

NEWSLETTER 2

SPEAK-UP Jean Monnet Module

Spreading women's Empowerment and Aktive citizenship to enhance Union Policies combating gender discrimination and violence

July 2022

Participants and classes by Fiorenza Deriu (Project manager of the Project)

The SPEAK-UP Jean Monnet module has recorded **113 registrations**, that had been submitted filling-in an electronic form available on the website of the project at the following link:

<https://www.dss.uniroma1.it/it/didattica/SPEAKUP-JM-Module>

The questionnaire was available in English, Turkish and Arabic.

The total number of registrations collected by the 8th of June 2022 (starting date of the lessons) is 126. 23 students attended at least the 75% of the total hours of classes scheduled; the rest of the group opted to follow in asynchronous the lessons.

Some characteristics of participants

The prevalent nationalities of participants were Italian (27.4%) and Turkish (24.8%). Anyway, there were also many other little groups of students who were from Syria (8.8%), Afghanistan (3.5%), Iran (3.5%), Azerbaijan (3.5%), Kyrgyzstan (2.7), and many others.

The majority were women (78.8%); men were just 18.6%, and not binary persons were 2.7%. The 15% were mother tongue Arabic; 24.8% Turkish, and 27.4% Italian.

Anyway, the knowledge of English was relatively high as 49% of the students had got a C1, 20.8% a C2, and a further 7.3% had a title higher than the C2. Just 2.1% were not English speaking. The English knowledge level of social worker was quite good even if significantly lower than



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students, as just the 50% of them had got a certificate equal or higher than C1.

97 out of 113 were students; 6 were social workers, and 10 persons just flagged the option "Other".

78 out of those 97 students were enrolled in a Bachelor; 16 in a Master of Science. Almost 70% of the students enrolled in the Course was from Sapienza University of Rome; and the 28% from Turkish Universities (Koc, Istanbul Technological University, Gaziantep and other minor Universities).

The average exam score was for both attendants enrolled in a Bachelor or in a Master of science similar: about 26.

Among the 97 students, just 22.1% of respondents (95) was involved in projects, initiatives, activities related to the topic; and a 16.7% were members of women's associations, movement, or activists groups (96 respondents).

Among the 16 participants who had declared to be social workers or "other", the percentage of those already engaged in projects related to the JM module topic was 33.3% of respondents (15), and that on association to women movement, was the 37.5%.

Evaluation results

The SPEAK-UP JM Module has got a very good evaluation from lessons' attendees. To assess the course, an electronic questionnaire was implemented. It was made up of **15 questions** related to:

- the overall course;
- the organization of the course;
- the teaching materials provided;
- the adequacy of the resources made available to the attendees;
- the activity carried out in the classroom by each lecturer.

The survey of attendees' satisfaction was carried out at the end of the course submitted to those:

- a) who had attended at least 75% of the SPEAK-UP JM Module (excluded the extra events);
- b) and who had followed the lessons in real time.

The respondents could express their judgment on a scale from 1 to 10, where the value 1 corresponded to "not satisfied" and the value 10 to "fully satisfied". The overall course recorded **an average degree of satisfaction equal to 8.2.**



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In the second section of the questionnaire, **six questions** were then dedicated to investigate the degree of satisfaction of attendees with the activity carried out by each lecturer. The scores were **very positive** for all the 6 lecturers, with variations **from a minimum of 8.3 up to a maximum of 8.5**.

All the attendees got the Certificate of attendance. According to level of participation the Certificate might have a value of 3 ECTS (when participants had just attended the lessons and actively contributed to class activities) or 6 ECTS when participants had passed the test, and had done the exercises requested by the lecturers. The evaluation of the students was on average higher than 27 out of 30 marks.

The course on Gender discrimination and violence



Fiorenza Deriu, Sociologist

The course was made up of three parts: a) *Gender discrimination and violence. Concepts and definitions in International legislation and EU Policies*; b) *Violence against women in Europe*; c) *The Women's*

Agency Building Model: Empowerment paths for women suffering from IPV.

In the first part the lecturer has shown the crucial steps of the development of legislation at UN level; at European Union level with a special focus on Cedaw (1979) and its Optional Protocol (1999); the Devaw (1993); the four Women's World Conferences, and especially the WWC of Beijing and the Platform of Action; the Beijing+5 follow-up. She has also done an in depth on the statistics used to monitor the implementation of the Beijing Platform for Action as well as an introduction to the EIGE (European Institute for Gender Equality) indicator system.

A lesson has been specifically dedicated the Istanbul Convention (2011), so as to the ratification issues still on the floor. The European Commission proposal of a Directive to combat violence against women and domestic violence – Strasbourg 08 March 2022 – COM (2022) – 105 final, and the *The Gender Equality Strategy 2020-25*. The EU policies with this respect have been discussed.

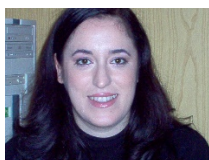
The second part of the SPEAK-UP module has been dedicated to a focus on violence against women. The course has provided attendants with a general idea about the dimension, and the main characteristic of the phenomenon. At the same time, it has



offered a detailed description and discussion of the factors driving and spreading violence inside and outside the family (and intimate relationships). At this aim, the EIGE statistics of the Satellite dominion on VaW were shown and explained to students. In this way, the course has contributed to disseminate knowledge about this very useful means of information, realized by the European Institute for Gender Equality introduced in the EU with Regulation (EC) No 1922/2006 of the European Parliament and of the Council of 20 December 2006.

This third part of the course has provided students with an original model of intervention aimed at supporting women in the exit from violence and the empowerment of a new agency.

The course on Globalization and gender implications



Mariella Nocenzi, Sociologist

The course on *Globalization and gender implications* prepares students to highlight the logic connection between a social process, as the current globalization is, and one of its identification factors, gender.

Even if this connection is one of the foci of the gender studies, it is rarely explained how they intertwine each other. Starting from the violence, it's possible to bridge the gap between globalization and gender with uncommonly discussed dynamics, incorporating phenomena that have recently come to the forefront of public and scholarly scrutiny. Considering micro and macro dimensions, they will be focussed coming through how a globalized society presents new challenges and new risks to women's life, their realization and self-promotion; how the unequal advancement of globalization has caused has contributed to structural violence and caused mistreatment of citizens worldwide, especially among women and sexual and gender diversity group; how new data and developments are brought to bear on discussions of violence against women and gender victims across the globe in order to bring them fully up to date; which are the main gendered roles in a globalised world and in specific cultural contexts (women in peacekeeping operations, female suicide bombers, State's violence victims, war rape targets, world and local activists and policy-makers for gender justice, the subjects of traditional and social media-based discourses of violence). A transdisciplinary approach is required for these issues in order to be supported by theory and



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research in the areas of gender and sexuality, human rights, cultural studies, law, political science and history, not only sociology.

The course on Gender inequalities in the labour market



Giulia Zacchia, Economist

The Course on Gender inequalities in the labour market is split in two parts: a) *Gender Inequalities in the Labour Market: the EU policies*; b) *Sexual Harassment at workplace*.

The first part has examined the main issues and EU policies related to economic, political, and social aspects of women's working lives, such as female labor force participation, gender wage gap, work-family balance, time poverty and decent work. A part of the course has been devoted to the study of gender statistics and their importance in the progress towards gender equality in labour markets in EU.

The second part has examined how the monetary costs of gender-based violence has been estimated within different European countries with alternative methodologies. In detail, the course has

provided an empirical example of how sexual harassment risk can impact the levels of wages of women working in the formal labour markets in Europe, using Eurofound European Working Conditions Surveys' microdata.

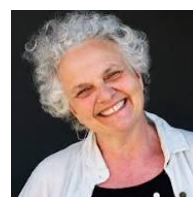
The course on Linguistic inequalities and Gender



Isabella Chiari, Linguistic

The course on *Linguistic Inequalities and Gender: Issues and Best Practices* has addressed an aspect that is particularly innovative when considering that it is not generally included in teaching programmes on gender discriminations. Thanks to the long-lasting expertise of Isabella Chiari it has been possible to provide students with an in depth reflection on how language is a crucial vehicle of discrimination but also individual promotion.

The course on EU citizenship: a gender perspective



Marcella Corsi, Economist

The Course on *EU citizenship: a Gender Perspective* has opened the module to an important aspect to combat and prevent the disadvantage of women in contemporary societies. The focus on the EU Gender Equality Strategy 2020-2025 has been accompanied by the presentation of EIGE statistics on Women's leadership. The course has put into evidence the risks of new forms of populism associated to women's leadership. This aspect is particularly innovative when considering that it is presented to students that may not be aware about this.

The course on Citizenship practices of women's empowerment



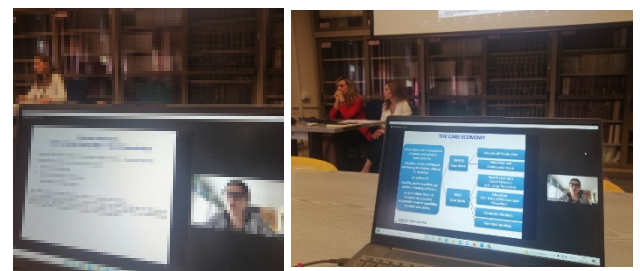
Giovanni Moro, Political sociologist

The Course on *Citizenship practices of women's empowerment* has addressed the following topics: a) Women as citizenship makers; b) Citizenship as an inclusion, cohesion and development device; c) Citizenship practices as changing factor of external borders and internal boundaries of citizenship; d) Women as actors of the transformations of citizenship; e) Women

activism in the public arena. Then, with more specific consideration, the concept of active citizenship has been discussed and re-defined. So, the lecturer has explained: a) the most accredited definition of active citizenship; b) Roles, strategies, powers; c) Effects and results; d) Some relevant case studies.

The Experts Debate

The expert debate was on *Gender inequalities and inclusion: a linguistic approach to the study of hidden differences in care economy*.



Ipek Ilkarracan, Vera Kopsaj, Fiorenza Deriu, and Isabella Chiari

Two experts addressed the topic from two different perspectives: Ipek Ilkarracan, who is an economist, has described the so called *purple economy* and its implications; Isabella Chiari, a linguistic, has stressed the influence of language on a culture marked by an asymmetric relationships and responsibilities assumptions from men and women. Both of them have provided the public audience with a reflection about the



connections between language and unbalances in the care economy.

The Living Lab

The Living Lab was focused on *Gender inequality interventions in educational settings: The case of Turkiye and Italy.*

It hosted the interventions of experts working in different fields: academy, Ngos, and associations, in order to provide attendees with concrete examples of activities and projects realized on-filed to promote gender equality in educational settings.



From the top-left side: F. Deriu, F. Da Riva Grechi, Serena Marelli, I. Chiari, A. Palancilar, C. Sensin.

The LL started with the intervention of A. Palancilar of the Koc University, College of Social sciences & Humanities, on *Gender Equality in Education: the case of Turkiye.* Then, it was the turn of Isabella Chiari, who intervened in quality of founder of Amal for Education, and co-founder of Amal Insani Yerdim Dernegi, with a speech focused on the *NGOs interventions to support Syrian Women refugees in Turkey.* The third

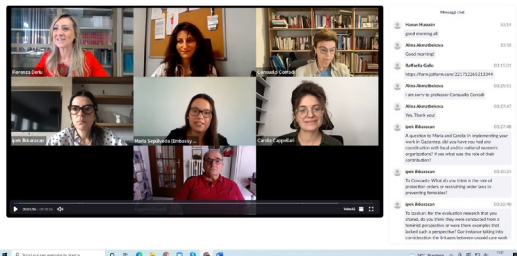
intervention was given by Serena Marelli, an expert from We World, an independent Italian organisation active in 25 countries, including Italy, focused on projects concerning Development Cooperation and Humanitarian Aid to guarantee the rights of the most vulnerable communities, especially women and children. Serena Marelli gave a speech on *How to prevent and fight domestic violence through gender empowerment. An Italian project.* Then the moderator gave the floor to Ceyda Sensin of the Ministry of Education in Turkey. She gave a very interesting contribution on *Stereotypes and prejudices regarding gender: similarities and differences of teachers in Italy and Turkey.* The two last interventions were from Francesco da Riva Grechi, member of the Italian League fir Human Rights, on *Gender inequalities and Human rights,* and from I. Zuazu, affiliated to the University of Duisburg, discussing the *Horizontal gender segregation in Higher Education in Italy and Turkey.*

At the end of the presentations the moderator, Fiorenza Deriu, invited both the speakers and the audience to make question to start the discussion for sharing ideas and reflections. At the end of the event, Fiorenza Deriu informed the attendees that those who were interested in going in depth in the Living Lab activity, were expected to send to her by the end of

August a document concerning a “Proposal about an educational intervention to promote gender equality”. The document should be made up of five sections respectively on: a) target, b) objectives, c) actions, d) evaluation method, and e) expected results.

The Round Table

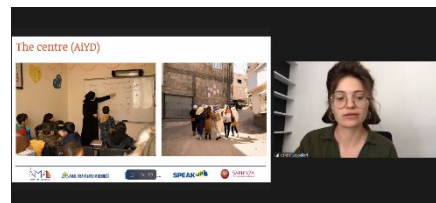
The Round Table was focused on *Gender issues and women’s rights in ‘on field projects’: from higher education, civil society to direct beneficiaries.*



From the top-left side: F. Deriu, C. Sensin, C. Corradi, I. Ilkarracan, Maria Sepulveda, C. Cappellari, E. Ficorilli.

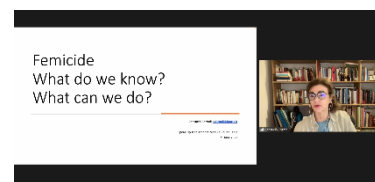
The first presentation combined the interventions of Maria Sepulveda and Carola Cappellari both working on a project realized by Amal Insani Yardim Derneği in Gaziantep. Maria Sepulveda introduced the project describing the *Bottom-up approach for gender equality projects*, while Carola Cappellari, responsible of the project, and expert of documentary photography, gave a speech on *Through new lenses. Youth perspectives on gender equality*. A

photography & storytelling workshop in Gaziantep.



C. Cappellari

Then, the moderator, Fiorenza Deriu, introduced C. Sensin who did a presentation on *The role of NGOs providing services on Young Adult female refugees in Greece: Actions for education*. I. Ilkarracan, who already intervened in the Expert debate, made a contribution on *Human rights education program for women: a grassroots awareness-raising initiative in Turkey*; C. Corradi, a sociologist of the Lumsa University in Rome, focused her intervention on *Femicide. What do we know? What can we do?*



C. Corradi

The last intervention was given by I. Zuazu and it was mainly focused on the *Programs for rising female educational attainment in the global South*.

At the end of the presentation, the moderator started the discussion among the speakers and between the audience and the speakers.

It was a very fruitful exchange.



Here below some comments collected at the end of the 1st year SPEAK-UP JM Module through the assessment survey:

1. *"I was glad to be admitted as a participant!!"*
2. *Thanks again to professor Deriu and the other teachers for creating this course."*
3. *Thank you so much to all the lecturers, interpreters and all the competents who took part to make this module happen. I learned so much.*
4. *Thank you for this amazing opportunity!*
5. *Excellent Course, Thanks for the opportunity.*
6. *It was very interesting course it helped me a lot and I got learned new things .. thanks for all professors for this course*
7. *Just wanted to thank you for the great project. I could come up with some great ideas for my*

thesis. Hope I can use what I have learned to help the people in my country.

Anyway, we also met some criticism. We hope to improve next year. This is the one we recorded.

1. *I wanted to attend the classes in person but could not find the seminar room for two hours while wandering around the campus.*

Information for participants who are willing to attend the Module in asynchronous

Candidates, who are interested **to participate in asynchronous** in the module, are kindly asked to fill in the form available at the following link to accomplish the registration procedure:

<https://form.jotform.com/221311374294046>

After registration, to receive the **link to the video of all lessons and extra events**, attendees are invited to write an e-mail to speakup.jmm@gmail.com.

For those who are only Turkish speaking, the audio recording of the interpreters can also be sent.

The **Teaching materials** are already available to general public on the project website at the following link:

<https://www.dss.uniroma1.it/it/node/8159>

In order to get the **Certificate of attendance** at the end of the Course you will be asked to make a test.

Thank you for your interest!

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