

Training modules on gender equality in ITALY

Project description

T4.1 Co-creation of training modules on gender equality

The training activities on specific topics related to gender rights, gender equality, expected roles and behaviours, will be identified with young Roma participants. The length of courses will be assessed once identified the topics for a max. of 8 meetings of 2 hours. These meetings will also offer youngsters a protected space where they can freely express questions and receive information and orientation regarding delicate issues such as that of sexual health, reproduction, and contraception. The contents will correspond with the topics treated by the web-radio (T4.4) meaning that each training will be amplified and disseminated through the radio. The training will be participatory, being based on the use of the "Narrative methodology" (Batini, Salvarani 1997). In addition, the project team experts will provide a continuous assessment to tailor the training methodology to the class groups. CSCD will coordinate the programme creation, while each partner realises the meetings in its local community. (M6-M13)



5 June 2023 9.30-13.30 (2 modules)

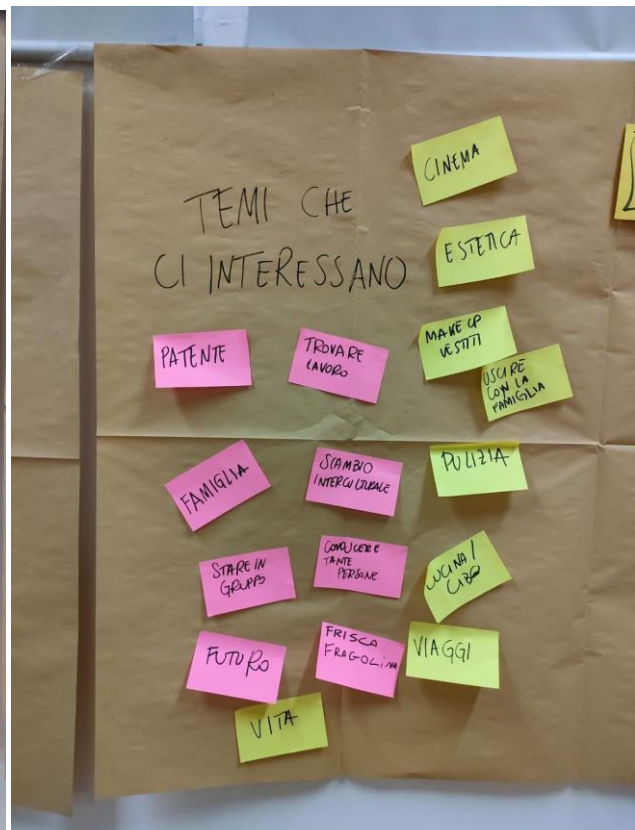
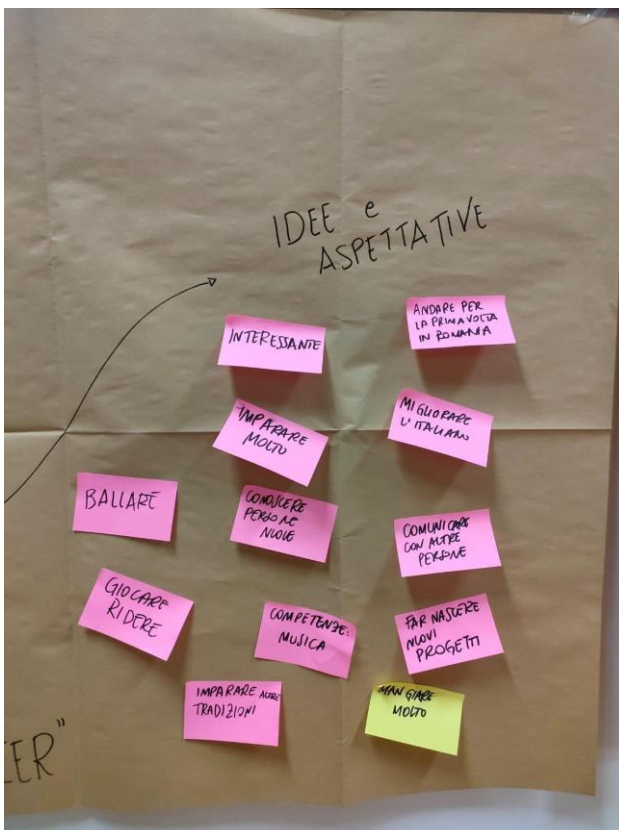
Address: Via Marino mazzacurati 76

9.30 – 11.30 Module 1: Knowing each other and Brainstorming [Diletta Alese]

11.30 – 13.30 Module 2: Gender History [Diletta Alese]

Outline of the introductory sessions:

- **Background of the project and why we are here**
- **Brainstorming and getting to know each participant and trainer by choosing an object.** What does this object represent for me?
- **Ideas and expectations about the course:** individual competences and in relation to the group
- **Brainstorming on the topics that are important to us:** each person shares the topics of his/her interest which are later shared and written on the board.
→ **History of gender:** why this theme is important and affects all the other themes (examples are given in the areas noted by participants)
- **Gender history:** 'salient' events to be arranged chronologically related to achievements for women. The founding of the Gypsy Queens is also included as a reminder that important 'events' in the history of women's rights may also arise from our project.
- **Conclusions**





6 June 2023 9.30-13.30 (2 modules)

9.30 – 11.30 Module 3: Gender roles in Roma communities [Valentina Anzellotti]

Introduction to the day

Reflections on former modules and recap of what was discussed with participants who were not present.

Watching the video on knowledges

https://www.progettonazionale.it/pluginfile.php/308/mod_folder/content/0/2.Cortometraggi%20animati%20per%20la%20promozione%20della%20salute/IL%20SAPERE%2C%20TRA%20PASSATO%20E%20FUTURO%2C%20TRAMANDATO%20DI%20MADRE%20IN%20FIGLIA/IISAPERE_italiano.mp4

Considerations on the video

Participants expressed amazement at the video, particularly appreciating the inclusion of language subtitles. The video's content facilitated discussions on various themes, such as traditions, reproductive rights, and gender roles in general. The appreciation for the video extended to the firsthand experience shared by the individual.



11.30 – 13.30 Module 4: Sexuality and reproduction [Trainer: Carla Centioni]

Description

The intervention was anchored in continuation of the work initiated by Valentina on stereotypes. The trainer began by acknowledging that we, as individuals, are shaped right from the moment we are in our mothers' wombs. Our development is largely influenced by the desires of others, especially our parents, rather than our own desires.

Initially, it's our parents' desires that guide us, and as we grow, societal expectations further influence us. Uncovering our true desires and understanding ourselves is a challenging process; it demands dedicated self-examination. We must teach ourselves to listen actively. During the session, we explored the distinction between desire and dream.

The discussion on desire as a form of self-care was both engaging and thought-provoking. We collectively completed a questionnaire (see template below), and during moments of uncertainty (which were numerous), the trainer guided the discussion by sharing examples of desires expressed by Roma girls she had encountered. It was only during these moments that the trainer touched upon her work in the safe and refuge houses; she intentionally refrained from discussing it when introducing herself. She wanted to demonstrate how women, guided by their desires, find their paths.

Each participant was involved in the reflection process, and numerous responses emerged productively. They clearly articulated their reasons for desiring to be male. While the specific answers may not be as crucial, as they can lead to judgement, what's evident is how easily the participants could express the positive aspects of being male. This came naturally. However, when we explored the question of why they liked being women, responses were notably scarce. Only with considerable prompting, and without providing examples or suggestions, did the answers align with the socio-cultural expectations placed on Roma women, such as responsibilities related to washing, cooking, childcare, elder care, makeup, and pleasing men.

It's significant to note that in the most cathartic moments of our workshop, such as the warm hugs during our farewells, the expressions of "we" and "YOU" emerged. It became evident that they could hope, dress, work, and decide for themselves.

The trainer assigned them a task, or rather a legacy, to nurture their desires. And an open question: who knows what they might discover.

QUESTIONNAIRE USED DURING THE TRAINING

Do I know myself?

- Eye color _____
- Height _____
- Hair color _____
- Distinctive features _____
- I like about myself _____
- I don't like about myself _____
- I LIKE or would LIKE TO BE MALE because
- I DON'T LIKE BEING MALE because
- I like being or would LIKE TO BE female because
- I don't like being female because
- How do I approach it with Her? / or with Him?

- How do I express my jealousy?

8 June 2023 11.30-17.00 (2 modules)

11.30-13.30 Module 5: Emotions in the game [Trainer: Valentina Anzellotti]

During the training session, a dynamic exploration took place inspired by the thought-provoking documentary on gender issues. The trainer facilitated an engaging activity prompting the group to identify distinctive traits associated with being a Roma boy or girl. This initiated an insightful exchange within the group, leading to an active discussion that unveiled numerous stereotypes and beliefs entrenched in various identities. The ensuing conversations were fascinating, igniting vibrant discussions among the participants.

To capture the essence of these discussions, we summarised the key points on two posters. Furthermore, the group delved into a creative exercise, constructing two silhouettes representing a male and a female, utilising a participant's figure as a base and enriching it with diverse details and shapes. The collaborative effort was marked by enthusiastic participation, fostering an enjoyable atmosphere where everyone engaged in experimenting with creative materials and exploring various collage techniques.



15-17 Module 6: Affectivity education [Trainers: Tiziana Buccoliero e Roberto Latella]

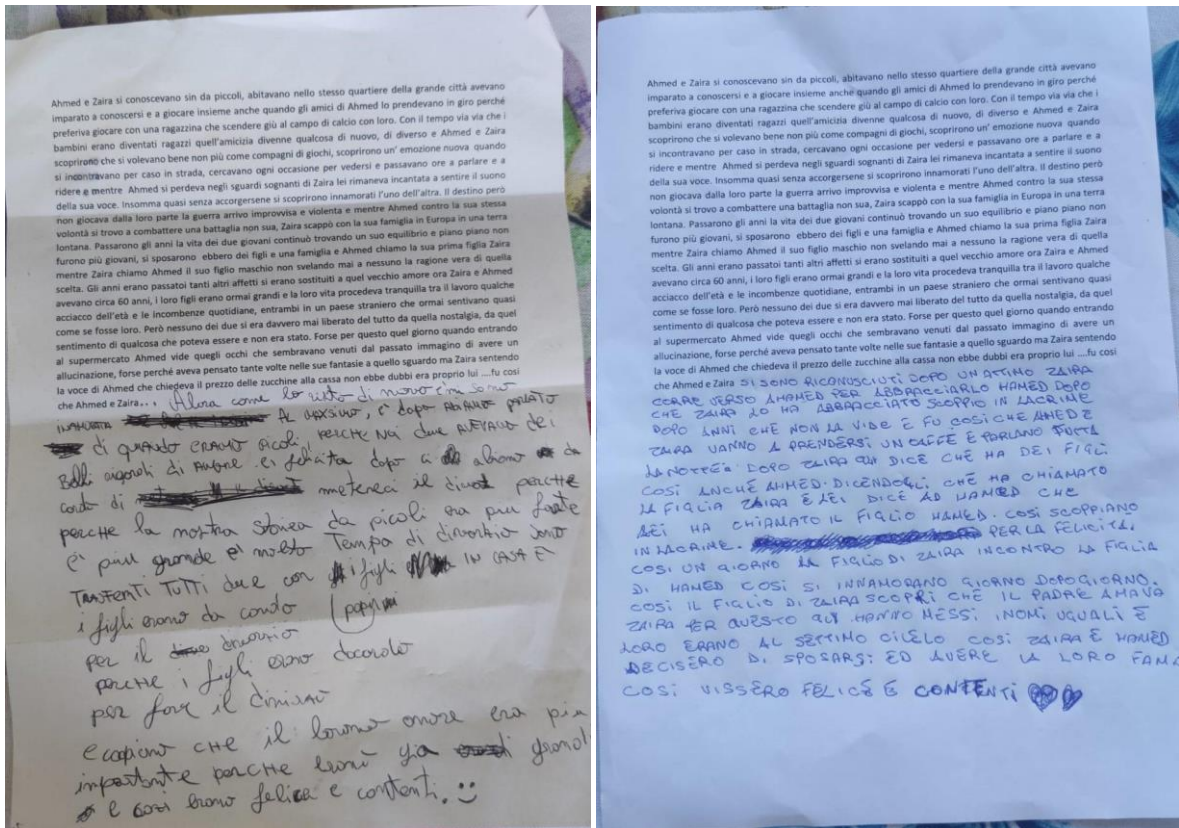
The activity was proposed in connection with the morning's work on silhouettes. Following a brainstorming session on the words "affection" and "feeling," and a contemplation of their personal affective experiences (including family affections, friendships, and relationships with loved ones), the boys and girls were divided into two groups. They were then presented with "interrupted" stories, each with a different type of relationship as its thematic background.

Subsequently, the boys and girls selected a story to work on and complete. As they crafted the endings, discussions and reflections emerged regarding the development of these narratives. The choices made by the characters undoubtedly entailed responsibilities, either towards each other or other people. In some cases, these decisions potentially challenged the cultural norms of their origin.

The reflections were profound and engaging. The boys and girls demonstrated commendable commitment and a significant spirit of collaboration. Together, they navigated discussions on the implications of character choices, often involving responsibilities towards others and, in some instances, cultural clashes. Their thoughtful contributions provided us with a unique and insightful perspective on affectivity.



Examples of stories:



9 June 2023 9.30-13.30

9.30 – 11.30 Module 7: Radio as a Tool of change [ZaiNet]

In the introductory meeting on radio broadcasting to develop gender, the trainer provided the workgroup with an overview of radio equipment and the various roles within an editorial team (sound technician, director, editor, and presenter). The utilisation of the radio kit was demonstrated, and the group was divided into different roles with the objective of creating pilot episodes for an initial exploration of the radio project to be developed in the coming months. Each participant was tasked with conceptualising, writing, and recording a format on topics of their choice.

The trainer encountered notable challenges during the module, particularly stemming from the participants' low literacy levels, specifically in reading and writing. This presented difficulties in executing tasks that required a certain level of language proficiency. Despite these challenges, efforts were made to tailor the learning experience to accommodate the varying literacy levels within the group. Additional support and resources were provided to enhance participants' understanding of the radio broadcasting concepts and to facilitate their active participation in the module activities.

The inclusion of individuals with diverse literacy levels added a layer of complexity to the module, requiring the trainer to employ creative teaching strategies to ensure that each participant could grasp the fundamental concepts of radio broadcasting. Despite the initial hurdles, the participants showed commendable enthusiasm and commitment to the project, highlighting their eagerness to overcome the literacy barriers and actively engage in the learning process.





11.30 – 13.30 Module 8: Sharing of moods and reflection on the future [Valentina Anzellotti]

The session focused on the exploration of emotions and contemplating future prospects. The module provided participants with a platform to delve into the intricate aspects of emotional expression and engage in thoughtful reflections about their individual and collective journeys.

In the final segment of the module, a significant emphasis was placed on fostering open communication and collaboration. To achieve this, a closing circle was formed, allowing the trainer to gather valuable feedback from the participants. This inclusive approach aimed to capture the diverse perspectives and experiences of the group, contributing to a more comprehensive understanding of the module's impact.

During the feedback session, participants shared their thoughts on the challenges they faced, the aspects they found most engaging, and their expectations for future sessions. This open dialogue not only provided insights into the effectiveness of the modules but also strengthened the sense of community within the group.

Moreover, the concluding moments of Module 8 served as a bridge to the next phase of the project. Participants were introduced to upcoming elements, including a dedicated course on radio techniques and the formation of an editorial board. The course on radio techniques is designed to equip participants with the necessary skills to enhance their radio broadcasting capabilities, ensuring a more polished and professional approach to their projects.

Simultaneously, the introduction of the editorial board signalled a shift towards a more collaborative and structured framework for content creation.