

Still We Rise Episode 1: The Malady of Misogyny

The Educational Institute of Scotland

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Selma: From Tate tantrums to Barbie blessings, 2023 saw a reinvigoration of a cultural conversation about mainstream misogyny. It's not necessarily a conversation that teacher training prepares you for, or one that the overburdened workload of teachers and lecturers readily offers space to, but the reality is that everyone in schools and colleges are everyday witnesses to the consequences of mainstream misogyny, which has a disproportionate and significant impact on women's and girls' health and wellbeing, both at work and in education.

Welcome to Still We Rise, a new podcast series by the Educational Institute of Scotland, where we explore how educators and trade unionists can join together and rise up against the influence of the far-right in our schools, colleges, universities, and in wider society.

I'm Selma Augestad, national officer for equality issues at the EIS and in this episode of Still We Rise, I'm speaking to Laura at Rape Crisis Scotland and Dan at Beyond Equality – two people who've made it their mission to address the malady that is misogyny. We're also very lucky to get some time with Hannah Lafferty, an early career teacher who has dedicated herself to Equality work at her school.

We'll come to Hannah in a bit, but first off, we start our conversation asking Dan and Laura, "What is misogyny and what does it look like?"

musical interlude

Laura: So for me, misogyny, um, in its most simple terms, is, like, a fear or hatred towards women. Um. And what I would say is that quite often, the way we're seeing this coming up in schools is around, um, maybe comments that are being made, um, we see it show up in terms of things like, um, sexual harassment, testing boundaries...

Dan: I run an organisation that works predominantly with men and boys, you know, just trying to open up the spaces for them to reflect. So for me I think it's things like little comments that, um, boys will make to each other, the way that they will feel like they're entitled to be sending, uh, sending texts about their female classmates, or undermining their female teachers. And the core of it is, I believe, like, a belief, somewhere deep down in men are entitled to these spaces and men are entitled to certain things – it's that belief of male superiority and the related, you know, the related attitudes towards people of other genders – women, but also non-binary people, uh, which are negative, which are hateful, which are really harmful.

Laura: But what I would really try to separate is that I wouldn't suggest that all young people who might express an attitude rooted in misogyny actually do, at their core, feel, um, fear towards women or feel threatened by women or feel hatred towards women. Um, so I think it's important to make the distinction between a misogynistic attitude that somebody might be expressing because they're still learning and they're trying to process what they think about different things and make sense of lots of ideas that we're presenting young people with and what they actually, at their core, believe. I think it can be really helpful to separate those.

Dan: Especially because what they're trying to do is make sense of the world around them and often the tools they've been given to make sense of that thing are tools that have been built upon some of these ideas and beliefs.

Laura: And I think it's really important that we keep that in mind when we're responding to these things as well, you know, when we're seeing misogyny, um, showing up in colleges and universities, that we're asking ourselves that question of, you know, what is going on here? Like, is this somebody, um testing out an idea? Trying to make sense of it, trying to figure out what they think about that? Or is this, is what they're expressing giving us an indication to believe that maybe there's, like, a risk there or a safety concern? And thinking about making sure that the response that we're giving is sort of proportionate, um, to what's being expressed and to have an understanding of where that attitude is coming from – I think that needs to determine our response.

Selma: That's really helpful and great as well, I think, to root our understanding of misogynistic attitudes and behaviour in society and not in individuals – it doesn't arise within an individual itself, that's bad or, um, that it comes from societal values that we're all susceptible to, um, to be influenced by. That's really interesting.

Laura: We do experience a lot of resistance, um, to our gendered analysis of gender-based violence.

Dan: Hmm.

Laura: And we experience that resistance from people of all genders, including women. And I think that a big part of that is to take on a world view that says that our society is set up in such a way as to disadvantage me and to make me much more likely to experience violence, that's really heavy. You know, who wants to stick with that? That says that the issue of gender-based violence is an individual issue rather than one that's about equality. That can feel a lot more comfortable because that allows you to sit with the perspective of, "I am in control. Um, it happens to people over there and I can prevent that from happening to me because it's not, um, it's not a collective issue, it's an individual one." So I think there can be a lot of safety, um, in a kind of more gender-neutral approach, particularly if you are someone who is more likely to experience gender-based violence. And so I think it's not surprising that we do get that resistance.

2 The Educational Institute of Scotland, 'Still We Rise' – Transcript Episode 1 'The Malady of Misogyny'

Selma: I think that there is definitely a tendency for women's issues, including sexual harassment (not that it only happens to women but predominantly), to be pushed into a private sphere and be made to be a personal or one-off instant. And obviously as a trade union, it's essential that those voices are heard and amplified so that we collectively can organise around ending sexual harassment and violence, not just treatment as a one-off for individual issues. I really appreciate that perspective, thank you.

Dan: Often, it's the opposite of a women's issue. You know, this is really a men's issue that we're talking about now because as much as the majority of people who are survivors, victims of this, are women or gender minorities, like, the majority of the perpetration is, is coming from men and boys. So, you know, as a man I see this in a lot of spaces that I'm in, where I can actually have my voice heard and really try to shift things and that stands for the teachers as well, like, the male teaching staff.

musical interlude

Dam: Over the past, probably year and a half, we've been going to so many universities and colleges but particularly schools where young people of all those age groups are interested in, you know, talking, sometimes directly bringing up, sometimes subtly throwing hand signals out there, or sometimes just using a catchphrase that comes direct, directly from Andrew Tate and there's this question, like, of, should we be worried about that? Um, for me, I think what we've got to be worried about is the behaviours and the attitudes that come with that, and a lot of those underlying attitudes and belief structures were there before Andrew Tate, you know, put his videos together. You know, he appeals to some classic versions of masculinity where you have, um, the general accepted norm, is that that's the way to go and that there's a lot of, um, validation of young men or boys who are throwing out those ideas. You know, huge laughter when some line is said to the teacher or some line is said to the girl, which, just like, completely dismissed her credibility and validity as a person. Um, or, yeah- sort of, like, everyone looking at each other as they throw their hand signals up, to be, like, "Do you see me? I'm part of the gang." And the good news is it's not happening in all the colleges, all the schools, and certainly not all the universities, um, it's kind of quite confined. And often there's, like, a broader group of people who are pretty, pretty sceptical about Andrew Tate's credentials, especially now that he's been put in prison for, you know, charges related to trafficking and all these things that, like, objectively are for any young person not a good thing. There's lots of very sceptical young people. I believe, like, actual core worry, is that the needs that those young men have in their lives, like, the genuine insecurities, the general questions they've got, the place where they're getting their answers from is a pretty low quality place. A very low quality and very harmful place.

Laura: I'll be very honest, my initial reaction was, "Oh yeah, it's Andrew Tate this week, who was it last week and who'll it be next week?" And I really, kind of, underestimated, I

think, the scale and the impact, um, and I suppose where I ended up with it, you know, after a few months of it coming up all the time and schools really looking for support with this was, I suppose what it really signalled to me was that a lot of the work that has been happening around misogyny so far was isolating men and boys and leaving them feeling even more disenfranchised. Because I think that Andrew Tate and other, you know, similar, kind of, likeminded influencers, I think what they're doing is clever and that they're really tapping into, um, men and boys feeling like they have been excluded, feeling like they're not important, feeling like they're not getting things that they feel they deserve, and so on. And so for me that was what was alarming, was realising that perhaps a lot of the work, um, that has been done isn't engaging boys and young men in the way that we hoped it might have been.

musical interlude

Selma: What are some more constructive way to challenge these types of beliefs, attitudes, and behaviours so as to not push people further to the margins?

Dan: There's something really challenging but, like, potentially revelation powerful [sic] when you hear, like, a comment come up about Andrew Tate and again, like, challenging, not for every single time, but it's actually a take that the young people's interest in him seriously and trying to find out where it comes from. You know, to be, like, not to say that guy's, you know, the devil, let's never speak his name again, but be, like, "oh, you know, like thank you for bringing that in, it's very topical at the moment – what about it interests you? Like, where's that coming from? Like, why do you believe that?" And, for one, the 50% of the time that they're just trying to get a rise out of the teacher or out of the lecturer or out of their classmates, they won't have much of a response, but then you might actually occasionally get to that deeper conversation about, well, how do they see the world and where has that come from? And ultimately, that's the place where they're gonna change, that's the place where they're gonna shift.

Laura: Yeah, absolutely. I think the focus has to be on opening up conversations and not shutting them down, although the temptation can be, of course, to shut them down, because it's incredibly stressful and not everybody feels skilled and equipped, um, to navigate these conversations with, um, pupils and students. For me, whenever I'm doing any work with young people and challenging beliefs comes up, the formula that I like to use is, "What message do I want to get to the person who has expressed the belief or asked the question? What message do I want to get to anybody in the room who might have been affected by these issues?" I want the person who has posed the belief or attitude to maybe question it a little bit and to interrogate that for themselves and figure it out, as Dan mentioned, where does that come from? What's going on here? I want to get the message to anybody who might have been affected by these issues that it's not okay that those things can be harmful and that that can have a really difficult impact on

us, and that actually being in the room and listening to these beliefs could feel quite difficult for a lot of people. And the message I want to get about how similar beliefs and questions will be challenged as that will explore them and we'll talk about them. They're not going to be shut down, you know. You're here to learn, we're here to support your learning and we're here to help you, um understanding different systems of thought. So that's my kind of formula that I go to whenever I hear something that initially I'm overwhelmed by and I'm thinking, "how am I going to respond to this? I'm on the spot!" because it can be really, really difficult and it can also be really disarming, um, to hear an attitude or belief, particularly when it's one that affects you, you know, if you are a female teacher and it's really sexist, if you're a queer person and you're coming up against homophobia and transphobia, you know, all of these things come up, um, when we are talking about Andrew Tate. So that's my kind of cheat sheet, if you like [laughs] to help me, um, to challenge those beliefs but in such a way as to open up conversations.

Dan: Because one of the tricky things with this particular phenomenon is that it's surrounded by this idea that there's a conspiracy theory, or a conspiracy against Andrew Tate and, you know, there's false facts being thrown against him, etc. etc. So, in that context, this kind of post-truth reality we're living in, um, in that context it's hard to just win with, like, facts and debate because they're not believed. So leading people through that learning journey and opening up the space for them to reflect on why they believe things and what do they actually believe can be really powerful.

Selma: I guess, also, it's really important when we talk about gender-based violence, that we recognise that there's a time and place to do that safely and if teachers are experiencing sexual harassment or gender-based violence while at work, that is a workplace issue and they should seek support for that and not be expected to use every moment as a learning opportunity but making sure that they're also taking care of themselves in those settings.

musical interlude

Selma: Hi all, Selma here. Just a quick note to say that we recorded this in two in the summer before the Barbie film came out, and obviously how topical the conversation specifically around Andrew Tate is maybe has shifted a little since then. Still, the principles of listening and approaching from a place of curiosity when possible are very relevant. Also, we recorded this before the EIS branch survey results indicated those really concerning levels of violent and aggressive behaviours towards women teachers, so bear that in mind. Back to Laura and Dan.

musical interlude

Laura: You know, we're sort of increasingly hearing about, um, teaching staff experiencing, like, misogyny or sexism within the school, which is, you know, their workplace.

Dan: When we're running teacher trainings, a lot of what comes up there, you know, is that emotional labour that people are doing, and how heavy that is, how frustrating that is, how, like, demoralising it can be. [There are] a lot of wins, a lot of things to celebrate, a lot of passion for young people, but when you do have misogynistic attitudes very prevalent in a particular school, that adds a lot to someone's work each day. It's a lot for teachers to hold when they sit in both those positions, right? As someone who is experiencing that violence, someone who is experiencing that discrimination, and at the same time someone who's responsible for the young people around them.

Laura: You know, a lot of teachers have chosen to become teachers because they feel really passionately about their subject matter.

Dan: Yeah.

Laura: Um, the subject that they're choosing to teach. And they, you know, really want to teach young people about that subject and teachers are ordinary people that make up our society and we know that, um, so many people in our society experience gender-based violence in their personal lives and, just to kind of note, um, the impact that that can have on staff who may not have necessarily decided to become a teacher anticipating that they were gonna have to engage in, um, something that might bring up their own trauma, um, such as sexual violence, gender-based violence.

Dan: We're talking here about those misogynistic attitudes, sort of that cultural level, those things that are existing in society and so for all teaching staff, for all members of society, regardless of our gender, we can be thinking about, "Where have we just normalised this? And when are we, where are we normalising this for other people around us?"

Laura: So a question that we're often asked is, "Is misogyny becoming more mainstream or is it getting better?" Um, I suppose I wouldn't say that I have the data to hand to be able to answer that really definitively, I'm seeing so many young people organising around these issues, taking part in activism, self-organising, developing communities on, like, social media platforms and so on, to really collectively challenge misogyny, to, um, create more equality and to campaign on these issues. And I think that we really need to focus on that, particularly when we talk about social media use because I think that a lot of adults can feel really alarmed, um, by the role of social media, in regards to misogyny, and, you know, that's totally legitimate and valid, but I also think that when we start to focus on social media as a problem rather than the attitudes as the root cause, then we start to focus our attention on the wrong place. And I think that we also then miss so much good that is happening because so many young people, thinking about young survivors of gender-based violence and sexual violence too, social media is often the place where they find community, um, they start to organise, they become really active, and that can play a massive role in their recovery.

musical interlude

Selma: Hi everyone, Selma again. This seems like a really good time to bring in our other interviewee, who, at the time of recording, was at the coalface, taking forward anti-misogyny work in her school – let's hear from Hannah.

musical interlude

Hannah: My name is Hannah Lafferty, I'm a history teacher in Edinburgh, and I've just completed my probationary year at the Royal High School. I think, as a relatively new teacher, I probably didn't expect for it to be such a focus within my role, particularly this early on. So I started out working as a pupil support assistant and within that role I was working very closely with, kind of, individuals – predominantly boys, a lot of whom had additional support needs but also social, emotional, and behavioural needs. And in forming those quite close relationships and in that working environment, I became very aware of not only the gendered barriers that they faced from being boys and the way that boys are often perceived, but also the sort of flip side of that, in terms of some of the misogynistic attitudes that were being expressed potentially a little bit more candidly in my presence than maybe other teachers and things were picking up on. And so, when I came into my first placement, my student year, I was very much, you know, there to learn about teaching history but also wanted to get involved in some of the other, extracurricular work that was going on and, um, was introduced to the programme MVP, which is Mentors in Violence Prevention – for anyone listening that hasn't heard of them, they are incredible – and essentially, what that programme does, is it trains senior pupils to, kind of, mentor younger pupils in violence prevention, and then looking at violence through a gendered lens, and sort of dismantling some of the structures of patriarchy that exist. And it was a brilliant programme.

Hannah: Last week, actually, was the sessions that we held for training up the senior pupils. And we put a bit of a call out to seniors asking them to sign up, so it's S6 pupils delivering the sessions to the new S2, come August. And in the initial stages, in terms of sign-ups, we were getting what we'd expected, which was predominantly girls or non-binary people, so we weren't getting much of a male-identifying presence in signing up. And with that said, we, kind of, as a staff who were leading it, rather than just ignoring that, thought there's an opportunity here to get people involved in something that they maybe aren't really aware that is for them, and that really needs their voice. And so we reached out to some other teachers, some teachers that are, that have really good relationships with some of the boys within the school, um, to get their help to, sort of, put the word out, and it was an overwhelming success. So we ended up with 36 pupils who received the training but we had about 15 more that we didn't have the space for, which was an enormous turnout. The actual sessions were fantastic and left me feeling so, kind of, hopeful and really, really proud of the work that was going on. So, you know, the whole

programme is about giving young people the tools and opening up a discussion rather than just telling them what they should think, because that doesn't work. And what I took away from those two days was that actually, the young people in front of us are very compassionate, very intelligent, very open young people and they just got it. The number one thing that they were saying at the end of the day to me was, "It's been intense but it's been really, really educational. Like, I've learned so much and all of it is stuff that's been right in front of my face my whole life and I've never really thought of it like that." And for a 16-year-old or a 17-year-old to have that realisation is a game-changer. And it's very, very easy to see why boys feel like they're constantly being told that they're the problem, that they'll get things wrong, that, you know, that we hate men and that feminism isn't for them, and none of these messages are true but it's, that's why it's so important that we include them in the conversation. Let them know we actually do believe in them getting it right, not that we think that they're doomed to get it wrong, and that the world is awful because it's not. There are lots and lots of really frustrating and kind of daunting facts around misogyny right now, but there is also a huge amount of positive work happening, I've seen that first-hand and that's been a real game-changer in my kind of mindset. I think, towards the beginning of the year, particularly with the presence of Andrew Tate in the media, I was feeling very, sort of, disheartened and frustrated, and, like, "How is this getting worse and not better?" But actually being in a room full of young people and talking to them about it really openly and giving them the opportunity to tell me what they thought, not what they thought / thought, it dismantled so much of that, sort of, hopelessness that I had. We already know that all of us are a product of our environment and what we're really talking about is a system of patriarchy rather than just individuals. It's a problem that impacts everyone at some point, even if it's indirect, and so making sure that, that men feel empowered to be part of the solution rather than being seen as the problem, I think, is really, really important and I think there definitely needs to be more work around what that looks like and what support is in place for women and girls of other, sort of, marginalised, intersectional identities as well.

Selma: It's an especially important point about intersectionality, um, in making sure that we're responding to different needs but also different barriers and including the voices of everyone.

musical interlude

Dan: There's also this important and cross-cutting analysis, particularly looking at race. Um, that's really important in seeing how the experiences of racism, the experiences of misogyny are happening at the same time and can be magnifying each other and really complicating this question and bringing so many people, so many people, so many more people into this conversation of how do we fix this, and how do we fix this deeply in our society and deeply in our schools.

Laura: And, um, I suppose in my role, I lead on a whole-school approach through preventing gender-based violence and quite often what I see is that schools are addressing equalities issues separately, so there's maybe the idea that, you know, over here we're LGBT work, over here we're doing anti-racism work, and over here we're doing the gender equality work, and it being really important for schools to understand that all of these issues intersect – they're all connected, you know, they all have the same, um, they're all rooted in systems of oppression that work together and what that will mean is that you do more justice for the people in your school who sit at the intersection of different identities, whose personal lives and lived experience can't be separated into those, um, different zones.

Dan: Having those conversations and really recognising the huge diversity of boys' experiences within the same, you know, these same narratives that are leading to the misogyny, it's a really, really important thing to do, um, especially if you're trying to hold a conversation with, like, either a group of boys or a mixed-gender space, yeah, we've gotta recognise that those young people that have got really different entry points into the very same conversation.

Laura: And that totally speaks, I think, to the need to expand how we're talking about gender equality in schools. I think that over the last ten years, I think the default has been to talk about gender stereotypes, um, as the sort of cause of gender-based violence and so that's where we focus our attention. We need to be mindful, I think, that quite often when we're asking students to come up with, "What are the gender stereotypes for women? What are the gender stereotypes for men?" actually what we're asking them is, you know, "What are the stereotypes for white women? What are the stereotypes for white men?"

Dan: Yeah.

Laura: Because a lot of the stereotypes, you know, about, um, you know, women maybe being more, like, dainty or passive or in need of care, or soft and caring, like, those aren't stereotypes that have necessarily been afforded to black women, for example. I think it's also thinking about, "How are we talking about gender, gender equality, and gender-based violence?" and who are we actually talking about if the foundations of our analysis is those gender stereotypes that are often, um, racialised and more geared up towards white people's experiences. So there's real space, I think, to take a lot from, um, the anti-racist work that's been led by black people and people of colour, um, and build that into what we're doing with gender.

musical interlude

Laura: Yeah, so, at the moment, I lead on a whole-school approach that's available to all secondary schools in Scotland – it's called Equally Safe at School. And really, what it's about is having something that is consistent, holistic, and thorough, and something that
9 The Educational Institute of Scotland, 'Still We Rise' – Transcript Episode 1 'The Malady of Misogyny'

really embeds messaging about gender-based violence prevention and response into all elements of a school's system and infrastructure. So, for example, quite often in schools, when they want to address issues like misogyny and gender-based violence, they'll do workshops with young people, so it's, kind of, focus on young people's attitudinal change. And that's a really crucial piece of the puzzle, absolutely, but sometimes schools, when they don't have a whole-school approach, they're not necessarily prepared to navigate what follows. So for us, I suppose, if I take the example of a young person who's just been in an amazing workshop about consent – and I'll follow through what that looks like, it'll explain that whole school picture: A young person has just had an amazing consent workshop and as a result of that workshop, they realise that they've had an experience of sexual violence and it was such a good workshop that they feel confident disclosing that to somebody and accessing a bit of help. They find a teacher and they disclose that to the teacher. But if that teacher doesn't have the appropriate training to be able to identify what that young person is saying is sexual violence, then that disclosure may not go too well. That young person might not get the response that they need and deserve. Similarly, if a school doesn't have appropriate policies and procedures in place for that teacher to follow, then that teacher is completely unsupported as to follow up, um, with that disclosure. And again, therefore, the young person is let down. All staff are trained to understand what gender-based violence is, how it affects young people, what they can do within their role to meet the needs of young people and to help prevent, um, gender-based violence. We show them how it can be built into the curriculum, so making sure that messages about gender equality are built into every subject area, not just the personal, social education classroom. So it's really thinking about engaging with every element of a school system, not just the pupil education piece, um, and that, for me, is, something that's a real, like, holistic, whole-school approach.

musical interlude

Selma: Selma here. The importance of a whole-school approach also came up towards the end of my conversation with Hannah. We're hear the rest of that interview just now.

musical interlude

Hannah: I think the essence and the importance of it being a whole-school or whole-institution approach is really, really important and that's one of the reasons that we have brought in Equally Safe at School. And having done that, one of the very first steps with that is carrying out whole-staff surveys, which is really just to sort of take a pulse, like, of the school, of the culture, of people's, sort of, understanding of gender equality and gender-based violence, but also their comfort level in tackling that. Very few really feel like they understand how to deal with these issues, particularly in the moment. So I think coming to this with a whole-school approach is really important so that, one, we're all on the same page in sending a really, really clear message to staff and to young people about

what is and isn't okay, but also what kind of standards we're setting and how to talk about issues that might be challenging because lots of people get things wrong by accident as well. But also to kind of create a support network for staff that are for want of a better way of putting it, are being asked to deal with something that, for a lot of people, is well outside of their comfort zone or their skill set or what they ever expected to do when signing up to teach, and having the support of knowing that everybody is on the same page – as a 28-year-old, it's not been a huge amount of time since I've been in school, although it feels like it, um, and there are still lots and lots of things that as I'm going through this process and working more in this area, that I'm, kind of, critically looking at and understanding and starting to question. I think, wherever you're sitting at within that journey, if you take anything away from this, it's that there is a huge amount of support out there and that there are organisations and resources that are there to help. Nobody has all of the answers and none of us figured this out in a day, obviously. So use those organisations and resources, and look into Equally Safe at School and MVP and Beyond Equality if you haven't already. Um, the Bold Voices website is a great resource as well, where they have, sort of, online guides about how to talk to young people about Andrew Tate. Even if it's just that one thing that you think, "I keep hearing this name and I don't know enough about it to say anything so I won't say anything at all." Just taking that 10 minutes to look into something that might empower you to have a conversation could be the start of, of making a bit of a positive change, even if it's something you don't feel like impacts you, I promise you that there are people within the school that are facing it and are dealing with it and knowing that you want to be involved in it, you want to be part of that solution, could be a massive game-changer.

Selma: Even the ones who are really, you know, seasoned teachers who've been working for 40 years, there can be a moment of, of sexual harassment that throws you and it does, I think, put people, when you're there in a professional capacity, to experience sexual harassment at work is really a very complicated thing, because to hold onto your professionalism, um, I think a lot of people often don't report or don't raise it because it's almost, like, highlighting the fact that they are, you know, that they can also be victims of sexual harassment, as if that undermines their professionalism in some way.

Hannah: I think lastly, but potentially most importantly, uh, just to touch on what you said, is look after yourself, and, it's a cliché, but you can't pour from an empty cup.

Selma: Brilliant words of encouragement for other members who might be at the start of their journey or in the middle of their journey or feeling a bit of a hopelessness that this time. It can be really overwhelming so definitely join up with colleagues, um, take care of yourselves, and go and do amazing work. And solidarity to you, Hannah, and the brilliant work that you're doing at the moment.

Hannah: Thank you so much!

musical interlude

Selma: Teachers and lecturers like Hannah are already doing fantastic work with their colleagues, pupils, and wider school communities to tackle misogyny in all its forms, often with very limited resources while carrying immense workloads far beyond their contracted hours. It's essential that staff are well supported if we are to be successful in driving change. Back to Laura and Dan.

musical interlude

Laura: I think, just thinking about that word, 'supportive,' I think something that's so, so important that we recognise is that in order for a whole-school approach to be supportive, it has to be feasible and staff have to be given the capacity to undertake that piece of work. I think that at the moment we're really working in a context where teachers feel like they're being asked to fix every ill of society but with no extra capacity or time to do so. And I think it's really, really important when the subject matter is something that can feel as heavy and intensive as gender-based violence. We know that equalities work is never gonna be a quick fix. When it's a tick box, it doesn't work, so it does have to be thorough and that does mean it's gonna involve work and staff have to be given the capacity in order to do that if it's going to work. Because if staff don't have the capacity, work isn't going to be able to be done in a meaningful way and the impact, um, on the, um, whole school community isn't going to be realised.

Selma: Thanks, both – that was really, really interesting to hear from you and thanks for also bringing in that perspective of teachers and lecturers needing time and proper resourcing and professional learning to engage meaningfully, um, in, in solutions to tackle misogyny in schools, colleges, and universities, that is so, so, um, important – obviously, a really significant trade union issue. So thank you for bringing that into the conversation as well. Um, I'm wondering, before we finish off, is there's anything else that you would like to share?

Dan: If you are a lecturer at a university or college or school, you know, a teacher, and you're interested in maybe how you can bring men and boys into those conversations about tackling misogyny and actually make them a proactive part, please do reach out to our organisation, the website is www.beyondequality.org, and there you'll find there's some things like toolkits that you can maybe use some ideas about what you can do, you can invite our team in to train you, you can get our team in to work directly with men and boys.

Laura: Yeah, I would also just sort of acknowledge that this podcast has sort of spoken quite extensively about issues that affect a lot of people, um, and I would just, I guess, like to signpost to the Rape Crisis Scotland helpline and the, um, Scottish Domestic Abuse and Forced Marriage helpline too. Um, the Rape Crisis Scotland helpline is very much a place that, um, professionals can get a bit of support if you are supporting pupils
12 The Educational Institute of Scotland, 'Still We Rise' – Transcript Episode 1 'The Malady of Misogyny'

or students who are affected by gender-based violence or misogyny and that's having an impact on you as well as a space for you to seek support about anything that you might be experiencing yourself. Um, the Rape Crisis Scotland helpline is open every night from 5pm until midnight and you can contact it by live chat, text, email, or phone and the Scottish Domestic Abuse and Forced Marriage helpline is open 24/7.

Selma: Thanks so much for sharing that, Laura. Yeah, really important to also remember to take of ourselves when we're having these conversations and to recognise that people have different and personal experiences. Um, the links to those helplines will be within the notes of the podcast. Okay, so it just remains for me to say thank you so much for joining us. Great to hear from you, Laura and Dan. Thank you.

Dan: Thank you.

Laura; Thanks so much.

musical interlude

Selma: That's all for this time. Thanks to everyone who listened in. Again, a big thanks to Hannah, Dan, and Laura for their brilliant contributions and to everyone at the EIS for their help with editing this podcast. You'll find resources and more information in the show notes. 'til next time, this is Still We Rise.