X Language: The impact of sexism in everyday communication

Study session, 6-10 December 2021

Study session report

Introduction:

This document serves as the external report for the study session 'X Language: The impact of sexism in everyday communication', co-organized by the World Esperanto Youth Organization (TEJO) and the Council of Europe (CoE) between the 6th and 10th of December 2021 in Budapest, Hungary, hosted by the European Youth Center in Budapest. Originally, our project was accepted as a residential Study Session in cooperation with the European Youth Center Budapest (EYCB) in September 2020, but was moved to an online format due to the COVID-19 pandemic. We re-applied for it and managed to organize it as a residential activity one year later, in December 2021. The study session's aim was to explore the connection between sexism and verbal communication among young people in their everyday lives, exploring at the same time the dimensions of Human Rights Education, gender mainstreaming, gender-based violence and sexism manifestations in everyday communication.

The study session's objectives were:
- Raising awareness on the impact of everyday sexist language;
- Exchanging opinions, knowledge and good practices; Ensuring mutual learning between the young people attending;
- Training young people on verbal gender-based violence and discrimination; How to detect, prevent and combat it;
- Introducing gender-sensitive and gender-neutral terms that can be used in everyday communication;
- Making this study session a ''hub'' of young people who will act as multipliers after the end of the activity and spread the outcomes in their local communities.

The need for this study session in 2021:

After the 40th anniversary of the 1979 United Nations' Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), we sadly see that still many of our global societies are failing to be truly inclusive; on the contrary, we see that gender discrimination and sexism are still dominating many aspects of our everyday lives. According to the 2019 report on equality between women and men in the EU, one in three women aged 15 or over in the EU has experienced physical and/or sexual violence, around half of all women in the EU have experienced sexual harassment, and 1 in 10 women have faced cyber harassment. Awareness raising together with legislative and policy changes and education can lead to a European society that truly respects human rights, the rule of law and democracy, which are CoE's core values.

Disclaimer: This report gives an account of various aspects of the study session. It has been produced by and is the responsibility of the educational team of the study session. It does not represent the official point of view of the Council of Europe.

That is why we think it is important to continue working on the topic of gender equality and in this occasion of sexism, in order to reinforce the gender dimension in international policy and mainstream it even more in youth work and the youth field. Through this educational activity we wanted to develop the capacity of the participants, who were coming both from inside and outside TEJO; our aim was to share our expertise and enhance our participants' capacity, to contribute to spreading more knowledge on the topic, open new ways of thinking, embrace our diversity and further activate young citizens to bring the change in their local societies and networks.

TEJO:

The [World Esperanto Youth Organization (TEJO)](#) was created in 1938 as a global youth organization for young Esperanto speakers. With 43 member organizations and several thousands young members in Europe, Asia, Africa and America, we have been striving to help the youth play an active role in building a sustainable, inclusive, international, understanding and rights-based society. We have developed an expertise when it comes to language diversity, cultural richness and human rights of language minorities. At the same time, we strongly believe that gender equality and inclusion in general are vital for ensuring the rights of all persons and to achieve truly sustainable development. We perceived this activity as a great opportunity to combine our values and work on social inclusion with our expertise on language diversity and intercultural dialogue.

Preparatory team:

Our preparatory team included 5 young people from TEJO, between 24 and 28 years old and an educational advisor of the Council of Europe to help the facilitators' team with the preparation, implementation and follow-up of the educational activity.

Preparation phase:

The organizing team started the preparation for the study session in September 2021, with our main preparatory meeting scheduled for October 2021. However, due to the COVID-19 pandemic, we moved our main preparatory meeting online.

During these two days, we had the chance to:
- Share our expectations from each other, from TEJO & the CoE, from our future participants;
- Set our rules and working methods as a team;
- Review the project timeline;
- Distribute the team roles;
- Finalize the details of the open call and the profile of our participants, according to the submitted application of the study session;
- Review the preparation, implementation and follow-up phases of our project;

- Focus on the multiplying effect for our participants and how we can support them after the study session takes place.

Participants:

During the open call period for our residential study session, we received a big number of applications (125) from young people from Council of Europe member states for 30 places. We accepted 30 young participants, with 30 more on the waiting list.

Program of the study session:

The final program of the study session was shaped like this:

1st working day 06/12	2nd working day 07/12	3rd working day 08/12	4th working day 09/12	5th working day 10/12
09:15-09:30 Welcome by the facilitators and speech by the director of the EYC and COVID-19 rules	09:15-09:30 Check in	09:15-09:30 Check in	09:15-09:30 Check in	09:15-09:30 Check in
09:30-11:00 Presentation of the whole programme + objectives G2K each other	09:30-11:00 Gender	09:30-11:00 Human rights in my country	09:30-11:00 Innovation prep session	09:30-11:00 Producing the practical outputs part 1
11:00-11:30 Break	11:00-11:30 Break	11:00-11:30 Break	11:00-11:30 Break	11:00-11:30 Break
11:30-13:00 Team building	11:30-13:00 Ethics and associations with words and verbal communication	11:30-13:00 Sexism as a human-rights violation Human Rights Education	11:30-13:00 Personal projects	11:30-13:00 Producing the practical outputs part 2
13:00-14:30 Lunch	13:00-14:30 Lunch	13:00-14:30 Lunch	13:00-14:30 Lunch	13:00-14:30 Lunch
14:30-16:00 Introduction of CoE, EYC & TEJO Getting to know the EYC	14:30-16:00 Sexism theory & gender-based violence	14:30-16:00 Interconnectedness of language-violence-sexism	14:00 Free afternoon	14:30-16:00 Project Jam Exhibition Sessions refresh (river method)
16:00-16:30 Break	16:00-16:30 Break	16:00-16:30 Break		16:00-16:30 Break
16:30-18:00 Creating our rules all together	16:30-18:00 Intersectionality and diversity	16:30-18:00 Gender-neutral language: linguistic		16:30-18:30 Staying connected

| (prepare a model)/Group agreement re : making rules Expectations, background of participants, contributions for the study session		approach and possible strategies		Evaluation Group photo Certificates Closing
18:00-18:30 Reflection & check out	18:00-18:30 Reflection & check out	18:00-18:30 Mid-term reflection		
19:00-20:30 Dinner	19:00-20:30 Dinner	19:00-20:30 Dinner	19:00-20:30 Dinner	19:00-20:30 Dinner

Participants & results of the study session:

In the end, 26 participants attended the study session, as some canceled in the last moment due to COVID-19 reasons. These participants had the chance to go through team building activities, thematic sessions on the above mentioned topics, and also to produce the practical output of the project and create their personal projects.

Throughout the various sessions, we made sure to emphasize the work of the Council of Europe and the Youth Department in particular when it comes to human rights and HRE, gender mainstreaming and shaping inclusive and peaceful societies, by building links and in general highlighting the Council of Europe and the EYCB as visible partners and contributors to the study session and as main actors in the wider European field. Additionally, a Council of Europe representative (Gordana Berjan) addressed our participants in the opening session of the first day and our Educational Advisor, Ida Kreutzman, ensured that the Council of Europe perspective was always present and visible to our participants. The study session was designed and delivered according to the quality standards and guidelines of the Youth Department.

One of the main points our participants explored was gender-affiliated-expressions in English and their languages. Through collecting examples and evaluating them in smaller groups, they clustered words and expressions to gender-neutral and non-gender-neutral, explored the positive or negative associations with gender and stereotypes and in general their use in different social contexts. Moreover, they had the chance to identify the roots of sexism or discrimination or different forms of oppression in everyday words and understand their impact to individuals and to society as a whole. During the sessions that were focused on language specifically, the participants had the opportunity to analyze texts from different sources (blog, newspaper) in order to highlight the sexist language in them. We have tried to push the participants further into linguistic analysis, pinpointing specific constructions (ex : types of verbs, connotations of adjectives …) and then working on re-writing the texts. We have given the participants a list ("linguistic toolkit for gender-neutral language") of things to look for in a text/communication spot non-overt sexist communication. The participants completed this list with several of their own ideas. After the analysis-rewriting activity, that happened with texts in English, the participants were split in different groups by language family (ex : the Slavic languages speakers) or common traits of language (ex : languages with no grammatical gender) to discuss and reflect on the challenges they face for inclusive language in their native tongue, but also exchange good practices about what exists or could be implemented in their groups of language. The outcome of this activity were several posters with the participants' reflections and findings : some were focused on challenges for inclusive languages, others on what already exists or even gave new ideas for inclusive language.
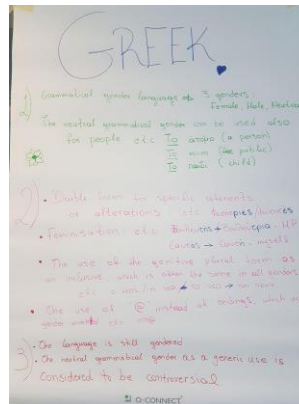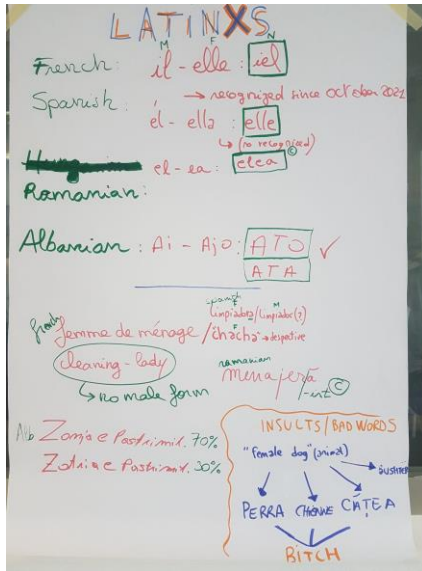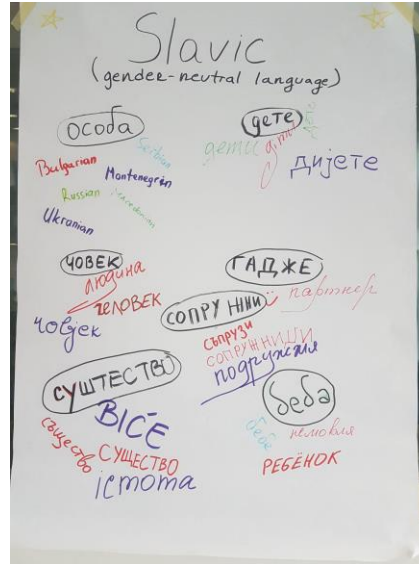
We created the planned practical outcome and moreover we managed through an interactive process to support our participants to create their personal projects for their local societies, even though it was not part of the original approach we were planning to take, but mostly because we had a very active and motivated group. The produced practical outcome (the toolkit on strategies for combating sexism through language and communication) is attached to this report as an annex

Innovation Jam:

As part of the second aim of the study session (that the participants bring back this knowledge to their communities), the participants had the opportunity to use their new skills and knowledge to develop their own projects. This was achieved by means of an "innovation jam" split into 3 sessions. The 3 jam sessions, based off an adapted version of the Campaign Accelerator Toolkit originally developed by Greenpeace, were focused on 1. Defining, 2. Creating, and 3. Prototyping.

In the first session, Define, the participants identified their visions individually, through drawing or writing. They then defined the key problems that they saw, creating problem statements, and organised themselves into focus groups. In these groups, they explored and developed their understanding of the problem together, mapping out the wider context and factors affecting their chosen problem statement.

Photo 1: Some participants expressed their visions through drawing.	*Photo 2: Other participants expressed their visions through writing, or a mixture of the two.*	*Photo 3: Problem mapping of the statement "There is a lack of sex education in our society."*

Photo 4: The participants organised themselves in groups to reflect on their chosen problem statements, using the Problem Mapping method.

In the second session, Create, the participants brainstormed in their focus groups to generate as many ideas as possible regarding their problem statements. They then chose an idea to prioritise and develop. Finally, the groups then mixed and shared ideas and feedback.

Photo 1, above: One group brainstormed ideas on "how to raise awareness of the
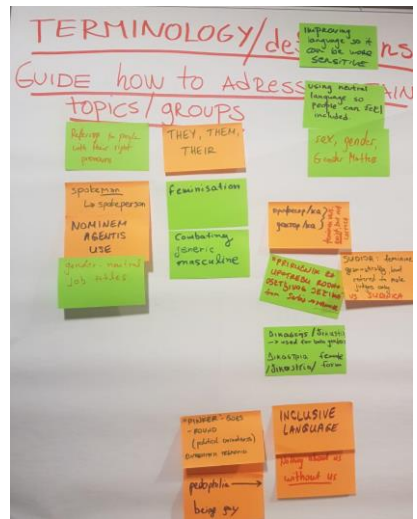
impact of sexist communication."

Photo 2, above: The focus groups used a variety of methods to generate and develop ideas.

Photo 3, above: One group decided to create a "guide on how to address certain topics/groups", including information on achieving sensitive and gender neutral communication in multiple languages.

Photo 4, right: Participants "speed dated" in two circles, moving rapidly exchange advice and ideas.	

In the last session, Prototype, the participants refined their ideas, in groups or individually. We prepared a "resource bar" for the participants to browse - information on the Council of Europe, linguistic resources, and action/campaign management.

Photo 1, above: Participants and facilitators mingled to discuss and exchange ideas.

Photo 2, above: A table was dedicated to information of Council of Europe resources and funding.
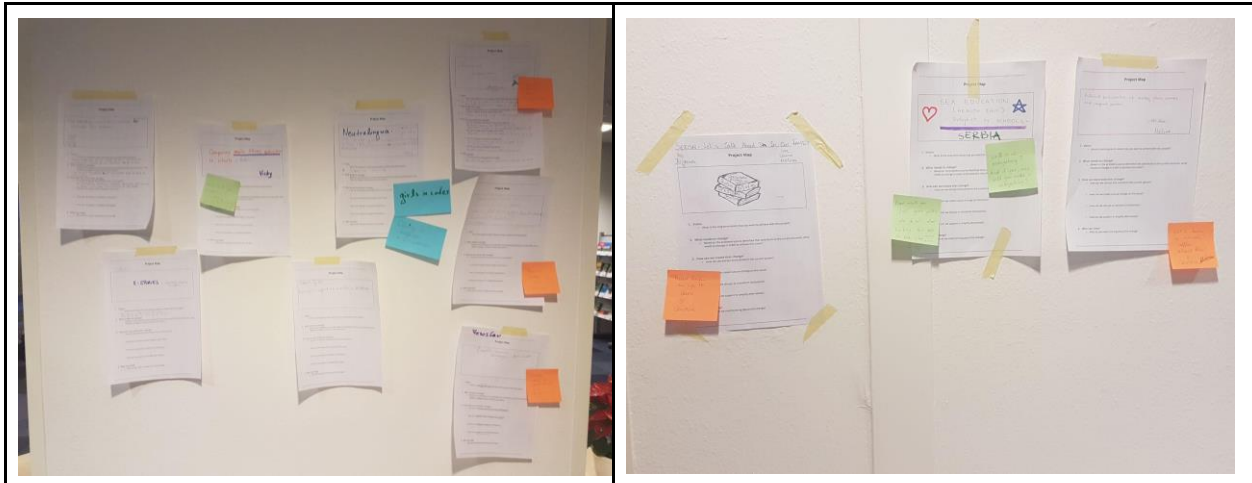

Photo 3, above: A table was dedicated to collecting resources on campaign management and organisation.

Photo 4, above: A focus group developing an idea for a collection of mini-interviews regarding sexism across cultures and languages.

They then noted their final ideas, displayed them all together, and swapped contacts and feedback during the coffee break.

Photos 1 and 2, above: The focus groups' ideas and project maps. Among the ideas presented were "Neutralingva", a project aiming to combat sexism and sexist language in coding, "X-Stories", a collection of personal stories of sexism from different cultures, and "Sexism - Let's Talk About It In Our Family", a guide with advice on how to tackle and safely discuss the topic of sexism within your own family.
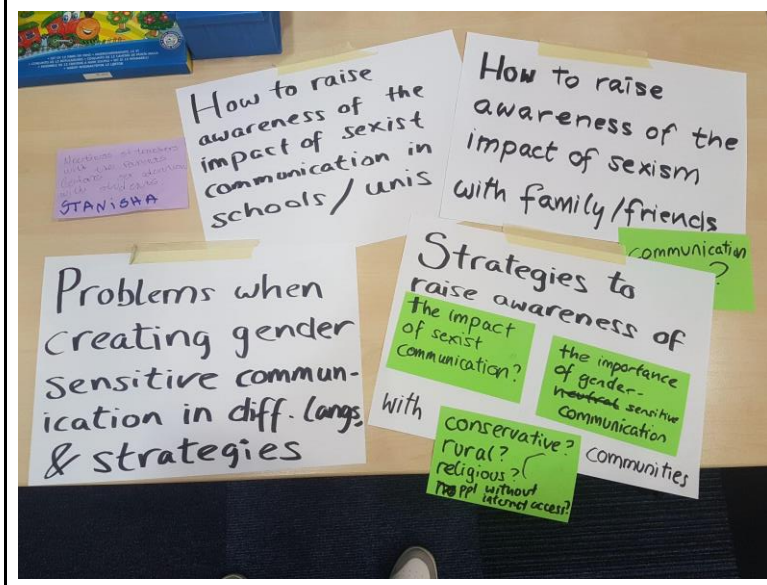

Photo 3, left: Several focus groups decided to work together and incorporate their projects into the final group output, to create a final guide on everything they felt should be known about sexist communication.

Added value of the study session:

For our organization, it was a great opportunity to explore this topic further and gather young participants from all over Europe to work on the topic of sexism and verbal

communication/language. Building more inclusive societies for young people is a central part of our mission and our Strategic Plan, and thus this activity has contributed to the objectives of our organization. As an Esperanto organization, we focused more than most study sessions on the participants' native language and we tried to approach gender-neutral language from a point of view that was not English-centered. Additionally, it has been a great opportunity to work on a high-quality educational youth activity and to gain experience as organizers and facilitators too.

For our participants, they were highly appreciative and positive during the various reflection/evaluation sessions of the study session. All of them contributed with very positive impressions and feedback and acknowledged the strong learning component of this activity. Several of them recognized the activity as one of the highest-quality youth activities they had ever attended and praised the content, the educational approach, the implementation and the outcomes of the study session.

For the Council of Europe, we tried to create strong links with the relevant work of the Youth Department, the co-management system, Human Rights Education and gender mainstreaming, especially with the very valuable help of our educational advisor.

Contribution of the study session to the TEJO's objectives:

One of the core values and objectives of TEJO is building more sustainable and inclusive societies for young people. We take a strong stance in gender issues and promoting equality and we have a zero-discrimination tolerance. That is why we wanted to apply for this study session from the beginning: because we aimed to tackle two very interconnected topics, sexism & verbal language. As a youth organization focusing on linguistic rights and intercultural dialogue, this activity contributed to our work plan and our long-term objectives, as through it we had the chance to raise awareness among young people and ultimately train/equip them with tools to detect and fight sexism. As stated above, it was important for an organization like TEJO to lead an activity that would not be English-centered, and would take into account the native languages of the participants : this approach was highly appreciated by the participants, who also highlighted that it was quite uncommon in these types of activities. As an organization focusing on linguistic rights and diversity, it was important for us not only to train the participants in more detecting and fighting sexist language in English, but also to train them to see it and reflect on it in their own languages.That way we did not only contribute to the strategic objectives of TEJO, but also we believe we contributed to the Council of Europe's mission on building more inclusive and peaceful societies for and with young people.

Contribution of the study session to the CoE Youth Priorities:

Our study session contributed mostly to the 3rd priority of the Youth Department: 'Inclusive and Peaceful societies'. The study session contributed to 1) raising awareness among young people on gender issues and forms of discrimination, as sexism, 2) to gender mainstreaming and ultimately 3) to training young people on gender issues, detecting and tackling forms of discrimination and oppression. It also created a group of young people who co-shaped the project with us and committed themselves to the follow-up phase, especially through their own impact in their respective local societies.

Impact on participants:

Our participants during this study session had the chance to get introduced to some of the basic concepts of gender studies, gender mainstreaming and combating sexist language in their everyday lives: they explored gender-affiliated-expressions in English and their languages, the positive or negative associations with gender and stereotypes and in general their use in different social contexts. Additionally, they had the

chance to identify the roots of sexism or discrimination or different forms of oppression in everyday words and understand their impact to individuals and to society as a whole, and lastly a few ways to neutralize sexist words and language.

When it comes to peer-to-peer learning, they had the chance to interact with each other and exchange opinions and ideas with young people from diverse backgrounds. They also created a practical output for their peers with advice on how they could change their everyday communication in order to be more careful about the way they speak in relation to sexism.

Annex I: List of Participants

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List of Participants

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Participants

ALBANIA / ALBANIE

  Name : Sabail Gjyli   Organization's name : ACT Association (Action for Change and Transformation)

ARMENIA / ARMENIE

  Name : Lilit Ayvazyan   Organization's name : Colson YouthCenter

AUSTRIA / AUTRICHE

  Name : Nguyen Ngoc Hien Vu   Organization's name : ASEAN Youth Organization Germany

AZERBAIJAN / AZERBAIJAN

  Name : Humay Mammadova   Organization's name : Y-peer, Ecobaku and oikos Baku

BELGIUM / BELGIQUE

  Name : Christine Schauw   Organization's name : Blenders NGO

GEORGIA / GEORGIE

  Name : Nana Pirtskhalaishvili Temuri Petriashvili   Organization's name : "Initiative For Civil Society"

  Name : Temuri Petriashvili   Organization's name : ENCOM

GERMANY / ALLEMAGNE

  Name : Manfred Yip   Organization's name : -

GREECE / GRECE

  Name : Despoina Marathou   Organization's name : -

  Name : Evangelia Anthi Fotiadou   Organization's name : EUphoria Youth Lab

Name : Maria Christodoulou   Organization's name : -

Name : Melpomeni Kasianidou   Organization's name : Youth's Initiative of Greece, Student Union for Gender and Equality, ´To Mov´ (feminist collectivism)

Name : Christina Paterou   Organization's name : Amnesty International Greece student activist group

Name : Leonidia Panagiotakopoulou   Organization's name : -

HUNGARY / HONGRIE

Name : Timur Valishin   Organization's name : -

MALTA / MALTE

Name : Viktoria Hristova   Organization's name : -

MONTENEGRO / MONTENEGRO

Name : Biljana Popovic   Organization's name : MAPSS (Montenegrin Association of Political Science Students)

NORTH MACEDONIA / MACÉDOINE DU NORD

Name : Iva Naskova   Organization's name : One Can - Youth

Name : Stanisha Stankovikj   Organization's name : University Student Assembly,ELSA (Law Student Association)

POLAND / POLOGNE

Name : Katarina Pupavac   Organization's name : One Young World

RUSSIAN FEDERATION / FEDERATION DE RUSSIE

Name : Nikita Shliapin   Organization's name : -

SERBIA / SERBIE

Name : Petar Vidosavljević   Organization's name : Belgrade Centre for Human rights

Name : Mihajlo Matković   Organization's name : ARKA Foundation & Youth Action Team at CIVICUS

SPAIN / ESPAGNE

Name : Silvia Santos Izquierdo   Organization's name : Asociación cultural y cívica Fuentevieja

TURKEY / TURQUIE

Name : Gül Reyhan Yıldırım   Organization's name : CTS Ankara University, Yeşilay

Name : Sena Yalçın   Organization's name : Euro-Asia Education Research and Development Association

UKRAINE / UKRAINE

Name : Anastasiia Pohoretska   Organization's name : Foundation of Regional Initiatives

Name : Yaroslav Halieiev   Organization's name : -

Preparatory team

Names:
Jade Joannot (France)
Spyros Papadatos (Belgium)
Ines Kahin (France)
Livia Noghi (Netherlands)
Simon Higgins (Germany)

Course director

Name : Spyros Papadatos

Educational advisor

Name : Ida Kreutzman

Council of Europe

Name : Zsofia Fekete

A toolkit on strategies for combating sexism through language and communication

After a week of examining sexism, discrimination and gender inequality in relation to young people in 2021, with a specific focus on verbal communication and language, exchanging opinions, knowledge and good practices for identifying and addressing sexism in different mediums, the participants of the study session titled: "X-language: The impact in everyday communication" have put together a collection of their ideas on how to combat sexism through different methods. The study session took place in December 2021 in the European Youth Center in Budapest (EYCB), organized by the World Esperanto Youth Organization (TEJO), the Council of Europe (CoE) and the EYCB. The toolkit focuses on the following elements:

- **I.** Raising awareness: sexism in language and communication. *Why is it important?*
- **II.** Terminology/definitions
- **III.** Practical changes for gender-neutral language
- **IV.** Technical guidance for addressing sexism in language and communication
- **V.** How to address sexism in your family
- **VI.** List of resources

I. Why language matters

Language shapes the way we think about society and, to some extent, it creates a frame in which we are able to think and form opinions. Language and society are interconnected: people communicate with each other using language in social interactions, impacting social practices and shaping our identities, while society can define/impose the language that its members have

available for them to use (for example, words like *mankind*, *motherhood*).

Language and the stories we tell are a tool – we can wield them to achieve certain goals to the benefit or hindrance of societal change. Sexist language reinforces gender stereotypes and perpetuates inequalities, trapping people in certain character traits (e.g. girls: *pretty, bossy, sweet, hysteric,* boys: *courageous, bold, strong, smart,* etc.). Ultimately, it has a serious impact on one's self-esteem, self-worth, and behaviors that can define an individual's identity, especially in the early phases of life.
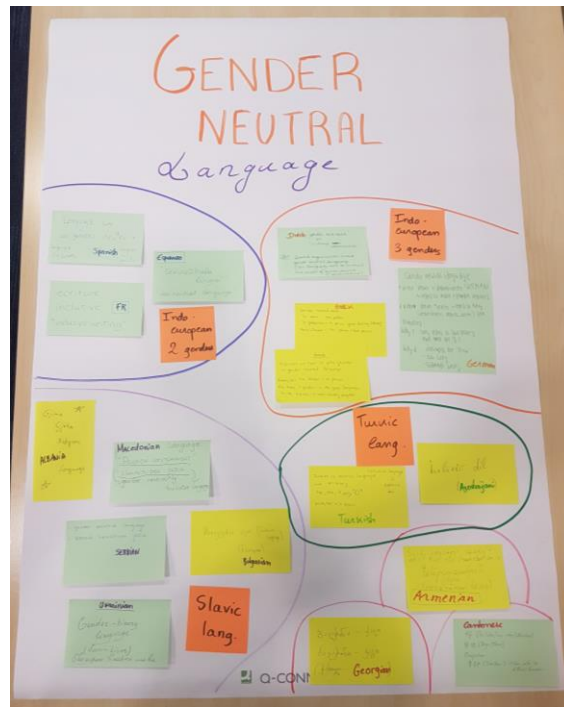
Sexist language can often lead to *(gender-based)* violence, and to a lack of visibility for certain groups of society *(women, LGBTQ+),* simply by excluding them from the literal discourse and, by doing so, depriving them from the possibility of engaging in different forms of social participation.

II. Terminology/definitions

Gender: A social construct that informs roles, attitudes, values and relationships between women and men. While sex is determined by biology - the biological differences between men and women - gender is determined by society; almost always functioning to subordinate women to men.

Sex: the biological differences between men and women, which are universal and do not change.

This is in contrast to gender, which refers to social attributes that are learned or acquired during socialization as a member of a given community.

(Both are from the Glossary of Compass)

Sexism: This term is very often present in feminist literature as well as in the media and everyday life, and it is an important concept in understanding feminism. Sexism means perceiving and judging people only on the basis of their belonging to a particular sex or gender. It also covers discrimination of a person on the same basis. It is important to note that sexism applies to both men and women, however, women are more affected by sexism than men in all areas of life. Everyday sexism takes different forms, sometimes not easily recognisable – for example, telling jokes about girls, commenting on the female body (objectifying women), reacting to the way women are dressed, assigning women easier tasks in Internet games or objectifying women in advertising.

(from Gender Matters)

Gender-based violence: Gender-based violence and violence against women are two terms that are often used interchangeably, as most violence against women is inflicted (by men) for gender-based reasons, and gender-based violence affects women disproportionately. However, there is **more to gender than being male or female**: someone may be born with female sexual characteristics but identify as male, or as male and female at the same time, or sometimes as neither male nor female. LGBTQ+ people (lesbian, gay, bisexual, transgender and other people who do not fit the heterosexual norm or traditional gender binary categories) also suffer from violence which is based on their factual or perceived sexual orientation, and/or gender identity. For that reason, violence against such people falls within the scope of gender-based violence. **Furthermore, men can also be targeted with gender-based violence**: statistically, the number of such cases is much smaller, in comparison with women, but **it should not be neglected**.

Using the definition of 'gender-based violence against women' from the Explanatory report to the Istanbul Convention6 as a starting point we can say that: *Gender-based violence refers to any type of harm that is perpetrated against a person or group of people because of their factual or perceived sex, gender, sexual orientation and/or gender identity.*

(Definitions taken from here: https://www.coe.int/en/web/gender-matters/what-is-gender-based-violence#:~:text=any%20act%20of%20gender%2Dbased,or%20in%20private%20life4.)

Diversity: Differences in the values, attitudes, cultural perspective, beliefs, ethnic background, sexual orientation, gender identity, skills, knowledge and life experiences of each individual in any group of people. *(source: https://eige.europa.eu/thesaurus/terms/1085)*

Inclusive and gender neutral language: Gender-neutral language is a generic term covering the use of non-sexist language, inclusive language or gender-fair language. The purpose of gender-neutral language is to avoid word choices which may be interpreted as biased, discriminatory or demeaning by implying that one sex or social gender is the norm. Using gender-fair and inclusive language also helps reduce gender stereotyping, promotes social change and

contributes to achieving gender equality. *(source:*
https://www.europarl.europa.eu/cmsdata/151780/GNL_Guidelines_EN.pdf)

III. Gender-sensitive communication in different languages
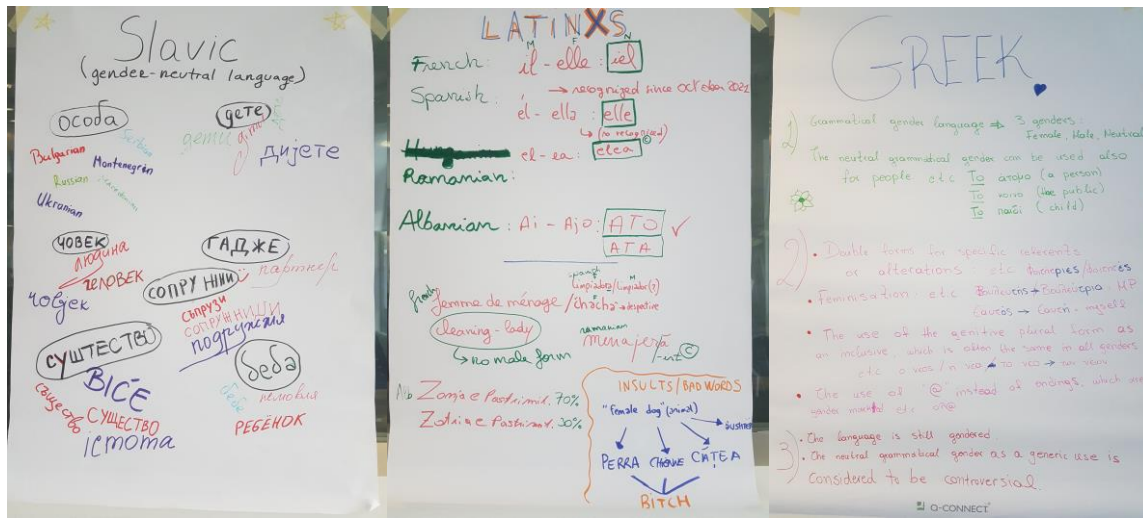

<u>Identifying the problems:</u>

- Use of generic masculine form to refer to anyone (masculine used as „neutral"), masculine is the norm;
- Not having a non-binary linguistic structure (e.g. they/them in Slavic/Greek, etc languages);
- Feminine words are either non-existent, not commonly used or officially accepted. *Should feminitives be used in general? Should we use them as "affirmative action"?;*
- Introducing more linguistic forms makes the language more complicated, disorderly, etc.;
- Toxic distinguishing between male/female groups: *99 women -> one + 1 man ->* **oni;**
- Creating/generating new linguistic forms/pronouns, etc without consulting/asking the group that it affects (*Nothing about us without us*);
- The existence of euphemisms: phrases that are commonly used, but originally associated with negative/aggressive/insulting meaning. E.g. "invalid" -> disabled.

|	
DEPENDENT	INDEPENDENT
EMOTIONAL	RATIONAL
OBJECTIVE	SUBJECTIVE
SUBMISSIVE	DOMINANT
PASSIVE	ACTIVE
GOOD BUSINESS SKILLS	POOR BUSINESS SKILLS

Headings: Feminine - Masculine

FEMININE	MASCULINE
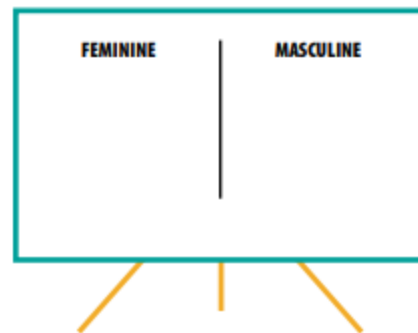
<u>Strategies for advancing gender-sensitive communication</u>

- Feminization of words (*should* it be done?): *професор/ка, адвокат/ка* (Bulgarian); there are also the feminine doublets: *doktor/ka + -ica, šef/ica + šef<u>ov</u>ica* (Serbian); *didaktorikos/didaktorissa* (Greek), *лікар/ка* (Ukrainian);
- Be aware of what „gender-neutral language" means and include it in daily communication (English);
- Neutral examples in Slavic languages: *беба/бебе; дете, дјете, дитина, ребенок; човек, людина*;
- Use already existing, truly neutral words: *atomo* (person), *koino* (public), *akroatirio* (audience) (Greek);
- The use of symbols to replace the gender-marked ending of words – in order to make language and communication inclusive for non-binary people, etc. *Voulef-tis* (male) *Voulef-tria* (female) → *vouleft@. (This applies only to writing discourse and it is not widely accepted.)*
- ☐ Alterations in texts - use of double gender forms.

IV. How to address and combat the impact of sexist communication in schools and
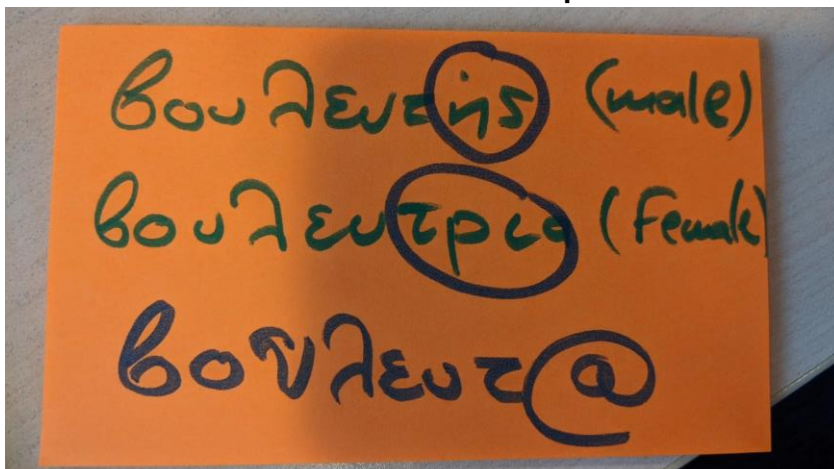
universities

1. Use gender-neutral language

- Be aware of what „gender-neutral language" means and include it in the daily communication during your lessons, courses;
- Use gender-neutral language in private and professional circles, and make students feel comfortable using it.

2. Energizers, games and non-formal activities

- Use energizers, games and non-formal education activities with relevant content and give students an extra motivation to tackle problems related to discrimination, human rights and sexism.

3. Youth mobility projects

- Learn about Erasmus+ opportunities and promote them to students – highlight their importance and the impact they have on youth, and motivate them to participate.

4. Use audiovisual material

- Show videos, TV shows, movies, pictures and video clips that students already are familiar with, and underline the sexism that they demonstrate directly and indirectly.
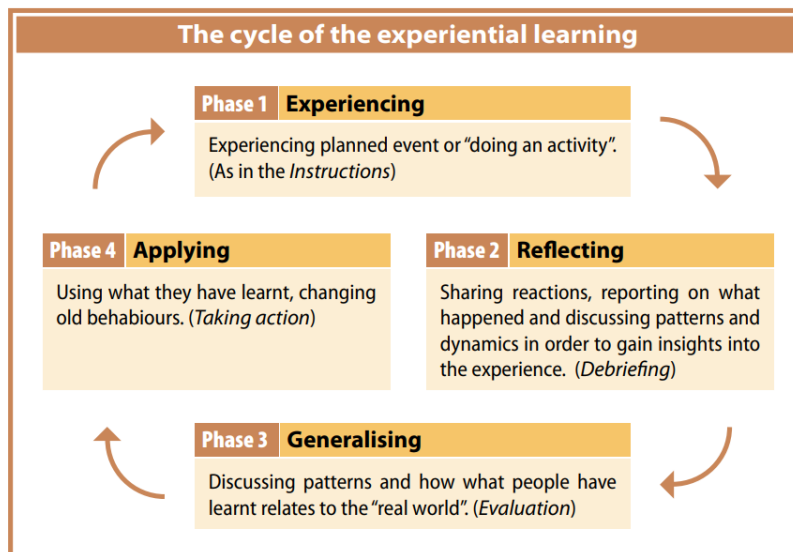
5. Share real life experiences

- Invite victims to talk about the situations they faced/are facing, and to share their experiences;
- Use examples from real life and familiarize students with the problem *(approach the subject in a sensitive manner and pay particular attention to avoiding trigger factors).*

6. Promotion

- Distribute informative materials, like flyers and books that focus on the problem of sexism;
- Promote informative materials, events on social media channels, in a way that caters to the target audience.

7. Define the causes and the effects

- Use real cases to highlight the problems within the society and explain how these issues can also affect the students in the future;
- Organize „study recesses" for students during the school year, with relevant content;
- Organize trainings related to sexism for teachers and members of the directorate

The cycle of the experiential learning

Phase 1 Experiencing

Experiencing planned event or "doing an activity". (As in the *Instructions*)

Phase 4 Applying

Using what they have learnt, changing old behabiours. (*Taking action*)

Phase 2 Reflecting

Sharing reactions, reporting on what happened and discussing patterns and dynamics in order to gain insights into the experience. (*Debriefing*)

Phase 3 Generalising

Discussing patterns and how what people have learnt relates to the "real world". (*Evaluation*)

Source: Compass – Manual for Human Rights Education with young people, Council of Europe, October 2012

V. How to talk about the seriousness impact of sexism with family in daily life

<u>Start with an introduction</u>

*(We want you to be **safe**! We know, that not everyone is living in a safe and peaceful environment, some may be part of an abusive family), so if you feel like talking about sexism presents a risk for you, putting you in any kind of danger, whether that danger is psychical, emotional or physical, please take all precautions and prioritize your own safety first!)*

1. Give examples of young people dealing with sexist behaviors in their daily lives;

2. Explain why is it important to define different types of sexism;

3. Sensitize yourself first:

- Be aware that it is a learning process;
- You don't have to be perfectly informed about this topic right away;
- Try to be the best role model to not be sexist;
- Feel free to talk to others (friends, groups, internet platforms), where you can have a safe place to talk, express yourself, spread your ideas, and help others with the same experience).

4. Be aware of the reasons why sexist behaviors manifest within families:

   ☐ Gender roles (patriarchy)
      a. By conservative thinking
      b. Stereotypical expectations based on different life stages (children, teenagers, adults)

<u>How to react</u>

- Create a safe place to talk about sexism *(remind yourself that you probably had more resources to educate yourself, so be patient with your family and use simple language)*;
- Give them time to understand what sexism is and to process the information;
- Support and educate your family members *(talk about and remind them the history of feminist movement and its achievements)*;
- Challenge your family and ask them: *is this what you want or do you feel it's your duty*?
    - ☐ *Example: Your mother is coming home from work. She is exhausted. But she starts to clean the house and cook for the whole family. Go to her and ask her: do you really want to do this, or do you feel that this is your duty? Wait for her answer and give her time to think about it. Ask her if there are other options, like if someone else (male family members included) could do this work. If she expresses that there are no other options, then ask her why she thinks that, what makes her feel like that. Is her answer based on gender roles? If it is, then try to discuss if she is happy with the current gender roles. Additionally, discuss this topic with the entire family.*

- Listen actively and be empathetic.

VII. List of resources

For general, Human Rights Education activities:

1. COMPASS: Manual for Human Rights Education with Young people, https://www.coe.int/en/web/compass/gender
2. Preventing and combating sexism, https://rm.coe.int/prems-055519-gbr-2573-cmrec-2019-1-web-a5/168093e08c
3. A manual for combating hate speech online through human rights education (2016), https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=090000168065dac7
4. Young people's access to rights through youth information and counseling, https://rm.coe.int/16807023d9
5. Compilation of case law of the European Court of Human Rights on Gender Equality issues: https://rm.coe.int/compilation-echr-case-law-1-august-2019/168096d977
6. The Right to Human Rights Education - A compilation of provisions of international and regional instruments dealing with human rights education, https://www.ohchr.org/EN/Issues/Education/Training/Compilation/Pages/Listofcontents.aspx
7. Speaking rights sample. Human Rights Education Toolkit for Youth.

https://equitas.org/wp-content/uploads/2018/10/SampleMan-SR-EN-2018.pdf

8. A rights-based approach to realizing gender equality, https://www.un.org/womenwatch/daw/news/savitri.htm

9. Resources for Human Rights Education 2: Using Games, Films and Role-Playing. A Practical guide from the EMHRN Summer School 2008. https://euromedrights.org/wp-content/uploads/2018/03/Resources-for-Human-Rights-Education-2-EN.pdf

For activities tackling gender issues:

1. Gender Matters. A manual on addressing gender-based violence affecting young people https://rm.coe.int/gender-matters-a-manual-on-addressing-gender-based-violence-affecting-/16809e1c34

2. Handbook for Gender Equality Rapporteurs: https://rm.coe.int/council-of-europe-gers-handbook-oct-2018-2-/16808ee74b

3. Exercise: the GenderBread Person. A very visual exercise that can be used as an introduction to gender-related concepts (gender identities, gender expression, etc): https://www.genderbread.org/

4. World Health organization's definitions of gender: https://www.who.int/health-topics/gender

5. The complete PFLAG list, with gender-related words, and words about sexual orientation: https://pflag.org/glossary

6. Council of Europe resources about gender : https://www.coe.int/en/web/compass/gender

7. A very dense and interesting reading list about gender studies : https://daily.jstor.org/reading-list-gender-studies/

Books:
8. Simone de Beauvoir, *The Second Sex* (1949) : the framework for 2d wave feminism, very influential in French and American feminism.

9. Judith Butler, *Gender Trouble* (1990) and *Undoing Gender* (2004). More recent reflections about gender, and how it is performed.

10. Michel Foucault, *The History of Sexuality* (1976 - first volume). About the historical construction of sexual categories and identities.

Gender in different cultures and tradition
11. The video "What does Two-Spirits mean?": https://www.youtube.com/watch?v=A4lBibGzUnE

12. Article about how gender and sex are Western social constructs: https://www.globalcitizen.org/en/content/third-gender-gay-rights-equality/

13. Podcast on decolonizing gender (on Spotify): https://open.spotify.com/episode/6RZOJK3ZVNEJTWi3mGCC63?si=paKfN5ZoS_mIIK7vP4kD1w&utm_source=copy-link

14. How to decolonize gender ? (practical resource): https://www.alliance4girls.org/wp-content/uploads/Decolonizing-Gender-1.pd

Interconnectedness of language, sexism and violence. Articles used for the case studies

15. "The rejected lover threatens his ex with a weapon" (in French) :
https://actu.fr/normandie/liesville-sur-douve_50269/tribunal-de-cherbourg-l-amoureux-econduit-avait-menace-son-rival-et-son-ex-avec-une-arme_38535239.html

16. Wikipedia pages of Simone de Beauvoir
(https://en.wikipedia.org/wiki/Simone_de_Beauvoir) and Jean-Paul Sartre
(https://en.wikipedia.org/wiki/Jean-Paul_Sartre#Biography)

17. Case study "Who did it ?" "a woman is shot dead …"
https://metro.co.uk/2014/11/01/woman-is-shot-dead-outside-arsenals-emirates-stadium-in-london-4930897/; and "three women were stabbed, father was hanged"
https://www.bbc.com/news/uk-england-29826405

18. Extracts from the Universal Declaration of Human Rights :
https://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf

19. "Behind Frida Khalo's rumored affairs with men and women" :
https://www.biography.com/news/frida-kahlo-real-rumored-affairs-men-women

Further readings on sexism in language

20. Menegatti & Rubini 2017, *Gender Bias and Sexism in language* :
https://oxfordre.com/communication/view/10.1093/acrefore/9780190228613.001.0001/acrefore-9780190228613-e-470

21. "Name the Agent", a twitter account which collects examples of erasure of male
violence: https://twitter.com/nametheagent

22. "Reclamation, taking back control of the word" (article about reclamation of insults) :
https://philarchive.org/archive/POPRTB

Gender neutral languages: strategies

23. On grammatical gender (more linguistic-oriented readings)

24. The WALS maps of number of genders in the world's languages :
https://wals.info/feature/30A#2/26.7/149.2; Map of gender assignement for nouns (sex-based/non sex based) : https://wals.info/feature/31A.

25. An introduction to grammatical gender and how they vary across languages :
https://oxfordre.com/linguistics/view/10.1093/acrefore/9780199384655.001.0001/acrefore-9780199384655-e-43

26. For the linguists out there : a master thesis about noun classes in Niger-Congo
languages, and how they relate to grammatical gender in Indo-European languages
Towards a Typological Framework for Niger-Congo Noun Classes: Challenges and
Criteria | Student Repository)