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Erasmus+ Programme
of the European Union



Partner: Gender Alternatives Foundation (GAF)

UC TITLE: THE GENDER DIMENSION			Workload: The duration of the present module will be 25 hours in total. The learning methodology is inspired by non-formal education.	
<p>OBJECTIVES: Through the current Module, participants are expected to acquire/develop knowledge, skills and attitudes related to the terminology and to develop basis for further training modules on sexual violence and gender-based violence in a holistic way. Upon completion of the Module, participants are expected to demonstrate basic knowledge and understanding on:</p> <ul style="list-style-type: none"> - Basic terms (sex, gender, sexuality) - Basic definitions of the patriarchy, feminism, masculinity, femininity, gender stereotypes - Sexual violence and GBV, incl. honour related violence and domestic violence. <p>The situations in the different partner countries are very different. Therefore, the curriculum has been developed to allow for adaptations to the respective country situation or the specificities of the participants' group in the training events, enabling flexibility. This is done in two ways:</p> <p>1) In order to achieve the above training objectives, the curriculum was divided into a selection of learning modules. For each module, Learning Outcomes were developed by the project partnership, which describe in great detail on which competences the participants should work on in the course of training.</p> <p>2) Based on the expected Learning Outcomes, the project partnership developed a pool of learning activities for each module. In the selection of learning activities participatory strategies were privileged and the use of direct learning keeping introductory lectures to a minimum. Participatory methods are better suited to keep the sessions interactive and to involve participants' in the transfer of knowledge based on sharing professional experiences.</p> <p>Trainers have the opportunity to choose from different learning activities for each module and to set different priorities for the implementation of the training as required.</p>				
LEARNING OUTCOMES				
			Upon completion of this unit the learner will be able to:	
ACTIONS	PERFORMANCE CRITERIA	KNOWLEDGE	SKILLS	Responsibility and Autonomy



<p>Awareness of gender issues</p> <ul style="list-style-type: none"> • Gender, Sex & sexuality • Patriarchy, feminism, masculinity, femininity, gender and sexual justice, violence, oppression and intersectionality. 	<p>These activities promote a better understanding of gender equality. The activities and exercises are arranged in a way that encourages participants to go through a process of thinking. Therefore, the idea is to impart knowledge and skills, starting from a basic level and moving on to more complex and thought provoking issues. Through the self-assess questionnaires we will evaluate on the participants understandings of sex and gender and to increase the comfort level of the participants with these issues.</p>	<p>Explain basic concepts about:</p> <ul style="list-style-type: none"> • sex as a system of classification for biological characteristics identified at birth; • gender as the roles, characteristics and particularities socially constructed and expected to be performed by both men and women; • sexuality - emotional and social aspects <p>Explain basic definition and providing examples.</p> <ul style="list-style-type: none"> • Knowledge about stereotypes and expectations around gender relations; portrayal of women/girls and men/masculinity • Analyse different cases/examples from home and neighbouring countries 	<ul style="list-style-type: none"> • Understanding and analysing the impact of specific socio-cultural context on the formation of perception of sex, gender and sexuality; • Understanding social construction of gender; • Understanding emotional and social aspects of sexuality; • Understanding the impact of cultural, political, legal, philosophical, moral, ethical, and religious aspects of life on sexuality and vice versa. • Developing critical thinking about cultural myths • Developing abilities of debating stereotypes 	<ul style="list-style-type: none"> • Developing critical thinking around gender and sexuality; • Developing sensitiveness and raising awareness about GBV • Understanding VAW as form of discrimination and Human Rights violation; • Understanding GBV as a complex of social norms, institutional practices, and cultural values; • Understanding VAW and GBV as a pervasive throughout the world;
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EXTERNAL RESOURCES: links, videos, reports, etc.



Unit of Competence 1 – TITLE: THE GENDER DIMENSION

[Introduction to the unit with generic information about the content covered by the unit and the main objectives of the unit; **between 50 and 100 words**]

Through the current Module, participants are expected to acquire/develop knowledge, skills and attitudes related to the terminology and to develop basis for further training modules on sexual violence and gender-based violence in a holistic way. Upon completion of the Module, participants are expected to demonstrate basic knowledge and understanding on:

- Basic terms (sex, gender, sexuality)
- Basic definitions of the patriarchy, feminism, masculinity, femininity, gender stereotypes
- Sexual violence and GBV, incl. honour related violence and domestic violence.

Workload	
Face to face learning	24 hours
Online learning	0 hours
Evaluation/Self-assessment	1 hour

Sub-unit 1 [max 3 sub-units per unit]	
<p>1. Title of the sub-unit: Beginning to understand Gender: What is Gender? How different is it from 'sex'?</p>	<p>Total duration: 8 hour and 20 min (20 min for the evaluation of this sub-unit)</p>
<p>2. Objectives of the sub-unit:</p> <ul style="list-style-type: none"> • To enable the participants to reflect on their understandings of sex and gender and to increase the comfort level of the participants with these issues. • To get acquainted with gender issues in its development, to understand its importance for contemporary society and to acquire basic terminology; to realize the development of roles of women and men nowadays and to understand the needs of a better gender-balanced society; to understand new knowledge about gender issues in individual EU countries; to use the information that is important for better understanding of the demands of gender balance in today's society. 	
<p>3. Content</p> <p>[introduce the main content related to the unit, e.g. key terms, concepts, etc.; between 200 and 400 words]</p> <p>'Sex' and 'gender' are often used interchangeably, despite having different meanings:</p>	



Sex refers to a set of biological attributes in humans and animals. It is primarily associated with physical and physiological features including chromosomes, gene expression, hormone levels and function, and reproductive/sexual anatomy. Sex is usually categorized as female or male but there is variation in the biological attributes that comprise sex and how those attributes are expressed.

Gender refers to the socially constructed roles, behaviours, expressions and identities of girls, women, boys, men, and gender diverse people. It influences how people perceive themselves and each other, how they act and interact, and the distribution of power and resources in society. Gender is usually conceptualized as a binary (girl/woman and boy/man) yet there is considerable diversity in how individuals and groups understand, experience, and express it.

Gender equality means equal visibility, empowerment and participation of men and women in all spheres of public and private life. This equality focuses on the dignity of the human person and the recognition that both men and women are subjects of law and equal rights holders, as set out in the Charter of United Nations Preamble (1945) and in the Universal Declaration of Human Rights (1948). These have been reinforced since 1976 by the United Nations International Covenants on Civil and Political Rights and on Social, Economic and Cultural Rights and the Vienna Conference on Human Rights of 1993. In this regard, the conventions of the International Labor Organization also play a decisive role.

4. Resources: [list the resources (tools, materials, links, etc.) that the learner will have to use to perform the tasks and activities]

<https://www.youtube.com/watch?v=a4WuurpnSbc> - Why gender equality is not just about women | Caroline Strachan

<https://www.youtube.com/watch?v=7n9IOH0NvyY> - Why Gender Equality Is Good for Everyone — Men Included | Michael Kimmel

5. Learning Outcomes: Upon completion of this learning unit the learner will be able to:

Knowledge	Skills	Autonomy and Responsibility
<ul style="list-style-type: none"> Basic terms (sex, gender, sexuality) 	<ul style="list-style-type: none"> Understand gender as roles, characteristics and socially constructed and expected to be performed by both women and men. Understand how society promotes images for women and men 	<ul style="list-style-type: none"> Conduct discussion on gender roles Developing critical thinking around gender and sexuality; Developing sensitiveness and raising awareness about GBV Understanding VAW as form of discrimination and



		<p>Human Rights violation;</p> <ul style="list-style-type: none"> • Understanding GBV as a complex of social norms, institutional practices, and cultural values; • Understanding VAW and GBV as a pervasive throughout the world;
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6. Methodological approach

[methodological hints on the effective training delivery; **between 200 and 400 words**]

Sex identifies the biological differences between women and men.

Gender is the culturally-specific set of characteristics that explains the social behaviour of women and men and the RELATIONSHIP between them. Gender refers not simply to women or men, but to the relationship between them, and the way it is SOCIALLY CONSTRUCTED. + Gender refers to the economic, social and cultural attributes and opportunities associated with being male or female.

Gender differs from sex in that it is social and cultural, rather than biological.

The beneficiaries can learn what “gender” is, find out the difference between sex and gender. They will understand that the cause of inequity between men and women is not their biological characteristics, but socially constructed attributes of men and women. The goals are to promote awareness of basic terms “gender” and ‘sex” and to promote awareness of the various roles of women and men in society and gender equality. You can watch Gender equality: <https://www.youtube.com/watch?v=4viXOGvuu0Y> .

The learning outcomes are:

- Acquire knowledge and develop sensitivity to the gender in/equality and GBV
- Engage in and stimulate dialogue regarding gender equality and GBV
- Organise awareness raising events on gender stereotypes and SGBV

7. References [further reading: available in English or other languages (specify)]

BASE project: Base Programme “Cultural Advisor Curriculum”

Video <https://www.youtube.com/watch?v=4viXOGvuu0Y>

Aksornkool, Namtip. Gender sensitivity: a training manual for sensitizing education managers, curriculum and material developers and media professionals to gender concerns, p. 32 - 34.



UNESCO, 2004, <https://unesdoc.unesco.org/ark:/48223/pf0000137604>

8. Evaluation

- For this subunit, we recommend the following self-evaluation test:
What have I learnt?
 - I increased my knowledge on gender issues.
 - I have learnt the differences between “sex” and “gender”.
 - I believe that gender equality is important for everybody.
 - Please add something else:

Sub-unit 2 [max 3 sub-units per unit]

1. Title of the sub-unit: Patriarchy vs Feminism; Masculinity vs Femininity	Total duration: 8 hour and 20 min (20 min for the evaluation of this sub-unit)
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2. Objectives of the sub-unit:

- To learn or deepen knowledge about patriarchy and feminism, and to provide information about 'masculinity' and 'femininity' by emphasising the connection with gender stereotypes

3. Content

[introduce the main content related to the unit, e.g. key terms, concepts, etc.; **between 200 and 400 words**]

Gender based roles are consequences of learned behavior in a society, which forces people to act and take responsibilities depending on their sex. These roles are reflected on activities that are perceived as purely feminine or masculine. Not knowingly we learn to behave in a way that is typical for our sex. This starts in our childhood and later at school where everything shows us what the “right” behaviour is for a girl or a boy. Many learning materials are illustrated with images that harden the stereotypical roles of men and women, having been crafted by society in the process of personal development – women cook, clean, create and take care of children; men go to work, make decisions, do sports. This is the foundation of stereotypical thinking in the early years of life. Gradually children learn the stereotypical behavior for girls and boys and it gets harder to change it over time. According to the patriarchal model of family relationships, the roles in the family are distributed in a strict manner. The power and the rights are in the hands of the man (father) – the head of the family. The woman is placed in the position of submission – it is expected of her to be a good wife, a good mother and a skillful homemaker. She is the one who takes care of the home, the comfort and the togetherness in the family. The man is the authority at home and the woman is the pillar of a family life. To a great extent it is up to the woman how the marital relationships will develop since she is the one who unites, befriends, comforts, makes



peace, understands the pain of others and makes sacrifices for the good of the family. The preservation of family solidarity and the upholding of the family is also considered to be a responsibility of the woman. Although in many countries the classic patriarchal model has already been broken, the patriarchal norms are still influencing people’s attitudes. The perception of the man as the figure of authority and a master of the home is the main reason for most domestic violence cases. Much more women and children (than men) become victims of domestic violence (either physical, mental, sexual, emotional or economical).

4. Resources: - Present data about women’s global status
(https://www.slideshare.net/moonzajer/feminism-15560282?next_slideshow=1)

5. Learning Outcomes:

Upon completion of this learning unit the learner will be able to:

Knowledge	Skills	Autonomy and Responsibility
<ul style="list-style-type: none"> Awareness and sensitiveness of gender stereotypes, patriarchy and feminism 	<ul style="list-style-type: none"> To learn or deepen knowledge about patriarchy and feminism, and to provide information about 'masculinity' and 'femininity' by emphasizing the connection with gender stereotypes Explain the differences between patriarchy and feminism 	<ul style="list-style-type: none"> Develop critical thinking about stereotypes

6. Methodological approach

[methodological hints on the effective training delivery; **between 200 and 400 words**]

Although in many countries the classic patriarchal model has already been broken, the patriarchal norms are still influencing people’s attitudes. The perception of the man as the figure of authority and a master of the home is the main reason for most domestic violence cases. Much more women and children (than men) become victims of domestic violence (either physical, mental, sexual, emotional or economical). The goal is to learn or deepen knowledge about patriarchy and feminism, and to provide information about 'masculinity' and 'femininity' by emphasizing the



connection with gender stereotypes. If you are able to provide a short presentation about patriarchy:

- Definition: 'a system of social structures and practices in which men dominate, oppress, and exploit women' (Sylvia Walby)
- Provide characteristics of the patriarchal system: men make all decisions both in the family and society; men hold positions of power and authority; men control finance and education; women are not allowed to demonstrate independence
- You can provide statistic information about the following questions: how many women are members of the National Parliaments of participants' countries in origin. Give data regarding women MEP and members of National Parliament.

The learning outcomes:

- Awareness and sensitiveness of gender stereotypes, patriarchy and feminism
- Explain the differences between patriarchy and feminism
- Develop critical thinking about stereotypes

7. References

[further reading: available in English or other languages (specify)]

BASE project: Base Programme "Cultural Advisor Curriculum"

Classic Texts: Sylvia Walby "Theorising Patriarchy" 1990;

<https://www.tutor2u.net/sociology/reference/classic-texts-sylvia-walby-theorising-patriarchy-1990>

The global gender gap report; http://www3.weforum.org/docs/WEF_GGGR_2018.pdf

8. Evaluation

- For this subunit, we recommend the following self-evaluation test:
What have I learnt?
 - I rise my awareness and sensitiveness on gender stereotypes, patriarchy and feminism
 - I have learnt the differences between patriarchy and feminism
 - I develop critical thinking about stereotypes
 - Please add something else:



Sub-unit 3 [max 3 sub-units per unit]

1. Title of the sub-unit: Gender Equality is a Human Right

Total duration: 8 hour and 20 min (20 min for the evaluation of this sub-unit)

2. Objectives of the sub-unit:

- To enable participants to recognize and reflect on common practices that reflect the subordinate status of women in most societies and its linkage to patriarchy and gender issues.

3. Content

[introduce the main content related to the unit, e.g. key terms, concepts, etc.; **between 200 and 400 words**]

Why is it necessary to educate about gender equality? Gender equality means equal visibility, empowerment and participation of men and women in all spheres of public and private life. This equality focuses on the dignity of the human person and the recognition that both men and women are subjects of law and equal rights holders, as set out in the Charter of United Nations Preamble (1945) and in the Universal Declaration of Human Rights (1948). These have been reinforced since 1976 by the United Nations International Covenants on Civil and Political Rights and on Social, Economic and Cultural Rights and the Vienna Conference on Human Rights of 1993. In this regard, the conventions of the International Labor Organization also play a decisive role. While the world has achieved progress towards gender equality and women's empowerment under the Millennium Development Goals (including equal access to primary education between girls and boys), women and girls continue to suffer discrimination and violence in every part of the world. Gender equality is not only a fundamental human right, but a necessary foundation for a peaceful, prosperous and sustainable world.

4. Resources:

- <https://www.un.org/en/sections/issues-depth/gender-equality/>
- <https://www.youtube.com/watch?v=nbhjXK2mMe8>

5. Learning Outcomes

Upon completion of this learning unit the learner will be able to:

Knowledge

- Outline the relevant legal framework and the rights of the women
- Explain basic concepts like gender and human rights
- Explain basic definitions of human rights, gender

Skills

- Define basic concepts and key terminology in the field of human rights and equality
- Analyse and assess the impact of specific socio-cultural

Autonomy and Responsibility

- Developing critical thinking around gender and women's rights;
- Reflective attitude towards the social construction of gender



<p>and sexual justice, violence, oppression and intersectionality and provide examples.</p>	<p>context on the formation of perception of women's rights as human rights, gender and sexuality;</p> <ul style="list-style-type: none"> Analyse and assess the impact of cultural, political, legal, philosophical, moral, ethical, and religious aspects of life on sexuality and vice versa 	
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6. Methodological approach

[methodological hints on the effective training delivery; **between 200 and 400 words**]

Patriarchy is defined as the control of labour, reproductive power and sexuality of women for the benefit of men. Patriarchy prescribes roles to men and women. Gender inequality is the result of the patriarchal structure of society. Gender equality is a Human right! Empowered women and girls contribute to the health and productivity of their families, communities and countries, creating a ripple effect that benefits everyone. It is likely that some participants may talk about patriarchy' or 'patriarchal mindsets'. Use the opportunity to have a detailed discussion on patriarchy and gender issues. As a backup, be prepared to make a short presentation on gender equality, including the following topics: violence against women, women in the decision-making process, economic independence of women in the labour market.

7. References

[further reading: available in English or other languages (specify)]

Base project: BASE Capacity Building programme

CARE Gender, Equity, and Diversity Training Materials, p. 205

<https://www.care.org/sites/default/files/documents/Gender%20Equity%20and%20Diversity%20Module%204.pdf>

8. Evaluation

- For this subunit, we recommend the following self-evaluation test:
What have I learnt?
 I rise my awareness and sensitiveness on gender equality
 I have learnt the importance of women's rights as part of human rights
 I develop critical thinking about stereotypes



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Please add something else: