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MANUAL for “Strengthening gender balance in the selection of future professionsvocational secondary schools for young girls when choosing a future profession through education”



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I. INTRODUCTION

If we are to live in a democratic society, it is necessary to establish gender equality as one of the cornerstones of democracy.

A number of factors influence this process. As the society promotes patriarchal values and specific gender roles in the family, in order to achieve the desired results we need to start with changes from family values, through the educational process, to one's career and professional development.

The concept of gender equality in the Republic of North Macedonia still remains a field to be dealt with. Namely, women still face inequalities in employment opportunities, pay, marriage rights, distribution of resources, rights and power. Following the policies at the international level, the Republic of North Macedonia has embraced a number of international documents adopted by the UN, the European Union, the Council of Europe and other international institutions containing a large number of norms related to equal opportunities for women and men. With the adoption of the Convention on the Elimination of All Forms of Discrimination against Women, a succession act in 1994 that created a legal opportunity and obligation for the state to alter its provisions on women's rights and gender equality into national law. In addition, ratification of the Optional Protocol to this Convention enables the submission of individual cases of violation of women's human rights to the Committee responsible for monitoring this Convention within the UN.

The principle of equal opportunities for men and women and the principle of non-discrimination are enshrined in the Constitution and normative acts of our state. The operationalization of these principles is ensured by the Law on Equal Opportunities for Men and Women⁽¹⁾ as well as the National Gender Equality Action Plans.⁽²⁾ In addition to legislation, family, tradition and the media, the education system is one of the key factors that has the aptitude and opportunity to allow for changes in this field. Educational institutions are important creators of younger generation, for they influence their values, norms, morals, attitudes and perceptions. The teaching staff is a key link that can contribute to overcoming gender stereotypes and forming democratic values.

It is important to target the young population, in order to change their perception of the issue of gender equality and to raise awareness on the subject. The project, "Strengthening gender balance in vocational secondary schools for young girls when choosing a future profession through education", is precisely aimed at the theme of gender equality, (targeting young individuals choosing their professional future careers, aiming to provide them with the adequate education).

¹<http://bezomrazno.mk/wp-content/uploads/2013/10/3.-Zakon-za-ednakvi-moznosti-na-zenite-i-mazite>

²<https://mvr.gov.mk/page/rodova-ednakvost>

II. ABOUT THE PROJECT

This project will be implemented in three vocational schools on the territory of the City of Skopje, in the municipalities of Cair, Karposh and Centar. The project activities aim, through training of teachers and students, to reinforce gender equality in the community and to overcome stereotypes when choosing future professions for young people. Specific goals are:

- Changing the perceptions, attitudes and behaviors of young girls in choosing professions and minimizing professional stereotyping;

- Encouraging young men to support gender equality and participate in the promotion of certain professions that are generally accepted as masculine, in order to be equally attractive to women. Young boys to be actively involved in the fight against stereotyping in professional positions;

- Transparent and stronger cooperation and communication between young people on the subject of gender equality;

- Overcoming stereotypes when choosing an educational profile, and a future profession for young people.

III. QUESTIONNAIRE IN REGARDS TO CHOOSING A PROFESSIONAL CAREER

The project, "Strengthening gender balance in vocational secondary schools for young girls when choosing a future profession through education", implemented on the territory of three different municipalities, reflects on one of the key problems in the country is gender imbalances in the choice of educational profile that students make. Education is a prerequisite for the promotion and economic empowerment of young girls and their well-being. It is an important factor for political and civic participation as well as for the prevention of gender-based violence and insecurity. The project will be implemented in vocational high schools in the municipalities of Cair, Karposh and Centar aiming to strengthen gender balance in vocational high schools through the training of teachers and students in the community to respect gender balance and support young girls in choosing a professional career (regardless of how masculine or feminine it is). The project began in September 2019 and will end by February 2020. We ask individuals to set aside 5-10 minutes of their time to answer the following questions that enabled us to obtain the desired project results, such as:

- Changing perceptions, attitudes and behaviors when choosing professions for young girls, with the main aim of preventing professional stereotyping;

- Encouraging young boys to support gender equality and participate in the promotion of certain professions to become equal feminine and to be actively involved in the fight for stereotyping professional positions for young girls;

- Transparent and stronger gender equality cooperation and communication, overcoming stereotypes in the education and labor market, such as career counseling professionals, teaching staff and psycho-pedagogical services that support young people in their future career choices.

Results of the questionnaire

Of the total survey of 426 respondents, 71.2% were female while 28.4% were male. Most of the respondents are 18 years of age or 26.5% followed by pupils at 16 years of age, 26.1%, 24.9% of the students at the age of 17 and only 15.7% of the students at the age of 15. Out of 424 respondents, 77.1% are in vocational secondary education and 22.65 are in high school. When asked whether there were more male or female students in the class, respondents reported that there were 69.9% female, 19.9% male, and only 8.8% of the students in the class had the same number of male and female. On the question in which vocational education they are or will be enrolled out of a total of 383 respondents, most of them answered that they would continue their education in the health profession with 61.9%, and 23% of the respondents answered that they would enroll in the following study as security, computer technology, automation, followed by civil engineering surveying with 11.5% and finally electrical engineering with 5.7%. On the question of whether gender equality is taken into consideration when choosing a class community, out of 416 respondents answered with no 61.3%, and 38.7% answered affirmatively. Of the total of 423 respondents questioned at your school, there were more male or female teachers or approximately 76.6% of male and female respondents answered that there were female teachers. Approximately equal to 21.7% of teachers and only 3.2% of male teachers. When asked who decided on your secondary education, most of the students 67.9% decided on their own, 28.5% with the support of the mother, 17.7% with the support of the father, 6.8% without the influence of the company and 3.1% of the students answered that they had support from the someone else. Asked whether studies of more feminine or male professions inspired students to enroll and choose vocational education, 17.3% of the respondents answered positively and 82.7% of the respondents answered negatively. Of the 413 students asked if they chose the study because they know that men and women should study at that vocational school, 83.8% answered negatively while 14.3% answered positively. The majority of students or 75.8% think that political influence will not open the door to their success, and 21.3% think that political influence will help them in the future. Of the 408 students asked if some of the social impacts of inclusion in their community on the secondary education they chose would minimize their work or improve it negatively, 57.4% of students answered yes, 39% affirmed, and did not know only 3.6% of students. Whether the professions are divided into male, female or gender-disaggregated by a total of 425 respondents or 96.5 responded that gender is not important in choosing a profession, 3.5% of students answered that they are male and only 1% responded that professions are female. 74.9% of the 418 respondents answered yes and 25.1% of the respondents answered negatively to the under-representation of women in certain male professions. Do women have better leadership skills? 68.2% of students said that they are gender

independent, 24.9% responded that women had better leadership skills, and only 6.9% disagreed that women were better leaders. Of the total of 231 respondents to the question where the gender stereotypes come from, the most common answers are that they did not know where they came from, they think they come from society, they come from the very people of the past (outdated weddings, tradition, culture and home education). On the question of how to attract more girls and boys to certain high schools the most common answers are good advertising, marketing, presentation of vocation, better program and improvement of working conditions in schools, gender equality education and nonexistent stereotypes.

IV. GENDER AND SEX

The term "sex" refers to the biological and physiological characteristics that define men and women, i.e the number and type of sex chromosomes, hormones, internal reproductive anatomy and external genitalia. Sex is a biological definition of an individual's belonging, as opposed to a gender that refers to a person's socially determined characteristics. Gender roles derive from social beliefs, which determine which activities, tasks and responsibilities are perceived as male or female. Gender roles are influenced by a number of factors such as age, ethnicity and religion, economic and political status in society.⁽³⁾

The difference between the terms "gender" and "sex" results in an appropriate distinction between gender roles and sex roles. Sex roles are biologically determined and are based on physiological differences between men and women. They refer to the function of a man as a man or a woman. Thus the role of the woman (the female role) is naturally related to pregnancy, childbirth and lactation. The male role is related to sperm production. In the context of these two terms is the term, **gender identity**. As sex is born at birth, gender is learned through socialization, and in this way gender identity is formed.

Gender identity is an individual sense of masculinity, or femininity, which is based on one's own experience. Hence sex and gender identity do not always coincide. The degree of coincidence or discrepancy varies with each individual. Gender roles, on the contrary, are not related to physical ability and are not biologically determined but culturally defined. For example, people of all genders are capable of cooking, but cooking is often considered a woman's responsibility and duty. In this case, cooking is a female gender role and not a female sex role. From the earliest childhood, in the family, through the media (TV, Internet, newspapers, magazines), and through school curriculum, boys and girls have been imbued with pictures of what they should look like and what they should look for, aspire and what the "real" men or women are supposed to do.

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Gender roles are shaped by the process of socialization which implies that individual girls and boys, men and women - are taught how to behave in society - through family and social institutions. With gender roles, are closely related to **gender stereotypes**.

Stereotypes are defined as creating too simple, false, or generalized images for a group of people. The stereotype leads to social categorization, which is one of the causes of prejudice (ie "them" and "us" mentality), which leads to "in-groups" and "out-groups" (Bakiyu and Petrovska).⁽⁶⁾

Taking into account these gender characteristics, generalized through the above-mentioned characteristics, we can distinguish four basic types of stereotypes that we encounter in everyday life.

These are the **personal characteristics**, where the prevailing opinion is that women are the ones who are passive and withdrawn, and men are the ones who have high self-esteem and should have the main say. **Behavior in the home**, where women are expected to play a major role in raising and caring for children, hygiene, while men are entitled to physical work, repairs, etc. The **professions** here still seem to be the largest division of the male and female professions, ie women are teachers, nurses and the like. While men are doctors, soldiers, engineers, etc. **Physical appearances** in respect to women being are petty, gentle and graceful, while men are tall and athletic.

Gender roles and gender stereotypes significantly influence young people when choosing their future profession. Whereas, the professional career of a person is a direct factor that determines the economic, social and political position in social life. The education system and the teaching staff are important links in raising young people's awareness of gender equality in social life.

Education institutions are the only place that can provide continuity in the long-term process of changing values around gender roles and gender stereotypes. A well-prepared teaching staff is required, who will carefully integrate and implement topics from this subject into the intended curriculum of their subject, as well as including other factors from the formal teaching system. The purpose of the education system is to encourage young girls to choose an educational profile, which will in the future influence their economic and social status in society and at the same time provide them with a secure and independent position.

(3)<http://www.glasprotivnasilstvo.org.mk/wp-content/uploads/2015/05/Mak-verzija.pdf>

(4) *Gender Awareness Training*, p.14.

(5) Ahmad. *Training Manual for Gender Awareness/Sensitization*, p.4.

(6)<https://ekvalis.org.mk/wp-content/uploads/2019/04/Handbook-Macedonian-Version.pdf>



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<https://www.google.mk/search?q=rodovi+stereotipi&tbm=isch&tbs=ring:CZXumqkpLwFbIjioyyrVLE6YBxnIveF-41FA9KIVk-LaQAD>

V. SHARING OF PRACTICES AND EXPERIENCES OF OUR TRAINING PARTICIPANTS



What do students often say to professors in regards to why they haven't enrolled in construction or surveying profession?

1. If a girl enrolls in construction, she will be somehow gossiped about. That she only went there with all the boys to study. - *First year student*
2. The environment has an impact, because for example, if a girl is good at drawing and designing... but when she hears these prejudices she will lose her will and not continue with her studies.
 - a. Why is she enrolled in such a profession? What will she be studying, so she can work on open roads, girls are gentle; therefore she is better off becoming a nurse or a teacher. – *First year student*

VI. GENDER, EDUCATION AND PROFESSION

In the modern age in which we live, more and more young people are autonomous in their choices about future education and future careers. Today's children increasingly have the courage to express their desires, ambitions, and needs and make their own decisions. Choosing an education and future profession means young people to assess their interests, abilities and opportunities and to accept or reject a particular set of professions. They also become aware of the constraints that will require them to give up their desires and predispositions instead of choosing a profession to join the group, but whether or not they are opposed to their desires, competences, and aspirations. By giving up, they enter a profession that would not fulfill their dream. If you do the job you want, you will not work any day ... it is a wise thought that should encourage young people to live their dream, choosing for themselves what it would mean to defy stereotypes and discrimination when choosing. Since primary education is compulsory education by law, there is no room for gender discrimination, but gender discrimination is present in secondary education. When analyzing the vocations chosen by girls, they are more likely to opt for gymnasium education, at the expense of vocational education where boys are more represented. In the vocations such as construction - surveying, mechanical, electrical, agricultural, catering the boys are more represented, and even in some of these occupations there

is no girl. While in occupations such as textile, leather, personal services, food, chemical-technological economics, legal and others. girls are more represented. There are no female students enrolled in religious high schools - Orthodox and Islamic high schools. There is also a lack of female teachers in these schools, which is not the case in other schools where female teachers are more numerous than teachers. We can ask the annual program to give us a representation of men / women from many vocational and gymnasium schools in order to make the picture better.

This shows us that certain occupations are still considered to be typically male or female and accordingly, the choice of future profession is made for boys or girls. A student who is a minority in the group, class, profession is the most common reason they want to avoid students because it causes them a feeling of insecurity, a feeling that they do not belong there. Avoiding a particular profession does not mean a lack of competences and abilities, but rather a lack of courage to confront stereotypes. Equal access to professions and the achievement of an equal education degree are equally important and independent of gender segregation, but practice and statistics still indicate gender inequality, which is why it is especially important for women to be more educated in all spheres of social. progress, which is especially important for her personal progress, family progress, education, and thus the progress of the whole society. Education is an important link to overcome these discriminations, on the one hand it is a factor that directly affects young people in any of their choices, and on the other it has become a factor on which the economic growth and development of society depends. Students need more information about choosing their professions, career advice, and support for their choice to encourage them to move beyond norms, thereby contributing to their own and social development. This importance of education has given us the idea of approaching the youngest, encouraging and assisting them in choosing a profession independent of stereotypes and prejudices.

Current practices indicate that women in the Republic of North Macedonia are at a disadvantage compared to men in the labor market. Women are less present than men in managerial positions and there is of course the indisputable pay gap between women and men. Women are paid less than men for the same job, which is yet another important proof of the existence of gender / gender segregation in society. The division of "male" and "female" jobs is still present in our society, resulting in fewer MPs, fewer ministers, fewer mayors, fewer directors of public enterprises and few female members of parliament. boards of directors.



(8)

VII. PEER EDUCATION

"We live in a world where it is easier to break atoms than prejudice." - Albert Einstein

"Tell me ... I'll forget, show me ... I'll remember, get involved ... I'll understand." - Ancient saying

Peer education is a process in which education is provided by young people at the age of the target group for which the training is intended. Peer education is provided by well-trained and motivated young people who, as educators, undertake informal or organized educational activities with their peers. The activities take place over a long period of time and are focused on knowledge transfer, development of attitudes, skills towards young people in order to achieve the objectives of the training. Peer education can be carried out in small groups or passed on through individual contact. We choose peer education for the needs of this training to be conducted in a group of peer clubs who will then transfer it to their classes through the student community so that more students will be introduced to the objectives of this training. Peer educators will use interactive techniques such as games, quizzes, drama roles, forum theaters, etc., which will be followed by group workshops, but also informal discussions that will provide information, conclusions that will be useful to participants. but also wider for young people.

Family development, the education system, social networks, but also peers have a great influence on personality development.

Peers receive a great deal of information on topics that are common to their age, gender, but also on sensitive and taboo topics that they could not discuss with their parents or in the formal education system.

The behavior of young people in their environment, their thinking, their attitudes are extremely important in their development, in the decisions they make, and in the formation of their attitudes. The influence of peers can be positive as well as negative. Peer education uses peer influence in a positive way, so care must be taken when choosing a young educator, his credibility, his behavior in and out of school. Selected peer educators should instill confidence and be influential in the target group. The role of the peer educator as an opinion leader is of great importance because non-formal education through social contacts has a particular impact on areas not covered by the formal education system.

The group of young people does not perceive the peer educator as an authority, but sees them as someone with the same interests, so it is easier to transfer them from youth to youth, in the form of advice and experience on topics that concern the young people.

Peer education is a partnership and collaboration of adults and young people. This partnership encourages young people to participate in the development of the program and the development of this project, which will open their eyes and encourage young people to choose their future profession irrespective of the stereotypes and prejudices that follow the professions.

⁸<https://www.google.mk/search?q=%D1%80%D0%BE%D0%B4%D0%BE%D0%B2%D0%B0+%D0%B5%D0%B4%D0%BD%D0%B0%D0%BA%D0%B2%D0%BE%D1%81%D1%82->

VIII. ASPECTS AND METHODS OF THE WORKSHOPS

Coaching is a process of acquiring and sharing knowledge, skills and competence through formal and non-formal facilitator-facilitated learning. Learning implies a lasting change in behavior and is therefore capable (and aims at) enabling participants to change attitudes towards better performance- in the given case- in the field of gender issues.

Gender training is a specific example of a training event. It is a development intervention and a tool for capacity building to raise awareness, change behavior and provide the necessary knowledge.⁽⁹⁾

ASPECTS OF ONE WORKSHOP

1. Setting common rules

At the beginning of the workshop, the coach greets the group, and invites participants to perform. The presentation should include the name of the participant, the organization they represent and the expectation that the trainee has of the training. It is recommended that the coach write them on a flipchart, and indicate to the participants which expectations are acceptable and which are not, as they are outside the intended context of the training. The trainer introduces the participants to the foreseen dynamics and together with the participants sets the rules of the workshop. The coach should make sure that the rules include active listening, active participation, mutual respect, respect for agreed time, and so on.

2. Getting to know the participants and forming a team

In this part of the workshop the trainer introduces an activity appropriate to the composition of the group in order to get to know each other as well as to reduce the initial tension that is expected to arise among the participants in the group.

3. Teamwork and developing the vision

Encourage participants to participate fully in training and developing greater cohesion in the group. Participants increase mutual support in sharing their own experiences and practices, enabling them to build their capacities. In this part of the workshop, the coach encourages participants to share personal experiences through activities, and gives them time to reflect and share personal practices. Together, they map, record, and draw conclusions from shared practices. During the whole block work, the coach encourages and encourages the participants in the work. In this part of the workshop, it is important to reach the expectations of the goals set beforehand.

(9) .Training Manual for Gender Awareness/Sensitization Workshop for Community Representatives

4. Conclusions and ending the workshop

At the end of the work session, the coach should summarize the activities carried out and the overall work on that topic. Together with the participants they briefly scroll through the activities and draw relevant conclusions. The trainer needs to complete the workshop and the participants to leave it with positive feelings.

IX. WORKING METHODS AND TECHNIQUES

SESSION 1

The duration of this session is three hours. Material Required:

- * flipchart paper (one sheet for each group)
- * 6-10 markers
- * duct tape
- * stickers

The coach welcomes the workshop group, introduces himself and his team. It then invites participants to introduce themselves to the group. The presentation should include the name, the organization it represents and two training expectations. The coach writes down the expected flipchart expectations. Indicates which expectations are acceptable for the training and which are not. It is useful to provide reasons why certain expectations of participants are outside the context of the training. The trainer introduces the participants to the purpose of the workshop, and together with the participants sets the rules of the workshop. These can include respect for time, rules for participating in activities and interacting with each other, creating space for presenting different perspectives, respecting different opinions, listening to each other; and others, at the request of the participants.

1.1 Speak Objectively (Introductory Exercise, Ice Breakers / Mutual Knowledge Exercise)

Description

Participants are given 15 minutes to find a subject that is an aspect of themselves. Then the participants introduce themselves using the given subject.

Goals

To help participants get to **know each other**.

How to facilitate

1. Tell participants that they have 15 minutes to explore the environment, inside and out if possible, and look for an object that they feel represents their character, or part of their characteristics.

2. When 15 minutes have elapsed, reassemble the participants.

3. Allow each participant to say their name, indicate the object they have chosen and explain what it represents. For example, representation can be:

"My name is Svetlana. I chose this stone because it represents my strength, but the surface is as smooth as my character. "

1.2 Because I'm female / male

The participants are divided into two groups according to gender. The optimal number of participants in the group is 5–7. Thus, if the group has more than 12 persons, it is divided into four groups. Each group is instructed on the flipchart to write as many things as possible, completing the sentence:

- I like that I am a women, because ... (for the group (s))

- I like that I am a male, because ... (for the group (s))

- If you think it should, the trainer can give an example (say: I want to be feminine, because I can wear all colors of clothing, or: I want to be male because I'm stronger than girls). Giving examples is important in order to make it clear that negative formulations should be avoided (eg: I want to be a male because I do not menstruate or get pregnant). They are given 15 minutes to complete this activity.

- After they finish that activity, they are given a new sheet of flipchart paper to write as many things as possible, finishing the sentence:

- If I were a woman, I could ... (for the group (s))

And for this activity the groups are given 15 minutes. After each group has written the answers, the flipchart papers are glued together in a prominent place in the room and the participants are instructed to read them and to think a little about what conclusions can be drawn from written.

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Discussion / short lecture (30 mins)

1. How did you feel while completing your statements?
2. Was there anything that surprised you?
3. Was it difficult for any of the groups to provide numerous answers? For which? Why?
4. What can be noted from the comparison between the first sheet of one sex compared to the second sheet of the other? Is there a coincidence that girls love it because they are feminine, with the boys declaring that they could be feminine? Why is that?
5. What can / cannot be determined by biology for males / females? What's not?
6. How do we experience things on the second list? Are there things that are restrictive or dislike? For who? Where does it come from?
7. How can these restrictions be changed? Are they equally fair to both sexes? If not why are they serving?

SESSION 2

The duration of this session is four hours. Material Required:

- * flipchart paper
- * markers
- * duct tape
- * stickers
- * statement table

¹⁰UNFPA and World YWCA. *Empowering Young Women to Change*, p.7.

2.1 Expectations from women and men

The coach announces the upcoming session. It divides the participants into two groups, mixed by gender, and each group divides by a statement table. Each group receives work instructions. This activity is given to the groups for 15 minutes. After each group writes the answers, the participants return to the circle and a discussion opens.

Open discussion questions:

1. Why did you choose your answers?
2. Was it difficult or easy to determine gender or gender?
3. What is the difference between gender disaggregated indicators and gender indicators?
4. What does this tell us?
5. Do you perceive social or cultural barriers?

| <i>Statements for men and women</i> | Gender/Sex |
|--|------------|
| 1. Men can't give birth to babies, women can | |
| 2. In many countries, women who are engaged in agriculture are less paid than men. | |
| 3. Boys are strong and girls are gentle. | |
| 4. Men do not need tenderness and are less sensitive than women. | |
| 5. Women can breastfeed, babies can breastfeed through a bottle. | |
| 6. Women have long hair and men have short hair. | |
| 7. Women are smaller than men. | |
| 8. Men are good doctors and women are good nurses | |
| 9. Boys' voices mutate into puberty, girls don't. | |

2.2 "Role Playing"

The coach for this session should prepare several role playing cards, depending on the size of the group. It is advisable to prepare custom cards for roles that are characteristic and generally accepted in their society. After getting the roles, participants will begin to think about whether gender roles can be changed as well as the ways in which this can be achieved.

Cards - Suggested by the coach

Card #1

Environment: *A family in which a man and woman are engaged in eight hours of work, and do not share home responsibilities and childcare equally. The mother of the man lives with them, who does not think her son should be involved in housework and child care the same as his wife.*

Task: *Prepare a 15-minute sketch showing how a woman can gain the support of her husband's mother, and her husband's greater involvement in the home.*

Card #2

Environment: *An enterprise / firm where women are not involved in the firm meetings where key decisions of the firm are made, as well as in managerial meetings, although their contribution to the firm is large and significant in its progress.*

Task: Prepare a 15 minute sketch showing, showing how a woman can compete for greater participation in making key decisions in the company.

-How a woman can fight for a position in the management and management structures of the company.

The participants are divided into three or more groups. Each group receives one role-playing card and prepares to perform on stage. The groups are given about 30 minutes to prepare.

Presentation (15 minutes)

Each group represents the role. At the end of each performance there is a discussion of the proposed solutions, which is best written on a flipchart or whiteboard (for example, these solutions may include education and training, demonstration, advocacy, threats, negotiation, etc.).

Mini lecture (10 minutes).

The coach says the roles can change. The roles and responsibilities of men and women (formed by society), including employment-related roles, are variable.

X. CONCLUSION

The manual aims to provide training participants with an introductory knowledge of the topic, and begin to think about gender issues and decide how these issues should be addressed and addressed in their community. The hope is that gender training will promote gender balance in schools and the wider community, oriented towards results, planning, implementation, monitoring and evaluation of activities, programs and policies.

¹¹ *Адаптирано според: CARE (2013). Gender Equity And Diversity: Engaging Men And Boys For Gender Equality.*

¹² <http://info.worldbank.org/etools/docs/library/192862/Module1/cases/MILCIGenderandSex.pdf>

¹³ *Адаптирано според: CARE (2013). Gender Equity And Diversity: Engaging Men And Boys For Gender Equality.*

¹⁴ *Прилагодено според Training package #1, p.15.*