

GENDER EQUALITY NOW



The activity was a youth exchange that took place in Traisteni village at Louisina Inn, from 5th to 11th of November 2017 for 7 day of activities and the country involved were Romania (as host), Slovakia, Finland, Turkey and Bulgaria. The main aim of the project was to inform and empower local youngsters on how gender equality can be promoted and mainstreamed in local youth projects and develop recommendations on how to ensure gender equality in youth work with young people in disadvantaged neighborhoods.

The project was aimed at local youngsters, active members of youth organizations, pupils from local community who what to be informed and gain experience in implementing the principles of gender equality in exploring further how these principles can be put in practice in youth projects targeted at young people coming from disadvantaged neighborhoods. All applicants were motivated to learn and share their experience / ideas on gender equality and gender mainstreaming in future local projects. They were all potential multipliers of the learning outcomes of the course and in a position to contribute to achieving its objectives. The workshops contributed to personal and social development by developing self-confidence, youth work skills, team-building, active listening, public speaking, conflict management skills, competencies in making young people more active citizen, fostering tolerance and mutual understanding between young people from different social and cultural background.

This project was financed by Erasmus + Programm.

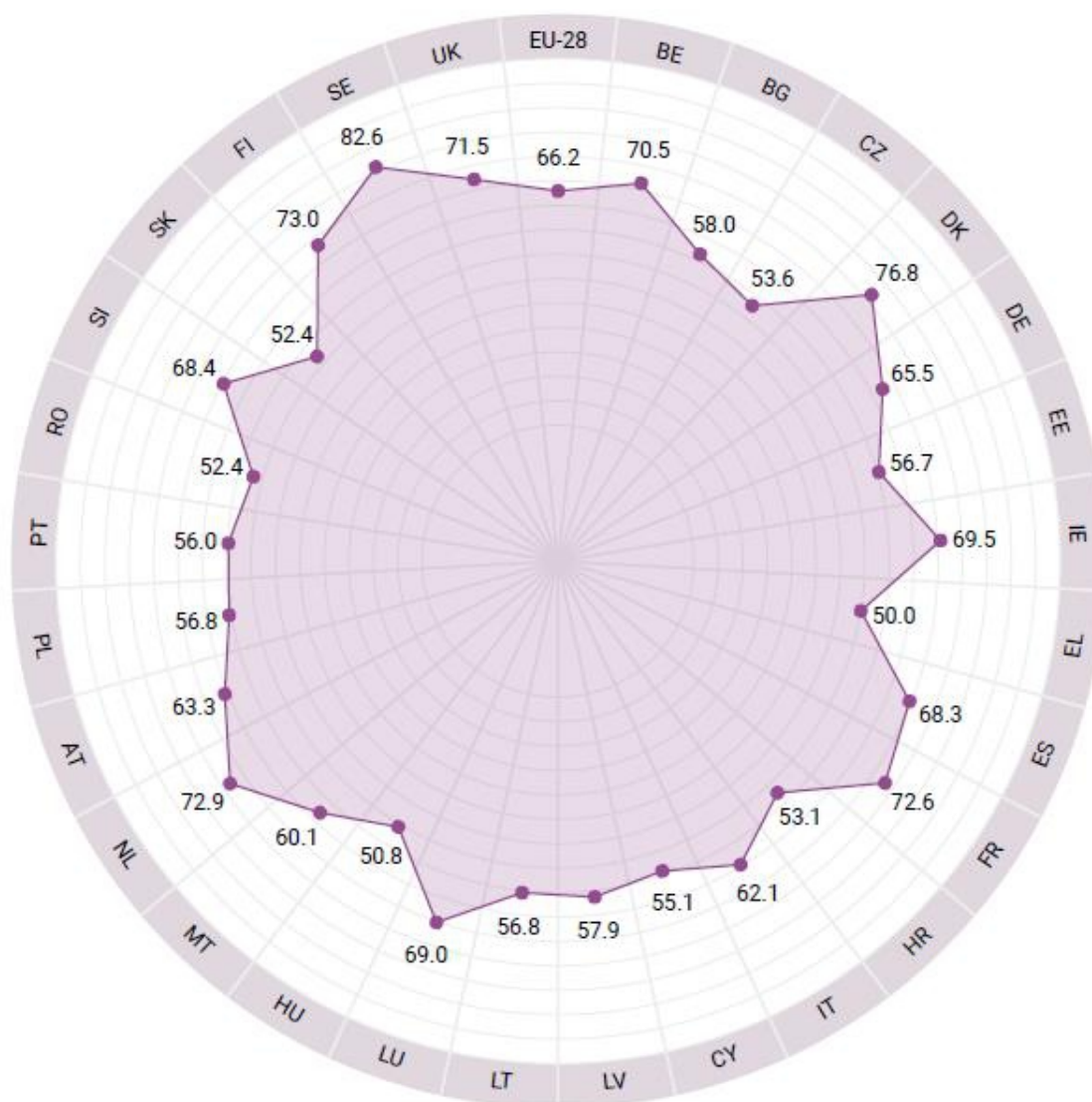


Introduction

Equality between women and men is one of the European Union's founding values. The European Union's achievements in fostering equality between women and men have helped to change the lives of many European citizens for the better and represent a present concern of the EU by the Strategic engagement for gender equality 2016-2019. The Strategic engagement sets out objectives in each of these priority areas and identifies more than 30 concrete actions. It reaffirms commitment to gender mainstreaming: A gender equality perspective will be integrated into all EU policies as well as into EU funding programs. The Strategic engagement also supports the implementation of the gender equality dimension in the Europe 2020 Strategy.



Gender Equality Index in EU – 2017



The Index is a comprehensive measure for assessing the state of the art and monitoring progress in gender equality across the EU over time. The Index measures gender gaps and takes into account the context and different levels of achievement of Member States within a range of relevant policy areas: work, money, knowledge, time, power and health. It shows the different outcomes of EU and national policies for women and men and supports the development and implementation of evidence-based policymaking in the area of gender equality.

Source: Gender Equality Index 2017: Measuring gender equality in the European Union 2005-2015 – Report



Energizers

1. Bunny kissing game

How many people: 5+

Duration: 5 minutes

Leader of the group is standing in a circle and has an imaginary rabbit in his hand. He plays with the rabbits and decides to give him a kiss. He has to choose where he will kiss the rabbit (on the front, cheek, back, etc). He passes the rabbit to the person next to him and this person should also play with the rabbit and give him another kiss. After everybody kissed the rabbit, group should decide whether they turn to the person on the left or the right side. They should kiss the person next to them on the place they have chosen on the rabbit. This is where the game becomes interesting! 😊

2. Horse race game

How many people: 5+

Duration: 5 minutes

Group of participants is standing in a circle. They pretend to ride a horse by standing and clapping both hands against their thighs. When they want to turn the horse to the right or left, leader screams the side and they have to clap their hands on their neighbour's thighs. The leader is providing the rhythm of the game, horses 'run' either fast or slow. Horses can also jump so when the leader screams 'jump' everybody has to jump. Once people get warm we can stop this activity 😊

3. Secret Friend

How many people: all group

Duration: 1 to 7 days

Secret friend Goal: To motivate personal actions of the participants and fill their time with something creative. Materials: paper, pen, tape. How to make it: The trainer shows the participants how to make envelopes and he gives them time to write their names on it. The envelopes have to be on a place where everyone can put presents in them. In a lottery principal every participant draws a name and keeps it in secret. The trainer explains that the name is of their "secret friend" and they will make a secret surprise for them. The participants have to show creativity making the presents.

4. Move the chairs

How many people: +10

Duration: 10 - 15 minutes

Materials: chairs.

How to do it: all the participants seat in a circle of chairs and one volunteer stays in the middle of the circle. This person names something common and the people who have it have to change their places. This way one person should always stay in the middle of the circle. Examples: all people wearing jeans, all boys, all people with short/long hair...







ACTIVITY I

Name: Gender and identity

Time: 40 min

Materials: Lesson 1

Group size: more than 10

Objectives:

- consider gender identities and roles
- separate adjectives, jobs, domestic duties and childcare responsibilities into female, male and gender-neutral sets
- think critically about their choices and reflect on the sources of their ideas
- carry out sentence completion exercises, individually and in separate sex groups, to consider how expectations around gender roles impact on their lives and those of their peers.

How to do it: Ensure that participants individually, in pairs or in groups have access to one of the five word-sort sheets, which can be adapted as required, and a Venn diagram.

a) Adjectives

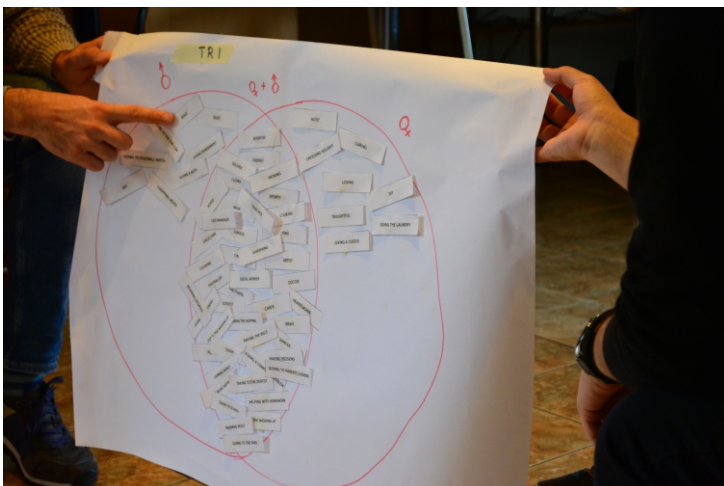
b) Jobs

c) Domestic roles

d) Childcare

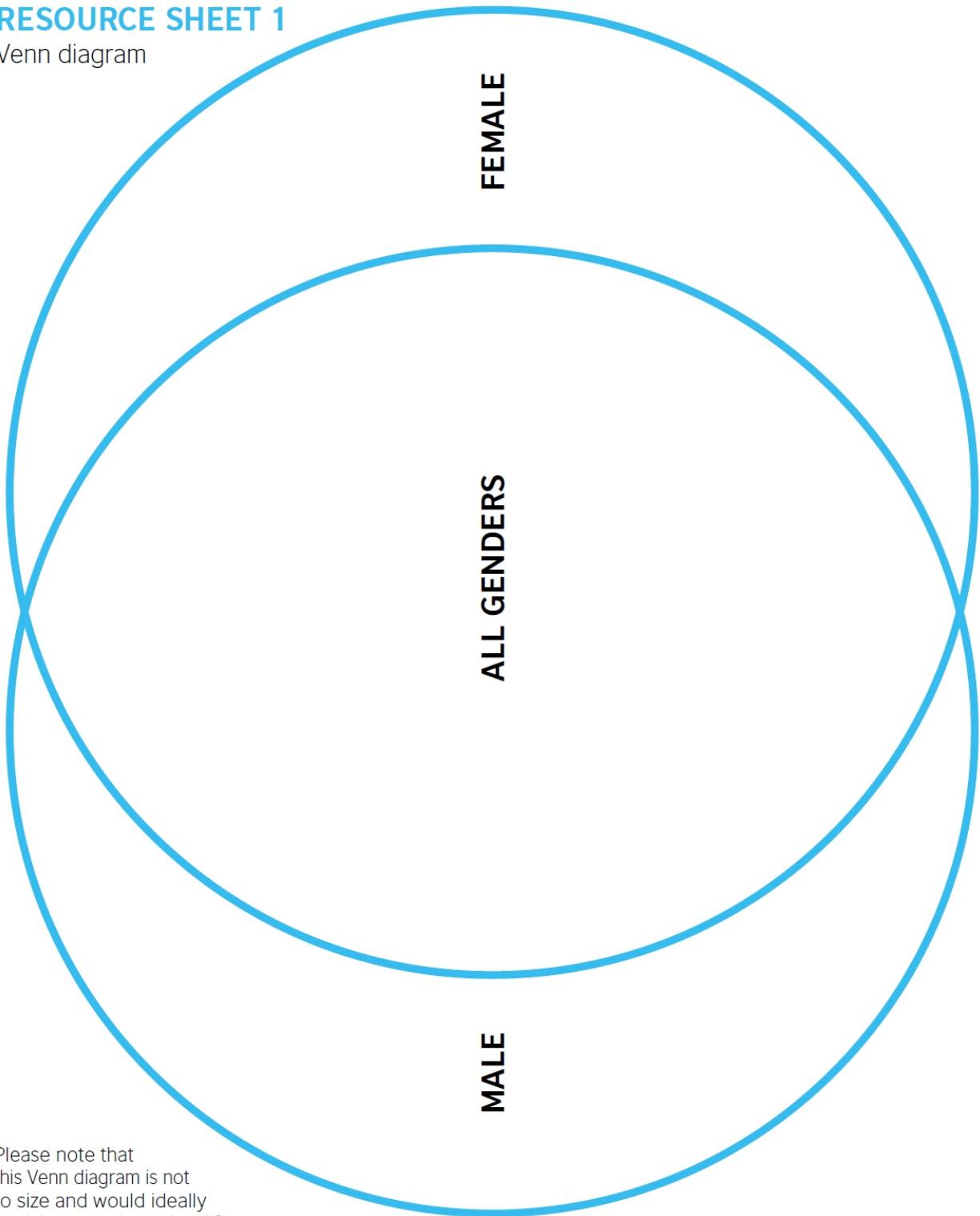
e) Hobbies

Participants cut (or copy and cut) and place the words and statements on the Venn diagram according to whether they perceive the word or statement to be female, male or all genders.



RESOURCE SHEET 1

Venn diagram



*Please note that this Venn diagram is not to size and would ideally work better enlarged to A3.



RESOURCE SHEET 1

A) Adjectives

STRONG	MEAN
CARING	SPORTY
KIND	NOISY
TOUGH	QUIET
CLEVER	BOLD
BRAVE	FRIENDLY
THOUGHTFUL	LOVING



RESOURCE SHEET 1

B) Jobs

NURSE	DOCTOR
SURGEON	FIRE-FIGHTER
TEACHER	HEADTEACHER
PILOT	CEO/MANAGER
SOLDIER	SCIENTIST
CARER	INVENTOR
FOOTBALLER	DANCER
ARTIST	SOCIAL WORKER



RESOURCE SHEET 1

C) Domestic roles

COOKING	CLEANING
GARDENING	PAYING THE BILLS
DOING THE WASHING UP	IRONING
LOOKING AFTER THE CAR	FIXING A COMPUTER PROBLEM
DIY	DOING THE LAUNDRY
CHOPPING WOOD	CHOOSING HOLIDAYS
DOING THE SHOPPING	CHILD CARE
MAKING DECISIONS	EARNING MONEY



RESOURCE SHEET 1

D) Childcare

CHANGING NAPPIES	TAKING TO SCHOOL
HELPING WITH HOMEWORK	GOING TO PARENTS EVENING
DOING THE WASHING UP	DOING THE LAUNDRY
TAKING TO THE DENTIST	GOING TO FOOTBALL MATCH
DIY	DOING THE LAUNDRY
READING STORIES	GIVING A CUDDLE
GIVING PUNISHMENT	GIVING A BATH
PREPARING MEALS	GOING TO THE PARK



RESOURCE SHEET 1

E) Hobbies

BASKETBALL	ART
BALLET	SCULPTING
SURFING	GOLF
ICE SKATING	CHESS
PHOTOGRAPHY	WOODWORKING
GYMNASTICS	KNITTING
HORSE BACK RIDING	PAINTING
WATER POLO	VOLLEYBALL



ACTIVITY II

Name: Rights and Equality

Time: 40 min

Materials: Lesson 3

Group size: More than 10

Objectives: Consider the meaning of the terms Rights and Equality.

How to do it:

1. Participants should work in pairs or small groups to cut out and sort the statements in the right into the three categories, *Needs*, *Rights* and *Wants* using the diagram on the right.
2. Discuss the difference between *Needs*, *Rights* and *Wants*. Are they the same or different for different genders?

Needs, rights or wants?

Cut or copy out these items and place them in a large version of the Diagram according to whether they are needs, rights or wants. diagram above provided. Discuss the difference between needs, rights and wants.



FRIENDS AND FAMILY	FOOD
MOBILE PHONE	SAFETY FROM HARM
A COMPUTER	RELIGIOUS FREEDOM
DRINKING WATER	SCHOOL
ELECTRICITY	MONEY
HOUSE	CLOTHES
PETS	JOB
CAR	INTERNET



ACTIVITY III

TIME: 60 Minutes

SUBJECTS: English, Writing skills, Understanding opposite gender

DESCRIPTION: This is a student writing-based activity when essay is writing. This activity explores preconceptions, attitudes, and anxieties concerning the "opposite" and "same" gender.

OBJECTIVES:

- To analyze personal attitudes toward other gender and in same gender.
- To clearly and cogently express ideas and emotions in writing.
- To present written work verbally to an audience.
- To improve presentation skills.

MATERIALS: Paper and pen for writing an essay.

PROCEDURE: It is best if written work is assigned as homework. If written in classroom setting, peer influence may inhibit honest and thorough effort; also, responses may be more self-conscious.

1. **Ask students to write essay about the "opposite" and also "same" gender.** Give a required length to insure some thought and uniformity for reading time when used as a classroom activity. Example: 150 words (half page) Students may want to consider the following questions in their essays:

In what ways are you different from other students in your class?

How are you the same as other students in your class?

Is friendship with the other gender different from same gender friendship? How and why?

Do you change your actions and activities when you're in the presence of the other gender?

How and why?

2. **Bring class back together and pick up a few students for presentation of essays to the class.**

3. **Listen essays, ask the questions and follow a discussion.** You can write or tell a response to the reader, sell with what you agree or disagree and explain why.

4. **Allow free discussion.** Ask students to consider the following: Was the discussion different with the whole class present? Why or why not?

5. **At the end of the discussion, ask students for positive statements about the other gender and record them on the board under male or female headings.**

EVALUATION:

Student writing may be assessed in terms of effort, creativity, content, and style. Speaking and listening skills may be noted during oral presentations and subsequent discussions.



ACTIVITY IV

TIME: 60 Minutes

SUBJECTS: Life skills, Career Awareness, English,

DESCRIPTION: This activity is designed to help students understand gender roles and expectations that are learned in our society. We have expectations of gender which are taken from school, family, book, films.... It is important to understand and know these expectations. This exercise is a useful introductory activity on gender roles as related to career and class choices.

OBJECTIVES:

- To understand and analyze gender role stereotyping and origins.
- To understand role gender stereotyping and minimize them.
- To provide encouragement to those students who are contemplating or have chosen "nontraditional" courses or careers.

MATERIALS: Newsprint or large sheets of paper divided into three sections.

PROCEDURE:

- 1. Divide students into small groups no larger than 6 students. Groups can be gender same or mixed groups.**
- 2. Give each group the piece of newsprint divided into three columns.** On the top of the middle column either write "Act Like A Man" or "Act Like A Woman". Ask students to make a list of what it means to act like a man or woman in this column. Each group will have a different heading.
- 3. On the left column, ask students to write down what people might "say" or "do" if someone does not act like a man or woman as defined in the middle column.** This portion of the activity can generate a lively and graphic use of words and discussion. Remind students to be respectful.
- 4. Divide the right column in half and ask students to list the jobs one would choose if they acted like the descriptions listed in the middle column.** For example, the "traditional" female role and career choice might not include welder, construction worker..., a "traditional" male role and career choice might not include elementary teacher, nurse...
- 5. Hang up the lists for students to view and contemplate.** Ask each group to make a few comments about their lists.
- 6. Assist students with analyzing these lists.** Possible questions for discussion include:
How and where do we learn our perception of male and female roles?
Do these roles and descriptions limit or enhance us in life choices?
Have you or someone you know ever acted differently from how your gender is "supposed" to act?

Have you or someone you know ever stood up for a person who challenged the gender stereotypes?

What other conclusions/statements do you have about this topic?

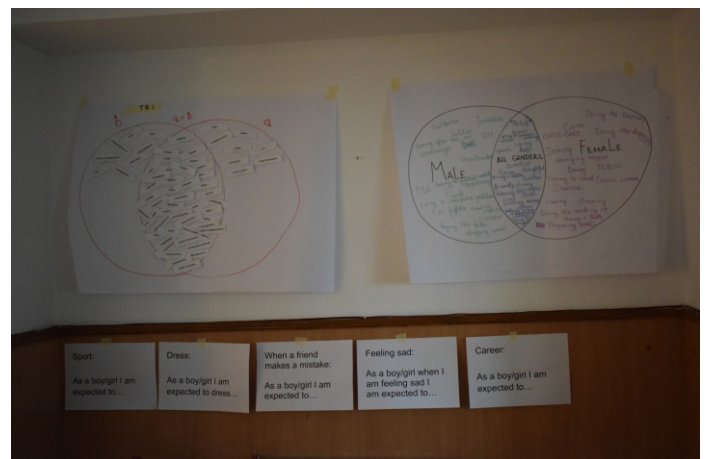
EVALUATION:

Assess the overall work of the group including: contribution, discussion, and analysis. Use a rubric to evaluate the subjective aspects of this activity.

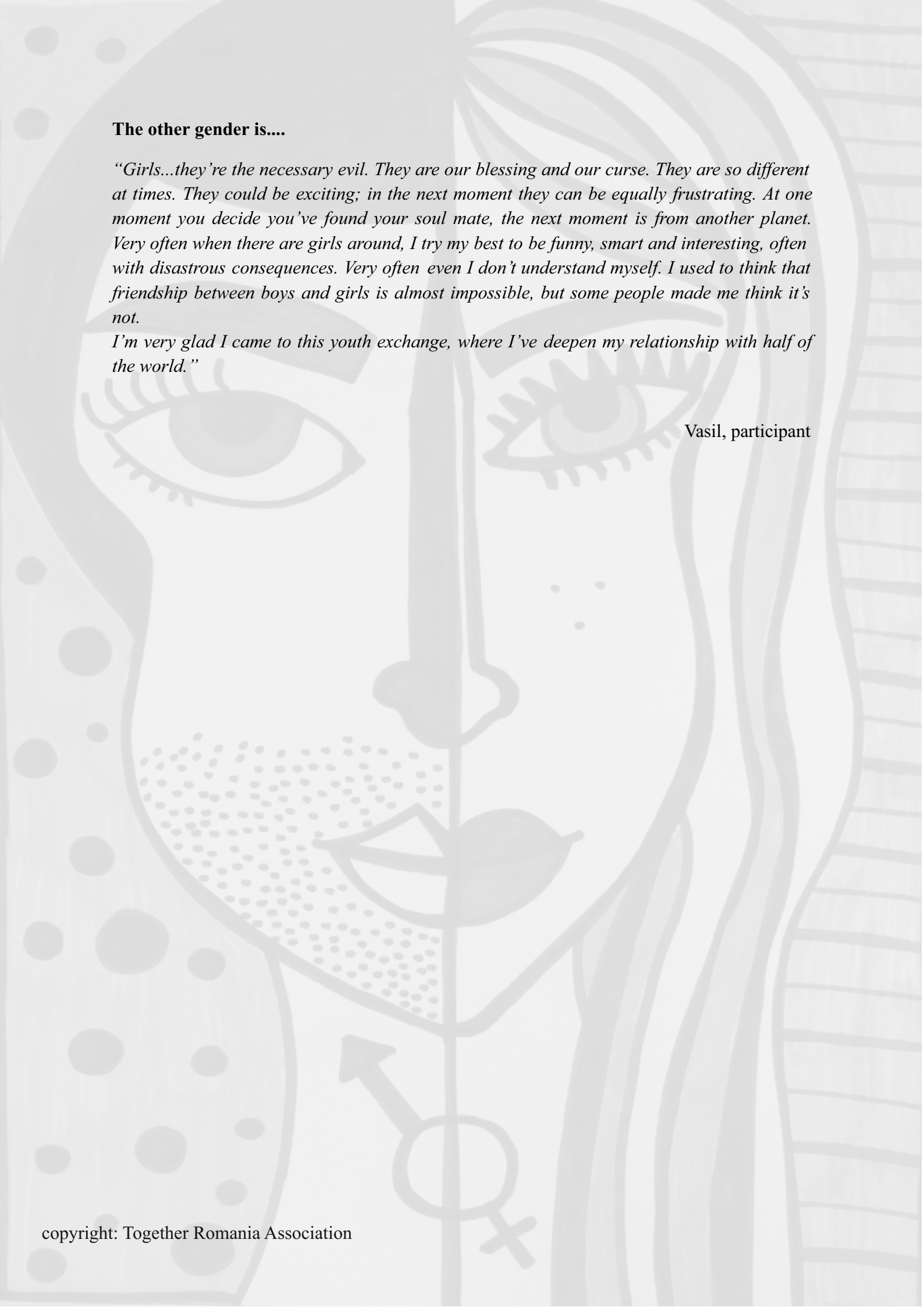
Source:

1. Gender Equality – Gender Equality through Citizenship , British Council

2. Don't Flounder – Get Off the Hook







The other gender is....

“Girls...they’re the necessary evil. They are our blessing and our curse. They are so different at times. They could be exciting; in the next moment they can be equally frustrating. At one moment you decide you’ve found your soul mate, the next moment is from another planet. Very often when there are girls around, I try my best to be funny, smart and interesting, often with disastrous consequences. Very often even I don’t understand myself. I used to think that friendship between boys and girls is almost impossible, but some people made me think it’s not.

I’m very glad I came to this youth exchange, where I’ve deepened my relationship with half of the world.”

Vasil, participant