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The patriarchal system and gender equality

Theory and definition

To thoroughly grasp the concept of gender equality, it is essential to begin by defining what we mean by gender. Gender is understood as a social construct that assigns specific characteristics and behaviors to men and women, thereby establishing norms for how they are expected to express and act based on their biological sex. This construct is dynamic and intrinsically linked to particular historical, social, and cultural contexts, meaning it is neither static nor universal. Although gender has traditionally been associated in a binary manner (men and women), it is fundamental to recognize that there are diverse other gender identities that transcend this model, demonstrating that gender is not an immutable biological phenomenon, but rather a characteristic that evolves and varies across different communities and over time.

Gender equality is defined as the objective of ensuring that all individuals, regardless of their gender identity or expression, enjoy the same rights, opportunities, and equitable treatment. Its central purpose is to dismantle all forms of inequality and prevent one gender from being privileged or placed in a position of power over another.

The patriarchal system is the framework that generates and perpetuates these power dynamics, granting men an advantageous position over women and other gender identities. It is referred to as a "system" because it is an amalgamation of social standards, legal norms, and cultural guidelines that impose, restrict, and regulate the behaviors and positions individuals can occupy in society.

Gender, in this context, is a key manifestation of patriarchy, as it is through gender that characteristics and expectations considered "feminine" and "masculine" are defined and assigned.
This system manifests in daily life in multiple ways, among which stand out:

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- The persistence of expectations that relegate women to the sphere of household care and domestic tasks.
- The salary differences between men and women, even when performing work of equal value, known as the gender pay gap.

- The disproportionate representation of men in leadership roles in politics and the business world.
- The minimization and normalization of gender-based violence in various social contexts.

Theoretical foundations of the concepts of patriarchy and gender equality

The understanding of patriarchy is based on theories developed by the feminist movement and gender studies. These currents analyze how the social system has configured differentiated and inequitable roles, rights, and responsibilities for men and women. Patriarchy, from this perspective, is a system where cisgender (a person whose gender assigned at birth is the same as their current gender identity) men have historically maintained a position of superiority, exercising greater power and control over women and other gender identities. Consequently, the patriarchal system is the cause of inequalities in diverse spheres such as employment, politics, economics, culture, and social interactions.

Various feminist theorists have delved into the study of patriarchy. For example, Kate Millet, in her influential work "Sexual Politics," exposes how patriarchy operates not only in the political and economic spheres but extends to culture and sexual interactions, revealing the deep root of gender inequality in personal and family relationships. On the other hand, Silvia Federici, in "Caliban and the Witch," examines the intricate connection between patriarchy and the global economy, emphasizing how the sexual segregation of labor and the subordination of women have been crucial elements for the capitalist structure.

The concept of **gender equality** is based on the premise that all individuals must possess the same rights and opportunities.

This implies ensuring that every individual, regardless of their sex or gender identity, has equitable access to personal development, employment, and full participation in the community. A concept intrinsically linked to gender equality is intersectionality, proposed by Kimberlé Crenshaw. Intersectionality posits that the understanding of equality cannot be limited to the gender perspective but must integrate its connection with other dimensions such as race, social class, and sexual orientation, as these categories interact to create unique experiences of privilege or discrimination. Similarly, Judith Butler's theory of gender performativity suggests that gender is not an immutable notion but a social construct that manifests and is reinforced through our daily actions and behaviors.
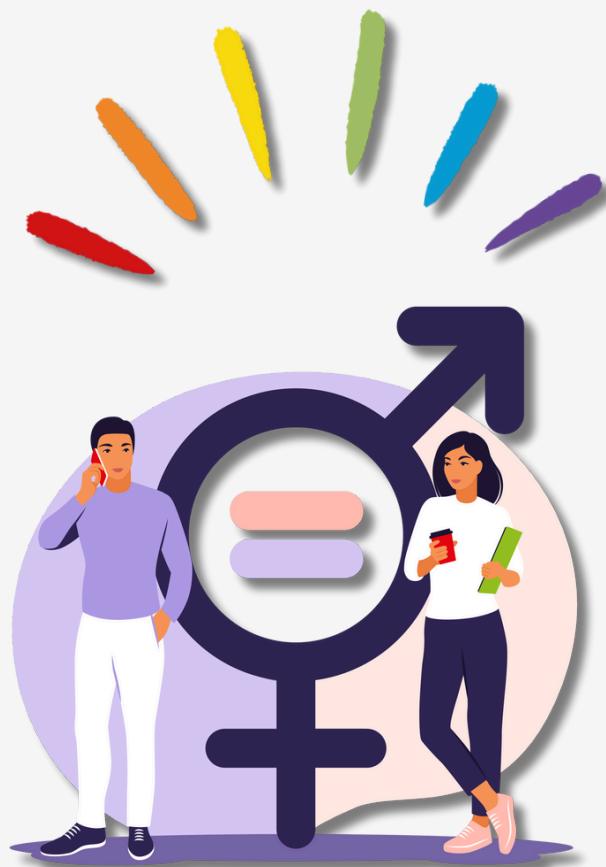
How to contribute to the promotion of gender equality in communities

Youth workers play a fundamental role in fostering and disseminating gender equality. Their closeness to young people in community, recreational, and educational contexts allows them to be effective agents of change. Actions to promote equality can be approached from a personal perspective, in interaction with young people, and at the community level:

At a personal level:

- **Continuous training in gender equality:** Acquiring knowledge and skills in this area is essential. This implies not only seeking formal training but also staying informed and maintaining an open mind by reading about feminism and equality issues.
- **Analysis and reflection on personal biases:** It is crucial to engage in self-awareness to identify and understand one's own biases. By doing so, one can recognize how, in one way or another, the norms and laws of the patriarchal system have been internalized and adopted.

When interacting with young people:

Integrate a gender perspective into activities:

- **Design and implement debates**, games, and dynamics that challenge traditional gender norms and expectations, promoting a broader and more flexible vision.
- **Foster open and safe dialogue**: Create environments where young people feel comfortable and confident sharing their experiences, concerns, and questions about gender, without fear of judgment or stigmatization.
- **Use diverse and inclusive materials**: Select and use books, films, music, and educational resources that offer varied representations of gender diversity and actively question traditional roles.
- **Visualize diversity:** Ensure that all activities acknowledge, validate, and celebrate the diversity of gender identities, explicitly including LGBTIQA+ individuals.

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At the community level:

- **Active community participation:** Organize and lead workshops and informational talks to raise community awareness about the importance of gender equality and to promote upbringing models free from stereotypes.

- **Prevention and addressing gender-based violence:** Actively work on the promotion and implementation of response protocols for situations of discrimination or gender-based violence, offering support and resources to victims.

- **Be a proactive agent of change:** Actively engage and participate in campaigns, projects, and initiatives that seek to promote gender equality within the community, contributing to real and sustainable transformations

Key subtopics related to the Patriarchal System and Gender Equality

The patriarchy exerts a direct and profound influence on gender equality, impacting practically every aspect of life. To better understand how this sociopolitical system affects individuals, it is essential to analyze its manifestation and influence in various key spheres of society. Below, four fundamental areas and their relationship with the patriarchal system and gender equality are detailed:

EDUCATION

Relationship with patriarchy: From childhood, the patriarchal system establishes and reinforces gender stereotypes that dictate what is expected of girls and boys. This is evident in how girls are discouraged from pursuing studies in traditionally masculinized fields, such as science, technology, engineering, or mathematics (STEM), while boys are discouraged from participating in activities related to care, arts, or expressing their emotions. This imposition of defined roles from an early age is a patriarchal strategy to maintain differences in access to educational opportunities.

Impact on gender equality: By restricting personal and professional growth alternatives based on gender, education under a patriarchal system perpetuates unequal trajectories between men and women. This limits the potential of each individual and reduces diversity in professional and leadership fields, affecting overall social and economic development.

Key Subtopic

WORK

Relationship with patriarchy: In the workplace, women face structural discrimination rooted in the patriarchal system. This discrimination manifests in the persistence of the gender pay gap and the existence of a "glass ceiling" that prevents them from ascending to positions of power and leadership, despite their skills and qualifications. Furthermore, patriarchy normalizes the responsibility for domestic and care work falling predominantly on women, even when they have paid jobs, which underscores the idea that care work is a female obligation.

Impact on gender equality: The imposition of a "double burden" on women (paid work and unpaid care work) limits their economic autonomy and significantly restricts their professional development opportunities. This inequality in the distribution of care work perpetuates economic dependence and the social undervaluation of women's work.

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CULTURE

Relationship with patriarchy: The patriarchal system uses culture as a fundamental vehicle to establish and perpetuate rules that assign defined roles to men and women, limiting their freedom of expression and emotional management. Through culture, attitudes of violence (such as harassment) or the devaluation of what is considered "feminine" are normalized. Culture, in its various forms (media, religion, language, traditions), is one of the most powerful channels for the reproduction of patriarchal ideas.

Impact on gender equality: By promoting stereotypes, discourses, and behaviors that hinder equality, culture under patriarchal influence not only perpetuates inequality but also supports and normalizes various forms of gender-based violence, making a critical analysis of cultural narratives essential.

Key Subtopic

POLITICS AND REPRESENTATION

Relationship with patriarchy: Women and LGBTIQA+ individuals face significant barriers to accessing political spaces and decision-making roles. This systematic marginalization prevents their perspectives, opinions, and needs from being properly considered and included in the design and implementation of public policies. The concentration of power in the hands of cisgender men, characteristic of patriarchy, results in the exclusion of other gender identities from spheres of power and decision.

Impact on gender equality: The lack of diversity in political representation has direct consequences for gender equality. Political decisions, by failing to incorporate the demands and needs of all people, perpetuate existing inequalities and hinder the creation of a more just and inclusive society.

Contributions of each area to the understanding of gender equality:

Each of these areas offers an essential perspective for understanding the complexity of the patriarchal system and the importance of gender equality:

The educational aspect allows us to understand how gender roles are internalized from an early age. It reveals how stereotypes are perpetuated in schools, through textbooks, toys, and activities, and how these elements determine the different opportunities available to boys and girls, demonstrating the impact of the patriarchal system on life choices from the earliest years.

The work context illustrates concretely how patriarchy operates in the public sphere. Wage inequality, the existence of the glass ceiling, and the unequal distribution of domestic and care responsibilities are clear examples of how the system maintains economic inequality between genders, while also demonstrating how women's work continues to be socially undervalued.

Contribution

Politics and representation highlight the limited diversity in decision-making spaces, where women and LGBTIQA+ individuals are underrepresented or completely absent. This makes visible how power is unequally distributed and how this distribution directly affects the formulation of policies that could promote gender equality.

The analysis of culture from this perspective helps us identify and understand how social norms perpetuate and reproduce patriarchal ideas. Culture, by determining how gender roles are perceived and by normalizing violence or inequality in various media (communication, religion, language, traditions), becomes a crucial field for intervention in the struggle for equality.

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NON-FORMAL EDUCATION (NFE) ACTIVITIES

Here are several non-formal education activities designed for youth workers to explore the concepts of the patriarchal system and gender equality with young people in a participatory and reflective way. Each activity is detailed to facilitate its implementation.
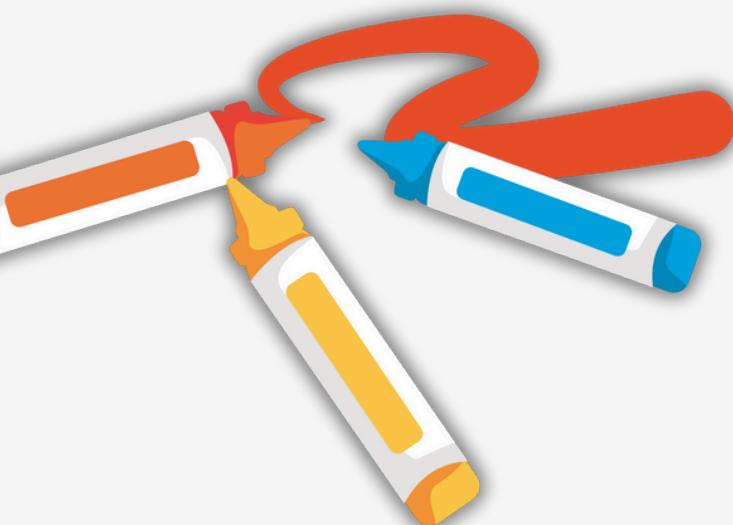
Activity: "The line of patriarchy"

Duration: Between 40 and 60 minutes.

ACTIVITY 1

✳ **Objectives:**

Visualize how patriarchy creates a difference in life opportunities.

Encourage reflection on gender inequalities, including the perspective of those who have had more advantages.

✳ **Materials and resources:**

A large space where participants can move in a straight line.

A list of statements (provided in the activity development).

Music to indicate the beginning and end of the activity, creating a suitable atmosphere.

Number of participants:

Between 10 and 30 people. If the group exceeds 30 participants, it is recommended to divide it into two subgroups for better management and participation.

1

Introduction (5 min): All participants are asked to form a straight line, shoulder to shoulder, at one end of the available space.

2

Explanation of the dynamic (5 min): The facilitator or youth worker explains that a series of statements will be read. The instruction is simple: if the situation described in the statement has been experienced by the person (i.e., applies to them), they should take a step forward. If, on the contrary, they have never experienced that situation, they should remain in place. Emphasis is placed on the importance of honesty and personal reflection before each movement.

3

Reading statements (20-30 min): The facilitator reads the statements one by one, allowing a brief time after each for individuals to reflect and decide whether to move forward. Some suggested statements are:

- "Take a step forward if you have never had your way of dressing questioned in relation to your gender."
- "Take a step forward if you have never felt afraid walking alone at night."
- "Take a step forward if as a child you had access to toys and activities without being limited by being a 'girl' or 'boy'."
- "Take a step forward if you have never been interrupted or ignored in an important conversation due to your gender."
- "Take a step forward if household chores have always been shared equally in your home."
- "Take a step forward if you have never felt uncomfortable on the street due to comments about your appearance."
- "Take a step forward if you have never felt that your gender influences how seriously you are taken in academic or work settings."
- "Take a step forward if you grew up watching movies, series, or books with protagonists of your same gender playing diverse and powerful roles."
- "Take a step forward if you have never felt social pressure to get married or have children at a certain point in your life."

- "Take a step forward if in school you were taught about female scientists, artists, and leaders with the same importance as men."
- "Take a step forward if you have never felt that you are expected to act in a certain way because of your gender."
- "Take a step forward if you have never received a negative comment or joke about your gender in a professional or educational setting."
- "Take a step forward if you have always felt you can freely express your emotions without being judged for your gender."
- "Take a step forward if you have never been excluded or minimized in sports activities due to your gender."
- "Take a step forward if you have never been asked questions about your personal or family life in a job interview based on gender stereotypes (e.g., if you are a woman: 'Do you plan to have children soon?')."

4

Observation and group reflection (10-15 min): Once all statements have been read, a moment of silence is given for participants to observe their final position in the line relative to others. Subsequently, the facilitator initiates a discussion with questions such as:

"How did you feel seeing your position in the line?"

"Were you surprised by your place in the line? Why?"

"How do you think these privileges (or lack thereof) influence daily life?"

"What can we do, individually and collectively, to build a more equitable society where everyone can advance equally?"

Closing (5 min): The facilitator summarizes the main reflections and thanks for the participation, reinforcing the importance of empathy and action in building equality.

Activity variation (for groups with participants with reduced mobility or who prefer anonymity):
If there are participants who cannot move physically, or if greater anonymity is desired, the activity can be adapted. Small slips of paper are given to each participant. Instead of taking a step, they mark on each slip how many statements apply to them. Then, the results are shared in an aggregated form (e.g., "X people marked 10 statements, Y people marked 3"), without identifying anyone, allowing for group reflection on differences in opportunities without revealing specific personal information.

"Feminist memes: humor for equality"

Duration: 50-70 minutes.

ACTIVITY 2

✳ **Objectives:**

Reflect on patriarchy and sexism through humor and satire.

Experiment with creativity in creating messages that promote gender equality.

Analyze the impact that memes and viral content have on our perception and dissemination of ideas in daily life.

✳ **Materials and resources:**

Examples of memes (printed or digital format) that represent sexism and feminism/equality.

Key phrases or concepts related to sexism and gender equality to inspire creation.

Ambient music to encourage creativity during the activity.
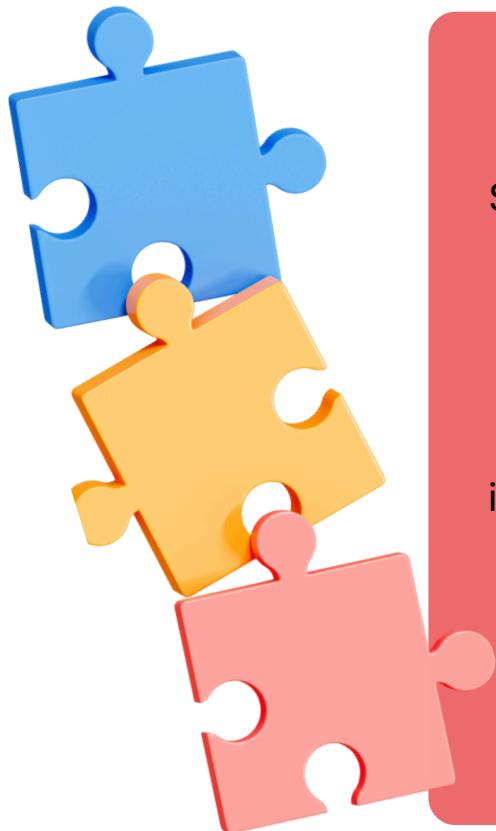
Number of participants:

Small groups (less than 6 people): Each participant can create their own meme individually.

Large groups (more than 10 people): It is recommended to divide participants into subgroups of no more than 5 people to encourage collaboration and discussion.

- **If the activity is conducted digitally:**
  - Electronic devices (computers, tablets, smartphones) with internet access.
  - Screen or projector to display examples of memes and creations.
  - Online meme creation tools (e.g., Imgflip, Canva, Kapwing) or image editing applications.
  -

- **If the activity is conducted manually:**
  - Paper or cardstock for each participant/group.
  - Markers, felt-tip pens, colored pencils.
  - Magazines or flyers for cutting out images and words (optional, for collage technique).
  - Scissors and glue.

1

Explanation and introduction to memes (15 min):

- The facilitator introduces the concept of memes as a form of viral cultural communication and their ability to transmit messages quickly and massively.
- Examples of memes are shown, both those that perpetuate stereotypes and sexism and those that promote feminist or equality messages

2

Trigger questions for initial debate are posed:

- "Why do some memes perpetuate sexism and patriarchy?"
- "What effect do you think these memes have on our society and on how we think about gender?"
- "How can we use humor and the meme format to spread messages of equality and social awareness?"

3

Meme creation (25 min):

The task of creating 1 or 2 memes per group (or individually, depending on group size) that promote gender equality or ingeniously criticize sexism/patriarchy is assigned. Participants can choose a digital or manual format, using the available materials.

It is encouraged that memes be based on personal experiences, common situations, or ideas that arose during the initial debate. Creativity and originality are key.

4

Presentation and voting (20 min):

Each group (or individual participant) presents their memes, explaining the message they wish to convey and why they chose that image or phrase.

An informal vote can be held in various categories, such as "funniest meme," "most original," "most impactful," "best conveying the message of equality," etc.
If the group deems it appropriate and agrees, the created memes can be shared on social media, thus encouraging the dissemination of positive messages about equality.

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5

Closing and final reflection (10 min):

A space is opened for collective reflection on the activity. Guiding questions can be:

"What did you learn by creating your own meme with a message of equality?"

"What other creative ways can we think of to promote gender equality in our community?"

"Do you think humor is an effective tool for spreading messages of equality and challenging patriarchal ideas? Why or why not?"

The facilitator closes the activity by thanking participants for their involvement and highlighting the power of creativity and humor as tools for social change.

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"Gendered worlds: gender equality and human rights"

Duration: 60 minutes.

ACTIVITY 3

✳ **Objectives:**

To promote critical reflection on the interconnection between human rights and gender equality, visualizing an equitable future.

✳ **Materials and resources:**
Markers, large sheet of paper (one per group).

Number of participants:
No limit (the activity adapts well to large groups by dividing them into subgroups)**.**

Source: Adapted from SCICAT Gender Toolkit (https://www.scicat. org/wp- content/uploads/20 23/09/Gender- Toolkit.pdf)

1

Introduction and group formation (5 min):

- The facilitator divides participants into small groups.
- A brief introduction is given to contextualize the relationship between human rights and gender equality, emphasizing that human rights are universal and inalienable, and that gender equality is fundamental for their full realization.

2

Brainstorming: part one (15 min):

- Each group receives a large sheet of paper, a marker, and a specific sub-topic title related to daily life and human rights in a gender context (examples: economic rights, reproductive rights, access to education, labor rights, gender stereotypes, civic participation, safety, mental health, etc.).
- Each group is asked to imagine and discuss what that specific area would look like in 30 years if there were no gender inequality or discrimination. They should visualize the ideal situation, without restrictions.
- Groups should write down all ideas that emerge on their large sheet of paper, without censorship or limitations.

3

Brainstorming: part two (10 min):

- Once they have imagined the ideal situation, groups should think about concrete proposals, suggestions, best practices, or even existing positive measures that individuals, communities, or political decision-makers could adopt to ensure that this situation of equality and non-discrimination becomes a reality.
- Proposals should be unlimited and can be as creative and "unimaginable" as they wish, encouraging disruptive thinking.

4

Plenary sharing and discussion (20 min):

- Each group presents its sub-topic, its vision of their "world without inequality" in that area, and the strategies they propose to achieve it.
- After each presentation, a space is opened for other groups to discuss the ideas presented, ask questions, or contribute new perspectives.

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5

Closing and final reflection (10 min):

- The facilitator can add additional ideas or present examples of existing initiatives at local, national, or international levels that are working to achieve these visions of equality.
- A final space is opened for participants to share their feelings and learnings about the activity, and to reaffirm their commitment to promoting gender equality in their own lives and communities.
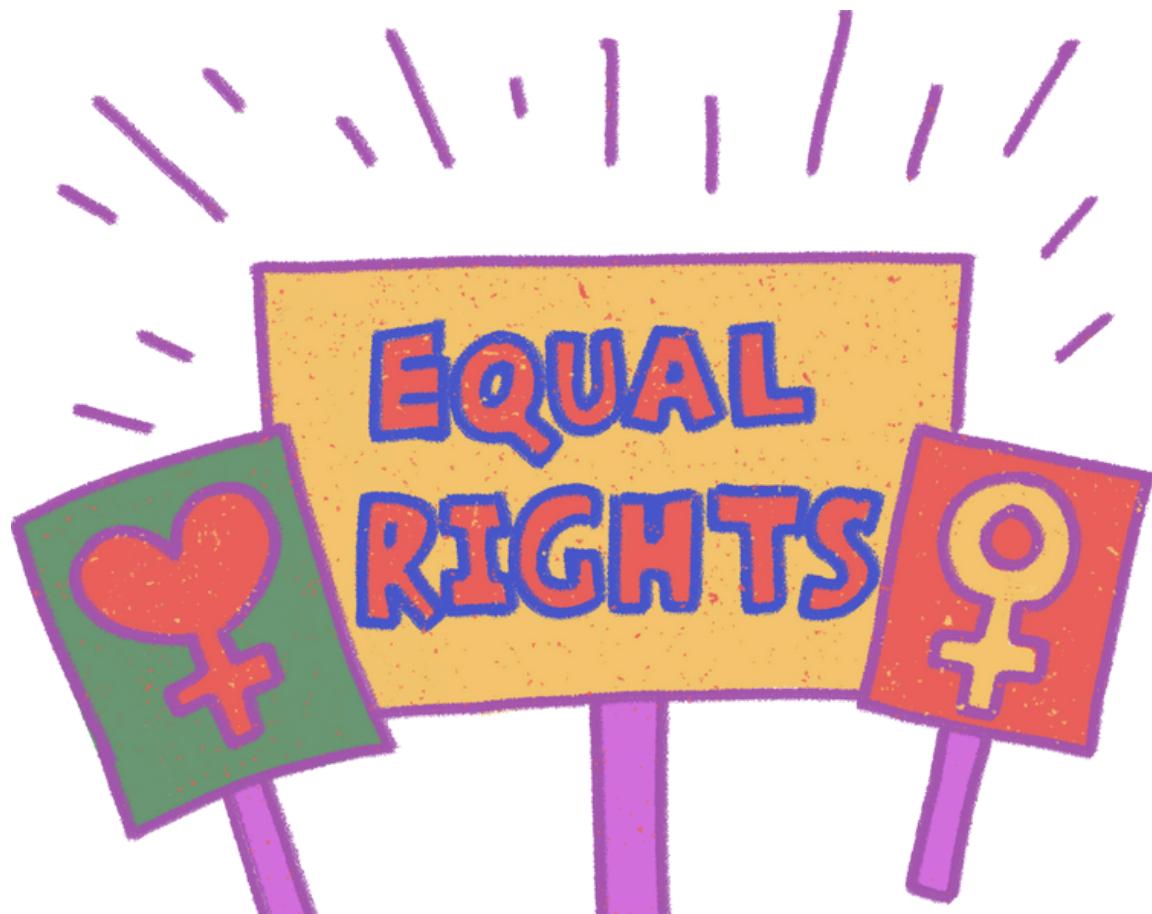
Resources

The resources presented here are in English to ensure global accessibility and offer valuable perspectives for training and practice.

Books

Girls Resist!: a guide to activism, leadership, and starting a revolution" by KaeLyn Rich.

This activism handbook is designed specifically for teenagers and young people seeking to get involved in the fight for social change, justice, and equality. It offers detailed guides on how to choose a cause, plan a protest, raise funds, organize effective meetings, promote awareness on social media, and be an effective ally. Rich, an experienced feminist organizer, shares her vast knowledge and inspires through interviews with other young activists who have brought about change in their communities. An invaluable resource for empowering young women to challenge inequality and make an impact.

"The will to change: men, masculinity, and love" by Bell Hooks.

In this work, Bell Hooks addresses the universal need for love and affection, and how patriarchal culture often prevents men from connecting with their feelings and their capacity to love. With her characteristic frankness and intelligence, Hooks explores common male concerns, such as the fear of intimacy and the loss of their patriarchal position in society. She argues that men can achieve spiritual unity by reconnecting with their emotionally open side, thus reclaiming rich and gratifying inner lives that have historically been associated exclusively with women. It is a brave work that seeks to help men reclaim their best selves.

"Caliban and the witch" by Silvia Federici.

This book traces a thread from emancipation from serfdom to subversive heresies in the history of the transition from feudalism to capitalism. Federici argues that the imposition of state powers and the birth of capitalism were achieved through extreme violence. Primitive accumulation, according to her analysis, required the defeat of urban and peasant movements that promoted communism and the distribution of wealth. Their annihilation paved the way for the formation of the modern state, the expropriation of communal lands, the colonization of America and large-scale slave trade, and a war against popular forms of life and culture that primarily targeted women. By analyzing the burning of witches, Federici unravels not only a crucial episode of modern history but also a powerful dynamic of social expropriation directed at women's bodies, knowledge, and reproductive capacity. The work also rescues unexpected voices (those of the subalterns: Caliban and the witch) that resonate strongly in contemporary struggles against the renewal of original violence.
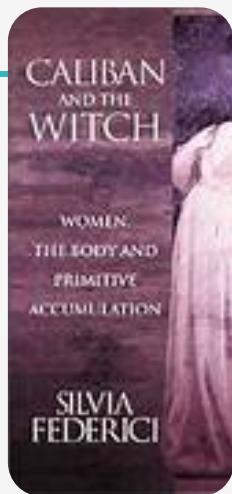
Videos

"The urgency of intersectionality" by Kimberlé Crenshaw (TED Talk)

This seminal talk by Kimberlé Crenshaw underscores the critical importance of squarely examining the reality of racial and gender bias, and how both can combine to create even greater harm. Crenshaw coined the term "intersectionality" to describe this phenomenon, explaining that if a person stands at the intersection of multiple forms of exclusion, they are likely to be hit by all of them. In this powerful presentation, she invites the audience to recognize this reality and to speak up on behalf of victims of discrimination. Available at: https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?subtitle=es

"He named me Malala" (Documentary) directed by Davis Guggenheim.

This documentary offers an intimate portrait of Nobel Peace Prize laureate Malala Yousafzai, who was targeted by the Taliban and severely wounded by a gunshot while returning home on her school bus in Pakistan's Swat Valley. Malala, then 15, was attacked along with her father for advocating for girls' education, and the attack sparked a global outpouring of support. She miraculously survived and is now a leading advocate for female education worldwide, as co-founder of the Malala Fund. Acclaimed filmmaker Davis Guggenheim ("An Inconvenient Truth," "Waiting for Superman") showcases the commitment of Malala, her father Zia, and their family in the fight for the education of all girls globally, offering deep insight into the life of this extraordinary young woman.

"Feminists: what were they thinking?" (Netflix).

This American political documentary, directed by Johanna Demetrakas, features figures such as Laurie Anderson, Phyllis Chesler, and Judy Chicago, among others. Released on Netflix in October 2018, the film features interviews with women of different ages and backgrounds, who share their perspectives and experiences on feminism. It is an accessible and diverse exploration of the different facets of the feminist movement.

Articles

"The invisible workload of motherhood is killing me" (Scary Mommy).

This article addresses the disproportionate mental and physical burden that many mothers shoulder in the domestic and family sphere, even when they have paid jobs. It examines how this "invisible workload" affects women's mental health, well-being, and autonomy, and how it is a direct manifestation of patriarchal expectations regarding the female role. Available at: https://www.scarymommy.com/parenting/motherhood-invisible-workload

"Female genital mutilation in Mali: the fight to end a deadly tradition" (UN Women).

This UN Women article highlights the struggle in Mali to eradicate female genital mutilation (FGM), a practice deeply rooted in cultural traditions but which constitutes a grave violation of women's and girls' human rights and health. The text explores the challenges and efforts of activists and communities to end this harmful practice, underscoring how cultural traditions can perpetuate extreme forms of gender-based violence under patriarchal systems. Available at: https://www.unwomen.org/en/news-stories/feature-story/2025/02/female-genital-mutilation-in-mali-the-fight-to-end-a-deadly-tradition

Key Organizations

UN Women:
It is the United Nations entity dedicated to gender equality and the empowerment of women globally. It actively works on formulating public policies, promoting women's political participation, eradicating gender-based violence, and defending women's rights in all spheres.
Website: https://www.unwomen.org/en

Amnesty International:
A global human rights organization that addresses a wide range of issues, including gender-based violence, sexual and reproductive rights, and discrimination against women and LGBTIQA+ people. They conduct campaigns, research, and reports to denounce rights violations and promote justice.
Website: https://www.amnesty.org/en/

AWID – Association for Women's Rights in Development:
An international feminist network that supports organizations and activists fighting for gender justice. Their work focuses on challenging patriarchy, promoting economic justice, and advocating for human rights-based development.
Website: https://www.awid.org/

EIGE – European Institute for Gender Equality:
An official agency of the European Union that provides data, research, and tools on gender equality to inform policymaking. It promotes best practices and monitors progress on the issue in EU member states.
Website: https://eige.europa.eu/

WIDE+ – Women In Development Europe+:
A European feminist network working on gender justice in development, trade, and migration policies. It advocates for inclusive, rights-based, and feminist approaches in Europe and beyond.
Website: https://wideplus.org/

Glossary of key terms:

For clear understanding and common language, the essential terms of this module are presented:

- **Androcentrism:** A worldview or perspective that places men and masculinity at the center and as the measure of all things, leading to the invisibilization, devaluation, or subordination of women and other gender identities.

- **Cisgender:** Refers to a person whose gender identity aligns with the sex they were assigned at birth. For example, a person born with a vulva, identified as a girl in childhood, and who currently feels like a woman, is a cisgender woman. Similarly, a person born with a penis, identified as a boy, and who today feels like a man, is a cisgender man.

- **Double burden:** An expression used to describe the disproportionate workload that many women take on by having to devote time to both paid work (in the formal or informal market) and unpaid domestic and care tasks (raising children, caring for dependents).

- **Feminism:** A multifaceted political and social movement that seeks to establish equal rights and opportunities for all people, regardless of their gender, challenging patriarchal power structures and gender inequalities.

- **Gender:** A social, cultural, and psychological construct that divides our societies into categories (traditionally men and women), assigning them specific characteristics, roles, and expectations. These categories are often presented as opposing and hierarchical, valuing masculinity more. For example, while cooking at home may not be valued, male chefs in the public sphere are celebrated and rewarded.

- **Glass ceiling:** A metaphor describing the invisible but difficult-to-overcome barriers that limit women's professional advancement. These barriers prevent them from accessing senior management and leadership positions, despite possessing the necessary skills and qualifications.

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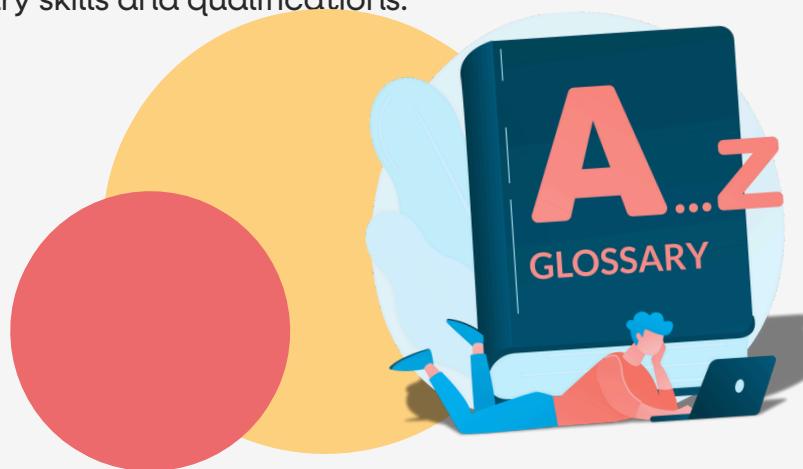
- **Intersectionality**: An analytical methodology proposed by Kimberlé Crenshaw that examines how different social factors – such as gender, ethnicity, social class, sexual orientation, disability, among others – interrelate and overlap. This interaction creates unique experiences of discrimination or privilege for each person, which cannot be understood by isolating one category from another.

- **Misogyny**: Deeply rooted hatred, aversion, contempt, or fear towards women, which can manifest in attitudes, behaviors, discourses, or systems that devalue or assault them.

- **Patriarchy**: A historical political and social system that establishes power relations in which men are positioned as the universal subject and women are defined as an "otherness" or subordinates. Under patriarchy, the power to name and define what is "feminine" and what is "masculine" is exercised, thus configuring gender as one of its fundamental expressions.

- **Sexism**: A system of beliefs and practices that promotes the idea that one sex (usually male) is superior to the other, which justifies discrimination and unequal treatment based on sex.

- **Sorority**: Derived from the word "sisterhood," it refers to a relationship of solidarity, support, and sisterhood among women, especially in the shared struggle for empowerment and equality. It is a manifestation of mutual support and alliance among women to confront patriarchy.

THANK YOU!

This document was drafted with the participation of :