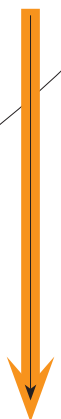


## Things to keep in mind...

# when discussing gender issues

**When discussing gender issues in the digitalized bioeconomy, these things can be good to keep in mind:**

- Gender issues in the digitalized bioeconomy can be discussed regarding two life phases:
  - Education, particularly at universities (representation in courses etc)
  - Working life
- When speaking about gender issues, there is a fine line between promoting greater gender equality and reproducing gender patterns. To avoid enhancing or reproducing the gendered way of thinking, try to avoid giving too concrete examples.
- Everyday work in forestry is still largely gender segregated with very different gender representation in production- and environment-related jobs.
- Female students often feel that men and women are quite segregated in the education system, evident from different study paths and interests. Students have stated that this segregation is sometimes unintentionally reinforced by teaching staff, who maintain and reinforce gender stereotypes in teaching practices.
- Students find it important that everyone should attend workshops and discussions on gender issues, and that they is not just an optional activity for those who are interested in the topic.
- Give support to students in your class who speak up about inequality. A critical mass raising these issues makes the process easier for everyone.
- Don't let harmful comments go unnoticed. If something discriminatory happens in class, write a reply or comment the next day in your teaching platform, or take up the topic in the next class meeting. It can be easier to gather your thoughts with a little bit of distance.





## Things to keep in mind...

### when discussing gender issues

- ☐ Some students will not understand why gender issues in the digitalized bioeconomy are being discussed. They may bring up the following points:
- With digitalization, physical strength is no longer important in the bioeconomy sector, so no barriers for women anymore.
  - This is not an important question. Does it really matter who works in the digitalized bioeconomy?
  - Women aren't fit for the digitalized bioeconomy.
- Responses to all these statements can be found [here](#).

### Checklist for the education material you use:

- ☐ Do any pictures of people appear during the lectures? If yes, count the number of women and men shown in the photos. Be conscious about what pictures you use.

- ☐ Consider how women and men are portrayed in your educational material, in what situations are women and men shown/described? How are other groups portrayed in the teaching material? Try to break stereotypical patterns.

- ☐ Think about how you want to communicate the teaching to the target group you are addressing. Who are the "we" in the educational material?

- ☐ Are both he and she used as pronouns in the educational material? And if possible, try to avoid gendered pronouns entirely, thus being inclusive also of nonbinary people.

- ☐ Are examples used in the training material that all participants can relate to regardless of gender?

- ☐ Are non-normative examples used for descriptions related to gender, age, ethnicity, etc?