1st day, Sunday, May 29:

Gym Session: morning session for relaxing. The participants, 57 women and 9 men were mentally and physically prepared to participate in the different activities of the seminar.

Meeting each other: Presentation of the participants each other.

Introducing DFL Project to the participants

Presentation of DIEESE: »Sharing Family Responsibilities »

✓ Equal opportunities for women in life and work: This activity had 3 objectives to be mentioned:

- To reflect on how family responsibilities were produced. The responsibilities of women were naturally given as a social construction, established on a daily basis as the role that today she has in the family, politics and at work. Besides to reflect on how young women have been inserted in that role;

- To discuss the inequalities between men and women as a historical, social, cultural and structural matter, and how relationships between men and women were constructed through the time;

- To reflect about the changes that have been taking place in gender relations, what happens to men and women so that they can have equal relationships in the field of family and work.

Workshop: Analysis and dramatization of everyday life of women and men

✓ The group was divided into two groups of men and women; they had to analyze the daily lives of men and women in the family, society, work and relationship with friends. Subsequently the groups had to perform a dramatization of diverse situations that represent the role of both, men and women, followed by a group discussion.

Analysis and conclusions of the activity

✓ What has been done to change things in the areas of family and workplace?

<table>
<thead>
<tr>
<th>Family</th>
<th>At Workplace</th>
<th>At Union Organization</th>
<th>At Legislative Field/Society</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shared Parenting (both parents share physical placement of the children)</td>
<td>Psychology Department Day Care Social Services</td>
<td>Provide information on labor rights. Ensuring the full integration of women into trade unions - to increase the representation of women in all decision-making structures</td>
<td>Maria da Penha Law (punishment for those who practice domestic violence towards women)</td>
</tr>
</tbody>
</table>
What to do to ensure equal opportunities between women and men in the life and the work?

- To guarantee a greater involvement of women in collective bargaining,
- To guarantee the professional qualifications of women to participate in the labor market,
- To guarantee the organization of workers in the workplace - the role of the multiplier,
- The trade union shall act on behalf of the organizers, and won’t allow that the organizers suffer persecution or harassment at the workplace,
- To guarantee the training of women to foster debates on gender issues in the trade union – and encouraging men to be involved into these debate,
- To guarantee the training of women in politics allowing them to take part in the process of ratification of laws (e.g. C156),
- To organize workshops for women with guidance on how to prepare demands and/or models for gender issues in collective bargaining (DIEESE, OSLT, UNI)

2nd day, Sunday, May 30:

Presentation: Gender as a Social Construction – Maria Aparecida Antero Correa

✓ Gender Relationships: A social constructions that assigns different roles to men and women. The objectives of this presentation were:

- To try to explain the relationships of power and inequality in our society,
- To reflect on what are the advantages/disadvantages of being male or female? Are they real or a stereotype? How do we get the stereotypes? How do they influence over feelings and behavior of people? What are the preconceptions and how we discriminate?

Workshop: Analysis of the advantages/disadvantages of being a man/woman

The group was divided into four small groups and they had to analyze the advantages/disadvantages of being a man/woman. The conclusions were:

<table>
<thead>
<tr>
<th>Woman</th>
<th>Man</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advantage-some of them are achieves</td>
<td>Disadvantage-some of them are culturally constructed</td>
</tr>
<tr>
<td>Maternity Leave, Government Program programs/popular home education for women, In situation of risk women have priority for attendance, Health programs particularly for women, Specific Laws that protect women’s rights e.g. Maria da Penha Law, Job stability during and after pregnancy.</td>
<td>Responsibility to educate children, Lower wages than men, Labor hours unequal , Women has more preconceptions tan men</td>
</tr>
</tbody>
</table>
Finally, after the presentation of the groups, the issue of prejudice was widely discussed, the group evaluated the social and cultural construction of gender relationship and the roles ascribed to men/women in society. The conclusion raised the need to take practical actions, wondering: how do we introduce the discussion of gender relationship in the school education?

Closing Seminar

The group was encouraged to spread the message of Decisions for Life to other young women in order to let them know about this project. It was explained the strategies used by the project: meetings, seminars, workshops and distribution of printed material; besides the use of Internet to reach young women in the eight groups concentrated in the areas of service.

In that sense, the journalist Marco Tirelli made a report for WebTV SINTETEL, about DFL Project, and interviewed the Coordinator of DFL in Brazil, Sis Rosangela Da Silva, SINTETEL Collaborator, Cristiane do Nascimento and UNI americas Regional Coordinator for Women and Youth, Sis. Briceida Gonzalez. The interview can be downloaded here: http://www.sintetel.org/2006/site/default.asp