

EMPOWERING WOMEN



FOR EQUALITY

INTERNATIONAL TRAINING COURSE

MÁLAGA, 21-27 MARCH 2017

INICIATIVA INTERNACIONAL JOVEN



Project created and coordinated by **Iniciativa Internacional Joven**

With the Co-Financiación of **Erasmus+ Programme of European Union**

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INTRODUCTION

Since its beginning the European Union made an active commitment for the promotion of equal opportunities and the fight against discrimination. However, much remains to be done, especially if we focus on young immigrant women and/or coming from ethnic minorities. As youth workers we have an important role because, in addition to situations of inequality that we face, we must understand that many of the situations are difficult to detect as violent because we are in a society that has standardized many behavior and attitude as routine and majority accepts it. Therefore, we must develop specific actions and projects that promote effective equality between young people, making them think about gender violence, society we live, etc. to eliminate any disparities.

Since the Treaty of Rome on equal pay for work of equal value, on the basis of the principles of equal opportunities, the Charter of Fundamental Rights and the European Covenants on Gender Equality, European Union has given a strong impulse to gender equality policies, although much remains to be done.

There have been social changes that have made it possible for the problem of gender violence to come to light, but we must go further. Gender-based violence is a complex phenomenon that not only reflects physical violence, but also adopts other forms that maintain the power relations of men over women.

This means that in order to understand this phenomenon we have to deal with it from the typology of violence (direct, cultural and structural) which occurs in all areas, social classes, academic levels, etc.

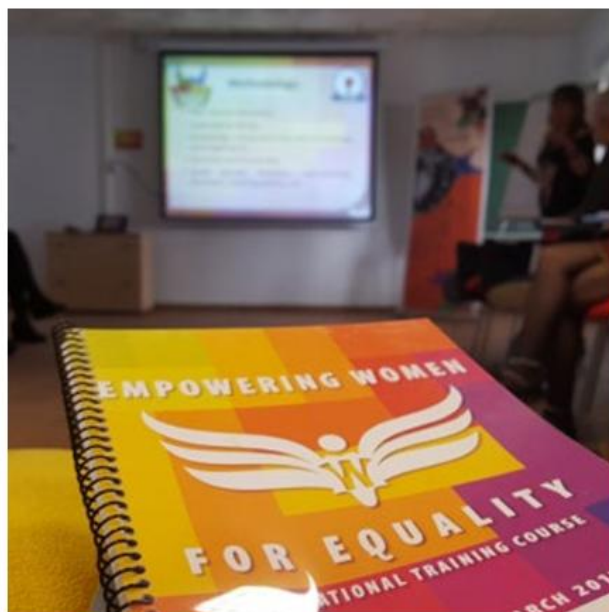


If the situation is difficult for women in general, it is even more so for young immigrant and / or ethnic minority women. To the discrimination and inequalities that suffer for reason of gender, it is necessary to add the treatment that it lives by reason of its ethnic or situation of illegality in some cases. Discrimination hinders their personal and professional development, as well as their empowerment. In fact, we have detected that the following factors occur in young women belonging to ethnic minorities (not only immigrants, but also in the second generations): low self-esteem, low educational level or school failure, high demotivation, lack of identity and discrimination by reason of gender, age and ethnicity.

Faced to this situation, as Iniciativa Internacional Joven, we've considered that it was very necessary and urgent to work on raising awareness about the gender equality to find a solution for situations such as; the patriarchal patterns that exist, structural inequalities between men and women, gender violence.

In addition to raising awareness of the population in general, women's empowerment for equality is very necessary for them, in order to have the power and strength to defend their rights as citizens on equal terms.

In order to give an European dimension to the project, to share diagnosis about the situation of women (needs, problems, challenges, etc.) from other European countries and review our solutions together, we have invited organizations from eight countries (Italy, Romania, England, Estonia, Portugal, Czech Republic, Poland and Spain) to be part of this project. We had already developed actions on these issues, so we thought that they must be improved in order to carry out a youth work that trains for gender equality and more equitable, respectful and peaceful relations.



Thanks to the tools, resources, measures and good practices that have been exchanged in this training course by working through a participatory methodology and dynamics based on non-formal education on the topics such as equal opportunities between women and men, women's empowerment, the fight against gender violence, social inclusion and a culture of peace; the workers have acquired new skills that will be useful for them to work more effectively and successfully with their target group. All participants have improved their linguistic, social, civic and cultural skills that we can mention as European awareness, tolerance, mutual respect, collaboration, etc.





PROJECT DESCRIPTION

Empowering Women for Equality (EWE) is a project that contains one activity as mobility of youth workers. Iniciativa Internacional Joven is the applicant and coordinator partner of the project.

Youth workers have an important role to fight against inequality. We must understand that many of the violence situations are difficult to detect as violence because many violent behaviours and attitudes have been normalized by the society, so they became routine and accepted by the majority.

As the partners of this project we have already developed actions on gender equality and gender violence issues. In order to improve the quality of youth work on gender equality we created this project with the aim of sharing good practices, methodologies and strategies, as well as giving our work a new, broader, global and intercultural perspective.

The main objectives of "Empowering Women for Equality" project are:

- Improving the competences of participants in order to carry out actions for improving equality and fighting against gender violence, principally for young immigrant women and women coming from ethnic minorities;
- Building a space for reflection between young people and youth workers on parameters, as well as behaviours and attitudes that have been originated from the patriarchal society and how they influence our daily lives;
- Exchanging experiences, good practices and methodologies among organizations and professionals that work for equality and against gender violence from eight different countries;
- Creating new tools and educational games to facilitate learning and to raise young people's awareness on gender equality and violence prevention.

PARTICIPATING ORGANISATIONS:

Asociación Iniciativa Internacional Joven (Málaga, Spain):

A non-profit organisation from Málaga, founded in 2003 from a group of young people that see the need of contributing to the comprehensive development and improvement of the quality of life of citizens, especially young people and professionals; on European and International framework with an intercultural vision of the world. Since our establishment, our main aims are:



- Encouraging the development of plans, programs and projects to create a positive impact for youth and adults.
- Improving the training of youth workers, trainers who are working on youth area, youth and other people involved in the society, on local and international level.
- Enhancing integration and development of citizens at different levels as: training, employment, social and cultural activities, health, sports, languages and intercultural learning.
- Contributing to the development cooperation of the poorest countries and the poorest sectors of the population.

To achieve these objectives, we carry out studies, researches and activities to increase employability, we cooperate with other public and private institutions to create youth projects and programs, also we create training courses and guidance on areas of interest.

Gender Alternatives Foundation (Plovdiv, Bulgaria): it is a non-profit organization, established in 2011, whose mission is to work towards promotion, protection and empowerment of women and girls in all spheres of public and private life so that they realize their potential in a just and unbiased society. Through our guiding principle, we strive to address a number of structural inequalities which are layered in social organization and mind-set, and present the building blocks of gender-based discrimination and violence.



Among their activities we can mention: a consultative centre specialized in the implementation of programs to help victims of domestic violence, women's resource centre and national and international advocacy and campaigning on women's human rights.

CESIE (Trappeto, Italy): it is a European centre of studies and initiatives, a non-profit NGO with member organizations in more than eight European countries. It was established in 2001, inspired by the work and theories of the pacifist Danilo Dolci. CESIE links local, national and international contexts and is committed to stimulating development and change in cultural, educational and economic spheres through the creation and use of innovative tools and methods. The organisation is divided into five departments which work together and manage activities in their specific fields: European Cooperation, International Cooperation, Mobility, Socio-cultural Promotion and Higher Education and Research Department.



Kobiety.lodz.pl (Lodz, Poland): it is a non-profit consulting-educational organization, founded in 2000 as women organization fighting against discrimination, lack of independence and violence. Today, they have an intercultural and inter-generational environment; open and accessible for everyone. They don't carry out only projects addressed to women but they also use alternative tools such as social photography, they organize exhibitions, moving nights, they promote foreign friendly places in the city and they support local events such as International Boat of Culture Festival and European Festival of Active Women.



Centrul European Pentru Tineret (Bucarest, Romania): European Youth Center is a regional, non-profit and apolitical association, founded in 2013, that works directly with youth. Their members began carrying out projects in poor neighbourhoods of Bucharest. Its objectives are to develop the personality of young people, encouraging them to participate in the social life of the community, acquiring new language knowledge and to become good European citizens. They work with different schools where they offer young people a variety of educational activities based on non-formal methods. They also provide advice and support to young people from Roma community.

CENTRUL EUROPEAN
PENTRU TINERET



Kulturális Kapcsolatokért Alapítvány (Budapest, Hungary): founded in 2012, the Institute for Cultural Relations Policy is a non-governmental and non-profit organisation fostering scientific education and public discourse regarding cultural relations policy. The ICRP focuses on global intercultural dialogue, the promotion and protection of International Human Rights, the recognition of cultural diversity and religious and minority issues.



Moreover, the ICRP puts a great emphasis on the professional development of young generations by conducting an internationally known and popular Internship Programme, as well as regularly organising different trainings and workshops.



International Centre for the Promotion of Education and Development (Kardista, Greece):

CEIPES-Greece or "International Centre for the Promotion of Education and Development- Greece" is an NGO inspired by equality in diversity, human rights, democracy and active participation in order to raise awareness about social problems. CEIPES-Greece main aims are to promote youth participation at local, national, European and inter-

national level, strengthen the institutional role of NGOs, use multicultural dialogue, and dialogue related to active citizenship and social problems as well as, the protection of human rights, children and young people's rights and the promotion of policies to implement them fully in society.

Asociacija "Aktyvus Jaunimas" (Kaunas, Lithuania): "Active Youth"

is a non-profit organization that unites young leaders from Lithuania willing to work on a voluntary basis to facilitate an intercultural dialogue and enhance competence of the European youth. They organize events and trainings using non-formal education as a powerful instrument to encourage youth to take an active part in a society. By doing this they help young people to improve their skills and social awareness, share experiences and ideas, integrate them within the multinational environment of the EU, facilitate cooperation, create new joint initiatives, increase their social awareness and promote healthy lifestyle.



The main activity of the project is a 6 days international Training Course which takes place from the 21st to the 27th of March 2017 in Málaga (Spain), thanks to the support and co-financing of the Erasmus+ Programme of the European Union.

The training was organized and coordinated by Iniciativa Internacional Joven, with the participation of two people from each partner organization, in total 20 participants (including trainers and facilitators), taking into account the two profiles we required:

- A worker in the field of youth, whose work is related to the topics;
- A young person with fewer opportunities belonging to an ethnic minority, or having a family history of migration and/or being an immigrant.

The project is based on the framework of non-formal education, so content has been worked on a dynamic and entertaining way of "learning by doing", which emphasizes on the active participation of all actors. Besides the training sessions and a space for creating, implementing and evaluating new educational tools for working equal opportunities, fighting against gender violence and empowering women, a visibility activity has been organized as a talk, a round table and a flash mob in the city of Málaga.

At the end of the Training Course, all the training and visual materials, the new tools and the achieved results have been collected in an e-Book and a video.

Thanks to the competences acquired and/or improved by participants, the exchange of experiences and the new tools created. We expect an increased quality and efficiency of work on meeting the demands and challenges of today's society in general and the fight against inequalities between women and men, additionally making possible the creation of new activities and tools for working on these topics at local level.

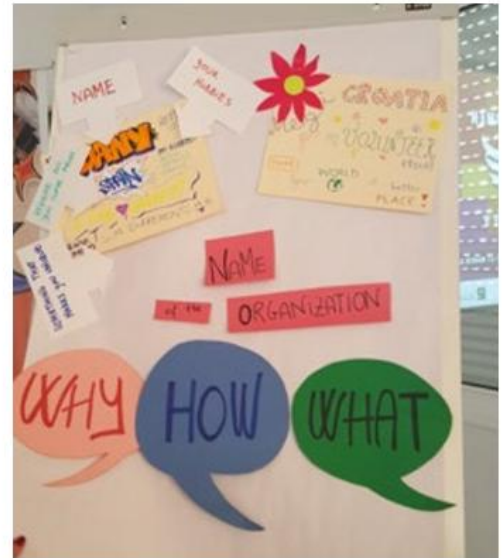


METHODOLOGY

As we mentioned before, the methodology of this training course is based on non-formal education.

Non-formal education is a type of education that includes all processes and practices that involve a heterogeneous social group, even though its institutional structure does not certify for school cycles, it has an educational intentionality and a planning of teaching-learning process.

In non-formal education; knowledge, values and forms of action are transmitted through active participation, learning by doing, emotions, the interaction of knowledge and diverse backgrounds that generate a great wealth of education which makes the participants being the protagonists of their own learning process. Non-formal education is a continuous and reflective “learning to learn” process, that results in the acquisition of competences (knowledge, skills and attitudes) which are important for the personal and professional development of the participants.



For this training course we designed a process of learning and methodology which proposed to the participants to build awareness step by step, to share information and experiences, to put them into practice, to experience them and to assimilate this learning experience in an ambience of trust; which would allow the participants to express themselves freely regardless of their level of knowledge and experience on the subject.



At the beginning of the course, the first challenge was to create the ambient of trust to make participants feel comfortable and express themselves freely. To do this, we proposed some ice-breaker activities, name games and some group dynamics activities to get to know each other; also we organized an intercultural party on the first night. From the first day we had observed that the group was becoming a cohesive team and feeling comfortable together.

For providing some theoretical input on important aspects of the topic “empowering women for equality” was the next step we took. Because of different levels of knowledge and experience as well as different personal, professional and cultural backgrounds of each individual, it was very important that all participants had a common understanding on some basic concepts such as sex, gender, patriarchy, feminism, machismo, equality, glass ceiling, gender violence, etc.

After the conceptualization activity we all concluded that we would understand the different concepts exposed, we have got to know about the work of each partner organization of the project, as well as the situation of women in each participating country in order to have an approach to the current reality of women who live in these countries, to know the main problems and challenges they are facing and to know the methodologies, work processes and strategies that partners of this project have carried out to gain ground to equality.



This comparative analysis between the current situation of women and the main difficulties they face, have served us as the basis for the creation of pedagogical tools based on non-formal education, enabling us to empower women so that they in turn can effect and raise awareness of the society in general, the need for a change in the model of relations between men and women that stands for equality.

In order to define the themes, on which the educational instruments would be created later, participants were asked to divide into groups where they would have to discuss the main challenges and opportunities that women are currently facing:

GROUP	CHALLENGES	OPPORTUNITIES
Group 1	<ul style="list-style-type: none"> - Maternity care - Social determination / violence, - Dealing with wage differentials 	<ul style="list-style-type: none"> - International / EU legislation - Maternity leave for men - Educational support - Development of talents or skills
Group 2	Maternity policy	Raising awareness about women rights
Group 3	<ul style="list-style-type: none"> - Economy - Domestic Violence 	Legislation
Group 4	<ul style="list-style-type: none"> - Stereotypes - Sexism in the media 	<ul style="list-style-type: none"> - Sex education - Inequality of salaries
Group 5	<ul style="list-style-type: none"> - Economy - Domestic Violence - Lack of education 	<ul style="list-style-type: none"> - Measures to achieve equality - Criminalizing the case

From these challenges and opportunities the group decided 4 topics, which they considered the most important in order to increase the awareness of the population for a change:

- 1.- Women rights in Labour Market
- 2.- Discrimination & Gender Violence
- 3.- Sexism in media and publicity
- 4.- Gender Education

About these 4 topics the participants created learning games in non formal education, but before they received the theoretical input about (pedagogy principles and tools in non formal education, how to design a learning tool, etc.)

We have invited local organizations from Malaga that are working for equality and prevention of gender-based violence (Indice y Prodiversa) especially among women with more vulnerability, such as immigrant, refugee, ethnic minority, etc., has greatly enriched the dialogue and the analysis on these problems, besides counting in the group with participants who work with these groups and / or themselves are immigrants.



In order that the participants of this training course could feel empowered by equality, we organized an artistic activity. For the activity, during the preparation process of the training course, we contacted Eskarnia, a rap music artist from Málaga to compose a song jointly that has a powerful and demanding message. In addition, we hired two break dancers (Williams García and Nerea Valdubieco) to create a choreography, which would later be taught to the participants of the course. During the rehearsal sessions we observed that the participants were very motivated. In course of time they became more and more confident and they put all their effort for the final performance.



The last day of the training course, after the process of learning, analysis, reflection and empowerment we participated in the municipal skating games organized by the Al-Andalus Skating Club. During the event, we realized a flashmob performance that we prepared together with all the participants. Also we brought a big poster to the venue that we created with messages of empowerment and equality in different languages.



Our dance performance took the attention of the people who attended to skating event. After watching us for a while, they began to join us and follow the choreography. That generated a cheerful, fun and empathic atmosphere. The participants of the course evaluated this activity very positively, they commented that they liked the visibility and the local impact generated during the activity.



The evaluation of this course was divided into three connected parts which are in coherence with the evaluation concept that we have; to put in value, to recognize the work done during the learning process, collective construction and group growth, as well as the acquisition of individual key competencies.

Therefore, after explaining them what it is Youthpass tool and the key competences it includes, we gave them time to reflect on the competences they acquired during the course. Then, we reviewed the expectations and contributions board that we used on the first day to understand the motivation of the group, the feedback board, and we created a group evaluation from the first sessions of the project until final evaluation session.

In the end of the final session, to remember and evaluate the entire process and activities, we watched a video with the best moments of the training course.

Finally, we gave to each participant an evaluation questionnaire that they can fill individually and add their comments of appreciation as well as possible improvements for this and future projects.



THEORETICAL INPUT PRESENTATIONS



European Union has an active commitment for the promotion of **equal opportunities** and the **fight against discrimination**.

However, much remains to be done. We are in a society that has standardized many behaviours and attitudes making them accepted.

Therefore, we must develop specific actions and projects that promote **effective equality** between young people, making them think about gender violence and the society in which we live.

Organizations:

- Asociación Iniciativa Internacional Joven
- Gender Alternatives Foundation
- CESIE
- Kobiety.lodz.pl
- Centrul European Pentru Tineret
- Kulturális Kapcsolatokért Alapítvány
- International Centre for the Promotion of Education and Development (CEIPES)
- Asociacija "Aktyvus Jaunimas"

Main objectives:

- To develop **competences** of participants for carrying out actions for improving equality and fighting against gender violence, especially in young immigrant women and/or coming from ethnic minorities;
- To build a **space for reflection** between young people and youth workers on parameters, behaviors and attitudes originated from patriarchal society;
- To exchange **experiences, good practices** and **methodologies**;
- To create new **tools** and **educational games** to raise young people awareness on gender equality and violence prevention.

Methodology:



- Non-formal education;
- Learning by doing;
- Knowledge comes from the own knowledge and experience;
- Dynamic and funny way;
- Small groups activities, role-playings, dynamics, learning games, etc.

Timetable:



Module / Days	Session 1 (21-22/03)	Session 2 (23-24/03)	Session 3 (25-26/03)	Session 4 (27-28/03)	Session 5 (29-30/03)	Session 6 (31/03)	Session 7 (01/04)
21-22/03	Introduction of the Course Objectives & Methodology	Introduction of the Course Objectives & Methodology	Introduction of the Course Objectives & Methodology	Introduction of the Course Objectives & Methodology	Introduction of the Course Objectives & Methodology	Introduction of the Course Objectives & Methodology	Introduction of the Course Objectives & Methodology
23-24/03	Session 1: Introduction of the Course Objectives & Methodology	Session 2: Introduction of the Course Objectives & Methodology	Session 3: Introduction of the Course Objectives & Methodology	Session 4: Introduction of the Course Objectives & Methodology	Session 5: Introduction of the Course Objectives & Methodology	Session 6: Introduction of the Course Objectives & Methodology	Session 7: Introduction of the Course Objectives & Methodology
25-26/03	Session 1: Introduction of the Course Objectives & Methodology	Session 2: Introduction of the Course Objectives & Methodology	Session 3: Introduction of the Course Objectives & Methodology	Session 4: Introduction of the Course Objectives & Methodology	Session 5: Introduction of the Course Objectives & Methodology	Session 6: Introduction of the Course Objectives & Methodology	Session 7: Introduction of the Course Objectives & Methodology
27-28/03	Session 1: Introduction of the Course Objectives & Methodology	Session 2: Introduction of the Course Objectives & Methodology	Session 3: Introduction of the Course Objectives & Methodology	Session 4: Introduction of the Course Objectives & Methodology	Session 5: Introduction of the Course Objectives & Methodology	Session 6: Introduction of the Course Objectives & Methodology	Session 7: Introduction of the Course Objectives & Methodology
29-30/03	Session 1: Introduction of the Course Objectives & Methodology	Session 2: Introduction of the Course Objectives & Methodology	Session 3: Introduction of the Course Objectives & Methodology	Session 4: Introduction of the Course Objectives & Methodology	Session 5: Introduction of the Course Objectives & Methodology	Session 6: Introduction of the Course Objectives & Methodology	Session 7: Introduction of the Course Objectives & Methodology
31/03	Session 1: Introduction of the Course Objectives & Methodology	Session 2: Introduction of the Course Objectives & Methodology	Session 3: Introduction of the Course Objectives & Methodology	Session 4: Introduction of the Course Objectives & Methodology	Session 5: Introduction of the Course Objectives & Methodology	Session 6: Introduction of the Course Objectives & Methodology	Session 7: Introduction of the Course Objectives & Methodology
01/04	Session 1: Introduction of the Course Objectives & Methodology	Session 2: Introduction of the Course Objectives & Methodology	Session 3: Introduction of the Course Objectives & Methodology	Session 4: Introduction of the Course Objectives & Methodology	Session 5: Introduction of the Course Objectives & Methodology	Session 6: Introduction of the Course Objectives & Methodology	Session 7: Introduction of the Course Objectives & Methodology



Sex-Gender System

- 1949 Simone de Beauvoir: "One is *not born*, but rather becomes, a *woman*."
- 1955 John Money proposes the term gender role to describe the set of behaviors attributed to men and women.



Sex-Gender System

Through socialization a set of ideas for the masculine and feminine character are given:

- Woman, passive, good, calm
- Man, aggressive, brave, impulsive



Sex-Gender System

Rols

Public male



Private female



Sex-Gender System

DIFFERENT SPACES

⇒ **PUBLIC**

- ☑ Valued
- ☑ Visible
- ☑ Recognized
- ☑ Reason
- ☑ Power

⇒ **PRIVATE**

- ☑ Not valued
- ☑ Not visible
- ☑ Not recognized
- ☑ Affection



Sex-Gender System

VALUES → ROLES → CAPACITIES

	VALUES	ROLES	CAPACITIES
	Delivery and provision to satisfy needs for the domestic - private	Caring of people and managing the feelings	Development of affectivity
	Authority, domination and power to meet needs from the public.	Providers of goods from the public	Development of competitiveness



Sex-Gender System

Sources Of Socialization



Sex-Gender System

Patriarchy

Gerda Lerner (1986) has defined patriarchy as the "manifestation and institutionalization of male dominance over women and children in the family and the extension of male".



Sex-Gender System

Feminism (in the formal sense)

The theory of the political, economic, and social equality of the sexes.



Sex-Gender System

Feminism (in the political sense)

Feminism is a **social and political movement** that began in the end of the eighteenth century - without still adopting this denomination - and which implies **the awareness of women as a group suffering from oppression**, domination, and exploitation which has been and still is **object of the collective patriarchy** under its different historical phases, which moves them **to action for the liberation of their sex** with all the transformations of society that it requires.

By Colectivo de Mujeres en la red



GLASS CEILING

The Patriarchate generates a ceiling of glass as resistance to change.



Agenda

- Introduction
- Sex-Gender System
- Glass ceiling
- Gender Violence
- For Change
- The increased visibility



GLASS CEILING

Decision making

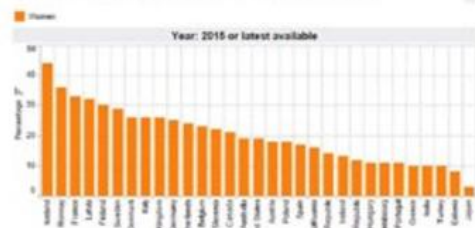
Women's suffrage refers to the right to vote exercised by women. It is recognized in:

- Finland 1907
- Uruguay 1927
- Spain 1931 (was interrupted in 1939)
- Switzerland 1971
- Spain 1976



GLASS CEILING

Proportion of seats on boards of the largest publicly listed companies that are held by women, by country



OECD (2016) Database on women and men in decision-making. Catalyst (2015) Catalyst Census: Women Board Directors. New York: Catalyst.

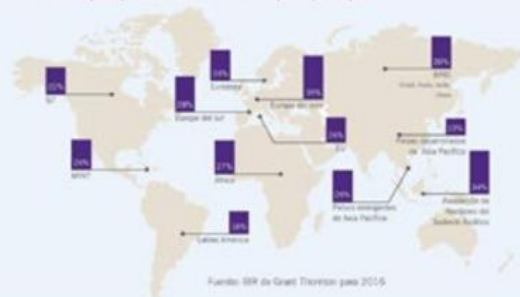


GLASS CEILING



GLASS CEILING

Porcentaje de puestos de alta dirección ocupados por mujeres



Fuente: OIR de Grant Thornton para 2015



GLASS CEILING



GLASS CEILING

Women In Advertisements



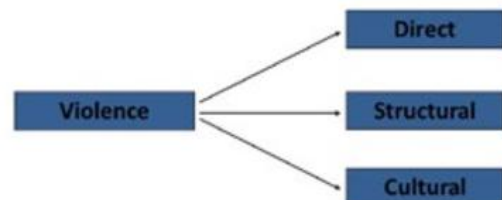
GLASS CEILING

Women In Advertisements



GENDER VIOLENCE

Typology Of Violence



GENDER VIOLENCE

Typology of violence

Direct Violence

It is the direct violence against the human body.

Structural Violence

Discriminatory social organization.

Cultural Violence

Myths and belief generating and legitimizing of the two previous acts of violence.



GENDER VIOLENCE



Year	Murdered woman	Murdered children
2004	89	3
2005	70	6
2006	89	4
2007	76	3
2008	79	6
2009	82	2
2010	77	8
2011	68	7
2012	56	3
2013	63	6
2014	56	5
2015	63	9
2016	55	2



Sex-Gender System

THE DIFFERENCES
BETWEEN **MAN** AND **WOMAN**
ARE BIOLOGICAL AND SOCIAL



GENDER VIOLENCE

Killed women

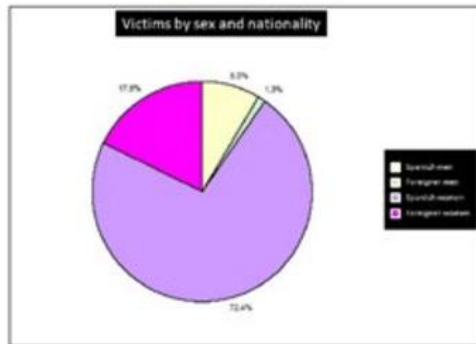
More than 1.000 women have been murdered by their partners in the last 15 years in Spain.

The Minister of the family reports that in the first surveys on violence against women is removed that 331 women were killed in Germany by 2015.

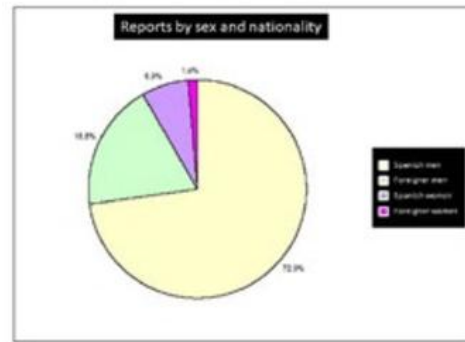
In 2016, in Russian Federation between 12,000 - 14,000 women were murdered.



GENDER VIOLENCE



GENDER VIOLENCE



GENDER VIOLENCE



GENDER VIOLENCE



GENDER VIOLENCE

PREVALENCE →

1 in 3 women

throughout the world will experience physical and/or sexual violence by a partner or sexual violence by a non-partner



UNTIL WHEN?

Why we are continuing in this situation?



GENDER VIOLENCE

Universal Declaration of Human Rights 1948

#1º: All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.



GENDER VIOLENCE

Universal Declaration of Human Rights 1948

#3 "Everyone has the right to life, liberty and security of person."

#5 "No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment."



GENDER VIOLENCE

Cultural Violence

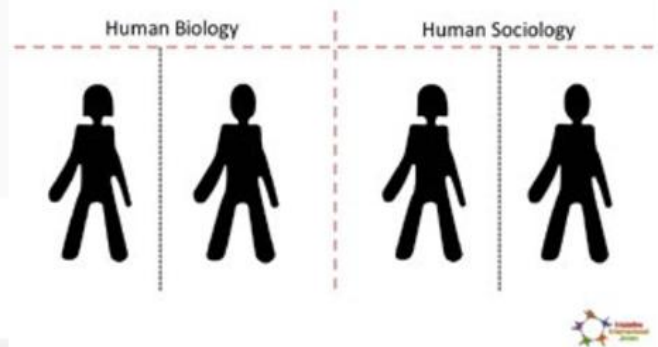
"Women must earn less than men, because they are weaker, they are smaller, they are less intelligent"

*Polish politician Junusz Korwin-Mikke
Independent member of the European Parliament*

(He has previously said that women should not be allowed to vote and was investigated for incitement to rape in 2014 over remarks he made to the European Parliament)



Activity



GENDER VIOLENCE

Cultural Violence



"Shut up and show respect when you are talking with a man."

Salvador Hernández. Mayor of Carboneras (Almería). 17 November 2016



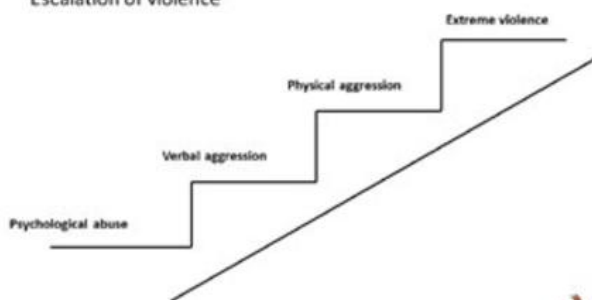
GENDER VIOLENCE

Spiral Of Violence



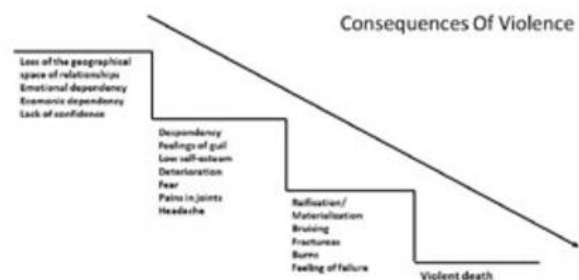
GENDER VIOLENCE

Escalation of violence



GENDER VIOLENCE

Consequences Of Violence



EMPOWERMENT FOR CHANGE

EMPOWERMENT FOR CHANGE

Social problem

- ☐ A consensus must exist between the members of a society.
- ☐ It must be able to be identified to the social groups that more insist on defining a social problem.
- ☐ It must refer to social values.
- ☐ A social problem should be visible, publicity.



EMPOWERMENT FOR CHANGE



#WeStop

8 March 1857

Strike by the seamstress union of the Lower East Side textile company from New York

Stopped for demanding a 10 hours working a day instead of 16 hours



EMPOWERMENT FOR CHANGE



EMPOWERMENT FOR CHANGE



EMPOWERMENT FOR CHANGE



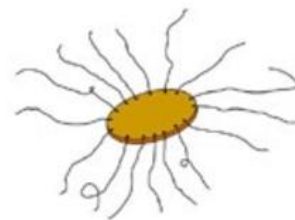
Sex-Gender System

1975 Gayle Rubin, proposes the idea of the sex-gender system to make clear that in all societies there is a separation differential for men and women both of roles, attitudes and ideas of activities.



EMPOWERMENT FOR CHANGE

Jellyfish



EMPOWERMENT FOR CHANGE

Jellyfish



INCREASE THE VISIBILITY



Katherine Johnson - Scientist



INCREASE THE VISIBILITY



Inge Lehman - Scientist



INCREASE THE VISIBILITY



Sofonisba Anguissola - Artist



INCREASE THE VISIBILITY



Sidonie Gabrielle Colette - Writer



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Jane Auer - Writer



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Elinor Ostrom - Philosopher



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Mary Wollstonecraft - Philosopher



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Leonore Kandel - Writer



Sex-Gender System

SEX

Referring to biological and invariable differences which distinguish us as male and female.



INCREASE THE VISIBILITY



Artemisia Gentileschi - Artist



INCREASE THE VISIBILITY



Olympe de Gouges - Philosopher



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Caroline Lucretia Herschel - Scientist



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Maruja Mallo - Artist



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Hannah Arendt - Philosopher



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Marianne Brandt - Industrial engineer, Photographer, Painter.



INCREASE THE VISIBILITY



Huda (or Hoda) Sha'arawi (Arabic: هدى شعراوي, ALA-LC: *Huda Sha'arawi*; June 23, 1879 – December 12, 1947) was a pioneering Egyptian feminist leader, nationalist, and founder of the Egyptian Feminist Union.



INCREASE THE VISIBILITY



Bertha Felicitas Sophie, baronesa von Suttnerandit – Nobel Peace Prize, Writer.



INCREASE THE VISIBILITY



Jane Addams – Nobel Peace Prize, Social Reformer.



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Mary Winston Jackson – Mathematics and Aerospace American Engineer.



Sex-Gender System

GENDER

- Distinguish the feminine from the masculine.
- Referring to the social differences that are learned culturally, variable over time.
- It manifests itself in different ways in different cultures or within one culture.



THANK YOU FOR YOUR ATTENTION

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Sex-Gender System



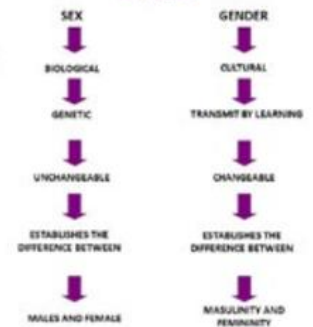
Sex-Gender System

The gender perspective

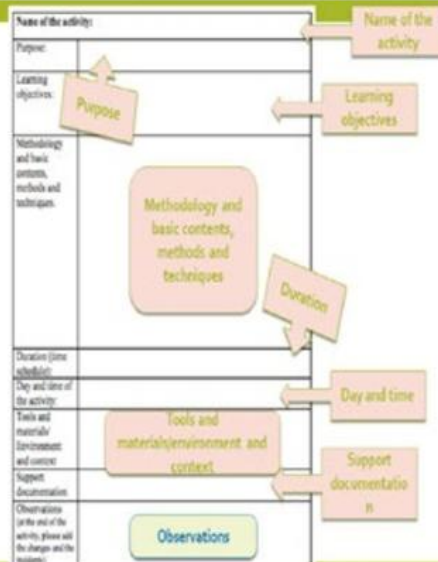
Highlights obstacles of the development of the principle of equality



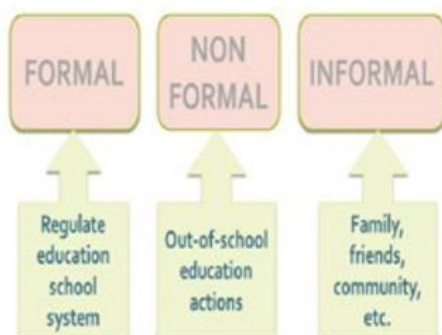
DIFFERENCES



CREATING TOOLS FOR EQUALITY



Methodological principals of non formal education



FORMAL

- Formal learning consists of learning what happens within an **organised and structured context** (formal education, in-company training) and what is designed as **learning**;
- It may lead to a **formal recognition** (diploma, certificate)
- It is **intentional** from the learners perspective.



NON FORMAL

- Non-formal learning consists of learning embedded in **planned activities** that are not explicitly designed as learning, but which contains an important **learning element**;
- It is **intentional** from the learner's point of view.



INFORMAL

- Informal learning is the learning resulting from **daily life activities**
- It is often referred to as **experiential learning**
- It is **not structured** in terms of learning objectives, time and/or support
- It does **not** lead to certification
- It may be intentional but in most cases, it is not-intentional.



NON-FORMAL EDUCATION



Educational games/Dynamics

- Energizers
- Ice-breaking games (e.g. names, self-confidence)
- Team building (e.g. cooperative, competitive, intercultural)
- Thematic (topics)
- Evaluation



Process of designing an educational game

- To set the learning objectives
- To know the characteristics, emotions and energy of the group;
- To design the sequence and different activities connected with the objectives;
- To prepare the timing and specific materials;
- To consider the environment, weather, resources, etc.



METHODOLOGICAL SHEET

Purpose:

- Reason
- Essential intention

Day and hour:

- Day 2/16/2016 at 1.00 p.m.

Objectives:

- Goals
- Achievements

Place:

- Definition of space

Development:

- How
- What
- Uncertainty

Tools and materials:

- Objects
- People

Timing:

- When
- During

Supporting documentation:

- PowerPoint,
- Word,
- Facebook, etc.
- Observations
- Clarification
- Reminder/Evaluation



TOOLS FOR EMPOWERING WOMEN

In this section you can find the tools, methods and aspects which have been used by the partners of the project on their work that they presented during the project with the aim of sharing good practices and learning each others' experiences.

Name of the organization:	Gender Alternatives Foundation
Country:	Bulgaria
Name of the tool, instrument, learning game and/or strategy:	Consultative centre for people who have suffered from domestic violence.
Purpose:	The purpose is to help people, who are victims of domestic violence.
Learning objectives:	Program for economic growth of women victims of violence: courses in English and computer literacy.
Methodology and basic contents, methods and techniques (instructions for the development of the tool):	We offer a variety of services - psycho-social counseling, legal counseling, special programme for perpetrators of domestic violence, legal representation before local, national and international courts, group sessions for survivors of violence, job search consultancy, special married and couple counseling service, program for children at risk and program for economic growth of women victims of violence: courses in English and computer literacy.
Duration (time schedule):	Yearly basis.
Tools and materials/ Environment and context:	Experts- psychologists, social workers and lawyers.



Name of the organization:	International Centre for the Promotion of Education and Development (CEIPES)
Country:	Greece
Name of the tool, instrument, learning game and/or strategy:	Abigail Story
Purpose:	We use the Abigail Story in two different perspectives, we give the story as a woman-> Abigail and then as a man->Tom, so that participants can understand the difference in their perspective.
Learning objectives:	To understand stereotypes and different attitudes towards people regarding gender equality, inequality in the society, attitudes towards sexual activities.
Methodology and basic contents, methods and techniques (instructions for the development of the tool):	<ul style="list-style-type: none"> - Give them a printed version of the story or tell the story (maybe drawing the characters on a flipchart); - Give them 3 minutes to establish the guilty parties from the guiltiest to the less guilty; - Change the genders of the story; - Put the participants in groups and ask for a common list. (15-25min); - Do a group discussion (15 min); - Debrief (30 min). <p>STORY:</p> <p>Abigale loves Tom who lives on the other side of the river. A flood has destroyed all bridges across the river, and has left only one boat afloat. Abigale asks Sinbad, the owner of the boat, to bring her to the other side. Sinbad agrees, but insists that Abigale has to sleep with him in return. Abigale does not know what to do and runs to her mother and asks her what she should do. Her mother tells Abigale that she does not want to interfere with Abigale's own business.</p> <p>In her desperation Abigale sleeps with Sinbad who, afterwards, brings her across the river. Abigale runs to Tom to happily embrace him and tell him everything that has happened. Tom pushes her away strongly and Abigale runs away.</p> <p>Not far from Tom's house, Abigale meets John, Tom's best friend. She tells everything that has happened to him as well. John hits Tom for what he has done to Abigale and walks away with her.</p> <p>Please rank the characters from the story / who is the worst (behaved worst) from 1st to 5th.</p>
Duration (time schedule):	90 min.
Tools and materials/ Environment and context:	Flipchart, pens and papers.

Name of the organization:	Kulturális Kapcsolatokért Alapítvány
Country:	Hungary
Name of the tool, instrument, learning game and/or strategy:	Roleplaying
Purpose:	The purpose of the game is to understand deeply some discriminative situations and learn from each other's behaviours.
Learning objectives:	Creative learning, emotional development, creative problem solving, kinesthetics method
Methodology and basic contents, methods and techniques (instructions for the development of the tool):	<p>Play in small groups (3-4 person/group)</p> <p>Each group gets a different life situation card and they choose character cards as well. They've 30 minutes to understand their given situation and prepare for the presentation. They've 5 minutes to present their situation and to act as their character.</p> <p>Examples for life situation:</p> <ul style="list-style-type: none"> - Corporate environment, women leader, her employees don't follow her rules rather listen to a male manager; - Sexist jokes around women at workplace; - Young girl gets pregnant, she has to tell it to her teacher and parents. <p>Examples for characters:</p> <ul style="list-style-type: none"> - 30 years old female manager - 16 years old high school girl - 46 years old male leader - 26 years old social worker - 35 years old mother
Duration (time schedule):	45 minutes (30 mins for group preparation, 5 mins for presentation, 10 mins for discussion).
Tools and materials/ Environment and context:	Paper, scissors and pen; Calm environment.



Name of the organization:	CESIE
Country:	Italy
Name of the tool, instrument, learning game and/or strategy:	Cure Tasks in group
Purpose:	To take back power on own life and stop thinking self as a victim.
Learning objectives:	To be aware that every individual has power on her/his life; To learn the difference between activity versus passivity.
Methodology and basic contents, methods and techniques (instructions for the development of the tool):	<p>We often use methodologies and practices taken from psychotherapy to stimulate awareness like the use of "I do, I choose" than "It happens to me", "I can't control it", "I can't do nothing".</p> <p>If there's a principal group theme on which we have to work, like self-esteem, we know that sometimes people have problems but they don't connect them with this theme.</p> <ul style="list-style-type: none"> - We invite participants to tell us their problems and where these problems come from in their opinion. We invite them to be specific on what is possible to change in their life and what isn't because we want to avoid generalization. Participants are unsatisfied and depressed or angry. - So, we ask them if they want something different in their life and we invite them to write a general contract of change to stimulate responsibility on problems and change. - We ask everyone to choose a single step on their contract, the smallest and the most reachable but that is important for them to begin the walk of change. - We invite participants to create couples (or trios) and to communicate each other for the cure tasks chosen. The listener is the witness of the task and on the next time have to control that was done by other or not, and viceversa. - The next step is to create new tasks and to go on.
Duration (time schedule):	One hour.
Tools and materials/ Environment and context:	A blackboard or something else similar to take note; Circle group.

Name of the organization:	Asociacija "Aktyvus Jaunimas"
Country:	Lithuania
Name of the tool, instrument, learning game and/or strategy:	Introduction to the topic: learning game.
Purpose:	To identify main problems regarding gender equality.
Learning objectives:	<ul style="list-style-type: none"> - To make participants familiar with main problems on gender equality. - To raise awareness about gender equality and encourage participants to implement it.
Methodology and basic contents, methods and techniques (instructions for the development of the tool):	<p>Participants should be divided into two groups, one group will sit inside the circle, second group will sit outside the circle. Circle groups will face each other. Each participant should have a pair from the other group that is in front of her/him.</p> <p>The trainer/facilitator asks 3-5 questions on gender equality problems. Participants in pairs will have up to 3 minutes to discuss the question, share their own and their country's experience.</p> <p>After each question, inner and external circles will move few seats to the left or to the right, so each question will be discussed in different pairs. After all questions are discussed, answers of each question will be summarized by a team member.</p>
Duration (time schedule):	<p>Time to discuss one question: 3min.</p> <p>Summarizing: around 20-30 min.</p> <p>Additional time for changing seats: around 3min.</p> <p>Total: 45-60 min.</p>
Tools and materials/ Environment and context:	<p>Questions to be asked regarding gender equality problems.</p> <p>Chairs for each participant.</p> <p>Flip chart.</p> <p>A pen. (to write key words of summarizing on a flip chart).</p>



Name of the organization:	Kobiety.lodz.pl
Country:	Poland
Name of the tool, instrument, learning game and/or strategy:	The impact of EU citizens
Purpose:	To demonstrate new means which EU citizens can use to impact European politics regarding to women rights.
Learning objectives:	<p>Participants will be able to clearly define 2-3 means they can use as citizens to impact European politics in the terms of women rights and inclusion;</p> <p>Participants will be more aware of possible tools that they can use to impact European politics/agenda;</p> <p>Participants will feel empowered to cooperate with each other in order to take initiative.</p>
Methodology and basic contents, methods and techniques (instructions for the development of the tool):	<p>Working method:</p> <ul style="list-style-type: none"> - An introductory presentation; - Non-formal learning methods, possibly a role play/ an activity to trigger standpoints; - Conclusions and follow-up. <p>Main Content:</p> <ul style="list-style-type: none"> - Subject matter would primarily be women's rights as human rights together with democracy tools in the EU in a perspective on protection of women's rights. Additionally: civic activism, political influence, pan-European impact.
Duration (time schedule):	2 h
Tools and materials/ Environment and context:	<p>A projector;</p> <p>A piece of wall to project the visuals on;</p> <p>Pens, paper.</p>



Name of the organization:	Centrul European Pentru Tineret
Country:	Romania
Name of the tool, instrument, learning game and/or strategy:	Roleplaying
Purpose:	<p>Our aim is to attain women empowerment through interactive games that are strategically created because participants will have to deal with certain factors meant to encourage them to better analyse the context in which they are placed in, their co-workers' contribution and efficiency in society as well as their profile.</p> <p>Among participants, there can occur situations when people are more prone to choose better qualified jobs and men who represent them simply because there are stereotypes that enhance gender inequality.</p> <p>Our game is addressed to an equal number of women and men as well as to various jobs that both women and men can do.</p> <p>The 3 rounds of the game have the purpose of showing participants that some jobs are not necessarily analysed and distributed to specific gender-based groups of people. During the process they will get to know each other without any other background information, then they will continue learning the stereotypes and prejudices of society about different jobs' efficiency and importance, finally in the last round they will experience that both genders can take a part in any job and take an active role in society.</p>
Learning objectives:	<p>-Applying and achieving gender equality; Enhance social inclusion among participants; Reflect human rights (freedom of speech, especially); Applying diversity.</p>
Methodology and basic contents, methods and techniques (instructions for the development of the tool):	<p>The game is centered on the idea of an anti-atomic bunker where participants have found shelter in order to survive from the bad weather conditions (apocalypse). All the participants have the right to remain in the bunker, but the oxygen supply is not enough for all of them.</p> <p>As a matter of fact, if participants choose to all live in the bunker, they will live 3 years or less. But, if they choose to cut from the number of people who live in the bunker and if they reach half of their number, then they can spend more time in the bunker.</p> <p>The game presents 3 rounds where participants are asked to choose who would be more entitled to stay in the bunker and, afterwards, when the bad conditions come to normal, they can repopulate the world and establish the basis for the human society development. As a consequence, participants will have the right to choose who stays and who should leave the bunker in favour of other participants who are more suitable to stay in the bunker.</p>

	<p>Each participant has the right to express their opinion and convince the others about their importance and contribution in the bunker and in repopulating the world.</p> <p>The 3 rounds are the following:</p> <p>Participants are asked to choose who stays in the bunker and who should leave, based on any of their analysis and judgement.</p> <p>Participants are given small cards with several jobs that each one of them performed before coming to this bunker.</p> <p>Participants are told about each other's role and contribution in their life as inventors or great people who changed the world's perspective and course. Thus, each person will represent one great personality who managed to bring huge contributions in the world, in various domains, and regardless of their gender.</p> <p>The methods that we will use are non-formal since we consider that information, knowledge and experience are better acquired when participants are encouraged to actively participate in actions where they are their own decision makers. The environment that we will create will allow participants to apply human rights and objectives such as tolerance, gender equality, social inclusion, diversity, all of which are in strong relation with the purpose of European Union.</p>
Duration (time schedule):	1 hour and a half (30 minutes for each round).
Tools and materials/ Environment and context:	Color Post-it - 50 pieces, markers, table or flipchart.



Name of the organization:	Asociación Iniciativa Internacional Joven
Country:	Spain
Name of the tool, instrument, learning game and/or strategy:	Gender Stereotypes
Purpose:	Raising awareness about gender stereotypes
Learning objectives:	<ul style="list-style-type: none"> -To raise awareness of youth workers about the patriarchal roles that determines the relationship between women and men. -To reflect how youth workers can change the situation of inequality.
Methodology and basic contents, methods and techniques (instructions for the development of the tool):	<p>-Introduction: We start with an energizer to divide the group in 6 small groups. The facilitator tells the rules of the energizer. He/she will say a number and people have to divide themselves in groups of this number (ex: 7- they have to divide themselves in groups of 7 people, etc. the last number will be 4). At the end we will have little groups of 4 people. (10 minutes).</p> <p>- We explain to groups that we will give them envelopes with 18 words inside and they have to write a story by using all the words. When they write the story they have to underline with the marker the mandatory words. These instructions are written also on a paper that will be visible for the entire duration of the game. We will give each group an envelope, a paper, a pen and a marker in order to write the story. (5 minutes).</p> <p>- Each group writes their own story (20 minutes).</p> <p>- When the time is over, we ask to put their stories inside their envelopes and give it to the group next to them. Once they exchange their story (paper) they have to look for the differences between their own story and the other one. They have to write down the main points of differences between two stories, focusing on how they use the mandatory words to create the story. They have 10 minutes to do it. (10 minutes).</p> <p>- We ask them to put the story back to the envelope and give it back to its owner group. In the end we will show them our story, so they can compare it with two stories they know, focusing on the different roles in the story. They have 10 minutes to do it. (10 minutes).</p> <p>- Debriefing: the facilitator asks the feedback from each group. How do they feel into the group? How was the process to write the story? Each group makes a summary of their story, focusing on the roles. How do they decide the different characters? What are the main differences between the 3 stories they read? In your local community which characters do you find mostly? (20 minutes).</p> <p>- We present some information about gender inequality. For example: number of women that are the members of EU Parliament, and a pyramid where we see that only 4% of women are CEOs in S&P 500 Companies [Catalyst. Pyramid: Women in S&P 500 Companies. New York: Catalyst, February 3, 2016]. (5 minutes)</p>

	<p>STORY:</p> <p>We are at SMITH FAMILY's house. It's 7 o'clock and the father is preparing the BREAKFAST for the all family while the mother is preparing a presentation about an INFORMATICS PROGRAMME developed by her company. The CHILDREN don't want to eat and father is trying TO PLAY with them. At 8 o'clock the mother is ready to leave the children at SCHOOL and go to the MICROSOFT OFFICES. She has MANY RESPONSIBILITIES because last year she was PROMOTED as GENERAL DIRECTOR of the company. At the same time Mr Smith has an OPERATION in the HOSPITAL, he is a NURSE and he likes his job very much because he LOVES to TAKE CARE of the people. Today is a special day, it's the mother's BIRTHDAY and he has prepared a SURPRISE PARTY with a nice CHOCOLATE CAKE.</p> <p><i>Suggestions for the facilitator:</i> It's important to prepare the room before the session with tables and chairs where they can sit down and write the story.</p> <p><i>Group size:</i> Each small group cannot include many members (ideal is three or four members).</p> <p><i>Group age:</i> From approximately 15 years old, in order to go deeper inside the problem during the debriefing.</p> <p>It's possible to put some relaxing music when groups are writing the story.</p>
Duration (time schedule):	80 min.
Tools and materials/ Environment and context:	<ul style="list-style-type: none"> - Two papers, a pen and a marker for each group; - Whiteboard with a marker for the last session; - A paper with instructions written on it; - Printed papers with our story (one for each group and one for the team). <p><u>Sources of knowledge:</u> Statistics about gender inequality. For example: "Catalyst. Pyramid: Women in S&P 500 Companies. New York: Catalyst, February 3, 2016", http://www.europarl.europa.eu/elections2014-results/en/gender-balance.html</p>



NEW TOOLS CREATED

The participants of the project created the tools on this section of the e-book in international groups upon to the specific topics which they prefer to work on. To decide on the topics, we had a group discussion and chose the focus topics all together to empower women for equality. You will find the tools are written in the form of the experience participants had. You will find suggestions of the trainer in the end of each tool, to take in consider on implementation of the tools or to use the tools on this section as inspiration to create your own tools . The new tools created during this training course was connected with these for topics:

- 1.- Women rights in Labour Market
- 2.- Discrimination & Gender Violence
- 3.- Sexism in media and publicity
- 4.- Gender Education



1.- Women rights in Labor Market

The dynamic proposed by this group consists of dividing the group into two subgroups, one of them must leave the work room, while the other remains in the room responding to this series of questions individually:



- What does education mean to you?
- How many years of experience have you been working?
- What is your greatest strength?
- What is your greatest weakness?
- Are you able to work under pressure?

To perform this task, the participants are given 10 minutes to answer all the questions. After this, the trainer of this dynamic asks the group that is outside the room to re-enter, and explains that, those who have just answered the questionnaires are the future employees who will be hired by the group that has been all the time outside and they are going to play the role of employers.

They are then given the responses of the participants to the employers to weigh up which candidate would be ideal for the position of Director of a company, in addition to thinking about what salary would offer to that candidate.

After a period of time, the dynamic ends and the group is asked to sit in a circle around the room to proceed to the conclusions and debrief of the tool presented.

Suggestion of the trainer:

It is important to take in consideration that it is better to avoid exclusion in the games especially focuses on equality and inclusion. Our suggested alternative way to play this game:

- To explain the situation to the participants that half of them will be employers and other half will be candidates of a manager position (the position should be explained to everybody).
- Instead of sending the group of employers outside, the roles of candidates can be prepared before; so instead of filling a form, they can receive their roles and resumes that prepared before by the trainers. The roles for candidates should be specified. (marital status, experience, languages known, educational background etc.)
- As well as the group of employers would receive a definition of the company (background, experience, corporate strategy, hiring strategy, criterias of hiring for the position, posible interview questions etc.)
- After the interviews participants can discuss all together the process of the game and the trainer can give some inputs about the diagnosis about women in bussiness world.



2.- Discrimination & Gender Violence

This learning game started with energizers in order to divide the group into small groups. After grouping participants, different roles have been given to each group: workers, businesswomen, observers, jury members and former workers. The objective of this activity is to argue whether there is discrimination against women in today's society, speaking from the point of view of assigned roles. After preparing the arguments in 15 minutes, each group defended their ideas:



- Group of women workers: they comment above all that the salary of the men is higher than the salary of women and the women have to take care of the children, to carry out the housework, etc.
- Group of employers; Against the arguments of the previous group, they defend that women charge equally and that there is no discrimination against women.
- Group of former workers: they oppose to the group of employers and defend that there is a significant difference in terms of salary.
- Group of observers: They question the accuracy of the arguments of employers when affirming that there are no differences between men and women.
- Group of the jury: they expose the situation of discrimination of the women in the companies.

Suggestion of the trainer:

- The roles should be specified before the game to point the learning objectives of the exercise.
- Trainer should give some input and diagnosis about different countries after the debate.
- The game can focus on finding the problems and focusing on possible solutions to take action.



3.- Sexism in media and publicity

The room is divided into two closed circles of debate and is assigned to each of two distinct roles; One of them will be in charge of representing a construction company, while the other will be the representatives of the feminist movement. Once the roles to be taken by each group are known, an image is projected on the wall of an advertising poster in which you can see in it a woman posing naked on the left margin, and a construction machine on the right bank .



The trainer of the session asks groups to discuss these issues:

- Why should this advertising be removed from the streets? (Question addressed to the group of feminists) or on the contrary why not? (Question addressed to the group of the company that issued this announcement).
- What impact does society have on this type of advertising? (Question addressed to the two groups)
- What could be done to improve such advertising? What would they change, or on the contrary, would not change?

After the debate, the trainer asks that one representative of each group comes and they discuss in the name of their group one by one to show the different points of view.

Suggestion of the trainer:

- The trainer can write the debate questions on a flipchart to make the questions visible during all the session.
- The discussion question that trainer asks after little group debates would be better after the discussion of the representatives. By this way, trainer can use the reflective questions to connect the topic to an informative input and it would be more effective to raise awareness of participants.
- It is necessary to make it clear from the beginning that the roles of each one has to be explained before the groups start debate, to avoid the disorientation of the roles.
- It is necessary to allow more time for the sub-group debate, for giving the opportunity to participants for producing more ideas that are better organized when representing the group in the face-to-face debate.

- It would be a good idea to set an alarm so that the participants know how much time they have left for reflection and can organize themselves better.
- After the debate the trainer should sum-up the topic, can take notes on a flipchart and give some info about the diagnosis.



4.- Gender Equality in Education System

The group who created this tool started with an explanation of different activities and rules for the implementation of the learning game.

They distribute post-it of different colors to each one of the participants, in which the following roles are written: students, professors, parents and minister of education. Once the participants know what role they have to play, they have to form a group with those people who have coincided with the same role. Once the groups have been established, each team has to discuss the theme “Gender Equality in Educational System”, defending its position from the role it has played.

The views of the groups have been as follows: teachers have argued that they are committed to gender education, since they allocate responsibilities fairly. They also say that in their educational institution there is no gender discrimination. As for the ministers, they explain that implementing gender equality is difficult, since there are many institutes. For their part, the students comment that it is possible to appreciate more gender equality in the university.



Suggestion of the trainer:

- The game would be very effective for adolescence people; it is a good way to create, experience and understand this important content that you want to explain from a “non-formal” point of view.
- Time management is very important in the game especially because of giving equal time to all groups for expressing their arguments.
- It is very important to define the roles clearly. Recommended to give the roles’ background of each group member to go to a specific point during debates.
- During the debate part between groups, it is very important to emphasize the question “Who is responsible for providing gender equality in education system?” Because it creates a meaningful debate about the roles that society plays in all this.
- In the end of the session it is very important to sum-up all discussion, as well to give some theoretical input about the gender equality in educational system topic, the brief situation and some statistics on European level.



VISUAL RESOURCES











Video of the project:
<https://www.youtube.com/watch?v=jjoRNiYcUvw>





CONCLUSIONS

WHY IS IT IMPORTANT TO EMPOWER WOMEN FOR EQUALITY?

The answer to this question is the key of emancipation. But, we cannot forget it is easier to learn than unlearn. When models are implemented, it is difficult to modify them. It is necessary that we emerge those models that cultural violence hides.

Sociologist Margaret Schuler defines empowerment as: "the process by which women increase their capacity to shape their own lives and their environment, an evolution in women's awareness of themselves, their status and their effectiveness in Social interactions", and Elvira Sánchez Muliterno says: "An empowered woman is the one who has made the process of knowing herself, breaking her internal barriers and reconnecting with her real essence. This process gives place to a woman who knows herself, who lives her authenticity, without copying established models of power and living her femininity without stereotyping it. To summarize, an Empowered Woman is the one who gets her power based on her true essence".

The French sociologist Pierre Bourdieu says: "There is enough data to understand that violence against women is a structural feature of patriarchal societies. Violence stems from inequality between men and women and it is necessary to keep women in a situation of inferiority. Violence against women reduces their participation in all aspects of social life because it creates fear and inhibits their skills. Violence disrupts the lives of women in multiple fields; Undermines women's confidence in themselves and reduces their self-esteem, both physically and psychologically; Destroys their health and denies their human rights".

This fact is going to generate a form of domination, where the dominated being accepts as natural the situation that he lives and the place he occupies in social structures. It's easy to find women who say, "I'm not a feminist", remember that basically feminism is equality between human beings apart from the biological factor.

Tawakkul Karman, the winner of Nobel Peace Prize in 2011, in an interview shared her experience as follows:

To be against the regime or patriarchal system we have much to do as women. First we should do is to trust ourselves.

So when a woman goes out to the street, fighting corruption, joining people, talking to the people, encouraging others to be with her, society will accept it. But if she tells people "please accept me to participate with you," they will not accept it. She has to get involved herself.

That's what we did, and that's what I did in my society.

Get involved, get in front of the row, trust yourself, but then again, as a woman, you must fight for all human rights. All human rights.

Do not accept injustice. That will make you stronger.

Raise your voice, raise your voice.

...

Women are very important in society and should not be put up for decoration, women must be there, respected, and must be involved in all fields of society.

(Video of Tawakkul Karman: <https://www.youtube.com/watch?v=Re3U31jdXyw>)

Therefore, the change goes through empowerment of women. That is the acquisition of alternative models that make them acquire the capacities for the emancipation of their lives. Dynamics that is not only individual, but must be framed in a collective strategy of change in the elimination of patriarchy.

Antonio Poleo Otero

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