TRAINING OF TRAINERS CURRICULUM FOR GENDER EQUALITY & ACTIVE CITIZENSHIP

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Summary

This document aims to add to the growing scholarship on informal education for advancing gender equality and active citizenship, especially concerning youth workers. Essentially, it is a curriculum for 5 modules, to direct youth workers and/or activists wishing to facilitate trainings in gender issues, youth work and informal education, in order to train future trainers in the same fields. It is especially useful for those who wish to deliver such trainings to people dealing with young workers and especially women everyday.

In order to do this, we overviewed similar produced materials, dealing with similar issues or using a similar non-formal methodology of informal education. Firstly, some important references for us were the Council of Europe training toolkits *Compass* and *Compasito* for younger people with a special focus on the parts on gender and equality human rights, the *Domino* manual on racism and xenophobia issues, the *Manual for facilitators in non-formal education*, the *Gender Matters* manual on gender violence and the *All different All equal* manual. Additionally, we also looked into other gender equality tools by international institutions and organisations such as the *Gender Equality toolkit* by the European Institute for Gender Equality, the *Gender Toolkit: A Manual for Youth Peace Workers* by the United Network of Young Peacebuilders, the *Typology On Training For Gender Equality* by the Training Centre of UN Women and many more.

In summary, building upon previous training toolkits, incorporating non-formal education methods together with intercultural and case-specific content, we wish to offer a comprehensive curriculum for those who wish to organise trainings which eagerly engage with gender equality and active citizenship, with a focus on gender stereotypes, gender in the workplace, gender in the media, gender-based violence and benevolent sexism.

Outline of the modules

Module 1 is dedicated to the identification of stereotypical perceptions of gender, and eventually challenge them. It is comprised of a brief overview of key information and concepts that the trainer can use as guiding notes, non-formal education activities and assessment guidelines.

After identifying gender stereotypes *Module 2* addresses how these might affect the workplace. It also ties-in with the next module on gender-based violence, since often the workplace becomes space of not only gender inequality, but also sexual harassment as the highly publicized example of the MeToo movement.

Module 3 addresses the role of media in constructing some of the aforementioned stereotypes. This is achieved through activities which are able to utilise existing, real-time and context-specific knowledge and information in order to identify stereotypical portrayals of men and women.

Module 4 also utilises activities which are based on national case studies and specific experiences, in order to identify the kinds of gender-based violence, namely sexual, psychological and economic.

Module 5 is dedicated to a particularly difficult to trace sexist behaviour and practices due to its positive nature, benevolent sexism.

The document concludes with a chapter on Assessment and relevant appendices.

Expected results/Outcome

What we wish this training curriculum to achieve is an assortment of things. Firstly, to raise awareness on some key forms of gender stereotypes and sexism in everyday social life, the media and the workplace, to demonstrate how many different types of gender discrimination there are, with benevolent sexism being one that is particularly hard to trace.

Secondly, we wish to wish to enhance all of the participants' knowledge on human rights related to gender equality as well as basic human rights such as the access to fair pay and good living conditions and the right to live a violence-free life.

And thirdly, we hope that the aforementioned knowledge is eventually transmitted by our participants to other people in order to achieve a meaningful change in attitudes, behaviours and practices towards gender equality.

Tips to Trainers

To start with, this section includes some general tips from our experience as well as others'[1], to get you prepared for your training sessions. Additionally, we also include an overview of some definitions and available resources in order to introduce you to some key concepts related to gender and gender equality.
Delivering non-formal trainings while dealing with such sensitive issues can be quite challenging, that is why this section will most likely be very useful for your preparation prior to the training.

So, before entering the depth of gender equality training and in order to swim comfortably in the world of non-formal education, one needs to have the following tips in mind...

1. We are trainers, not teachers/lecturers

Since most people in the world, from the western world to postcolonial and postsocialist countries, have had a very traditional education, we might all be accustomed to teachers and lecturers assuming a position of power while in the process of disseminating knowledge. However, the whole point of non-formal education is to provide an alternative to this method, so its "tools" are not as useful in this case. For example, coercive or abrupt language and expression is not appropriate. A trainer is encouraging, supporting, motivating and leading an example for other trainers. At the same time, respect is absolutely necessary so you should strongly practice and encourage it.

Also, avoid stereotypical expression, be it verbal or even graphic. For example, pinks, purples in graphics for female audiences versus blues and black for male audiences, is a very gendered use of colour and offers a very stereotypical approach to the presentation regarding female and male colour preference.

A useful guide for gender-sensitive communication has been prepared by the European Institute for Gender Equality[2], which also includes a Gender Equality Glossary and Thesaurus.

2. Get your facts right!

Even though no one expects you to be an encyclopaedia or a historian on gender issues or workers' rights or non-formal education, opt to work from your strengths and research things you do not now or skills you are not as proficient at. It is important to be prepared and informed on local specificities on the situation of gender in the workplace for example, as well as the national or international legal frameworks which cover the issue.

For international legal frameworks and agreements see next sections. For iconographic information from UN statistics check

As aforementioned however, even if you do not know something be honest and open about it, and express your willingness to seek further knowledge on the matter.

3. Know your audience

Context matters. Local situations might also mean that you will have to adjust slightly your training material or methods, so again, work from your strengths and avoid highly controversial issues.

1   See more in the references in the bibliography section at the end of this document.
2   EIGE website: EIGE's publications: Gender-sensitive Communication. url: https://eige.europa.eu/publications/gender-sensitive-communication/overview, accessed on May 30, 2020.

For international and national stats see sources listed in the next sections.

4. Equip yourself

Besides doing your own homework and 'reconnaissance' on local situations and specificities, you should also review the material beforehand and account for time needed for each activity and gather your necessary materials.

5. Have fun!

Despite the seriousness of some of the issues discussed, you should bear in mind that only if you are having a good time will your audience enjoy their time with you too. Introduce yourself right from the start, by giving your audience general information on your personality and specific information regarding your background. Be enthusiastic, fun and engaged with your audience and let them introduce themselves too. Then you could proceed with ice-breaker games so that everyone establishes some sort of relationship with each other.

6. Get feedback

Same as academic education, learners have the chance to anonymously give feedback to their trainers/educators. In order for your audience to prepare for this, you can mention it right at the beginning in your introduction so they will bare this in mind throughout the process and pay more attention to detail.

7. Archive/Keep a log

For your future reference and for others give out assessment sheets, but also keep your own logbook/diary, as to how each activity went

- Planning the actual training

Apart from general tips, here we include a list of things to check prior to the training:
Check Appendix 2 for a suggested daily plan and make your own. Account for approximately one day per module and apart from the suggested activities included in this document, please refer to the *Collection of non-formal education activities and training material* we have prepared, in order to enrich and adjust accordingly to your specific audience of the training workshop.

Make time for informal chats in the morning prior to every session as well as after the end of every day.

Try to introduce the module each day using different mediums. For example, on Day 1 and Module 1 on Gender Stereotypes you can start by bringing up examples from the Icebreaker Activities if they involved certain stereotypical gender perceptions, or for Day 2 and Module 4 on Gender-based violence you can straight off start with a powerful video like the one Activity 1 is based on.

Allow for breaks and although they are free time, you can still maintain your presence within the group to help with the process of socialisation a bit more.
Always try and allow for substantial time for reflections in plenary discussions, as they are part of all the proposed activities since they are the most effective way to ensure a feeling of collectively producing and exchanging knowledge.

As mentioned above, you should also allow yourself plenty of time to read and prepare the necessary materials before the training, so that you feel confident and ready.

Additionally, another good practice to reinforce non-formal educational approach, is to adjust your schedule after you have gone over it with the attendees so they have a say in what kind of information they receive as well as how they receive it.

Key Concepts and Facts

Introducing Gender terminology[3]

When defining gender, there needs to be a clarification between two commonly confused terms; namely, sex and gender. Sex is not identical to gender and gender does not refer to one's sex.

Sex describes the biological differences between men and women while **Gender** is used to distinguish people based on a perceived difference between the sexes; it conveys the expectations society holds about the characteristics, and behaviors of both women and men which are encoded as *femininity* and *masculinity*. A typical way of expressing one's gender includes signs such as clothing, physical appearance, overall behavior and gestures.

Being a man or a woman does not merely involve the different biological and physical characteristics. It involves the roles and responsibilities assigned to women and men in the family, in society and culture. These gender roles and expectations are learned; they are not innate attributes. They vary across time, within and between cultures, societies, religions. Gender is often wrongly interpreted as being the promotion of women only. However, gender issues involve both women and men and their identities based on how societies define the rights and responsibilities ascribed to them. From these relations emanate the *gender roles*. These roles involve how we are expected to act, speak, dress and conduct ourselves based on our assigned sex. This entails expectations from girls and women that they should dress in a feminine manner and be well-conducted while men are expected to be strong, aggressive, confident and not express emotions.

The traits associated with "womanhood" or "manhood" are different in different parts of the world and throughout time. This entails that gender attributes are not fixed or permanent; they are socially constructed which by extension means that they can be changed or ended.

The role of education in shaping gender representations, attitudes and behaviours is essential in the effort to combat stereotypes and bring about social and cultural changes.[4] What we are taught at school largely determines the way we think and act and shapes the perceptions we have of the world. Within this framework, education contributes to the maintenance of social gender or gender stereotypes by assigning gender roles[5].

Gender in official international Institutions and Agreements

Article 3C of the **Istanbul Convention**: "Gender shall mean the socially constructed roles, behaviours, activities and attributes that a given society considers appropriate for women and men". It is the socially-constructed identity attached to masculine and feminine attributes of women, men and gender diverse people.

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3   A more detailed and thorough analysis of gender terminology is provided in the Handbook on Gender Equality and Empowerment of young girls produced in the frame of the Erasmus + project *Advocacy for Gender Equality and Active Citizenship, 2019-2020.*

4   A publication of the Council of Europe "Compilation of good practices to promote an education free from gender stereotypes and identifying ways to implement the measures which are included in the Committee of Ministers' Recommendation on gender mainstreaming in education".

5   More on the role of education and gender stereotypes (including manuals for combating stereotypes in education) is available at the Handbook on Gender Equality and Empowerment of young girls produced in the frame of the Erasmus + project *Advocacy for Gender Equality and Active Citizenship, 2019-2020.*

UN women notes that "these attributes, opportunities and relationships are socially constructed and are learned through socialization processes. They are context/ time-specific and changeable. Gender determines what is expected, allowed and valued in a woman or a man in a given context. In most societies there are differences and inequalities between women and men in responsibilities assigned, activities undertaken, access to and control over resources, as well as decision-making opportunities. Gender is part of the broader socio-cultural context, as are other important criteria for socio-cultural analysis including class, race, poverty level, ethnic group, sexual orientation, age, etc."

Not to be confused with sex, which is defined to mean the biological differences between men and women.

The **UN Food and Agriculture Organization** defines gender as "the relations between men and women, both perceptual and material. It is a central organizing principle of societies, and often governs the processes of production and reproduction, consumption and distribution."[6] It continues to state that gender involves "the economic, social and cultural attributes and opportunities associated with being male or female."[7]

The **World Health Organisation** describes gender similarly to the Istanbul Convention, as the socially constructed roles, behaviour, activities and attributes that a given society considers appropriate for men and women. That is a 'Male' and 'female' are sex categories, while 'masculine' and 'feminine' are gender categories.[8] WHO also defines sex as the biological and physiological characteristics that define men and women.

Gender Equality

What is Gender Equality?

Gender Equality, as defined by the **UN** in their Global Goals for Sustainable Development[9], is striving to achieve gender equality and empower all women and girls. Equality between men and women is also one of the **European Union**'s founding values since its foundation and the specifically the **Treaty of Rome in 1957** when the right for equal pay for equal work was established.

UN Women defines gender equality as the equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men. Gender equality is not a women's issue but should concern and fully engage men as well as women. Equality between women and men is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centred development.

What does it mean?

End all forms of discrimination against all women and girls everywhere.

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6   Available at http://www.fao.org/3/y5608e/y5608e01.htm

7   UNFPA United Nations Population Fund, available at https://www.unfpa.org/resources/frequently-asked-questions-about-gender-equality.

8   World Health Organisation, available at https://web.archive.org/web/20150818074425/http://apps.who.int/gender/whatisgender/en/index.html

9   https://www.un.org/sustainabledevelopment/gender-equality/

End all forms of violence against women and girls.

End all practices and traditions that may impair the physical, mental and sexual health of women and girls.

Recognize and value women's work at home. Encourage women and girls to have equal opportunities to be heard and to have real opportunities to participate in all political, economic and public spheres.

Protect women's rights to sexual and reproductive health.

Promote policies and laws to ensure gender equality including reforms to give women equal access to ownership and control over land and other forms of property, financial services, inheritance, and natural resources. End all forms of discrimination against all women and girls everywhere

Why?

Women and girls represent half of the world's population therefore half of its potential. However, they are still underrepresented in all positions of political power. Women and girls still perform a disproportionate share of unpaid domestic work.
Many women and girls around the world of all ages, ethnicities and socioeconomic status are still victims of violence and cruel practices, physical, sexual or psychological violence. Child marriage has not been eradicated from one third of the developing countries. Access to primary as well as secondary education is not equal

How?

Empower female co-workers or classmates, lead the example yourself if you are a female by fighting for your right to access sexual and reproductive health services.

Address unconscious biases, implicit associations and stereotypes that form often unintended and invisible barriers to opportunity.

Have empathy and respect. Be engaged and pursue change in policy-making by participating in the processes of voting as well as political activism.

Background Information/Available Resources

Consult with these sources above in order to get certain statistics for countries which concern your training programme, examples of toolkits for equality and widely-accepted official definitions.

European statistics for gender equality

Eurostat is the main source of gender statistics at EU level. In their portal trainers will find a thematic section on gender statistics:
http://ec.europa.eu/eurostat/web/equality/overview

European Institute for Gender Equality

The European Institute for Gender Equality (EIGE) assists EU institutions and the Member States in the collection, analysis and dissemination of data on equality between women and men. EIGE`s gender statistics database serves as a one-stop source on statistics information that best reflect the differences and inequalities between women and men, girls and boys

in the European Union. The database stores and disseminates gender statistics from all over the European Union and beyond at the EU, Member State and European level. It is aimed at providing statistical evidence which can be used to support and complement the European Commission's Strategy on Gender Equality, its Strategic engagement for gender equality 2016- 2019 and support the Member States to monitor their progress: http://eige.europa.eu/gender-statistics.

The platform contains internationally comparable data from sources such as Eurostat, DG Justice and Consumers, Eurofound and the EU Fundamental Rights Agency (FRA). A number of national sources are also included.

Social partners on the European labour market have developed a Toolkit for Gender Equality in Practice and a Toolkit for Best Practises:
https://unstats.un.org/unsd/gender/Infographics.html.

UN WOMEN

UN Women publishes reports on Progress of the World's Women where statistics can be found for different parts of the world: http://progress.unwomen.org. The UN Women Training Centre offers a lot of useful material and technical help.

The World's Women 2015: Trends and Statistics presents statistics and analyses of the status of women and men in areas of concern, including summative iconographics.

UNESCO has published a special toolkit for Promoting Gender Equality in Education and Gender Equality eLearning Programme.

Council of Europe Gender Equality Glossary

Glossary of the UN Women Training Centre

Both of these glossaries are really helpful to look up any other definitions and concepts you might need in order to establish a gender-aware and gender-sensitive communication. For more case-specific definitions, you can look up relevant national legislation for the country/ies the training is intended for, and then you could compare to the above international ones.

Introductory Session

This is most common for all courses and trainings. The purpose is to establish the grounds of what it is you are going to be doing, i.e. present the syllabus, while also making sure a secure, friendly yet respectful environment is created. Although some of the purposes of this informal syllabus/curriculum are common to traditional education, the references in order to compile this document remain non-formal education references which are created collectively and do not involve lecturing or memorising as traditional educational methods.

It is also important to establish a non-hegemonic relationship amongst participants and trainers. This means that you recognise that no-one has more authority than the other, that there is no hierarchy, therefore you are a facilitator and not a teacher in the traditional sense. It also means that knowledge and expertise is shared and produced equally amongst all, and this reason why Informal non-hegemonic syllabi are preferred by grassroots movements activists[10].

During the introductory session the main aims are to:

- Create pleasant environment for learning and sharing.
-
- Get to know each other.
-
- Establish training expectations.
-
- Present objectives of the training.
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- Agree on training ground rules.

These are achieved through clear communication with the participants regarding the expected outcomes of the workshop, the methods that are going to be used and a general overview of the sessions so that there is a mutual agreement. For these to become truly non-formal and collective processes it is very important for everyone to feel comfortable and that is why we suggest the customary Icebreaker activities.

- Ice-breaker Activities

There are many ice-breaker activities out there[11] and here we list a few to get you started. The purpose of these activities is to set the basis for the upcoming activities and discussions which will require the participants to engage in conversation. These activities become especially useful when the participants do not know each other.
You should also use the ice-breaker activities in order to introduce the themes around which the modules are going to be revolved over the final stage of debriefing.
As with the icebreakers, a lot of the upcoming activities in the modules will require formulating groups so in order to avoid uniform groups, or groups with friends, try and find creative ways to groups large numbers of people in order to have a wide range of opinions.

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10   Some examples are: (1) The Standing Rock Syllabus Project, https://publicseminar.org/2016/10/nodapl-syllabus-project/ (2) FAAC Your Syllabus! https://faacweb.wordpress.com/2018/10/10/manifesto-tk/
11   For more activities see: (1) https://www.uh.edu/cdi/diversity_education/resources/activities/pdf/Inclusion_Activities_Book.pdf (2) https://www.unicef.org/knowledge-exchange/files/Icebreakers_production.pdf

Here are some examples:

- Hair or eye colour

- Morning, afternoon, evening people and night owls

- By types of clothes or accessories they have on (For example those wearing jewellery or watches, colour and type of shoes)

- Birthdays or star signs (by month(s) or seasons)

- Coffee drinkers (regular, decaf, non) or tea drinkers

- Favourite dessert/fruit (these can also be available during the meeting)

- Hand out candy as people enter and then separate by flavour

- For cynics: by what they would rather be doing (napping, playing golf, shopping, gardening, reading, hiking, family, etc.).

- Think outside the box and improvise for this while taking into consideration the number of groups that you need.

After having your groups formed, you can proceed to an icebreaker activity. Again, there are many activities you can choose from but here we list some of the most effective for the purposes of this series of modules. Introducing the activity as an icebreaker will actually give you a chance to observe how everyone interacts with each other and give the participants some freedom of expression which might actually reveal stereotypical perceptions of gender, appearance and status, age and professionalism etc.

1. I am… I like…

Group Size	Any
Time	20 minutes (depending on number of people)
Overview	Participants get the chance to present themselves in a fun way and then recall the information about their colleagues
Objectives	To get acquainted with each other To challenge participants' memory and encourage them to pay attention to their peers To foster respect and cooperation
Materials	N/A

Instructions

In plenary, each participant presents themselves by saying their name, capacity/job, where they are from, and then one thing they like starting from the same letter as their name, preferably something most people do not know.

So, something like this: I am *Alex Dunphy*, I work as a *teacher*, I am from *Chicago*, and I like *Astronomy*.

To get things going, the group coordinator/trainer can start off with their own example, and advise participants to pay attention because they will need this information later.

After everyone is finished, ask some of the participants to present someone else who they did not know from before and who is not sitting next to them, by saying their name and what they like.

If you want to up the challenge, you can do the last part after a break or an activity.

2. I Have Never

Group Size	Any (group/s of 5-7 people)
Time	20 minutes (depending on number of people)
Overview	Participants get the chance to present one fact about themselves which most people do not know and might challenge assumptions made by others
Objectives	To get acquainted with each other To address stereotypical assumptions of others To foster respect and having an open-mind
Materials	N/A

Ask participants to make three 'I have never…' statements about themselves, with one being a lie. It can be anything about their lives, hobbies or activities.

For example: *I have never been to the Caribbean. I have never had ice cream. I have never met Elton John.*

Then the rest of the group has to call out which one they think it's a lie. In order to do this, they are allowed to ask up to 10 questions in total, with yes or no answers.
If by question 10 no one manages to identify the correct answer, the person being asked the questions reveals which one is the lie.

Reflection

Ask the participants whether they were surprised by some of the other members of their group.

Discuss with the group why they associated certain traits with certain people and how assumptions we often make are based on stereotypes about women or men, how they look like, their age or even race and nationality.

MODULE 1: Gender Perceptions and Stereotypes

Description

This module is dedicated to the identification of stereotypical perceptions of gender, and eventually challenge them. It is comprised of a brief overview of key information and concepts that the trainer can use as guiding notes, non-formal education activities and reflection guidelines.

Key concepts and definitions

Stereotypes

Stereotypes are generalized images about people within a society. A gender stereotype is a preconceived idea where women and men are assigned characteristics and roles determined and limited by their gender.

Gender stereotypes are simplistic generalizations about the gender attributes, differences and roles of women and men. Some stereotypical characteristics about men are that they are competitive, acquisitive, autonomous, independent, confrontational, concerned about private goods. Parallel stereotypes of women hold that they are cooperative, nurturing, caring, connecting, group-oriented, concerned about public goods.

Stereotypes are often used to justify gender discrimination more broadly and can be reflected and reinforced by traditional and modern theories, laws and institutional practices. Messages reinforcing gender stereotypes and the idea that women are inferior come in a variety of "packages" – from songs and advertising to traditional proverbs.

Gender stereotypes are also closely tied with **Gender roles**, **Gender identity** included in the first section of this manual.

At its most innocent level, gender stereotypes might be the source of well-intentioned humour or what is analysed in Module 5, *benevolent sexism*. A man's impulsive decision making, or a woman's vanity, is the foundation for many jokes. However, taken in all seriousness, gender stereotypes shape our society. In adolescence it can mould a person's identity and limit their aspirations. It can discourage girls from following a career in science, and boys in the field of childcare. It's a concept that some countries have historically used to validate sexist behaviour. Iran still enforces a law requiring women to obtain permission from their father or husband before receiving a passport. This may be explained by the prevailing sentiment, that women should serve the primary role of being a domesticated wife and mother[12]. To those most affected, these stereotypes are far from a joke. For more details regarding gender stereotypes, including popular examples, feel free to follow this link[13].

Whether at a political level, or in a domestic setting, these stereotypes are constraining the lives of people everywhere. International organizations and NGO's recognize the seriousness of the issue. The Council of Europe has highlighted the importance of engaging with

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12   Esfandiari, Golnaz. "Iran's Parliament Mulls New Restrictions On Women's Travel." RadioFreeEurope/RadioLiberty, Radio Free Europe / Radio Liberty, 16 Jan. 2013, www.rferl.org/a/iran-restrictions-women-travel/24825464.html.

13   https://talkitover.in/self/gender-stereotypes

the youth sector in order to prevent the spread of sexist attitudes. As one of its main points in combating gender stereotypes, they've referenced "informal education"[14] as a powerful tool. Our approach embraces this methodology. We intend to create a healthy dialogue between participants. By involving everyone in these activities, we can build empathy, critique our preconceptions, and set the course for a productive training.

Activities

1. Books and Covers

Group Size	Any
Time	20 minutes (depending on number of people)
Overview	Participants get the chance to present one fact about themselves which most people do not know, which might challenge assumptions made by others
Objectives	To get acquainted with each other To address stereotypical assumptions of others To foster respect and having an open-mind
Materials	Paper/post-its/pens/pencils

Instructions

Each particip
ant writes one fact about their background, interests or history that most people do not know.

Participants then fold up the cards and put them in the middle of the circle.
The coordinator opens the cards and reads them one at a time. For every card, participants have to guess which person they believe the card was written by. The writer should not reveal their identity and can name someone else to cover themselves.
After everyone names one person the writer reveals themselves. The coordinator should allow a few minutes in each round to discuss and maybe find out who is the writer bluffing.

Reflection:

Ask the participants whether they were surprised by some of the other members of their group.

Discuss with the group why they associated certain traits with certain people and how assumptions we often make are based on stereotypes about women or men, how they look like, their age or even race and nationality.

Then, ask the participants to express their opinion, on how these stereotypes are formulated. Is it because of religion? Is it because of ignorance or maliciousness? Is it because of political interest?

For instance, there is a long-standing opinion which supports that stereotyping is a very effecting means to de-humanise certain groups of people in order to promote policies or even instigate violence against these groups of people, to better control them and society in general; much like the divide-and-conquer strategy the British promoted during colonialism.

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14   "Combating Gender Stereotypes and Sexism in and through Education." Gender Equality, Council of Europe, https://rm.coe.int/1680643799

2. Rights and Responsibilities

Group Size	Any
Time	40 minutes (depending on number of people)
Overview	This activity explores the reasons behind the formation of gender stereotypes by initially having the participants recording their own experiences and then discussing the reasons further in a brainstorming process.
Objectives	To address stereotypes in culture, education, religion and other aspects of societal life, by utilising the participants' personal experiences regarding the expectations their societies put on them.
Materials	Pen/Pencil/Paper

Instructions

After identifying some embedded stereotypical perceptions of gender, this activity explores the reasons behind their formation by utilising the participants' personal experiences and through brainstorming.

For the first part of the activity, participants work individually, using pen and paper. Tell them to take a few minutes to think about what they believe is expected of them as young men and women, either in their family, their school, their future or current job, their friends, their partner and society in general. Then have them write them down on a piece of paper divided in two columns, one for young men and one for young women.

If you have a board, while introducing the activity draw the same two columns and begin to list some traits usually associated with girls and boys, women and men based on previous exercises.

Eventually, call all participants back together to fill out the columns on the board and brainstorm for more.

Reflection

During the reflection process use these questions as guidelines:
What differences can you identify between the expectations and demands put on girls and boys?

- What would you like to change?

- How do you think it can be changed?

- Where do these expectations come from?

- Is it possible for boys and girls / young men and young women to fulfil these expectations?

- Who promotes these expectations?

- How do we ourselves promote them (whether consciously or unconsciously)?

- What are the effects of these expectations on young people?

- How can we / our organizations contribute positively to changing the situation?

- Time for a story

Group Size	Any (group/s of 5-7 people)
Time	20 minutes (depending on number of people)
Overview	Participants tell stories in order to identify assigned gender roles and representation as well as inequality in their own environments. Then, by inversing the characters, the same story suggests alternative narratives.
Objectives	To address stereotypes in culture, education and tradition To challenge them and suggest alternative narratives
Materials	Computers/Pen/Pencil/Paper

Instructions

In groups, have participants write a traditional children's story, as they remember it from school or as told by their family. Having followed the instructions on how to formulate groups, you should have participants of diverse backgrounds in each, but if they are having difficulty finding a story you can always suggest wide-known tales like Cinderella, The Little Mermaid, Snow-white etc.

The story should not be more than a page long and should have a clear beginning, middle and end. In order to assist the process, note the key points of a story are: a Beginning- *Once upon a time…*, Main characters, Secondary characters, Plot, and an Ending- *And they lived happily ever after.*… Each group should identify these.

After identifying these, have them write the story, reversing all the male characters with female characters.

As participants prepare this, you could be going around making sure they are not all presenting the same story.

Eventually, call all participants back together and each group narrates their story.

Reflection

- How did the participants learn about the story?

- What kinds of people are the stories' heroines and heroes? (Ordinary men and women? Kings?) What did they do? (Fight? Revolt?) What are their characteristics?

- What are the differences and similarities between the main and secondary characters?

- What values do the male heroes and female heroines stand for? Are these values the same for both, or are there differences?

- Discuss what the moral lesson of each story is. What elements of gender roles and stereotypes does it include?

- What do people understand by the word, "stereotype"? How true are stereotypes? Are stereotypes always negative?

- Do you personally, and people in your society in general, have general stereotypes and expectations of men and women?

- Do participants feel limited by these expectations? How?

- Does the heroines and heroes' characteristics identified in this activity reflect traits that some might describe as national characteristics?

- In what ways does gender stereotyping deny people their human rights?

- What can participants do about these barriers? Can they identify strategies to break away from cultural norms and values related to masculinity and femininity?

- Ask participants which version of the story they prefer, and why.

MODULE 2: Gender in the Workplace

Description

After identifying gender stereotypes, this module addresses how these might affect the workplace. It also ties-in with the next module on gender-based violence, since often the workplace becomes space of not only gender inequality, but also sexual harassment as the highly publicized example of the #MeToo movement.

The traditional work week of 40 hours is a very significant portion of time. About half of the waking day is spent with colleagues, listening to supervisors, and meticulously performing the task assigned to you. Our livelihoods depend on it. Some people even prioritize their career aspirations as the most important thing in their lives. It's unfortunate that for many people, gender acts as a deterrent in attaining those goals.

Key Concepts, Definitions and Facts

*See **Gender Equality** (and difference between Gender Equity) in the first part of this manual.* As mentioned in previous sections, gender equality refers to the equal rights, responsibilities and opportunities of women and men and girls and boys.

Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born female or male. Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, thereby recognising the diversity of different groups of women and men. Gender equality is not a women's issue but should concern and fully engage men as well as women. Equality between women and men is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centred development.[15]

Contrary to popular belief, this is not just a one-sided battle. Men also may be expected to act in a certain way at their work, based on popular gender roles. We can take a primary school teacher as an example.[16] A man and woman with near-identical resumes apply for the job. The decision of who to hire can often-times come down to how we think about gender. If a man is perceived to be brash, direct, and emotionally sterile, why should he be chosen over the kind, caring, non-threatening woman?

Project participants should find motivation to discuss these real-world scenarios, even if they have limited work experience. For better or worse, gender will in some way affect their professional careers. As future leaders, they can help reverse that trend.

Some statistics to demonstrate inequality in the workplace worldwide from UN statistics The World's Women 2015[17]:
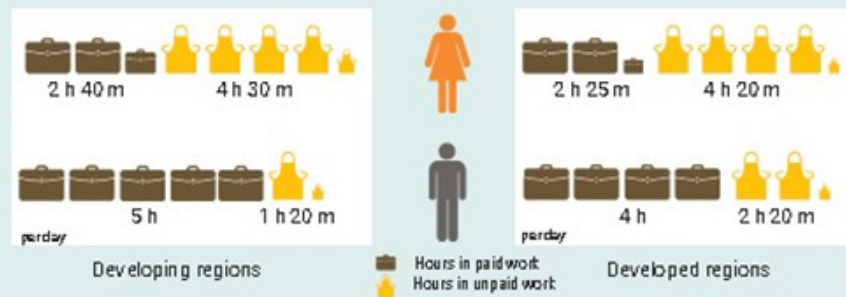
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15   "Gender Discrimination at Work." Equal Rights Advocates, 2019, www.equalrights.org/issue/economic-workplace-equality/discrimination-at-work/.

16   FitzPatrick, Laura. "Male Teachers Ruling out Primary School Jobs Because They Fear Being Viewed with Suspicion." The Telegraph, Telegraph Media Group, 13 Jan. 2019, www.telegraph.co.uk/news/2019/01/13/male-primary-teachers-speak-fears-perceivedsuspicious-working/.

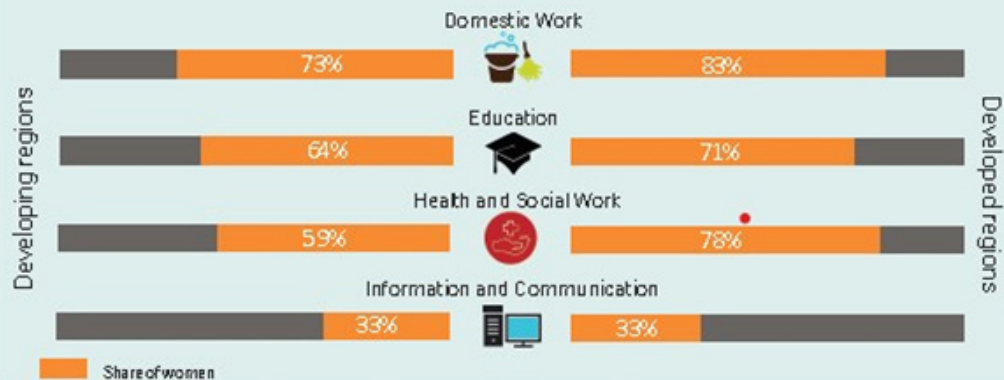17   https://unstats.un.org/unsd/gender/downloads/Ch4_Work_info.pdf

WORK

Women work longer hours than men when unpaid work is accounted for

Developing regions

2 h 40 m — 4 h 30 m

5 h — 1 h 20 m

per day

Developed regions

2 h 25 m — 4 h 20 m

4 h — 2 h 20 m

per day

Hours in paid work
Hours in unpaid work

Globally, about 75% of all men and 50% of all women participate in the labour force

The occupational segregation of women and men is deeply embedded in all regions

Developing regions | **Developed regions**

Domestic Work
73% | 83%

Education
64% | 71%

Health and Social Work
59% | 78%

Information and Communication
33% | 33%

Share of women

Maternity and paternity leave provisions are becoming more common

38% (1994) — 53% (2013)
Countries offering at least 14 weeks of maternity leave

27% (1994) — 48% (2013)
Countries with provisions for paternity leave

For every dollar earned by men, women earn between 70 and 90 cents

1 dollar

70 - 90 cents

Glass ceiling

The term "glass ceiling" is a metaphor that has often been used to describe invisible barriers ("glass") through which women can see elite positions, for example in government or the private sector, but cannot reach them (coming up against the invisible "ceiling"). These barriers prevent large numbers of women and ethnic minorities from obtaining and securing the most powerful, prestigious, and highest-paying jobs in the workforce.

Another useful iconographic to illustrate and discuss this term is one prepared by Courses Direct[18] and uses statistics from multiple sources to prove its point.

18   https://visual.ly/community/Infographics/business/does-glass-ceiling-exist-2013
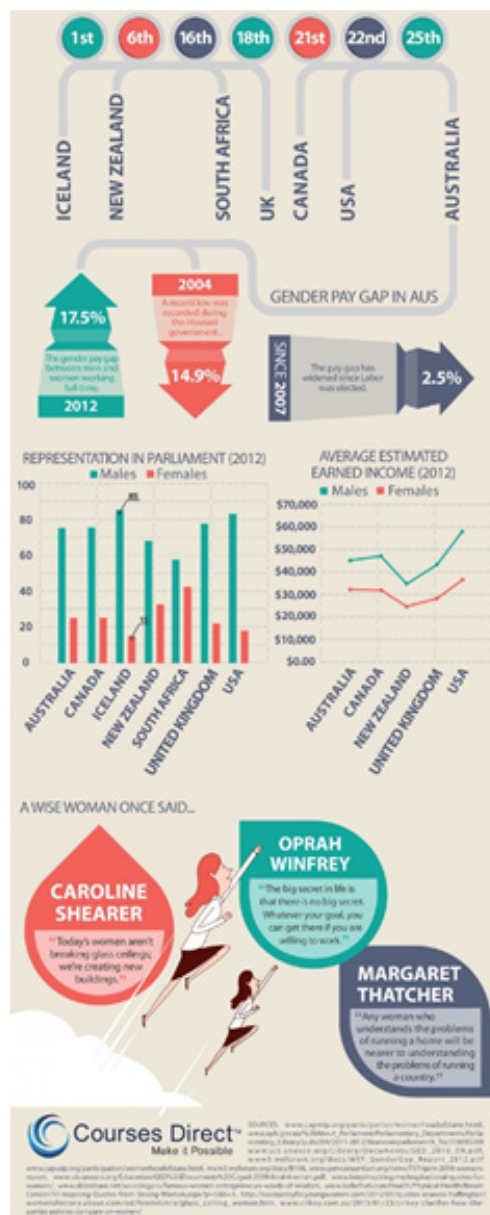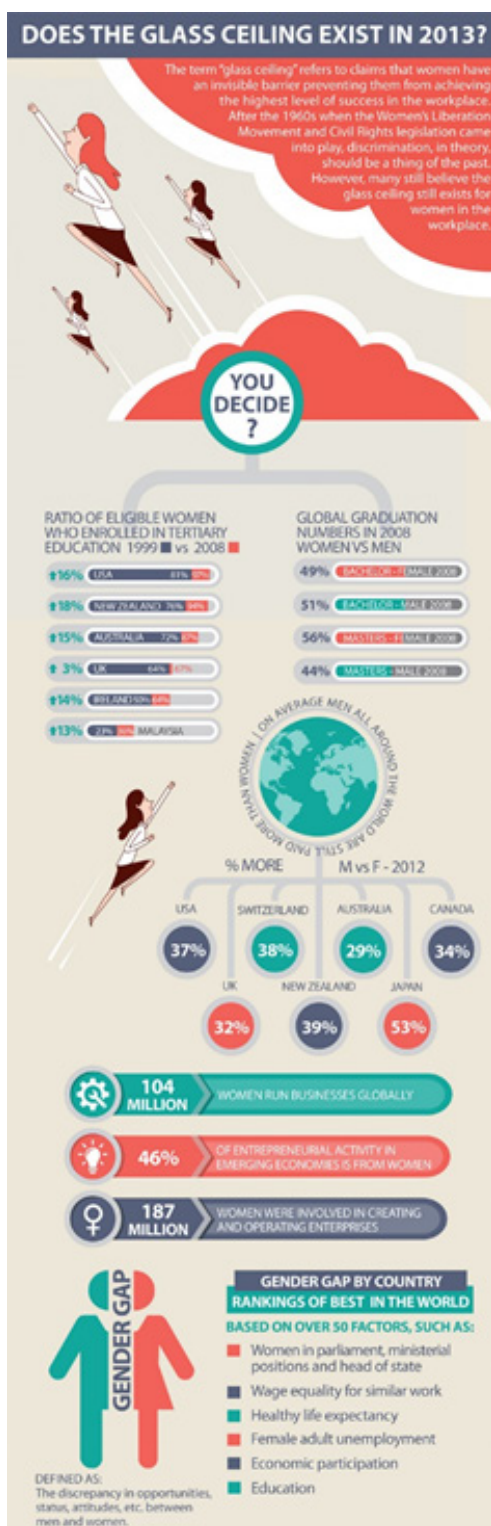
Activities

1. Social and Professional Ladder[19]

Group Size	Any
Time	20 minutes (depending on number of people)
Overview	Participants are assigned a character and take a step each time a statement read by the instructor applies to them.
Objectives	To address stereotypes in the workplace To address inequality based on gender in the workplace
Materials	Printout of Characters and Statements for coordinator

Instructions

Everyone is given a piece of paper with a description of a character. Give time to the participants to read it and tell them to keep it hidden.
Now ask them to begin to get into role. To help, read out some of the following questions, pausing after each one, to give people time to reflect and build up a picture of themselves and their lives:

• What was your childhood like? What sort of house did you live in? What kind of games did you play? What sort of work did your parents do?

• What is your everyday life like now? Where do you socialise? What do you do in the morning, in the afternoon, in the evening?

• What sort of lifestyle do you have? Where do you live? How much money do you earn each month? What do you do in your leisure time? What you do in your holidays?
• What excites you and what are you afraid of?

In an open space, draw a line, count ten steps from it and stand there.

Then, have all the participants stand in a single line. Instruct them to take a step if the statement you read from the list of statements below applies to them.

According to the time available and number of participants, you can add statements (hence steps from the line) and characters.

The activity ends when someone reaches you first. Then everyone reveals their identity.

Reflection

After returning to your sits, ask participants to retrace their steps after reviewing the statements you read and whether or not they took a step depending on their character.

Ask them why they took the step or not.

For those who stepped forward often, at what point did they begin to notice that others were not moving as fast as they were?

_____

Did anyone feel that there were moments when their basic human rights were being ignored?

Adapted from *Take a Step Forward* in Compass: Manual for Human Rights Education with Young People, https://www.coe.int/en/web/compass/take-a-step-forward. You can use the source to add more characters or see other variations of the activity.

Can people guess each other's roles? (Let people reveal their roles during this part of the discussion)

How easy or difficult was it to play the different roles? How did they imagine what the person they were playing was like?

Does the exercise mirror society in some way? How?

Which human rights are at stake for each of the roles? Could anyone say that their human rights were not being respected or that they did not have access to them?

What first steps could be taken to address the inequalities in society?

Characters

27-year-old female student, living in the centre of your city, close to your university school for mechanical engineers. You don't have your own car yet.

45-year-old female teacher, with no children, living in the suburbs. You don't have a driver's license.

33-year-old man living with your mother, currently unemployed with a degree in Philosophy.

42-year-old single mother to three. After the divorce you have moved back with your parents and although unemployed, you have a degree in Business and 4 years of experience as a Financial Consultant.

You are a 65-year-old man, living with your wife in the city. You are still working as a bus-driver but you will retire in two years.

You are a male 50-year-old senior CEO and live with your wife and two children in the suburbs.

You are an HIV positive, middle-aged prostitute.

You are the wife of the head of a political party, but you quit your job because you had to stay home with your children. Before that, you were a university professor and chair of the Social Sciences Department.

You are a recovering drug addict, 28 years old, male, currently in a rehabilitation clinic. You started using drugs while at college in order to cope with anxiety, but you dropped out when this did not work either.

You are a female immigrant in another country, 24 years old, with no college degree staying at a group home with 5 other young women.

You are a homeless young man, 27 years old.

You are an Arab Muslim girl living with your parents who are devoutly religious people. You are a 22-year-old lesbian, still in university.

You are a young, gay, Muslim man from Nigeria. You live in this country with your family.

Statements

1. You can dress at your professional environment however you want.

2.

3. You probably earn more than 2000 dollars a month.

4.

5. In case you have a child, you can probably take time off, on a paid leave.

6.

7. There is a job opportunity which calls for a candidate with a university degree, at least 5 years of work experience, driver's license and computer knowledge, but it is in another city.

8.

9. You apply and most likely get the job.

10.

11. You are respected by your peers, and all your work is widely recognised.

12.

13. You most likely have engaged in illegal activities in the past.

14.

15. You have decent housing with a telephone and television.

16.

17. You feel your language, religion and culture are respected in the society where you live.

18.

19. You feel that your opinion on social and political issues matters and your views are listened to.

20.

21. You can go away on holiday once a year.

22.

23. You can invite friends for dinner at home.

24.

25. You can fall in love with the person of your choice.

26.

27. You are not afraid of being harassed or attacked in the streets, or in the media.

2. Taboo for Gender Equality

Group Size	Any (2 groups)
Time	20 minutes (depending on number of people)
Overview	Participants bring their own examples to the table in order to identify inequality in their own environments
Objectives	To identify gender inequality To address stereotypes in politics, media, culture and education
Materials	Printed cards/timer

Instructions

Get the participants to separate into two groups. The two groups decide which group will go first.

One person from that group chooses one card and they have to make their own team guess what the word is written on the top of the card, without using any derivative words of that word nor the words listed below in their card, within 15 seconds.

If they find the word, the same person chooses another card and they repeat the process until they run out of time.

If they run out of time, the next group repeats the process.

When they reach the end of the pile, they retrace their steps and write down their own words they used to describe the word they had to find, on the back of the card.

Reflection

The activity should conclude with both teams discussing the words usually associated with certain professions or concepts and are either attributed as feminine or masculine characteristics.

Additionally, discuss how gender stereotypes formulate certain perceptions about the kinds of profession men and women *should* do, based on their gender characteristics.

Also, you can bring examples of women and men who break out from these perceptions like the ones presented in *Pioneers of the Possible* and *Visionary Women* by Angela Nazarian: (from the first book) Martha Graham, Ella Fitzgerald, Frida Kahlo, Simone de Beauvoir, Wangari Maathai, Estée Lauder, Zaha Hadid, Helen Suzman, Jacqueline Novogratz, and many more. In *Visionary Women* women profiled include Helen Keller, Amelia Earhart, Sandra Day O'Connor, Maya Angelou, and Marie Curie, as well as Malala Yousafzai as the youngest Nobel Prize laureate and many more.

These women demonstrate passion, fearlessness, and an insatiable curiosity that led each to harness her talents and achieve her goals, no matter how improbable. They are also the best way to demonstrate how wrong gender stereotypes are.

Cards to printout (Add you own examples, especially professions with male and female suffixes)

beautician
hair removal
eyebrows
Nails
manicure/pedicure
makeup

prime minister
state
government
leader
power
parliament

policeman
rime/criminal
dangerous
gun
siren
strong

postman
letter
mailbox
stamps
carrier bag
envelope

fireman
fire
dangerous
water
truck
strong

nurse
sick
hospital
crocs
white
doctor

teacher
children
class/classroom
pupils
understanding
empathy

construction worker
bricks
building
protective helmet
shirtless
strong

pilot
plane
fly
travel
airport
strong

air stewardess
trolley
uniform
plane
travel
scarf

3. A Genderless CV

Group Size	Any
Time	30 minutes (depending on number of people)
Overview	Wrkshop on how to write a Curriculum Vitae
Objectives	To address stereotypes in the workplace and cultivate job-seeking skills
Materials	N/A

Instructions

This is a collective activity which involves a short presentation and brainstorming.
Bring examples of existing CV from the internet, for a variety of positions, accountant, secretary, program coordinator, teacher, sales assistant. Talk about how CVs are commonly structured, and specifically on the sections which are customarily included in CVs according to the job requirements.

Then based on previous activities try and spot characteristics listed which can be associated with certain gender stereotypes.

Then brainstorm on alternative ways to write up a CV in order to avoid stereotyping yourself or others.

MODULE 3: Gender in the Media

Description

The objective of this module is to address the role of media in constructing some of the aforementioned stereotypes. This is achieved through activities which are able to utilise existing, real-time and context-specific knowledge and information in order to identify stereotypical portrayals of men and women.

Additionally, the activities also tackle the extensive use of sex and violence which also often relies on gender stereotypes, to the point of allowing verbal or even physical abuse.

Key Concepts and Definitions

See in other modules: **Stereotypes, Benevolent Sexism, Gender-based violence.**

The media's impact cannot be understated. Virtual platforms are our mode of communication, news, and entertainment. We have come to understand our world largely part due to what we see on television, or a social media site. With such an abundance and ease of access to technology, the use of social media platforms like Facebook or Instagram amongst most young adults has become a component of everyday life.[20] It is a sign of the world we live in today. It i s important to note that there are particular consequences for our younger citizens.

Gender stereotypes are propagated through the media in some subtle, and not so subtle ways. Younger girls have undoubtedly seen commercials with scantily clad women models, almost irrespective of the product that is being advertised. Boys watching action movies learn of how masculine a man should be to gain respect. At such a critical point in their development, this information has a powerful cognitive effect on children.[21] We know that multi-media access is valuable. What we can't always control is the quality of information that is being transmitted, and how underlying messages in our pop culture are affecting a younger generation.

Media related activities can be a goldmine of inspiration for young participants. Because of how connected they are with the digital world, it's very likely they'll feel more involved in the subject, and ready to share their own experiences.

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20   Anderson, Monica, and Jingjing Jiang. "Teens, Social Media & Technology 2018." Pew Research Center: Internet, Science & Tech, Pew Research Center, 31 May 2018, www.pewresearch.org/internet/2018/05/31/teens-social-media-technology-2018/.

21   Knorr, Caroline. "Gender Stereotypes Can Have Lasting Effects on Kids, Report Says." CNN, Cable News Network, 29 June2017, edition.cnn.com/2017/06/29/health/gender-stereotypes-media-children-partner/index.html.

Activities

1.Famous People

Group Size	Any (group/s of 5-7 people)
Time	20 minutes (depending on number of people)
Overview	Participants bring their own examples to the table in order to identify inequality in their own environments
Objectives	To identify gender inequality To address stereotypes in politics, media, culture and education
Materials	Pen/Pencil/Paper

In each round, there is one person saying the alphabet in their head and another person tells them when to stop in order to choose a letter.
If the letter is 'B' then everyone has to write down the names of: one famous singer, one famous politician, one famous author/poet, one famous athlete and one children's book/cartoon character.

Then everyone shares their list, and if some of the people they listed are only known in certain countries, they give some background information. This way everyone shares a bit of their national background with names of people from their own country while also validating their answers.

Then depending onavailable time, they can continue this for a total of 3 or five rounds. After all rounds are finished, and after the initial individual count of correct answers, everyone collectively counts the total number from everyone's answers, of female and male characters.

If there are more than one groups doing the activity, the trainer(you) asks the final count from all the groups and adds them all together.

Reflection

After the last step of this exercise, it is most likely that the majority of people listed will be men. Having the final numbers written on a piece of paper on your flipchart or on a whiteboard, will be very important for the participants so they can see visually the literal disparity of representation of women in every aspect of our social, economic, political and cultural lives.

If participants have certain common origins, you can even ask for their results and add them so that you get figures for each participating country representatives.
Then you can discuss how and why did some of these people came about to becoming famous?

How do participants know about them? From televisions? Social media? Were they taught about these people at school?

Pick some of the examples that participants listed and ask whether there was a woman in the same category they could mention. And then ask, why didn't they?

This can give you the opportunity to discuss how certain stereotypes of male role models in culture, politics and even education, have been systematically promoted and reinforced.
If the results for some of the cases are actually 50-50 or mostly women, then you can dis-

cuss about that too by asking the same abovementioned questions in order to identify 'best practices' for the rest of the participants they can learn from.

2. Newsflash!

Group Size	Any (group/s of 5-7 people)
Time	60 minutes (depending on number of people)
Overview	Participants find examples of gender stereotypes regarding appearance, behaviour and beliefs used in media to describe females and males
Objectives	To address stereotypes in politics, media, culture and education popularised and trivialised in social media platforms
Materials	Pen/Pencil/Paper/Newspapers/Magazines (online or printed)/two colours of highlighter or coloured pencils

Instructions

Participants either use their own self-phones for this activity and visit their usual social media platforms like Facebook, Instagram, TikTok, Twitter.
In their group, they identify the nature/type of information/news provided in their platform. Instruct participants to list the different **types** they identified in the table below, like headlines, whole articles on specific stories, interviews, advertisements, reviews, or whatever catches their attention. Encourage them to list up to 5 types of information, varying in type and content.

Then they look closely at their medium's headlines in order to identify any references to a specific person or a specific group of people, male or female, and fill out the column "**Featuring**…" of the handout.

Next, participants describe the **action** and reason for featuring the abovementioned man/woman or group, by writing down specifically what they are described to have done or are doing.

Then they list some of the 'strongest' **adjectives** used, in order to describe that person/group of people, their behaviour or action or beliefs. If it is about an ad and there no words, participants can still interpret the image and use their own adjectives.
In the end, every group will have a list of adjectives used for either a male or female person or group of people as well as a list of associated actions. Using two different colours of highlighter or pencil/pen, tell them to identify them by highlighting the masculine and feminine characteristics found in the two colours.

Finally, all groups present their findings, and the instructor writes all the adjectives under two columns.

Reflection

In the case where most posts contained mostly headlines regarding men than women, then you can ask the participants why do they think this is.
Then begin to discuss every column and the findings separately. In the first one, ask whether the participants read that kind of medium and why. Then discuss what kind of news they usually publish and with what purpose.

Then, regarding the second column, ask: Why are those people famous?

Do the participants know them? Are their actions news-worthy?

At this point, participants may be using their adjectives to describe the people in question, so the coordinator could continue adding to the two columns on the board, or circling the ones already up there based on the participants' views.

Then discuss more about the adjectives used to describe men and women.

How do these characterisations make you feel?

Are these attributes accurate for men and women you know, or in general? Are they appropriate in your opinion?

To what extent do you think these portrayals of men and women in media affect general and self-perceptions of men women? Could these depictions violate any human rights?

In what way do you think these promoted gender-stereotypes can instigate gender violence?

How can these stereotypical and negative portrayals be avoided?

Handout

Type	Featuring...	Action	Adjectives

3. Sex and Violence

Group Size	Any (group/s of 5-7 people)
Time	60 minutes (depending on number of people)
Overview	Participants trace promoted gender stereotypes and the use of sex and violence in different media
Objectives	To address stereotypes in politics, media, culture and education To trace the use of violence, based on stereotypes
Materials	Pen/Pencil/Paper

Instructions

Participants can brainstorm and bring their own examples of:

Book heroes, movie or series characters, videogames, newspapers and magazines, music, social media platforms listing:

Medium/content/Main character/s and their Characteristics.

Or the coordinator prepares samples in advance. Example:

MEDIUM	TITLE	CONTENT	MAIN CHARACTER/S	CHARACTERISTICS
Book	Fifty Shades of Grey	Sex fetishes of a disturbed rich white man and the girl who falls in love with him. Almost pornographic. Exhibits sado-masochistic behaviours.	Christian Grey and Anastasia Steele	Sadomasochistic, rich, white, deeply-troubled man Weak, inno-cent-turned-sensual woman under his spell
Film	Hunger Games			
Videogame	Grand Theft Auto			
Magazines	Anna Wintour			

Music	"She" by Frank Ocean	One, two; you're the girl that I want, three, four, five, six, seven; shit eight is the bullets if you say no after all this...I just wanna drag your lifeless body to the for-est, and forni-cate with it but that's because I'm in love with you, cunt		
YouTube				
Instagram				

Reflection

- Count how many times they see violence or violent expressions in TV programmes, com-mercials, magazines.

- Collect (cut out, record) expressions of violence as shown in media so that they may show them to the other participants.

- Count how many times men are visualised as 'perpetrators' or as 'victims' of violence.

- Count how many times women are visualised as 'perpetrators' or as 'victims' of violence.

- Count how often they see a particular scene of violence from the point of view of the perpetrator or the victim.

- Record the ways in which media encourage violence.

- Record the extent to which media treat expressions of violence initiated by men and women differently.

MODULE 4: Gender-based Violence

Description

Gender-based violence is enacted under many different manifestations, from its most widespread form, intimate partner violence, to acts of violence carried out in online spaces. These different forms are not mutually exclusive and multiple incidences of violence can be happening at once and reinforcing each other. Inequalities experienced by a person related to their race, (dis)ability, age, social class, religion, sexuality can also drive acts of violence. This means that while women face violence and discrimination based on gender, some women experience multiple and interlocking forms of violence.

The **Istanbul Convention** (Council of Europe, Convention on preventing and combating violence against women and domestic violence), defines violence against women as falling under four key forms: physical, sexual, psychological and economic.

EIGE has produced and uses uniform definitions of these forms of violence, which encourage comprehensive understanding of what falls under the scope of gender-based violence. For current statistical data on these forms of gender-based violence please check EIGE's Gender-Statistics Database mentioned in the first chapter.

Physical violence

Any act which causes physical harm as a result of unlawful physical force. Physical violence can take the form of, among others, serious and minor assault, deprivation of liberty and manslaughter.

Sexual violence

Any sexual act performed on an individual without their consent. Sexual violence can take the form of rape or sexual assault.

Psychological violence

Any act which causes psychological harm to an individual. Psychological violence can take the form of, for example, coercion, defamation, verbal insult or harassment.

Economic violence

Any act or behaviour which causes economic harm to an individual. Economic violence can take the form of, for example, property damage, restricting access to financial resources, education or the labour market, or not complying with economic responsibilities, such as alimony.

It is also important to recognise that gender-based violence may be normalised and reproduced due to structural inequalities, such as societal norms, attitudes and stereotypes around gender generally and violence against women specifically. Therefore it is important to acknowledge structural or institutional violence, which can be defined as the subordination of women in economic, social and political life, when attempting to explain the prevalence of violence against women within our societies.

The **UN Declaration on the Elimination of Violence Against Women** defines violence against women as any act of gender-based violence that results in, or is likely to result in,

physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life. Violence against women shall be understood to encompass, but not be limited to, the following:

1. Physical, sexual and psychological violence occurring in the family, including battering, sexual abuse of female children in the household, dowry-related violence, marital rape, female genital mutilation and other traditional practices harmful to women, intimate partner violence, non-spousal violence and violence related to exploitation;

2. Physical, sexual and psychological violence occurring within the general community, including rape, sexual abuse, sexual harassment in public spaces and sexual harassment and intimidation at work, in educational institutions and elsewhere, trafficking in women and forced prostitution;

3. Physical, sexual and psychological violence perpetrated or condoned by the State, wherever it occurs[22].

While not nearly as common, men can also experience domestic abuse and other related forms of violence. This is particularly true if examine things like threats, and other forms of verbal harassment. They may feel more embarrassed to speak about any violence they're experiencing at home, refusing to seek help. This could be one possible factor for why the suicide rate of men in Europe is nearly four times higher than that of women[23].

This can be an emotionally heavy topic for many participants. Some forms of violence that you may want to discuss during the project include: Rape, marital rape, verbal abuse, beating, acid throwing, genital mutilation. Activities can be selected based on the maturity of your participants, and their ease of communication.

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22   Articles 1 and 2 of the United Nations General Assembly. Declaration on the Elimination of Violence Against Women. In: 85th Plenary Meeting. December 20, 1993. Geneva, Switzerland; 1993.

23   "Data and Statistics." World Health Organization, World Health Organization, 15 Mar. 2020, www.euro.who.int/en/health-topics/health-determinants/gender/data-and-statistics.

Activities

1. A Call to Men

Group Size	Any
Time	30 minutes (depending on number of people)
Overview	Participants discuss case studies to analyze the causes of, and ways to prevent different types of domestic violence.
Objectives	To increase awareness on gender socialisation, hegemonic masculinity, sexuality, power and violence To promote empathy and the self-confidence to take a stand against violence
Materials	Computer/Projector/Screen/Speakers http://www.ted.com/talks/tony_porter_a_call_to_men.html

Instructions

Introduce the theme of gender socialisation, sexuality and power.
After the video use the question in the reflection section to guide a group discussion.

Reflection

What are some of the ways different types of power play out in Tony's experiences as a child, and as an adult?

How does violence play out in Tony's life? (Probe for non-physical forms of violence)
In the situation with Sheila, how does Tony reconcile his personal morals and the idea of a "man box"? What are the consequences to him, Sheila, and others?

As a child, what were some the "man box" lessons Tony learned? From whom? E. As a father, what are some of Tony's reflections on gender socialization and intergenerational issues?

Sometimes participants find it difficult to relate Tony's experiences to their own culture; denying that 'things like that happen here', if this happens, ask questions like: 'is there a man box', what types of things happen here that show us this? Or ask others whether they think things like this happen in the context they are from.

2. Not-so-imaginary-scenarios

Group Size	Any (group/s of 5-7 people)
Time	45 minutes (depending on number of people)
Overview	Participants discuss case studies to analyze the causes of, and ways to prevent different types of domestic violence.
Objectives	To deepen awareness about different forms of domestic violence. To develop skills to discuss and analyse human rights violations. To promote empathy and the self-confidence to take a stand against domestic violence
Materials	Handouts of Case Studies and Questions

Instructions

Introduce the theme of gender-based violence and make sure the participants are aware that the discussions might be uncomfortable for some, and that they are not obliged to disclose any more that they wish.

Depending on the number of participants, give out the case studies, and if they are more than 8 then get the participants to separate into groups and depending on the number of groups and the amount of available time, give them the analogous amount of case studies. Give them time to read and then ask questions to direct the conversation either in plenary if the number of people allows this, or in their groups.

For this activity you should prepare the material and have printed the handouts beforehand, and if you wish, have some of the cases replaced with more recent or specific ones. Most of the cases here are based on actual incidents, therefore the handout also includes notes for each case for the instructor to have in mind.

Reflection

The reflection part of this activity is almost another activity since for the first part you should ask the participants to identify whether the case referred to Psychological Violence or Physical Violence or Economic Violence. This a chance for you to reiterate the different kinds of violence.

Then discuss the questions and the answers given by the participants in each example. The questions for every case are:

- Do you think the case is recent? Could it have taken place in your country?

- Do you consider the incident reported a crime? If yes, why do you think it happened?

- Is such a crime ever justified?

- Could the victim have done something to defend themselves?

For the next part use these guiding questions in order to transfer this to social reality:

- Do you know of or have you heard of any cases of violence recently?

- What forms does violence most commonly take in our society?

- What can the victims do if they need help?

- What can we do to help?

- Should the police intervene or not? And if yes, how?

- What are the reasons behind such violent actions you think? Make a list.

- How can they be stopped or prevented? What should/could be done specifically by: the public authorities? The local community? The people involved? Friends and neighbours?

Handouts

Asel

Asel was asleep at home when she woke to find a male relative lying on top of her while trying to undress her. Struggling to free herself from her assailant, Asel managed to grab a kitchen knife and stabbed him several times.

She called the police, but by the time they reached her the man had died from blood loss. Police officers arrested her.

Although a forensic examination found injuries on Asel's body, the public prosecutor's office presented her actions as murder, a charge later changed to homicide with excessive self-defence. She was found guilty and received the maximum penalty of five years in prison.

Questions

Do you think the case is recent? Could it have taken place in your country?
Do you consider the incident reported a crime? If yes, why do you think it happened?
Is such a crime ever justified?
Could the victim have done something to defend themselves?

Answers

Notes to Instructor:

This is based on a real story from Kyrgyzstan[24], but the name is not real.

There is no legal provision in Kyrgyzstan for self-defence as a mitigating factor in homicide cases. This means that women charged with killing relatives or spouses who abuse or attack them are often convicted of premeditated murder.

Although no official statistics are available, a 2014 study by Penal Reform International (PRI) found that both Kazakstan and Kyrgyzstan had high convictions rates for women charged with homicide or involuntary manslaughter.

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24   https://iwpr.net/global-voices/kyrgyzstan-failing-victims-domestic-violence

Aida
40-year-old woman known only as Aida jumped from a fourth-floor window of a house holding her child in her arms. Both were injured but survived. Immediately after Aida was discharged from hospital, she was sent to pre-trial detention and charged with the attempted homicide of a child. During questioning, the woman said that she acted after her spouse kicked her and the child out of the house. There were numerous injuries found on her body indicating she had been the victim of violence. She was sentenced to 12 years in prison and her child sent to an orphanage. Friends of Aida had reported that she had suffered abuse at the hands of her husband for several years and despite numerous appeals to the police no action had been taken.
Questions
Do you think the case is recent? Could it have taken place in your country? Do you consider the incident reported a crime? If yes, why do you think it happened? Is such a crime ever justified? Could the victim have done something to defend themselves?
Answers

Notes to Instructor:

This is based on a real story from 2018 in Kyrgyzstan[25].

According to Osh-based human rights activist Mukhayo Abduraupova, the court failed to take into account both the woman's psychological state and the numerous injuries found on her body indicating she had herself been the victim of violence.

Abduraupova said that friends of Aida had reported that she had suffered abuse at the hands of her husband for several years and despite numerous appeals to the police no action had been taken.

In general, Abduraupova continued, Kyrgyzstan had very lax laws regarding domestic abuse, a problem compounded by social stigma.

"The victim has to write a statement that she agrees to go against the father of her children, which is an additional pressure and stress. Some victims feel their parents are indifferent.

They make it clear that if they leave their husband, they must not come back to the parents' house, it's shameful," she concluded.

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25   https://iwpr.net/global-voices/kyrgyzstan-failing-victims-domestic-violence

Oxana

Oxana Rantseva, a 21-year-old woman from Russia, stepped off a plane in Cyprus in 2001 after having been granted a temporary residence and work permit under the "artiste's" visa scheme. The "artiste" regime, which came into existence in the mid-1970s, was based on immigration and employment laws that saw tens of thousands of alien women come to Cyprus to work in cabarets and nightclubs.

Oxana started work on 16 March but left that employment after 3 days. A week later, in the early hours of 28 March, she was spotted in a discotheque in the Cypriot seaside resort of Limassol. Her previous employer, Marios Athanasiou, was informed and with the assistance of a security guard from his cabaret, took Ms Rantseva to a police station, where she was detained. After looking into the matter for some time, the police officer on duty, having found that as Ms Rantseva was not in Cyprus illegally, was instructed to contact Mr Athanasiou to say that if he did not return to pick Ms Rantseva up, she would be released.

Mr Athanasiou collected Ms Rantseva, her passport and other documents, and brought her to an apartment of one of his male employees at around 5.45 am, where she was placed in a bedroom against her will.

At 6.30 am Ms Rantseva was found dead on the street below. The police later found a bedspread looped around the balcony of the fifth-floor apartment. On 29 March a Cypriot autopsy concluded that the injuries she sustained were consistent with the fall that caused her death.

The Cypriot authorities found that nobody was criminally responsible for the events and did not investigate further.

Questions

Do you think the case is recent? Could it have taken place in your country?

Do you consider the incident reported a crime? If yes, why do you think it happened?

Is such a crime ever justified?

Could the victim have done something to defend themselves?

Answers

Notes to Instructor:

This is based on a true case which has become an important precedent for human rights and human trafficking and slavery.

The Strasbourg court found that Ms Rantseva had visited a police station a few hours before her death in circumstances suggesting that she was a victim of human trafficking. Yet the Cypriot authorities had failed to do anything to protect her, just before she died. They also failed to properly investigate the circumstances of her death. This was partly due to a lack of laws requiring the Cypriot authorities to tackle human trafficking.

The Russian authorities had also failed to investigate how Ms Rantseva had been recruited and who had been responsible for taking her to Cyprus.

Human trafficking was criminalised in both Russia and Cyprus after the events took place. Changes were also made to Cypriot visa rules which had been manipulated to enable women to be trafficked for sexual exploitation. Furthermore, the Cypriot authorities ratified the Council of Europe's Convention on Action against Trafficking in Human Beings and promised

to work with European anti-trafficking experts.

A further investigation was carried out into Oxana Rantseva's death. As a result, two Cypriot police officers were prosecuted for neglect of duty and her employer was prosecuted for abduction and kidnapping.

Oxana Ranteva's father, Nikolay Rantsev, was awarded compensation for the breach of his daughter's basic rights.

For more see:

The Council of Europe website listing the case as an example for human rights: https://www.coe.int/en/web/impact-convention-human-rights/equality/-/asset_publisher/OlLP-j6ycAkih/content/human-trafficking-must-be-criminalised?_101_INSTANCE_OlLPj6ycAkih_viewMode=view/

Allain, Jean. 2010. "Rantsev v Cyprus and Russia: The European Court of Human Rights and Trafficking as Slavery". *Human Rights Review*. 10: 3

Faliana
I was in a violent relationship for 18 years. At the beginning of the marriage, the first half of the first year, there weren't any episodes of violence or abuse. After half a year, things started to happen. Initially, it was things like, we'd have to travel to Sydney but for the whole trip I wasn't allowed to go to the toilet. Violence and abuse is a form of control. He actually would not hide abuse from the children, sometimes he would have outbursts in front of them and, somehow, I still believed it was better for me to stay for the good of the children, not knowing that for children who witness the abuse it's as if they experience it themselves. He went to the kids room, woke them up in the middle of the night, and we were kicked out of our home. I think [it was because] earlier that evening, I had a conversation with him because our Christian counselling session was coming up and usually what happened before a counselling session was, he would work me up to a stage that when I went to the counsellors office he would act like the calm and the more trustworthy partner in the relationship and I would be more hysterical, so to speak. Somehow, he always got the counsellor to side with him. So I think I found it very difficult to cope anymore, so I refused [to go to the counselling session] and [mentioned] the fact that I was thinking of leaving. All was well until we went to bed, and all of a sudden he pushed me off the bed and then he said I had to leave.
Questions
Do you think the case is recent? Could it have taken place in your country? Do you consider the incident reported a crime? If yes, why do you think it happened? Is such a crime ever justified? Could the victim have done something to defend themselves?
Answers

Annie

After the end of her previous relationship, Annie registered herself in a dating website. She started talking to a guy she liked and soon after they met in person. George was gentle and understanding. They started going out and discussed the possibility of living together at his place with his parents. At the time Annie didn't have a job and George assured her that he can provide for both. Within some weeks they moved in together and everything was great right from the start.

Then one night things quickly changed. As Annie and George were discussing a movie, he punched her in the face because he didn't like her opinion. Annie was scared, she didn't believe this was happening in real life. She tried to discuss this with his family, but they said he's a bit "short-tempered" and that he'll change soon. George's behaviour turned into a systemic bullying and beating where the longest period without any murder threats was 2 weeks. Once, the beating was so severe, that her cheekbone was broken. She begged for help at the hospital, but no police officer came. Annie managed to escape one day when George was travelling to another town.

Questions

Do you think the case is recent? Could it have taken place in your country?
Do you consider the incident reported a crime? If yes, why do you think it happened?
Is such a crime ever justified?
Could the victim have done something to defend themselves?

Answers

Boy Example - Alex
Alex was 8 years old. He lived in a small flat together with his younger sister aged three, his mother and her boyfriend, Jan. Alex never knew his father. He liked school but he didn't like Jan. In fact, Jan could be violent and sometimes beat Alex. Alex was really afraid of Jan, had difficulty sleeping and had lost his appetite. Alex's school teacher noticed that and wanted to meet the parents because she felt that Alex was not doing as well as he should, he had difficulty paying attention and could sometimes be violent with his friends. The mother met the teacher but didn't say anything about the situation at home. When she got back home, she told Jan what the teacher had said. Jan got very upset and beat Alex again, this time breaking his arm. At the hospital, the mother lied and says that Alex fell.
Questions
Do you think the case is recent? Could it have taken place in your country? Do you consider the incident reported a crime? If yes, why do you think it happened? Is such a crime ever justified? Could the victim have done something to defend themselves?
Answers

Notes to Instructor:

This is a fictional story.

Lily
One evening (in March 2018) a man threw a jar of acid at Lilly's face and body as she was exiting her car in front of her home in the centre of Sofia. She started screaming of pain: "I can't see anything! My whole body is burning!" Her neighbours did their best to help her before the medics arrive. Lilly was brought to the hospital with 25% burns on her head. The doctors thought she might lose her sight too. Since then, Lilly has been through 3 different plastic surgeries and the scars on her face are almost gone. Her sight was never lost. After many months of treatment, she managed to return to work. Her brothers accompany her from her home to her workplace and back every day. Some neighbours claim they saw the man around the trash bins before the incident. Lilly says she had no idea who could do this to her.
Questions
Do you think the case is recent? Could it have taken place in your country? Do you consider the incident reported a crime? If yes, why do you think it happened? Is such a crime ever justified? Could the victim have done something to defend themselves?
Answers

Notes to Instructor:

This is based on a true case in Bulgaria and the man was never identified nor captured. The police believe this must be based on a personal motive.

For more see:
https://blitz.bg/obshtestvo/stolitsa/eto-kakvo-se-sluchva-s-krasivata-azhda-zalyata-s-kiseli-na-pred-doma-si-predi-8-mesetsa_news651094.html

Elena

Elena grew up in a tough neighbourhood. As a teenage girl she wanted to feel safe, so she didn't usually go out alone. One of her friends began to protect her and with him she felt safe from the gangs for the first time. They started dating. Soon enough though she learnt that the only person Nick couldn't protect her was himself.

His jealousy was poisonous and on the second year of their relationship he began to abuse her if she didn't obey. Nick turned out to be a very dangerous man and would often beat her for the smallest mistake. Elena felt violated, scared, humiliated and ashamed. Still, she stayed with him for 2 reasons: she was safe when they were outside, and she believed he'll change for the better. Even when he beat her in public places no one would help her as Nick was an important figure in the town. He continued abusing her even during her pregnancy, which made her more determined to leave him.

Questions

Do you think the case is recent? Could it have taken place in your country?

Do you consider the incident reported a crime? If yes, why do you think it happened?

Is such a crime ever justified?

Could the victim have done something to defend themselves?

Answers

Notes to Instructor:

This is based on a true case in Bulgaria and after Elena left with her child, her struggle for safety continued. To get a restraining order against Nick, she needed to provide specific evidence that he was the one to abuse her. There were no witnesses, willing to speak up in court, as people feared him. Many institutions and laws turned to be inadequate in this case from the police, not filing reports and advising Elena to be nice to Nick, to the social services, providing her address to Nick despite her numerous requests not to, to the prosecutor's office, who refused to open a case as this was "simply a domestic dispute" and none of their business.

For more see:

https://nova.bg/news/view/2018/12/01/233513/%D0%B0%D0%B7-%D0%B7%D0%BD%D0%B0%D0%BC-%D1%87%D0%B5-%D1%81%D1%8A%D0%BC-%D0%B4%D0%BE%D0%B1%D1%80%D0%B0-%D0%BC%D0%B0%D0%B9%D0%BA%D0%B0-%D0%B8%D1%81%D1%82%D0%BE%D1%80%D0%B8%D1%8F%D1%82%D0%B0-%D0%BD%D0%B0-%D1%86%D0%B2%D0%B5%D1%82%D0%B5%D0%BB%D0%B8%D0%BD%D0%B0-%D0%B6%D0%B5%D1%80%D1%82%D0%B2%D0%B0-%D0%BD%D0%B0-%D0%B4%D0%BE%D0%BC%D0%B0%D1%88%D0%BD%D0%BE-%D0%BD%D0%B0%D1%81%D0%B8%D0%BB%D0%B8%D0%B5

https://www.dnevnik.bg/bulgaria/2018/08/17/3295903_istoriiata_na_klavdiia_-_institucio-nalnoto_bezsilie/

MODULE 5: Sexist Language and Benevolent sexism

Description

This module sheds light on sexism as well as onto a lesser known form of gender-based discrimination which is often left unnoticed because of its superficially positive nature, *benevolent sexism*.

As in previous sections, definitions of some of the key concepts discussed are included, but as all the modules, this information is complementary to previous concepts in modules 1, 2, 3 and 4.

The proposed activities here, are meant to strengthen the main point outlined in this particular module, which is the identification of benevolent yet sexist expression in the media, the everyday social life or the workplace and education.

After this step, a few tips on how to combat benevolent sexism are included.

Key concepts and definitions

Sexism is described as actions or attitudes that discriminate against people based solely on their gender, according to the EIGE Gender Equality Glossary and Thesaurus[26], and it encompasses certain beliefs (e.g., in different roles for men and women), emotions (e.g., disliking powerful women), and behavior (e.g., sexual harassment) that support gender inequality. Sexism is linked to power, in that those with power are typically treated with favour and those without power are typically discriminated against. Sexism is also related to stereotypes and gender equality mentioned in previous modules, since discriminatory actions or attitudes are frequently based on false beliefs or generalisations about gender, and on considering gender as relevant where it is not.

Although originally conceived as antipathy toward women, sexism includes subjectively positive but patronizing beliefs (e.g., that men ought to provide for women). There can also be sexism against men, insofar as people believe women are superior to men (Glick, Sexism; Benevolent Sexism 2007).

Psychologists Glick & Fiske (1996) who did extensive research on sexism, developed a theory on sexism called Ambivalent Sexism Inventory in which they differentiate between *hostile* and *benevolent* sexism, based on three identified sources of male ambivalence: Paternalism, Gender Differentiation and Heterosexuality. This was when the term benevolent sexism was first coined.

Benevolent Sexism refers to subjectively favourable but patronizing attitudes towards women (e.g., that women, though wonderful, are weak and need men's help) and a form of paternalistic prejudice (treating a lower status group as a father might treat a child). Sexists tend to endorse both benevolent sexism and hostile sexism (negative attitudes toward women who seek equality or powerful roles in society). Benevolent sexism rewards women for staying in traditional (e.g., domestic) roles, whereas *hostile* sexism punishes women who attempt to break out of those roles. The two forms of sexism work together to maintain gender inequality.

Although benevolent sexism might seem trivial, patronizing behaviours can be damaging.

26   EIGE website: Glossary and Thesaurus. url: https://eige.europa.eu/thesaurus/overview , accessed on May 30, 2020.

For instance, people who see a woman repeatedly being treated chivalrously by a man (opening doors, pulling out chairs) view her as less independent. On the job, when women are given patronizing praise instead of promotions or important assignments, they become angry and their performance suffers. Patronizing praise that communicates low expectations (e.g., "You figured out how to tie your shoes—good for you!") is irritating and harmful. Because benevolent sexism is often more subtle, many women are induced to accept its promise of men's affection, protection, and help, without fully realizing that this can diminish their own independence and opportunities (Glick, Sexism; Benevolent Sexism 2007).

The Ambivalence Inventory has been administered in many contexts and cross-cultural comparisons reveal that nations in which people most strongly endorse benevolent sexism also exhibit the most hostile sexism and the least gender equality (e.g., lower living standards for women relative to men or fewer women in powerful positions in government and business).

In sum, both types of sexism, are complementary tools for control. If women had to face only hostile sexism then they would become rebellious, but "by sweetening the pot" with benevolent sexism these reactions are subdued.

Prevent and Combat Benevolent Sexism

The best way to combat this phenomenon is firstly to take the time and effort to trace and acknowledge it, address it head on and most importantly, to stress the importance of preventive measures like education on sexism issues.

Forbes magazine has these tips to combat benevolent sexism recipients[27]:

1. *Give yourself permission to be offended*. Being subjected to sexist and degrading "compliments" on the job is no fun. Feeling angry, hurt, or frustrated is completely normal and your feelings don't need to be ignored or suppressed. In fact, research shows that trying to suppress or inhibit negative reactions can actually backfire, negatively affecting one's well-being. Rather than trying to ignore my reaction to benevolent sexism, I try to keep in mind that people who should know better often don't. And, then, I consider how I can help educate them.

2. *Call benevolent sexism out for what it is*. Explain why you were troubled by the comment and how it reinforces harmful gender stereotypes and could hurt morale in the office. Keep your tone calm, collected, and professional. Make it clear that these comments aren't appropriate or appreciated. And, you don't always have to call benevolent sexism out in the moment. It is fine to take time to organize your thoughts. I also try not to have these follow-up conversations in a large crowd, a smaller group for discussion is often better.

3. *Counter subtle sexism.* We all – men and women alike – can come to our colleagues' defence when they're being targeted. For example, if someone says about a female co-worker "We're so lucky to have her on the team to keep us organized – we needed a mom around here," you could counter by highlighting her accomplishments and skills: "Well, that doesn't seem relevant, but I do know that by streamlining our salesforce last year, she dramatically increased profits." Publicly highlighting your co-workers' accomplishments can help quell attempts to subtly undercut their status.

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27   https://www.forbes.com/sites/sianbeilock/2020/01/07/how-to-address-subtle-friendly-sexism-at-work/#72cf67c8350c

Activities

1. Tell me a joke!

Group Size	Any (group/s of 5-7 people)
Time	30 minutes (depending on number of people)
Overview	Participants trace promoted gender stereotypes and benevolent sexism in everyday jokes and other often heard statements
Objectives	To address stereotypes and benevolent sexism in everyday life
Materials	Whiteboard

Instructions

Prior to this, read Bustle article *7 Examples Of Benevolent Sexism That Are Just As Harmful As Hostile Sexism* by Suzannah Weis at https://www.bustle.com/articles/131418-7-examples-of-benevolent-sexism-that-are-just-as-harmful-as-hostile-sexism.

Ask participants to tell jokes they know which they consider inappropriate or sexist. For example, jokes about blondes, jokes about women driving, jokes about sex etc.

Then go over some often-heard sexist statements like:

1. Women Have Motherly Nurturing Instincts

2. Women Are More Compassionate

3. Women Are Just More Beautiful

4. Women Are More Intuitive

5. Women Are Neater

6. I Love Women

7. Men Are Assholes

8. Men prefer blondes

Reflection:

Take some of these statements and offer some counter arguments.

For statement one, in an article for Fortune, leadership expert Liz Wiseman explains that the "Mama Bear" persona some women politicians have latched onto not only promotes gender stereotypes but also can lead to ineffective leadership:

"Many women of my generation have contorted themselves to fit into a male-dominated world, choosing between ill-fitting models of leadership. Some adopted the "man-up" model. Dressed in power suits, they acted tougher than nails, showed no fear, and attempted to out-men the men. Others fell into the "mama bear" archetype in which they nurtured, protected, and rescued people and projects in danger. In my own research, I've found that leaders who operate from these leadership caricatures can have massively diminishing effects. For example, "manning up" can hold back team members and stop them from taking

risks, while filling the "mama bear" role tends to prevent staff from taking accountability and learning from hardship."

For example 2, the Dalai Lama has been praised for saying that there should be more women leaders because women are more compassionate. However, such statements only express conditional support for gender equality. How would the Dalai Lama feel about a woman leader who does not fit that stereotype?

Viewing women as more compassionate and gentler and men as more aggressive can penalize women who are assertive, leading people to deem them "bossy" or "too harsh." Expectations for women to have a more soft-spoken, accommodating leadership style can lead people to criticize women who don't adopt it. Jessica Grose writes at Elle that this expectation has a lot to do with the media's accusations that Hillary Clinton is cold and calculating.

For statement 3 regarding the female body and how much more aesthetically pleasing it is than male, referring to previous activities on gender in the media, we've been trained to think this, regardless of our gender or sexuality, because images of women are so eroticized. However, when ancient Greek artists popularized nude art, they usually depicted men.

For statement 6, give the example of Valentine's day. Every year men wine and dine with their female loves, and give them roses and jewellery and heart-shaped greetings cards. This is the danger of benevolent sexism: the day may be filled with good intentions on the part of men, and may be enjoyed and anticipated by many women, but it is nonetheless built on unwelcome foundations which ultimately do women no good. The trouble is that those foundations are obscured by a friendly facade.

For statement 7: Benevolent sexism hurts men too. When we say that women are more nurturing, compassionate, beautiful, and intuitive, we distance men from their capacity for gentleness, compassion, beauty, and intuition. We also contribute to stereotypes that men are bad at household tasks, communicating, and other "feminine" things. If men admire women's qualities so much, they should strive to cultivate those qualities themselves rather than exoticize women for supposedly possessing them — and men who do cultivate them shouldn't be penalized for it.

For more commentary on statements see the Bustle article *7 Examples Of Benevolent Sexism That Are Just As Harmful As Hostile Sexism* by Suzannah Weis at https://www.bustle.com/articles/131418-7-examples-of-benevolent-sexism-that-are-just-as-harmful-as-hostile-sexism.

The Good, the Bad and the Ugly

Group Size	Any (group/s of 5-7 people)
Time	30 minutes (depending on number of people)
Overview	Participants trace promoted gender stereotypes and benevolent sexism in the workplace
Objectives	To address stereotypes and benevolent sexism in the workplace
Materials	Handouts

Instructions

This activity is also based on an online article which the facilitator should read prior to the session, *The Good, Bad And Ugly Ways Benevolent Sexism Plays Out In The Workplace* by Bonnie Marcus in Forbes magazine.

You have 3 scenarios at the workplace, with 3 possible outcomes, the Good, the Bad and the Ugly.

Go over the scenarios with the participants.

Scenario1: *Difficult clients and tough negotiations are given to men.*

The Good: Whew! You breathe a sigh of relief when you learn you don't have to work with a troublesome client or work through a challenging negotiation process. You recognize that might be very stressful and it's much easier to focus on clients who are compliant.
The Bad: Working with difficult clients is a great learning experience; one that would help you move your career forward. It would be great to have the opportunity to build your negotiation skills. Or perhaps you have already demonstrated your ability to handle negotiations in the past, but no one seemed to recognize it. An option is to confront the decision maker and state your case and, in fact, negotiate to work with these clients. You can, in other words, challenge the benevolent sexism in this decision and demonstrate your negotiation skills at the same time.

The Ugly: Men (and women alike) assume that men are tougher and better at negotiations. Their bias leads them to believe women will cave in too early, let their emotions get in the way, and don't have the stamina to handle it. Of course, when women challenge this stereotype and demonstrate their ability in this area they are disliked and often labelled as a b***h.

Scenario2: *Your performance review focuses on your personality, not your work.*

The Good: You are consistently praised for being a team player. The performance review is great. Everyone enjoys working with you. Great to hear! But despite your request for feedback on your work, you don't receive much information.

The Bad: You need constructive feedback in order to build a successful career. No career is built in a vacuum, and the input of your boss and colleagues is critical for you to better understand how to improve as well as how to position yourself to get ahead.

The Ugly: If your male boss only focuses on how likable you are, he most likely is assuming that you will be too emotional to handle criticism of any nature, an assumption based on gender stereotypes. Or perhaps he is uncomfortable having a deeper conversation with you because you're a woman. How does he behave with his male direct reports? According to research, men get the information they need to succeed and women, the subject of benev-

olent sexism, often do not.

Scenario3: *You return from maternity and find your workload changed. You want to demonstrate your commitment to your work and either take a short maternity leave or come back to work early. But you quickly realize that your high-profile clients have been reassigned to someone else. When you make an inquiry, you are told, "We assumed you didn't want to travel or work that hard with a newborn."*

The Good: It can be viewed as a good thing that you don't have to travel and deal with challenging work situations. After all, you just had a baby and you still have plenty of sleepless nights. It is good to not have the expectation to work long hours. But is it good for your career? Probably not.

The Bad: Before you took maternity leave, you were on the fast track and had made significant progress in building a solid reputation of hard work and great performance. You communicated to HR as well as your manager that you had the intention of assuming your previous role after the short hiatus. Apparently, no one believed you or trusted you.

The Ugly: The reassignment not only takes you off the fast track but decreases your opportunity for the increased visibility required for promotion. An assumption, based on gender bias, was made that because you are a woman it is too much for you to go right back to your full schedule. Because of your commitment to return to your normal routine, however, you secured adequate child care and made arrangements for coverage in case of travel. The danger here is you are labelled as a 'new mother' and therefore, not trustworthy and perhaps hormonal. There is also an assumption that you will opt out or won't be reliable to manage your previous workload.

Then proceed with the following statements and ask participants to identify what kind of statements based on the Good, Bad, Ugly logic each of these statements is:

- A good woman should be placed on a pedestal by her man

- Every man out to have a woman whom he adores

- Feminist make unreasonable demands on men

- Feminists are seeking for women to have more power than men

- In a disaster, women ought to be rescued before men

- Many women are seeking special favours under the guise of equality

- Many women have a quality of purity that few men possess

- Most women fail to appreciate fully all that men do for them

- Most women interpret innocent remarks or acts as being sexist

- No matter how accomplished he is a man is not truly complete as a person unless he has the love of a woman

- People are not truly happy in life without being romantically involved with a member of the other sex

- When women lose to men in a fair competition they call it discrimination

- Women are too easily offended

- Women exaggerate the problems they have at work

- Women should be cherished and protected by men

- Women, as compared to me, ten to have a more refined sense of culture and good taste

3. Benevolent Sexism in the Media

Group Size	Any (group/s of 5-7 people)
Time	30 minutes (depending on number of people)
Overview	Participants trace promoted gender stereotypes and benevolent sexism in the media
Objectives	To address stereotypes and benevolent sexism in the media
Materials	Handouts or Powerpoint

Instructions

Prepare a presentation of samples from the media of posts that contain sexist and benevolent sexist depictions and statements.

Try and incorporate current posts from online newspapers, magazines, social media platforms, from people in the context of your audience. For example, if the training is taking place in Cyprus, access local news or find the profiles of local celebrities on facebook or Instagram.

Use previous notes and reflections of activities relevant to gender stereotypes and their possible consequences like gender-based violence.

Handouts/Samples to include in a Powerpoint presentation and Reflection

1. Here we have two tweets made by political figures in the 2016 US Presidential Election where women are referred to in their totality, as wives, mothers and daughters, imposing these characteristics on every woman in general and diminishing them in a way of their general social value.

Do you believe these tweets are using benevolent sexism? Why or why not?

Source: https://www.dailydot.com/irl/benevolent-sexism-hostile-sexism/

Ted Cruz ✔
@tedcruz

Every wife, mother, daughter -- every person -- deserves to be
treated with dignity and respect. twitter.com/tedcruz/status...

> **Ted Cruz** ✔ @tedcruz
> These comments are disturbing and inappropriate, there is simply no
> excuse for them.

♡ 6,483 3:36 AM - Oct 8, 2016 ⓘ

💬 6,653 people are talking about this ›

Mitt Romney ✔
@MittRomney

Hitting on married women? Condoning assault? Such vile
degradations demean our wives and daughters and corrupt
America's face to the world.

♡ 105K 2:10 AM - Oct 8, 2016 ⓘ

💬 60.9K people are talking about this ›

2. In the race to become the democratic presidential nominee, Joe Biden said that he will pick a female to be his vice president. The justification that he gave, is that there are many qualified women out there, and that he would like his cabinet to look like the country (a mix of genders and ethnicities). It is as though Joe is pandering to his audience, rather than making a sound political decision. If you wanted to have a female vice president, shouldn't it be because you admire that person's character, and out of all applicants, they are best suited for the position? Why should their gender be of importance?
Source: https://edition.cnn.com/2020/03/15/politics/joe-biden-woman-vice-president/index.html

CNN politics   Donald Trump   Supreme Court   Congress   Facts First   2020 Election   Edition ∨   Q   @

Biden says he will pick woman to be his vice president

By Kate Sullivan, CNN
Updated 0256 GMT (1056 HKT) March 16, 2020

NOW PLAYING
Biden commits to having a woman as vice president
CNN

NEWS & BUZZ

Anti-Trump Republican group attacks Trump on race in new ad

Warren as Biden's running mate makes no electoral sense

3. Another example:

"I am the captain of one of the only women's soccer teams in the Occidental co-ed intra-mural soccer league. During a recent game, I defended a player on the other team when we collided in a struggle for the ball. He outwardly complained that the women on our team were being too aggressive, snickering that the game was rigged. Yet he cheered obnoxiously and loudly for the women on his team, suggesting that their success was unprecedented. While his cheering seemingly tried to celebrate female athleticism, he was indirectly show-ing benevolent sexism."
Source: https://jgirlsmagazine.org/2019/03/benevolent-sexism-it-isnt-a-compliment/
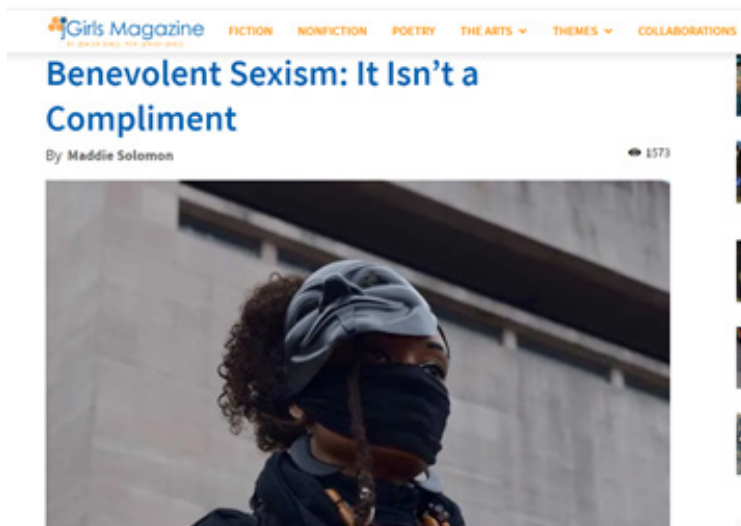
4. Here is another twit by Juice.

When men say they love women, they're often looking for a gold star — but they're not getting one from those of us who understand benevolent sexism. If you love any group of people more than or in a different way from other groups, that affinity may very well stem from the stereotypes above. After all, implying you love women more implies that they are different, which others them and excludes those who act more "like men."

ASSESSMENT

After all the activities, it is important to reiterate some of the key findings and conclusions that everyone as group has collectively discussed and pointed out so that there is a clear takeaway from the activities.

For this reason, assessment sheets are to be given out to each participant scoring each module, the trainer and their own participation. Use the template in Appendix 3 for this.

As for most formal or non-formal trainings and curricula, this process is necessary in order to check whether the learning outcomes were achieved and to trace any weaknesses for future reference. The separate evaluations of the material of each module, the trainer's delivering skills and self-assessments for each participant's participation and engagement, will make the aforementioned purpose of the thorough evaluation process even clearer.

Eventually, assessing the whole training also ensures a certain level of quality and creditability, attesting to how non-formal education methods can deliver results in par or even exceeding traditional educational methods. Especially when it comes to such important yet neglected issues of sexism and gender equality, we hope that the evaluation process will prove that non-formal education is most effective for such purposes.

Besides the participants' self-assessment there should be an evaluation of the trainer following the same logic. This way everyone both participants and trainers have the chance to provide feedback for the effectiveness of the training, for each module separately. Self-assessment also strengthens the non-formal educational methodological approach since it holds everyone accountable to their own selves and the rest of their group, participants and trainers alike.

APPENDIX 1

Training Design Sample For A Five-Day Workshop

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
9.30	Morning informal group chat	Morning informal group chat	Morning informal group chat	Morning informal group chat	Morning informal group chat
10.00	Getting to know each other and establishing the group dynamics. Finding a common ground for mixed groups (coming from the fields of education, youth work, ngos, activism, trainers et.c. Icebreaker activities Blending games	In introduction to gender terminology (Expert presentation)	Introducing Module 2: key concepts and definitions	Introducing Module 4: key concepts and definitions	Presentation of other available resources and tools for gender related issues and youthwork.
11.00	BREAK	BREAK	BREAK	BREAK	BREAK
11.30	Overview of the Training Presenting the program	Overview of the Modules How / by whom they may be used and to what end? What is the desired impact.	Activities 1-5 and Reflection	Activities 1-5 and Reflection	Presentation of Project Online platform and how it may be employed in the work with young people and what is the expected impact
12.00	Introductory course to youthwork Introducing the concept of non-formal education to participants with different backgrounds (professional, educational, social or other)				
13.00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
14.00	Key concepts and how we approach non-formal education with young people (experiential learning and learning by doing)	Introducing Module 1 Exercises on Module 1	Introducing Module 3: key concepts and definitions	Introducing Module 5: key concepts and definitions	Evaluation and concluding discussions
15.30	BREAK	BREAK	BREAK	BREAK	BREAK
16.00-17.00	Introducing training methods.	Activities and Reflection	Activities 1-5 and Reflection	Activities 1-3 and Reflection	Awarding certificates

APPENDIX 2

Gender related glossary retrieved from the International Lesbian Gay Association[28]

Bisexual	When a person is emotionally and/or sexually attracted to persons of more than one gender.
Gay	A man who is sexually and/or emotionally attracted to men. Gay is sometimes also used as a blanket term to cover lesbian women and bisexual people as well as gay men. However, this usage has been disputed by a large part of the LGBTI community and gay is therefore only used here when referring to men who are emotionally and/or sexually attracted to men.
Gender	Refers to people's internal perception and experience of maleness and female-ness, and the social construction that allocates certain behaviours into male and female roles.
Gender identity	Refers to each person's deeply felt internal and individual experience of gender, which may or may not correspond with the sex they were assigned at birth.
Homophobia	Fear, unreasonable anger, intolerance or/and hatred directed towards homosex-uality.
Homosexual	People are classified as homosexual on the basis of their gender and the gender of their sexual partner(s). When the partner's gender is the same as the individ-ual's, then the person is categorised as homosexual. It is recommended to use the terms lesbian and gay men instead of homosexual people. The terms lesbian and gay are being considered neutral and positive, and the focus is on the iden-tity instead of being sexualised or pathologised
Intersex	A term that relates to a range of physical traits or variations that lie between stereotypical ideals of male and female. Intersex people are born with physical, hormonal or genetic features that are neither wholly female nor wholly male; or a combination of female and male; or neither female nor male. Many forms of intersex exist; it is a spectrum or umbrella term, rather than a single category.
Lesbian	A woman who is sexually and/or emotionally attracted to women. LGBTI: Ac-ronym for lesbian, gay, bisexual, trans and intersex people. This is the acronym that ILGA-Europe use to reflect our advocacy priorities; our members may use different formulations to more accurately describe their own work, for example LGBT*, LGBTQ.

28   Available at https://www.ilga-europe.org/sites/default/files/glossary_october_2015_ edition.pdf

Sex	Refers to biological makeup such as primary and secondary sexual characteristics, genes, and hormones. The legal sex is usually assigned at birth and has traditionally been understood as consisting of two mutually exclusive groups, namely men and women. However, "[t]he Court of Justice has held that the scope of the principle of equal treatment for men and women cannot be confined to the prohibition of discrimination based on the fact that a person is of one or other sex. In view of its purpose and the nature of the rights which it seeks to safeguard, it also applies to discrimination arising from the gender reassignment of a person." (This language comes from the preamble of the Gender Recast Directive 2006). In addition to the above, the legal definition of sex should also include intersex people.
Transsexual	Refers to people who identify entirely with the gender role opposite to the sex assigned to at birth and seeks to live permanently in the preferred gender role. This often goes along with strong rejection of their physical primary and secondary sex characteristics and wish to align their body with their preferred gender. Transsexual people might intend to undergo, are undergoing or have undergone gender reassignment treatment (which may or may not involve hormone therapy or surgery). Trans person/people/man/woman: is an inclusive umbrella term referring to those people whose gender identity and/or a gender expression differs from the sex they were assigned at birth. It includes, but is not limited to: men and women with transsexual pasts, and people who identify as transsexual, transgender, transvestite/cross-dressing, androgyne, polygender, genderqueer, agender, gender variant or with any other gender identity and/or expression which is not standard male or female and express their gender through their choice of clothes, presentation or body modifications, including undergoing multiple surgical procedures.

APPENDIX 3

Participant's evaluation for AGE&AC Project Training

Name:

Gender: Female ◯   Male ◯   Other ◯

Age Range: 10 – 15 ◯   16-20 ◯   20+ ◯

Organisation:

Are you disabled? Sensory Impaired ◯   Wheelchair user ◯   Other disability ◯

Have you experienced gender discrimination? Happened to me ◯   Happened to another person ◯   Never happened ◯

---

1. **Why did you attend AGE&AC training?** Please tick choice

◯ **It was recommended by my teacher or other person**

◯ **I am interested in the topic**

◯ **I want new skills/knowledge**

◯ **Other reason (please wirte reason)**

2. **Do you believe the participation to this training was useful?** Please tick choice

Not useful | 1 | 2 | 3 | 4 | 5 | Very useful
☹ ◯ ◯ ◯ ◯ ◯ ☺

3. **Was the organisation good, (i.e. schedule, location, etc.)?** Please tick choice

Not good | 1 | 2 | 3 | 4 | 5 | Very good
☹ ◯ ◯ ◯ ◯ ◯ ☺

4. **Do you think AGE&AC training will help you?** Please tick choice

Not good | 1 | 2 | 3 | 4 | 5 | Very good
☹ ◯ ◯ ◯ ◯ ◯ ☺

If you think AGE&AC training will help you, please say how it will help

5. **Was the training information easy or difficult to follow?** Please tick your choice

EASY [1] [2] [3] [4] [5] DIFFICULT

☺ ◯ ◯ ◯ ◯ ◯ ☹

6. **Which topic did you find most interesting?** Please tick

[Topic1] [Topic2] [Topic3] [Topic 4] [Topic 5]

◯ ◯ ◯ ◯ ◯

Why? _____

7. **Which topic did you find least interesting?** Pease tick

[Topic 1] [Topic 2] [Topic 3] [Topic 4] [Topic 5]

◯ ◯ ◯ ◯ ◯

Why? _____

8. **Was the trainer well prepared?** Please tick your choice

Not at all [1] [2] [3] [4] [5] Very well prepared

☹ ◯ ◯ ◯ ◯ ◯ ☺

9. **Did the workshop meet your expectations?**

Not at all [1] [2] [3] [4] [5] Very much

☹ ◯ ◯ ◯ ◯ ◯ ☺

10. Write 3 things about AGE&AC training that you will remember

1. _____

2. _____

3. _____

Thank you: **AGE&AC is funded with support from Erasmus Plus – Capacity Building in the Field of Youth. This form reflects the views of the author and the Commission cannot be held responsible for the information contained herein.**

Trainer's evaluation for AGE&AC Project Training

Name:

Occupation

Training location

Age range : | 18-25 | ◯ | 25+ | ◯

Gender: | Female | ◯ | Male | ◯ | Other | ◯

Are you sensory impaired? | Yes VI | ◯ | Yes HI | ◯ | No | ◯

Are you a wheelchair user? | Yes | ◯ | No | ◯

Have you any other kind of impairment? | Yes | ◯ | No | ◯

This trainer's evaluation has 5 sections.
Please complete the section(s) relevant to the training you have done.

Section A – AGE&AC Project Training

How did you rate the training experience? Please tick below:

Comments

Which topic of training was easiest to teach? Please tick

◯   1. Gender perception and stereotypes

◯   2. Gender in the workplace

◯   3. Gender-based violence

◯   4. Gender in the media

◯   5. Gender and sexist language

Which topic of training was hardest to teach? Please tick

- ○ 1. Gender perception and stereotypes
- ○ 2. Gender in the workplace
- ○ 3. Gender-based violence
- ○ 4. Gender in the media
- ○ 5. Gender and sexist language

Which topic was easiest for the participants to understand? Please tick

- ○ 1. Gender perception and stereotypes
- ○ 2. Gender in the workplace
- ○ 3. Gender-based violence
- ○ 4. Gender in the media
- ○ 5. Gender and sexist language

Which topic was hardest for the participants to understand? Please tick

- ○ 1. Gender perception and stereotypes
- ○ 2. Gender in the workplace
- ○ 3. Gender-based violence
- ○ 4. Gender in the media
- ○ 5. Gender and sexist language

Please rate the training location and refreshments? Please tick

☺☺	☺	😐	☹	☹☹
○	○	○	○	○

Were you satisfied with the age range/backgrounds of the participants? Please tick

☺☺	☺	😐	☹	☹☹
○	○	○	○	○

Comments

Section B – Training Resources

How do you rate the content of the training syllabus? Please tick

😊😊	😊	😐	☹️	☹️☹️
◯	◯	◯	◯	◯

Comments

How do you rate the training methodology and related documents? Please tick

😊😊	😊	😐	☹️	☹️☹️
◯	◯	◯	◯	◯

Comments

How do you rate the design and presentation of the course and training materials? Please tick

😊😊	😊	😐	☹️	☹️☹️
◯	◯	◯	◯	◯

Comments

How would you rate the informational value of source book? Please tick

😊😊	😊	😐	☹️	☹️☹️
◯	◯	◯	◯	◯

Comments

How well does training material support your activities with young people? Please tick

😊😊	😊	😐	☹	☹☹
⭘	⭘	⭘	⭘	⭘

Comments

Did you use the Gender Stereotype/concept exercises in the trainer pack? Please tick

- ⭘ **I used the exercises stated in the manual**
- ⭘ **I modified the exercises in the manual slightly to suit the audience**
- ⭘ **I prepared a different exercise to suit the audience**
- ⭘ **I replaced the exercises by a description**
- ⭘ **I did not do the Gender Stereotype exercise**

Briefly explain your choice

Section C – On-line tools and Open Learning (if used)

Please name On-line tools or Open Learning method used for training

- ⭘ AGE&AC Library
- ⭘ Other

If other, please give a brief description of the tool or method

Please rate the usefulness of the On-line tool? Please tick

😊😊	😊	😐	☹	☹☹
○	○	○	○	○

Comments

Describe briefly your findings or results from using the On-line tool

If you used the AGE&AC DVD for training how would you rate its usefulness? Please tick

😊😊	😊	😐	☹	☹☹
○	○	○	○	○

Comments

Section D – Comprehension of gender inequality

Please rate the participants' overall comprehension of gender inequality at the training event? Please tick

😊😊	😊	😐	☹	☹☹
○	○	○	○	○

Comments

Do you think the participants understood examples of gender inequality at different levels? Please select below

	YES	NO
At the personal level		
At the community level (e.g., school, club, town)		
At a national institution level		

Comments:

Do you think AGE&AC training will allow participants to empower themselves in matters of gender inequality? Please tick

☺☺	☺	☺	☹	☹☹
◯	◯	◯	◯	◯

Comments:

Do you think AGE&AC training will allow participants to support others in matters of gender inequality? Please tick

☺☺	☺	☺	☹	☹☹
◯	◯	◯	◯	◯

Comments:

Section E – Gender stereotype/concept exercises

Was the Gender stereotype concept understandable? Please tick

◯   The concept was easy to grasp

◯   Some difficulties with the concept

◯   The concept was too difficult

Which aspect of the Gender Stereotype/concept exercise was most informative?
Please write one aspect

_____

Which aspect of Gender Stereotype/concept exercise was least informative?
Please write one aspect

_____

Do you think that organisations will be able to integrate Gender Stereotype exercises into their youth curriculum? Please choose

○ Yes

○ No

Thank you for completing the Trainer's evaluation!

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