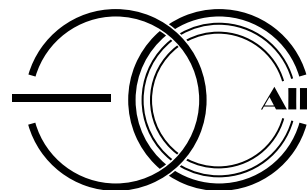


Gender Equality  
Gender Equality  
Gender Equality  
**Gender Equality**  
*Gender Equality*  
*in Adult Education*

**Guide for the implementation of educational-training activities**

THESSALONIKI 2024



Gender Alliance Initiative

■■■ HEINRICH BÖLL STIFTUNG  
THESSALONIKI  
Greece

1<sup>st</sup> Edition: Thessaloniki 2020

**ISBN: 978-618-5580-59-9 (Heinrich Böll Foundation Thessaloniki Office)**

**ISBN: 978-618-85177-1-4 (Gender Alliance Initiative)**



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The pilot implementation, evaluation and optimization of the Guide and its educational tools was realized with the valuable participation and cooperation of executives from Second Chance Schools and the Directorate of Lifelong Learning, of the General Secretariat for Vocational Education, Training and Lifelong Learning, of the Hellenic Ministry of Education and Religious Affairs.

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EQUALITY



# ***Gender Equality in Adult Education***

**Guide for the implementation of educational-training programs  
for Gender Equality in educational organizations,  
structures and adult education units**



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# 1. Introduction

The project “Gender Equality and Adult Education - GE & EU” was implemented by Gender Alliance Initiative in the context of its general actions entitled: **BREAKING THE CYCLE - EXPERIENTIAL AWARENESS-RAISING WORKSHOPS ON GENDER EQUALITY.**

It was held with the support of the Heinrich Böll Foundation Greece and in collaboration with the Hellenic Ministry of Education and Religious Affairs, and specifically the Directorate of Lifelong Learning of the General Secretariat for Vocational Education, Training and Lifelong Learning, and with the participation of executives of Second Chance Schools.

The program included in detail the following actions:

- Creation/adaptation of specialized educational material
- Pilot implementation of an experiential-training seminar and evaluation/optimization of educational material
- Publication of a special Guide for the implementation of programs for Gender Equality in Adult Education.

In particular, this Guide is addressed to educational staff and executives of educational organizations and adult education structures, providing them with specialized tools and techniques so that they can implement similar actions – after special training seminars to familiarize with and utilize the Guide and its contents – in their workplaces in the future.

The program was completed in December 2020.



## 2. General aim

The overall aim of this action plan (GE & EU) is to inform, raise awareness and empower adult learners and teachers in educational organizations, structures and adult education units, both in private and public sector, in order to acquire specialized knowledge, skills and methodological tools, so that they can process and critically reflect on issues related to gender, in modern social reality. In particular, the educational material (exercises-activities, tools, methodology) and experiential-training workshops were designed by gender experts, in order to give the opportunity to the participants to realize and reflect on gender stereotypes and how they build within us -unconsciously and subtly- a whole pyramid of sexism, misogyny, gender toxicity and violence. And to proceed (inside and outside them) to actions of reconstruction of this psychosocial edifice.

As for the educational staff and education executives, the program sets an additional aim: to provide the appropriate tools and methodology (through special training seminars and specialized training materials) to be able to autonomously implement similar actions in their workplaces in the future.





### 3. Special fields-axes

To achieve the above, the following specific fields were selected:

- 1. Gender and stereotypes in our lives and upbringing:** education, family, society, public discourse, games, hobbies, sports, friendship
- 2. Gender and stereotypes in our daily lives:** internet, social media, television, magazines, newspapers, advertising, fashion
- 3. Gender and studies/work:** school, educational content, educational options, career development
- 4. Gender-based violence:** companionship, consent, sexual harassment, sexism, misogyny, toxic masculinity, domestic violence, abuse, femicide



## 4. Specific training objectives

The specific objectives of the training and experiential activities include:

- Introductory activation of participants in sexual orientation and gender identity issues. Initial reflection and awareness of the construction of gender stereotypes.
- Awareness of the extent of gender stereotypes in everyday life and the way we participate and reproduce gendered “jokes”.
- Awareness of unconscious gender reproductions and performances and clairvoyance behind the obvious (the “message” behind the message).
- Emergence and processing of thoughts, expectations and opinions about gender differences and exploration of their sources in gendered social constructs, stereotypes and beliefs, traditions and myths.
- Awareness of the process through which gender stereotypes and prejudices create and co-shape everyone’s individual opinions and gender perceptions/experiences.
- Emergence and reflection on the gender social expectations/expectations of each individual.
- Respect and peaceful (interpersonal and educational) coexistence of all gender identities and expressions in adult education structures, through a perspective of equality, democracy and individual rights.
- Ability to invest this experience in the personal, family, work and social reality of the participants.
- Development of collaborations and networks between people, groups and schools and emergence of new ideas/projects.
- Identification and recording of further specific needs and requirements, aiming at the design and implementation of next – more targeted – relevant actions for specific educational organizations and adult education structures.



## 5. Educational methodology

At Gender Alliance, an educational-training organization par excellence, we have developed an innovative methodology.

Specifically, through a **stable, intersectional**, polymorphic (**among all sectors**) and inclusive framework, and with a **transformative, bottom-up** and horizontal-**cross-cutting** approach, we build solid gender alliances and collaborations in our laboratories. In such an atmosphere of safety, participation and cooperation, individuals can work together to:

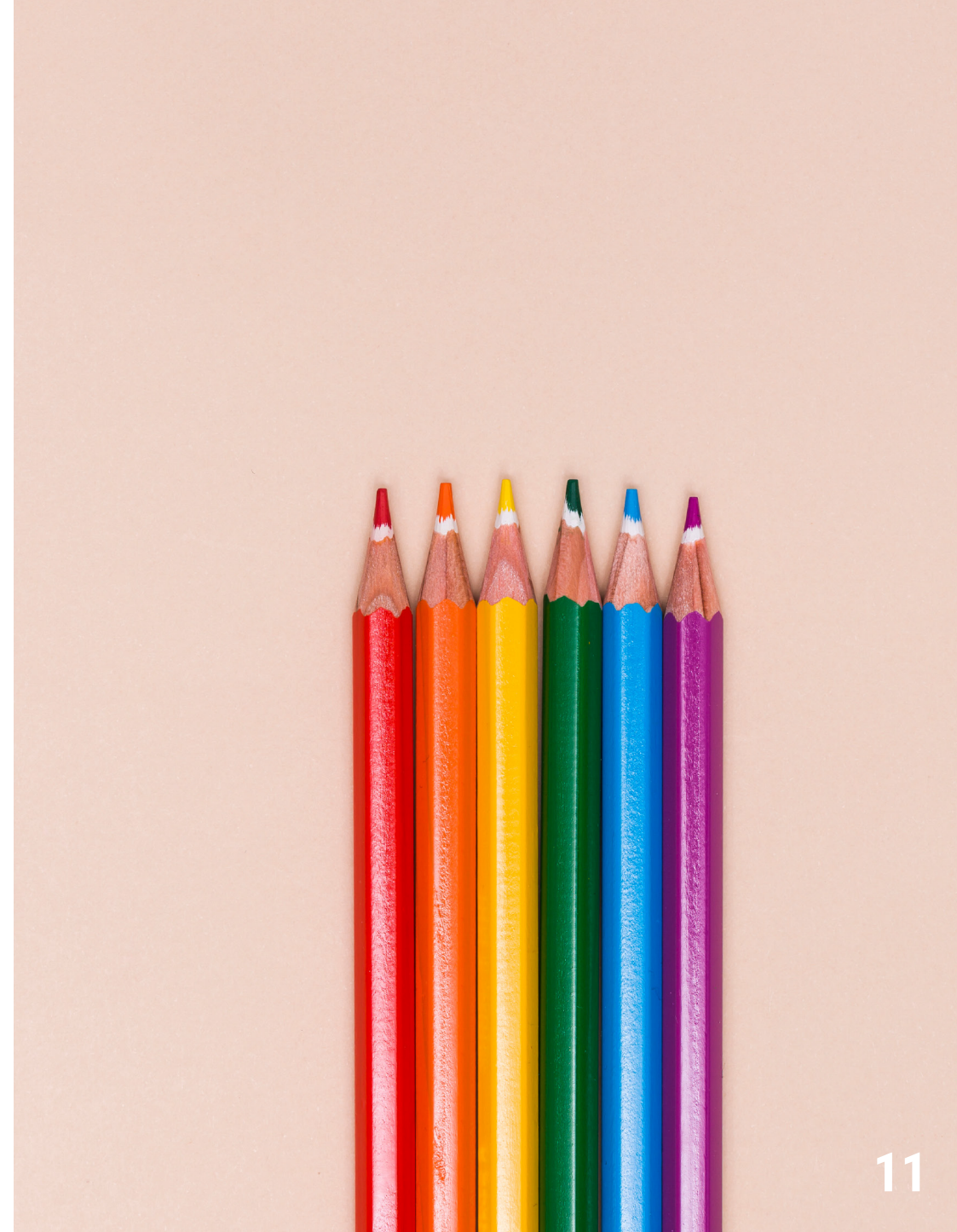
- combat exclusion and discrimination;
- deconstruct the generalized – stereotypical perception of normality,
- consolidate gender equality and gender justice,
- combat toxic masculinity, as well as any other kind of toxicity or restriction based on gender.





Furthermore, in the implementation of the workshops, specialized training tools, techniques and multi-skilled materials are developed, aiming to activate the trainee persons -equivalently- on a physical, emotional and mental level (physical-emotional-mental processing). These include (but are not limited to): experiential exercises, case studies, visual representations, role plays, theoretical texts and modern scientific data, videos, photos, fashion campaigns and statistics. The team works as a whole but also in project subgroups in order to maximize the involvement of all participants and develop both personal and group reflection.

A final element of methodological innovation is the fact that we study and address these phenomena with simultaneous, equal and inclusive engagement, activation and empowerment of men and boys (and people who identify as such), women and girls (and people who identify as such), LGBTQI+ and non-binary people. In conclusion, in the methodology we apply, our firm value position is clearly reflected that only by adopting the principles of collaboration, inclusiveness and intersectionality, leaving no one behind, can we inspire and strengthen allied and transformative consciousnesses, behaviors and attitudes.





## 6. Educational techniques

For the implementation of the action plan, the utilization of a wide variety of experiential exercises and educational techniques (depending on the needs and dynamics of the group) has been foreseen, aiming to offer multiple stimuli and opportunities for process in personal, relational/partner, family, educational and social dimensions. Indicative:

- Experiential exercises
- Role-playing
- Case studies
- Automatic writing
- Work in small groups
- Theatrical game – events
- Video viewing and analysis-discussion
- Personal and group reflection
- Visual representations
- Study and critical use of texts



## 7. Training material

It has also been selected the utilization of a wide variety of educational materials, which can be combined with each other and are designed for a group of about 25-30 people.

Indicative materials:

- Photographs
- Images
- Comics
- Videos
- Texts of newspapers, magazines, websites
- Proverbs
- Special questionnaire
- Special case studies
- Information material and statistics
- Theoretical texts and modern scientific data
- Advertisements
- Books, brochures, guides, publications of organizations – institutions





## 8. Structure and summary presentation of educational-training action

The structure of the educational-training process is based on the four main specific fields-axes of the guide and is developed with the help of an interactive presentation (power point). In the beginning, but also throughout the course of development of each field, there are activating tools, aiming to “awaken”, motivate the participants and arouse interest. In addition, an activity is carried out each time, either individually or in groups, aiming at the deepening and the personal involvement of each person. We continue working in the larger group to encourage meaningful interactions and mutual influence. We always close with something that will... “stay”!

At this point, it is important to note that, before the implementation of the action, it is always preceded extensive cooperation with the executives of the unit where the educational-training activity is to take place. In particular, long before the time of its implementation, a visit to the sight and a specialized workshop take place, in which the specific context with the specific characteristics of the educational population is evaluated and its educational needs are diagnosed. At the end of the meeting – and based on the interests, characteristics and profile of the group – there is the possibility of selecting-adapting both in terms of specific fields and in terms of the specific educational activities and tools that will be used. Thus, each time, a specialized workshop is created for the specific target population, with the decisive contribution of the teacher-executive staff of the educational unit.

## 9. Detailed presentation of exercises/activities

This Guide provides the opportunity to use – within the framework of the under development educational-training activities – **20 specialized tools** (selective or combined). Here is their detailed presentation:



## 9.1. Start activator

### 9.1.1. Gender awareness and education video: “Well, he didn’t kill her already”

#### Aim

The initial activation-sensitization of the participants regarding the stereotypical expression of masculinity and the consequent pattern of gender relations, through the presentation of the most frequent, widespread and recognizable form of violence, domestic violence.

#### Target group

Educational staff and trainees, in an experiential process on gender issues.

#### Duration

20-30 minutes of experiential process.

#### Materials

Video titled “[Well, he didn’t kill her already](#)”.

The video derives from the campaign “Deconstructing Gender Stereotypes” as part of the collaboration between Gender Alliance Initiative and Heinrich-Böll-Stiftung (department of Thessaloniki).

Scan to watch the video.





## Steps – Instructions

- Before the screening of the video, the coordinator of the training process presents a summary of both the topics and their source of origin. It is also possible to precede the invitation to the trainees to observe/record specific data-parameters from the material that will be presented.
- Viewing the video and briefly discussing/reflecting on what they saw and what they found interesting (at this point we do not make corrections or interventions, we let all opinions be expressed).
- A plenary discussion follows with axes/key points: how people express themselves towards their partners, what is the content of their speech, where does their “legitimacy” (moral, social, legal) to behave in this way comes from, what is the role and position of women. It gives the opportunity to express thoughts, feelings and even resistance.
- It is possible, either in this or in the next phase of the workshop, to expand the discussion with references/descriptions to corresponding personal experiences and to attempt to investigate the emotion caused, as well as to make a deeper effort to identify the sources of formation of these expressions/attitudes towards women, i.e. to address broader issues of masculinity-femininity.

Scan to watch the video.



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## 9.2. Specific field 1

**Gender and stereotypes in our lives and upbringing: education, family, society, public discourse, games, hobbies, sports, friendship**

### 9.2.1. Gender awareness and education exercise: Stereotypes that stand the test of time!

#### Aim

The emergence and processing of thoughts, expectations and opinions about gender differences and the exploration of their sources in gendered social constructions, stereotypes, beliefs, traditions and myths.

Awareness of the process through which gender stereotypes and prejudices create and co-shape our own views and gender perceptions/experiences. The emergence and reflection on our gendered social expectations.

#### Target group

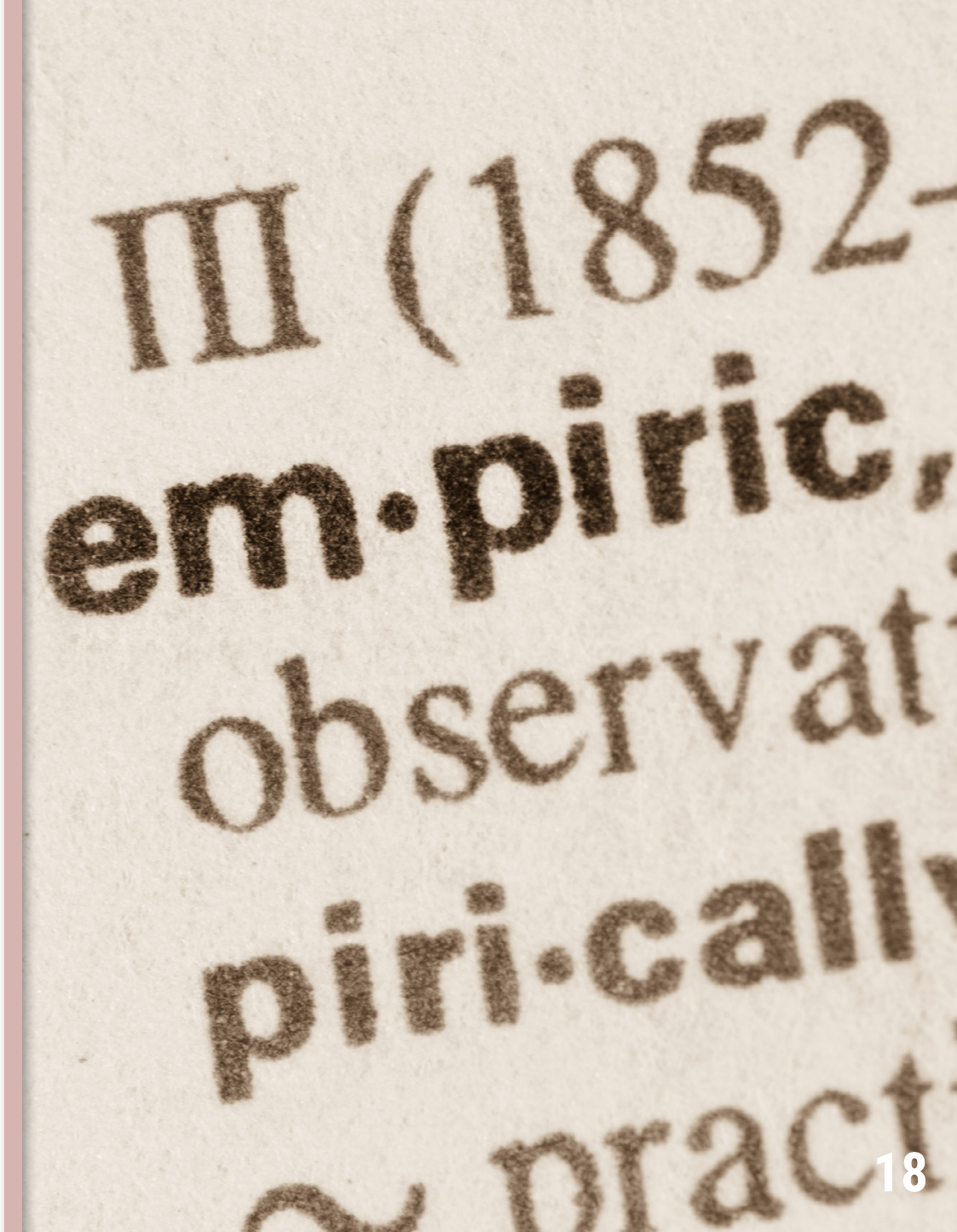
Trainers and trainees in an experiential process of gender issues.

#### Duration

30-40 minutes of experiential process.

#### Materials

25 cards with a different enduring stereotype (one for each participant).





## Steps –Instructions

- Each person is given one card. They are asked to observe it and fill back what they think about its content.
- Then, we invite all members to a brief discussion about what they answered, what they found interesting, where they found it difficult to answer, which of them were not sure of their answer (at this point we do not make corrections or interventions, we let all opinions be expressed).
- A plenary discussion follows with axes/key points: personal experiences and events with related phenomena, statistical frequency of occurrence of these phenomena, attempt to identify the sources of formation of these views and attitudes, scientific confirmation or not of these positions, difference in biological characteristics of sexes and social characteristics of gender. The emergence – and the need to process – of questions such as: what is a man – what is a woman? What are stereotypes? Are gender differences natural or constructed?
- This exercise can be combined with the next one (stereotypical images) and words and images can be co-edited and matched.



## 25 Stereotypes that stand the test of time!

Girls are naturally more shy than boys

---

Boys don't like girls who are passionate about sports

---

Boys are better at math than girls

---

Girls perform better in school than boys

---

Men are better than women at making money

---

Women do better at childcare than men

---

Women are more emotional than men

---

It is important that the man brings more money home than the woman

---

You can rely on men more than women

---

Something is wrong with women who don't want to have a child

---

Women gossip more than men

---

A girl who wants to be liked should dress elegantly

Women love children more than men

---

Men are better at politics than women

---

Little girls prefer dolls to cars

---

It's usually a waste of time for a woman to attend university

---

Boys are messy while girls are neat and clean

---

The husband must be taller than his wife

---

The most attractive feature of a woman is her good looks

---

Men are better drivers than women

---

Boys don't like girls who are smarter than them

---

Girls dance better than boys

---

Men are more violent than women

---

Men are cooler than women

---

It is not right for boys to cry

---

## 9.2.2. Exercise on gender to raise awareness and educate: Gender stereotypical images

### Aim

The emergence and processing of thoughts, expectations and opinions about gender differences and the exploration of their sources in gendered social constructions, stereotypes, beliefs, traditions. The awareness of how gender stereotypes and prejudices – through the images of our daily lives – create our views and perceptions about gender.

### Target group

Trainers and trainees in an experiential process of gender issues.

### Duration

30-40 minutes of experiential process.

### Materials

Photos with a different stereotypical/sexist theme, one for each trainee. Indicative sources of relevant photos can be found at the following links:

#### [Link 1](#)



#### [Link 2](#)



#### [Link 3](#)



#### [Link 4](#)



#### [Link 5](#)



#### [Link 6](#)



#### [Link 7](#)





## Steps – Instructions

- Each person is given one photo. They are asked to have a look on it and fill it in at the back of it with what they think it depicts. Alternatively, and for greater interaction and participation, this activity can be done in couples (e.g. boy and girl, where possible), or even in small groups, with their free formation.
- We then invite all members to a brief discussion about what they have answered (at this point we do not make corrections or interventions, we let all opinions be expressed, while emphasizing both the sense of personal freedom and respect for the others).
- A short plenary discussion follows with key points: what does it mean to be a boy, what does it mean to be a girl, how does it shape my behavior and why, how are the relationships between us, what role does each gender have in these relationships? Are there any differences, and if so, are the differences a result of how we are born or how we grow up? Do we have a different brain, and if so is it due to intrinsic differences or acquired ones? What does perfect man or perfect woman mean, which are our expectations and how are they formed for each gender, what are the female and what are the male role models? What similar experiences do we have in our lives and how did they make us feel about our gender and ourselves?
- This exercise can be combined with the previous one (stereotypical statements) while words and images can be processed and matched together.



### 9.2.3. Gender awareness and education video: English experiment with infants and toys

#### Aim

The awareness – through the projection of the video and the relevant discussion – of the process through which gender stereotypes and restrictions are formed unconsciously and imperceptibly from infancy.

#### Target group

Trainers and trainees in an experiential processing for gender issues.

#### Duration

30-40 minutes of experiential processing.

#### Materials

Video titled "[Girl toys vs boy toys](#)"

Scan to watch the video.





## Steps – Instructions

- Before viewing the video, the person coordinating the training process presents a summary of both the topics and their source of origin. It may also be preceded the encouragement of the trainees to observe/record specific data-parameters from the material to be presented.
- Viewing the video and briefly discussing/reflecting on what they saw and what they found interesting (at this point we do not make corrections or interventions, we let all opinions be expressed). During viewing, critical points may be paused and briefly focused, highlighted, and/or explained.
- A plenary discussion follows with axes/key points: an attempt to identify the sources of stereotypes regarding gender expressions and behaviors from infancy. Focusing on how the way we grow up rearranges brain function, determining both our behavioral gender manifestations and our more general intrapersonal, interpersonal, educational, professional and social gender manifestations. In this way, we bring about a break in the naturalizing view of gender identities and recognize the element of their social/cultural construction. At this point there is the possibility of sharing personal experiences.



## 9.3. Specific field 2

**Gender and stereotypes in our daily lives: internet, social media, television, magazines, newspapers, advertising, fashion.**

### 9.3.1. Exercise on gender to raise awareness and educate: Fashion photos

#### Aim

The elaboration of thoughts and opinions about gender, as they arise from (submit to) the dominant depictions of fashion. The awareness of the process and the ways that gender stereotypes are constantly and continuously formed in our daily lives, without us realizing them.

#### Target group

Trainers and trainees in an experiential processing for gender issues.

#### Duration

30-40 minutes of experiential processing.

#### Materials

Photos with a different (subtle) stereotypical/sexist fashion depiction, one for each pair of trainees. Indicative sources of relevant photos can be found at the following links:

[Link 1](#)



[Link 2](#)



[Link 3](#)



[Link 4](#)



[Link 5](#)



[Link 6](#)



[Link 7](#)





## Steps – Instructions

- Each couple is given one photo.
- They are asked to look at it and fill in back what they think: a) for what it shows/advertises, b) for what the people depicted in the photograph may feel.
- We then invite all members to a brief discussion about their answers (at this point we do not make corrections or interventions, we let all opinions be expressed).
- A short plenary discussion follows with axes/key points: the investigation and identification of the latent message of the image behind the product's advertising, the examination of the subliminal depiction of specific perceptions-attitudes about gender and their relationships, the analysis of the power of subliminal messages of advertisements in shaping our gender norms.
- Alternatively, and for a more experiential sense-understanding of the problem, this activity can be implemented in small groups, including dramatization-representation of the specific image by the trainees themselves. In this case, emphasis is placed on sharing the experience of emotion from the specific experience. This can also be ensured by prompting them – while dramatisation is underway – to pause briefly and acknowledge their emotion.





### 9.3.2. Video to raise awareness and educate on gender issues: Spanish experiment with children and fashion photos

#### Aim

The awareness, through the projection of the video and the discussion, about how gender stereotypes are formed from a very young age and especially through specific images of everyday life, such as advertisements and fashion.

#### Target group

Trainers and trainees in an experiential processing for gender issues.

#### Duration

30-40 minutes of experiential processing.

#### Materials

Video titled "[Ninos vs Moda](#)"

Scan to watch the video.





## Steps – Instructions

- Before viewing the video, the person coordinating the training process presents a summary of both the topics and their source of origin. It may also be preceded by prompting trainees to observe/record specific data-parameters from the material to be presented.
- Viewing the video and briefly discussing/reflecting on what they saw and what they found interesting (at this point we do not make any corrections or interventions, we let all opinions be expressed). During its viewing, there may be a pause and a brief focus-highlight-explanation of critical points.
- A plenary discussion follows with axes/key points: the identification of the sources of the formation of gender stereotypes in everyday images (through advertisements, products, clothes, accessories), the search for the motives for the use of such images from the fashion-advertising industry (subliminal messages of reproduction of familiar patterns), the investigation of the imprints of fashion images in the children's subconscious, the emotional and behavioral perceptions of children through these images, the construction of emotional attitudes about the sexes and their psychology, the effect on the creation of self-image and self-esteem of children, as well as on their personal and professional development. At this point, there is the opportunity for more personal references and sharing of thoughts-feelings-experiences of the participants.
- Note: the use of this educational tool should be made in direct connection with the previous activity (fashion photos) or even precede it.





### 9.3.3. "Is there sexism in advertisement?"

#### Employing advertisements for gender awareness and education

##### Aim

The awareness, through the promotion and discussion of advertising, of how gender stereotypes are formed through specific images of everyday life, such as TV advertisements.

##### Target group

Trainers and trainees in an experiential processing for gender issues.

##### Duration

30-40 minutes of experiential processing.

##### Materials

Indicative videos titled "[Snacks](#)" or "[Corona](#)" or "[Hungry Builders](#)" from related ads.

##### [Link 1](#)



##### [Link 2](#)



##### [Link 3](#)



## Steps – Instructions

- Prior to watching the video, the facilitator of the educational process presents briefly the topic as well as its source of origin. It can also be preceded the urge of the trainees to observe/report specific things-parameters from the material to be presented.
- Video projection of the advertisement and brief discussion/reflection on what they saw and what they found interesting (at this point we do not make corrections or interventions, we let all opinions be expressed). During its viewing, there may be a pause and a brief focus-highlight-explanation of critical points. In particular, at the point before the disclosure of the advertised product, a pause can be made and a question may be asked: "What do you think this video might be advertising?"
- A short plenary discussion follows with axes/key points: the investigation and identification of the latent message behind the advertising of the product, the examination of the subliminal depiction of specific perceptions-attitudes about the sexes and the relationships between them, the analysis of the power that the subliminal messages of advertisements have in shaping our gender norms. At this point, trainees can spontaneously investigate similar advertisements (of objectification) that they have identified in their daily lives.





### 9.3.4. Advertisement to raise awareness and educate on gender issues:

#### A better man can

##### Aim

The awareness, through the promotion and discussion of advertising, of the process through which gender stereotypes can be deconstructed and other models of masculinity can be “reformulated” using images of everyday life and other media, such as advertisements.

##### Target group

Trainers and trainees in an experiential processing for gender issues.

##### Duration

20-30 minutes of experiential processing.

##### Materials

Video titled “[We believe the best men can be](#)” from a related ad



## Steps – Instructions

- Prior to watching the video, the facilitator of the educational process presents briefly the topic as well as its source of origin. It can also be preceded the urge of the trainees to observe/report specific things-parameters from the material to be presented.
- Video projection of the advertisement and brief discussion/reflection on what they saw and what they found interesting (at this point we do not make corrections or interventions, we let all opinions be expressed). During its viewing, there may be a pause and brief focus-highlight-explanation of critical points. In particular, at the point before the disclosure of the advertised product, a pause can be made and a question may be asked: “What do you think this video might be advertising?”
- A short plenary discussion follows with axes/key points: the investigation and identification of the latent message behind the advertising of the product, the examination of the subliminal depiction of specific perceptions-attitudes about the sexes and the relationships between them (the woman as an object and product that can be returned by the male owner), the analysis of the power that the subliminal messages of advertisements have in shaping our gender norms.





## 9.4. Specific field 3

**Gender and studies/work: school, education content, educational options, career development**

### 9.4.1. Awareness and education exercise on gender issues: Gender stereotypes and occupations

#### Aim

The emergence of beliefs, gender stereotypes and personal experiences. The awareness and elaboration of the position of the sexes in society and especially at work. The promotion of social expectations regarding gender. The emergence of assumed biological limitations.

#### Objectives

The focus and elaboration of gender constraints in professional development and career choice. The awareness of how gender stereotypes are transformed into a social and labor “tradition” and are “bequeathed”.

#### Target group

Trainers and trainees in an experiential processing for gender issues.

#### Duration

40-50 minutes of experiential process.





## Materials

Special worksheet -two pages- for professions (one for each trainee) (source/inspiration: OEDB (School Book Publishing Organization), Ministry of Education – Pedagogical Institute, School Vocational Guidance for the Third Grade of Gymnasium: Preparing for Life. 1999)

## Steps – Instructions

- The first sheet of work is given to each person. They are asked to fill it in.
- We invite all members to have a brief discussion on their answers and on what they found interesting, where they found it difficult to answer, for which of them the answer was not certain (at this point we do not make corrections or interventions, we let all opinions be expressed).
- Then the second sheet is given and they are invited for more inner reflection.
- A short plenary discussion follows with axes/key points: the statistical frequency of these gender differences over the years, the effort to identify the sources of formation of these views/attitudes, the actual/scientific substance/confirmation or not of these positions, the difference in biological characteristics of sex and social characteristics of gender, The attempt to identify the sources of shaping our relevant views/attitudes regarding the educational-professional-social development (or the corresponding limitations) of people due to their gender, the contribution of language to the reproduction-maintenance or overthrow of specific stereotypes.



## Gender stereotypes at work (occupations)

Are there men's (M) and women's (W) jobs?

What jobs do you think women, men or both sexes can do?

Mark with an X in the corresponding column. In case you think that a particular profession cannot be practiced by a man or a woman, you should write at least one reason that makes you believe this.

Jobs	M	W	Why do you think (s)he can't?
Culinary Arts			
Secretarial services			
Politics			
Building			
Aircraft handling			
Driving a bus			
Civil protection			
Military services			
Dance			
Nursing services			
Medicine			
Fire brigades			
Plumbing maintenance			
Child care			
Cleaning services			
Hairdressing			
Fashion			



**After completing the questionnaire, discuss your answers with the other members of your team. However, consider whether:**

- The answers vary according to the gender to which each member belongs
- It was difficult to find an explanation for an answer (it may not always have been logical). Why do you think this is happening?
- After the discussion, did you change your mind about any of your answers? If so, don't hesitate to admit it and think again about the answers you gave

Do you think that stereotypical perceptions about gender can influence a person's educational/career choices?

• If so, why?

.....

.....

.....

.....

.....

If not, why?

.....

.....

.....

.....

.....

#### 9.4.2. Awareness and education video on gender issues: European campaign on gender and education

##### Aim

The realization – through video and discussion – of the process and ways through which gender stereotypes and limitations in our educational and professional development are formed from a very young age and throughout our educational life, ultimately determining both our professional and general social gender representations.

##### Target group

Trainers and trainees in an experiential process for gender issues.

##### Duration

20-30 minutes of experiential processing.

##### Materials

Video entitled "[Gender stereotypes and education](#)" from a relevant campaign of EIGE.

Scan to watch the video.





## Steps – Instructions

- Prior to watching the video, the facilitator of the educational process presents briefly the topic as well as its source of origin. It can also be preceded the urge of the trainees to observe/report specific things-parameters from the material to be presented.
- Viewing the video and briefly discussing/reflecting on what they saw and what they found interesting (at this point we do not make corrections or interventions, we let all opinions be expressed). During its viewing, there may be a pause and a brief focus-highlight-explanation of critical points.
- A short plenary discussion follows with axes/key points: the attempt to identify the sources of stereotypes regarding our educational and professional choices from an early age, how gender stereotypes in our daily lives create impressions about professional possibilities or limitations, how these experiences are transformed into work and educational prejudices and gender attitudes, anticipating -essentially- our educational and working future, examining the real/scientific substance/confirmation or not of these perceptions, the difference between biological characteristics of sex and social characteristics of gender, the need to deconstruct stereotypes and ensure free educational and vocational opportunities for every person.



### 9.4.3. Awareness and education video on gender issues: English experiment with young children and professions

#### Aim

The awareness – through the viewing of the video and the discussion – of how gender stereotypes and restrictions in terms of professions are formed from a very young age, defining both our professional and general social gender representations.

#### Target group

Trainers and trainees in an experiential process for gender issues.

#### Duration

20-30 minutes of experiential processing.

#### Materials

Video titled "[Inspiring The Future – Redraw The Balance](#)"

#### Steps – Instructions

- Before viewing the video, the person who coordinates the training process, summarises both its topics and its source of origin. It may also be preceded by an invitation to learners to observe/record specific data parameters from the material to be presented.

Scan to watch the video.



40



## Steps – Instructions

- Viewing the video and briefly discussing/reflecting on what they saw and what they found interesting (at this point we do not make corrections or interventions, we let all opinions be expressed). During its viewing, there may be a pause and a brief focus-highlight-explanation of critical points.
- A short plenary discussion follows with axes/key points: the attempt to identify the sources of formation of stereotypes regarding professions from our young age, how representations in our daily lives create impressions about professional opportunities or limitations, how these perceptions even build work and educational prejudices and attitudes about gender, pre-empting, essentially, our educational and work future, the examination of the real/scientific substance/the confirmation or not of these perceptions, the difference between biological characteristics of sexes and social characteristics of gender.
- On the occasion of this activity, it is appropriate to make special reference and elaboration regarding the contribution of language to the reproduction, preservation or overthrow of specific stereotypes. It is important to discuss the absence of words that attribute specific professional activities to the feminine, e.g.: teacher, dancer. But: doctor- ? or lawyer-? or pilot- ? Highlighting the need for language to be alive and adapt to the new realities of society, such as the creation of new words for professions, without gender exclusion.



#### 9.4.4. Awareness and education video on gender issues: Norwegian experiment with children and equal pay at work

##### Aim

The awareness – through viewing the video and the discussion – of how pay inequality affects us in relation to the work provided, and what we can do to rectify this injustice.

##### Target group

Trainers and trainees in an experiential process for gender issues.

##### Duration

20-30 minutes of experiential processing.

##### Materials

Video entitled "[Norway Child Experiment About Gender Equality](#)"





## Steps – Instructions

- Before viewing the video, the person who coordinates the training process, summarises both its topics and its source of origin. It can also be preceded the urge of the trainees to observe/report specific things-parameters from the material to be presented.
- Viewing the video and briefly discussing/reflecting on what they saw and what they found interesting (at this point we do not make corrections or interventions, we let all opinions be expressed). During its viewing, there may be a pause and a brief focus-highlight-explanation of critical points.
- A short plenary discussion follows with axes/key points: the attempt to identify the sources of these gender pay inequalities, how this phenomenon is also integrated into an overall policy of occupational discrimination and inequalities, how children react to this phenomenon and, finally, what is the real sense of “justice” of people when they are still at a young age and without solid gender programming.



## 9.5. Specific field 4

**Exploring the variety of gender-based violence expressions: companionship, consent, sexual harassment, sexism, misogyny, toxic masculinity, domestic violence, abuse, femicide**

### 9.5.1. Gender awareness and education card: Types of gender-based violence

#### **Aim**

The information/dissemination and sensitization of the participating persons about the forms of gender-based violence and the extent of their presence in our daily lives, as well as their empowerment in preventing and dealing with the phenomenon.

#### **Target-group**

Trainers and trainees in an experiential process for gender issues.

#### **Duration**

40-50 minutes of experiential processing.

#### **Materials**

Card on types of gender-based violence.





## Steps – Instructions

- Before viewing the card proposed, we ask questions about known types of gender-based violence.
- This is followed by a projection of the relevant card and a brief discussion about what they saw and what they found interesting (at this point we do not make corrections or interventions, we let all opinions be expressed).
- A short plenary discussion follows with axes/key points: the types/forms and differentiations regarding the phenomenon of gender-based violence, the overt and hidden forms of gender-based violence, the effort to identify the sources of shaping the phenomenon of gender-based violence, as well as how this phenomenon is integrated into an overall social reality/condition of gender inequalities, discrimination and violations.

Type of gender-based violence	Right violated	Protected by:
Rape	Prohibition of torture or cruel, inhuman torture degrading treatment or punishment, the right to life	Convention against Torture (CAT), Universal Declaration of Human Rights (UDHR), Covenants 1969, Convention on the Elimination of All forms of Discrimination against Women (CEDAW), Declaration on the Elimination of Discrimination against Women (DEDAW)
Sexual exploitation	Human dignity and physical integrity	CEDAW, CAT, DEDAW
Violence based on sexual orientation	The right of the individual to live without discrimination and the right to equality, including equality under the law	UDHR, Covenants 1969, European Court of Human Rights (ECHR), DEDAW
Deprivation of liberty	Right to cultural, political and public participation, right to education, right of access to public services	Covenants 1969, Convention on the Rights of the Child
Domestic violence	Right to life and right to equality, including equality before the law	UDHR, CEDAW, Covenants 1969, Convention on the Rights of the Child, DEDAW
Female genital mutilation	Right to the highest attainable standards of physical and mental health	CEDAW, UDHR, CAT, DEDAW

## 9.5.2. Awareness and education video on gender issues: Gender-based violence statistics

### Aim

Informing, disseminating and sensitizing the participants about the extent of the phenomenon of gender-based violence and its extent of presence in our daily lives, as well as empowering them to prevent it and deal with it.

### Target group

Trainers and trainees in an experiential process for gender issues.

### Duration

30-40 minutes of experiential processing.

### Materials

16 cards with statistics on gender-based violence. In addition, more detailed information can be used (See five-page auxiliary statistical data on the phenomenon as a whole, in a global, European and national dimension. The data for the 16 cards and their exact sources can be located here).





## Steps – Instructions

- Before the screening, we ask questions about their knowledge of the extent of the phenomenon of gender-based violence.
- We then distribute the 16 cards to pairs of trainees to discuss them with each other. This is followed by a single card view (with all the statistical data) and a brief discussion about what they saw and what they found interesting (at this point we do not make corrections or interventions, we let all opinions be expressed).
- A detailed plenary discussion follows with axes/key points: the types/forms, the extent, diffusion and frequency of the phenomenon of gender-based violence, the overt and hidden forms of gender-based violence, the effort to identify the sources of formation of the phenomenon of gender-based violence and the reasons for its extent, as well as how this phenomenon is also linked to an overall social reality/condition of gender inequalities, discrimination and violations.
- At this point, auxiliary statistical data can be used.



**Only 52%** of married women or women living in relationships decide on their own about issues that concern their sexuality, the contraceptive use and their health-care

**Every day**, around the world, an average of 137 women are murdered, by (former or current) husbands or partners or by a family member

**1 in 5 women** will be a victim of rape or attempted rape

**7 out of 10 violent attacks** against women are committed by someone familiar

**1 in 3 women** has experienced physical, psychological or sexual violence at some point in their lives, more often than their own partner

**750 million women** and girls are married before the age of 18

**200 million women** have undergone genital mutilation

**71% of victims of trafficking** are women and girls. Of these, 3 out of 4 are sexually exploited

**500,000-2,000,000 people** in the world, mostly women and children are estimated to be trafficked each year for the purpose of sexual exploitation and forced labour

**The 55%-95% of women** victims of domestic violence do not report it

**Nearly half of all murders of women** have been committed by their husbands or partners

**1 in 10 women in the EU** has experienced some form of gender-based violence, since the age of 15 and over

**1 in 5 women in the EU** has experienced physical and/or sexual violence by a current or former partner

**40%-50% of women in the EU** have reported some form of sexual harassment in the workplace

**1 in 20 women in the EU** has been raped



**Data for Greece** report that 25% of women have experienced physical and/or sexual violence by a current or former partner or by another person, from the age of 15 and over. The corresponding average in the European Union (EU) reaches 33%. However, only 14% of women report the most serious incident of intimate partner violence to the police, while 13% report the most serious incident of intimate non-partner violence.

## FACTS AND FIGURES ABOUT GENDER-BASED VIOLENCE

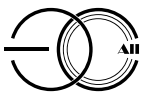
### A. WOMEN

#### 1. World

- 1 in 3 women has experienced physical, psychological or sexual violence at some point in her life, more often than her own partner
- 1 in 5 women will be a victim of rape or attempted rape
- 7 out of 10 violent attacks against women are committed by a familiar person
- Almost half of all murders of women have been committed by husbands or partners
- Every day, worldwide, an average of 137 women are murdered, by (former or current) husbands or partners or by a family member
- Only 52% of married women or women in a relationship decide on their own about issues related to their sexuality, contraceptive use and healthcare
- 71% of victims of trafficking are women and girls. Of these, 3 out of 4 are sexually exploited
- 500,000-2,000,000 people in the world, mostly women and children, are estimated to be trafficked each year for the purpose of sexual exploitation and forced labour
- 750 million women and girls are married before the age of 18
- 200 million women have undergone genital mutilation
- 55%-95% of women victims of domestic violence do not report the problem

(UN, UN Women, UNODC, Breaking the Cycle)





## FACTS AND FIGURES ABOUT GENDER-BASED VIOLENCE

### A. WOMEN

#### 2. EU and Greece

- 1 in 10 women in the EU has experienced some form of gender-based violence, since the age of 15
- 1 in 20 has been a victim of rape (EU)
- 1 in 5 has experienced physical and/or sexual violence by a current or former partner (EU)
- 40%-50% of women in the EU have reported some form of sexual harassment in the workplace
- Data for Greece “confess” that 25% of women have experienced physical and/or sexual violence by a current or former partner or by another person, from the age of 15 years and above. The respective average for the European Union (EU) reaches the 33%. However, only 14% of women report the most serious incident of intimate partner violence to the police, while 13% report the most serious incident of intimate non-partner violence. (Violence against women: an EU-wide survey, European Union Agency for Fundamental Rights – FRA 2014 & Diotima 2018)
- From 2014 to 2017, there have been more than 13,700 incidents of domestic violence, with women making up about 70% of victims

ELAS [Hellenic Police] Headquarters)

- One in four residents in Greece know a victim of domestic violence in their neighborhood, but more than eight out of ten do not consider domestic violence a common problem

(Eurobarometer, 2016)



- According to the latest EU statistics, one in four Greek women over the age of 15 has experienced physical or sexual violence at least once in her life, while the cost of gender-based violence for the country (loss of economic output, use of services and personal costs) amounts to €5 billion per year
- 21.3% of Greek women experience incidents of physical or sexual violence without reporting it. A percentage which is 10 points above the EU average

(EIGE - European Institute for Gender Equality, 2017)

- The first and only nationwide epidemiological study on domestic violence was conducted in 2003
- Data from the SOS hotline of the General Secretariat for Gender Equality date since 2011-2012
- Between 2011-2012, 2,448 calls were made concerning domestic violence, compared to 2,432 corresponding calls for 2016-2017
- From the data of victims who called the GSGE's SOS hotline from November 2016 to November 2017, these are mostly about Greek women (87%), belonging to all age groups, educational levels and work situations. Similarly, perpetrators come from a variety of demographic and socio-economic backgrounds, as shown by a recent GSGE study, while, as an age trend, the majority of perpetrators, around 70%, are between 35 and 54 years old.
- One of the elements that comes back from survey to survey is that previous exposure to violence is one of the main characteristics of Greek perpetrators, as it is observed in almost one of the two cases at a rate of 46.3%, shedding light on one of the main mechanisms of perpetuation of violence highlighting the need to stop the cycle of violence as early as possible.
- The General Secretariat for Gender Equality maintains 21 shelters, 40 counseling centers and the SOS Hotline 15900. Based on 2018 data presented in its Elimination of Violence against Women advertisement, around 25,000 women have sought help in its shelters and counselling centres and 36,000 women have called the SOS hotline.

(General Secretariat for Gender Equality – GSGE, 2018)

- Of all women who experience gender-based violence, only half find the courage to report it
- The arrest rates of male perpetrators are only 7-15%
- Of all domestic violence incidents that ended up with the police, 43% did not initiate any criminal proceedings
- In 27% of cases the incident of violence was not even registered
- In 36% of cases the police officer urged the reconciliation of the victim with the perpetrator
- For 64% it did not take place referral of the victim to support structures
- 75% of police officers urged the woman to reconcile with the perpetrator in incidents of verbal/psychological violence that had no repeatability
- Half (50%) of police officers did not know to which bodies they could refer victims
- 93% of police officers require specialized training
- 81% consider that only serious incidents of physical violence should be reported immediately to the authorities (\*the law on domestic violence includes threats, psychological and verbal abuse)
- It is also observed, according to the recent GSGE study, that it is probably the unemployment of victims that counts most in a violent relationship or more in the perpetuation of it as a 37.7% of the women victims who took part in the survey were unemployed, a percentage similar to that of the women who called the General Secretariat's SOS hotline during the period 2016-2017: 28% were unemployed or inactive, compared to 22% who were employed. Evidence that leads to the finding that "women, due to the economic crisis, have not only lost their economic power but also the ability to stay away from violent partners".

("Domestic violence during the economic crisis", Collaborative research, ActionAid, 2018)



- Half of the women needed medical help, of whom only 28% received it
- 5.5% appealed to the police
- 50% sought help from friends or relatives
- 27.5% sought support from a counseling center or welfare structure
- 22% of women did not know they could contact the police/prosecutor's office
- Of those who did, 17% felt that the authorities could not help them
- For 18% it was an inhibiting factor that they did not have a residence permit in the country
- 18% wanted to protect the offender or feared his reaction
- From of all victims of abuse who contacted the police, 27% did so after entering a shelter

(Ariadne Project, Center for Security Studies and KETHI, 2019)

## B. LGBTQI+

### 1. Globally

- 2,264 murders of trans people were recorded in 68 countries of the world, between 1/1/2008 and 30/9/2016
- 78% of the above murders took place in Central and South America, while 65% of those murdered were people working in the sex industry
- Honduras has the most murders in the world, relative to population: 9.56 per 1 million inhabitants
- In Europe, most murders in absolute numbers are found in Turkey (43) and Italy (30) • People who identify as trans are 28% more likely to experience physical violence than the rest of the population
- 96% of trans victims registered in the US in 2017 were women and 92% were people of color
- 13.5 years old is the average age at which a trans minor in New York City lives homeless, while 1 in 3 trans people in the U.S. has been rejected by homeless shelters
- 50% of trans people have been sexually abused or raped by a sexual partner, while 41% have made at least one suicidal attempt

(Trans Murder Monitoring Network – TMM)

- 80.7% of all trans people in adolescence have attempted suicide during this period (i.e. 4 out of 5 trans persons). In detail: 50.8% of people who identify as trans men, 41.8% of non-binary people, and 29.9% of trans women have reportedly attempted suicide (compared to other groups)
- 27.9% of cis adolescents reported suicide attempts. Specifically: 17.6% of cisgender women and 9.8% of cisgender men

(Russell B. Toomey, Amy K. Syvertsen and Maura Shramko, "Transgender Adolescent Suicide Behavior," American Academy of Pediatrics)



- Gay, lesbian and bi teens are five times more likely to attempt suicide than their straight peers. Compared to straight people, gay men and lesbian women are more likely to have been diagnosed with a mental health disorder and are also more likely to have had a history of suicidal thoughts or plans.
- The study also compared the “most commonly used self-harm mechanism,” finding that straight men were more likely to use firearms, while straight women were more likely to use poison.
- For gay men the most likely method of suicide was hanging/strangulation/suffocation (38%) and for lesbians it was hanging/strangulation/suffocation (36%) and firearms (35%).

(The study was published in the American Journal of Preventative Medicine)

- LGBTQI adolescents who have attempted suicide are at a higher rate than adolescents with a heterosexual sexual orientation
- Gay, lesbian and bisexual adolescents are four times more likely to self-harm with suicidal intent compared to heterosexual teenagers
- Queer children are also much more likely to experience symptoms of depression by age 10. These symptoms will then persist until the age of 20
- LGBTQI youth will have worse mental health overall
- Depression symptoms were increased throughout adolescence for all groups, but the increase was much greater for LGBTQI adolescents
- Self-harm was more common for non-heterosexual adolescents from 16 to 21 years old
- At age 18, LGBTQI adolescents were twice as likely to meet the criteria for a clinical diagnosis of depression

(Gemma Lewis, Research from University College London)

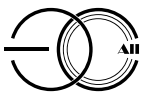
- Bullying related to sexual orientation or gender identity (homophobic, transphobic) ranges in school environments from 35-48%

## 2. Cyprus

- 78.6% referred to as heterosexual, 11.4% as homosexual, 7.1% as bisexual and 2.8% did not answer
- 82.8% of respondents answered that students often refer to their classmates using terms such as gay, lesbian, sissy, butch
- 80% reported that students often criticize some of their classmates by telling them not to behave “like girls” (addressing boys) or not to behave “like boys” (addressing girls)
- Also, 62.8% of respondents noted that students deliberately reject and exclude their LGBTQI classmates from various group class activities

(Results of a survey in Cyprus, 2019, European project “Combating HOMophoBic And Transphobic bullying in schools – HOMBAT”)





### 9.5.3. Exercise on gender to raise awareness and educate: Proverbs

#### Aim

To inform/disseminate and sensitize the participants about the existence of an underground route that leads -at its end- to the phenomenon of gender-based violence. The awareness of how, through traditions, myths, stories, customs and characteristic proverbs, the phenomena of gender inequality, discrimination and violence are subtly built within us.

#### Target group

Trainers and trainees in an experiential process for gender issues.

#### Duration

30-40 minutes of experiential process.

#### Materials

18 cards with proverbs, sayings and quotes with a strong sexist character and performance derived from the Greek tradition and history.





## Steps – Instructions

- Before the screening, we ask questions about whether they know any proverbs and sayings referring to genders. We encourage the participants to report such proverbs and sayings from their cultural background.
- We then distribute the 18 cards to pairs of trainees to discuss them with each other. Alternatively – and for a more interactive process – we randomly distribute the 18 proverbs divided in half and instruct each one to find his/her pair and then discuss the content/message of the proverb.
- **Note:** If we have people from different cultural, linguistic or ethnic backgrounds in the group, the activity can be modified as follows: we ask the group members to remember or find (even using their phones) relevant sayings or proverbs from their own cultural environment and then write them down on a large piece of paper and cut it in half, continuing the exercise-activity based on the above instructions.
- This is followed by a single card (with all the proverbs) and a brief talk about the proverbs and what they discussed (at this point we do not make corrections or interventions, we let all opinions be expressed) or, if the above point is true, we stick all the proverbs on a large piece of cardboard on the wall or board.
- A plenary discussion follows with axes/key points regarding: the exploration of how this part of our lives (traditions, urban myths, stories) is connected to the overall social reality/condition of gender inequalities and violations.
- At this point, the possible connection of some of these proverbs with what we have discussed / elaborated so far (images, statistics, etc.) can be discussed.





The woman builds a house...

A house without a wife...

One should not air...

A woman abandons a man...

The woman and the chicken...

The woman and the coffee...

The air and the woman...

A woman without a man...

...and the woman demolishes it

...is like a church without a priest

...one's dirty laundry in public

...only for another guy

...need a hand

...need baking

...cannot be locked

...a ship without its steering wheel

She puts the two feet of his...

My husband makes me dirt...

Too many things choke the man...

Silence...

Woman without a muzzle...

Joy to the warm man...

Better to be rooster for one day...

If the bitch doesn't wag her tail...

Cheat your husband...

Marriage is the beginning of decline for the man...

...in one shoe

...and my husband makes me an idol

...but the few choke the woman

...adorns women

...alas who will get her

...and the cold woman

...than a hen for five

...the dog does not go near

...and don't cast a spell on him

...and the beginning of life for the woman

#### 9.5.4. Gender awareness and education card: Gender-based violence pyramid

##### Aim

To inform/disseminate and sensitize the participating persons about the overall manifestation of the phenomenon and its levels of structure, as well as to empower them in preventing and dealing with the phenomenon at every stage of its manifestation.

##### Target group

Trainers and trainees in an experiential process for gender issues.

##### Duration

15-20 minutes of experiential process.

##### Materials

Card depicting the pyramidal hierarchy of manifestation of the phenomenon of gender-based violence.

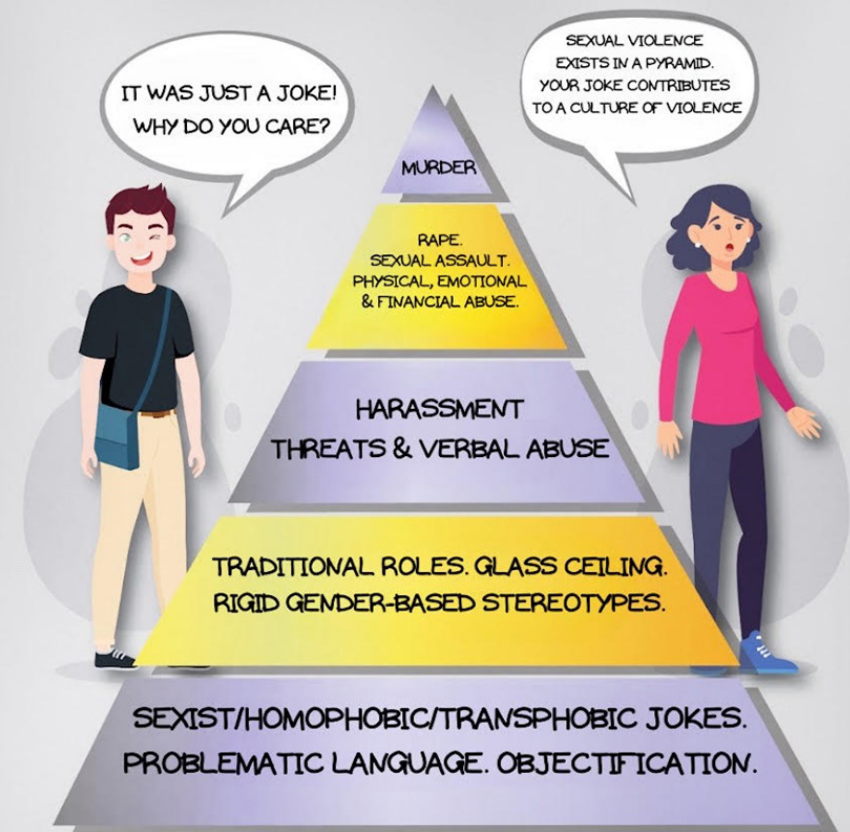
Scan to watch the video.





## Steps – Instructions

- Before viewing the main card, we make an overall assessment of what we have seen and discussed so far.
- A projection of the relevant card and a detailed presentation/explanation regarding the phenomenon of gender-based violence and its pyramidal appearance, evolution and prevalence follows.
- A detailed plenary discussion follows with axes/key points: identifying these stages in everyone's daily life and especially in children and adolescents (home, neighborhood, friends, school, tutoring, gym, society), distinguishing the passage from one stage to another, seeking personal responsibility for the evolution of the phenomenon, exploring the possibilities we have for its prevention or deterrence, strategies for self-protection and avoidance of involvement in such phenomena.
- On the occasion of this card, we can invite the announcement and sharing of relevant events and experiences in the lives of the trainees.



### 9.5.5. Awareness raising and education videos on: Children and parents - imitation

#### Aim

The awareness – through video viewing and discussion – of the process through which gender-based violence and toxicity can be structured or even deconstructed as a “component” of intersex relationships, through family-behavioral patterns.

#### Target group

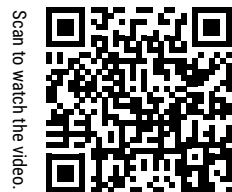
Trainers and trainees in an experiential process for gender issues.

#### Duration

20-30 minutes of experiential process.

#### Materials

Video titled “[Children see. Children learn](#)”.



## Steps – Instructions

- Before viewing the video, the person who coordinates the training process, summarises both its topics and its source of origin. It can also be preceded the urge of the trainees to observe/report specific things-parameters from the material to be presented.
- Viewing the video and briefly discussing/reflecting on what they saw and what they found interesting (at this point we do not make corrections or interventions, we let all opinions be expressed). During the projection, there may be a pause and a brief focus-highlight-explanation of critical points.
- A plenary discussion follows with axes/key points: the construction or deconstruction of gender stereotypes, perceptions and behaviors through images/representations and behaviors of parents at home, the rearrangement of gender relational patterns through fraternal relations, the breaking of the model of inequality, domination and imposition, and its replacement with a model of coexistence in an environment of respect and care, the taking of parental responsibility in reconstructing/reframing “traditional” perceptions of how genders relate through their own attitudes towards their children.





### 9.5.6. Awareness raising and education video on: Daughter's letter to dad (consent, gender-based violence, toxic masculinity and companionship)

#### Aim

Experiential/personal awareness – through video projection and discussion – about gender-based violence and its specific manifestations in a girl's life. The emergence of issues of companionship, consent, toxic masculinity and sexist “jokes”, intra-relational violence, rape.

#### Target group

Trainers and trainees in an experiential process for gender issues.

#### Duration

20-30 minutes of experiential process.

#### Materials

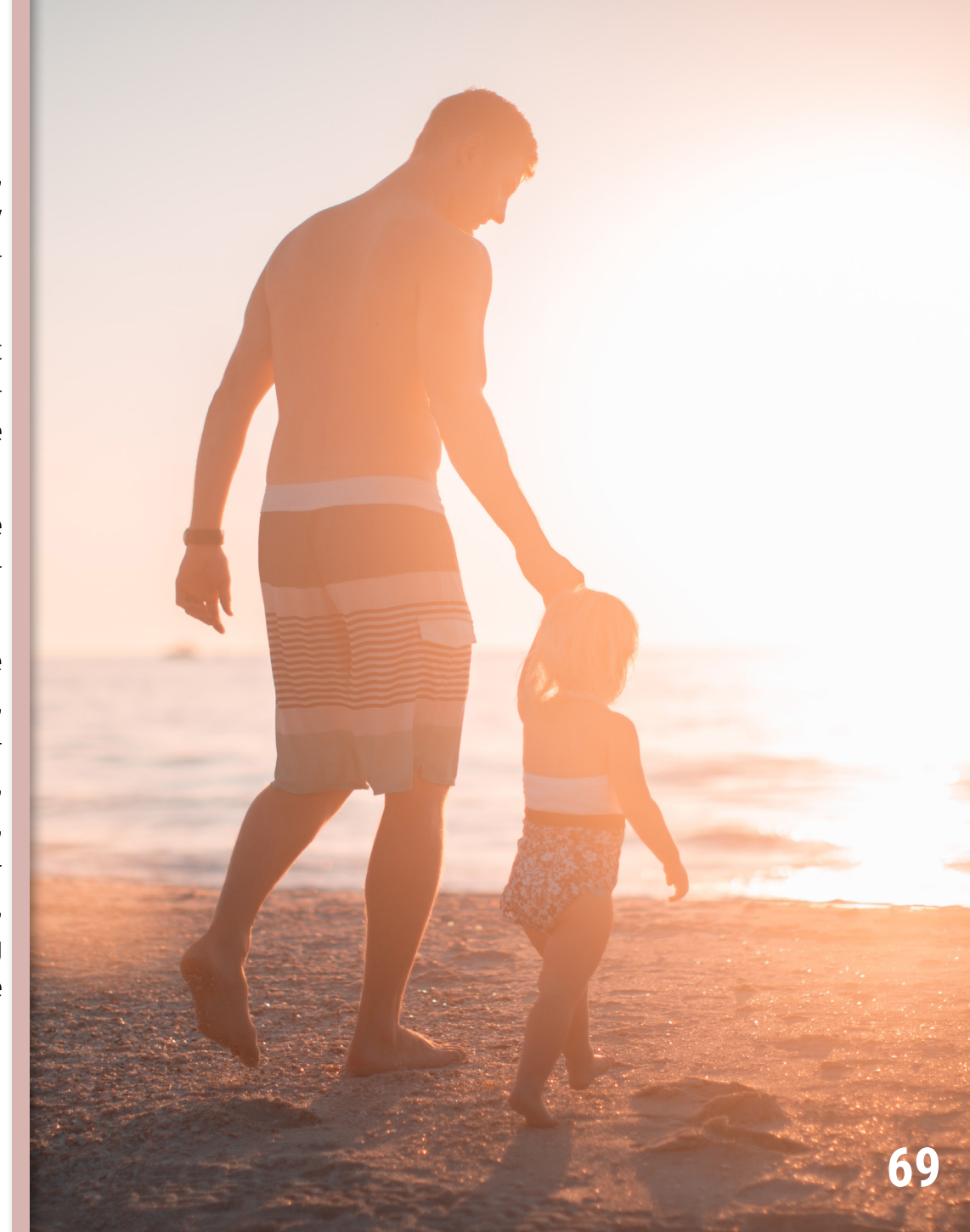
Video titled [“Dear dad”](#)

Scan to watch the video.



## Steps – Instructions

- Before viewing the video, the person who coordinates the training process, summarises both its topics and its source of origin. It may also be preceded by prompting trainees to observe/record specific data-parameters from the material to be presented.
- Viewing the video and briefly discussing/reflecting on what they saw and what they found interesting (at this point we do not make corrections or interventions, we let all opinions be expressed). During viewing, critical points may be paused and briefly focused, highlighted, and/or explained.
- A plenary discussion follows with axes/key points: an attempt to identify the sources of stereotypes regarding gender expressions and behaviors from infancy.
- A plenary discussion follows and an attempt to highlight/elaborate on sensitive issues in the following axes/areas of life: companionship, consent, reciprocity, respect for time and the gradual involvement of each person in erotic/relational exploration of themselves, violence-imposition in personal relationships, personal responsibility in preventing and avoiding gender-based violations, strategies for self-protection and avoidance of involvement in such relational patterns, the experience of the first physical and emotional erotic pursuits, the special responsibility of boys in transforming gender stereotypes regarding their role in romantic relationships, gender/sexist jokes and how they shape attitudes and behaviors.





### 9.5.7. Awareness and education card on: Support services and structures for victims of gender-based violence

#### Aim

To make aware/inform and sensitize the participating persons about the structures and services of the state that support victims of gender-based violence.

#### Target – Group

Trainers and trainees in an experiential process for gender issues.

#### Duration

10-15 minutes of experiential process.

#### Materials

Card with institutional services and structures (Note: The details given derive from Greek data and thus are subject to change as the specific action plan of the state is ongoing).





## Steps – Instructions

- Before presenting the basic card we ask questions about participants' knowledge of the existence of relevant services in their country at a national, regional and local level.
- This is followed by a projection of the relevant card and a brief discussion about what they saw and what they found interesting (at this point we do not make corrections or interventions, we let all opinions be expressed).
- A plenary discussion follows with axes/key points: the encouragement/empowerment regarding the rights, possibilities and the process of utilizing the relevant services of the state.

## NETWORK TO PREVENT AND COMBAT VIOLENCE AGAINST WOMEN

### Services and Support Structures for Women Victims of Gender-Based Violence

In Greece, for the first time, an integrated Network of sixty-one (62) structures nationwide for the prevention and combating of gender-based violence against women was created, under the coordination of the GSGE, which consists of the following structures:

- SOS Hotline 15900, which operates 24 hours a day/365 days a year and offers services to women victims of violence.
- Fourteen (14) Counselling Centres of KETHI, which operate at the headquarters of the country's Regions and in Piraeus.
- Twenty-five (28) Counseling Support Centers for women victims of violence operating in an equal number of Municipalities.
- **Nineteen (18) shelters** for women victims of violence and their children that also operate in an equal number of municipalities, and two (2) shelters of the National Center for Social Solidarity (EKKA) that received funding for their upgrade. The Shelters can temporarily accommodate 20 women with their children and have the appropriate scientific staff to support them.

## 9.6. Integration activator

### 9.6.1. Gender awareness and education video: Slap her

#### Aim

The awareness – through video viewing and discussion – of the process through which gender-based violence and toxicity can be deconstructed as a “component” of intergender relations.

#### Target group

Trainers and trainees in an experiential process for gender issues.

#### Duration

15-20 minutes of experiential process.

#### Materials

Video titled “[Slap her](#)”.

Scan to watch the video.



## Steps – Instructions

- Before viewing the video, the person who coordinates the training process, summarises both its topics and its source of origin. It may also be preceded by the invitation to the trainees to observe/record specific elements-parameters from the material to be presented (in the use of this video as a tool for completing the training process, extensive preparation as to what will be presented is not suggested).
- Viewing the video and briefly discussing/reflecting on what they saw and what they found interesting (at this point we do not make corrections or interventions, we let all opinions be expressed).
- A plenary discussion follows with axes/key points: the deconstruction of gender stereotypes and perceptions regarding gender differences and the relationships between them (inequality, domination and imposition), the possibility of coexistence (erotic, partner, family) with respect and care, the assumption of personal responsibility in the reconstruction/reframing of “traditional” perceptions of how the sexes are romantically and companionably connected.





## 10. Gender Alliance Initiative

**G-All, Gender Alliance Initiative** is an initiative that brings together people from different scientific and social fields in order to work together on gender, diversity and rights issues, in the perspective of creating a Gender Alliance: positive, synthetic, interdisciplinary and inclusive.

### Our initiative:

- views critically the naturalizing view of people, which dualistically normalizes gender expression and deprives them of their freedom of self-determination of their body, gender and sexuality,
- sets as its primary goal the critical investigation and deconstruction of the stereotypical, patriarchally institutionalized/constructed masculinity and femininity
- works towards personal and social emancipation, autonomy and freedom of persons, in order to create the necessary prerequisites for a society of peaceful coexistence and cooperation,
- has as its ultimate goal the liberation of people from gender restrictions and compulsions that trap them in mechanistic and authoritarian models of relationships, leading inevitably to violence: personal, relational, family, social, institutional, political, cultural.

The Alliance has developed a multifaceted/innovative technique for studying and addressing the above phenomena through simultaneous, equal and inclusive participation/engagement, activation and empowerment of:

- men/boys and those who identify as such,
- women/girls and those who identify themselves as such,
- LGBTIQ people and those who are not limited to the gender binary.

In the effort toward gender equality, it builds a *coherent, intersectional and inclusive framework of solid gender alliances and collaborations* to combat exclusion and discrimination, deconstruct hetero- and homo-normativity, gender justice, address toxic masculinity and transform it – like any gendered toxicity and limitation – into “humanity”.

G-All will continue to work until the creation in every sphere of life (family, education, work, society, politics, culture, media) of free and peaceful coexistence and development for all people, without exclusion and without any discrimination on the grounds of race, gender, sexuality, gender identity and expression, nationality, origin, language, religion, age, disability.

## 11. Heinrich Böll Foundation

The Heinrich Böll Foundation is the German political foundation affiliated to the Green Party of Germany (Bündnis 90/Die Grünen).

Headquartered in Berlin and with offices around the world, our international network acts as a think tank and catalyst for the development of green ideas, policies and strategies towards democratic, social and ecological reforms of the society and the economy.

Since 2012, the Foundation has also been active in Greece, based in Thessaloniki.

Our program aims to promote political dialogue for the deepening of democracy and democratic governance, the protection of human rights, the development of new ideas and practices in the direction of socio-ecological transformation of the economy focusing on energy transition and social solidary economy.

In our actions we also focus on promoting gender democracy and intercultural inclusion, aiming at emancipation and equal rights for all groups experiencing discrimination and threatened with exclusion.

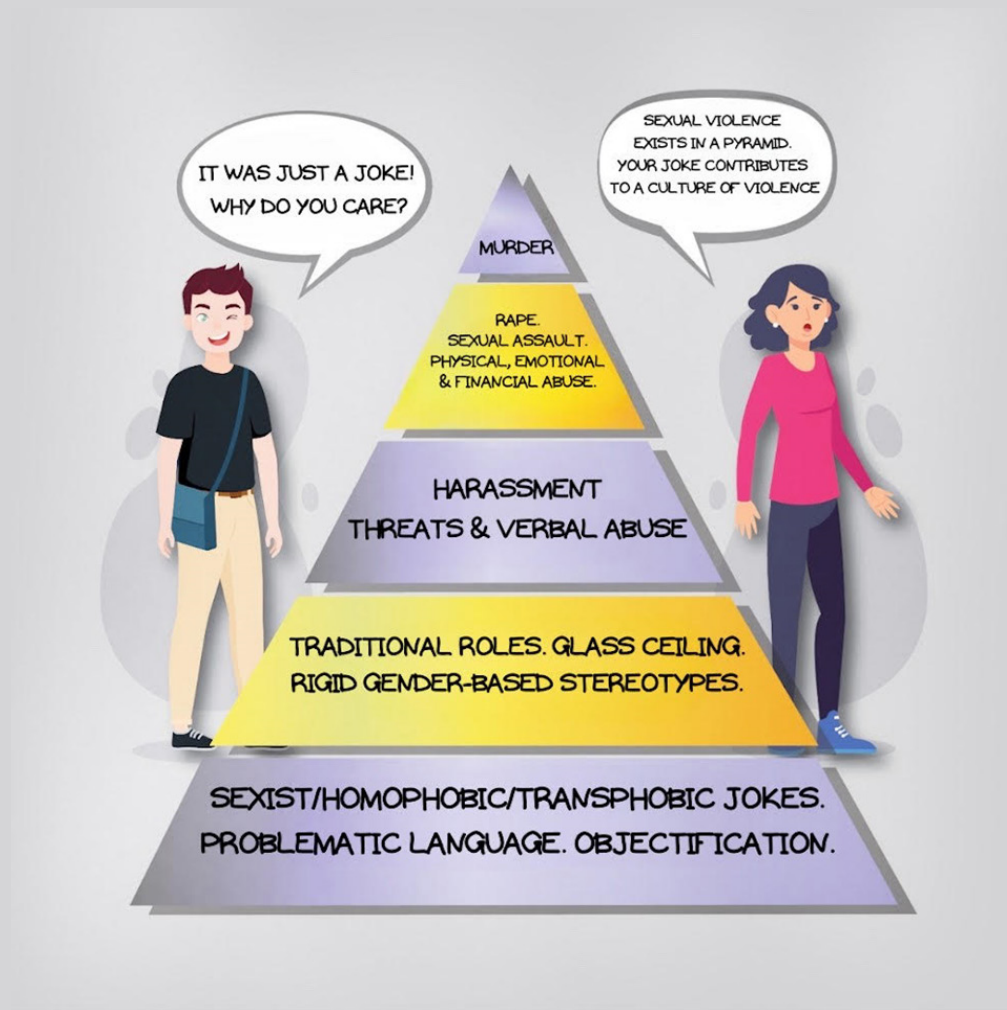
## 12. Annex

Here you can find the 3 cards of the tools. Specifically:

9.5.1. Card: Types of gender violence

9.5.4 . Card: Pyramid of gender violence

9.5.7. Card: Services and Support Structures for Women Victims of Gender-Based Violence





Type of gender-based violence	Right violated	Protected by:
Rape	Prohibition of torture or cruel, inhuman torture degrading treatment or punishment, the right to life	Convention against Torture (CAT), Universal Declaration of Human Rights (UDHR), Covenants 1969, Convention on the Elimination of All forms of Discrimination against Women (CEDAW), Declaration on the Elimination of Discrimination against Women (DEDAW)
Sexual exploitation	Human dignity and physical integrity	CEDAW, CAT, DEDAW
Violence based on sexual orientation	The right of the individual to live without discrimination and the right to equality, including equality under the law	UDHR, Covenants 1969, European Court of Human Rights (ECHR), DEDAW
Deprivation of liberty	Right to cultural, political and public participation, right to education, right of access to public services	Covenants 1969, Convention on the Rights of the Child
Domestic violence	Right to life and right to equality, including equality before the law	UDHR, CEDAW, Covenants 1969, Convention on the Rights of the Child, DEDAW
Female genital mutilation	Right to the highest attainable standards of physical and mental health	CEDAW, UDHR, CAT, DEDAW

## NETWORK TO PREVENT AND COMBAT VIOLENCE AGAINST WOMEN

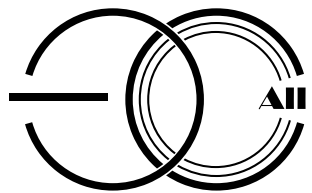
### Services and Support Structures for Women Victims of Gender-Based Violence

In Greece, for the first time, an integrated **Network** of sixty-one (**62**) structures **nationwide** for the prevention and combating of gender-based violence against women was created, under the coordination of the GSGE, which consists of the following structures:

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Gender Alliance Initiative

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