

*Esta colección de cómics es una herramienta para los profesionales del trabajo (social) juvenil y fruto del proyecto europeo 'Nuevas perspectivas: enfoques sensibles al género en el trabajo con jóvenes'.*

# Hacia un enfoque de trabajo de género más sensible con la juventud europea.

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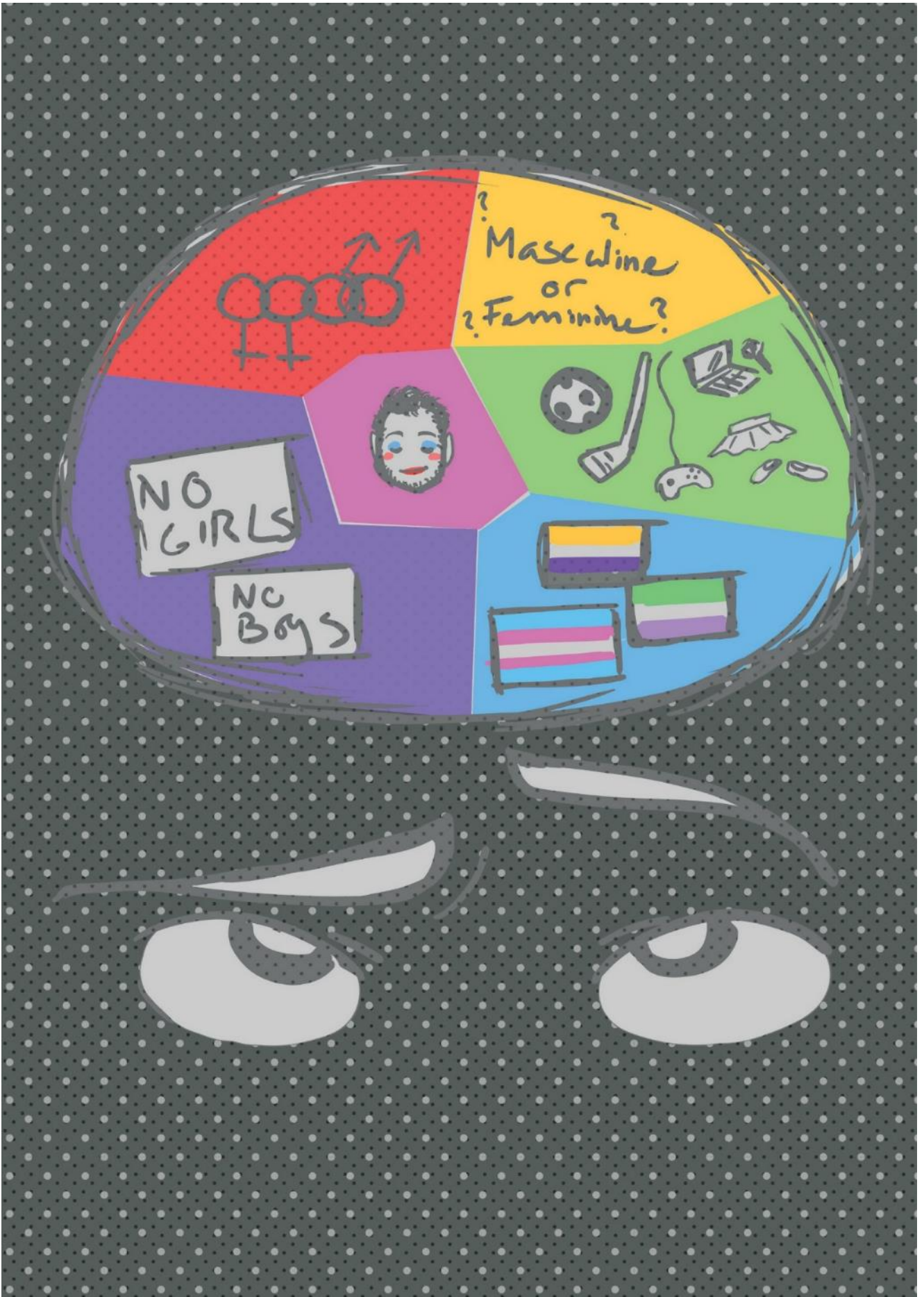
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# CONTENIDO

<b>Introducción (ES)</b> .....	<b>5</b>
<b>Tema 1: “Los clichés” (EN)</b> .....	<b>6</b>
Idea 1 (IEKEP, GR).....	6
Idea 2 (CMO STAMM, NL) .....	7
Idea 3 (CMO STAMM, NL) .....	8
<b>Tema 2: “Historias de juguetes” (EN)</b> .....	<b>9</b>
Idea 1 (IEKEP, GR).....	9
Idea 2 (Desconocido).....	10
Idea 3 (Desconocido).....	11
Idea 4 (CMO STAMM, NL) .....	12
Idea 5 (CMO STAMM, NL) .....	13
Idea 6 (Centro San Viator, ES) .....	14
Idea 7 (SKA Darmstadt, DE).....	15
<b>Tema 3: "Derechos LGTBI y discriminación: ¿Dónde estamos?" (EN)</b> .....	<b>17</b>
Idea 1 (IEKEP, GR).....	17
Idea 2 (CMO STAMM, NL) .....	18
Idea 3 (CMO STAMM, NL) .....	19
Idea 4 (CMO STAMM, NL) .....	20
Idea 5 (CMO STAMM, NL) .....	21
Idea 6 (CMO STAMM, NL) .....	22
Idea 7 (CMO STAMM, NL) .....	23
Idea 8 (Centro San Viator, ES) .....	24
<b>Tema 4: "¡Regreso a la escuela!" (EN) .....</b>	<b>25</b>
Idea 1 (IEKEP, GR).....	25
Idea 2 (CMO STAMM, NL) .....	26
Idea 3 (CMO STAMM, NL) .....	27
Idea 4 (Centro San Viator, ES) .....	28
<b>Tema 5: “Un bombero, un policía y una azafata entran en un bar...” (EN) .....</b>	<b>29</b>
Idea 1 (IEKEP, GR).....	29
Idea 2 (CMO STAMM, NL) .....	30
<b>Conclusión: "¿Un mundo sin género?" (EN)</b> .....	<b>31</b>
<b>Anexo 1: ¿Cómo aprovechar al máximo este cómic? (ES)</b> .....	<b>33</b>
<b>Anexo 2: Detalles del proyecto (ES)</b> .....	<b>34</b>

## Introducción

Este texto está dirigido a los y las jóvenes, para: por un lado (1) crear cierta curiosidad por el tema, y por otro (2) propiciar el dialogo con profesionales vinculados. Las ideas principales, para reformular, simplificar y abreviar son:

Esta recopilación de historias se basa en ideas originales de jóvenes de entre 18 y 27 años, procedentes de Alemania, Grecia, Holanda, España y Suecia con una procedencia social diversa.

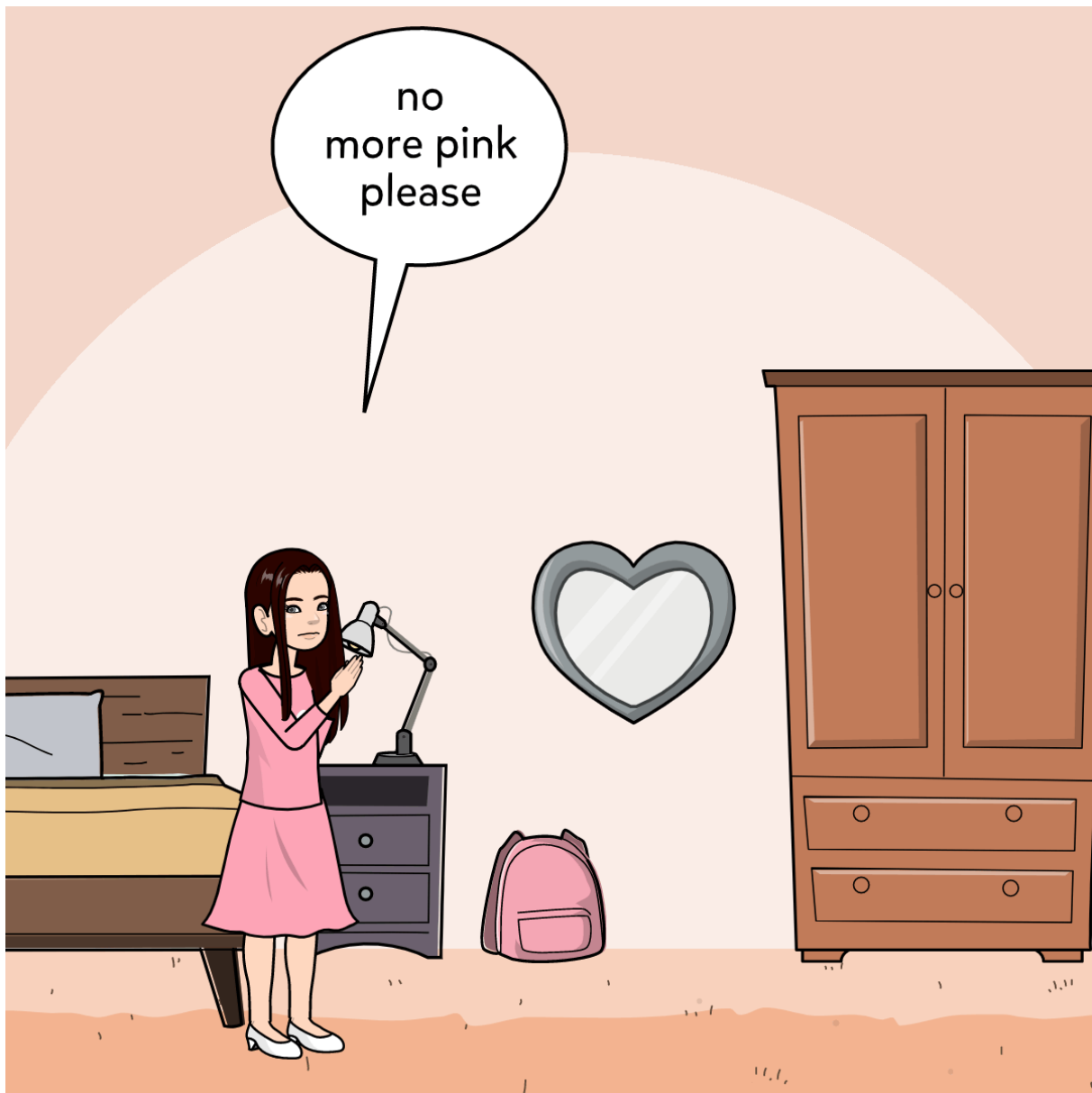
El género es un aspecto importante, pero a veces es un tema confuso en lo que respecta a la identidad de cada uno y cada una. Los y las jóvenes fueron invitados e invitadas a mostrar sus propios sentimientos y experiencias, desafíos y luchas, esperanzas e inquietudes, e incluso cuestiones sobre género.

¡Te toca! Después de leer estos cómics, ¿cómo te sientes? ¿Tiene curiosidad, tiene preguntas, puedes empatizar con las situaciones descritas, tal vez necesites apoyo? ¡No estás sola/o!

Los/as profesionales que trabajan con jóvenes pueden ayudarte a navegar por este tema tan complejo. Ellos/as son las personas adecuadas para iniciar un diálogo: la confidencialidad es una premisa básica de su trabajo, ¡y tienen los conocimientos adecuados! Si necesitas más ayuda, ¡ellas/os pueden guiarte hacia las personas adecuadas!

## Tema 1: "Los clichés"

### Idea 1 (IEKEP, GR)



Explanations: From an early age, girls are clothed all pink, boys all blue, to make it simple. This cliché was shared in all partner countries, with little to no variations in intensity, even today.

Idea 2 (CMO STAMM, NL)



Explanations: It is usually uncommon for feminine girls to become a mechanic. With this image we want to start a conversation that this has not to be uncommon. Girls can become a mechanic without anyone saying 'are you sure' or 'that is a very masculine profession'.

Idea 3 (CMO STAMM, NL)



Explanations: So here we are trying to make the statement about the stereotypes for boys who want to be a stay at home dad, but it is okay when a woman wants to be the same. He is sure he wants to be that, but his guidance counselor does not approve. She means he can do anything and then it's sad to not use the potential he has.



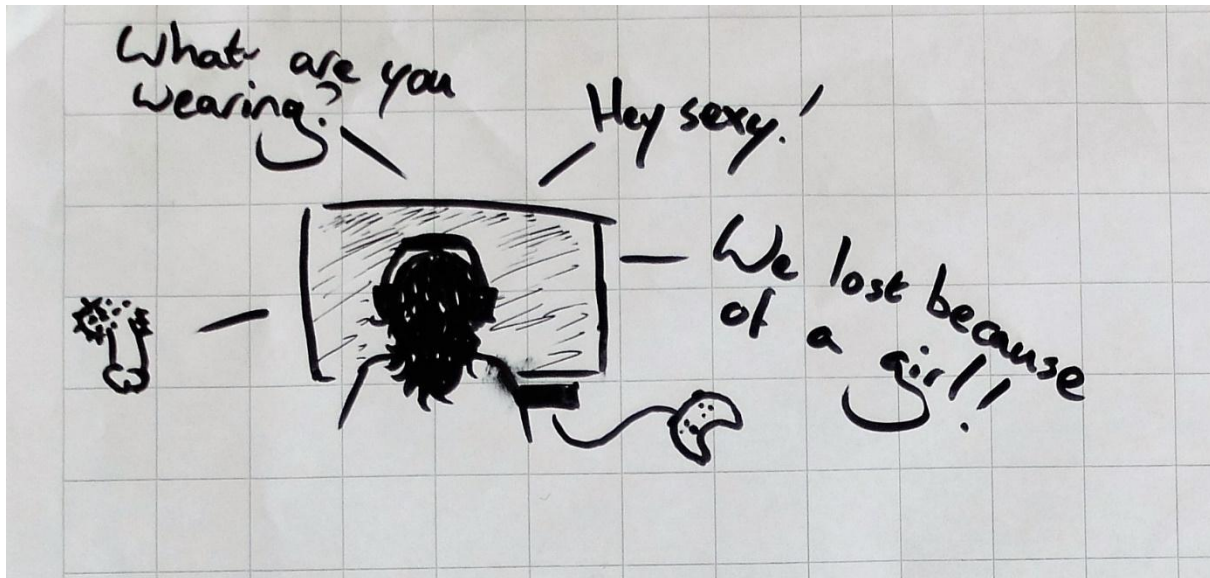
## Tema 2: "Historias de juguetes"

Idea 1 (IEKEP, GR)



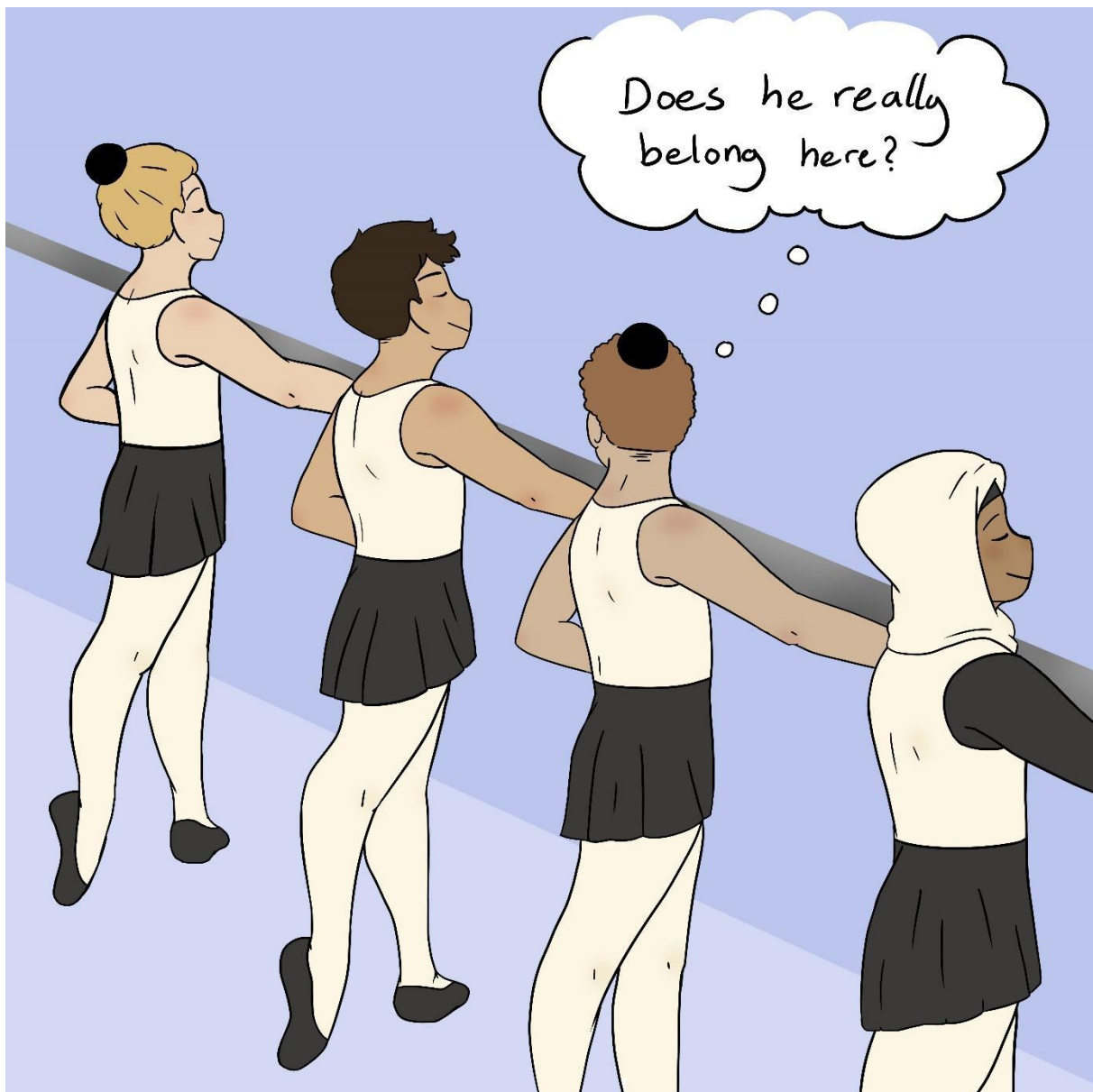
Explanations: Children learn gender clichés from an early age, through their education (family, school), and through games in which they reproduce and reinforce them. This is a classical example of such a situation, that many participants could relate to.

Idea 2 (Desconocido)



Explanations: This is a “leftover draft” that was not turned into something more concrete during the Creative Workshops. However, it could maybe complement the previous draft by IEKEP, as it reflects on the same issue (exclusion based on gender in games among children/teenagers).

Idea 3 (Desconocido)



Explanations: This is a “leftover draft” that was not turned into something more concrete during the Creative Workshops. However, it could maybe complement the previous drafts as well (gender-exclusive games/hobbies).

Idea 4 (CMO STAMM, NL)



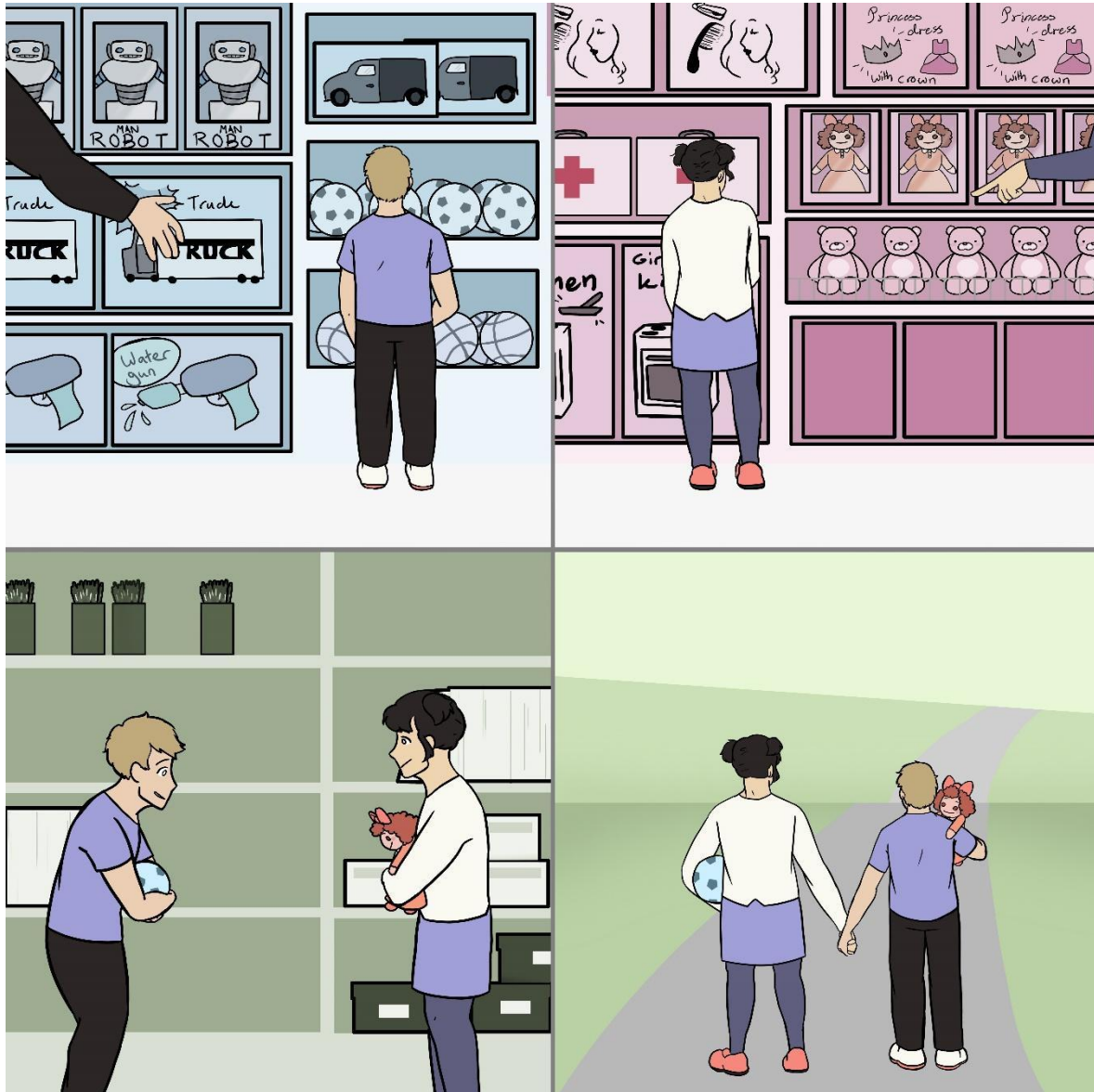
Explanations: Teens do not play with toys, but make-up is for example something they 'play' with. With this picture we would like to start the conversation about boys wearing make-up and the assumption of being gay.

Idea 5 (CMO STAMM, NL)



Explanations: With girls it is usually the other way around (not wearing make-up is strange or 'other'). We want to start the conversation about this: is it weird for girls to not wear make-up and why?

Idea 6 (Centro San Viator, ES)

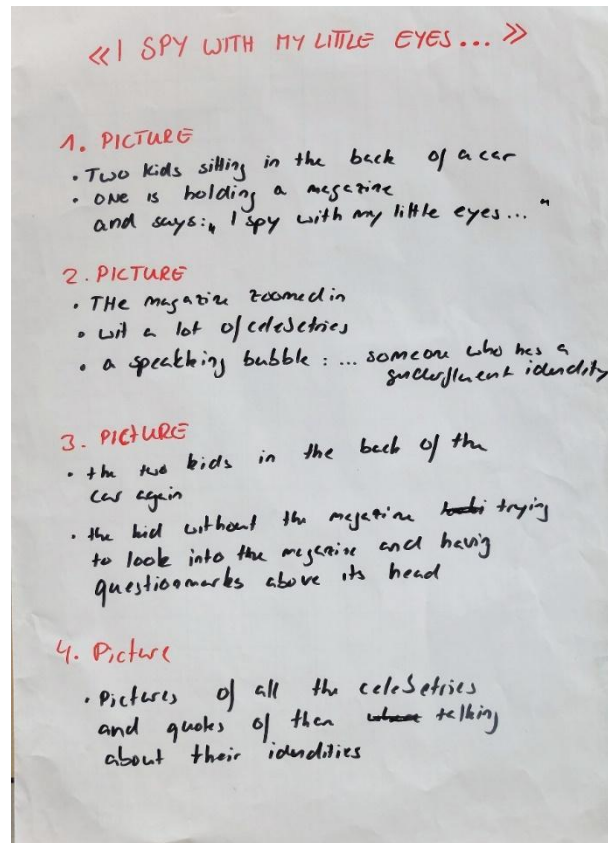


Explanations: In toys shops and supermarkets, toys are sorted in “Boys” and “Girls” sections, blue Vs pink, and that contributes to reduce children’s choice when it comes to express their preferences freely. Parents often follow these sections blindly and lead boys in the blue section, girls in the pink section, leaving no freedom to their kids.

Here Centro San Viator imagined how children, who don’t have “gender prejudices” of this kind at an early age, can be the solution!

Idea 7 (SKA Darmstadt, DE)





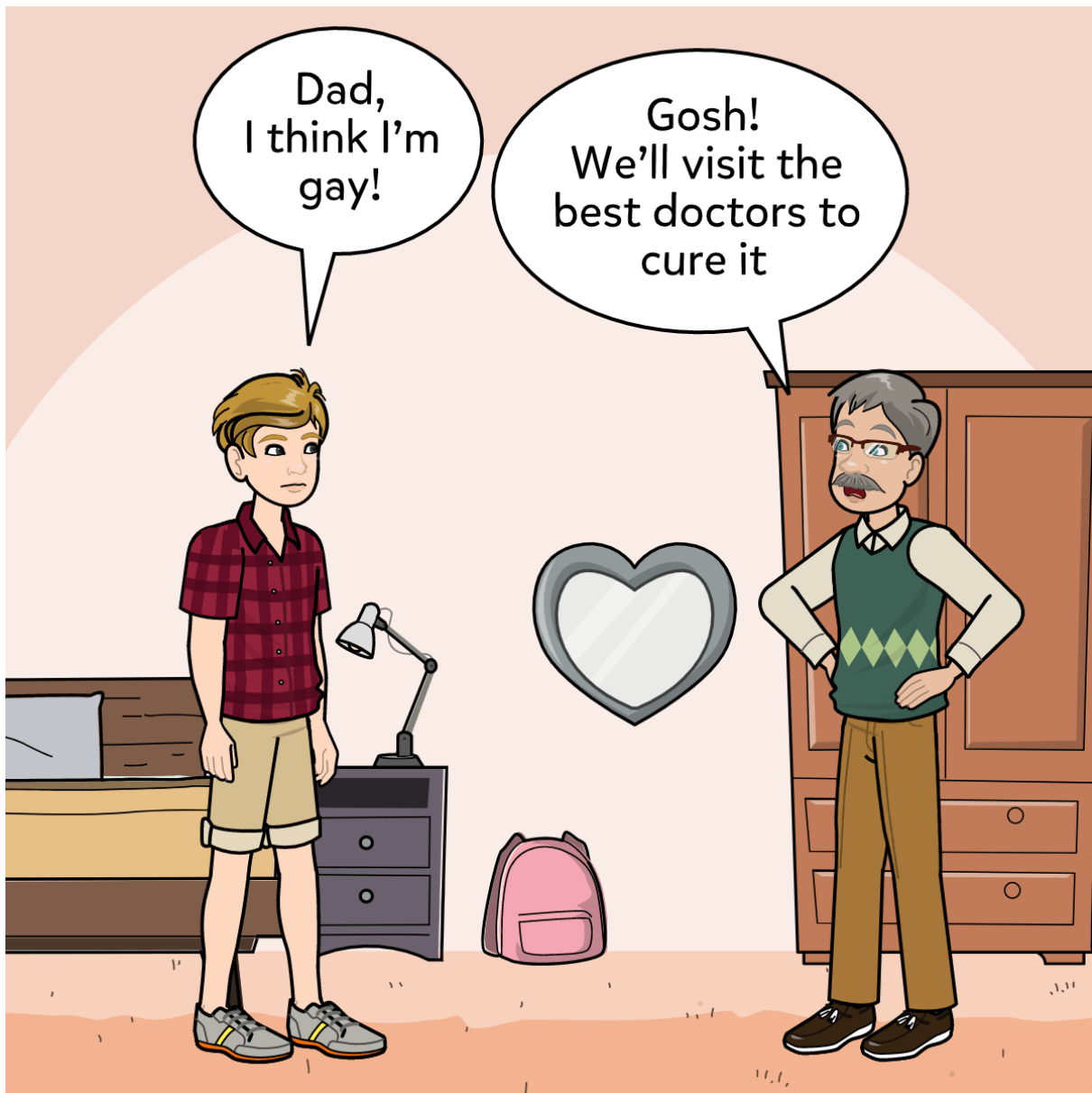
Explanations: "I spy" is a guessing game where one player (the spy or it) chooses an object within sight and announces to the other players that "I spy with my little eye, something beginning with...", naming the first letter of the object. Other players attempt to guess this object. ([https://en.wikipedia.org/wiki/I\\_spy](https://en.wikipedia.org/wiki/I_spy))

Here, SKA Darmstadt imagined kids playing this game with a magazine showing many famous people on the same page / double-page. One of them starts the game "I spy with my little eyes: someone who has a genderfluid identity". The other one can't guess, and we end up on a panel showing all these celebrities telling about their own identity: they are diverse, for most of them we can't know "at first glance" and it shows that gender identity is a lot more diverse than what is usually shown / perceived.



### Tema 3: "Derechos LGTBI y discriminación: ¿Dónde estamos?"

Idea 1 (IEKEP, GR)



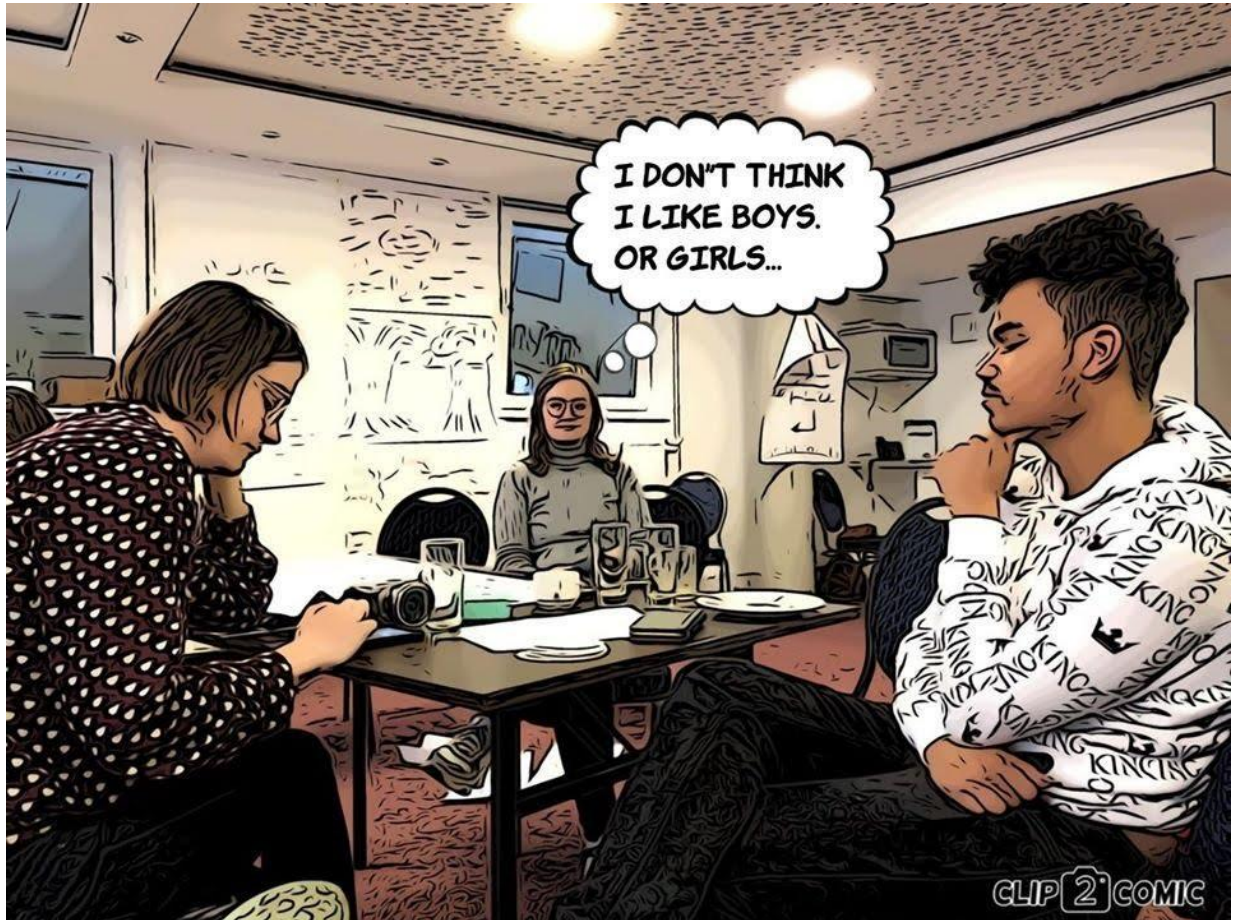
Explanations: Another example of the “What’s wrong today?” on this theme by IEKEP. Homosexuality, and more generally everything “non-heterosexual” (bisexual, transgender, non-conforming, pansexual, asexual etc) is considered a disease by many, among older generations but not only. Teenagers coming out of the closet will therefore not always get supportive reactions: on the contrary, they will be told something is wrong with them and should be “fixed”.

Idea 2 (CMO STAMM, NL)



Explanations: Next to the 'typical' sexualities we know about like being gay, lesbian, heterosexual or bi, we sometimes forget that there is more. In this scene we are reflecting on asexuality. Does this mean you cannot be in love with someone just because you don't want to have sex? Can you still feel attracted to someone but not have the desire to become sexual with this person?

Idea 3 (CMO STAMM, NL)



Idea 4 (CMO STAMM, NL)



Idea 5 (CMO STAMM, NL)



Explanations: Here we are doing a play on Mean Girls where they are saying: “you can’t sit with us!” These three pictures are connected together, where the heterosexual people say you can’t sit with us because you are bisexual, and the same thing happens with the table were gay people are sitting. So, the bisexual person ends up alone in the middle.

This is to show that some people are not accepting of bisexual as an orientation, and it is possible to be “rejected” from both “heteronormative groups” and the homosexual community

Idea 6 (CMO STAMM, NL)



Explanations: This setting is based on someone who doesn't feel like they belong to any gender. This can be a person who is transgender, genderfluid or maybe nonbinary. The struggle they face on a day to day basis with ordinary things such as going to the bathroom.

Idea 7 (CMO STAMM, NL)



Explanations: This comic is about expressing the fact that you can't always see that somebody is gay. It's a very common question in the LGBTQ+ community. Here you see 2 girls sitting and one of the girls just said she was gay. The other girl is confused and says "But you don't look gay". We would like to express that this is not a very nice thing to say/ask.



Idea 8 (Centro San Viator, ES)

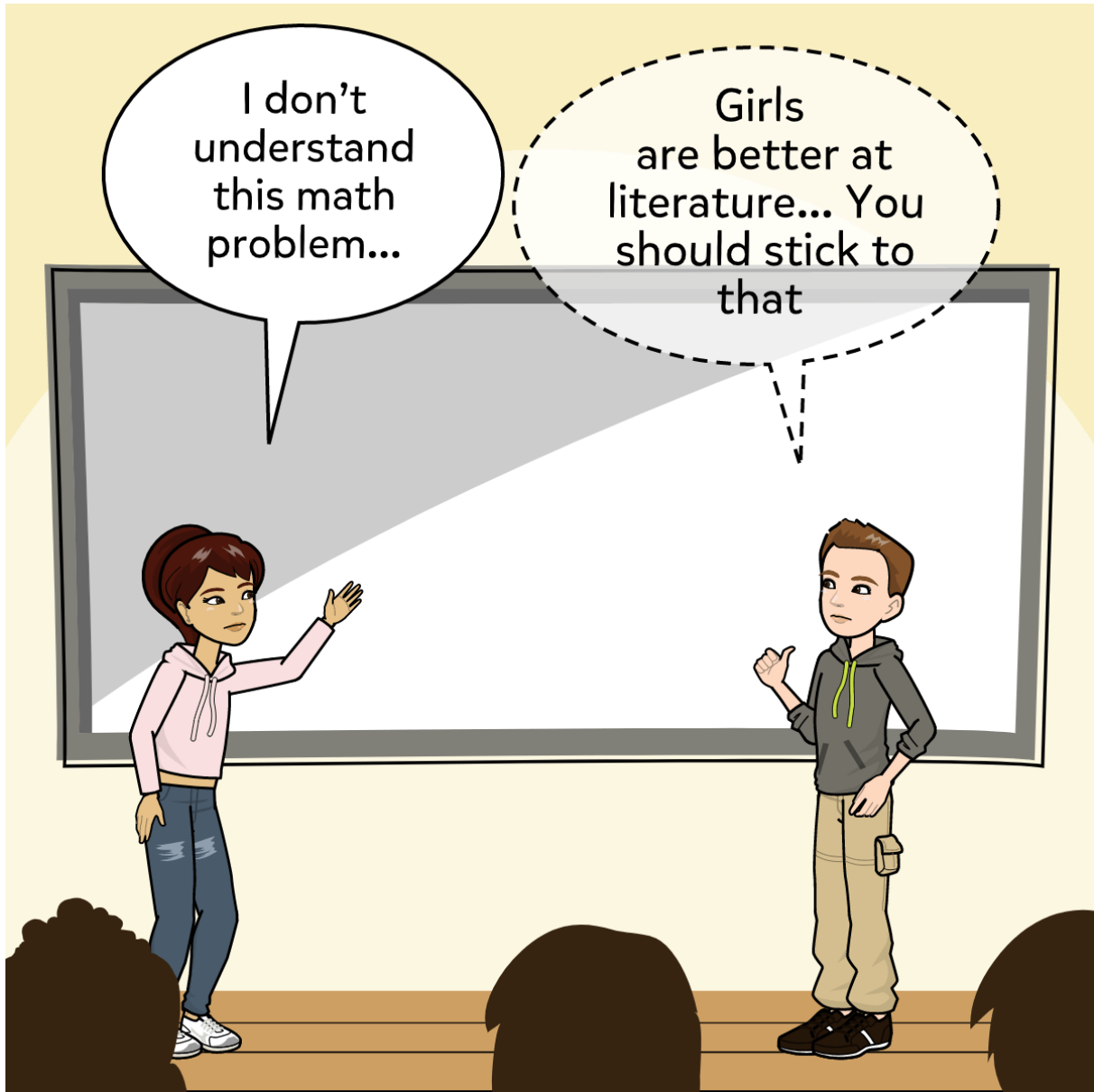


Explanations: To conclude this chapter, a positive glance from San Viator! A person with a neutral name (Alex) presents themselves, and they are gender fluid (or “Two-spirit”?): expressing their identity both in a feminine and masculine way. Here, half of the person looks masculine, the other half feminine, so that it is easily understandable in a visual way that this person feels neither just “man”, neither just “woman”, but both at the same time, and it can be expressed in different ways at different times.



## Tema 4: "¡Regreso a la escuela!"

### Idea 1 (IEKEP, GR)



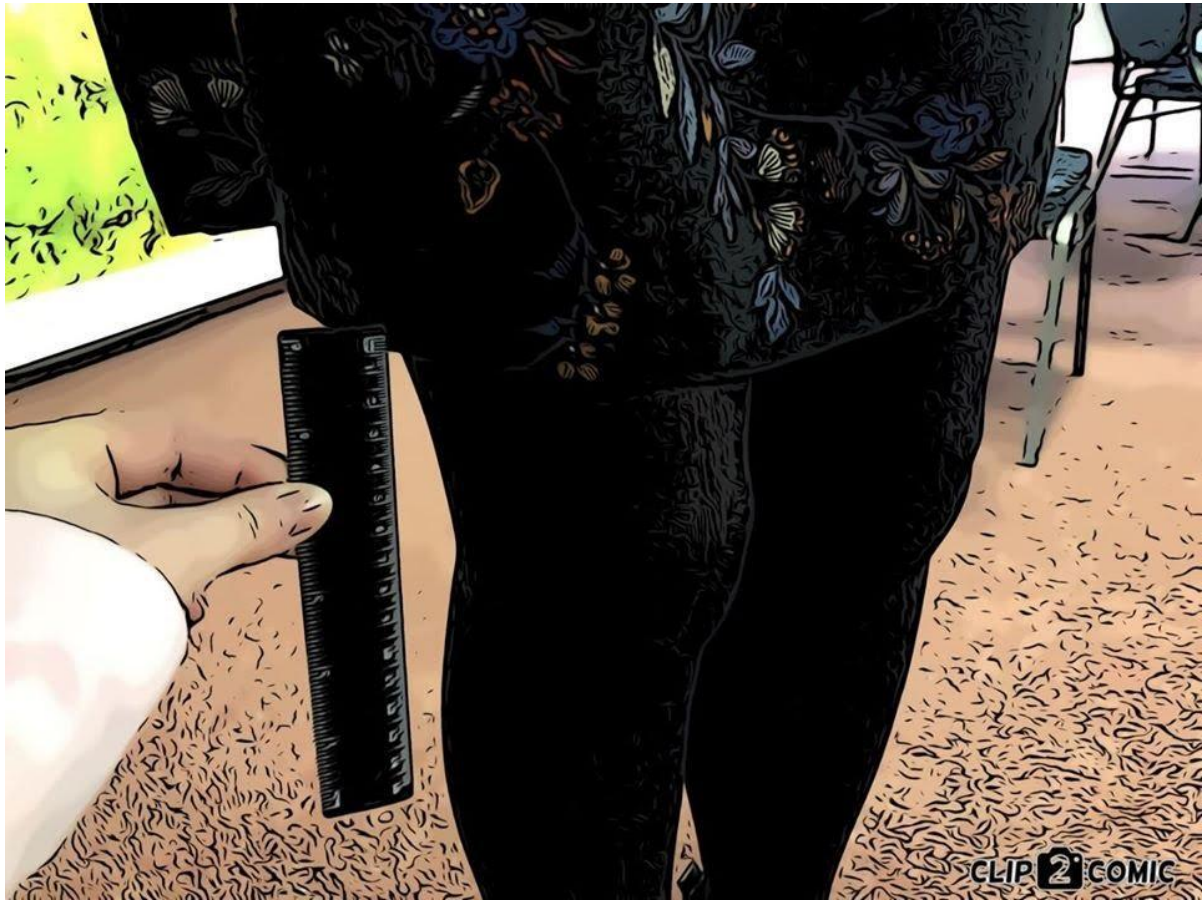
Explanations: Another example of the “What’s wrong today?” on this theme by IEKEP. Prejudices attribute better skills to girls in “liberal arts” (social sciences, literature, everything not in the “hard sciences”) and worse skills in “hard sciences” like maths. The contrary is usually the norm for boys. These clichés reproduce at school among other things (teachers leading boys into “scientific sections” and girls into “literature” and such, but also students towards each other), and partly explain why engineers are still mostly males, and literature teachers mostly females.

Idea 2 (CMO STAMM, NL)



Explanations: The symptoms for ADHD are more seen in men. This comic is an illustration of the fact that both boys and girls can have ADHD .

Idea 3 (CMO STAMM, NL)



Explanations: As a woman we are often judged on our appearances, our skirts are either too short and we are called sluts or that we are asking for it. Or they are too long and we're called uptight and too modest. We sometimes can feel like every centimetre matters.

**Idea 4 (Centro San Viator, ES)**

Explanations: To conclude this chapter, once again a positive look from San Viator! The idea is to show

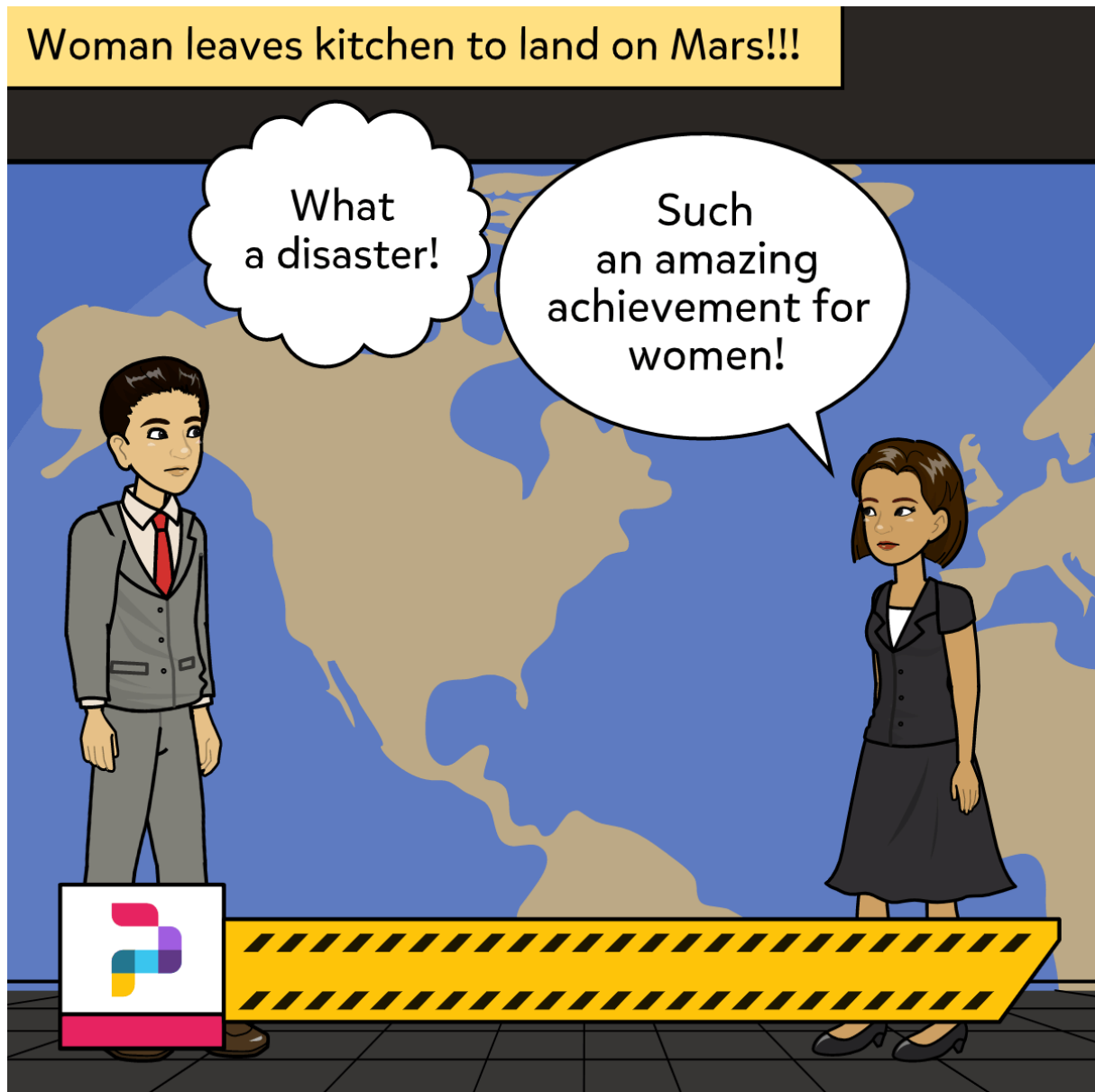


“metaphorically” that people raised with prejudices reproduce this negativity and prejudiced views when they are older. On the contrary, people raised without prejudices, with acceptance, tolerance etc, tend to be more accepting, tolerant, positive and supportive later on.

This is about education in a more general sense that school only, but it fits well in there!

Tema 5: “Un bombero, un policía y una azafata entran en un bar...”.

Idea 1 (IEKEP, GR)



Explanations: Another example of the “What’s wrong today?” on this theme by IEKEP. A funny example of different reactions to current’s trends towards more equality. When women quit “traditional gender roles” (here, the kitchen!) to achieve great things and become role models, some men form a “resistance” to this change because they think women don’t belong outside of the kitchen/household.

Idea 2 (CMO STAMM, NL)



Explanations: Women in the workplace often get questioned about their role in the company. Especially women in high positions are overlooked and presumed to have a lower position in the company. This scene reflects real life situations women face in companies.

Conclusión: "¿Un mundo sin género?"

# WHAT WOULD A WORLD WITHOUT GENDER LOOK LIKE?

## SCHOOL - CLASSROOM

- a curriculum showing for the first time lessons some kind exercises/activities / different kind of subjects
- different kind of possibilities to sit

Monday	Tuesday	Wednesday	...
emotions	Sports	Language	
Activism	Geography	Science - Experimentation	
Biology	Photography	Graphic Design	
sciences	Art		
chemistry	coding		
music			

## SUPERMARKET

- Showing Diversity in Advertisement
- no Gender typical colours of Toys (blue, pink)
- no typical Gender products like shaver, soaps...

## CONSTRUCTION SIDE

- diverse Group of people working there
- e.g. handicapped people, hijab wearing people, people of small stature,

## FAMILY HOME (kitchen + living room)

- different kind of pictures frames with diverse family settings
- a refrigerator with family week plan

Family plan:
Bath: ...
... ..
... ..
... ..

## JOB (conference room)

- diverse people sitting around a big conference table
- with a woman breastfeeding
- Behind the glass walls a day care with kids

# A WORLD WITHOUT GENDER?

Explanations: Young participants from SKA Darmstadt went a little further to imagine a world without gender, and how it would show in different areas and situations if gender was not an issue and the concept “disappeared” somehow.

Can such a world exist? Do you think it should exist? How would you feel in the following situations?

**AT SCHOOL:** An agenda showing a student’s very diverse activities, with all kinds of topics, mixing what is usually attributed to girls (“emotions”, „cooking”) and boys (“sports”, “chemistry”).

**AT THE SUPERMARKET:** So many advertisements! But the typical “sexy girl selling soap” and “manly man shaving with a hatchet” have disappeared. There is a lot more diversity: same-sex parents, transgender model, woman selling DIY tools, man selling make-up, along with more “traditional” ads like a man and razor and a woman and diet food. Gender expression has not disappeared, but its diversity is now represented.

**AT THE TOY STORE:** You are visiting a toys’ section ... but there is now only one section in which you can find toys in all colours, not just blue and pink!

**AT THE SUPERMARKET:** Impossible to find the usual products in separate sections for men and women. These products are still there of course, but they are not in “genderized” sections and formats: razors, shavers or even toothbrushes don’t need to be blue or pink depending on who buys them!

**ON A CONSTRUCTION SITE:** In the future, construction sites don’t look the same anymore. Instead of the cliché manly men whistling at women, everybody is represented here: women work on the site too, and diversity

shows both in terms of gender expression (feminine man, masculine woman, non-conforming people etc) and beyond gender (handicapped person, another wearing a hijab, small and tall people etc).

**AT HOME:** On a refrigerator at home, you can see a family weekly plan showing what everybody’s doing throughout the week. But “Home” and “Office” appear for both parents and is balanced: none of them needs to sacrifice family life to make a living, or a professional career to take care of children. Children themselves have diverse hobbies, including “non- traditional” hobbies in regards to their gender. Both girls and boys do

theatre, camps, various sports, creative activities, school trips, play musical instruments, go to a ballet class etc.



## Anexo 1 para trabajadores y trabajadoras jóvenes

### ¿CÓMO HACER UN MEJOR USO DE ESTE CÓMIC-LIBRO?

Este cómic fue creado gracias a ideas originales de jóvenes de entre 18 y 27 años reunidos/as en el marco del proyecto Erasmus + “Nuevas perspectivas - Hacia un enfoque de trabajo de género más sensible con la Juventud europea.”.

Su objetivo es representar los diversos sentimientos y experiencias de la juventud europea, los desafíos y las luchas, las esperanzas y preocupaciones, e incluso las dudas sobre género.

En particular, aprendieron, compartieron y discutieron los roles y expectativas de género tradicionales, y los desafíos que han experimentado o que todavía están experimentando como jóvenes debido a estos estereotipos duraderos.

Este cómic está diseñado de una manera accesible, fácil de leer con un formato creativo, atractivo y alineado con los trabajadores y las trabajadoras sociales que deseen iniciar un diálogo sobre género con los jóvenes con los que están trabajando.

Por lo tanto, puede ser usado como un "dinamizador de la conversación": aprovechando las reacciones, preguntas o impresiones del lector para comenzar a discutir este tema y evaluar las necesidades potenciales de los jóvenes en ese sentido.

- En el marco de este proyecto se publicó otro documento dirigido directamente a las trabajadoras y los trabajadores sociales y que cubre sus necesidades al abordar el complejo tema del género. Si desea ampliar su conocimiento sobre el tema o adecuar nuevas metodologías de trabajo puede echarle un vistazo a “IO1 - Navegando por la jungla de género”.
- Las trabajadoras y los trabajadores sociales no siempre pueden brindar a los jóvenes el apoyo que necesitan. En casos específicos (por ejemplo, acoso sexual, discriminación basada en su orientación sexual, violencia), necesitarán un marco interdisciplinar de actuación y es precisamente ahí donde podemos desempeñar un papel crucial guiando a los y las jóvenes hacia las personas adecuadas (por ejemplo, ONG especializadas, instituciones públicas oficiales, psicólogos, etc.).

## Anexo 2: Detalles del Proyecto

“Nuevas perspectivas - Hacia un enfoque de trabajo de género más sensible con la Juventud europea:” es una asociación estratégica para la juventud financiada por el programa Erasmus +, Acción clave 2, y coordinada por BAG EJSA con el apoyo de YES Forum (Acuerdo de subvención 2016-3-DE04-KA205- 014655).

Desde mediados de 2018 hasta finales de 2020, trabajadoras y trabajadores sociales y jóvenes de 5 países diferentes de la UE se reunieron y cooperaron para intercambiar y crear nuevas herramientas y métodos adaptados para abordar el tema de género con los jóvenes. En el sitio web de la red YES Forum ([www.yes-forum.eu/projects](http://www.yes-forum.eu/projects)) se puede encontrar una presentación detallada del proyecto y sus resultados, especialmente sus dos publicaciones dirigidas a los y las jóvenes europeos/as, por un lado, y a los/as trabajadores/as sociales que trabajan en interacción con la juventud, por otro.

- |   |   |
|---|---|
| <p>P1 BAG EJSA e.V. (DE)</p>         | <p>Asociación nacional de instituciones Protestantes de trabajo social en el área juvenil (representar los intereses políticos de los miembros, grupo de presión a favor de los y las jóvenes desfavorecidos/as, promover la igualdad de género).</p> |
| <p>P2 Darmstadt SKA e.V. (DE)</p>  | <p>Es una asociación de bienestar juvenil que brinda asesoramiento, educación y trabajo social en Darmstadt y sus alrededores.</p>  |
| <p>P3 IEKEP (GR)</p>               | <p>Una organización privada sin fines de lucro en la región de Ática que funciona como centro de formación profesional acreditado.</p>  |
| <p>P4 Skellefteå kommun (SE)</p>   | <p>Municipio de Skellefteå, Departamento de Cultura y Ocio</p>  |
| <p>P5 CMO STAMM (NL)</p>           | <p>Centro de conocimiento para problemas sociales, que trabaja para residentes, instituciones y organizaciones de Groningen y Drenthe.</p>  |
| <p>P6 Centro San Viator (ES)</p>   | <p>Escuela y centro de formación profesional.</p>   |
| <p>P7 YES Forum (DE)</p>           | <p>Red europea de organizaciones en los estados miembros de la UE o países del programa que trabajan con y para jóvenes en situación de desventajas o discriminación.</p>   |