



Euskal BERDINTASUNERAKO Etxeak

"SCHOOL FOR EQUALITY - EUSKAL ETXEAK"

TOOLS TO MANAGE EQUALITY IN THE EUSKAL ETXEAK (BASQUE CENTRES)

SESSION 2
13 May 2023

The aim of this session is to facilitate the preparation of **equality action plans in small entities**, which sometimes do not have sufficient time and human resources to start process like this, but wish to:

- Contribute to **real equality** between women and men.
- Committing to gender equality and diversity as a core part of its identity
- Prepare an action plan for gender mainstreaming in its own internal structure.
- Contribute to a **more sustainable social model** , which is fairer and more equitable.

What does a Basque Club like mine do in a place like this?

If equality is part of the principles and values of our entity, we show that we are responsible and committed to social progress, and link it to human rights and the Sustainable Development Goals (SDGs).



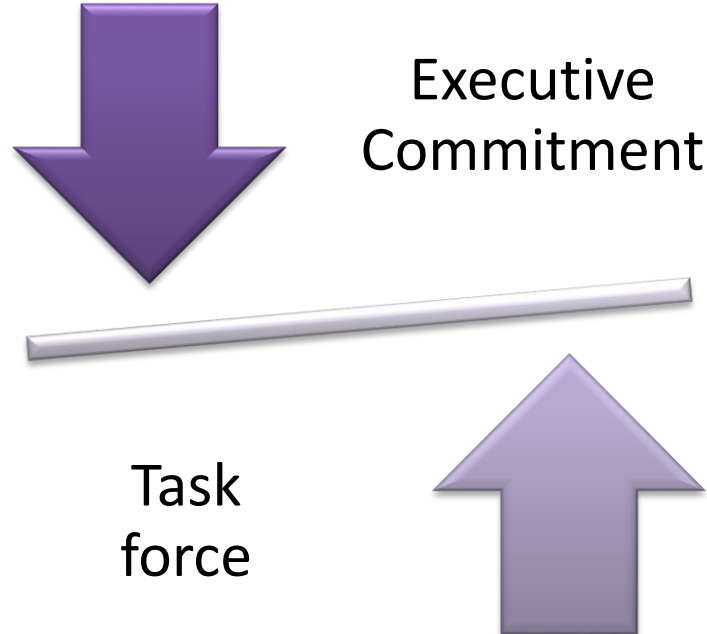
Goal 5

Achieve gender equality and empower all women and girls

Equality is not only embodied in our projects, but is also reflected in the transformation of our own internal structure. The action plan is a good internal practice. We begin by becoming aware of those aspects where we are perpetuating discrimination.



INITIAL PREMISES



INITIAL PREMISES

WHAT?	WHO?	HOW? Tool
COMMITMENT	Executive Committee	Through internal and external call to all the members of the Euskal Etxeak , preferably by letter or email.
EQUALITY COMMITTEE	Members of the Executive Committee and other individuals interested in the subject	Parity of the group in terms of number of people and male-female composition. Protocol that includes the persons in charge of leading the equality, their functions, etc.

INITIAL PREMISES

Example of Executive Commitment

At _____, we are aware that our activity has to be in line with society's needs and demands, and we have therefore undertaken to advance in our equality project. And we call on you to be actively involved in the whole preparation process. We will therefore indicate further on the means and mechanisms to take part, as the result of these initial steps will frame the internal and external communication in our Euskal Etxeak.

We will address Equality as a fundamental aspect to help to advance towards relations with society free of gender discrimination, helping to progress towards a society in which equality is real and effective.

_____ on _____ [day] _____ [month] 2023

Signed Executive Committee



KEY TOOLS FOR OUR ACTION PLAN



Incorporating the gender
perspective in our activities



Non-sexist use of language



Systematic consideration and **in all phases of any activity**
(in the **planning, implementation,**
checking and tuning)

Avoiding making women invisible
(**androcentrism**) and belittling what is
feminine (**sexism**)



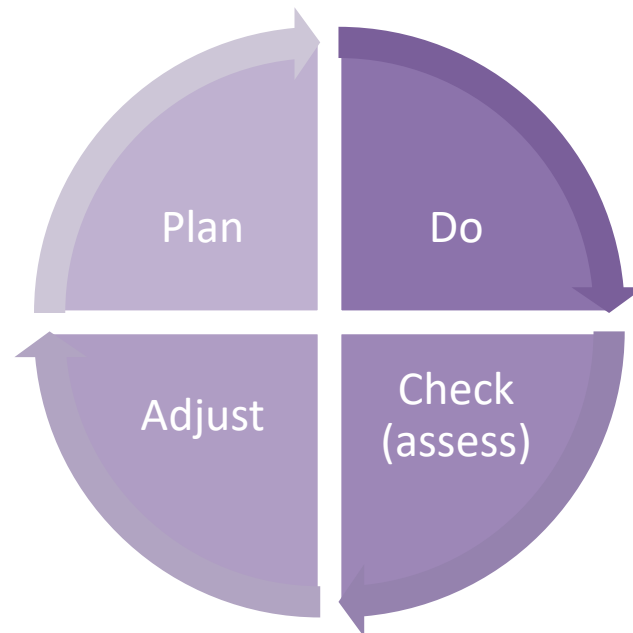
INCORPORATING THE GENDER PERSPECTIVE IN PROJECTS OR ACTIVITIES

**Each activity has a cycle
Do you take into account...?**

The different situations of women and men? The target audience? Check if more women or men have taken part?

What you would change or improve our future activities?

Tools: [Berdintasunerako eskola](#)





INCORPORATING THE GENDER PERSPECTIVE

Language: It is a vehicle for information, to pass on knowledge, the main mechanism of communication and a vehicle for thought.

We name **the reality**, we interpret it and we create it symbolically.

Women are made **invisible**

Androcentrism

It refers to considering men as the centre and the measure of all things. Women exist as subordinate beings from that perspective

Use of masculine as the generic

ANDROCENTRISM

The masculine is given the status of universal and the feminine becomes different or exceptional.

It strengthens the presence of the masculine gender/sex and the non-existence of the feminine gender/sex.

It leads to ambiguity and to women having a provisional place in the language.

The feminine **is devalued**

Sexism.

It refers to the allocation of different values, abilities and roles to men and women according to their sex, based on stereotypes. Women are related to aesthetics and beauty, and men to strength and being intellectual.

SEXISM: Women are considered to be weak and infantilized.

200 people were killed, including 70 women and children. Women and children first.



Non-sexist use of language

Tools: use of non-sexist language

Source: Berdintasunerako eskola

INTERNAL REFLECTION

Identifying instruments to
foster equality
Key tools, premises and
Learning about best
practices.

AREAS OF ACTION

Key question

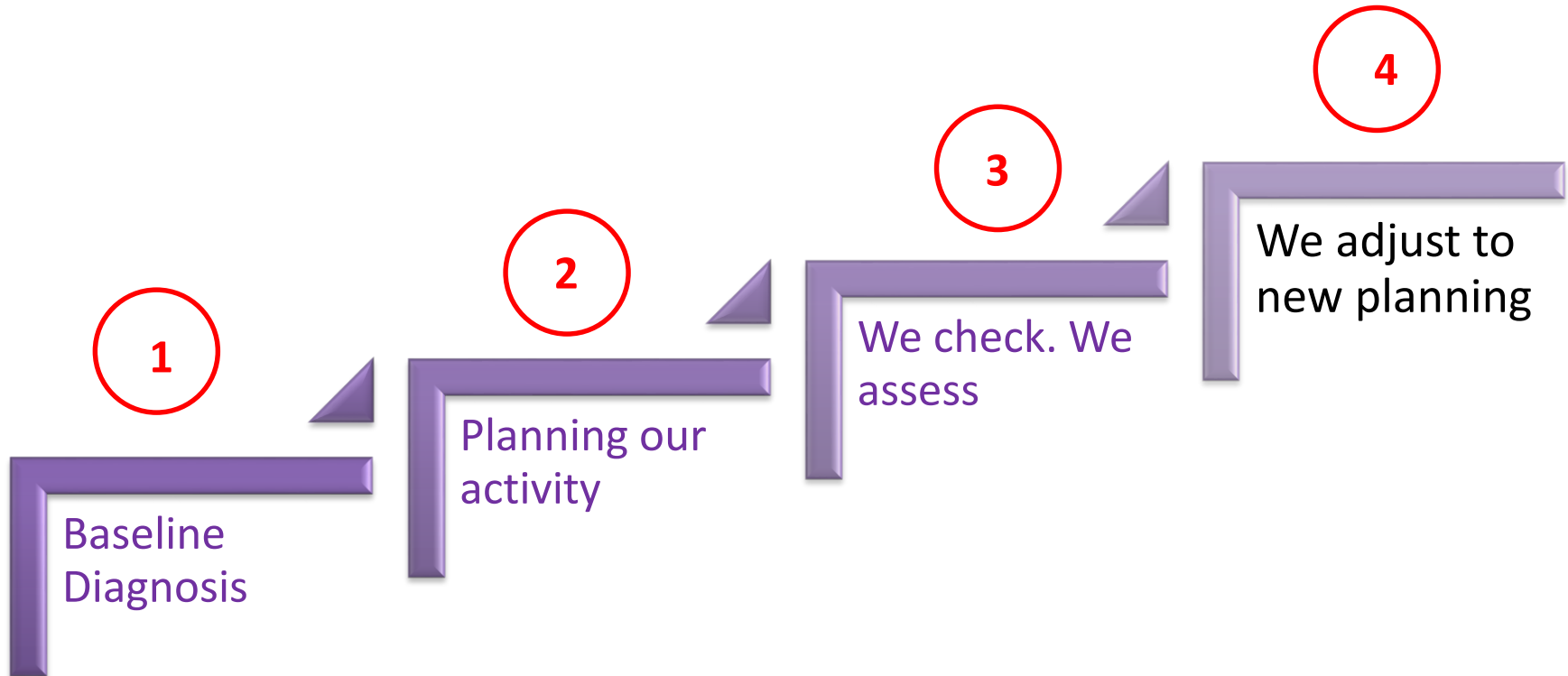


What can we do?



Tools for
action





1. General information about our Euskal Etxea

It is important that the Euskal Etxea we represent or belong to, carry out a gender diagnosis of its structure and functions, in order to locate and subsequently analyze and reflect on internal gender gaps.

Some **questions** that we can asked:

- *How many women and how many men are in my Euskal Etxea?*
- *What are the women's duties and tasks? And the men's?*
- *Which posts do women hold in the organisational chart? And the men's?*
- *Who are the users of our Euskal Etxea? How are they involved? What language do we use?*
- *What activities does the club offer, are they for all audiences, and how are they defined?*

Euskal Etxea Name

Where is it located?

Number of members per sex

Composition of Executive
Committee per sex

Objectives

Spheres of action and main
activities

1. General information about our Euskal Etxea

Participation: How do women participate in the spaces of power? How do men participate in the spaces of power? Is there a difference? Who represents the Euskal Etxea in external events, and how? How do women and men participate? Are women or men assigned to the different events according to the theme in question?

Responsibilities by sex: Is the work-life balance taken into account? Are there differences between the tasks that women and men do in the Euskal Etxea? Are things considered women's and men's spheres?

Communication: Is an effort made to use non-sexist language in club communications? What images do we use on the Euskal Etxea posters? Do men appear? Do women appear? What do these images look like? Are they seen in different roles?

1

Baseline
Diagnosis

2. Identify the activities organised by our Euskal Etxeak

Some questions that can help us with the initial reflection on incorporating the gender perspective in our activity.

- What do we do?: List the activities organised by our Euskal Etxeak

Activity	Goal	Target audience	Participants (W&M and characteristics)	Impact in W&M equality

2. Identify the activities organised by our Euskal Etxeak

What do we do? (List the activities organised by our Euskal Etxeak)

Activity	Goal	Target audience	Participants (M & W and characteristics)	Results in M & W equality

Example: Dances

- *Why are men's and women's dances different?*
- *Is there a female dance and a male dance?*
- *Have girls and boys always worn different costumes for dancing?*

Research: A study by the UPV/EHU analyses the origin of the binary stereotype that has continued in Basque dance to the present (<https://www.ehu.eus/es/-/las-mujeres-siempre-han-bailado> University of the Basque Country – UPV) Even though it has been claimed otherwise, women also performed some dances, such as the *aurreku*, which were later considered male dances. Accordingly, a research paper by the Audiovisual Communication and Advertising Department of the UPV/EHU considered when and how gender identities were constructed and the stereotyped roles to be found in Basque dances, and confirmed that women danced throughout the history of Basque dance.

2. Analyse the activity from the gender perceptive

Once the information has been gathered, **it has to be analysed:**

Some **criteria** that can help us with this analysis are:

- Gender roles
- Gender stereotypes
- Profile of the activities: Reproductive work / productive work (more masculinised or feminised)
- Gender needs: social, time, mobility, education, information

1

Baseline
Diagnosis

2. Analyse the activity from the gender perceptive

More **criteria** that can help us with this analysis are:

WHAT? Line of action	WHO?	HOW? Tool
Defining our STRENGTHS AND WEAKNESSES (SWOT)	Steering Group	Document/table that sets out the strengths and weaknesses, and aspects to be taken into account in order to improve
Compiling the equality BEST PRACTICES implemented.	Steering Group	List of equality projects implemented Euskal Etxeak school for equality
Identifying the STRATEGIC DOCUMENTS (articles of association, reports, etc.)	Steering Group	Check their purposes to ensure they foster equality and there is an inclusive use of language.

1

Baseline
Diagnosis

2. Analyse the activity from the gender perceptive

More **criteria** that can help us with this analysis are:

WHAT? Line of action	WHO?	HOW? Tool
Reviewing the gender perspective in the projects and/or activities (considering the inequality affecting women in the goals and envisaged activities)	Steering Group	Data table **
Gathering data on beneficiaries of the activities (No. of women and men)	Steering Group	Data table **
Compiling the participation of women on the Executive Committees on an equal basis	Steering Group	Data table **

1

Baseline
Diagnosis

2. Analyse the activity from the gender perceptive

Tool that can help to us make small changes towards equality:

- SWOT

WEAKNESSES (INTERNAL)	THREATS (EXTERNAL)
STRENGTHS (INTERNAL)	OPPORTUNITIES (EXTERNAL)

1

Baseline
Diagnosis

2. Analyse the activity from the gender perceptive

Tool that can help to us make small changes towards equality:

- SWOT
- Analysis table

What would you eliminate? What would you remove?	What are you keeping? What are you retaining?	What are you changing or modifying?	We can HERE think about actions for the change



Which KEY IDEAS will
we keep from those
we have seen so far?





2

Planning our
activity

Plan our activity:

- Incorporating the gender perspective in the **actions and/or activities underway**
- Establishing **new activities**
- Organising **thematic activities**

2

Planning our
activity

Plan our activity:

- Incorporating the gender perspective in the **actions and/or activities underway**

How do we know if we are incorporating the gender perspective?

EXAMPLE OF BEST PRACTICES

Disaggregating all data by sex

Establishing mechanism for the **internal and external dissemination of the equality policy** of the Euskal Etxeak

External dissemination of the equality policy of the organisation by means of using the media, **participation in seminars and conferences**, etc.

Equality training to introduce the gender perspective in all action being implemented

Guaranteeing equal opportunities in the image projected (website, people attending the events, leaflets and materials to disseminate the programmes...).

Checking documents for the **inclusive use of language**



2

Planning our
activity

Based on the analysis performed, what **new actions and/or activities** can be implemented (which include the gender perspective)?

Tool:

Action	Who?	What is the aim (short and long term)?	How?	When?	For what? (Impact)

Other questions to be used to fill in the **table**:

- *For how many people (women and men)?*
- *Where do we want to implement it?*

Plan: equality thematic activities

- **Website:** <https://berdintasuna.euskaletxeak.eus/es/>

Plan: equality thematic activities

- Website: <https://berdintasuna.euskaletxeak.eus/es/>

NEW !! Thematic
content
data sheet



Violencia de
Género

Coeducación

Comunicación

Conciliación y
cuidados

Empoderamiento

Liderazgo

Some **criteria** that can help us with the planning

Best practices of the Euskal Etxeak

El resultado del trabajo que se hace con las Euskal Etxeak en el marco de la BERDINTASUNERAKO ESKOLA, se recoge en este espacio, así como otras buenas prácticas o actuaciones de las que se pueden extraer aprendizajes o experiencias positivas transferibles a otros entornos similares.

En el ámbito de la igualdad entre mujeres y hombres, las buenas prácticas son aquellas que introducen con éxito la perspectiva de género en la actividad de las entidades, y en las políticas públicas, logrando reducir las brechas de género y las desigualdades entre hombres y mujeres, y sus resultados se perpetúan en el tiempo para que puedan servir para orientar y promocionar la igualdad en las Euskal Etxeak.

Algunas Buenas Prácticas desarrolladas por las Euskal Etxeak:

Euskal Etxea

Buenas Prácticas

Breve Resumen

Gerora Córdoba

Ciclo de conversatorios del mes de las mujeres

Con motivo de la conmemoración del 8 de marzo, se invitó a participar a mujeres para contar su trabajo. Con este Ciclo de Conferencias se

Some **criteria** that can help us with the planning

WHAT? Line of action	WHO?	HOW? Tool
Identify the main information channels that we should follow to be up to speed with equality, whether formal/institutional or informal/social	Steering group and/or any stakeholder	List of information channel and key players to follow (Emakunde, Equality Ministry...). Emakunde: https://www.emakunde.euskadi.eus/inicio/ Equality Ministry: https://www.igualdadenlaempresa.es/
Work tools	Steering group and/or any stakeholder	Equality Ministry: https://www.igualdadenlaempresa.es/asesoramiento/herramientas-igualdad/home.htm

Some **criteria** that can help us with the planning

WHAT? Line of action	WHO?	HOW? Tool
Internally reflect on what is our added value, our positioning, our hallmark. And guarantee that this reflection is part of the equality project of our Euskal Etxeak.	Steering Group	Reflection space of the equality group

This last step proposes an exercise to help check or verify that the proposed activity includes the gender perspective.

We therefore provide you with a list of questions that can guide you to ensure that your activity complies with the equality criteria. Some questions that can help us to know the degree of integration of the gender perspective in our activity are:

Does the activity goal include the needs of women and men? Has the goal been met? Has it reached more women or more men? Has the activity helped to break the gender stereotypes or roles? Did women and men take part on a representative basis? Are the needs of women and men coherent with the action? Is information disaggregated by sex included? Does the activity ensure the participation of women and men? Has there been inclusive use of language? How has the focus been on awareness-raising and breaking stereotypes? Are the indicators differentiated by sex? Was the result as expected? Etc....

:

3

We check. We
assess

3

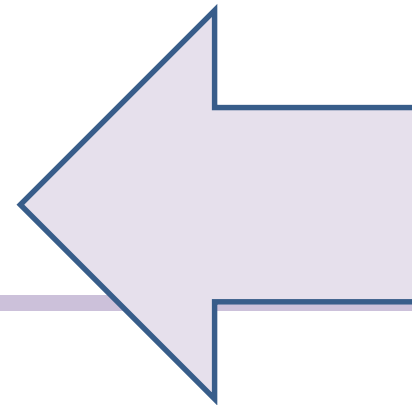
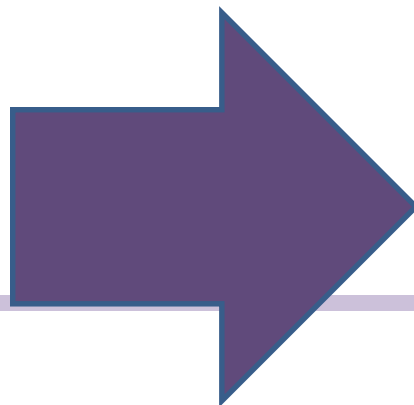
We check. We
assess

No activity can be taken to be concluded until it is assessed, in other words, until we see if **the goals have been met** and if the **methodology, activities, time lines, management, resources and budget have been adequate...** in other words, all the elements making up the project

In order to conduct this check based on gender, we must:

- Take into account the **differences between women and men** in the scope of the activity.
- Check if our activity **contributes to the goal to eliminate gender inequalities**

Differences
between women
and men



Eliminating
gender
inequality



3

We check. We
assess

How can I check it? One possibility is to establish assessment questions

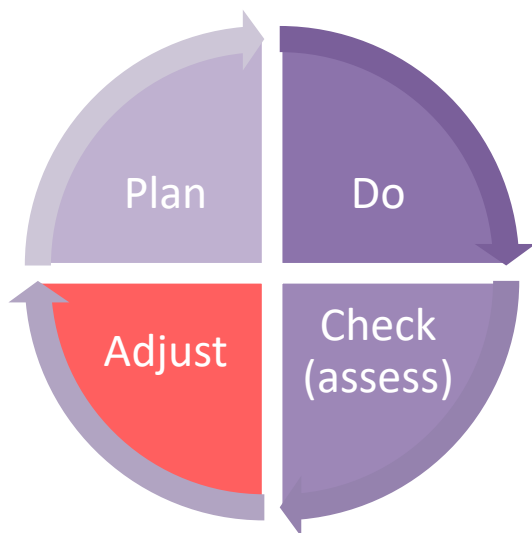
Tool that can help us to check the activity:
Am I incorporating the gender perspective?

	✓	✗
Explicit commitment to and teams for equality		
Balanced participation of women and men: in the entity, recipients		
Breaking gender stereotypes and roles		
Positive actions		
Gender training for teams		
Equal leadership: empowering women and fostering egalitarian masculinities		



4

We adjust to
new planning



*Has the result of the envisaged activities been as expected?
How can we fine-tune the activity?*

Activity	Goal	Target audience	Participants (M & W and characteristics)	Results in M & W equality



New planning!



Which ideas will we
keep from those
discussed so far?



Activity proposal: preparing thematic day

Activity: 28 May is the International Day of Action for Women's Health. The aim is to call for and guarantee the right of all women and girls around the world to enjoy integral health throughout their lives.

Source: [Berdintasunerako eskola](#) (dates of interest)

Are you getting on board?

Where shall we start?



OF THE TRADITIONAL
LEADERSHIP MODEL



TOWARDS A
FEMINIST
AND EQUAL
LEADERSHIP
MODEL

A key aspect to generate equal leaderships

Taking a critical position of male chauvinism and
misogyny, as leaders of the organisation and/or of
projects or actions

“**Male chauvinism** consists of extolling men and masculinity, of the belief of the "natural" supremacy of men or of the actions that place them in positions of supremacy” (Lagarde, 2005:285).

Misogyny consists of belittling women. Both by men and by women. Men must acknowledge misogynist behaviour, belief and values. And likewise, “each of us women have learnt to be misogynists and our tragedy is that we are with ourselves. We belittle, we downplay, we do not trust ourselves, we harass each other, neglect or we attack ourselves. We need a self-esteem ethics” (Lagarde, 2005:287).



AN EQUAL LEADERSHIP MODEL MEANS

1. Fostering the empowerment of
women

2. Fostering equal masculinities

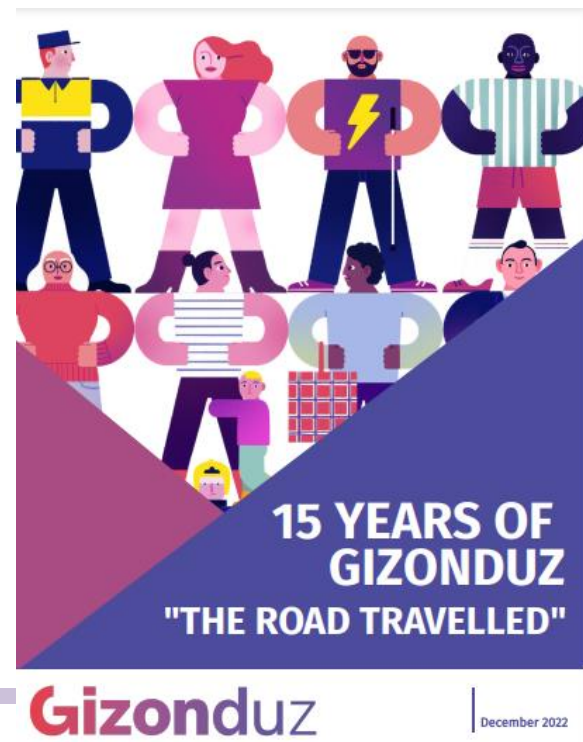


Men must advance in the belief that relations between women and men are equal and in the importance of questioning their own identity model.

They have a different, more privileged starting point to women.

Therefore, they must learn to give way, manage the power gained in a way that is not by force or domination, to accept the frustration from losing their privileges, etc.

Gizonduz





IN CONCLUSION, AN EQUAL LEADERSHIP MODEL MEANS:

- Fostering the empowerment of women
- Fostering equal masculinities
- Generating powers for and with, more than powers over
- Reflecting on the gender mandates and how they affect us in leadership
- Seeing which aspects of the organisational culture curb equal leadership
- Seeking the sisterhood of women leaders
- Acknowledging and pinpointing gender inequalities in my association and act against them
- Eliminating violence against women and girls in the association (space, symbolic violence, everyday instances of male chauvinism)
- Seeking equal participation of women and men, girls and boys
- Transforming the gender roles
- Non-sexist use of language and images
- Fostering equality best practices (proposed for it)
- Etc....



RESOURCES TO ADVANCE:

In the empowerment of women:

[VITORIA-GASTEIZ](#) EMPOWERMENT SCHOOL

In promoting gender-equal masculinities

[GIZONDUZ](#)

<https://www.emakunde.euskadi.eus/information/gizonduz-intro-en/webema01-contentproyect/en/>



"NEVER
UNDERESTIMATE THE
POWER OF A SMALL
GROUP OF
COMMITTED PEOPLE
TO CHANGE THE
WORLD.
IN FACT, IT IS THE ONLY
THING THAT EVER
HAS"



ESKERRIK ASKO