

MEDITERRANEAN INSTITUTE OF GENDER STUDIES (MIGS)



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Funded by European
Social Fund within the
Social Action and Social
Inequality Operational
Program 2014-2020



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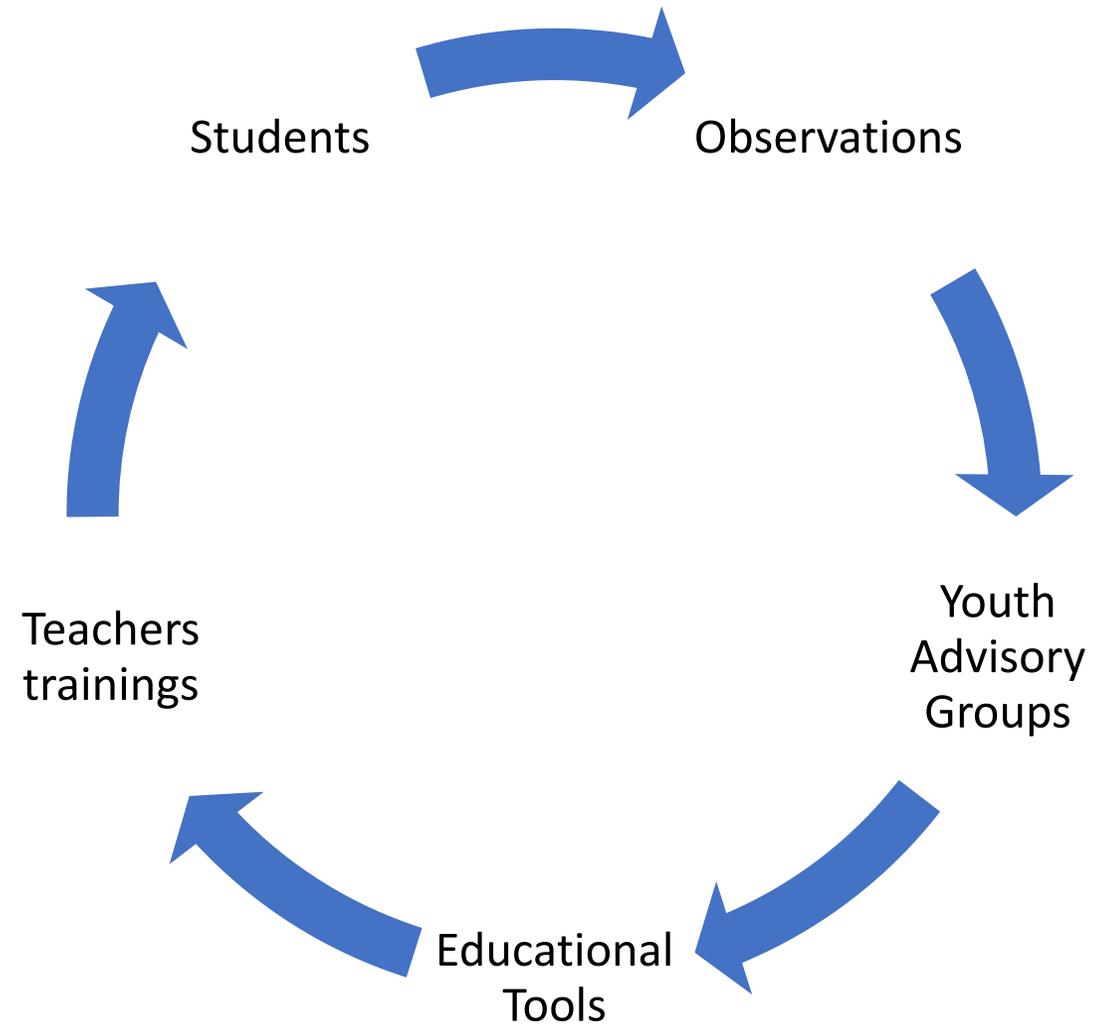


@ Mediterranean Institute
of Gender Studies (MIGS)



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Gender-Ed overview





A gender analysis of educational and career choices

Deeply rooted belief that education is an appropriate tool to challenge gender stereotypes and unequal gender-based power relationships



To obtain further insight into the reproduction of gender stereotypes in the school environment and to record practices which, can lead to a resistance towards dominant gender-based stereotypes and strike a blow to the phenomenon of entrenched gender inequality.



What is 'gender segregation'?

Gender segregation is a phenomenon by which certain sectors or fields in education or work witness a high concentration of one gender over another.

Horizontal segregation refers to the higher concentration of women or men in certain professions or sectors of economic activity.

Vertical segregation, or the 'glass ceiling', refers to the imbalance in representation of one gender over another in the hierarchy of occupations or sectors. Men in the EU enjoy higher rates of employment, and are over-represented in leadership positions.



Research methodology

Mixed qualitative methods

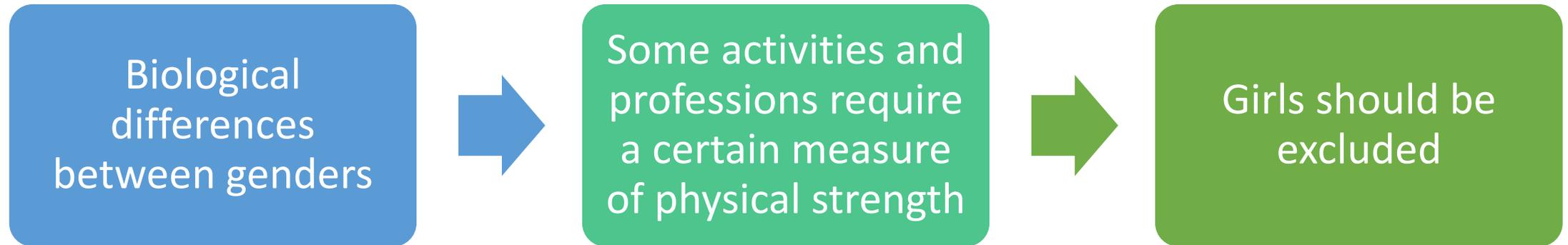
FG Teachers /
Career Counsellors

FG
Students

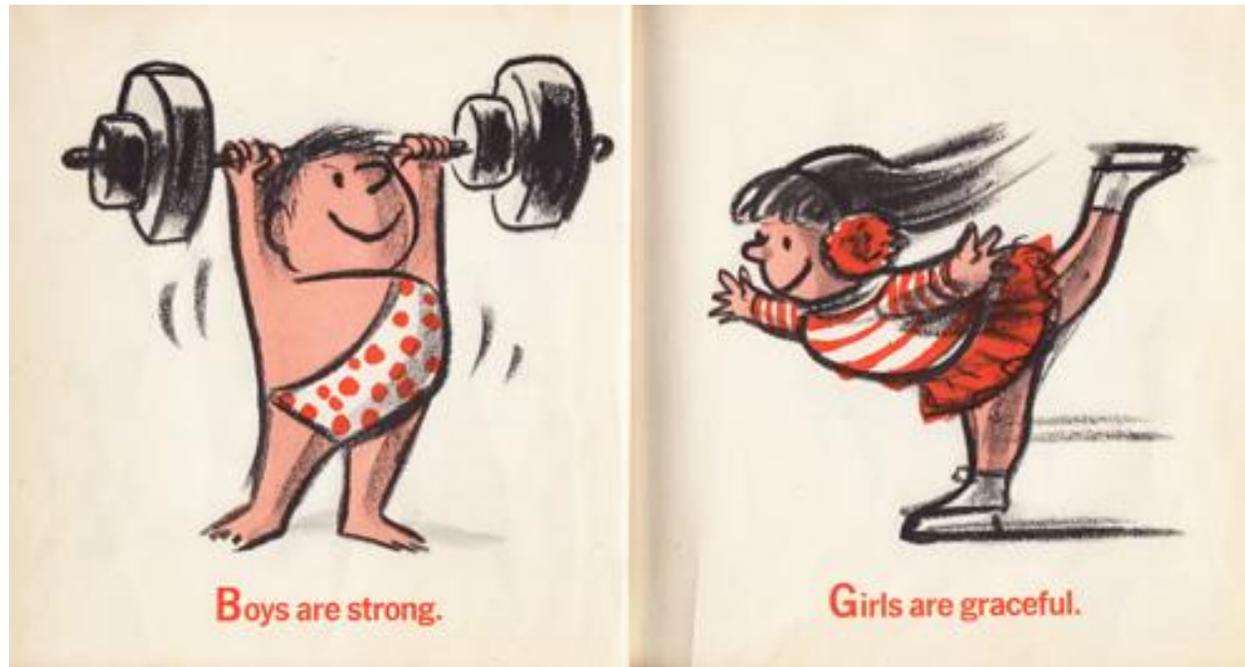
Examination
textbooks (with a
gender
perspective)

School
observations

'Boys are stronger'



- *«She will need to do manual labour»*
- *«Nobody does this anymore there are machines»*



Stereotypical images of female and male bodies limit observations and evaluations about their respective capabilities.



'Nicolas, you turn on the projector, you are the tallest in the class'

'Nicolas is indeed the tallest among the boys, but there were girls in the class who are taller'

Boys are less well-behaved



teachers tend to tell boys off for misbehaving more frequently than girls.

a pair of girls and a pair of boys were talking at the back of the class. The teacher only reprimanded the boys, whom he moved to the front, and encouraged to participate in class.

The use of sexist language in schools

- masculine pronouns and adjectives, such as: “If somebody knows this, he should tell us...”, “he who dares, can answer...”, “cooperate with he who sits next to you”.
- “Headmaster” was used parking lot signs or outside the “Headmaster’s” office, even when the school had a Headmistress.



Schools, convey values and behavioural models which can often reinforce gender stereotypes

- i. 'Boys are stronger'
- ii. Gender violence as a mechanism for reassigning girls to predetermined roles
- iii. The use of sexist language in schools
- iv. Boys are less well-behaved
- v. Girls in male-dominated schools.....
- vi. Linking care giving skills to women and girls
- vii. Girls are associated with aesthetics, boys, with practicality.....
- viii. (Non) acknowledgement of the existence of gender segregation in student choice
- ix. Gender-based approach to education



Soccer field

OAKS KAPVATIKOON

High School
Complex



Challenging gender stereotypes in schools



French revolution – «Human rights / men's rights»

Find opportunities to talk about women's movements

Students challenging gender stereotypes



We need non formal education

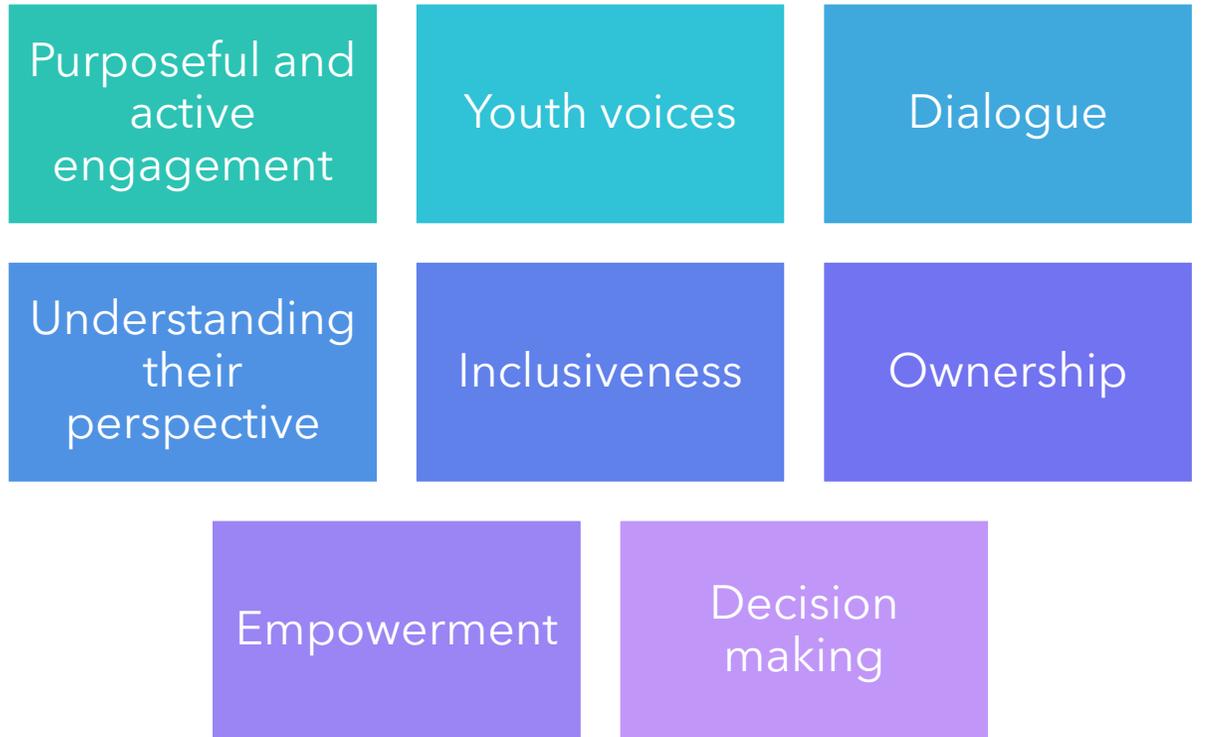
The Free to Choose Game



The Dream Fighters App

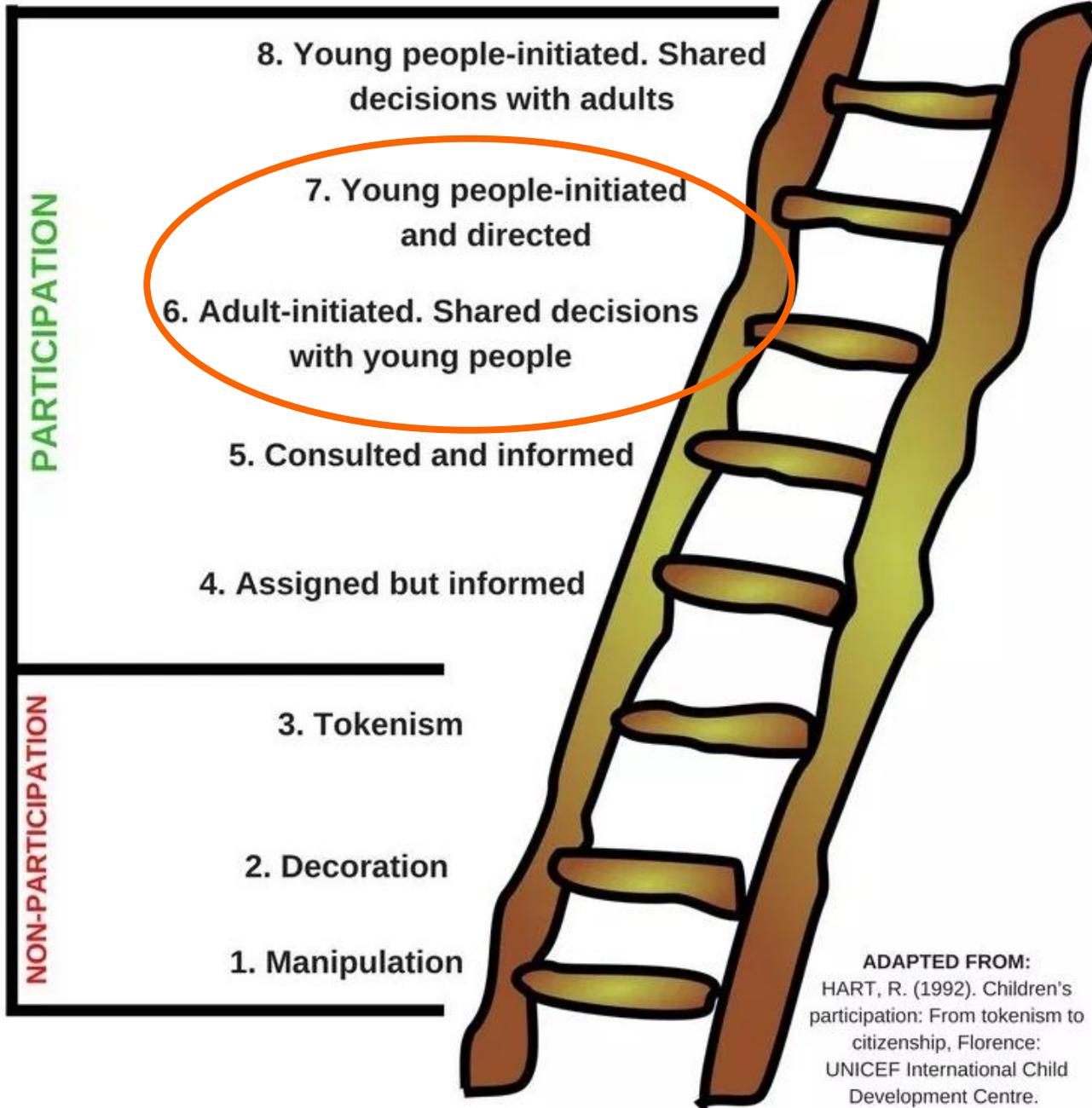


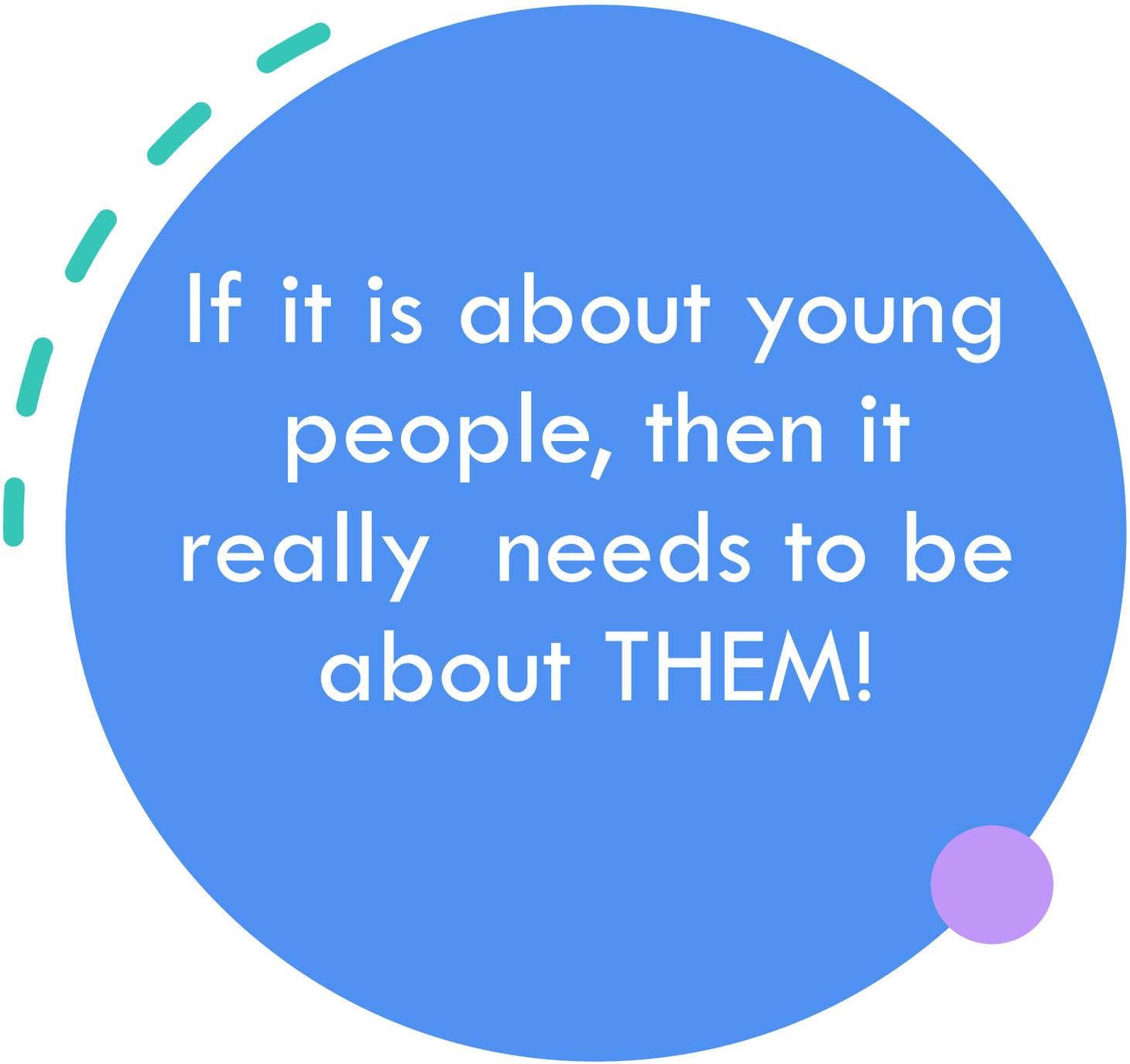
What is youth participation about?



Which essentially means..

- Putting young people **in the center**
- Actively giving **room for their voices** to be heard
- Listening, **really listening** –between the lines too
- **Sharing the power** / No top-down approach
- Young people being consulted **from the beginning**
- Having **trust**
- **Respect**
- **Flexibility!!**
- Validating opinions – **opinions of value**
- Understanding that it's a **process**
- Devoting **the time**
- Making it **relevant** to young people's realities
- Taking action, providing frequent feedback, keeping them in the loop





If it is about young
people, then it
really needs to be
about THEM!

An empowering process



The power of listening to/understanding

- Young people's voices
- Their narratives
- Relevance /Their realities



Encourages young people to look for solutions!

They reconnect with their power and try to find ways to bring change/make things better/take action/stand up



Tools

- Creating a **safe space** for engagement (also using **depersonalization** techniques)
- **Interactive** workshops
- Non formal education methods
- **Cooperative** learning
- Reciprocal learning
- Critical inquiry
- **Dialogue**

Additional 'how to'

| | |
|------------------|---|
| Explain | Explain process, roles and responsibilities. Clear action plan |
| Rules | Joint 'ground rules/group agreement |
| Facilitate | Adopt a facilitator approach. OPEN ENDED. Issues surface |
| Use the Slang | Use 'slang'/'lingo' that young people use (during workshops and in the outputs) |
| Incorporate | Incorporate young people's suggestions but do not take over |
| Retest and Amend | Retest concepts with them- gather new feedback. Make amendments as necessary |
| Shared decisions | Shared decision making. Limitations clarified. |
| Follow up | Young people are enthusiastic because they can use their imagination. They create new ideas. Keep a record of suggestions for future follow up. |

The process

1

Start with **GATHERING THE RESEARCH**

Trying to understand young people's realities
What impacts them??
What is important to them??

2

GAUGING

Starting broadly and openly
"Gauging" what is important for THEM
How do they see it
Identifying issues through dialogue

3

COMPLEX DYNAMICS

Ranking of the important issues/nuances
Explore impact
Explore feelings
In depth understanding with simulations

4

RESOLUTION/TAKING ACTION/CHANGE

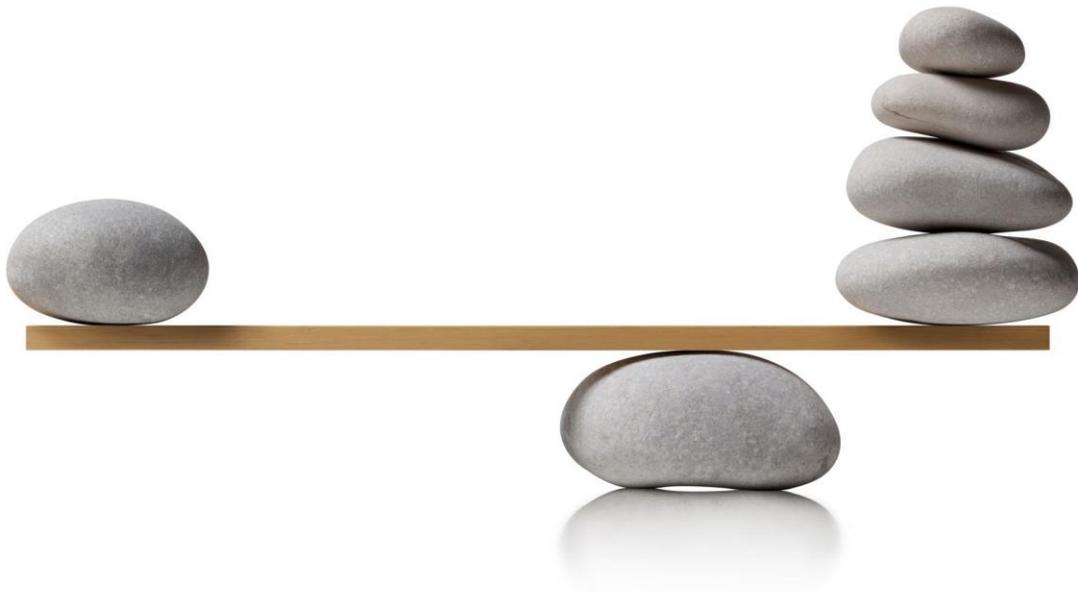
Young people provide suggestions on how to deal with issues
Simulations on how this change can be feasible

5

PUTTING IT ALL TOGETHER

Mapping the issues and the solutions proposed in your output

Our challenges in the process



- How to balance the research/ theory/empirical data with young people's responses
- How to use our own expertise without overpowering
- How to balance initiative
- How to balance decision making

Finding the balance

- Use the research to **provide the context/framework** and guide them through it
- Use it as a **basis to explore/** understand dynamics, nuances, impact, solutions
- **REFOCUS** when necessary, if they are diverting (issue AT HAND!)
- Give space to young people to take initiative & make decisions- **set a clear context from the beginning on what is feasible** and ask them to look for alternatives
- **TRUST** them **AND** be their **BUFFER**





Our own process



25 May 2022

Gender Ed- Youth Participation

26

One of our greatest learnings...

- Our original idea: talk about the inequalities in the labor market
- How the gap widens as young people grow up
- Gender segregation in education, in the fields of study, occupational segregation, the pay gap.....
- **But we couldn't have been more off!!**



And what did young people think?

To be able to make their own future

To fight stereotypes, limiting beliefs, gender norms that are holding them back

To be free to set their own path

But most importantly to DREAM

AND to make their dream a reality

To have others believe in them

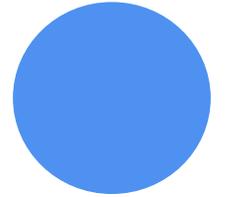
To believe in themselves

Being able to reach their outmost potential !

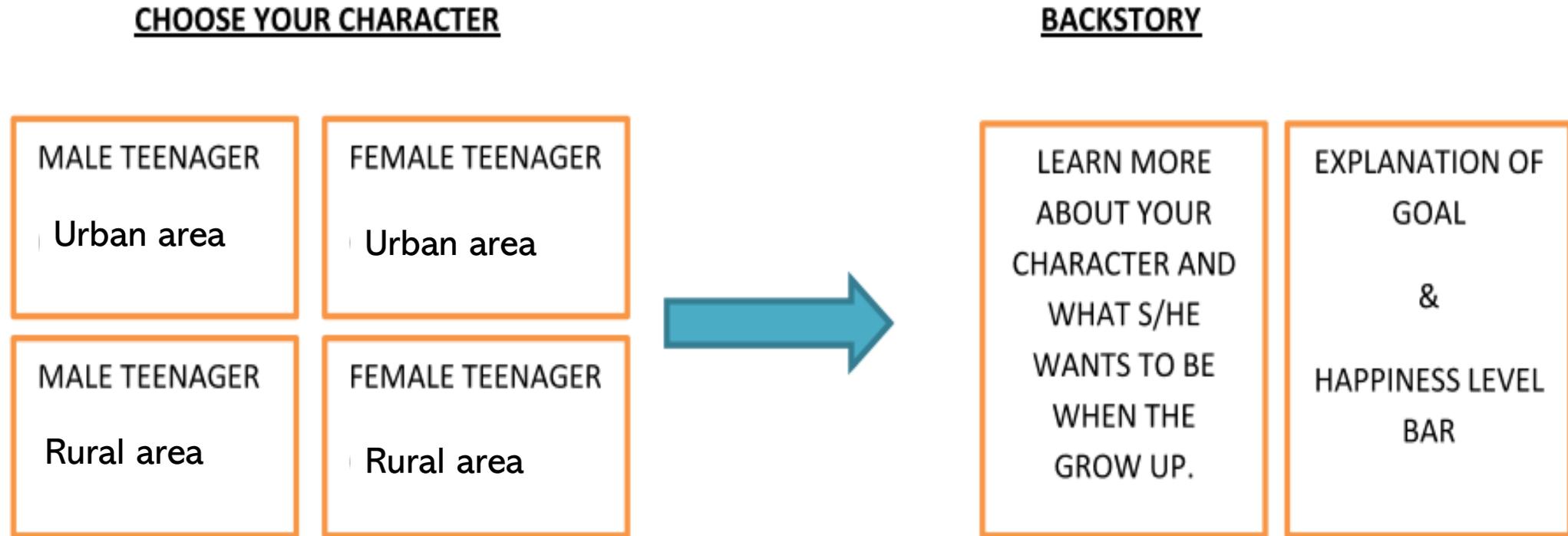
Working with young people's ideas

- Having a dream
- Being able to fulfill this dream
- Being able to set your own path
- People would 'crush' your dream
 - Community
 - Teachers
 - Bullies
 - Peers
 - Friends
 - Parents
- How can you fight "the dream crushers!"

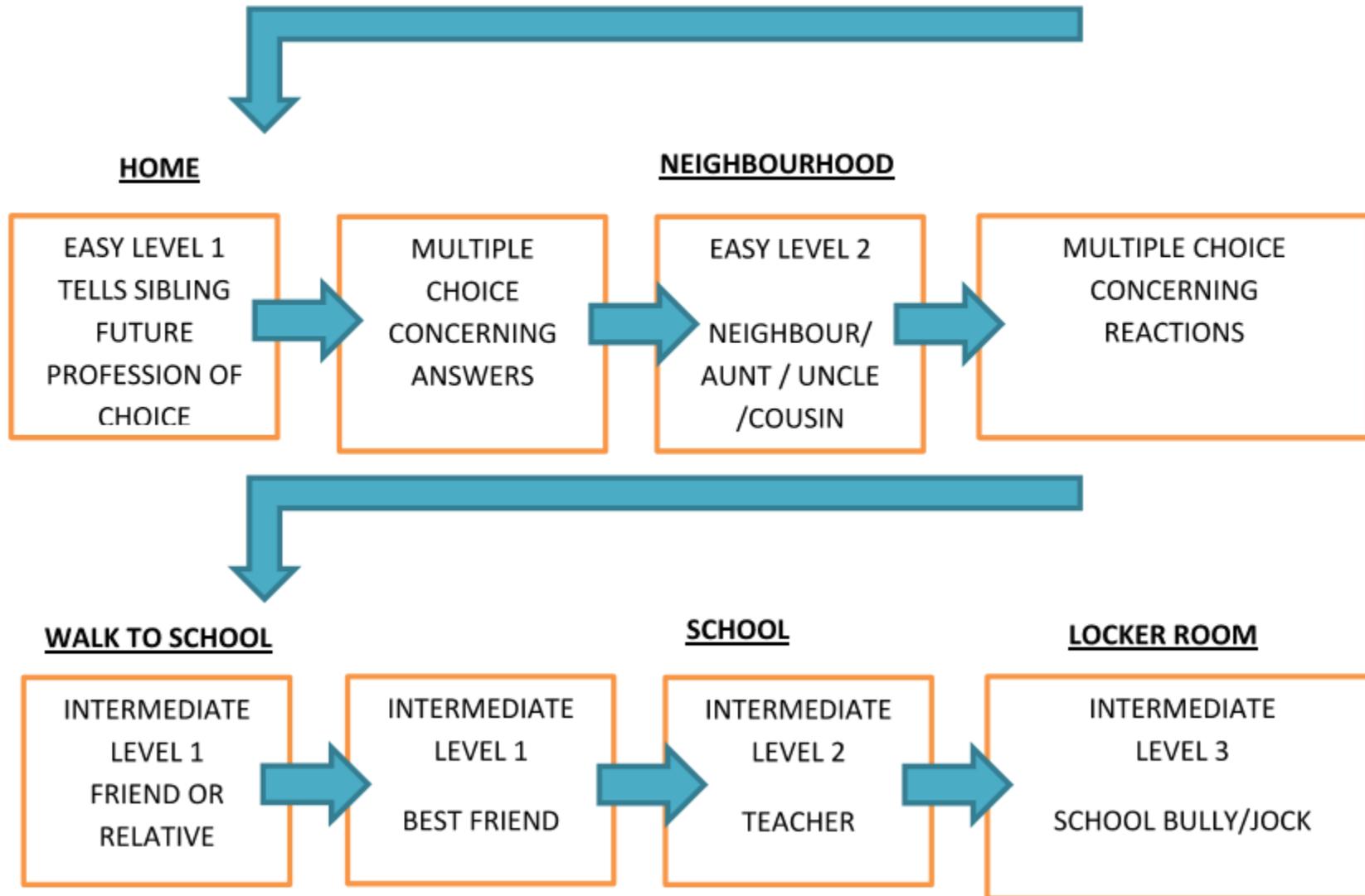
Dream Crushers



Putting it together



- Representation / Gender Balance/geographical balance
- This context provided by project team





BACK AT HOME

BOSS FIGHT
LEVEL 1
PARENTS



BOSS FIGHT
LEVEL 2
ANGRY PARENTS



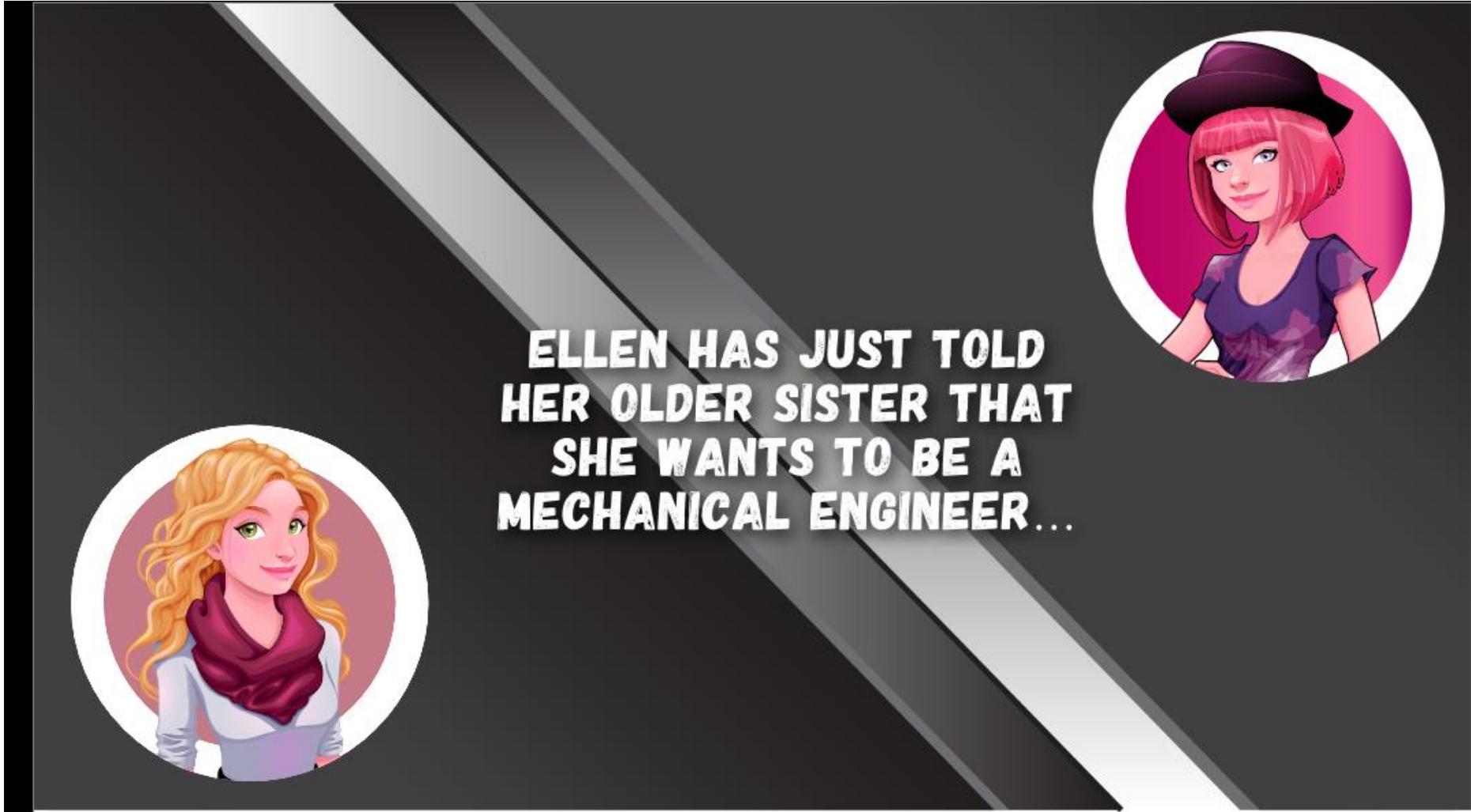
CLOSING & RETURN
FINAL SCORE & FINAL
MESSAGE
CHOICE OF CLOSING GAME
OR RETURNING TO START
AND FOLLOW ANOTHER
CHARACTERS JOURNEY

Text in the stories

- Primarily based on the narratives that emerged during the simulations
- Highlighting stereotypes that surfaced from the discussions
- Enriched from aspects from the research and our expertise
- Keeping a balance not to stigmatize
- **Toning down aggression** and guiding them toward assertive ways of communication



Sibling pressure



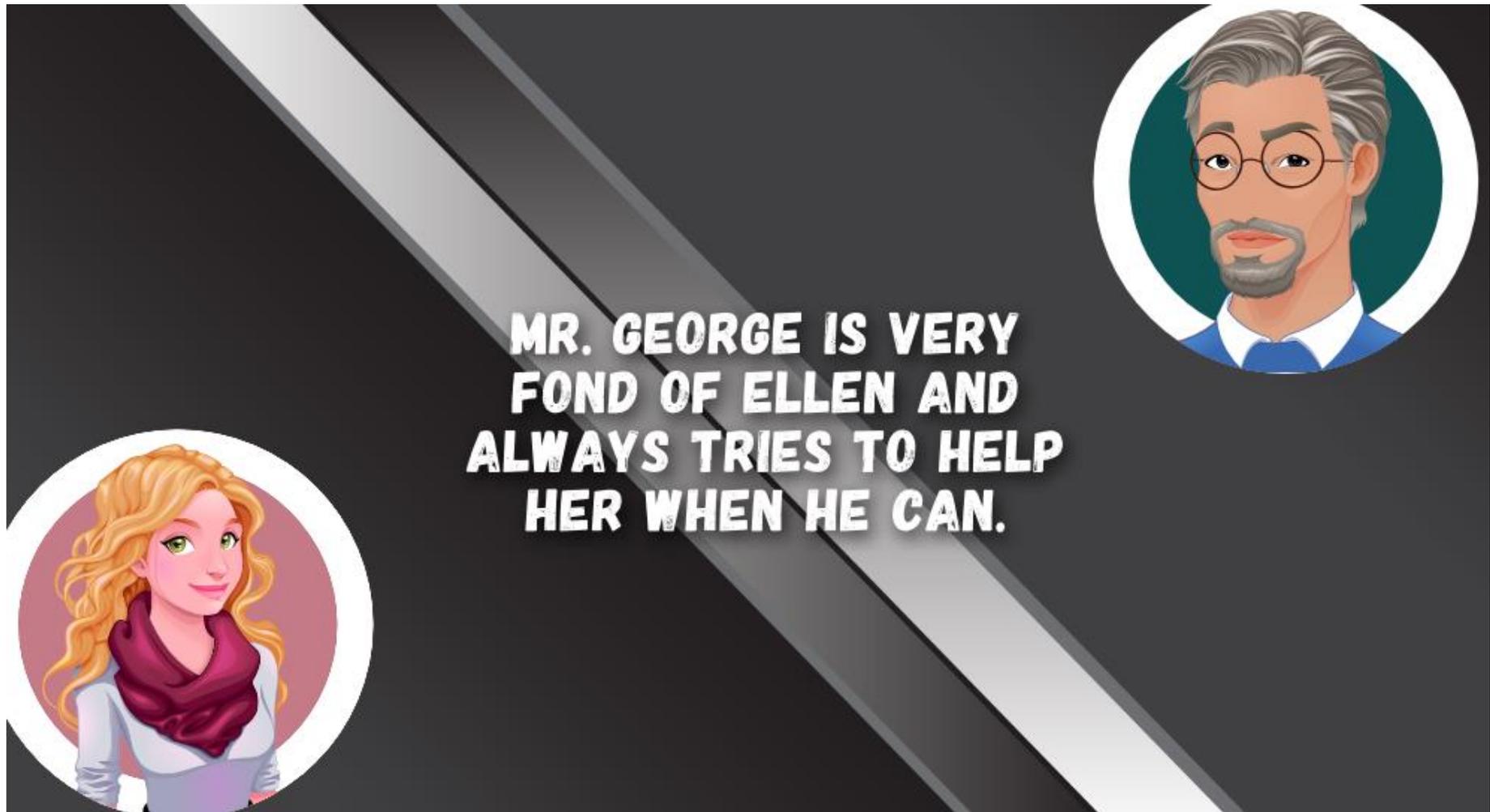
Neighborhood gossip



Eliciting support from friends- Talking about it



At school – Support from a trusted adult



Bullies



**ELLEN BUMPS INTO TINA
- A POPULAR (BUT VERY
MEAN) GIRL, WHO HAS
OVERHEARD HER
CONVERSATION WITH
MR. GEORGE**

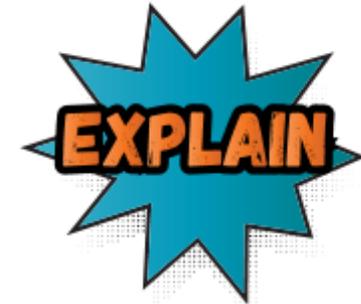
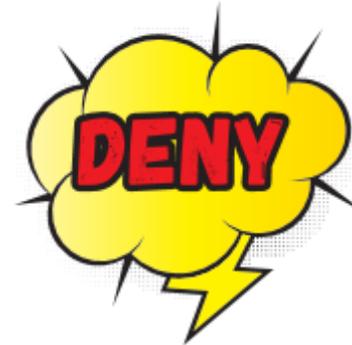


The big challenge: Parents

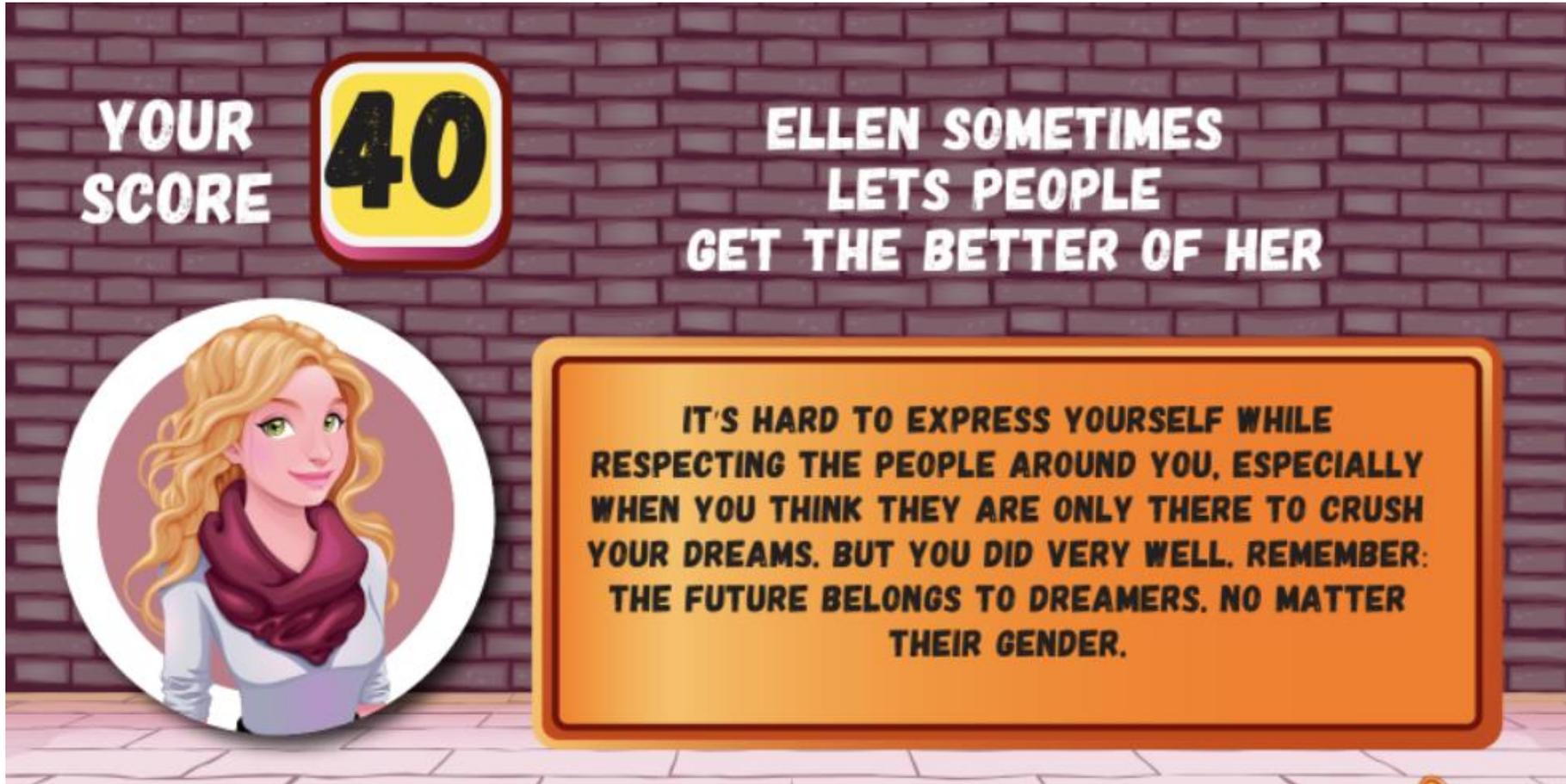


Taking action

reaction buttons when clicked



The future belongs to dreamers!



YOUR SCORE **40**

ELLEN SOMETIMES LETS PEOPLE GET THE BETTER OF HER

IT'S HARD TO EXPRESS YOURSELF WHILE RESPECTING THE PEOPLE AROUND YOU, ESPECIALLY WHEN YOU THINK THEY ARE ONLY THERE TO CRUSH YOUR DREAMS. BUT YOU DID VERY WELL. REMEMBER: THE FUTURE BELONGS TO DREAMERS. NO MATTER THEIR GENDER.

**YOUR
SCORE**

50

**YOUR SCORE: MARIA
IS ON HER WAY TO THE
MAJOR LEAGUES!**



**WOOHOO! LOOK AT YOU GO! YOU KNOW VERY WELL
THAT CRUSHING THOSE DREAMCRUSHERS IS ALL
ABOUT ARTICULATING THE WAY YOU FEEL, AND
EXPLAINING HOW THINGS HAVE CHANGES FOR
THOSE STUCK IN STEREOTYPES. YOU DID A GREAT
JOB TODAY, KEEP IT UP! REMEMBER: THE FUTURE
BELONGS TO DREAMERS. NO MATTER THEIR GENDER.**

Conclusions

- Great value in project based interventions (non formal education)
- Without organisational transformation the effect of any intervention will be continuously undermined by the 'normalised' gender inequality perpetuating processes in education and in society.

