

Erasmus+

Men in Gender

PROJECT NUMBER 2019-1-CZ01-KA204-061188

CONSORTIUM OF PARTNERS:

KPMS KLUB PERSONALISTŮ MORAVY A SLEZSKA

CEIPES

dante

ISTANZIVA ZA OBRAZOVANJE ODRASLIH | ADULT EDUCATION INSTITUTION

WEBINAR

GENDER EQUALITY IN COMPANIES WITH A FOCUS ON THE INVOLVEMENT OF MEN

Elaborated by:

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Introduction

About this handbook

This handbook presents a webinar that offers a new methodology in non-formal adult education on gender issues. The main objective is to raise awareness of gender issues, with a particular focus on the role of men in obtaining equal opportunities in different areas of everyday life, from social to political and economic aspects. It addresses those interested in gender issues, professionals who want to broaden their perception of the topic from a male perspective, provides information on areas where men feel discriminated against and how this impacts society from different perspectives. The webinar is intended for professionals, adult education specialists, HR specialists, trainers – consultants working in the field of gender education, for officials of relevant state bodies, for NGOs working on the gender and equal opportunities agenda.

The webinar was prepared on the basis of a face-to-face workshop with conversion to online medium. The webinar represents one of the forms of contemporary online education. It is a form of learning that allows virtual rooms to connect the lecturer with participants, often from completely different places in the world, regardless of time zone.

Such a form of education and self-education has its undeniable **advantages**. These include: less time-consuming, no need to travel, reduced financial costs for participants and lecturers, democratization of the approach to education, greater flexibility of lecturers, the possibility of repeating topics, the involvement of a wider public, webinars can be attended by people who would otherwise not be able to attend a face-to-face meeting (e.g. are disabled).

The disadvantages of webinars compared to face-to-face training or lectures include: the need for the participants' own technical background, the requirement for IT competence of all webinar participants, the need for self-discipline of participants, the absence of direct contact of participants, fatigue and loss of attention, the need for technical support of the webinar, distractions during the webinar.

Even with more and more training moving online, webinars are an effective way to save time while receiving the same or better quality and added value as face-to-face training.

Interactive tools that can be used:

Mentimeter – an interactive tool that can be used to actively engage participants in the webinar. It allows to anonymously comment (vote) on different types of questions (open response, scale, multiple choice etc...). Instructions for use: https://www.mentimeter.com/how-to

Google form (e.g. evaluation questionnaire) - if you need to organize a poll, get feedback. Allows you to include response types in the form of short and longer text, checkboxes, drop-down lists, rating scales etc. Instructions for use: https://support.google.com/docs/answer/6281888

Padlet – a virtual whiteboard that allows you to share text, images, links, create portfolios or project outputs. Instructions for use: https://padlet.com/support/account_createaccount

Coogle – web application for creating mind maps, creates hierarchically structured documents in a branching tree look. Instructions for use: https://coggle.it/

In the chapters for each section, discussion questions are in *italics* – this can be verbal (participant signs up to speak) or written via chat in the case of a webinar.

Structure of the webinar

The webinar is divided into six **parts – introduction**, four technical and final parts, totaling about four hours with a break according to the needs of the lecturer or participants.

Each part contains a detailed description of the proposed activities with their objectives and purpose, expected total duration, materials needed and links to websites, which are sent to the webinar participants continuously in a shared chat.

Annex

Powerpoint presentation that can be used by the trainer during the different parts of the webinar. For each part of the webinar, which is described in the chapters below, the number of the slides referred to is always indicated.

Recommendation

Before beginning the activities, trainers should consider a few tips and recommendations to better manage the webinar and facilitate the group.

General rules for group dynamics:

- Establish clear goals: discussion will allow participants to develop fairness and sensitivity to opposing views.
- Establish clear rules: listen respectfully, respect others' opinions, criticize ideas, not people, and avoid strong language.
- The duration is given for each activity, it should be considered only as a guide, the trainer must consider the interest and needs of the group and adjust the time to be spent on each activity accordingly. Consideration may be given to extending or shortening some activities.

How should the trainer handle sensitive topics?

- Facilitate the discussion: if necessary, engage and remind participants to respect the right of others to their own opinions; correct misinformation; make sure participants do not feel personally attacked; and emphasize that you are focusing on ideas, not the people who share those ideas.
- Managing strong emotions: be prepared for some participants to be emotional or angry. The trainer does not need to gloss over such situations, but instead needs to keep a cool head and try to turn the situation into a learning experience.
- The trainer should have a super partes role, without showing his/her judgments, he/she should make people think outside the box without falling victim to stereotypes or prejudices. To promote healthy and free dialogue, it is good for the trainer to highlight the fact that the group is a safe space without mutual judgement.
- The trainer should ensure that each participant is active without being too talkative at the expense of others, and sensitively moderate discussions that could escalate. The trainer's role is to give everyone the space to express their views and to encourage those participants who are more shy to express their opinions.

Webinar programme and timeline

Session 1 – Introduction to the topic	**20 min**
Introductions of the trainer and participants	10 min
Presentation of the project and the partners	5 min
Involvement of men in gender issues	5 min
Session 2 – Equal opportunities, gender equality	**35 min**
Equal opportunities in general	10 min
Equal opportunities for men and women	5 min
Gender equality	10 min
What is gender?	10 min
Session 3 – Gender stereotypes	**45 min**
Colours from a gender perspective	10 min
Unusual career choices for men	15 min
Stereotypes – toys	20 min
Session 4 – Gender equality issues in different EU countries	**60 min**
Bulgaria – restaurant staff	15 min
Denmark – men in kindergarten	15 min
Sweden – dresscode in a company	15 min
France – International Women's / Men's Day	15 min
Session 5 – Equal opportunities – awards and anti-awards	**40 min**
He for She	15 min
Toxic masculinity	10 min
Ethical / unethical advertising	15 min
Session 6 – Final summary	**35 min**
Diversity – 4 dimensions	10 min
Padlet – helpful links	5 min
Feedback, final discussion	10 min
Evaluation – questionnaire	10 min

Session 1 – Introduction to the topic

Total duration: approx. 20 min

Introduction of the trainer and participants

Approx. 10 min

PowerPoint presentation slide 1

The trainer introduces himself/herself, his/her practical experience with the topic of the webinar he/she is training, or the organization he/she represents. Invites participants to share their name and organisation, or experience with the webinar topic (optional).

Presentation of the project and the partners

Approx. 5 min

PowerPoint presentation slide 2

The trainer will use the following text and adapt it as he/she sees fit. This is an informative part, no interactivity is assumed, questions are of course answered.

This webinar is the result of the work of the lead Czech partner of the project "Gendermen – How to involve men in gender issues and get their support" No. 2019-1-CZ01-KA204-061188. The project is co-funded by Erasmus+ KA2 – Cooperation for Innovation and Exchange of Good Practice, started in November 2019 and runs for two years. The aim of this project is to create innovative outcomes for adult education in the field of equal opportunities and gender issues. The topic is aimed at people who want to deepen their knowledge in gender issues, students, social workers, researchers, national and international institutions, as well as NGOs and active people. The results of the project are intended to contribute to the understanding of gender issues from a primarily male perspective. All three partner organisations support networking between educational institutions at local, regional, European and international level. Project participants will gain information and experience from other European partners and disseminate it among other local, regional and national organisations through professional meetings with adult educators and gender experts, on the EPALE platform, on Facebook, LinkedIn, Whereby and other organisations' websites.

The following intellectual outputs have been produced as part of the project:

1. The manual "**Making men more gendered**" - The handbook summarizes the remarks about men's approach to gender issues in the three partner countries. The main objective of the handbook is to design and describe procedures for achieving male participation in gender issues and the equal opportunities agenda. The manual has been divided into two parts: one is for the general public and the second one is addressed to experts and for workers in organizations dealing with gender issues, HR managers and civil servants.

2. Online course "**How to make men more gendered?**" - An online course dealing with the issue of male participation in gender equality and equal opportunities genders. This course is for the general public and during piloting implementation activity the course will be tested by 150 persons.

3. Face to face course for the professional public. Here, the target group will be human resource managers, college students studying social studies, and civil servants dealing with the equal opportunities' agenda, NGO's members.

Project partners

Klub personalistů Moravy a Slezska, z.s. (KPMS) is an NGO. Its members are HR managers in private companies, public sector, schools and other institutions in the Moravian and Silesian region. It was founded in 2009. The association has got 193 members associated with 125.000 employees and KPMS is in touch with other hundreds of HR managers.

The aim of club is to bring together and promote common interests and needs, to ensure the professionalism of its members and their services, and contribute to the development of human resources, continue to represent its members and their activities in international associations, to submit proposals and to cooperate with similar institutions, coordinate activities, exchange and dissemination of information and experience between members of KPMS. Another goal is to arrange meetings for members and non-members as well as professional seminars and conferences in the Czech Republic and abroad for members and non-members and also assist in the implementation of internship and exchanges of club members and non-members of the club at home and abroad.

The last scope of activities is research, providing consultancy and publishing information from the Human Resource sector. KPMS is involved in a number of national and international projects funded by the European Social Fund or the Erasmus program. KPMS has experience with gender equality education in the past. KPMS promotes gender issues in mailing to their members and cooperating organizations. Gender equality, promoting equal opportunities and non-discrimination are part of significant activities of KPMS.

More information: www.kpms.cz

CEIPES, International Centre for the Promotion of Education and Development, is an International non-profit association founded in Palermo in 2007 with antennas in other 8 European countries. Its mission is based on the belief that education and development are fundamental values to achieve peace and dignity for all human beings. Each individual and community have the potential to fulfil its rights.

CEIPES acts as a facilitator for activating the community, through an educational approach in order to create and transform energy and resources. This process is necessary for both individual and social development. The mission of CEIPES is to foster and support the sustainable development of local communities and individuals' empowerment through education and training, human rights and international cooperation. Among the main objectives pursued by the organisation: to promote non formal education as a fundamental tool in the education of youth and adults and as complementary to formal education, to create new innovative tools and methodologies to develop useful strategies in the field of education through cooperation with public and private entities at local and international level, to encourage intercultural dialogue with the objective of fostering mutual understanding and respect between individuals from different cultures.

CEIPES has 4 different units that deal with different topics. The Human and Civil Rights unit is addressed to all those aspects related to the promotion of human and civil rights. It is focused on a target of people with a wide range of needs, for whom it is necessary protection due to different geographical origins or cultural and ethnic identities, sexual choices, religious orientation, or

a complicated socio-economic background. This unit deals with these issues in an educational and working background in different social contexts, to support inclusion of people and foster actions aimed to the achievement of gender equality. The main goal is to build a more multicultural, heterogeneous and inclusive society.

Visit the website: https://ceipes.org/

The Adult Education Institution Dante was founded 30 years ago as a foreign language school. Today it is well known as a competitive, modern and efficient adult education institution that attracts numerous generations of adult learners and contributes to the development and the quality of life in the city of Rijeka and the wider region.

In addition to promoting and carrying out various lifelong learning programmes at the local level, Dante is also engaged in implementing a number of high-quality international projects. We have very extensive experience in European projects, especially the LLP programme, Erasmus and the ESF projects. In 2017 we also became an ordinary member of the European Association for the Education of Adults (EAEA). Dante has also been the host and organiser of numerous international meetings, training events, and conferences related to adult education.

Our aim is to contribute to the development of a sustainable society, to exchange experiences with the local and global community as well as to strengthen adult education through active professional and scientific contributions and creation of collaborative networks.

Website: https://dante-ri.hr/

Involvement of men in gender issues

Approx. 5 min.

PowerPoint presentation slide 3

Gender equality has always been considered a women's issue, without giving importance to the role of men, who perceived it as something that did not concern them. Over the years, this perception has changed and a specific focus on men has appeared at European level. There has been an increase in research and specific strategies. Here we can mention the study report named “The Involvement of Men in Gender Equality Initiatives in the European Union” (2012), “The Role of Men in Gender Equality – European strategies & insights” report that was released by the European Commission in June 2013. This report is the first European study which undertakes systematic research of the EU 27 member states plus the associated EFTA states in the field of the involvement of men in family, care and domestic work responsibilities or men’s participation in gender equality policy.

https://eige.europa.eu/men-and-gender-equality

https://eige.europa.eu/publications/involvement-men-gender-equality-initiatives-european-union

More and more men have begun to consider equality as a topic that concerns them more fully and to consider also the positive aspects that gender equality would have for both sexes. It is important to recognise that greater equality between men and women improves the quality of life for everyone. Another argument for motivating men to be involved in the gender equality agenda was the

evidence that it is significantly more costly for individual companies and entire countries to neglect gender equality policies. Equality is not about losing gender, but about redefining our social roles (e.g. a man with a stroller is still a man, a woman in the army is still a woman). Men are beginning to understand that the development in which women are freeing themselves from outdated norms (child care, household care...) has a practical impact on them as well. The traditional roles that men played in society and in the family have ceased to be a "typically male" affair.

Involving men in gender issues promotes the breaking down of the social stereotype that "men don't cry", on the contrary, it is good if they can afford to show weakness. Men are still perceived by a large part of society as responsible for providing income for the whole family. The pressure that men feel when they lose their jobs is much greater than it is for women. Childcare, family life and work-life balance are open to men. According to the current global campaign on fatherhood, men are interested in caring for children from an early age and sharing this role with their partner. The webinar aims to provide a more comprehensive view of gender issues from a male perspective.

Session 2 – Equal opportunities, gender equality

Total duration: approx. 35 min

Equal opportunities in general

Approx. 10 min

PowerPoint presentation slide 4-5

Discussion: Let's find a general definition of equal opportunities

Applying the principles of equal opportunities generally means eliminating discrimination against persons on the basis of sex, race, ethnic origin, religion, faith, disability, age or sexual orientation.

The theme of equal opportunities also applies to other disadvantaged groups such as migrants, the long-term unemployed, the low-skilled, people from areas difficult to reach by transport, people who have served their sentences and recent school leavers, i.e. groups at risk of social exclusion.

Equal opportunities for men and women

Approx. 5 min

PowerPoint presentation slide 6

Discussion: Adjust the general definition of equal opportunities *to reflect men and women*

If we wanted to get even more specific and talk about equal opportunities for women and men, we would just add to this definition that there are no gender-based barriers. Gender equality has always been considered primarily a women's issue, without giving importance to the role of men, who have seen it as something that does not really concern them. Over the years, this perception has been changing and a specific focus on men has been emerging at European level for some time.

This has also been helped by the current covid situation, where many people have been working

from home, while at the same time children have been studying from home and it has been more difficult to manage the usual family tasks. Lockdown simply caused many men to suddenly become more involved in childcare than ever before, see:

http://www.fatherhoodinstitute.org/2020/mens-childcare-up-58-during-lockdown-makes-case-for-father-friendly-jobs/

This webinar will aim to provide a more complex view of the equal opportunities context from a male perspective.

Gender equality

Approx. 10 min

PowerPoint presentation slide 7

Discussion: What do you perceive under the title gender equality?

Watch the short video: https://www.youtube.com/watch?v=4viXOGvvu0Y

Discussion on the video: What surprised you, what interested you?

What is gender?

Approx. 10 min

PowerPoint presentation slide 8-9

Discussion:

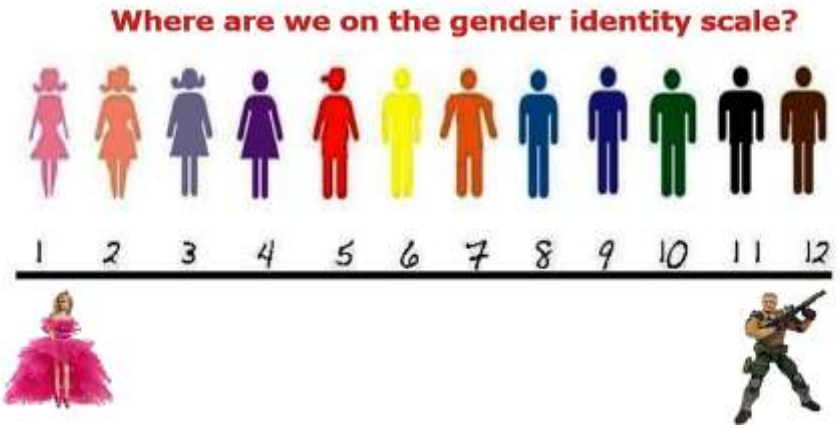
What is gender? Biologically defined? In social context?

The term gender can be translated as "sex" and figuratively refers to the culturally constructed differences in society between men and women and includes expected characteristics, interests, appearance, occupation, behaviour etc. That is, how people imagine ideal or typical women's and men's characteristics arises from socially held ideas of femininity and masculinity. And these perceptions are changing. They change over time – the typical woman of 100 years ago looked and behaved very differently from the typical woman of today, and so do men, and they change with the place we are in. In different cultures, femininity and masculinity are represented differently. We can compare, for example, the traditional Arab world with modern Western society. Gender, in the sense of sex, is something that is determined by what we are born with – as a man or as a woman. Gender in the sense of perceived role models of female or male is something that can change, in time and place. How we perceive ourselves in society's view of the typical woman or the typical man – the range of gender identity.

PowerPoint presentation slide 10-13

On the left with number 1 is a typical woman and on the far right at number 12 is a typical man. Few of the ladies present would probably classify themselves as number 1, embodied by that extreme, clichéd idea of the typical woman as a princess, a Barbie doll.

Few of the male participants in this webinar would probably classify themselves as a typical number 12, portrayed in the most extreme masculine form of a man as an action hero with no fear.



Discussion:

Where on the scale do you see yourself? Do you know a typical number 1 or 12 from your community?

What number do you think is most common among men/women and why?

Session 3 – Gender stereotypes

Total duration: approx. 45 min

Colours from a gender perspective

Approx. 10 min

PowerPoint presentation slide 14-16

The representation of typical women and typical men in the previous diagram (scale 1-12) is one of the so-called gender stereotypes.

In the following figure, the stereotypes are reinforced by the pink/blue colour distribution and, in the bubble, by what the typical man or woman is involved in. But it's not so clear-cut with the colours, it evolves over time, and it wasn't always like this.



PowerPoint presentation slide 17

Time is an American weekly magazine and one of the world's best-known magazines. The first print issue was published in 1923. In 1927, its editors conducted a survey of major American department stores to find out what color clothes were most often purchased for young boys and girls. It's about half and half, and on closer examination, pink even prevails by one vote for little boys.

City	Boys	Girls
Boston-Filene's	Pink	Blue
Manhattan-Best's	Pink	Blue
Macy's	Blue	Pink
Franklin Simon	Blue	Pink
Philadelphia-John Wanamaker's	Blue	Pink
Cleveland-Halle's	Pink	Pink
Chicago-Marshall Field's	Pink	Blue
New Orleans-Maison Blanche	Pink	Blue
San Francisco-The White House	Pink	Blue
Los Angeles-Bullock's	Blue	Pink

Source: Time, Nov. 11, 1927

PowerPoint presentation slide 18-19

Red has historically been considered the colour of warriors. Spartan warriors fought in red clothing, which masked bloody wounds well, and the multitude of red cloaks could really put fear into their opponents. The English Royal Guard still has typical red uniforms today, and the armies of other countries (Denmark, France, Russia) have or used to have red on their coats, as did the Austria-Hungary.

From today's point of view, leaving such a striking colour as red for active military seems foolish. However, in the days of muskets (weapons with limited range and accuracy) and black gunpowder, visibility on the battlefield was quickly obscured by clouds of smoke. Bright colors provided the ability to recognize friend from enemy without greatly increasing the risk.

And pink was taken as such a small red, so suitable for small fighters – for boys.

It wasn't until the economic boom after the Second World War, when the wartime grey gave way to more cheerful colours and manufacturers found that bright pinks and reds sold much better in the shops, that brought change. And what initially seemed like a temporary girly craze soon became the female fashion norm, especially when 1960s fashion icons like Marilyn Monroe and Jackie Kennedy were wearing pink. Pink became a symbol of feminine elegance, while blue suits, on the other hand, were typically the sign of high-profile men – President John Fitzgerald Kennedy favoured them.

And gender colour perceptions were turned on upside down.

https://www.thevintagenews.com/2019/05/01/pink-blue/

Discussion:

Were you surprised by any of the information?

What is your opinion on the male/female color separation?

In what ways is this advantageous/disadvantageous?

Unusual career choices for men

Approx. 15 min

PowerPoint presentation slide 20-21

https://www.menti.com/cupmz29gu7

In the mentimeter poll, see link above, tick the professions that are perceived as non-traditional for men in your country. Detach yourself from personal preferences or ideas of how it "should" be, but try to put yourself in the societal majority view of male career choices.

Discussion:

Were you surprised by any of the results?

Do you know men in these unusual professions?

In your opinion, what is the reason that some professions are dominated by men while others are dominated by women? (society's opinion or different skills, money, school system...)

The equality between men and women is mainly due to culture. For example, laundry in Europe is almost exclusively a woman's job, but in India it is a man's job.

The stereotypical division of work roles still persists. The idea that some jobs are better suited to women and others to men is still held, although in many cases there is no justification for it other than custom. Hospitals are thus vainly looking for male nurses who would be better placed than women to perform the physically demanding task of handling patients, while technology companies, for example, often face a significant shortage of women.

Stereotypes – toys

Approx. 20 min

PowerPoint presentation slide 22-24

Let's take a look at more gender stereotypes, this time from the perspective of children's toys.

Remember Friends?

The trainer starts with a video clip from Friends TV series and a brief introduction of the main characters and their stories:

Ross and his ex-wife, Carol, have a son, Ben. His ex-wife has a new partner, Susan. They share custody of Ben. In this short clip we see that Carol and Susan are coming over to drop Ben off with Ross, see short video:

https://www.youtube.com/watch?v=yZ0fb15LcE0&feature=emb_logo

Discussion:

Why is Ross so upset about Ben playing with a Barbie?

Why does Ben have a Barbie?

What does Ross do about the situation?

What type of gender stereotype can you identify?

PowerPoint presentation slide 25-27

We have been dealing with stereotypes since childhood – what boys should play with and what girls should play with, while experience shows that preschool children don't care about this until they start to be influenced by the ideas of their surroundings – how it should be.

Examples from a Swedish toy shop advertising leaflet – the toys are presented in a gender-balanced way.



Discussion:

What do/were your children playing with?

How does the Swedish version of the leaflet impress you?

*What other gender stereotypes can you think of that you **experience – in** your family, at work?*

Session 4 – Gender equality issues in different EU countries

Total duration: approx. 1 hour, each country approx. 15 min including discussion

PowerPoint presentation slide 28-29

Read the following real-life examples from different EU countries and answer the following questions in each case:

How do you think this case turned out?

What is your opinion on the result?

Has a similar situation ever happened to you, your friends or people you know?

What would happen if the same situation occurred in your country? And specifically in your company?

Bulgaria

PowerPoint presentation slide 30

In Bulgaria, in 2010, a waiter's job was advertised online. One male applicant went to the premises to apply in person and was told that they were looking solely for women to work as waitresses. The applicant duly initiated proceedings with the Commission for Protection against Discrimination (CPD). However, the CPD dropped the case because the applicant was unable to prove he had actually applied for the job.

Denmark

PowerPoint presentation slide 31

One Danish kindergarten had a guideline that only female employees should help children during a toilet visit, changing nappies and clothes. A complaint against the kindergarten, sent to the Board of Equal Treatment, in 2016, stated that male employees were being discriminated against, since unlike their female colleagues, they were not entrusted with the task. The Board decided that the guideline was contrary to the Equal Treatment Act.1

What if it was your children, would you mind? Why yes, why no?

Sweden

PowerPoint presentation slide 32

A group of male train drivers in Sweden circumvented a ban on wearing shorts in hot weather by wearing skirts to work. Employer Arriva commented that 'one should look decent and proper when representing Arriva … If the man only wants [to wear] a skirt then that is OK'.

PowerPoint presentation slide 33

It is not only in Sweden that men wear skirts – in Spain there are more and more teachers who choose to go to school in women's skirts. Men want to fight the gender stereotypes about dress and appearance that still persist in society. They launched the initiative after a school in Bilbao last

autumn expelled a 15year-old student dressed in a skirt from classes.

https://www.metroweekly.com/2021/06/male-teachers-wear-skirts-to-school-after-boy-sent-to-psychologist-for-his-outfit/



Do you know a man/boy who occasionally wears a skirt?

How would that impress you? Why?

Do you know the history of the Scottish kilt?

PowerPoint presentation slide 34

The inhabitants of the local moors found twelve yards of tartan fabric very useful. Not only did it protect them from the weather, but it also served as a primitive sleeping bag. But it was not easy to put on the plaid. First it had to be spread out on the ground, folded into folds, and only then could one lie down on it and wrap it around oneself. The final stage was to fasten it around the waist with a belt. And it was by girding it that the belted cloth below was created, which came to be called the kilt. It even took the nobles an hour and a half to put it on, with at least two butlers present as a matter of course. Kilts are also mentioned in the military history of Scotland; one chronicle even says: "A man in a kilt is one and a half men". The 51st Scottish Division was also regarded as a feared Allied unit, referred to by German intelligence during the First World War as the 'ladies from hell'. Nowadays, the Scottish "skirt" is half the length, worn at just above the knee, and made of worsted sheep's wool twill.

Is a man in a skirt similarly unusual to a woman in trousers?

When did men start wearing trousers anyway, and women?

PowerPoint presentation slide 35-38

When prehistoric man first wrapped fur around his body, it was actually a skirt. Pants came into the world so that men could fight more easily. They were comfortable to ride a horse in, and they also

protected the rider's legs from chafing – so they became a male privilege. However, it was not until the barbarian tribes migrated that Europe was introduced to trousers. In the Czech Republic fro example, the fashion for long blouses, skirts and stockings survived even under the Hussites.

The first woman to wear trousers is the eccentric **Queen Christina of Sweden**, who was raised as heir to the throne, and so wore men's trousers on her difficult journey to Rome in 1654. In France, women were forbidden by law to wear trousers by Napoleon, and in Victorian England, women workers who dared to wear men's mining uniforms when their skirts got in the way of their quarry work caused a stir. The most famous promoter of trousers in the nineteenth century was the unconventional writer **George Sand**. She liked to shock and cause a stir with her trousers. Women pioneers of the new fashion garnered the scorn of men and had to endure the hostile stares of women. Sports helped to change the situation. In 1909, thanks to a special decree, women in France could remove their skirts when riding a horse or bicycle, and since skiing was not comfortable in dresses either, the Hermes company launched the first trousers designed for female skiers. In 1926, **Marlene Dietrich** was cast in the role of a French assassin and, dressed in a silk pantsuit, played a modern woman unbound by moral scruples. She could finally combine the theatre with her eccentric civilian image. But when she walked around free-spirited Paris in trousers in the early 1930s, the police arrested her for sedition.

During the war, women wore trousers routinely. The men were at the front and had civilian clothes left behind at home, including trousers, which came in very handy for wives who now had to take on men's jobs. But it wasn't until the denim revolution of the 1960s that trousers became a common part of women's wardrobes.

France

PowerPoint presentation slide 39

A French employer granted female employees a paid half day holiday to celebrate International Women's Day on 8 March. When a male colleague asked for half day rest, his request was rejected, so he went to court. The Court of Appeal decided that the difference in treatment is justified by the need ‘to promote the struggle of women in their fight for equality with men not acquired in the workplace’. The employee then went to the Supreme Court claiming that there is no justification for men to be excluded from the fight for gender equality. The Supreme Court, however, confirmed the decision of the Court of Appeal.

Do you know when Women's Day and Men's Day are celebrated? And do you know why these days were introduced?

In 1908, several thousand women gathered and marched through the streets of New York City. They demonstrated for shorter working hours, higher wages, the right to vote and political and economic rights for women. From that year onwards, the United States began to celebrate the last Sunday in February as 'National Women's Day'. Later, **Women's Day** became March 8, which became established after World War I, mainly due to the women's demonstration and protest actions against World War I held in St. Petersburg on February 23, 1917. After the abdication of the Tsar, a provisional government was established, which approved women's voting rights. According to the Gregorian calendar, February 23 is actually March 8, and therefore this day was established as International Women's Day.

International **Men's Day** falls on November 19. It is celebrated in more than 60 countries. The first tries to introduce this type of holiday began in the 1960s, but its celebration did not take place until

the 1990s, and it also took a long time to choose the date, which was initially promoted to 23 February, before it was settled and popularised internationally in Trinidad and Tobago in 1999. The founder of the tradition, Jerome Teelucksingh of Trinidad and Tobago, said he chose November 19 as the day of celebration primarily because it was the birthday of his grandfather, whom he wanted to honour in this way.

Do you celebrate any of these days at your company?

If yes, how?

Session 5 – Men and gender equality

Total duration: approx. 40 min

He for She

Approx. 15 min

PowerPoint presentation slide 40

HeForShe, often referred to as He for She, is a solidarity movement for the advancement of gender equality, initiated by the United Nations. Grounded in the idea that gender inequality is an issue that affects all people, socially, economically and politically, HeForShe is a global effort that seeks to involve men and boys in achieving equality by taking action against negative gender stereotypes and behaviors. Its logo represents the union of women and men working together to achieve gender equality, by joining together aspects of both the female and male symbols.

Since its launch at the United Nations, on 20 September 2014, by UN Secretary-General Ban Ki-moon and UN Women Global Goodwill Ambassador Emma Watson, millions of men from around the world including Heads of State, CEOs, and global luminaries have committed to gender equality. On the HeForShe website, a geo-locating map records the global engagement of the movement through counting the number of men and women around the world who have taken a pledge for the HeForShe initiative, registering over 2.1 million online commitments worldwide.

The HeForShe Champions initiative is a unique ecosystem that engages 10 world leaders, 10 global CEOs and 10 university presidents to address some of today's most pressing gender issues. Each Champion has made three specific, measurable and transformative commitments towards achieving gender equality. The unwavering commitment of the HeForShe Champions is providing the leadership needed to reach the goal of gender equality in society.[21] Global leaders serving as the founding champions include former H.E. President Ernest Bai Koroma of Sierra Leone; H.E. Prime Minister Stefan Löfvén of Sweden; Paul Polman, former CEO of Unilever; Rick Goings, former chairman and CEO of Tupperware Brands Corporation.

In 2016, the Thematic Champions initiative was launched to engage further global leaders, who make gender equality an institutional priority by implementing one bold, game-changing commitments to advance and achieve gender equality. As of July 2020, the Thematic Champions included Justin Trudeau, PM from Canada; Jean-Laurent Bonnafé, CEO of BNP Paribas; Bruce Cleaver, CEO from De Beers Group.

As part of these initiatives, HeForShe has been holding an annual summit since 2015, where global

HeForShe Champions from both initiatives and other high-profile people present their gender equality solutions to the world.

See short video:

https://www.youtube.com/watch?v=7ZptgM-jhZo&t=1s

Discussion:

Are you know of this initiative or any similar?

Do you know any men who are involved in the fight for gender equality?

Do you know any woman who are involved in the fight for gender equality?

Toxic masculinity

Approx. 10 min

PowerPoint presentation slide 41



The aim of this section is to present the gender stereotypes issue from a male point of view, considering what society expects from men as such and the meaning of “toxic masculinity”.

https://www.medicalnewstoday.com/articles/toxic-masculinity#what-it-is

What do you mean by "toxic masculinity"?

The exact definition of toxic masculinity has evolved over time. A study in the Journal of School of Psychology uses the following definition to explain toxic masculinity: “the constellation of socially regressive [masculine] traits that serve to foster domination, the devaluation of women, homophobia, and wanton violence.”

In modern society, people often use the term toxic masculinity to describe exaggerated masculine traits that many cultures have widely accepted or glorified. This harmful concept of masculinity also places significant importance on ‘manliness’ based on: strength, lack of emotion, self-sufficiency, dominance, sexual virility.

According to traditional toxic masculine values, a male who does not display enough of these traits may fall short of being a ‘real man.’ Overemphasis of these traits may lead to harmful imbalances in someone trying to live up to these expectations. Some examples include: aggression, sexual aggression or control, showing no emotion or suppressing emotions, hyper-competitiveness, needing to dominate or control others, a tendency towards or glorification of violence, isolation, low empathy, entitlement, chauvinism and sexism.

One example of this includes telling another person who is showing emotion to “man up;” in other words, to hide that emotion. This example illustrates how some people view emotion or vulnerability

as ‘unmanly.’ Another common example is the saying, “boys will be boys.” This expression advocates for careless, aggressive, or otherwise damaging behavior in young males, rather than teaching them about responsibility and owning up to their mistakes. Expressions of this type highlight how cultures and societies have traditionally viewed males. However, these views can cause harm and embellish the idea of masculinity, leading to an even more toxic attitude toward these behaviors.

Gillette's 2019 ad raised a controversial topic. It shows what its creators think the new men should be like. In the short spot, the razor manufacturer rails against so-called toxic masculinity. This refers to the socio-cultural construct of the true man that emphasises strength and dominance at the expense of emotion and sensitivity. According to some experts, this model is consistently influencing children, thus raising the next generation of toxic masculine men. The ad has outraged some men and women, see short video:

https://www.youtube.com/watch?v=koPmuEyP3a0

Discussion:

What do you think about the topic shown in the video?

Do you agree/disagree with the portrayal of men in the video?

Why yes, why no?

Ethical / unethical advertising

Approx. 15 min

Even in the field of equal opportunities, anti-awards and warnings are given to companies that reflect or deny the principles of equal opportunities. It is difficult to find out which companies do not comply with equal opportunities; nobody boasts about it outwardly and it may not be obvious at first sight. What is visible is the way in which the company presents itself externally, so that, for example, advertising materials

Principles of ethical advertising:

It does not humiliate, it does not depict violence, it is free of inappropriate double meanings, it does not use nudity and sexuality without connection to the product being promoted.

Since 2009, a "competition" has been announced in the Czech Republic for "the most sexist advertisement in the Czech Republic, the so-called **"Sexist piggy**" (https://www.prasatecko.cz/). The aim was to highlight the abuse of gender stereotypes in advertising and the portrayal of men and women in advertisements in a discriminatory manner. The intention of the event was not to judge these organisations, but to draw their attention to the fact that their advertisements may offend someone, which many companies are often not even aware of. In 2018, the organisers say the event has already fulfilled its main purpose, which was to stir up a debate about sexism in the Czech Republic. People have started to notice sexism in advertising and around them.

PowerPoint presentation slide 42-45

Sexist ads are built on taking the sometimes barely visible manifestations of sexism in everyday life to extremes. If people can detect sexism in its extreme form in advertising, it will be easier for them to notice similar more subtle situations elsewhere.

PowerPoint presentation slide 46-47

The Let Toys Be Toys initiative found that there are fundamental differences between ads that target boys and those that target girls. In ads for boys, we most often see terms such as battle, shot, adventure, power, control, fun, exploration, attack, amazing, technology.... Words such as magic, fun, beauty, hair, sequins, style, princess, friendship, fashion, accessories are found less often in ads aimed at girls.

PowerPoint presentation slide 48-50

One way of drawing attention to the problematic of sexist ads is to relabel them. Sexism in advertising is part of a larger context of meaning. Sexism is associated with social expectations and stereotypes about particular gender identities. This is why sexism in advertising is linked to other aspects such as age, ethnicity, sexual identity. Relabelling advertising works with this broad context in which in which the advertising message is embedded. Redefining meaning can then be done by reframing an existing sexist message or creating an entirely new message, that contrasts with the original. In the fight against sexism in advertising, relabeling is an effective tool for many organisations. It allows us to show the public how the absurdity of some ads and the effects that sexism has on specific groups of people.

Session 6 – Final summary

Total duration: approx. 35 min

Diversity – four dimensions

Approx. 10 min

PowerPoint presentation slide 51-53

The term diversity is often explained as variety or multiplicity. It works in nature and in the field of human resources, of course, but the term diversity has a broader meaning, where it refers to a concept that aims to create conditions in society and especially in the business sphere that enable people, regardless of their individual differences, to develop their full personal potential. One form of this categorisation is based on the concept of the four dimensions of diversity by Lee Gardenswartz and Anita Rowe:

The **organizational dimension** is associated with work and career, and includes job title, seniority, departmental affiliation, work location, union or other association affiliation, managerial position, and functional assignment.

The **external dimension** includes external variables such as income level, residence, language, personal habits, leisure activities, religion, education, professional experience, partnership status, parental status, as well as appearance.

Both of these dimensions can be influenced and **changed** to some extent.

Then there is the **Inner Dimension** – it includes characteristics that the individual **cannot change** and should be treated according to the principles of equality. This includes gender, race, nationality, age, sexual orientation, ethnicity, the social class into which they were born and mental and physical

ability.

A **human personality** encompasses a person's innate and acquired personal characteristics such as temperament, abilities, motivation and character traits.

And **gende**r – whether one is male or female is just one of many distinctions. The differences between people as individuals are much greater than the differences between men and women. Skills do not have a gender.

Padlet – helpful links

Approx. 5 min

PowerPoint presentation slide 55

All useful links in one place:

https://padlet.com/mariankova/ltbhemy7ab85v4vi

Feedback, final discussion

Approx. 10 min depending on the interest of the participants

Discussion on anything that was said in the webinar or that interests the participants on the topic.

Evaluation – questionnaire

Approx. 10 min

PowerPoint presentation slide 54

The trainer will ask the participants to fill in the evaluation questionnaire on the link:

https://forms.gle/hCa7HmM4GkpFvqbe8

