

INSIDE OUT: GROWING GENDER AWARENESS- MULTICULTURALE VOICES

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Abstract: IOGGA was a Training Course with 28 participants over 18 years old from 9 countries, place in Hungary in Felsőörs managed and hosted by Anthropolis Association. The activities have taken place on 9th – 15th September 2019. We were sessions to show and explain for participants what is the recent situation in each country according to gender issue in social acceptance, there is open talk /or silence on the topic in media, etc. It was important to share our experience, observations on equal or unequal treatment at home, in schools, at workplace, at community places

Keywords : gender awareness, Non-formal education, Multiculturale

ABOUT IOGGA

IOGGA (Erasmus+ 2019-1-HU01-KA105-060636) is the acronym of "INSIDE OUT: GROWING GENDER AWARENESS" of the project design for youth worker, teachers, youth leaders, facilitators, trainers and anybody else who is considerate social actors of the society and interested on the topic, able to develop follow ups and dissemination of the project. During 2019 September 09-15 I spent a week in Hungary at an international gender awareness seminar, called IOGGA. Katalin and Bruno was the leaders of this seminar. As a university lecturer myself must say that I enriched during that week with the wide range of collected, connected topics we have been introduced, and the high quality of the whole week as well as the content of IOGGA, and the organization and the personal care, we have been given by Katalin Borbath, Bruno Pizzini. Rédei Dorottya, PhD, lecturer from CEU, was guest lecturer of the training and she was lead a debate about the topic of the TC.

The aim of this project was to increase gender awareness in activities with youth performing by social actors in Europe. The specific objectives of IOGGA was to analyse the phenomenon in Gender equality in local community of the participants comparing to the European level; to lay the foundation for a better intervention on local and international level; to lay the foundation for a better understanding the educational consequences; to increase the capacity of the reflection in the social environment of the participants; to reflect on personal stories and stereotype in our social environments; to increase the sensitiveness in the psychological aspect; to give educational insight into practical tools, reflections on proactive methods, exchange of good practices with Non-formal education methods; to give proper tool how to design specific, gender-equality related Erasmus+ program; to increase the international cooperation: networking and advocating, to create the best condition for mutual understanding.

Image1. We were 28 participants from 9 countries': Albania, Finland, Hungary, Italy, Portugal, Romania, Slovenia, Spain, Turke and the experience was unique.



NON-FORMAL METHODS USED IN THE COURSE

Each day started with conformal methods. The first day of the project started by an energizer where everyone was to present himself saying his name and making a certain gesture. The next participant was to do the same but before introducing himself he was supposed to repeat the name and the gesture of all the participants before him. This activity came up as an ice-breaker and helped the participants to memorize each other's names. The participants played the blanket game where they were divided into 2 groups sitting in front of each other and separated by the blanket. The blanket was up so that they couldn't see each other. When the blanket fell down the 2 leaders chosen by each group were to say the name of the participant sitting in front of him as soon as possible. This game also came up as an energizer and helped to remember each other's names better.

Introduction of the program. During the introduction of the program we spoke about the rules, values and freedom of speech. The participants learned about their schedule. Then they suggested some rules they would like to have and follow during the program in a democratic way by voting. They were showing thumbs up or down to vote. If the majority had their thumbs up, the rule passed. This process helped the participants to get integrated into the discussion where they found paths to come to agreement by respecting each other's opinions. Then they were introduced the rules that are already set for the program and the hostel.

This was followed by putting the **expectations and fears** of the participants on the map of their Erasmus journey. The paper pieces were distributed to the participants to write what they left at home at the moment they left for the program, what difficulties they are afraid to face during the program and what new knowledge and experience they hope to gain by the end of the project.

Youthpass Mandala. At this stage the participants were introduced the „Youthpass Mandala.” It included the topics the participants were going to come over during the „GLAD” program. They got acquainted with the 8 principles of Youth pass and discussed them. This gave them the idea of what they would be integrated in the following days.

Reflection Group. After having all these activities, the participants separated into the reflection groups to exchange their opinions and discuss what they learned during the day.

„Shake Down”. The participants were doing the „Shake Down” activity. This was to make them get active and attentive in the morning. This was followed by the „Chairs” game. The whole group was divided into 2 and each group got their task. One group was to build the highest tower with the chairs in the room and the other group was to make the biggest circle with the chairs. After the game the participants had long discussion on of the game to reflect upon their strategies they used or missed while playing. They understood that they had poor cooperation with one another as a team. They also understood that they were playing ruled by their selfish instincts and not wisely and with the team and that was the reason both teams didn't perform the task properly.

Ideas Market. The marketplace of ideas is a rationale for freedom of expression based on an analogy to the economic concept of a free market. The marketplace of ideas holds that the truth will emerge from the competition of ideas in free, transparent public discourse and concludes that ideas and ideologies will be culled according to their superiority or inferiority and widespread acceptance among the population. The concept is often applied to discussions of patent law as well as freedom of the press and the responsibilities of the media in a liberal democracy (Market place of ideas, 2019Wikipedia) On the "idea-market" workshop we glued to the wall the educational tools and ideas we came up with.



Image 1,2. Pictures from training course IOGGA

Katalin, the Trainer, show us how to deal with gender, women, gender roles, feminism and gender equality in teaching practices in the book series 'Teaching with Gender' - articles on a wide range of teaching practices in the field of gender. The books in this series address challenges and possibilities of teaching about women and gender in a wide range of educational contexts. The authors discuss pedagogical, theoretical and political dimensions of learning and teaching about women and gender. The books contain teaching material, reflections on feminist pedagogies, and practical discussions about the development of gender-sensitive curricula in specific fields. All books address the crucial aspects of education in Europe today: increasing international mobility, the growing importance of interdisciplinarity, and the many practices of life-long learning and training that take place outside the traditional programmes of higher education. The recommended books are: Teaching Gender in Social Work. European Women's Studies in International and Interdisciplinary Classrooms; Teaching Subjectivity. Travelling Selves for Feminist Pedagogy; Teaching with the Third Wave. New Feminists' Explorations of Teaching and Institutional Contexts; Teaching Visual Culture in an Interdisciplinary Classroom. Feminist (Re)Interpretations of the Field; Teaching Empires. Gender and Transnational Citizenship in Europe; Teaching Intersectionality. Putting Gender at the Centre.

THE STATUS OF GENDER EQUALITY IN EACH COUNTRY FROM MULTICULTURALE VOICES

Each participant gather information about your national, regional, local cases according to gender awareness at home, in the school, at workplaces, and even take notice on gender harrasment. Every piece of information, evidence, personal stories or news in the local, regional or national media,/ social media, even some academic knowledge, research on the topic will be very useful for us to work had to prepare before the course a presentation of the gender situation in the country they represent. It was not a standard topic, so the approaches were very different.

ALBANIA

Nertila Meçani, Aldora Hajro and Ali Ristami presented the situation from Albania.

Albania has improved the status of women and promoted gender equality. However, the country still faces many challenges in terms of fully displaying and utilizing the women's potential in the labour market and economy, increasing participation in decision-making and eradicating the widespread violence against women, particularly in the family realm. The country still needs to strengthen its legislative and institutional framework pertaining to gender equality and non-discrimination, improve monitoring and accountability of public offices towards women as well as ensure gender mainstreaming in public policies. (Gender Equality, 2017)

FINLAND.

Finland was the represented of three migrant women of Muslim origin, from Iraq and Syria: Nouran, Afrah and Lama.

Gender. The state of Finland does not recognize more than a man and a woman as sexes. Women are mostly the victims of domestic violence. In a case of divorce, the children in most cases stay with the mother. This is supported by the court to the max. This applies also in Iraq and Syria. Pregnancy and abortion are totally woman's decisions. If she wants to get pregnant or she doesn't if she wants to have the baby or not. Men do not have a word. Transgender person cant compete in sports. **HOWEVER:** They can change their sex for free supported by the state, from an early age with hormonal, surgical and other treatments. Same sex marriage is legalized 2014. Same sex adoption is legal. Statistically Finland is a leading country in the gender equality.

Employment and economics, support. The woman still earns 82snt for a man's Euro. Woman can have a paid leave in case of pregnancy and birth, but at the same time it is a risk. Women work more part time jobs and fixed term jobs. The man can have a paternity leave when a child is born. A mother can stay at home for 3 years with small payment when she has a child. Additionally, for each child there is a payment monthly until the child is 18 years. The payment increases by each child. It is paid to the mother's account unless agreed otherwise. Starting from 100e+ 1st child.

Education and work. The finish education is ranked the world top high quality education. Many women work in so called" men's field" like construction and security. Also men tend to work as nurses etc.

SETA - Same sex. The first Finnish woman president is a chairwoman of the biggest LGBT organization called SETA. She is heterosexual herself. Our current foreign minister is gay and he was also running for president last year. Seen on the far right with his boyfriend in the president's castle in reception.

Famous Finnish wo/men who have affected on gender equality.

- **Minna Canth** -the day of Minna Canth is on 19th March, which is also the day of Equality. It is a Flag day. Minna Canth is the first Finnish woman to have a day of raising

the flag for her. She was a famous reformer by writing and having social gatherings for raising new ideas and promoting women's rights.

- *Tove Jansson*, novelist
- *Tarja Halonen*, politician, diplomat, lawyer, the first female president in Finland
- *Oras Tynkkynen* (green league) was chosen in govt. In 2004. He is the first Finnish member of parliament who is openly gay.
- *Pekka Haavisto*, politician, minister and former leader of Green League.

Women IN UNIVERSITY. The idea of women studying in Universities woke up in Europe only in the middle of 1800. From the 1870's women in Finland had the right to apply for a special right to complete some university studies. The right to study in universities, the women of Finland got in year 1901 and by the year 1910 they made 40% of the high school graduates. In comparison the World's First University was founded by an Arab woman called Fatima Al Fihriy in year 859 in Fez, Morocco. It developed into one of the leading universities for natural sciences, physics, chemistry and foreign languages. The university is still operating.

Dissemination after course. Afrah was one of the speakers October 2019 in Helsinki. Attendees aged 12-50 years, around 50 persons



Image 4,5. Dissemination in Helsinki.

SPAIN.

Spanish team was represented by Julia, Pablo and Olivia. They started the presentation with newspaper titles:

"A woman who lived in a safe house center for women victims of violence was stabbed by her ex-boyfriend"; "A student from the UGR sues her pedagogy professor over sexual harassment"; "Granada is now full of traffic signs – stop violence against women"; "The Andalusian Women Institute together with taxi drivers work together to stop violence against women"; "Corpus Fair (holiday week in Granada) - there are "violet points" to prevent sexual harassment".

Each of the Spanish participants works in different organizations targeting gender equality. They shared with us their experience. For example, Olivia spoke to us about the radio station within the University where she has a show.

They concluded:” *IF PEOPLE BECOME MORE SENSITIVE = SOCIAL CHANGE*”

Dissemination. After course Olivia wrote” *Training course en Hungría. 9 septembrie 2019 in Ungaria. Some days ago, I spent a lovely week in Hungary. The reason that took me there, together with my two Spanish partners, Julia and Pablo, was the training course IOGGA (Inside Out: Growing Gender Awareness), settled in Felsőörs. The project was aimed to increase gender awareness, so we participated in several activities with people from different countries. The Hosting Organization was Anthropolis. Gender awareness is important to realize about the differences in roles and relations between women and men. It recognizes that the life experiences, expectations, and needs of women and men are different. In my case, some of topics that we covered in IOGGA have been already analyzed in several podcasts recorded at the University of Granada (in Spanish), like new masculinities. We do encourage people to learn more about this kind of European projects; we also hope to keep working in order to develop more projects and contents about genre, since it is an important topic in our society.*”

PORTUGAL

Joana and Ana represented the Portugal team. Joana is Presidente do Conselho Geral la Escola Secundária Dr. Joaquim Gomes Ferreira Alves and works at Faculdade de Psicologia e de Ciências da Educação da Universidade do Portop. She presented *A bit of History*:

- Right to vote 1931
- Commission for equality in labor and employment (CITE), created in 1979
- Portuguese structure against domestic violence (EMCVD) 2005
- Legislation requiring that each sex make up 1/3+ of the candidates from any political party 2006
- Equality in the law OCDE
- Limitations to civil freedoms
- Discrimination within the family
- Restrictions to physical integrity
- Restrictions in access of financial and production

Dissemination

ITALY

Interesting representation of Italy was made by Syad Usama, student in Italy by original from Pakistan who present the situation from Italy also the situation of homes from Pakistan. Irena Marincova & Syed Usama Iqbal made one document giving interesting contribution and insights regarding Women Rights in Pakistan.

UNGARY

From ungariam team I would to share the dissemination made by Timea. She gave a summary talk to my teaching colleagues about IOGGA training and gender issues in general. I’m proud to say that my colleagues were extremely interested and fully engaged in the subject, asking a lot of questions and sharing their own experiences. The topic has excited many, and we have agreed to introduce gender topics into school education (this school is for children with intellectual disabilities and autism), which is still being developed. Under the guidance of my school psychologist colleague, the school sex education program will also be transformed.

On the day of the summary talk there was a big demonstration in Budapest, which was about solidarity with a severely abused woman. A doctor (former hospital director) was pouring lye on his former partner (his case can be found here: <https://hungarytoday.hu/hundreds-demonstrate-with-yellow-roses-against-re-examination-of-lye-doctor-case/>). Because of his high-profile contacts, the court initially tried to cover up the case and it was only because of the high publicity that he was eventually convicted. The symbol of violence against women has become a yellow rose. The picture shows my colleagues before the demonstration.

TURKEY

Begum, Mert and Samil was the dynamics participants from Turkey. Over many years despite the great efforts shown by governments, institutions and most importantly by women's movement, women and girls are still exposed to violence, being abused, trafficked, their access to education and political participation is refused and face with many other human rights violations. Though there had been a progress on the elimination of gender inequality in Turkey especially after the beginning of 2000, the statistics still reflect the grim reality. According to the Gender Gap Index (2015) of World Economic Forum, Turkey is the 130th country out of 145 countries. In other words Turkey which is the 17th biggest economy in the world is the 15th last country in terms of gender equality. (Gender Equality. Situation in Turkey, fără an).

In 2011, Turkey became the first country to ratify a Council of Europe Convention on preventing domestic violence. That same year, 121 Turkish women were murdered. By 2018, the number had soared to 440. That prompted Turkish artist Vahit Tuna to cover the side of a building in central Istanbul in high heels – with one pair for every woman killed by domestic or sexual violence last year. In Turkey, when someone dies, there is a tradition of placing their shoes outside an entrance. (Rooney, 2019)

ROMÂNIA

Romania was represented just by one person, the author of this article.

I presented first *The national legislation in the field of equal opportunities* (Legislație națională – Egalitatea de șanse, 2018)

Law no 178/2018 amending and supplementing Law 202/2002 on equal opportunities and treatment between women and men, published in the Official Gazette no 627 of July 19, 2018. The main provisions of the Law are aimed at: introduction of the definition of gender violence (according to art.3 letter d) of the Istanbul Convention); regulating the general regime of the occupation of equal opportunities expert and equal opportunities technician and of the main tasks for these occupations; introducing the possibility, for legal persons from the public sector and from the private sector with more than 50 employees, the central and local public, civil and military institutions and authorities, to identify an employee to whom, through the job description, he / she will be assigned tasks in the field of equal opportunities between women and men; introducing the possibility, for legal persons in the public and private sectors, to opt for hiring an expert / technician on equal opportunities, within the existing budget for salary expenses.

Law 229/2015 amending and supplementing Law no. 202/2002 regarding equal opportunities and treatment between women and men. Law no. 202/2002 regarding equal opportunities between women and men, was also republished in 2013 by Law 115/2013 on the approval of GEO 83/2012. Law no. 202/2002 on equal opportunities and treatment between women and men, republished, as amended and supplemented. This law regulates measures to promote equal opportunities and treatment between women and men, in order to eliminate all forms of discrimination based on the criterion of sex, in all spheres of public life in Romania. For the purposes of this law, by equal opportunities and treatment between

women and men is taken into consideration the different capacities, needs and aspirations of male and female respectively and their equal treatment.

- GD 250/2014 on the organization and functioning of the Department for Equal Opportunities between Women and Men. Decision no. 250/2014
- OG 137/2000 on the prevention and sanctioning of all forms of discrimination, republished. Ordering no. 137/2000 republished 2014
- GD 933/2013 for the approval of the Regulation of organization and functioning of the National Commission in the field of equal opportunities between women and men (CONES).
- Law 128/2013 for the repeal of para. (2) - (4) of art. 7 of GEO 61/2008 regarding the implementation of the principle of equal treatment between women and men in terms of access to goods and services and the provision of goods and services. .
- Order no. 6/2009 for the implementation of the Norms regarding the implementation of the principle of equal treatment between women and men in terms of access to services in the field of insurance and the provision of services in the field of insurance
- Law no. 62/2009 for the approval of the Government Emergency Ordinance no. 61/2008 regarding the implementation of the principle of equal treatment between women and men in terms of access to goods and services and the provision of goods and services
- Order regarding the approval of the Regulation of organization and functioning of the National Commission in the field of equal opportunities between women and men (CONES), order no. 157/2007
- GEO no. 61/2008, the emergency ordinance regarding the implementation of the principle of equal treatment between women and men in terms of access to goods and services and the provision of goods and services

Law no. 125/2016 on Romania's accession to the European Center for World Interdependence and Solidarity, created by Resolution (89) 14, adopted by the Committee of Ministers of the Council of Europe on October 21, 1993

Other National legislation in the field of equal opportunities (Legislație națională – Egalitatea de șanse, 2018)

- Decree no. 342/1981 on the ratification of the Convention for the Elimination of All Forms of Discrimination against Women (CEDAW);
- HG. no. 1054/2005 for the approval of the Regulation for the organization and functioning of the county commissions and of the Bucharest municipality in the field of equal opportunities between women and men;
- HG. no. 933/2013 approving the Regulation on the organization and functioning of the National Commission in the field of equal opportunities between women and men (CONES);
- Law no. 62/2009 for the approval of the Government Emergency Ordinance no. 61/2008 on the implementation of the principle of equal treatment between women and men in terms of access to goods and services and the provision of goods and services;
- O.U.G. no. 61/2008 regarding the implementation of the principle of equal treatment between women and men in terms of access to goods and services and the provision of goods and services, as subsequently amended and supplemented.
- O.U.G. no. 67 of June 27, 2007 on the application of the principle of equal treatment between men and women in professional social security schemes;

- Law no. 23/2015 for declaring the day of *May 8th Equal opportunities day between women and men* and Law 22/2016 for declaring the day of *March 8 - Women's Day and November 19 - Man's Day*;

- Emergency Ordinance no. 111/2010 regarding the leave and the monthly allowance for the raising of children, as subsequently amended and completed;

- Law 66/2016 for amending and supplementing Government Emergency Ordinance no. 111/2010 regarding the leave and the monthly allowance for raising children

- Law on parental leave no. 210/1999; which regulates the granting of parental leave, in order to ensure the effective participation of the father in the care of the newborn

- O.U.G. no. 137/2000 regarding the prevention and sanctioning of all forms of discrimination, republished, with subsequent amendments and completions.

The principle from **Law no. 229/2015** for amending and supplementing Law no. 202/2002 regarding equal opportunities and treatment between women and men, published in the Official Gazette no. 749 of October 7, 2015 (Official Gazette no. 749/2015), are:

a) *the principle of legality*, (the provisions of the Constitution and the national legislation in this matter are respected, and the provisions of the agreements and other international legal documents to which RO is a party);

b) *the principle of respecting human dignity*: - each person is guaranteed the free and full development of their personality;

c) *the principle of cooperation and partnership*, - the central and local public administration authorities collaborate with civil society and non-governmental organizations for the elaboration, implementation, evaluation and monitoring of public policies and programs regarding the elimination of all forms of discrimination on the basis of sex, as well as for the realization de facto equal opportunities and treatment between women and men;

d) *the principle of transparency*, - the elaboration, implementation, implementation and evaluation of policies and programs in the field are brought to the public's notice;

e) *the principle of transversality*, - public policies and programs that defend and guarantee equal opportunities and treatment between women and men are achieved through the collaboration of institutions and authorities with responsibilities in the field at all levels of public life.

Second topic of my presentation was *Gender Equality Index 2017 in brief. A snail's pace towards gender equality (EIGE, 2019)*. With an average Gender Equality Index score of 66.2 out of 100 in 2015, the EU still has a lot of room for improvement of equality between women and men. Sweden and Denmark have consistently been the most gender-equal societies. Italy and Cyprus show the greatest improvement in gender equality, while scores in three Member States did not change throughout the 10-year period (CZ, SK, UK). Spain, Croatia, Cyprus and Latvia improved in all six domains, and Malta, Austria and Sweden progressed in five domains. The majority of the Member States (19) progressed in either three or four domains. In nearly all Member States, the main driver of progress was improved balance in decision-making.

HEALTH. The domain of health displays a relatively high score, at 87.4, but the score improved only marginally over the 10 years and many challenges remain. By pre-retirement age, a large share of women suffers from ill-health, while a worrying proportion of men die prematurely. Nearly half of these deaths could be prevented by well-targeted public policy measures. The highest scores are found in Sweden, the United Kingdom and Malta, *whilst the biggest improvement needs to be made in Romania, Bulgaria and Latvia*. The share of men who are either sufficiently physically active or are eating enough fruits and vegetables is higher than that of women (36 % of women and 42 % of men). Sweden, the

United Kingdom and Austria are closest to gender equality in this sub-domain and **Romania, Bulgaria and Lithuania are the furthest.**

WORK. The highest scores could be found in Sweden, Denmark and the Netherlands, and the lowest in Italy, Greece and Slovakia. Scores went up in most Member States, with major improvements in Malta and Luxembourg. **Only in Romania did the score drop slightly over the decade,** and no noticeable change took place in five Member States (CZ, DK, SI, SK, FI).

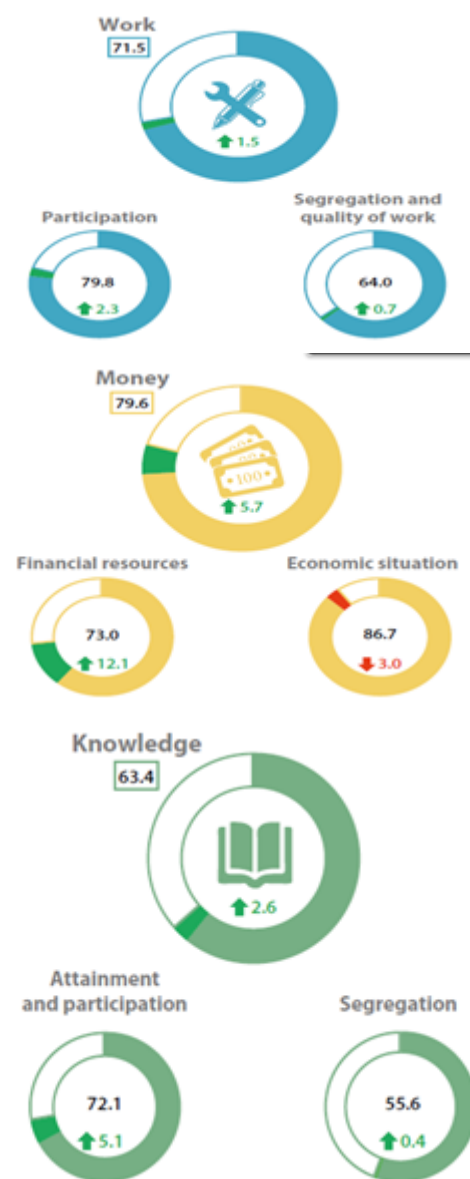
MONEY. The domain of money is the second-fastest improving area, with an EU-28 score of 79.6. The highest scores in this domain are in Luxembourg, Belgium, Sweden and **the lowest scores are in Romania, Bulgaria and Latvia.** Over the past 10 years, scores in this domain increased in all Member States except for Greece (which experienced a small decrease) and Germany (no change). The most significant improvement was achieved in Slovakia, Malta and Poland.

KNOWLEDGE. Denmark, Sweden and the United Kingdom have the best results in the domain of knowledge. **Latvia, Croatia and Romania have the lowest scores.** Over the last decade, the most progress in this domain was made in Cyprus, Greece, Luxembourg and Italy. Drops in scores can be found in the United Kingdom and Germany, while another five Member States saw no change over the 10 years (BG, DK, LT, HU, PL). Within the sub-domain of educational attainment and participation in formal and non-formal education and training, Luxembourg is at the top of the rankings, followed by the United Kingdom and Denmark. **Improvement most needs to take place in Romania, Bulgaria and Italy.**

TIME. Gender inequalities in time use for housework and caring of dependent family members (children, the elderly and people with disabilities) and social activities (leisure activities and volunteering) are persistent and growing. Within the sub-domain of social activities, the most gender-equal Member States are Sweden, the Netherlands and Denmark. **The Member States with the most unequal time use in social activities are Bulgaria, Portugal and Romania.**

Romania's scores are lower than the EU's scores in all domains. Gender inequalities are most pronounced in the domain of power (38.8 points), time (50.3 points) and knowledge (51.5). Romania's highest score is in the domain of health (71.1 points), but this is the lowest score in the whole EU. Since 2005, Romania's scores have improved the most in the domains of money (+ 8.8 points) and power (+ 8.1). Progress has regressed in the domain of work (- 0.9 points). (EIGE, 2019).

Working full time for almost nothing? "Many married women and single women have difficulty balancing their careers with family life. Many women in Romania take care of



themselves at home and in the household, as well as raising children, while a male person is in most cases "exempt" from these responsibilities. This is also the case with regard to the care of the elderly, a responsibility that falls most frequently in the care of women, due to the lack of a support system for the elderly. "(according to a European study of 514 million people).

The phenomena 'working poor'. "WORKING POOR" - busy people living below the poverty line- Currently there is an economic class of citizens without hope! Decrease of the economic situation, working harder and harder without any effect on the standard of living. The poor who still have a job cannot be differentiated from those outside the field of work. Even though the share of women and men working part-time is similar in Romania, women are less likely than men to transition from part-time to full-time work. In 2017, 13 % of women part-time workers transitioned to fulltime work, compared to 16 % of men. The gender gap is narrower than in the EU, where 14 % of women and 28 % of men moved from part-time to full-time work. (EIGE, 2019)



Image: Lecturer Phd BĂLAN S.M. the representant of Romania

My Personal experience in gender

Project Erasmus + Equality in Science, Technology, Equality, Art and Mathematics, (E-STEAM). ERASMUS+2018-1-PT01-KA201-047422 (e-STEAM), coordinate by Agrupamento de Escolas de Silves, Portugal, and partners: First Private School Leonardo da Vinci Ltd, Russe, Bulgaria; Dimitrie Cantemir University of Targu Mures, Romania; Institute Of Entrepreneurship Development, Larisa, Greece; Fundación Universitat Jaume I – Empresa, Castellón de la Plana, Spain; Fundatia Professional, Tg. Mures, Romania. One step in the project was to **identifying gender stereotypes and unconscious biases in Education using**.

In Romania I organized two Workshops in December 2018, whit 9 students (just girls) from the psychology faculty attended the second year at the first workshop and at the second workshop was involved 16 students, including 14 girls and 2 boys, students from the faculty of psychology and law, future teachers. All participants presented and expressed their opinion freely. In the first group the opinions were homogeneous, they generally had the same opinions. In the second group, opinions were much more divergent and each tried to reasonably support his opinion.

Conclusions

We learned much in this mobility; we had the chance to know the culture of each country, to be more tolerant. Each training day ended with multicultural evenings, in which we promoted the national language, traditional food, songs and dances specific to each

country. Unfortunately, we are still surrounded by stereotypes. Together we set out to be the voices that will be heard in each country of origin.

In the end of the course all the participants have received the Youth pass certificate for mobility for Youth Workers.

From my point of view, I can say that the goal was achieved- to increase gender awareness in activities with youth performing by social actors in Europe.

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