SESSION 3

NUMBER OF THE SESSION	3
NAME OF THE SESSION	**How much do you know about gender equality in your country?**
PRESENTATION	This third session of the training is based on raising awareness about what means for a country to be a good performer in terms of gender equality, and how much the participants know about their local realities. The focus will be on men's role, but the session will touch the topic in its whole aspects, through groups activities, debate activities and discussion on data relating different countries.
TOTAL DURATION OF THE SESSION	2 hours
OBJECTIVES OF THE SESSION	● Learning about gender equality experiences among the participants ● Exchanging and sharing points of view in terms of the role of men on gender issues ● Knowing the situation in terms of gender equality in the well-performing countries of northern Europe ● Comparing the good practices of well-performing countries with the situation in their own country ● Becoming aware of new points of view on gender equality ● Measure level of awareness of the current situation of one's context in terms of gender equality

TIME	**DESCRIPTION OF THE ACTIVITIES**	**LOGISTIC AND MATERIALS**
10 minutes	**Introduction of the facilitator of the session** Introduction of the session, showing the general objectives and the activities.	A flipchart with the objective of the session written
15 minutes	**Ice-breaking activity: What about the role of men in your context?** The facilitator will distribute a paper to each participant where there are different statements concerning a person in	1 Paper for each participant with the table

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<td>the form of a table. The participants will ask each other if they have a real correspondence with that specific statement. The trainer has to specify that the situation should be real and personal, not like it should be to get a gender equality circumstance. They have to fill the paper checking in the table once they find all the statements asking the participants. The winner is who will fill all the statements before the others.
The statements will be like this:

<table>
<tr><th>Statements</th><th>Found in one of the participant</th></tr>
<tr><td colspan="2">Find someone….</td></tr>
<tr><td>whose husband clean the house more than his wife</td><td>Write the name of the person in the group that responds to this</td></tr>
<tr><td>whose brother used to play also with dolls</td><td>Write the name of the person in the group that responds to this</td></tr>
<tr><td>whose son did not grow up surrounded with the colour blue</td><td>Write the name of the person in the group that responds to this</td></tr>
<tr><td>Whose father cooks more often than his wife</td><td>Write the name of the person in the group that responds to this</td></tr>
<tr><td>Who knows a boy/men who works in social services</td><td>Write the name of the person in the group that responds to this</td></tr>
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<td>20 minutes</td>
<td>Activity1 - Debate on men role

The trainer will read three sentences regarding men’s role in the society. Each time the trainer reads a sentence, the participants will divide in groups according to their agreement or not on the statement read.
The trainer will choose three of the five statements proposed.
The first statement is read, the facilitator/moderator tells the participants who agree will go on the right side of the room, the participants who don’t agree will go on the left side. In</td>
<td>Statements to be written in a poster, pens, papers, flipcharts</td>
</tr>
</table>

	each side there is a table with papers and pens. The trainer has to remind the group that they have to explain WHY they agree or not. The activity will be done with the statements that create disagreement among the participants. If all the participants agree with the statement, the trainer will choose another one. Then the groups are left three minutes to find a common strategy in defending or contrasting the statement and the different ideas that can be expressed. Participants will go back to the common audience. Each group will have one minute to defend their position: one person is taking the floor from the “agree” group, making their comment, then it’s following another person from the “disagree” group and so on (one per group). The activity follows in this way till all the statements are asked and the two groups are back in plenary. NOTE: the facilitator/moderator has a crucial role in this activity. Indeed, they can intervene in case someone from one of the two group’s members is never taking the floor. In the case someone is too talkative, the facilitator can allocate a slot of seconds for each person to express. Three statements to be chosen among these: 1) It is right that parental leave is longer for women 2) When a man stays at home with the children while the woman go to work, it is right to call him "Mr.Mom" 3) It is right for a man to help the woman in the housework 4) The main reason behind femicide is patriarchy 5) Feminism is just a women issue	
40 minutes	**Activity 2 - How much do you know in terms of gender inequalities in your country?** **Activity on data**	Flipcharts, 3d cubes of three different colours and three different dimensions.

	Participants should guess the performance of their country in terms of gender equality. The trainer will ask the participant to create a 3D graphic with some cubes, of three different colours, representing each colour a value (tens, hundreds, units). They will be divided into three different groups and each one will work on one of the sections. Each group will work on a table where the facilitator had previously put the same number of 3d cubes. Each group has to imagine the data for a topic, for example “Power”, for his country. So that they will create three 3d graphics for the 3 subtopics. Once the 3d graphics are created, the facilitator will show the real data previously prepared and written in a board. The group will see the differences between their perception and the reality. *The trainer tells the participants that all the data considered for this session are taken on the EIGE website, explaining the meaning of the index.* **About data:** Data on gender equality are divided in three main sections: Work, Time, Power. For each topic, there will be another sub topic for each section that represents the women and men situation. In particular: - Work: Participation, segregation and quality of work https://eige.europa.eu/gender-equality-index/2020/domain/work/IT - Time: Care activities, Social activities https://eige.europa.eu/gender-equality-index/2020/domain/time/IT - Power: Political, Economic, Social https://eige.europa.eu/gender-equality-index/2020/domain/power/IT This data is collected for the national countries of the project in order to have all the materials for the three countries.	

20 minutes	**Activity 3 - Presentation of a good performer country in Europe: Sweden example** The trainer will present data on the same categories treated in the previous activity, related to a good performer country like Sweden. Optionally the trainer can make guesses about which country in Europe is a good performer (right answers: Sweden, Norway, Iceland). Presentation of Sweden example: FOCUS on measures taken by this country as a good performer. https://eige.europa.eu/gender-equality-index/2020/domain/work/SE	SLIDES
15 minutes	**EVALUATION ACTIVITY** **Evaluation and closure of the session** Taking in consideration the objective written at the beginning, the participants express their feelings for the session, trying to answer specific questions read by the trainer: - Do you think this session has been useful to look at gender issues from a different point of view? - Do you feel more aware about the situation in terms of gender issues in your country? - Did you feel your opinion has been respected and listened to? There will be a board divided for each question. Each participant will put a post-it to be under the questions with their evaluation on the session activities.	Flipchart, post it, pens

TIPS AND RECOMMENDATIONS
Recommendations for the trainers To begin, optionally, the trainer can start by passing the initial evaluation questionnaires and the attendance list. The trainer should be careful to let each participant be active, without anyone being too talkative, moderating the debates that could become intense. The facilitator is responsible to give space to everyone to express their opinion, encouraging the participants who are more shy.

The trainer should be neutral, without taking an explicit part in the debates or giving judgements. He/she will give the example to the others to leave everyone free to express their opinion.

The trainer has to be prepared for the sentences proposed, having enough information to manage the debate.

Handouts

Statements	**Found in one of the participant**
Find someone….	
whose husband clean the house more than his wife	*Write the name of the person in the group that responds to this*
whose brother used to play also with dolls	*Write the name of the person in the group that responds to this*
whose son did not grow up surrounded with the colour blue	*Write the name of the person in the group that responds to this*
Whose father cooks more often than his wife	*Write the name of the person in the group that responds to this*
Who knows a boy/men who works in social services	*Write the name of the person in the group that responds to this*

A2.2 ACTIVITY ON DATA

DATA BY COUNTRY - INDEX

	WORK **IT: 63.3** **CZ: 67** **CR: 69.9**		**TIME** **IT:59.3** **CZ: 57.3** **CR:51**		**POWER** **IT:48.8** **CZ: 27.7** **CR:41.4**		
	Participation **Full-time equivalent**	**Quality of work** **Career Prospects**	**Care activities** **People caring for**	**Social activities** **Workers doing**	**Political** **Share of minister**	**Economic** **Share of members**	**Social** **Share of board**

	employment rate	Index	and educating their children or grandchildren, elderly or people with disabilities, every day (%)	sporting, cultural or leisure activities outside of their home,	s (%)	of boards in largest quoted companies, supervisory board or board of directors (%)	members of research funding organisations
IT	**68.6** W: 31.1 M: 51.4	**58.5** W: 51.9 M: 55.7	**61.1** W: 34.1 M: 24	**57.4** W:23.6 M:28.2	**49.3** W: 24.4 M:75.6	**54.9** W: 35.2 M:64.8	**43.1** W:30.4 M:69.1
CZECH	**84.3** W: 48.9 M: 66.7	**53.3** W: 60.9 M: 65.4	**56.8** W: 33.2 M: 19.8	**57.7** W: 22.6 M: 27.8	**40** W: 19.9 M: 80.1	**16.4** W: 16.2 M: 83.8	**32.5** W: 27.6 M: 72.4
CROATIA	**79.6** W: 39.9 M: 52.1	**61.4** W: 59.8 M: 61.4	**54.4** W:35 M:21.3	**47.9** W: 12.5 M: 19.1	**45.1** W:24.2 M: 75.8	**28.6** W: 21.8 M: 78.2	**55.1** W: 28.6 M: 71.4

What's EIGE?

The European Institute for Gender Equality (EIGE) is an autonomous body of the European Union, established to contribute to and strengthen the promotion of gender equality, including gender mainstreaming in all EU policies and the resulting national policies, and the fight against discrimination based on sex, as well as to raise EU citizens' awareness of gender equality.

Something more on the index

The domain of **work** measures the extent to which women and men can benefit from equal access to employment and good working conditions. The sub-domain of participation combines two indicators: participation in rates of full-time equivalent (FTE) employment and the duration of working life. The FTE employment rate takes into account the higher incidence of part-time employment among women and is obtained by comparing each worker's average number of hours worked with the average number of hours worked by a full-time worker. The quality of work is measured by flexible working time arrangements and

job prospects. Flexibility of work is captured by the ability of women and men to take an hour or two off during their working time to take care of personal or family matters.

The domain of **time** measures gender inequalities in allocation of time spent doing care and domestic work and social activities. The first sub-domain, concerned with care activities, measures gender gaps in involvement of women and men in caring for and educating their children or grandchildren, older and disabled people, as well as their involvement in cooking and housework. The second sub-domain explores how many women and men engage in social activities. Concretely, it measures gender gaps in women's and men's engagement in sport, cultural or leisure activities outside of their home, combined with their engagement in voluntary and charitable activities.

The domain of **power** measures gender equality in decision-making positions across the political, economic and social spheres. The sub-domain of political power examines the representation of women and men in national parliaments, government and regional/local assemblies. The sub-domain of gender-balance in economic decision-making is measured by the proportion of women and men on corporate boards of the largest nationally registered companies listed on stock exchanges and national Central banks. The Gender Equality Index for the first time presents data in the sub-domain of social power, which includes data on decision-making in research-funding organisations, media and sports.