 1996, in line with the UN's Beijing Platform for Action (BPFA) and EU guidelines on gender mainstreaming. Its functions were established in 1997. Its broad mandate is to represent the Italian position on gender issues at EU level, prepare government gender equality policy and implement the EU Equality Directives, as well as gender mainstreaming. Unfortunately, the Ministry lacks financial autonomy and resources, limiting the implementation of its mandate.



ELENA BOSETTI is the current minister for Rights And Equal Opportunities and Family

Italy's main government gender equality body is the Department for Equal Opportunities (DEO) of the Italian Presidency of the Council of Ministers (since 1996), which has supported the Office of the Minister for Equal Opportunities since 1997. The DEO has an abroad mandate to promote and coordinate government actions to support women's human rights, with a focus on combating violence against women, exploitation and trafficking in human beings since 2015. It also coordinates the adoption of the necessary initiatives for the programming, guidance, coordination and monitoring of the ESI Funds for gender equality policies, and all relations with state, regional and local authorities.

## ACHIEVEMENTS IN ITALIAN LEGISLATION

Divorce is introduced in Italian legislation on the 1st December 1970.

Prohibition of dismissal of mother workers introduced on 30 December 1971.

Absolute equality between spouses introduced in 1975.

Right to abortion introduced on the 22 May 1978.

In 1981 shotgun wedding and honour crime were abolished.

Violence against women became a crime against person in 1996 (in the past it was considered a crime against Public morality).

Military service for women on a voluntary base is introduced on October 1999.

In 2000 paternity leave, alternate to the maternity leave, is introduced for public workers/employees.



### Stalking entered the Italian legislation in 2009

Law on feminized was issued in 2013; the law on Red Code, against domestic or gender based violence, has recently been issued in 2019 (the new law promises tougher penalties, including longer prison sentences, for the perpetrators of violence, sexual abuse and stalking. The law also criminalizes acid attacks and [revenge porn](#).

It also means cases will be dealt with by courts as a priority and investigations will be fast-tracked).

Italy has recognised same-sex civil union since 5 June 2016, providing same-sex couples with most of the legal protections enjoyed by opposite-sex married couples. A bill to allow such unions, as well as gender-neutral registered partnerships, was approved by the Senate on 25 February and the Chamber of Deputies on 11 May and signed into law by the Italian President on 20 May.

A law punishing discrimination and hate crimes against LGBT+ individuals (ddl Zan) has been approved by Italian Camera but it still hasn't been approved by the Senate. Currently, Italy punishes hate crimes for racial, ethnic and religious reasons, as well as neo-Nazi and neo-fascist actions and slogans, through the so-called "legge Mancino". With the new law, those who discriminate against gay and transgender people would be sanctioned with up to four years imprisonment, and generally any discrimination based on sexual orientation, gender identity, as well as gender-based violence will be punished.

## The Importance of Gender Equity and Equality in the Classroom

From an early age, children make assumptions that confirm gender stereotypes. Children learn how to think about themselves and others from the messages they hear in society. And often, these messages include stereotypes about gender that stick with them for the rest of their lives.

In the classroom, students often encounter implicit or explicit assumptions about gender. For example, girls interested in STEM subjects may be discouraged if others say such topics aren't very "feminine" pursuits. Also, some transgender students report feeling unsafe at school, which affects their academic achievement in very serious and harmful ways.

We as teachers can make a difference for younger students by teaching them to find strength in their gender identity and to treat kindly those with different identities than their own. We can help facilitate their thoughts and discussions in healthy ways. We can also promote better understanding among your students for those who are different from themselves.





## Four Ways to Promote Gender Equity and Equality in Education

### Be a Role Model for Your Students

Students, especially younger children, often learn by imitation. [As a teacher, be aware of your own Assumptions about gender and try to correct our biases as you notice them.

In relevant situations, empower your students to believe in their potential to achieve their dreams regardless of their gender identity—and that their gender is a strength, never a weakness. Also, use language in class that is inclusive of transgender and non-binary students, such as using the name and pronouns that a student goes by, even if it is different from their school records.



### Don't Connect Gender to an Ability or Personality Trait

Sometimes our language can reinforce assumptions about gender. Be aware of the language you use in class, and avoid making assumptions about anyone's ability, profession, or personality based on their gender. It can also be helpful to avoid making wide generalizations about gender in class, such as the assumption that boys are louder and girls are quieter, or assuming that all of your students identify as their birth sex.

### Include Gender Equality in Your Curriculum

Many textbooks are problematic when it comes to gender. Often they don't include many notable female figures, tokenize the experiences of women, and stereotype gender roles in harmful ways. If you're able to pick the textbook you use, try to find one that is known for its equitable treatment of gender.

If not, try to supplement your curriculum by teaching your students about both men and women who challenged their society's side as about gender and changed their communities in meaningful ways. It can also be helpful to include gender non-conforming and transgender people in your curriculum to help students with these identities feel represented and accepted.



### Teach Students to Be Aware of Personal Biases

One of the best ways to confront gender discrimination in the classroom is by simply making your students aware of it. Teach students about implicit bias, or beliefs we might hold about ourselves or others because of sexist messages we have heard. Tell your students that many people hold these biases, and it doesn't mean they are bad people. The important thing is for students to acknowledge their own assumptions. Once they do, they can challenge them to actively change those assumptions—to recognize that a person's abilities are not linked to their gender.

## IV.5. The High School of Economics and Gastronomy (Tarnów, Polonia)

Equality between women and men is one of the fundamental principles of the European Union. The EU has made significant progress on gender equality in recent decades. However, there are still differences in the treatment of women and men and in the labour market it is mainly women who are still employed in lower paid sectors. Nor are they sufficiently represented in positions that require decision making.

First, let's focus on equality in education. Although women and men have the same chances when it comes to access to education and women are often more motivated than men to obtain higher education, the advantage of men grows along with the subsequent stages of education. Women constitute a minority of doctors and university professors.

What could this be the result of? Ladies with a high school diploma, bachelor's or master's degree often have limited time for further education. This applies especially to women who take care of young children or are on maternity leave.

At this point, it is worth mentioning the success of the ladies working at the Medical University of Lublin. The Dutch Center for Science and Technology Studies at the University of Leiden conducts research of universities every year assessing the number and quality of scientific publications of their employees. In 2019, the gender of the authors was taken into account for the first time. The Medical University of Lublin took first place in the world in terms of the rate of scientific publications written by women (56%). The University of Gdańsk was ranked 4th, and the Medical University of Poznań came 7th.



Are women at work treated in the same way as their male colleagues? Unfortunately, equality in many cases is still just a wish. In many companies, it can be seen that the majority of managerial positions are held by men, while women are neglected for promotions despite the fact that they have the same or often even higher qualifications and longer work experience.

This is due to the attitude of women and their lack of self-confidence. At job interviews, men are more likely to mention higher wages, while women are ready to work for lower wages. Although employers should provide equal pay, they often take advantage of this fact and simply pay women less.

### Women in the labour market in Poland and the EU

Although equality at work should be natural and undisputed, many companies still discriminate against female employees, for example in financial matters. The wage gap, i.e. the difference between the salaries of men and women holding the same positions in one company, is a big problem both in Poland and the entire European Union.

Every two years, the Central Statistical Office carries out a study of the pay gap in respect of the gender of employees. The last published report contains an analysis of data from 2016. And so: "the average monthly gross salary of men was higher than the average gross monthly salary of women by 18.5 %." The largest disproportions in wages are characteristic of financial and insurance industries.

The gender pay gap index for Poland in 2016 was 7.2%. This value means that women earned on average 7.2% less per hour than men. This is still a good result compared to other member states. Eurostat data shows that the difference in the Union is 16.2% to the disadvantage of women.

Both Poland and the EU undertake a number of measures to improve the situation of women in the labour market. Gender equality is one of the important goals in the policy of the European community. It implements the "Rights, Equality and Citizenship" programme by financing projects aimed at promoting

equal treatment of both genders and eliminating discrimination and violence against women. However, we still have a long and bumpy road to full equality.

By law, women at work must be treated like men. The prohibition of discrimination of employees is provided for in Art. 18 of the Labour Code: "Employees should be treated equally in terms of entering into and terminating employment, terms of employment, promotion and access to training in order to improve professional qualifications, in particular regardless of sex, age, disability, race, religion, nationality, political beliefs, trade union membership, ethnic origin, religion, sexual orientation, and regardless of employment for a fixed or indefinite period, or full-time or part-time work. "

Gender, therefore, cannot be the basis for unequal treatment and a criterion for granting promotion, sending employees to training or determining employment conditions. What is worth emphasizing once again, according to the code: "Employees have the right to equal remuneration for the same work or for work of equal value".

The principle of equal opportunities for women and men

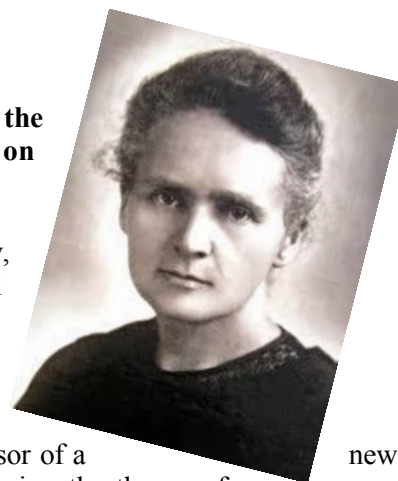
- applies to both women and men,
- means the assessment of the situation of women and men in various spheres of social life,
- involves breaking negative stereotypes
- consists in planning activities aimed at reducing and counteracting the deepening of inequalities in various areas of life (education, services, access to power and decision making, employment and self-employment).

### Poland's most successful women

**Brave and strong. They have changed history, promoted Poland in the international arena and built their business. Often supported by men on their way to success.**

**Maria Salomea Skłodowska-Curie** (born November 7, 1867 in Warsaw, died July 4, 1934 in Passy) - Polish physicist and chemist, two-time Nobel laureate.

In 1891, Maria Skłodowska left the Kingdom of Poland for Paris to study at the Sorbonne (in the 19th century women could not study in Poland). Then she developed her scientific career there. She was a precursor of a branch of chemistry - radiochemistry. Her achievements include: developing the theory of radioactivity, techniques for separating radioactive isotopes and the discovery of two new elements - radium and polonium. On her initiative, research was also carried out on the treatment of cancer with the use of radioactivity.



new

Nobel Prize Diploma in Physics, awarded in December 1903 to Peter and Maria Curie. She was awarded the Nobel Prize for the first time in 1903 - in physics, together with her husband Pierre Curie and with Henri Becquerel, for research into the phenomenon of radioactivity discovered by Becquerel. She was awarded the second time in 1911 - in chemistry, for the discovery of polonium and radium, the separation of pure radium and the study of the chemical properties of radioactive elements. She belongs to the group of only four people who have received the Nobel Prize more than once. Among them she is one of the two that have received awards in different disciplines. In the four, she is also the only woman and the only scientist honored in two different natural sciences.

**Queen Jadwiga** - Jadwiga Andegaweńska (born between October 3, 1373 and February 18, 1374 in Buda, died July 17, 1399 in Krakow) - the queen of Poland from the Anjou dynasty, daughter of Ludwik Węgierski and Elizabeth of Bosnia, in 1384 crowned king of Poland, the first wife of Władysław Jagiełło, apostle of Lithuania, saint of the Catholic Church and patron saint of Poland.



**Irena Stanisława Sandlerowa** (born February 15, 1910 in Warsaw, died May 12, 2008 in Warsaw) - Polish social and charity activist, member of the PPS, during World War II, head of the children's section of the Council for Aid to Jews at the Government Delegation for the Country of the Righteous Among the Nations, lady of the Order of the White Eagle and the Order of the Smile. During World

War II, she risked her life to save Jewish children in the Warsaw ghetto. Thanks to her great courage, 2,500 young people were saved from death.



**Elżbieta Zawacka** - (born March 19, 1909 in Toruń, died January 10, 2009 in Toruń) - during World War II, a courier of the Home Army Headquarters, the only one of the 15 candidates who successfully completed the training and later served as a 'silent unseen' (elite special-operations paratrooper), mathematician, professor of humanities specializing in modern history, in 2006 as the second Polish woman in the history of the Polish Army promoted to the rank of brigadier general. Lady of the Order of the White Eagle - the highest distinction in Poland awarded for

outstanding civil and military merits.

**Pola Negri**, full name Apolonia Chałupec (born December 22, 1896 in Lipno, died August 1, 1987 in San Antonio, Texas, USA) - Polish theatre and film actress, international silent film star.





**Irena Kirszenstein-Szewińska** (born May 24, 1946 in Leningrad, died June 29, 2018 in Warsaw) - Polish athlete specialising in sprinting and long jump, after her career an activist of national and international sports organisations; Lady of the Order of the White Eagle. She was one of the most successful Polish athletes and the most outstanding female athletes in history: she stood on the podium at four consecutive Olympic Games.

**Wisława Szymborska** (born July 2, 1923 in Prowent, died February 1, 2012 in Kraków) - Polish poet, essayist, critic, translator, columnist; laureate of the Nobel Prize in Literature (1996), founding member of the Polish Writers' Association (1989), member of the Polish Academy of Arts and Sciences (1995), lady of the Order of the White Eagle.



**Justyna Maria Kowalczyk-Tekieli** (born January 19, 1983 in Limanowa) - Polish ski runner, Olympic champion and multimedalist, world champion and multimedalist, four-time winner of the World Cup in cross-country skiing. In 2018–2021, she was assistant head coach of the National Women's Team in cross-country skiing. Since March 26, 2021, he has been the sports director of the Polish Biathlon Association.

**Irena Eris** (born April 13, 1950 in Warsaw) - Polish pharmacist, entrepreneur, founder and co-owner of the Dr Irena Eris company; doctor of pharmacy.

She is the co-owner with her husband of Dr Irena Eris, where she is the director of research and development and the spa hotel chain. From the beginning of the company's activity, he has been involved in the creation of new products and managed the process of their creation.



She has received a number of prestigious awards, including The Business Lady of the Decade (Business Center Club, 1999), the Businessman of 1999 and in 2004 she took high 20th place on the list of the most influential women in the history of Poland - women who turned the course of events, broke stereotypes, and initiated a new way of thinking.



### Polish Female Prime Ministers

**Hanna Suchocka** (born April 3, 1946 in Pleszew) - Polish politician, lawyer and academic teacher, President of the Council of Ministers in the years 1992–1993.

Habilitated doctor of legal sciences, associate professor of the University of Adam Mickiewicz in Poznań. One of the founders and leaders of the Democratic Union, and then the Freedom Union, in 1997-2000 the minister of justice and prosecutor general in the government of Jerzy Buzek, in 2001-2013, the Polish ambassador to the Holy See and the Order of Malta. In 1980–1985 and 1989–1991, she was a deputy to the Sejm of the People's Republic of Poland of the 8th term and contract

Sejm, and in 1991–2001 for the 1st, 2nd and 3rd term of office, in 2015–2016 she was the first Vice-Chairwoman of the Venetian Commission. Lady of the Order of the White Eagle.



**Beata Maria Szydło** (born April 15, 1963 in Oświęcim) - Polish ethnographer, politician and local government official, in the years 2015–2017 President of the Council of Ministers.

Member of the Sejm of the 5th, 6th, 7th and 8th term (2005-2019), Member of the European Parliament of the 9th term (from 2019), Vice President of Law and Justice from 2010, Vice President of the Council of Ministers in 2017-2019 and Chairman of the Social Committee in Mateusz Morawiecki's government.

*The aim of the principle of equal opportunities for women and men is therefore not to influence the biological differences but to ensure access to resources, activities and opportunities in such a way that each person has equal access and equal opportunities to fulfil their objectives and aspirations in professional and social life.*

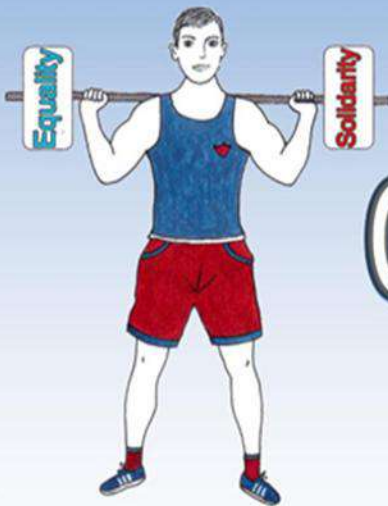


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