

# Euro-Mediterranean Youth Forum on Gender Citizenship Education

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**Coordinating Partner:**



*Mediterranean Institute of Gender Studies, Cyprus*

**In partnership with:**



*Sustainable Development Association, Egypt*



*The University of the Middle East Project (UME), Spain*



*Society Voice Association for Community and Civil Work, Palestine*



*Mediazone, University of Nicosia, Cyprus*

## Introduction

The main objective of this project was to create an innovative Gender Citizenship Education resource (video documentaries) based on the model of Youth Participatory Action Research, with the aim to raise awareness among youth on gender equality and women's economic, social and political marginalisation in the Mediterranean region and to allow young people to be actively involved in understanding and transforming their societies. This Gender Citizenship Education resource is meant to enrich the pedagogical material of civic education in school curricula, particularly in the area of gender equality.

For this reason four groups of young people from Palestine, Cyprus, Spain and Egypt received training in Cyprus on issues that concern women in the Mediterranean and on video production methods and then went back to their countries to film video documentaries on a theme of their choice. The outcome of this venture was the creation of five short video documentaries that touch upon various issues related to gender inequality in the participating countries but which also constitute serious concerns of the wider Euro-Mediterranean region. Some of the issues addressed are: trafficking in women for sexual exploitation, traditional gender roles, women in rural communities, gender and conflict as well as gender-based violence.

Following the completion of the documentaries a teachers' training workshop was organised in Cyprus with the participation of teachers of secondary education from the four participating countries. The main aim of the workshop was to develop this Teacher Course Workbook to accompany the screening of the documentaries in classes on Citizenship Education. The Workbook includes lesson plans for each of the five video documentaries as well as some words from the young people who participated in this project and successfully cooperated in the production of the abovementioned films.

Georgina Christou

Mediterranean Institute of Gender Studies

## The Truth Is Not Sexy (Cyprus)

### *A Note from the Directors*

We believe that sex trafficking is a phenomenon that is accompanied by a lot of bias and misconceptions. Moreover, it is a burning issue since it has shown a very big increase in the past few years in Cyprus and other countries. For this reason we chose to investigate different dimensions of the problem and to project some of the views regarding the reasons for its existence and increase. During our research we realized that sex trafficking is a great problem with great dimensions...and unfortunately it exists more than ever in our lives...more than we expected...

More specifically, during our shootings in the center of Nicosia, in a specific area, we found more cabarets or "special pubs" than kiosks... We met people who were completely ignorant about what's happening. And we met people who really suffer desperately searching for a way to escape from the hell where they've sank.

Most of all, we were shocked by the living conditions of the women, who are deprived of the most fundamental human right, that of freedom, and have to face not only the cruel behavior of their boss, but also both the marginalization and stigmatization of the society. Trafficking of human beings for sexual exploitation has great dimensions in the whole world as in our country. The profits from that abuse are huge and the victims are thousands. If we were living in the same conditions as those women, we would possibly have the same issues to face, and we would also most likely be victims of trafficking. We are just lucky to live in different conditions...

*Elina Antoniou  
Marilena Stylianou  
Petroutla Tzortzi  
Varvara Larmou*

## Lesson Plan

Students' age: 16-18

**Aim:**

To familiarize students about the issue of trafficking of women for sexual exploitation and the consequences in their lives.

**Objectives:**

By the end of the lesson, students will have expanded their knowledge on the issue, be able to provide argumentation and also be willing to inform others about it.

**Expected product:**

Presentations by groups of students through a projector.

**Procedure:**

### Stage 1 Brain storming questions

Through questions about trafficking of women for sexual exploitation, the knowledge of the students is revealed and shared.

### Stage 2 Pre-viewing

After writing the title of the film on the board, the teacher asks students to say what they expect to see in the film.

### Stage 3 Film viewing

### Stage 4 Discussion

Teacher monitors a discussion about the film aiming to deepen students' understanding of trafficking and its consequences on the lives of victims.

### Stage 5 Group work

**Step 1**

Students in groups discuss the various aspects of the film that deserve further discussion and analysis and are suitable for presentation.

**Step 2**

In the assembly, students and teacher discuss the areas which they think deserve discussion and then pick up a number of them which are equivalent to the number of groups.

**Step 3**

Each group takes the responsibility of making a presentation on their topic.

### Stage 6 Production

**Step 1**

Mixed ability groups discuss the task given to them. The topics to be discussed can be for example 'the major points of the film which have to be known by people', 'feelings created by the victims', 'the shooting of the film', 'the effectiveness of music', 'what they would do if they were in the position of those women' and others. They take notes on transparencies.

**Step 2**

Each group presents their findings through a projector. All members of the group have to participate if that is possible. After each presentation the rest of the class ask questions about the various points presented. Teacher acts as facilitator, making sure that class members are active.

#### Follow up activity:

Students interview others by using a camera and make a small documentary. If there are various cameras available in the classroom, then various documentaries can be done and in a very short time. Students do not have to be organized; in fact they can make a spontaneous production focusing on trafficking rather than the production of the documentary.

#### Homework:

Diary entry on the class experience in connection of course to the phenomenon of trafficking, feelings created and whether people should have a stance towards it.

## 'Little Dreams' (Egypt)

### Lesson Plan (A)

Students' age: 10-12

**Aim:**

To present students with the reality of young girls in rural Egypt in connection to education.  
To talk about that reality and approach it from various angles.

**Objectives:**

By the end of the lesson pupils will have looked at the reality of young girls in rural Egypt from a critical point of view.

**Expected end product:**

Short in-class projects such as a poster, role play, letter writing etc.

**Procedure:**

#### Stage 1 Pre-viewing through brainstorming

Pupils are asked to tell what they know about Egypt and after finishing they are asked what they would like to know. Teacher can offer her/his knowledge.

#### Stage 2 Screening of the film

Pupils watch the film

#### Stage 3 After viewing

**Step 1**

Pupils work in groups and they tell their impressions of the film. They try to figure out what really goes on in terms of education among girls in Egypt's rural areas.

**Step 2**

The various groups exchange ideas concerning their impressions. The sharing of ideas should lead the groups to see further and discuss inequality against girls as they have to do housework, work in the fields and then deal with their education while it is not the case with boys.

**Step 3**

The same groups discuss whether things should be otherwise and how and present their findings to the other groups and again a discussion is made among them.

**Step 4**

Each group undertakes a task such as poster drawing, organizing a role play let's say between a girl who goes to school and her father, or a girl and her mother or a father and a wife and others, write a short

letter to a girl in rural Egypt, write a short letter to others by imagining yourself in the position of a girl in rural Egypt.

**Step 5**

Pupils present their work to the rest of the class while the class comments on them.

## Lesson Plan (B)

### Stage 1 Before watching activities in the film:

1. What tasks have to be done in a farm?
2. Who normally does these tasks?
3. Which activities are harder, easier, more interesting, or dull?

### Stage 2 After watching the activities in the film:

1. What do you think about their lives?
2. Compare their lives (in the village) to your life?
3. Talk about the role of every member of the family: Safaa, father, grandmother, brothers, and mother.
4. Where is the mother? Why is she absent?
5. How do you feel about Safaa's situation?
6. Would education change the girl's life?
7. In few words, what does education mean for you?

### Stage 3 Roles play activity:

**Case 1:**

- The father does not allow Safaa to go to school
- Safaa wants to go to school (Invent a conversation and defend your position)

**Case 2:**

- Safaa wants to go to school and the father agrees



## Breaking the Silence (Spain)

### *A Note from the Directors*

Breaking the silence is a documentary made with the collaboration of different people and organizations that are working everyday to overcome gender inequalities in Spain. Our first aim is to disseminate good educational practices -contextualized in theoretical backgrounds-by different experts in gender studies- who are working with children, adolescents and adult women to identify and transform not only gender inequalities but also the factors that lead to gender violence. This film would not have been possible without the dedication and the professionalism of the researches and the experiences showed in it. We would especially like to highlight the contributions of Professor Jesús Gómez, pioneer in the study of gender violence.

*Jose Oriol Rios Gonzalez*  
*Laura Lopez*

## Lesson Plan

Students' age: 16-18

### Aim:

To introduce students to the effects of gender violence especially the one that takes place among couples, mainly exercised by men.

### Objectives:

By the end of the lesson students would have discussed extensively about the issue and try to offer solutions.

### Expected end product:

Students produce a leaflet of solutions concerning the issue of intimate partner violence.

### Procedure:

#### Stage 1 Pre-viewing through brainstorming

Teacher asks questions that aim to reveal students knowledge on this problem after they have done some research on the net. Conflicting ideas may be spotted and disagreements can be kept for later during the production stage.

#### Stage 2 Screening of the film

Students watch the film

#### Stage 3 After viewing

##### Step 1

Students sit in a circle and teacher monitors a discussion on the issue. Students may take their turn in the circle and talk about their feelings after the film and their opinion about the models of attraction among adolescents in Cyprus. The teacher takes notes.

##### Step 2

The teacher takes into consideration what students said previously and organizes a discussion aiming to deepen understanding of the issues already mentioned, including additional ones that were presented in the film.

#### Stage 4 Production

##### Step 1

In groups students discuss about things to be done in order to prevent violence against women.

##### Step 2

Each suggestion is presented to the other groups which respond and give their opinion. Students take notes and make a list of suggestions that aim towards a non violent culture. Areas to be talked about are films, songs, models of attraction and violent realities such as wars, military service and other.

##### Step 3

Students work individually and write an introduction for the leaflet. The best one can be used for the leaflet to be produced.

## 'The Challenge' (Palestine)

### Lesson Plan

Age: 16-18

- Introduction to the situation in Palestine (geographically, politically, socially)
- In pairs discuss about: What do you think about the situation of women there?
- Watch the film
- Analyze the music
- Discuss about her suffering and the support she receives from her environment
- Describe her personality (by her flat, clothes, cooking, confidence, make-up)
- What did you feel while watching the film?
- If you were in her position, would you have done the same thing?

### Roles play activity:

- You are Iman and you want to go to the University
- You are her husband: in one case you approve it, in another you don't approve it

## I Simply Am (Spain)

### *Note from the directors*

Through this documentary we aimed at depicting the everyday lives of two women, one immigrant from Morocco and one autochthonous from Spain, both citizens of Madrid and committed to their own notion of a continuing struggle for gender equality. Our idea was to show how in their everyday lives, these women are fighting for their egalitarian values in their jobs and at home, combining their work and family life, and tying bonds of solidarity between them.

Mass immigration into Spain is a relatively recent phenomenon, and social integration, particularly of Arab women, a major new challenge for our society. We were interested in exploring and defying predominant stereotypes which inform the perceptions that Spanish women have of Moroccan women and vice versa, hinting at the importance of learning how to listen to one other in order to discover the overlaps in the struggles of all women and the commonalities in their life obstacles.

We were interested in showing how Naziha and Lucia looked at their world, their job, their family and their lives, and on how they looked at each other, in order to emphasise the importance of dialogue for social change.

Migrant women, discrimination, activism, transnational dialogue, solidarity and intercultural relations are some of the issues running through this documentary

*Patricia Sanchez Abeal  
Vivian Solana*

## Lesson Plan

1. Watch the film and complete the chart:

	Naziha	Lucia
She wakes up		
First thing she does		
How long to get to work		
Number of kids		
Husband		
Work type		
Help		
Feelings		
Role of father		
Origin		

2. Points that construct her personality (Naziha)?
3. Do you think Naziha and Lucia are happy (family life, work, social life)?
4. Do you know anyone in their situations?
5. What would you do in Naziha's situation? What would you feel?
6. What would you do in Lucia's situation? What would you feel?