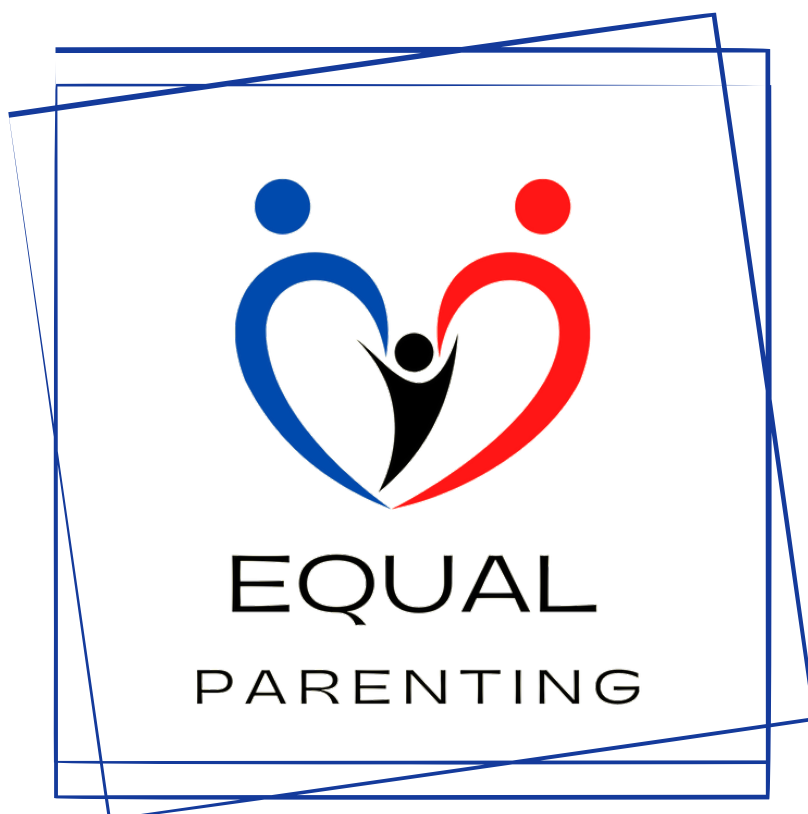

EQUAL PARENTING BOOKLET



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1. Introduction

1.1 The project

Equal parenting (2021-2-PT02-KA220-YOU-000050643) is an EU-funded project under the Erasmus+ programme . The project will span over 24 months and consists of 8 partners from 6 different countries. The aim is to provide equal parenting by focusing on social gender roles, bad role models, lack of empathy, divorce and stress.

Since ancient times, patriarchal society has over the centuries shaped every sphere of human life especially in the family environment, designating man for the most "hard" activities such as providing for the sustenance of the family while women have been relegated to the task of procreation, the care of children and the home environment.

By the time we were children, patriarchal ideas had already begun to take root in our minds, and we had unwittingly become a part of this system. It's crucial to demonstrate that the rules are only memorized wrongs and not law. On the other hand, we need to learn how to be empathic, how to stop reflecting our everyday stress onto our children, or how to stop blaming other parents for our stress and lack of communication.

We'll make sure our youth workers, leaders, and young adults have the strategies, resources, and direction required to accomplish our goal. The Equal Parenting Project aims to help to break the gender roles in the society by equipping the youths to change the bad role models, also encouraging and preparing them for responsible parenthood.

1.2 The Booklet

We have developed this booklet with the aim of creating a collection of good "Equal Parenting" practices to encourage practical methods in each partner country. With these Best Practices we will create training materials for youth workers who will distribute our educational programme in their youth centres and to all our associated partners. Due to the few and sporadic ways it can be used in youth work, the aim is to prevent this topic from being neglected.

Since youth workers require cutting-edge, thorough, and modern curriculum and methodologies not only for the avoidance of inequality but also to handle domestic collaboration, this booklet of excellent parenting practices will have a significant impact on them by implementing effective practices.

Additionally, by incorporating numerous fresh viewpoints from experts from many nations, it will compile and develop the best techniques for shattering the preconceptions of mother and father roles, helping to stop or at least lessen future instances of parenting inequality.

The booklet is simple to use and effective at the same time due to the standardization of procedures and collection and it may be used without any issues in many European nations. The youth, parents, and teachers will all benefit from the ma booklet of best practices in addition to youth workers.

2. Best practice research methodology

The partner VDST has created the methodology for the gathering of good practices in Equal parenting. Each partner has collected 10 best practices on the topics identified during the drafting of the project proposal:

- developing skills on equal parenting;
- reflecting social gender rules in partner countries and EU;
- breaking stereotypes about mother and father roles;
- prevention of inequality between parents;
- to cope with domestic collaboration;
- creating good role models.

Our aim was to collect experiences, training courses, both printed and digital training material, exercises, audiovisual material on the theme of equal parenting and the sub-themes identified above. From the collection, the most complete and useful experiences for our purpose have been chosen and included into the booklet.

VDST has also indicated the criteria for selecting good practices:

Relevant timescale: Measure/approach that has been practiced;

Some evidence of sustainability: Measure/approach that has been practiced for some time and has secured funding or other support (involvement of a range of stakeholders) for a few years into the future;

Effectiveness: The extent to which the measure/approach is informed or rooted in previous research or experience;

Efficiency: Measure/approach with quality assurance processes in place, including information on indicators, methods, or tools used throughout the implementation;

Internal or external evaluation results: Measure/Applicable approach - an approach that has proven its feasible application among the target group.



3. Principles and criteria to select good practice

One of the objectives of the Equal Parenting project is to collect information on the relevant activities, methods and tools currently applied in each country participating in the project on issues related to gender equality.

In order to assess and weigh the information gathered and to identify the best and most effective techniques among those already being employed in the participating nations, Education in Progress (EIP) developed the methodology that is presented in this report. The report focuses on the standards and guidelines that were established and used to the selection of best practices, to the EIP's assessment of those best practices, and to the creation of a list of the most relevant best practices.

Each partner researched 10 best practices (for a total of 80 best practices) in their local community as well as in their network and on a national and international level.

After compiling a lengthy list of best practices, an internal evaluation was conducted to condense the list based on predetermined evaluation criteria. EIP developed a methodology for the selection of 30 best practices (to remove the ones which were similar and overall to select the best one of all 80 collected). Specific criteria was established in order to assess whether the efforts on the long list could be considered, given their heterogeneity.

Each best practice was scored based on whether or not it meets the listed criteria. The minimum score was 5 and the maximum 70. The final score for admission to the booklet was given by the average of the votes of all partners. The first 30 with the highest score were admitted and gathered in the Booklet.

Each partner was responsible for the evaluation of 40 best practices collected, excluding those they reported directly, and conducted their evaluation using a prepared Evaluation Sheet, and scoring the questions referred to each criteria, as they are reported in the following pages.

3.1. Relevance

Reflects the extent to which a practice is related to the recognised problem that the Equal Parenting project aims to address. In assessing the relevance, we considered the themes defined within the project, excluding those that fall outside the relevant topic (breaking stereotypes, division of responsibilities, equal opportunities for work & leisure, domestic collaboration, good role models, and family well-being).

How will the relevance criterion be met?

Each theme has a different score based on the attributed relevance. The relevance score is given by the sum of the scores associated with each theme.

NAME OF THE THEME	POINTS
1.1 Breaking stereotypes	5
1.2 Good role models	5
1.3 Division of responsibilities	5
1.4 Domestic collaboration	5
1.5 Equal opportunities for work and leisure	5
1.6 Family well-being	5

3.2. Feasibility

Is the activity easily reproducible in terms of cost and time?

Describes the extent to which desired results are achieved at minimal costs. In examining the feasibility factor, the collected best practices must be easily reproducible without entailing a significant increase in terms of time and resources for those who will carry out the activities. An easy implementation is fundamental as it allows the fluid and rapid possibility of circulation of the training elements. For example:

- *effort: is the material used during the activities easily and economically available?*
- *length of the activity: does the activity take place within a reasonable period and is compatible with our target group?*
- *economic and legal sustainability: does the activity need external funding to function? Does the activity need special permits to be carried out?*

3.3. Transformability

Is it possible to adapt the activity or exercise to the needs of our target groups?

Reflects the extent to which a practice can be adapted to solve different (but relevant) problems. We have identified two levels of transformability and adaptability depending on whether the proposed activities can be adapted to the needs of the project.

3.4. Repeatability

Is it restricted for any local reasons, or can it be easily replicated elsewhere?

Is it easy to propose this activity to the staff who will administer this activity? It expresses the degree of ease with which a methodology can be re-proposed in different contexts without significant changes in the expected results.

3.5. Co-benefits

Does the activity have other benefits in addition to those strictly attributable to equal parenting?

Each of the activities contained in the best practices have positive effects on our goal, which is to improve family quality by breaking down gender stereotypes.

It may be that an activity that is reproduced can bring more benefits than those strictly connected to the best practice on equal parenting for which those who present it are rewarded.

4. Best practice classification

4.1 BOSNIA AND HERZEGOVINA

"Explore Children's Needs"

This activity allows parents to remember the "Child" within them, and this will help them understand their children's needs easier; it also discusses the child "Adult" parent who is already in development and allows their parents to see more clearly about what they are dreaming about and are aspiring to be.

It gives a clearer picture of their children's needs and how they can help them achieve their goals.

ACTION IDEAS

For this exercise, the parent and child will need two blank sheets of paper and for each of you to draw two circles on your sheet of paper. One round will be called CHILD, and the second circle ADULTS.

When you have drawn the circles, explain to the child that then all the CHILDREN will be in the circle draw or write your three wishes.

The child should make his drawing, that is, to fill his circle with wishes.

However, if he has difficulty remembering his wishes, you can encourage him a little with ideas, but do not offer him and suggest ready-made ideas. After each of you has completed your CHILD circle, you demonstrate and explain their wishes to the other housemates (e.g., "I want to be a doctor," "I want to go to the mountain for the weekend," "I want to practice football").

In the ADULTS section, explain to the child that he will draw or tell you which one thing they can do as an adult. For example: "I can go by myself to the supermarket and buy bread" or "I can clean my room." The more adult abilities the child can list, the better.

You can fulfill your part, which activities and obligations make you an adult, and share it with the child. You can let the child alone say what you can do as an adult to know how the child experiences. After that, talk to the child about the following traits and abilities that an adult has and will achieve at school (E.g., learning to read, add, cooperate with peers, etc.) Children's knowledge that they already have adopted skills, developed abilities, and some adult characteristics leads them to satisfy their need for power: feelings of personal worth and competence.

BENEFITS

The child fulfills his need for fun as well as for love. Establishing better understanding for children's desires and dreams, better communication.

TOPICS

The child will be very happy because you devoted yourself to his wishes, and also will achieve greater connection with parents, because in this way it becomes conscious that sometimes parents can be children too. On the other hand, it helps parents get to know their child better.

RESOURCE

<http://www.osskranjcevic.edu.ba/ATT16.pdf>

"How do you raise your child?"

This exercise will help you become aware of your parenting style. The only thing it takes to exercise is to be honest with yourself!

1. How often do you communicate your requests to your child,
2. How often do you praise or reward your child and
3. How often do you criticize or punish him.

ACTION IDEAS

If you want to change your behavior toward your child, having a good relationship with your child will help you not only know what and how to change but also find the strength to put the idea into action. It is also necessary to face a few critical questions: Is change possible? What and how to change? What goals do I want to achieve? How clear are the goals of difference to me?

What do I want as a parent? What do I want my child to think of me? What will I change, and what about my child? What will that mean to my child and me? Is my child thus more potent, more successful, more stable? What with your child together? Am I doing well? What are the possible change strategies?

The solution is simple: Concentrate more on your child! Imagine how it feels and what it thinks! Accept that it is different from you and has its personality! Ask him how he feels and what he thinks! Believe in your child and show it to him! Be a positive example to him!

Do not forget to be a friend to yourself and meet your needs.

BENEFITS

Clear guidance

Being heard by their parents

Meeting their needs

TOPICS

Parenting strategy

RESOURCE

<https://raisingchildren.net.au/grown-ups/family-life/routines-rituals-relationships/good-family-relationships#:~:text=Children%20feel%20secure%20and%20loved,and%20appreciation%20of%20each%20other>

<http://www.osskranjcevic.edu.ba/ATT16.pdf>



"Building strong family ties"

A safe and happy environment at home is the key to good physical and mental health. In today's busy society, it is essential to remember that your family is your central pillar of support and love. Celebrating successes or special occasions with family members brings joy and meaning to your life. Strong family life also offers stability during periods of stress and life transitions.

Do Things Together as a Family.

Confide and Trust on a Personal Level Within the Family

Be there for one another.

ACTION IDEAS

Engaging in family routines and traditions can help to build an environment that contributes to good mental well-being. These can be as simple as having regular meals together or taking holidays as a family.

It is important to spend one-on-one time with each family member to build trust and share burdens.

Emotional support from the family can help alleviate stress.

BENEFITS

Value of family

Stronger connection

Positive life at home makes it easier to go through life.

TOPICS

Importance and value of family. It would be best if you had someone influential who can be there for you, and you will be there for them

RESOURCE

<https://www.healthhub.sg/live-healthy/878/building-strong-family-ties>



7 Habits of Highly Resilient Families

A highly resilient family sticks together and emerges stronger, despite its members' different personalities and needs and the relationship dynamics at work.

Adopt these habits for strong family bonds that will get you through rough times:

Habit 1: Create a list of family values and rules everyone agrees on.

Habit 2: Be nurturing and speak your family's love languages

Habit 3: Collect positive memories and build your family's emotional bank.

Habit 4: Demonstrate how to adapt and be flexible in different situations.

Habit 5: Make problem-solving a family exercise.

Habit 6: Don't be shy about asking for help.

Habit 7: Make time to rejuvenate and recharge.

ACTION IDEAS

Show a direct comparison of experimental studies which show the difference between healthy and unhealthy habits. How they can affect our lives in the long run no matter how small the acts may seem.

BENEFITS

Building Resilience in your Child

Family Rules

Building Good Parent-Child Relationship

Healthy habits for the rest of their lives. Positive steps in achieving life goals

TOPICS

Mental Toughness

Good Family Relationships: How to Build Them

RESOURCE

https://www.researchgate.net/publication/285547017_Understanding_the_initial_Impact_of_Early_Support_and_Key_Working_Training_



4.2 BULGARIA

"Good role models"

Learning about different role models and finding out their characteristics and qualities. Recognising characters and describing their roles.

ACTION IDEAS

Lists with different characters and roles. Prepare characters and roles of people who are different from us in one way or another (gender, age, color, economic status). The roles should be as many as the participants. Some roles may be repeated.

Example roles		
I'm poor	I have learning difficulties	I'm a single parent
I'm a foreigner	I'm disabled and I'm moving slowly	I am a woman driver
I am beautiful	I am famous	I am my mummy/daddy/sister/ brother/grandparent

Post the roles on the back of each person without him/her seeing and without knowing what his / her role is. Now let everyone start walking, reading the roles of others, and doing what is written on the sheet, or what they have heard about this type of person, but without publishing what is written. Participants should try to understand what is written on their backs.

Let this continue until everyone examines and "communicates" with everyone. Assemble the group and discuss with everyone.

Sample questions to each one in turn: What happened to you? How did the others behave?

How did you feel? Who do you think he was?

After sharing, have everyone read the role sheet.

Discuss again:

Is the such treatment of this group of people to which you belonged fair?

What is the reason for such behavior? Does it often happen in our society? Do you have examples of another group of people, or yourself, being treated with contempt or disrespect? Is such an attitude fair?

How to avoid such an attitude?

BENEFITS

The naming of gender/role model/difference stereotypes emphasises the social constructions in society and therefore gives space and visibility to various behaviours and roles.

TOPICS

- Division of roles and individual differences
- Breaking stereotypes
- Findings about other people's consciousness and feelings

RESOURCE

Interview

"Domestic collaboration"

Many adults are managing their workloads and their children's schoolwork while maintaining a home. Whether it's summer break or state-mandated social distancing, extended stays at home may create learning opportunities for children and adolescents from household tasks, as parents supplement lessons children might be missing while they're out of school.

ACTION IDEAS

Use a chore chart or a fun checklist for tasks that need to be done each week. Make sure that every family member is involved. Emphasizing a collective contribution is key for cooperation and fair collaboration. Post individual lists of chores for everyone so when someone accomplishes a task, mark it with a sticker. Whoever has the most stickers at the end of the week gets the *Helper of the Week* award. *After dinner, do a "10-minute Tidy." Set a timer and have family members scatter through the house putting away the day's clutter. Appoint someone to be Inspector D. Clutter. Armed with a laundry basket and plastic police badge from the dress-up box, this person roams the house and puts stray belongings into a cluttered "jail" (the basket). To set an item free, its owner (Mom and Dad included!) must do a chore. Play "Go Fish" with a basket of clean socks. Divide the socks among the players, leaving a pile to draw from. Each player, in turn, holds up a sock and asks another player if he has the mate. If not, the asking player must take a sock from the top of the draw pile. When finished, the player with the most pairs wins. Wash the family car together, plant flowers and trees. Ask the kids for sharing ideas and make household duties fun.*

Cleaning tasks are also an opportunity to build on kids' scientific knowledge about germs, illnesses and the spread of disease. Teaching kids about cleaning at home can supplement lessons from biology, chemistry and health courses.

BENEFITS

Time management for duties and leisure

Basic responsibilities and rules teaching

Helping and taking care

Evaluation and appreciation of others effort

Positive perception on family roles and duties

This activity tackles the topics of parenting, equal parenting, and benefits for youths. It helps to break stereotypes for housekeeping as women's duty and provides equal opportunities for doing it together. It can help improve communication and collaboration skills, as well as increase knowledge about parenting collaboration between the partners and altogether with the kids.

TOPICS

- Division of responsibilities
- Domestic collaboration
- Equal responsibility for work and leisure

RESOURCE

<https://teach.com/resources/using-household-tasks-as-learning-opportunities/>

<https://www.scholastic.com/parents/family-life/parent-child/9-ways-to-make-household-chores-fun.html>

4.3 GERMANY

"Social barometer"

The method supports people in making decisions about the distribution of roles in a family. Traditional models of the distribution of paid and unpaid work between the sexes will be critically reflected (by paid work the author means that work for which a salary is received, and unpaid work is related to housekeeping and bringing up children). The method can help to break the notion of so-called female and male activities and professions.

Group size: 8 - 20 participants

Duration: 15 - 60 minutes

Needed materials: paper sheets: marked "YES" (or "agree"), "NO" (or "disagree"), ribbon; large enough room for all participants to draw a line and move.

ACTION IDEAS

1. Attach a sheet of YES / NO paper to the opposite sides of the room, clearing the space between them with the help of the participants. It is best to keep a distance between them (at least 5 metres for 10 participants).
 2. Ask the group to stand up as you explain: "The next activity aims to get to know your personal opinion on the topic. It is not (yet) time for a controversial discussion that can take place after the activity. You can share your opinion, get to know the opinions of others and think about them. I will read a few sentences and ask you if you agree or not. After each sentence (or thesis) you have to decide whether you agree - then go to "YES" or disagree (go to "NO"). The more strongly you agree, the closer you are to "YES" and vice versa.
-

There is a ribbon(or just an invisible line) in the middle, which means you are neutral, neither yes nor no. Take a position where you feel most comfortable. When everyone is positioned, I will ask some of you for their opinion: "Why are you standing there?" Please share your reasons in detail, with a maximum of 2-3 sentences, before moving on to the next thesis."

3. The instructor should prepare at least 3 theses, preferably 5-6. The number you actually read aloud will depend a lot on the group atmosphere. Read the first thesis, ask the participants to take their position. Talk to a few of them (about 3 to 5). Make sure they do not react to each other and start a discussion.

4. After 3 to 5 answers another round begins. Start over by reading another thesis. Ask other people in the group for their opinion.

5. After the last thesis, ask the group to take their seats.

6. At the end of the activity, take time for reflection. You can start a reflection with the open question "Did you like this activity?" Or "What was new / surprising for you?" Then you can give time for discussion. Make sure you provide information on the questions to each thesis and on the questions of the participants.

Examples of theses:

- *Boys have different interests than girls.*
- *Boys may have other interests than those of girls.*

-
- Girls and boys can have the same interests.
 - Work on child care and upbringing is more natural for women than for men.
 - Men as educators don't have a different style of work from women.
 - *Female kindergarten teachers take care of children in a different way than male kindergarten teachers.*
 - *Boys need men - educators.*
 - *The attitude, not the gender of the mother, father or kindergarten teacher shapes the relationship with the children.*
 - *Men in care professions are more likely to have a work-life balance than men who do not work in such careers.*
 - *In early childhood, it is better for parents and tutors to share care in the same way.*
 - *Many men working as "nurses" are affected by the prejudice that they are homosexual.*

Additional comments:

- The facilitator should maintain a moderate, neutral position.
- No one is obliged to motivate their position (but they should be encouraged to do so).
- The structure of the activity is open to many common (potentially contradictory) topics, depending on your theses.

BENEFITS

Knowledge: increase knowledge about parenting styles and techniques.

Skills: communication and collaboration skills.

Attitudes: positive perception on gender equality and roles in a family

This activity tackles the topics of parenting, equal parenting, and benefits for youths. It helps to break stereotypes, and provides equal opportunities for parenting. Additionally, it can help to improve communication and collaboration skills, as well as increase knowledge about parenting styles and techniques.

TOPICS

- Division of responsibilities
- Breaking stereotypes
- Equal opportunities for parenting

RESOURCES

<https://arci-ngo.org/wp-content/uploads/2020/12/Narachnik-za-prepodavateli.pdf>

Blum, H., Knittel, G.: Training zum gewaltfreien Eingreifen gegen Rassismus und rechtsextreme Gewalt. Ko In 1994



4.4 ITALY

Passin the ball: let's point out the difference

This is a game, which can be used as an ice-breaker or as an introduction in the topic.

Group size: 5 - 15 participants

Duration: 15 - 30 minutes

Needed materials: a ball or other object that can be thrown to pass from person to person.

ACTIONS IDEAS

Participants must be placed in a circle. The facilitator starts the game by passing the ball to another member of the circle and doing so, indicating activities from family life that should be divided by gender. For example: "Cleaning - Female; car repair - Male. Each participant must repeat this action until the facilitator decides to end the game, achieving the goal of the activity. After starting the game, the facilitator positions himself near the blackboard to mark the indicated activities / differences each time.

At the end of the game, the facilitator reads aloud all the above activities and, with the help of the participants, places them in the column for men or women. The game ends with a group discussion in which, with the help of the group leader, he/she will try to name the gender stereotypes that arose during the activity.

BENEFITS

Knowledge: about parenting, role models, gender.

Skills: communication, teamwork.

Attitude: positive attitude towards parenting, equal parenting, gender.

The naming of gender stereotypes emphasises the social constructions in society and therefore gives space and visibility to non-traditional behaviours and roles.

TOPICS

- Domestic collaboration
- Gender stereotypes

RESOURCE

<https://arci-ngo.org/wp-content/uploads/2020/12/Narachnik-za-prepodavateli.pdf>



4.5 PORTUGAL

"Gender and Youth Pedagogical Kit - Non-formal education for gender mainstreaming in the youth field"

The Gender and Youth Pedagogical Kit that we propose here has as objectives:

1. Create an appealing and easy-to-use non-formal education tool, aimed at non-formal education agents from: youth associations, organizations that work with young people, informal youth groups, and public entities with responsibilities in the area youth, in order to include the gender dimension in their organizational practices and cultures;
2. Integrate the gender perspective transversally into the pedagogical practices of non-formal education agents;
3. Contribute to raising awareness and training youth leaders, members of youth associations, informal youth groups and the general population on gender equality issues;
4. Encourage the participation of girls and boys on an equal footing;
5. Contribute to the integration of the particular concerns and needs of young women in organizational and decision-making processes in different types of organizations;
6. Contribute to gender mainstreaming in the area of youth and youth associations.

ACTION IDEAS

The Gender and Youth Pedagogical Kit is structured around seven themes:

1. Gender Equality;
2. Sexualities;
3. Violence;
4. Participation and Citizenship;
5. Education and Employment;
6. Communication, Media, Language and Image;
7. Human Rights.

At the beginning of each theme, some information of a more theoretical, simple but fundamental nature is provided, although it is not intended to objectify an elaborate theoretical field, but rather to contextualize the thematic approach considered.

We then move on to a set of dynamics attached to the themes. Each dynamic includes a set of keywords to be explored during the implementation of the dynamic. There is a brief synthetic introduction of the content and the objectives, the desirable size of the group, the duration of the dynamics and the materials/equipment and necessary logistical conditions are presented. The development of dynamics is then explained, which is nothing more than the way to proceed with the application of dynamics. Finally, some observations are made in the form of discussion topics, advanced suggestions and/or dynamic derivations.

In this way, it is possible to monitor and adapt theoretically to groups in training, and the themes presented may be able to be interconnected in a broader context of training.

Even at the beginning of the kit, some dynamics are anticipated that fulfill the objective of “warming up” and/or “icebreaker”, suggesting their use when the group is initially acquainted or when a topic is introduced.

It is important to emphasize that this kit does not have a sequential logic.

BENEFITS

This Kit is a compilation of pedagogical tools that is a working basis for the integration of a gender perspective in youth work. This kit compiles dynamics based on the principles of non-formal education, representing an integrated, coherent and easily appropriated and disseminated set of tools for working with young people.

In this way, it aims to take another important step in the training of youth organizations or organizations that work with young people on the issues of Gender Equality and Opportunities between Girls and Boys.

It was precisely the scarcity of instruments that promote the inclusion of the gender dimension and perspective in the context of youth associations that motivated this project, which essentially aims to contribute to the mainstreaming of gender in youth associations, in formal and informal groups of young people and in the work that some public and private entities develop with young people. The objective is to provide them with an enabling instrument, allowing them to approach and work, in a transversal way, the different aspects and the various dimensions related to gender and the equality of men and women. It is also intended, in this way, to contribute to the construction of cultures and organizational practices that are inclusive of gender.

The Gender and Youth Pedagogical Kit makes use of non-formal education, having it as a particularly effective instrument for active participation, the development of personal, social, civic and professional skills and the promotion of reflective learning.

TOPICS

This activity tackles the following topics: Gender Equality; Sexualities; Violence; Participation and Citizenship; Education and Employment; Communication, Media, Language and Image; Human Rights.

RESOURCE

http://tk.redejovensigualdade.org.pt/kitpedagogico_rede.pdf



Guide for Families - Raise Awareness and Educate for Gender Equality

This Guide is part of the Guias para Famílias collection, a collection developed by APAV with the aim of involving families in the prevention of violence and the promotion of gender equality. The guides aim to sensitize families to key aspects of violence prevention, providing them with strategies that can easily be integrated into family dynamics. The application of these strategies in children's education will enable families to take a more active role in preventing violence and promoting more positive relationships, as well as improving the interaction between the child and the respective family.

ACTION IDEAS

Before starting to read this Guide, we propose a small task. Please answer the following questions using the options presented (a., b. or c.).

1. Imagine you are in traffic and someone in front of you makes a driving mistake. Your first thought is likely to be:
 - "What an asshole, it can only be a woman!";
 - "This gentleman must have only been momentarily distracted";
 - "He may have just gotten his driver's license and is inexperienced."
2. When you see a father changing a baby's diaper, your first thought is:
 - "The mother must be really busy, not to be able to do it.";
 - "Mom is really lucky! The father helps with the care of the baby";
 - "He is a caring father and is just playing his part."

-
3. Regarding household chores, it seems fair to you that:
- They should be provided entirely by women, as they have a natural aptitude for taking care of the home;
 - The woman does most of the chores and the man helps (which in itself is great!);
 - Be shared in a balanced way, according to preferences and availability.
4. The school closest to your home offers acrobatic gymnastics as an extracurricular activity. Most likely, your decision would be:
- Do not allow your child to attend this activity;
 - Encourage your daughter to attend, even if she expressed more interest in judo, telling her that it is “more of a girl”;
 - Explore your son's and/or daughter's interest in this activity and act accordingly.
5. Regarding the performance of children in mathematics and physical education, your opinion is:
- Boys are smarter at math and are also better at sports;
 - It is possible that some girls are just as good or better at math;
 - Both boys and girls can perform well in both subjects as it is not a matter of gender.
6. Select the option you most identify with:
- Girls must be careful with their image and the way they communicate, to appear polite and not attract unwanted attention;
 - Boys can go out at night earlier than girls, as they don't take as many risks;
 - Instead of telling girls to be careful with boys, we should spend more time teaching boys to respect girls and to be able to clearly identify the limits of interaction.
-

7. From the statements below, choose the option(s) with which you agree:

- We should encourage the expression of emotions in girls more and less in boys, as this makes them more “vulnerable” and “bullshit targets”;
- As a general rule, girls are not good leaders, so I would advise your daughter/granddaughter/niece to run for class delegate or team captain;
- If your son/grandson/nephew told you that he didn't want to be friends with a boy anymore, because he practices ballet, it would teach him to respect differences and help him to understand that this shouldn't be a friendship impediment.

8. If you have answered most of the above questions, selecting option:

- This Guide was developed for you! We believe that this Guide will help you to reflect on the importance of gender equality in children's growth and development. Happy readings!
- Gender equality is not entirely foreign to you! In the Guide, we suggest reflections and activities that will help you to raise awareness and educate children about gender equality issues. Happy readings!
- You are in the right way! We believe that this Guide will help you to become (even more) active in raising children's awareness and education on this topic. Happy readings!

BENEFITS

As we saw earlier, the family plays an important role in shaping children's interests and projects. It is within the family that they will form their identity, develop their values and make their choices.

Children learn by observing and imitating the behaviors and attitudes of people in their family, so their actions are crucial to accentuating or reducing gender differences.

Thus, if you teach and demonstrate to your son or daughter that it is essential to respect all people, regardless of whether they are girls or boys, men or women, their opinions, characteristics or interests, he or she will more easily replicate this attitude of respect. In relation to other people. In this way, families will also be preparing children to establish positive relationships. Thus, they will not only be more apt to choose their relationships, but also to withdraw and reject relationships that they perceive as unequal and violent.

TOPICS

This activity tackles the following topics:

- gender equality
- positive family relations
- raise awareness for equality

RESOURCE

https://apav.pt/publiproj/images/yootheme/PDF/Guia_Familias_Sensibilizar_Educar_Igualdade_Genero.pdf

"Adélia Project - Support for Positive Parenting"

The "Adélia Project" reflects the growing commitment of the National Commission for the Promotion of the Rights and Protection of Children and Youth in the development of policy measures for the construction of violence-free parenting and the promotion of parental behaviors that respect the best interests and rights of the child, in a community, systemic logic and with a focus on prevention.

Its name comes from the "Adélia Pinguin", which is one of the most hardworking, hardworking and committed to parenting species.

They travel thousands of kilometers under inhospitable conditions to be able to be with their mates, mate and care for their young. They use parenting techniques and strategies that range from hatching the egg in split shifts to feeding their young.

This Program is destined to:

- Children and youth;
- Families with children and young people;
- Children and Youth Protection Commissions (CPCJ);
- Technicians and other professionals from local entities with competence in childhood and youth matters (ECMIJ) who work with families;
- Civil society.

The Adélia Project is developed along axes that are interconnected:

More Protection: Training families to exercise responsible parenting through the development of Local Plans for the Promotion and Protection of the Rights of Children and Youth (PLPPDCJ), ensuring the effective participation of children and activities that allow for the improvement of parenting skills.

More Training: Training of technicians from the Commissions for the Protection of Children and Young People and Entities with Competence in Children and Youth Matters in the field of improving skills and parental performance, namely, training within the scope of the “Incredible Years” Programs, “ More Family-Younger” and “Children in the Middle of Conflict”.

Creation of the National Council of Children and Youth with a view to social and political participation, namely in issues dealt with in the CNPDPCJ, such as the Rights of the Child.

More Positive Families: Awareness-raising, seminars, workshops and campaigns for strategic audiences, families and the community, within the scope of promoting positive parenting and the rights of children and young people.

More Social Innovation: Ideation and Acceleration Program – Design Thinking for Social Innovation. Competition for innovative ideas and solutions to promote positive parenting.

ACTION IDEAS

One of the main goals of this Project is to train and Capacitate technicians / professionals who work with children, young people and families through the implementation of differeNt programs, as such:

-The “**Incredible Years**” program is aimed at parents of preschool-age children (3-6 years old).

The technicians benefit from a training action that will last for three days, corresponding to twenty-one hours, which will enable them to dynamize groups of parental figures, this dynamization having to be mandatory. They also benefit from six sessions, of approximately three hours, of supervision provided by the FPCEUC (the first session of support for the preparation of the groups).

Parenting groups will have fourteen sessions per week, with a minimum duration of two hours and an estimated preparation time of three hours.

The “**Parenting Wisely**” program is aimed at parental figures of pre-teens and adolescents between the ages of 10 and 18.

The technicians benefit from a training action that will last for three days, corresponding to twenty-one hours, which will enable them to dynamize groups of parental figures, this dynamization having to be mandatory. They also benefit from six sessions, of approximately three hours, of supervision provided by the FPCEUC (the first being to support the preparation of the groups).

Parenting groups will have twelve weekly sessions, with a minimum duration of two hours and an estimated preparation time of three hours.

-The “**Children in Between**” program has as its primary objective the support of fathers and mothers, in order to reduce the conflict and triangulation of their children.

The technicians benefit from a training action that will last for three days, corresponding to twenty-one hours, which will enable them to dynamise groups of parents, and this dynamization must be mandatory. They also benefit from six sessions, of approximately three hours, of supervision provided by the FPCEUC (the first session of support for the preparation of the groups).

Parent groups will have three to seven sessions per week, with a minimum duration of two hours and an estimated preparation time of three hours.

Besides the Training programs, there are other project in place, being implemented all over the country:

Councils for Children and Young people

This program focuses on the importance of the right to participation of children and young people, in all matters that concern them, based on the principles enshrined in the Convention on the Rights of the Child, as a Subject of Rights is fundamental.

It intends to give voice to their personal and family experiences, to their expectations and their understanding of what positive parenting is and how Projeto Adélia can contribute to an improvement in family dynamics.

It is planned to implement 3 Councils for Children and Youth in the North, Center and South of the country.

-
- Age of children and youth: 12 to 18 years old
 - A heterogeneous composition is intended, as representative as possible, with participants from different ethnicities, cultures and contexts
 - An intervention model developed in informal, motivational and dynamic contexts is desired, using audiovisual resources and tools, namely films, applications, games, among others
 - The actions will essentially be directed to “Thinking positive parenting with and for children” in the various sociocultural contexts

BENEFITS

The Adélia Program is a safe place, where children's participation and autonomy are promoted, as well as their health, social and emotional well-being, according to their characteristics and age.

Parental empowerment of families is intended through the materialization of a formal network protecting the rights of the child that provides consolidated and protective parental relationships, from the first level of the intervention.

TOPICS

This activity tackles the topics of:

- Positive Parenting
- Childrens rights
- Positive families
- children protection

RESOURCE

<https://www.cnpdpcj.gov.pt/adelia-apoio-a-parentalidade-positiva>

Youtube video: <https://youtu.be/xXCMDWQogvg>

PPT Presentation:

https://www.cnpdpcj.gov.pt/documents/10182/15534/ad%C3%A9lia_apresenta%C3%A7%C3%A3o+projeto/a23ef188-db86-4779-8767-34d0ce4649ec



"Handbook EQUI-X"

One of the great challenges in promoting equality and non-discrimination is the ability to transform through action, bringing it from abstraction to reality, from principles to concrete.

This manual, as well as the project it is based on, is innovative and pioneering in the response it provides to this challenge: for the instrument produced and for the areas of intervention.

Firstly, because it offers real support tools for working with young people in formal and non-formal education settings, empowering them to question the stereotypes that they live with, that limit them, and that they reproduce in their daily lives. And these are unique tools because they are based on structured and tested methodologies, and substantively comprehensive, ranging from concepts to practical exercises, to concrete questions, alternative scenarios, and resources. And, secondly, because it does so in areas of intervention where this approach action is still underdeveloped. The EQUI-X manual corresponds to the materialization of the project with the same name that was developed by CES-University of Coimbra in partnership with Promundo Portugal between January 2018 and December 2019. The goal of EQUI-X was to promote equitable masculinities and gender equality among young people aged 12 to 18 in public schools of the 2nd and 3rd cycle of basic education and young people of the same age range serving educational measures in educational centers in Coimbra, Lisbon and Vila do Conde.

ACTION IDEAS

The EQUI-X Manual is divided into 6 sections/thematic blocks: Gender; Masculinities; Media and Masculinities; Sexual and Reproductive Health; Violence and Diversity; Fatherhood and Caregiving.

Each module contains:

- a summary table of the workshops that compose it;
- an introductory text
- a supporting text;
- session plans for each workshop (indicating the objectives, recommended duration, materials needed, operationalization tips, and operationalization, and also the materials to support the activities);
- resources to support the topic (including, for example, newspaper articles, videos, films, infographics, relevant institutions, and/or information on how to ask for clarification or obtain legal and psychological assistance);
- complementary readings.

Before the workshops, a section of general guidelines on the implementation of the EQUI-X program and another dedicated to the facilitation of the educational groups are also included.

A glossary is included at the end of the manual. The thematic blocks can be implemented in their entirety or partially, adapting the workshops according to the needs of each group of young people, the institutions they are in, and the time, format and space they have available for the program. Before starting to work with young people, it is important that the facilitating team read the entire manual in order to understand its structure and contents.

The 42 workshops contained in this manual have a recommended duration of 15m to 2h. These activities can be developed in a variety of settings, including schools and educational centers, for which they were designed, but also in clubs or youth associations, and are most productive when carried out with small groups consisting of 10 to 20 participants. The goal of the workshops is not, as you will see later in this manual, to teach or "indoctrinate" - and this is very important to note - but to provide a safe space for discussion where young men and women feel comfortable reflecting on gender norms, masculinities, relationships, gender violence, health, and caregiving, as well as provide opportunities to reflect on skills needed to minimize the adoption of risky and encourage young men and women to act in more equal ways. more egalitarian ways.

BENEFITS

Primary prevention is a critical area of intervention in the field of violence against women and domestic violence. It is essential to work on relationship skills and non-violent behaviors, creating tools and expanding spaces for action, with tested methodologies and proven impacts over time. This is a gap that must be filled, because only by intervening upstream will it be possible to eliminate violence in the long term. This project is undeniably ambitious and full of enormous hope, because by intervening at the base, it gives back freedom to young people. It aims to support educators and other professionals, based on a gender approach and a learning process that builds on girls' and boys' personal experience and training, in order to develop the necessary skills to question attitudes unequal and harmful attitudes that contribute to situations in which gender stereotypes and even gender-based violence are reproduced, tolerated or even accepted.

TOPICS

This activity tackles the following topics:

- gender equality
- non-violence
- citizenship and equality
- non-violent masculinity

RESOURCE

<https://cidadania.dge.mec.pt/sites/default/files/pdfs/manual-de-promocao-de-igualdade-de-genero-e-de-masculinidades-nao-violentasequix.pdf>



"Coolkit - Games for Non-Violence and Gender Equality"

COOLKIT was conceived within the scope of the "Zero Violence" project, financed by measure 7.3 of the Human Potential Operational Program (POPH), based on a pilot experience developed by CooLabora at the Quinta das Palmeiras Secondary School, in Covilhã, during the academic year. of 2010/2011.

It intends to be a resource available to all educators, whether teachers, trainers, animators, fathers and mothers or volunteers in educational activities, to address fundamental issues from the point of view of human rights with young people, and contribute to the development of a culture that promotes gender equality and non-violence.

Furthermore, the COOLKIT is an educational resource that includes a set of recreational-pedagogical activities (group dynamics, cooperative games, roleplaying activities, among other techniques) aimed at addressing gender issues and working on conflict management skills with teenagers. and young people.

ACTION IDEAS

The kit allows flexible use. The proposed activities can be used individually, depending on the target audience and the objectives to be achieved. The kit's versatility also resides in the multiplicity of methodologies used (discussion of dilemmas, cooperative games, role-playing, theater-forum, debates, etc.) and in its applicability to different educational contexts: schools, leisure time, youth associations, among others.

Since Coolkit does not have a sequential structure, as it addresses and makes available materials from different themes, it is recommended that those who use it select the games according to the needs and characteristics of the target audience, being able to use them autonomously or in complementarity with other materials or methodologies.

BENEFITS

The Coolkit contributes to raise awareness and to open a healthy discussion on fundamental themes from the point of view of human rights and contribute to the development of a culture that promotes gender equality and non-violence. Since Coolkit does not have a sequential structure, as it addresses and makes available materials from different themes, it is recommended that those who use it select the games according to the needs and characteristics of the target audience, being able to use them autonomously or in complementarity with other materials or methodologies.

These methodologies have the common characteristic of combining the playful and pedagogical aspects, which brings several advantages to the educational process:

- they favor the development of social interactions that contribute to dynamic and collaborative learning and to the development of social, intellectual and emotional skills;
- allow experiencing and questioning problems in the first person and critically reflecting on them;
- they provide fun to those who participate, thus facilitating learning, increasing motivation to learn, a preponderant factor in any educational process.

TOPICS

The proposed activities aim to promote gender equality and a culture of non-violence and address various issues associated with these issues:

- gender stereotypes,
- dating violence,
- bullying,
- conflict management, etc.

In order to contextualize the participants and facilitate the subsequent pedagogical exploration of the activities, it is recommended that at the beginning of each game the person responsible for its dynamization briefly presents the themes that will be worked on.

RESOURCE

<https://www.cidadaniaemportugal.pt/wp-content/uploads/recursos/coolabora/coolkit.pdf>



"The Game of Professions"

In recent decades, there have been many efforts to promote behavioral change in relation to attitudes, norms and social models based on gender stereotypes about alleged characteristics of the roles of men and women, which continue to justify deep inequalities.

The Professions for Equality Game was born from the need to, from an early age, deconstruct these prejudices and demonstrate that there are no professions just for men or just for women. This initiative brought together several entities that, jointly and voluntarily, started a project - with a first game - that aims to provide simple, interactive, inclusive and educational games, in addition to content and information on these topics, available to the entire educational community and families.

ACTION IDEAS

The Professions for Equality Game aims to show that there are no professions for men or women. This consists of an online portal, now with a first game, but which will be fed with other challenges and interactive activities, as well as content and information on these topics, available to the entire educational community and families with the aim of deconstructing gender stereotypes associated with professions. and demonstrating that there are not only professions for men or only for women.

BENEFITS

It is urgent to continue working, from an early age, on the deconstruction of what limits women and men's access to certain professions or careers and, thus, constraining their freedom and the realization of a full life and a sustainable society.

Children must be educated in freedom and without gender constraints that distance them from certain areas of work at an early age.

The game aims to deconstruct the ideas of gender limitations that separate men and women in the access to the same opportunities either in life or in the workplace.

Through gamification methodologies, children and youngsters are educated without gender stereotypes and learn about equality, respect and human rights.

TOPICS

This activity tackles the following topics:

- gender equality
- gender stereotypes
- equal access to opportunities

RESOURCE

<https://www.jogodasprofissoes.pt/>

Online Workshop | Approach to gender stereotypes among young people

The online workshop “Approach to gender stereotypes among young people” was developed within the scope of the Rumourless Cities project, led by the Municipality of Amadora.

This initiative aims to highlight the problem of negative stereotypes among young people and present some examples of good practices to counterbalance them.

The Rumorless Cities Network aims to transfer to other European cities the campaign “Don’t Feed the Rumor!”, a good practice developed by the Municipality of Amadora, with the aim of preventing discrimination, promoting inclusion and enhancing diversity, through the transformation of perceptions, attitudes and behaviors.

ACTION IDEAS

Online workshop “Approaching gender stereotypes among young people”
Program

14:00 - Welcome and Introduction

14h05 - The impact of gender stereotypes on childhood - Alison Henderson, Fawcett Society

14:30 - Toolbox: All genres, but how? - Hanna Biller, Austrian National Youth Council

14:55 - Combating gender stereotypes through business development - Joana Portugal, Ease Project

15:20 - Gender and diversity mainstreaming toolkit – Emma Withington, World Association of Girl Guides and Girl Scouts (Wagggg)

15:45 - End of the Workshop

BENEFITS

We are all influenced by gender issues. Gender norms (or rules) tell us what is appropriate to do in our society for boys and girls, men and women. Because of gender stereotypes, girls and women are often devalued and have a lower social status.

Girls and women are mostly negatively impacted by rigid gender norms and rules - they are more prone to restrictions on their freedom and mobility, experience epidemic levels of violence and harassment around the world, and have fewer opportunities to choose how they want to live their lives.



This workshop aims to raise awareness amongst young people about the existence of gender stereotypes and the negative influence they might have in our gender conceptions.

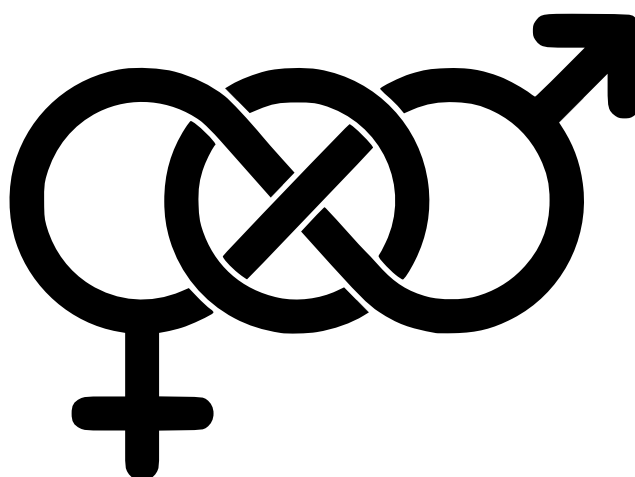
It will give young people and youth workers tools to work and combat gender stereotypes, by deconstructing gender roles ideas.

TOPICS

The workshop will provide an overview of the more mainstream approaches to gender. The Gender Mainstream has been approached internationally as a strategy that leads to an understanding of gender equality. It involves the integration of a gender perspective in the preparation, design, implementation, monitoring and evaluation of policies, regulatory measures and spending programs, with a view to promoting equality between men and women and combating discrimination. In addition, the workshop will provide an overview of studies that show the impact that gender stereotypes in childhood have throughout life.

RESOURCE

<https://www.cm-amadora.pt/component/vikevents/?view=event&itid=1263>



"Handbook "Is it Gender?"

Regardless of the specific contours of each culture, of each community, of each country, there is a common base that is based on the desire for equality.

If, throughout the world, situations of inequality continue to exist between men and women, then there is still a need to question, to act, to change and to do it crossing the local with the global.

Because the world is more than a sum of people; it's more than a sum of problems; knowing how to look at the world becomes essential, as it takes us much further than our imagination.

Is it gender? is a training and awareness project for young people on gender equality, diversity and global citizenship.

The project does not start with answers, but with questions. It is the confrontation of realities that makes us question more, think more and act consciously.

ACTION IDEAS

This training manual is intended to be a pedagogical resource for the promotion of Gender Equality in an educational and social intervention context. It aims to provide educators and participants to acquire knowledge, know how to do and know how to be, based on raising awareness of the fundamental issues of Gender Equality, proposing to look at the local from the global.

Based on the documentary “Mamãs de Papelão”, the manual is structured around 3 key areas inherent to the development competences for a proactive attitude in the field of promotion of gender equity:

- Global Citizenship
- Diversity
- Gender equality

These 3 key areas are, together or separately, the starting point for a learning path that allows us to explore the 4 themes that the documentary proposes to us:

- Family
- Education
- Professional activity
- Participation

Finally, from the point of view of content specifically inherent to raising awareness of the promotion of gender equality, the manual offers the following 5 thematic sessions:

- Gender Equality topics and domains
- Evolution of mindsets
- Historic moments
- Mechanisms for Equality
- Gender Mainstreaming

It is this structure that makes it possible to meet a learning process that aims to:

- empowering people to promote gender equality
- encourage the transformation of attitudes towards living in equity
- integrate the issue of gender equality in the various spheres of people's experience
- and develop skills for action.

Intending to be an easy-to-use pedagogical tool, the manual is developed as a non-formal education resource, aimed at educational and social intervention agents, such as teachers, social educators, sociocultural animators, workers socio-educational programs in favor of young people, youth leaders, among others.

BENEFITS

This Training Manual is intended to facilitate access to information, promote reflection and empowerment, critical thinking, underline the importance of Gender Equality, which concerns men and women ,in various dimensions and at multiple scales.

Starting from the 3 key concepts:

- GLOBAL CITIZENSHIP;
- DIVERSITY;
- GENDER EQUALITY.

Empowering groups of young people to implement global citizenship and gender equality initiatives is the specific objective to be achieved by the project.

In this way, the project contributes to two global objectives: promoting the strengthening of Global Citizenship in the context of non-formal education; and promoting the empowerment of young people for gender equality and global citizenship. As the main goals and products of the project, we assume the training of young trainers in gender equality, diversity and global citizenship, making them capable of training other young people; and the elaboration of a pedagogical resource, composed of this training manual and a documentary that supports the proposed learning process.

TOPICS

The main topics are:

- gender equality
- diversity
- global citizenship

A pedagogical approach is proposed that offers the opportunity to explore content that ranges from the various domains of promoting gender equality, to the evolution of mentalities and gender mainstreaming, through the deepening of 4 fundamental dimensions to think about this topic from a perspective of global citizenship with diversity as a basic value :

- the family,
- the education,
- Professional Activity,
- and Citizen Participation

RESOURCE

http://www.rostosolidario.pt/wp-content/uploads/2016/04/Manual_%C3%89deG%C3%A9nero.pdf

4.6 SLOVENIA

"Both Parents Should Assume Equal Responsibility in Raising a Child, Research Paper"

Equal Role Parenting

Today's world is much different than years past both in parenting and in general. Women are now working outside of the home in greater numbers than ever. In addition to being taxed with the role of parenting they are also expected to have a job, ensure the kids are taken care of, all schedules are met and most of all find the time to run the household. This places a heavy burden on the mother and oftentimes creates problems for the household. It takes both parents to ensure that everything is done and also that one parent is not completely exhausted or neglected in the process. Along with an equal division of work, there are also other issues to consider such as the psychological and emotional well-being of the child in respect to parenting. There are clear benefits for children in households where parents share equal roles. This paper will explore the benefits of equal parenting as well as discuss the potential detriment.

Conflicting Opinions

It is important to understand the conflicting opinions in reference to equality in parenting. Some might suggest that the old school of thought in reference to parenting still remains in the household. While it is notable and many families still adhere to that school of thought, the point is that they should not require or expect that the mother takes on all the parenting. It is important that individuals have choices and if they are restricted, it is not conducive to either parent or the household in general.

Historical Gap in Parenting

Throughout history there has been somewhat of a gap in the equality of parenting. The difference dates back centuries to the beliefs that mothers are more nurturing and fathers should be the breadwinners of the family. Over time and through much research it has been found that dads can and should have as much of a role as mothers.

The reasons are based on the development of the child. According to Stephenson, in many cases the reason that fathers are unable to engage equally in the parenting of their child is because of the inequality of governmental as well as employment policies (2010).

Absent Fathers & The Impact

Much focus has been placed on single parent households, especially when the father is absent. Research has shown that there is a 57% decrease in father closeness that is present after a divorce or separation (Doherty & Craft, 2011). This could likely be because of less time that is spent or also problems with friction between the mother and the father.

Refuting the Old School Mentality

Over the years much has changed, from the different types of entertainment to the ways that individuals engage in their relationships. There has been an increase in rights for women all the way around and parenting should be no different. While many believe that females should be liberated, there is also a concern with rights for men in respect to parenting. Women should have help and not be taxed with the full responsibility of caring for their children. With that being said, it is also important to ensure that fathers are respected as equals regarding parenting and the care of their children (Baskerville, 2007).

ACTION IDEAS

This research paper could be used to make activity cards with questions for the users opinions, and after collection, it can be reflected upon the results and start a discussion about parental equality and finding new ideas and solutions.

BENEFITS

- Mindfulness in parenting
- Gender equality in parental roles

Through different opinions from the participants it gives youngsters to reflect on the given article, also improve self worth and new approaches in parenting.

TOPICS

Gender equality, parenting of the modern age

RESOURCE

<https://essays.io/both-parents-should-assume-equal-responsibility-in-raising-a-child-research-paper-example/>



"How Can Parents Promote Gender Equality At Home"

Gender equality is an often discussed topic, but you must have noticed that the discussion never has a reasonable conclusion. Little things, little remarks that people make in their daily life show how enormous this problem is. 'Why are you crying like a girl?' is an oft-repeated remark when a little boy weeps. When a child is born, people decide different roles for boys and girls. Toys such as dolls and kitchen equipment will always be for girls and guns and cars for boys. As a parent, promoting gender equality at home starts with you.

Why Is It Important to Teach Kids About Gender Equality?

You can't teach kids about gender equality only once in life and expect them to remember it for a lifetime. It should be an ongoing process – a part of their daily upbringing. Not bringing up your son and daughter equally can have disastrous implications. Boys who are brought up as the privileged ones or are given more opportunities, freedom, grow up with a mindset that they are superior to their sisters and to women in general. If a boy while growing up notices that his mother or sister is always working in the kitchen, he may think that it is the job of a woman. Disrespecting and disregarding women may become something normal for a boy grown up with this mentality. Domestic violence, eve-teasing, are the fallouts of this mindset.

Sometimes, girls also start accepting gender-defined roles. They may grow up with low self-confidence, low self-esteem, and look up to the males in their family for protection. However, in this age, women should be free, and they should be able to do what they want to do with their lives. If you want your kids to grow up to be confident and kind, you must treat them equally. Tell your son when he does something wrong and then do the same for your daughter too.

ACTION IDEAS

Great source for open discussion with youngsters on the following topics:

1. Be An Example

Display the kind of behavior you expect from your children. As a husband and wife, you must speak to each other with respect, share the household chores, and handle other tasks together. Let your kids notice that you work together as a team. Let them see that it is not a woman's duty to cook dinner for everyone in the family or a man's responsibility to buy groceries from the shop. When your kids notice this, it will reflect in their behavior too. So, set a good example.

2. Both are Special

Don't show preferential behavior towards either of your kids or be harsh on boys and soft on girls or vice versa. Some parents treat the girls as if they are made of porcelain.

They are already making them feel that they are weak and need to be protected all the time. These parents, in turn, are harsh on the boys. If you don't tolerate the bad behavior of the son, don't condone the bad behavior of the daughter either. Reprimand them or appreciate them in the same way for their bad or good behavior.

3. All Household Chores are Equal

Let the children help in the household work as per their age, equally, irrespective of the gender. Let them share the workload with you, whether it is washing cars, washing dishes in the kitchen, chopping vegetables, hanging the washed clothes, going out to buy household things etc. Both should be given every kind of work without earmarking them as the girlie work and the manly work.

4. Watch Your Language and Theirs

Don't use abusive language in front of them, especially that which disparages and belittles a female. Stop them from using swear words. Generally, the parents, especially the father, overlook the bad language of the son. The son must be made to understand that it's not cool and manly to swear and curse.

5. A Successful Daughter is Not a Replacement for a Son

The girl has her own place as a daughter. The typical refrain parents use for a successful daughter with many achievements is, "She is not my daughter, she is my son." Why? By saying so, you are negating her efforts and indirectly telling her that sons are better than daughters.

6. Teach Both of Them To Be Self Dependent

Teach them both the life skills to survive when alone such as, cooking, cleaning, washing, ironing and mending clothes, small repair work in and around the house.

7. Encourage them to do What They Want

If a daughter wants to play football, let her and, if the son wants to join cookery or dance classes, permit him.

8. Set the Same Curfew Time for Both

The time for both to return home after the evening should be the same. Do not extend the time for your son.

9. Equal Division of Property for Both

Let them know that both are equal inheritors of the parental property.

10. Family Bonding Time

Have discussions on common issues and pay heed to both equally. Watch with them movies that are soft with mainly female characters and, the ones considered for boys only. Allow both to cry while watching.

If gender equality is practiced at home, the world will be a much better place to live in, especially for women.

BENEFITS

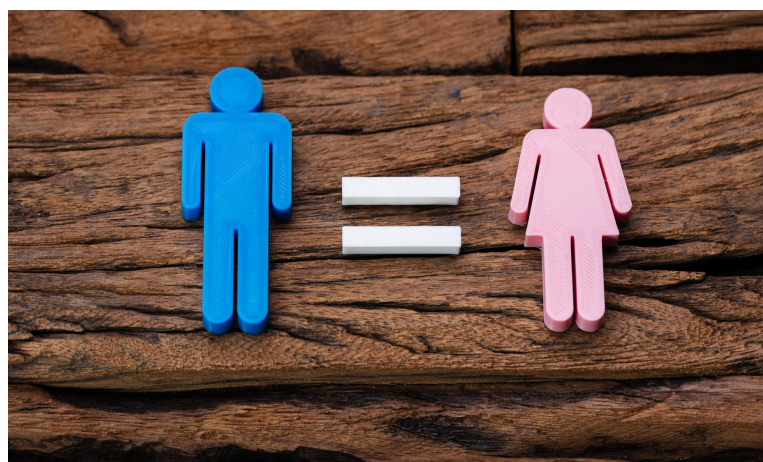
Through open discussion youngsters will get a better picture of what gender equality means regarding family life.

TOPICS

Gender equality, parenting

RESOURCE

<https://parenting.firstcry.com/articles/how-can-parents-promote-gender-equality-at-home/>



The Complete Guide to Equal Parenting

Raising children isn't a duty to be fulfilled solely by a mother, but a responsibility that is to be equally shared by both the parents. A mother and a father play different roles in the upbringing of a child. Along with the new phase of parenthood comes the pressure of managing the house, taking care of the family members as well as working to earn a livelihood.

Gone are the days where men are supposed to go to work while women have to balance career and kids together. A life where you don't have to be the only bread earner or restricted within the house to just take care of children and the house; you don't have to be a part of someone's decision but together make decisions for the child and the family as a whole, where you know that you will be doing everything but not bearing the pressure all alone, that's equal parenting. It goes beyond just taking care of kids together.

When is the right time to start equal parenting?

There is no right time to start parenting equally. It begins from day 1 of entering parenthood. After delivery, mothers go through a lot of struggle, and taking care of the baby also requires effort. So, this phase itself embarks your journey of sharing parenthood.

There's no parent who doesn't love to enjoy experiencing their child's first moments and watch them grow up. But what about the parts which require all the effort? Starting from the endless crying, feeding, changing diapers to handling tantrums and helping in studies, mothers have to manage the tough part all by themselves. The fathers should also give it a shot, initially with the little things, and then gradually taking up responsibilities.

Rewritten rules of parenting:

- Plan upon the things that are to be divided.
-

-
- Roles and duties should not be fixed to one parent.
 - Infants tend to wake up in the middle of the night so swapping sleeping hours can help both get proper and good sleep.
 - Once the child starts going to school, divide the subjects among yourselves that are to be taught.
 - Try to be flexible with your working hours, especially when the child is small and needs proper care, love, and attention from both the parents.
 - Split up household chores and keep switching them to avoid facing boredom.
 - Take it one step at a time, so that slowly you can adjust in this new role and adapt to its ways.
 - Get involved equally in your child's life to make them feel comfortable and open to both of you.
 - Lastly, enjoy working and managing things together rather than feeling that this is a burden.

Such collaborative efforts not only reduce pressure and stress from one person's shoulders but also help in breaking gender stereotypes. Studies have shown that equal parenting helps in reducing the chances of postpartum depression which is commonly seen in new mothers. Kids are also benefited as what they see right from their childhood, eventually becomes normal for them in the future. This will help them once they step into adulthood.

If your child has crossed the stage of being a toddler and you wish to start dividing the roles at this point in time, even then it can be done. It doesn't matter if one starts from the beginning or whenever they realize this truth of equal parenting, as it's never too late to mend things. Talk to your partner about the problems you're facing, why you require their support, and not to forget to discuss this change in routine with your child too as they need to know what's happening so that there is no disruption while trying to coordinate.

How is equal parenting useful for children?

In addition to benefiting parents in sharing responsibilities, this is also beneficial for the children as they get to spend some quality time with each parent, and in the process develop a good and healthy bond as well. Being in regular contact with both the parents makes the child open to discussions, sharing problems, asking for solutions, and guidance from them.

Nowadays, teenagers tend to find help from outsiders who may give wrong suggestions which in turn might harm the child, but if that help is found at home then there won't be any need to look elsewhere.

If one of the parents is not in a state to have a conversation with or assist the child in any way, they can seek help from the other parent without any hesitation or thinking twice, as they already have a good level of understanding and attachment with both of them.

Barriers to equal parenting and how to overcome them:

This is a somewhat new way of parenting for the older generation to accept and so it may lead to problems. But trying to make them understand its necessity and importance might work as a way out. Make them learn that two heads are better than one.

One of the partners may not be able to do things in a manner the other does or maybe worse than them at a particular thing. In such situations try to be accepting and understanding of the fact that they are at least trying their best in lending you a helping hand and appreciate their efforts. Avoid being a critic and judging them for not doing certain things perfectly.

The narrow-minded society might criticize you when you go unconventional but show them how both of you can ace in raising kids through this way.

ACTION IDEAS

This article can be a base to engage youngsters collaboratively to try to define rules in parenting equality, also it is possible in youth centers to combine the new perspectives and conduct a workshop for future parents.

BENEFITS

Mindfulness, problem-solving, communication skills

Through the article and discussion youngsters will get new perspectives about equality in parenting

TOPICS

Obstacles in parenting roles, how to become a better parent..

RESOURCE

<https://ezyschooling.com/parenting/expert/equal-parenting>



"11. Ways to boost equality in parenting"

Equal parenting is no longer a foreign concept. Just take a trip to any grocery store at 10 a.m. on a Tuesday and you'll see at least one model of today's dad: He's got a baby strapped into a carrier and is driving his toddler around the aisles, race-car style. And as parenting concepts change, moms and dads must navigate the treacherous waters of roles and responsibilities. Looking for some tips on how to do this?

Here are 11 ways to create an equal household:

1. Be a Team

You shouldn't be a monarch, and your husband shouldn't be a dictator. Be sure to stick together and work as a team.

2. Shed the 'Breadwinner' Mentality

There's no rule that says that the man needs to bring home the bacon and the woman needs to fry it up in a pan. Rethink your situation and decide who should work full time and whether or not one of you should try to work from home.

3. Schedule Alone Time

Equal parenting goes beyond work and child care. It's also important that you make a schedule that allows for both you and your partner to have some time for yourselves. Perhaps you can have a girls' night out while your husband watches the kids, and then he can go watch the game with his pals the following Sunday.

4. Schedule Couple Time

You and your partner also need to set aside some time to spend together — without the kids. Just a few hours off can help to ensure that you're both on your parenting A-game!

5. Make Sure That You Both Spend Time Alone With Your Newborn

But whether you or your husband goes back to work first, it's important that you both make an effort to bond with your baby from the start. Make sure that you both find time to bathe, cuddle, feed and get to know your newborn.

6. Meld Your Parenting Styles

Before you got married, your husband might have been living in an apartment filled with coordinated Ikea furniture, while you showed up to your first house with your eclectic yard-sale finds. You were able to mesh your design aesthetics together, and now you need to do the same with your parenting styles. Equal parenting will be easier if you're on the same page from the beginning.

7. Create a Chore Chart

These handy little inventions aren't just for kids! While crossing your fingers and hoping that your spouse will tackle half the chores probably won't work out in your favor, making a list may do the trick. Create a chart of all the tasks that need to be done — from cleaning the bathroom to driving the kids to soccer practice — and specify who will take on each responsibility for the week. Be sure to divide the work up as equally as possible.

8.Switch Things Up

Divvy up the duties, and then switch them up! This allows both you and your spouse to explore every aspect of parenting, and it also shows your kids that their mom and dad aren't defined by certain roles.

9.Throw Out the 50/50 Ideal

Be realistic about what 'equal' really means. There may be times when you have to work late and your partner has to take over dinner, dishes and bath time. Parenting perfection isn't always attainable, but that's okay. There are times when 50/50 will look more like 60/40.

10.Refrain From Overstepping

There are no helicopter moms (or dads) allowed in equal parenting.

11.Communicate Constantly

What works today may not work tomorrow — and your spouse needs to know that too. Sit down and talk about what being 'equals' means to each of you, how you want to split your responsibilities and what goals you'd like to set for your family. If things don't go as planned (and when do they?), make sure that you communicate what needs to change.

ACTION IDEAS

Youngsters can exercise positive behavior with drama activities and plays, getting a live feeling about what is important and the pitfalls.

BENEFITS

- Communication skills
- Emotional skills
- Self reflection

Youngsters will gather insight on how to foster equality in parenting.

TOPICS

Interpersonal behaviors in parenting

RESOURCE

<https://www.care.com/c/equal-parenting-11-ways-to-create-an-equal-h/>



"How to Share the Parenting Load With Your Partner"

We've moved past the era of moms doing everything by default. Dads want to take a more active role: About two thirds of young fathers say they should share caregiving equally, according to research by the Boston College Center for Work and Family. However, only 30 percent of those surveyed are actually able to pull it off.

That's because even when both partners are hands-on parents, moms still handle more of the "mental load." We make the doctor's appointments, research summer camp, and call the mom of that classmate who keeps fighting with our kid. "We can calculate the time spent on physical tasks like cleaning the bathroom, but it's much harder to quantify how many hours go toward this kind of cognitive labor," says Sheryl Ziegler, Psy.D., a psychotherapist in Denver and author of *Mommy Burnout*. Speaking as someone who recently spent half a day filling out kindergarten registration forms, I can say: It's a lot. Why are these kinds of logistical parenting tasks so much harder to divide fairly? And how do we move the needle on this? To find out, I talked to experts and families who are already doing just that.

The Female Factor

Many couples cite biology (and the belief that moms are innately better caregivers because we give birth and breastfeed) as the reason they get off on an unequal footing. It's true that hormones play a role. "Oxytocin, the hormone that fosters bonding, surges during pregnancy, childbirth, and breastfeeding," says Alexandra Sacks, M.D., a reproductive psychiatrist at Columbia University. "This may explain why many women feel a pull toward primary caregiving, but studies have shown that oxytocin also rises in partners, such as during skin-to-skin touch with the baby."

She and other experts argue that it's less about who has the babies and more about how our differences are reinforced by social expectations and structures.

Seventy percent of fathers take fewer than ten days off after the birth of their child, and only 13 percent are paid during that leave, according to the Department of Labor. However, research shows that when dads can take longer paternity leaves, they continue to do a more equal share of the household labor even after they return to work.

Shift to a “Shared” Mindset

This is often the hardest step because you both need to go from thinking of yourselves as “the household CEO” and “the direct report” to being a team. But if you agree this shift needs to happen, committing to it can end scorekeeping over who is changing more diapers or taking out more trash. If you're the one used to doing everything, recognize that letting go is a process. “There is emotional labor involved in doing the work, but there's also emotional labor connected to a decision not to do a task—like agreeing to send in premade snacks rather than search Pinterest for a crafty idea,” notes Dr. Ramsey.

ACTION IDEAS

This article could give base for a debate between Youthworkers and youngsters, to find new possible solutions for a more equal share in parenting.

BENEFITS

- Mindfulness in parenting
 - Better communication skills
 - Emotional recognition of partners
-

Youngsters can revise and learn how important sharing responsibilities in raising a child are, and also be more open minded when it comes to gender roles in a family...

TOPICS

Mindfulness in parenting and gender equality

RESOURCE

<https://www.parents.com/parenting/better-parenting/advice/ways-to-share-the-parenting-load-with-your-partner/>



"How Do Your Parents Share the Responsibilities of Parenting?"

How are parenting responsibilities divided in your home?

Who makes sure the children get up in the morning and are dressed for school? Which parent does the cooking? The cleaning? The lawn mowing? Vacation planning? Who helps with homework and school applications?

Is there equality in your home? Or is there still an unequal division of labor?

ACTION IDEAS

This activity can be as a self reflection on the youngsters past family life, and how they saw their parents interact with each other.

Based on reading the article, a discussion can be made to share opinions and experiences with peers.

Students, read the entire article, then tell us:

- How do your parents share the responsibilities of parenting? How equal is the division of labor?
 - Are you happy with the present arrangement? Or would you want your parents to shift certain responsibilities? Which ones and why?
 - The author provides many examples of an unequal division of labor in her home, such as planning vacations, helping with homework and maintaining bedtime routines. Which examples most relate to your experiences?
 - Ms. Lockman says that “division of labor in the home is one of the most important equity issues of our time.” Do you agree? How important is this issue to you?
-

BENEFITS

Self reflection, teamwork, empathy.

Reflecting on past experience living with the parents and how they cooperated in parenting is beneficial to reflect on what was good and bad, and how not to repeat mistakes and improve yourself to be a more equal parent for your future life.

TOPICS

Equality in parenting

RESOURCE

<https://www.nytimes.com/2019/05/08/learning/how-do-your-parents-share-the-responsibilities-of-parenting.html>



" HOURS IN A DAY"

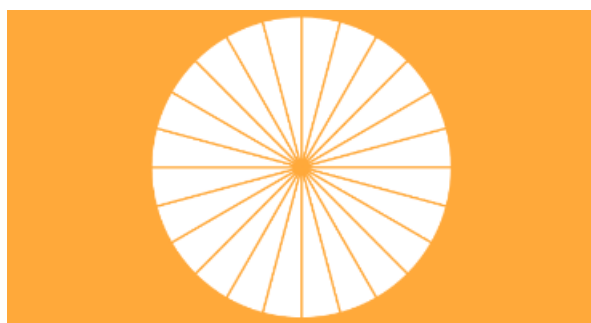
The absence of men from caregiving and domestic housework is related to the way economies are divided – into “low value” (unpaid care work) versus “high value” (paid labor outside the home) work. This is strongly connected to gender dynamics where women are seen as primary providers of care in the home, and men as the economic providers outside of it. This fuels inequalities between men and women and reinforces the perception that men have more value than women in society – a key factor contributing to the practice of prenatal sex selection.

These gender roles are limiting and create barriers for both men and women. It restricts access to opportunities for women to fulfill their own aspirations and also prevents men from taking on meaningful and gender equitable roles in the lives of their sons, daughters and partners.

ACTION IDEAS

Pass out colored markers and a blank sheet of paper to each participant.

Draw a large circle on flipchart paper. Explain to group members that this circle represents the 24-hour day. Divide the circle into 24 equal slices. Each slice represents an hour of the day. See the example below.



Tell participants to draw this same image on their own sheet of paper.

They must now think of all the different activities that they do in a typical 24-hour day. For example, eating, sleeping, working and caring for children. They should then color in the number of slices based on the amount of time they spend on each activity. For example, color in 6 slices to show that they spend 6 hours sleeping. They should repeat this for every activity they do in a typical 24-hour day. Give them 5-10 minutes to complete this step.

After they have finished, have them compare their typical 24-hour day with a person of another gender, or in small mixed groups. Give them about 10 minutes for this discussion.

GROUP DISCUSSION:

In the large group, use the following discussion questions to reflect on the gender differences within the 24-hour day.

- What are the differences (if any) between how men and women spend their 24-hour day?
- Why do these differences exist? Are women “naturally” better at housework than men?
- How much time do men and boys spend caring for their children and families in general? Is this enough time, or not? What about cooking and cleaning?
- Why is it that men, on average, tend to spend less time doing housework than women? How do our family members such as mother-in-laws play an influencing role?

How does this inequitable distribution of labor limit opportunities for women and girls (to work outside the home, for example)?

-
- There are studies that show that women who have male partners that share the housework are more sexually satisfied in their relationships. Why is this? What are other benefits men receive in sharing the household chores?
 - Some say that gender expectations change over time. If we were to do this drawing over again, but for our parents, how would it be different? How would it be the same?
 - What is one thing you can do to better manage your time in order to equitably share household responsibilities with other members of your family.

BENEFITS

Time management, teamwork, communication

BY END OF THIS SESSION, PARTICIPANTS WILL:

- Reflect on the differences between men and women with respect to the amount of time they each devote to various tasks in a 24-hour day;
- Understand the value of an equitable distribution of housework;
- Make one to two commitments to share housework more equitably

TOPICS

Equality, parenting chores, respect

RESOURCE

<https://www.worldvision.org/wp-content/uploads/caring-for-equality-revised.pdf>

"How Women and Men Express Themselves"

Participants will have learned the difference between sex and gender: that although there are differences between men and women, many of these differences are constructed by society (gender), and are not part of their nature or biological make-up (sex). Young men and women learn from society, family and friends, history and culture how to act and behave in ways appropriate to their gender. The way boys and girls are raised has a large impact on how they learn to express themselves as men and women in their relationships, work lives and at home. Girls are often raised to express emotions and attributes that are 'typically feminine,' while boys are encouraged to enact those that are more 'typically masculine'. This exercise is designed to take a deeper look at the result of these gendered types of expression: what effects they have on the way men and women relate to each other, as well as how they may perpetuate harmful practices.

ACTION IDEAS

Explain that in this session they will explore how they personally experience gender in their own lives.

1. Ask the participants to begin walking around the room in silence. As they walk around the room, tell them to walk "hard," "soft," "quickly," then "slowly." Tell them to pay attention to the movement of their body when they walk (feet, legs, arms, hands, torso, neck and head). This will help the participants to become more relaxed, and also, to begin thinking about how they can use their bodies to express certain words and actions.
 2. Next, ask the participants to form two lines facing each other.
-

3. Tell them that you are going to say a word and that the two lines should make themselves into statues that represent that word. LINE 1 should make statues representing how women would express the word, and LINE 2 should make statues representing how men would express the word. Note: Men and women can and should be represented in both lines.

4. Ask participants to close their eyes before you say each of the following words.

Beauty

Strength

Anger

Attractiveness

Gentleness

Love

Power

Motherhood

Fatherhood

5. After the participants make statues for each word, they should open their eyes and observe and comment on the similarities and differences between themselves and the statue made by the person across from them.

6. Once you have finished, ask the lines to switch roles, and repeat the words.

DISCUSSION QUESTIONS:

Use the questions below to further explore the similarities and differences between the female and male statues and the links to participants' lives and relationships.

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- What was it like to try to express yourself like a man, like a woman? Which was more difficult?
 - What was the most difficult word to represent and why?
 - What similarities and differences did you notice between the ‘female statues’ and the ‘male statues’?
 - During which words did you see the most differences? During which words did you see the most similarities?
 - Thinking back to Session, how do these similarities and differences relate to societal expectations of what it means to be a man or woman?
 - How do these similarities and differences influence intimate relationships between women and men in terms of how they make decisions together
 - How do these similarities and differences influence societal preferences for sons versus daughters?
 - Which of these similarities and differences are harmful to the wellbeing of men? To women?
 - What would happen if women expressed themselves as men do and men as women do?
 - What have you learned in this activity? Have you learned anything that can be applied in your own life and relationships?

BENEFITS

Equality, respect, self reflecting, creativity, communication

The ways girls and boys are raised, and the expectations that society places on them, often influence how they express themselves. From a very early age, we are taught how to appear and behave.

For example, girls are often taught that it is okay to cry and to be gentle, while boys are taught that they should never cry and should always be tough. Girls are also taught to sit with legs closed or crossed, to not be too loud or rough, or even play sports. These expectations can perpetuate harmful stereotypes about men and women and limit the ways they express themselves and the roles they can play in society. It is important, however, that both women and men do not feel limited in their self-expression. For example, when women are able to show strength and resilience and men gentleness or care, they become more confident individuals who can more easily relate to each other and the world around them.

TOPICS

Gender equality, stereotyping

RESOURCE

<https://www.worldvision.org/wp-content/uploads/caring-for-equality-revised.pdf>



4.7 SPAIN

Manual “Journey” - Involving young people in Education and Action for Gender Equality and Against Gender Based Violence

This manual is a result of 2 years of working experience within the framework of the New Generation project, undertaken by grassroots NGOs from Spain, Poland and Bulgaria, where we worked with more than 1600 young people, teachers and youth workers, engaging them in school activities, summer camps, awareness-raising campaigns and trainings. It was a very empowering and sometimes challenging experience of learning and growing, and that is why we felt the need to put it on paper and share it with the world. In this manual you will find out about the successful approaches we took to engage with the topic, some concrete tools we created and used, tips and tricks on how to deal with different situations that you can come across and finally, many ideas on how to boost motivation and empower young people to take action.

We hope that this manual will serve you as a tool to start working on these topics with young people or simply, that it will enrich your professional backpack with new ideas. Yoko Ono and John Lennon once said “A dream you dream alone is only a dream. A dream you dream together is reality.”

The specific objectives of the projects are:

- to offer new methodologies and training opportunities for professionals working with young people in formal and non-formal education on gender issues and against gender-based violence;
- involve at least 900 young people in learning processes, promoting understanding of gender and gender-based violence, critical thinking about gender and general gender sensitivity;

-
- conduct gender awareness campaigns among young people in schools and their local communities; - disseminate good practices to prevent and combat gender-based violence among young people, developed within the project.

ACTION IDEAS

This manual is mainly written for people who work with young people: youth workers, teachers, staff of local and national non-governmental organizations, youth leaders, peer trainers, etc. It describes different educational approaches and activities that can be done in different conditions (for example preparing a 1-hour session or organizing 5-day summer camp) and settings (e. g. school class or organized free time activity).

It focuses on how to work with young people on the topic of gender and against genderbased violence, through education towards action. The first chapter of the manual provides an overview of terminology and theoretical framework that we consider necessary for our work. It also describes different approaches we used in New Generation project when tackling issues of gender and gender-based violence. The purpose of the chapter is to create a basic understanding of the topic that can later be put into practice through different activities. All the following chapters (2-5) describe the process of preparing and carrying out different types of activities.

Chapter 2 provides information on how to run a training of trainers and prepare a team of professionals who will later work on the topic with young people.

Chapters 3, 4 and 5 describe activities directed towards young people: school activities, summer camps and campaigning and awareness-raising actions. In each chapter you will find information about what are the benefits of each activity, how we did it within the New Generation project, some practical tips, do's and don'ts, and examples of concrete tools we used. You will learn about specific educational tools that have been tested and examples of concrete actions created and implemented with young people. We recommend you to adapt the activities to your own needs (experience, competences, facilitation style), choosing those which fit your objectives and context best.

Choose diverse types of activities and taking into consideration different learning styles of the participants is always beneficial and adds value. Each chapter will guide you through specific steps, tips and recommendations on how to carry out an activity, from preparation to evaluation and follow-up.

Finally, we would like to wish you good luck, lots of learning and enjoy the process!

BENEFITS

Some people are strongly convinced that education about gender and against genderbased violence (GBV) is needed, and there are others who may still not consider it fully necessary. There are countries with a visible progress toward reaching gender equality, and there are others where the rights of women and LGBTQ community or people who do not conform to binary gender norms are very often violated, they are deprived of safety and face exclusion. We believe that education about gender and against genderbased violence is very much needed and no matter where in the world you are based, there are plenty of issues that need to be tackled. With this project we intend to work on prevention and fight against gender-based violence among young people, offering them learning processes for action in gender sensitivity.

TOPICS

This activity tackles the following topics:

- gender equality
- sexism
- gender.based violence

RESOURCES

https://www.salto-youth.net/downloads/toolbox_tool_download-file-2266/Manual_Journey_EN_compressed.pdf



4.8 TURKEY

FATHER SCHOOL, CPI

The Father School developed for Kosovo used Swedish best practices, adapted to local culture and norms. The model was institutionalized by the Center for Public Initiatives (CPI) and aims to enhance fathers' role and responsibility in children's lives as well as change stereotypes of gender behavior in family and society

ACTION IDEAS

Father school facilitators are required to meet three criteria: have a child, have a positive fatherhood experience, and receive training in father school facilitation. They are also seen less as facilitators and more as teachers, and expected to know current public health legislation, sociodemographic characteristics for Kosovo, and relevant international conventions and agreements influencing approaches to Father School activities, such as the UN Convention on the Rights of the Child and the WHO European Strategy for Child Health and Development. The program targets men with children under the age of one and expectant fathers who live in Kosovo or in the area. On average, groups are composed of between 5 and 15 participants. Father school sessions last approximately 1.5 hours and meet once a week. The course includes eight sessions, after which, participants receive a Father School Certificate.

BENEFITS

This good practice aims to help the father to:

- Know how to help mum during pregnancy
- Feeding the baby in best way

-
- Creating a democratic family
 - Improve men's physical and mental health
 - Learn that pregnancy is only under the responsibility of mom but also dad
 - Learn about practical feeding ,especially breastfeeding of the baby
 - Gain the basics of a democratic family rather than one gender based family
 - Understand the importance of mental and physical well-being of parents.

TOPICS

- Father's role during pregnancy
- Myths about delivery; participating at birth
- Breastfeeding; maternal postnatal depression
- Basics of gender and gender equality
- A democratic and totalitarian family
- Men's physical and mental health
- Confidence in your child's future

RESOURCE

https://eeca.unfpa.org/sites/default/files/resource-pdf/fatherhoodcompendium_v3_eu4ge.pdf

"PROGRAM P (PROMUNDO)"

Created by Promundo and inspired by the Brazilian sociologist Paulo Freire, the Program P approach guides fathers through a process of “conscientization,” encouraging them to reflect critically on the cultural conditions supporting and framing experiences of gender inequality in a way that helps promote their personal growth. The approach aims to create the conditions for fathers to challenge and change the restrictive gender role prescriptions that make it difficult for them to take on engaged fatherhood roles.

While Program P was originally designed and implemented in several countries in Latin America and in Rwanda, it is currently being adapted for the European context through Program PARENT, targeting Portugal, Italy, Lithuania, and Austria.

ACTION IDEAS

The duration of Program P can range from 10 to 15 weekly group discussion sessions. Typical sessions are 2.5 hours weekly over a period of 10 to 16 weeks. Facilitators are trained over a period of 6-10 days focusing on foundational gender and power concepts, engaging in critical reflections on these issues themselves and both experiencing firsthand and practicing facilitating horizontal group dialogues rather than teaching. They are encouraged to create an open and safe space to foster dialogue and critical reflection rather than trying to have all the answers. The sessions use participatory activities, including videos followed by group discussions, role playing and take-home assignments to reinforce and practice what was covered in the group.

They work in either all-male or different-sex pairs. The program recommends seeking out facilitators from feminist and progressive social justice organizations, that have experience in facilitating participatory discussions and have examined their own gender prejudices. The program values diversity in male caregiving and targets men with biological and non-biological children, believing that fatherhood is more than biology and manifests itself through the quality and depth of the caregiving connection men have with children.

BENEFITS

- Gain awareness about children's right
- Introduction to the family planning
- Communication between parents
- Communication between child and parents
- Work Division in the family
- Gain awareness about children's right
- Introduction to the family planning
- Communication between parents
- Communication between child and parents
- Work Division in the family
- Developing family rules and discipline
- Learn about family planning
- Keeping away from domestic violence
- Learn about children's rights

TOPICS

- Sex, gender, and parenting
- Father's impact
- Family planning
- Caregiving
- Gender in play
- Preventing violence against women
- The needs and rights of children
- Division of caregiving
- Couples communication
- Positive discipline
- Emotion regulation

RESOURCE

https://eeca.unfpa.org/sites/default/files/resource-pdf/fatherhoodcompendium_v3_eu4ge.pdf



"LAZY PARENTING "

Lazy-style parenting is a concept that allows parents to be present for children without hovering. Rather than holding their hand through every minute of their lives, you allow your children to make their own decisions and intervene when they need assistance. Lazy-style parenting allows children to create their own identity, gain confidence, and learn problem-solving skills.

Children are naturally curious. In cases where their curiosity becomes harmful, it's important for parents to get involved. It is, however, necessary for children to have the ability to explore. It's essential to their overall growth.

When you think of the word lazy, it's unlikely a positive thought comes to mind. In fact, you probably associate lazy parenting to neglect. This couldn't be further from the truth. Lazy-style parenting works as a healthier alternative to helicopter parenting, which involves watching your child's every move. This Lazy-style is basically offers a potentially better balance of parenting.

ACTION IDEAS

Some struggle with the concept of lazy parenting. Think of this method like running a restaurant. In every restaurant, there's a chain of command. The person who oversees the restaurant is the manager.

Typically, the entry-level employees are responsible for handling the everyday store operations. Once they're trained, the manager allows them to perform their jobs as they tend to higher-level restaurant tasks.

Now, imagine you're the manager of a fast-food restaurant and a customer calls in a large delivery order. There's also a line in the store waiting for service. Instead of taking care of managerial tasks, you decide to make the food, take orders, and deliver the food.

That scenario sounds odd, right? Well, that's what helicopter parenting looks like. As a so-called lazy parent, you'd allow your children, who act as the entry-level employees, to handle the responsibilities of their 'job'. If at any point your child is struggling or overwhelmed, you can intervene.

Now consider everything on your parenting plate. Of course, you have to feed, bathe, and clothe your children. This is in addition to maintaining your household. Your day-to-day tasks are tiring as it is. When you decide to obligate yourself to completing your responsibilities and hovering over your children, there are a few outcomes.

Either the quality of your tasks will suffer, you'll try grooming your children into existing around your responsibilities, or even both. Most kids, however, do not enjoy following their parents around for the sake of being monitored.

Helicopter parenting is also a hindrance because your child builds a dependency on your approval. Over time, you're training your child to wait for your rubber stamp to do tasks you believe to be within their range of development

BENEFITS

-Parents and children spend qualitative time while they have leisure activities. Therefore, parents gain skills for creating their own family time and activities

- The youngsters will learn how to plan family activities and time management for a quality family time
- They will learn how to gain self-confidence to their kids and trust them when they are on their own
- They will be able to distribute the tasks in the family and develop responsibility.
- They will develop creativity both for themselves and their children

TOPICS

- Selfconfidence of parents
- Selfconfidence of children
- Creativity of the family members
- Distribution of the tasks in the family
- Expressing himself/ herself in the family

RESOURCE

<https://bestcaseparenting.com/lazy-parenting/>



"Father Support Programme"

According to the Mother-Child Education Foundation Paternity Survey published in 2017, 91% of fathers in Turkey believe that the mother's primary responsibility is child care. 51% of them do not hesitate to say that they never took their children to the toilet, 36% never changed their diapers, and 35% never cut their nails.

During the family education programs, mothers often stated that they wanted a program for fathers as well. Although some fathers joined the family education programmes, it wasn't efficient enough for fathers. So this programme idea emerged

ACTION IDEAS

Father Support Program is implemented in primary education schools and Public Education Centers in cooperation with the Ministry of National Education and the General Directorate of Primary Education.

The content of the program:

Consisting of 12 sessions, one main subject is covered in each session of the program. Topics and subject contents of the Father Support Program are listed below:

- Introduction and Father's Role
- Understanding the Attitudes and the Child
- Listening and Speaking
- Positive Behaviour Development
- Social-Emotional Development
- Mental Development, Success and Effort
- School, Lesson, Friends and Dad
- Physical and Sexual Development
- Spending Time and Play with the Child

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- Life Difficulties and the Father
 - The Child Gaining Responsibility
 - Sexual Health

The program aims for fathers to spend time with their children, to do activities and to inform them about their children's needs.

BENEFITS

Father Support Program is a science-based education program developed for fathers to be more effective and have a positive role in the development of children in Turkey.

Fathers who are supported to participate through the Father Support Program receive training that increases their knowledge of child development, enables them to gain communication skills, and consequently lead them to adopt a more democratic attitude.

The aims of the program can be listed as follows:

- Improving the fathers' awareness and knowledge about the development of the child,
- the prevention of child abuse,
- the father's support to play a more effective role in child development,
- to achieve a gender balance with the inclusion in child-rearing,
- the father can learn about democratic methods and implement them at home, and learn positive parenting methods.

TOPICS

Positive parenting techniques

RESOURCES

<https://www.acev.org/en/father-support-program/>

“Road to the land of equality” (experimental learning) from Compass: A Guide to Human Rights Education for Young People

This activity includes drawing with small group, imagination, gender equality and discrimination against women.

Related rights:

- Non-discrimination on the basis of sex and gender.
- The right of spouses to marry each other freely and with their own consent.
- The mother's right to special protection before and after childbirth.

Aims

- Recognize and value the goal of equality and gender balance.
- Developing imagination and creativity to build the future together.
- Developing a sense of justice and respect

Duration: 90 mins / with 4+ participants.

Needed materials: • One A4 paper and one pen for each group for brainstorming.

- A large size (A3) sheet of paper or blackboard paper for each group.
- A sufficient number of different colored markers for each group.
- A map, preferably a hiking map or map showing physical elements (eg mountains, valleys, rivers, forests, villages, bridges, etc.).

Try to understand the map and the symbols shown on it together first.

ACTION IDEAS

1. Explain that with this activity, participants will draw an imaginary map of how to get to the land of Equality. In the land of equality, there is real gender equality. This is a country that will exist in the future, but currently only lives in people's dreams.

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2. Introduce the metaphor of the wanderer hitting the road to explain moral values to the participants. Ask if they know of a folk tale or story that uses this metaphor. For example, a dark forest can be used as a demon metaphor, or a bright red apple represents attraction on the road. The moral of the story is that when a traveler swam across a fast-flowing river s/he shows willpower, and, as another example, when s/he helps an animal in pain this action represents compassion.
 3. Describe what a map looks like. Explain what lines represents what i.e. mountains, rivers, forests, swamps, residential areas, electric wires, etc.
 4. Ask the participants to disperse into groups of 3-5 people. Distribute small size paper and pens. Give them 15 minutes to do short brainstorming on each of the following topics:
 - what kind of land of Equality do they dream of?
 - What obstacles might they encounter on their way to the land of equality?
 - how can they overcome these obstacles?
 5. Now distribute the large sheets of paper and markers to each group. Ask each group to prepare an imaginary map. This map must contain both the present and the future landscape, and a road must pass between them. Participants should create their own symbols for geographic features, obstacles and opportunities along the way.
 6. Give the groups 40 minutes to draw the maps. Tell participants to not forget to prepare a key for the symbols they used in their maps so everyone can understand what their expression represents.
 7. Proceed to plenary session. Ask groups to present their maps.

Begin plenary session by discussing how the group decisions are made about how to draw the map, how groups worked within themselves, how decided on what to symbolize and how the map. Then talk about what the land of equality might really look like and what the obstacles are to face.

Question may be discussed for plenary session:

- Did the participants like the event? Why?
- Which of the questions was easier to brainstorm about? Which was the most difficult? Why?
- What were the main features of the land of equality?
- What are the obstacles that prevent the society in which the participants currently live from being the ideal land of Equality?
- What needs to be changed to create a gender-equal society?
- Are affirmative action policies justified as short-term measures to promote gender equality?
- If you consider your country equal opportunities for men and women in all countries of the world.

How many points would you give on a range from 1 to 10? 1 equality does not exist at all, 10 is very close to ideal equality.

- What other groups in your society face discrimination? How does discrimination occur? Which human rights are violated?
- How can disadvantaged groups be empowered to defend their rights?
- What role does education play in this type of empowerment effort?

BENEFITS

The key concept behind this activity is “empowerment”.

Empowerment is a word that is difficult to translate and sometimes explain, even in English! "Empowerment" is both a tool of what some call "liberating" pedagogy and is also the result.

'Empowerment' is described by Oxfam as:

“Empowerment is the overcoming of obstacles arising from any regime of oppression that causes millions of people to be exposed to unequal conditions in the society in which they live and to deny basic human rights.”

This activity contributes to:

- Understand obstacles reaching gender equality
- Understanding each other
- Improve communication skills
- Developing teamwork skills
- Promoting equality

TOPICS

Gender equality, Discrimination and Xenophobia, Education, Equal rights

RESOURCES

https://www.deneyimselogrenme.com/wp-content/uploads/listing-uploads/file-up-to-1-document/2020/06/Pusula_%C4%B0stanbul-Bilgi-%C3%9Cniversitesi-Yay%C4%B1nlar%C4%B1.pdf

Take your place! (experimental learning) (from the Gender Equality Training Guide)

The aim is to identify the participants' gender inequality in their culture and to make them realize gender statement stereotypes in the language, and also to enable the participants to develop a perspective by discussing gender equality.

Duration: 45 mins / with 10-30 participants.

Needed materials: paper sheets marked "YES" (or "agree"), "NO" (or "disagree"), A paper (A4) with some statements on it regarding to social norms and representation of gender stereotypes in the society.

ACTION IDEAS

Have participants stand up and in the middle. Stick the YES and NO papers on different walls. (Ideally, if you have a team you can ask two of them to hold the papers and to stand in the different corners of the training room.)

How to conduct: Invite all participants to gather in the middle. Read the participants the statements you wrote on the A4 paper. You can also use a projector for this, if you have one. Participants can quickly move to the Yes or No side of the hall depending on whether they agree or oppose this statement.

Then ask participants from both sides why they choose to stay in the NO or YES area. Start a discussion by asking if they agree/oppose. As the details of the statement and the opinions of the participants become clear if they want to change their place and change their answer they are allowed to do so. Ask those who changed why their opinion changed.

Possible Statements to use: (Can be adapted to the sociocultural features of your environment)

1. Women need protection more than men.
2. A woman's career harms the child's development.
3. Men are discriminated just like women.
4. I support positive discrimination for women.
5. Men drive better than women.
6. Men should work because they are stronger.
7. The female bird makes the nest.
8. Women like to prolong the discussion in discussions.
9. Men tend to think more analytically than women.
10. Men don't cry.
11. Women cannot do sports such as weightlifting, wrestling, boxing.
12. Feminists are anti-men.
13. Men should not interfere in housework.
14. Women are more emotional.
15. It is also the right of women to go out at night.
16. The man decides to have children.

Tips: After discussing all the statements, ask the participants if they know other statements in their mind related to topic. There can be brief comments/discussions on these new propositions too.

During the evaluation phase, ask participants how much the session helped them to be informed and change any of their views, especially those who changed place. Ask how the changers felt.

BENEFITS

This good practice will contribute to:

- Understand others better
- Develop empathy
- Improve communication skills
- Learning about information and other perspectives
- Respect to ideas/others
- Raising awareness on stereotypes in society
- Thinking differently.

TOPICS

Gender equality, Social equality and Equal Rights

RESOURCES

<https://www.deneyimselogrenme.com/listing/toplumsal-cinsiyet-esitligi-egitim-kilavuzu/>

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5. Conclusion

As we already mentioned in the introduction, the fundamental aim of Equal Parenting is to provide equal parenting by focusing on social gender roles, bad role models, lack of empathy, divorce and stress. By researching Best Practices and evaluating them, we have a clearer idea of how to operate in order to best implement our project.

Through the analysis proposed here we have observed some very important data and can conclude by saying that the 32 selected best practices mostly meet the values of the chosen criteria.

Among the criteria selected to evaluate each best practice already described in the previous paragraphs, it emerged that all the partners assigned the highest scores to the criteria of Transformability (78%) , Feasibility (80%), Repeatability (81%).

From this it can be deduced that their Repeatability over time and in different contexts, their easy realization and transformability were the elements most frequently detected in the winning best practices.



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