

EQUALIST EUROPE

ERASMUS+

CALL 2021 ROUND 1

K2 KA220 SCH

COOPERATION PARTNERSHIP IN SCHOOL EDUCATION

EQUALITY IN EDUCATION

Manual for teachers

2022

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THE PURPOSE OF THE MANUAL

1. Why? 2. Who? 3. What? 4. What for? 5. How?

1. WHY (the aims and objectives of the training)

Overall objectives:

- Awareness (for gender equality in schools and education)
- Knowledge (about basic ideas of gender equality in society and education)
- Skills (in analyzing education processes and educational content from a gender perspective)
- Behavior (changes in the way of working in schools with gender mixed pupils).

2. WHO (the participants)

- The learning group, consisting of the project coordinator and the partner members
- The trainers from „GDU“ and project coordinator

3. WHAT (content):

- Four modules on gender equality (1.Equality; 2.Gender Sensitization; 3.Gender mainstreaming; 4 Gender equality in Education, School, and Classroom)

4. WHAT FOR (learning-needs)

To achieve **specific objectives** for the training:

- participants to receive practical training on gender equality
- to increase participant`s communication and interaction with European colleagues
- to establish a cooperation bond between teachers
- to expand participant`s experience and vision

5. HOW (training and learning methods):

- Informative (presentation, factual quiz)
- Investigative (research, survey)
- Analysis (case study, project analysis)
- Planning (action plans, future planning)
- Discussion

Chapter 1

EQUALITY

I.1 Equality: Social and Gender equality (basics)

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I.1.2. Equality features

I.1.3. Types of Equality

I.1.4. Promoting Equality

I.1.5. Promoting equality in schools (standards)

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I.2.3. Promoting Equity

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I.3.4. Gender equality in Education

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I.4.1. Gender equality in International organizations and documents

I.4.2. Gender equality and EU

I.4.D. Exercise

I.1 Equality: Social and Gender equality (basics)

I.1.1. Equality: definitions and Meaning

- The right of different groups of people to have a similar social position and receive the same treatment.
- The condition of being equal, especially having the same political, social, and economic rights
- “The Right to Equality proper is a right of equal satisfaction of basic human needs, including the need to develop and use capacities which are specifically human.” - D.D Raphall
- “Equality means that no man shall be so placed in a society that he can over-reach his neighbor to the extent which constitutes a denial of latter’s citizenship.” -Laski
- “Equality means equal rights for all the people and the abolition of all special rights and privileges”. -Barker
- Social equality has a historical background and theoretical framework in which we will set our discussion on gender equality
- All Men are born natural and free
- The French Declaration of Rights categorically stated “Men are born and always continue to be free and equal in respect of their rights”
- Social equality is a state of affairs in which all individuals within a specific society have equal rights, liberties, and status, possibly including civil rights, freedom of expression, autonomy, and equal access to certain public goods and social services
- To advocate for social equality means to believe in equality before the law for all individuals regardless of sex, gender, ethnicity, age, sexual orientation, origin, caste or class, income or property, language, religion, convictions, opinions, health, disability or species

I.1.2. Equality features

- Equality does not stand for absolute equality. It accepts the presence of some natural inequalities.
- Equality stands for the absence of all unnatural man-made inequalities and specially privileged classes in the society.

- Equality postulates the grant and guarantee of equal rights and freedoms to all people.
- Equality implies a system of equal and adequate opportunities for all the people in society.
- Equality means equal satisfaction of the basic needs of all persons before the special needs, and luxuries of some persons may be met.
- Equality advocates an equitable and fair distribution of wealth and resources i.e. Minimum possible gap between the rich and poor.
- Equality accepts the principle of protective discrimination for helping the weaker sections of society. In the Indian political system, the right to equality has been given to all and yet there stands incorporated provisions for granting special protection facilities and reservations to persons belonging to Scheduled Castes, Scheduled Tribes Other Backward Classes, minorities, women, and children.

In conclusion:

Equality stands for 3 Basic Features:

- Absence of special privileges in society
- Presence of adequate and equal opportunities for development for all
- Equal satisfaction of basic needs of all

Equality means the absence of all unnatural and unjust inequalities

In society there are present two types of inequalities:

- (1) Natural inequalities, and
- (2) Man-made unnatural inequalities

1.1.3. Types of Equality

1. Natural Equality:

Despite the fact that men differ in respect of their physical features, psychological traits, mental abilities and capacities, all humans are to be treated as equal humans. All are to be considered worthy of enjoying all human rights and freedoms

2. Social Equality:

It stands for equal rights and opportunities for development for all classes of people without any discrimination.

Specifically, it stands for:

- (i) Absence of special privileges for any class or caste or religions group or an ethnic group;
- (ii) Prohibition of discrimination against any one on the basis of caste, colour, creed, religion, sex and place of birth;
- (iii) Free access to public places for all the people, i.e. no social segregation; and
- (iv) Equality of opportunity for all people. It however accepts the concept of protective discrimination in favour of all weaker sections of society
- (v) A modern central theme of social equality is to end gender inequality, to ensure equal status and opportunities to the women and to ensure equal rights of male and female children to live and develop

3. Civil Equality:

It stands for the grant of equal rights and freedoms to all the people and social groups. All the people are to be treated equal before Law.

4. Political Equality:

It stands for equal opportunities for participation of all in the political process. This involves the concept of grant of equal political rights for all the citizens with some uniform qualifications for everyone.

5. Economic Equality:

Economic equality does not mean equal treatment or equal reward or equal wages for all. It stands for fair and adequate opportunities to all for work and for earning of their livelihoods. It also means that primary needs of all should be met before the special needs of few are satisfied. The gap between rich and poor should be minimum. There should be equitable distribution of wealth and resources in the society.

6. Legal Equality:

Legal Equality stands for equality before law, equal subjection of all to the same legal code and equal opportunity for all to secure legal protection of their rights and freedom. There should rule of law and laws must be equally binding foe all. In every society equality must be ensured in all these forms.

7. Gender Equality:

Finally, Gender equality means that men and women have equal power and equal opportunities for financial independence, education, and personal development. The

overall objective of gender equality is a society in which women and men enjoy the same opportunities, rights and obligations in all spheres of life.

I.1.4. Promoting Equality

There are several ways of promoting equality in general:

Formal Equality

Most of the modern states and democratic governments have incorporated in their constitution the principle of equality

Differential treatment

It is necessary sometime to treat people differently in order to ensure that they can enjoy equal rights

Affirmative action (Positive discrimination)

Affirmative Action is a policy or program providing advantage for people of a minority group who are seen to have traditionally been discriminated against, with the aim of creating a more egalitarian society through preferential access to education, employment, health care, social welfare, etc.

I.1.5. Promoting equality in schools (standards)

Talking about equality in school and education, there are also several good ways of ***Promoting Equality in Education:***

- Ensuring individuals are treated fairly and equally, no matter their race, gender, age, disability, religion or sexual orientation
- Make sure that students are at least getting the same base level of attention, resources, and opportunities
- On a legislative level, representatives must promote equality in education by ensuring that all schools get the same level of funding, the same amount of materials, and the same quality of instruction and facilities
- Recognizing and respecting differences to create an-inclusive atmosphere and diverse-sensitive education
- Prohibition of discrimination in educational institutions based on race, gender, age, disability, religion or sexual orientation

- Effective measures for fostering equality and prevention of inequality
- Authorities, education providers and other communities offering education or training must promote equality in a purposeful and planned manner in all their activities
- Ensuring Equality-sensitive environment (trained staff, textbooks, diverse resources...)
- Embedded Equality throughout curriculums
- Developing an ethos that values and respects all people
- Actively promoting the equality of opportunity
- Preparing all pupils for life inside a diverse society
- Fostering good relations amongst both the school community and the wider communities with which you work
- Eliminating all forms of unfair discrimination, harassment, and other oppressive behaviour, using the School Disciplinary Procedures when appropriate
- Delivering diversity and equality through school policies, practice, and procedures
- Using all available resources to eliminate barriers which could discourage or limit access to school activities and provision
- Taking positive action to offer support and encouragement to groups and individuals whose progress could be limited by cultural expectations and stereotypes
- Monitoring the implementation of equality and diversity throughout the school
- Setting targets for improvement and evaluating the impact of equality and diversity action on achieving the goals of the school
- Challenging negative attitudes amongst students
- Avoiding stereotypes in curricular resources and examples
- Setting clear rules regarding how people treat each other
- Treating all students and staff equally and fairly
- Creating an all-inclusive environment for students and staff
- Actively using resources that have multicultural themes

- Working to promote multiculturalism in lessons
- Creating lessons that reflect and promote diversity in the classroom
- Making sure that all students have equal access to participation and opportunities
- Using a variety of assessment methods
- Using a range of teaching methods
- Ensuring that all procedures and policies are non-discriminatory
- Making sure that classroom materials never discriminate against anyone and are accessible to all even if this means adapting to audio, large print, or video

1.1.A. Exercise

WHY ?	BECAUSE
1. WHY EQUALITY ?	

I.2. Equity for Equality

I.2.1. Equity: definitions and meaning

- The term “equity” refers to fairness and justice and is distinguished from equality: Whereas equality means providing the same to all, equity means recognizing that we do not all start from the same place and must acknowledge and make adjustments to imbalances. The process is ongoing, requiring us to identify and overcome intentional and unintentional barriers arising from bias or systemic structures
- Equity theory stems from Social Exchange Theory. Equity theory focuses on determining whether the distribution of resources is fair to both relational partners
- Equity theory focuses on determining whether the distribution of resources is fair to both relational partners. Equity is measured by comparing the ratio of contributions (or costs) and benefits (or rewards) for each person
- Considered one of the justice theories, equity theory was first developed in the 1960s by J. Stacy Adams, a workplace and behavioral psychologist, who asserted that employees seek to maintain equity between the inputs that they bring to a job and the outcomes that they receive from it against the perceived inputs and outcomes of others
- Gender equity is the process of being fair to both women and men. To ensure fairness, specific measures often need to be put into place (called a “gender intervention” or “affirmative action”) to compensate for historical, social, political or economic disadvantages that prevent women and other vulnerable groups from operating on an equal footing.

I.2.2. Equity vs. Equality

In equality approach, people are treated equally but may be unfairly.	In equitable approach, people are treated fairly but differently.
Equality does not focus on social and racial justice. Rather, it creates systemic barrier for social inclusion and social security.	Equity focuses and stresses on social justice, racial justice, social inclusion and social change.
Equality is measurable. It does not vary and neither matter whoever looks at it.	Equity is subjective. It differs from situation to situation and from person to person.
Equality does not give enough value to individual differences and diversity.	Equity respects individual differences and diversity.
Equality justifies things on the basis of quantity.	Equity justifies things on the basis of quality.
It is not concerned with the differences or gap between two or more groups or race.	It identifies the differences and tries to reduce the gap between the groups or race.
Equality can be achieved through equity.	Equity cannot be achieved through equality.
No such analysis is needed is needed to practice equality approach.	Proper analysis of the existing situation is needed to practice equity approach.

Equality principle can only work if everyone starts from the same place.	Equity principle works even if people do not start from the same point.
Principle of equality is usually practiced by most of the private organizations and agencies.	Principle of equity is mainly prioritized by the government in its public policy and guiding documents.
While following the principle of equality, there is no differentiated instruction for people of different race, gender or group.	While following the principle of equity, different instruction and action is taken for people of different race, gender or group.
Equality practitioners believe in equal resource allocation and thus does not look anyone differently.	Equity practitioners believe in equitable resource allocation and thus looks everyone differently.
Inequality does not always undermine social justice and fairness. However, it might compromise with the actual need of the people/society.	Lack of equity i.e. inequity undermines social justice and fairness.
Inequality is better than inequity.	Inequity is worse to equality.

I.2.3. Promoting Equity

Promoting Equity in Education:

- Engage Community Members
- Actively involve those who will be most affected by the laws and policies you are working to change
- Build Capacity. Assess your community's needs first
- Understand the Roots of the Problem
- Align Action to Solve Core Community Problems

Promoting Equity in Schools:

- Addressing systemic issues
- Addressing the role of leadership and administration
- Removing barriers in the school environment
- Addressing the role of technology
- Regular reassessment of student performance

Promoting Equity in Classroom:

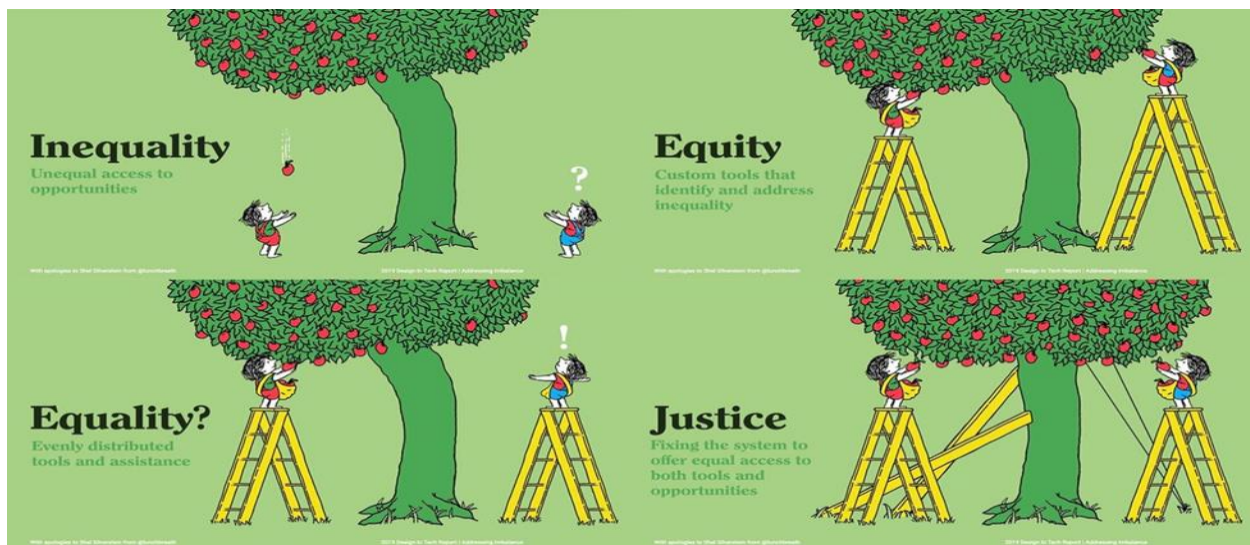
- Recognize that all students have different needs
- Pay attention to your mindset and be aware of any biases you may have
- Create a community of trust where students from all backgrounds and identities feel safe to speak up
- Promote diversity in your curriculum, not just literature or social studies classes, but science and math too
- Use visuals to promote diversity in the classroom
- Utilize student voice in curriculum planning and use different perspectives
- Have diverse materials in the classroom and diverse books on your shelves

I.2.4. From Equity to Equality

- Creating opportunities for underprivileged and underserved students so they are able to overcome disadvantages and find success
- Giving everyone the chance to learn in the way that best supports their learning style
- Helping students become more engaged in what they're learning by ensuring they see people who are their same race, gender, ethnicity, etc. in their learning
- Granting students more access to the resources that can bolster their education
- Strengthening the connection between a student's family and their teacher, fostering a more enriching educational environment at home

- Guiding students to succeed in their educational careers, and beyond
- Closing the opportunity and achievement gap by making students equal
- Improving a school district's performance in metrics such as standardized testing
- Impacting the community in positive ways, such as reducing crime rates and increasing property value
- Creating an overall economic benefit by preparing students to become contributors to society, and saving money on public assistance

I.2.B. Exercise (Discuss the illustration with your students):



I.2.B. Exercise (Give an example from your personal classroom experience when you used one of these practices)

Four Practices to Promote Equity in the Classroom

(<https://www.northeastern.edu/graduate/blog/equity-in-the-classroom/>)

1. Promoting the Act of "Calling In"

This method of promoting equity in the classroom is derived from the idea that teachers must always be listening for and identifying moments of bias, oppression, and other subconscious, identity-based assumptions and ideas that students bring up in the classroom.

2. Communicating Classroom Standards

It is an educator's responsibility to set the standards for the way a classroom will run, which must be done both very clearly and very early on in the learning process. In order to promote equity in the classroom, there are a few very specific and significant standards educators should aim to set.

3. Setting the Tone for Learning

Whereas setting classroom standards is about developing how students will react and engage with discussions in the classroom, setting the tone for learning is about starting students off with activities, exercises, readings, and discussion questions that bridge these difficult topics right from the start.

4. Analyzing the Unique Makeup of Each Class

While the previous three practices can be applied to any group of students, it's important that educators take the time to consider the backgrounds, identities, and experiences that students in each unique class may bring to the table.

I.3. Gender and Gender Equality

I.3.1. Gender: definitions and meaning

- Different terms are regularly used in theories of sexuality and gender, for example sex, gender, gender identity, gender expressions, gender roles, sexual orientation. It is important to be clear about the meanings of such terms
 - Gender refers to the characteristics of women, men, girls and boys that are socially constructed. This includes norms, behaviors and roles associated with being a woman, man, girl or boy, as well as relationships with each other. As a social construct, gender varies from society to society and can change over time
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World Health Organization

(https://www.who.int/health-topics/gender#tab=tab_1)

The **World Health Organization** summarizes the difference between sex and gender in the following way:

Sex refers to “the different biological and physiological characteristics of males and females, such as reproductive organs, chromosomes, hormones, etc.”

Gender refers to "the socially constructed characteristics of women and men – such as norms, roles and relationships of and between groups of women and men. It varies from society to society and can be changed. The concept of gender includes five important elements: relational, hierarchical, historical, contextual and institutional. While most people are born either male or female, they are taught appropriate norms and behaviours – including how they should interact with others of the same or opposite sex within households, communities and work places. When individuals or groups do not “fit” established gender norms they often face stigma, discriminatory practices or social exclusion – all of which adversely affect health

- Gender is the range of characteristics pertaining to femininity and masculinity and differentiating between them. Depending on the context, this may include sex-based social structures (i.e. gender roles) and gender identity. Most cultures use a gender binary, in which gender is divided into two categories, and people are considered part of one or the other (boys/men and girls/women); those who exist outside these groups may fall under the umbrella term non-binary.
- There are many different gender identities, including: **male, female, transgender, gender neutral, non-binary, agender, pangender, genderqueer, two-spirit, third gender**, and all, none or a combination of these.

- Sex is the anatomical classification of people as male, female or intersex, usually assigned at birth. Gender identity is each person's internal and individual experience of gender. It is a person's sense of being a woman, a man, both, neither, or anywhere along the gender spectrum.
 - Gender is an area that cuts across thinking about society, law, politics and culture, and it is frequently discussed in relation to other aspects of identity and social position, such as class, ethnicity, age and physical ability.
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Council of Europe

(<https://www.coe.int/en/web/gender-matters/sex-and-gender>)

Sex refers to biological differences between males and females (e.g. gonads, sexual organs, chromosomes, hormones).

Sex is usually assigned at birth (there are examples when it is assigned later, when sex characteristics do not clearly indicate the sex of the baby, for example in the case of 'intersex' people).

Sex can be changed: in the case of transsexual people, who are born with the sex characteristics of one sex and gender identity of the other, sex reassignment surgeries are performed. This includes a change of sex organs and the administration of hormones.

The Council of Europe Convention on preventing and combating violence against women and domestic violence is the first international human rights document that contains a definition of gender. In Article 3, gender is defined as "socially constructed roles, behaviours, activities and attributes that a given society considers appropriate for women and men

The European Institute for Gender Equality, an autonomous body of the European Union, provides very extensive definitions of sex and gender:

"Sex refers to the biological and physiological characteristics that define humans as female or male. These sets of biological characteristics are not mutually exclusive, as there are individuals who possess both, but these characteristics tend to differentiate humans as females or males."

"Gender refers to the social attributes and opportunities associated with being female and male and to the relationships between women and men and girls and boys, as well as to the relations between women and those between men. These attributes, opportunities and relationships are socially constructed and are learned through socialisation processes. They are context- and time-specific, and changeable. Gender determines what is expected, allowed and valued in a woman or a man in a given context. In most societies, there are differences and inequalities between women and men in responsibilities assigned, activities undertaken, access to and control over resources, as well as decision-making opportunities. Gender is part of the broader sociocultural

context. Other important criteria for sociocultural analysis include class, race, poverty level, ethnic group and age

Gender is a social, psychological and cultural construct and it is developed in the process of socialization. Different societies and cultures may therefore have different understandings of what is 'masculine' or 'feminine'. Societies create norms and expectations related to gender, and these are learned in the course of people's lives - including in the family, at school, through the media. All of these influences impose certain roles and patterns of behavior on everyone within society. Gender norms - often limited to notions of masculinity and femininity - change over time, but are usually based on a heteronormative order which stipulates that there are two sexes (genders) and they are attracted to each other. People who do not appear to fall under this binary notion of gender often suffer from exclusion, discrimination and violence.

Gender is both an analytical category - a way of thinking about how identities are constructed - and a political idea which addresses the distribution of power in society.

Gender norms are learned and internalized by all members of society.

Gender norms vary across different cultures and over time.

Traditional gender norms are hierarchical: they presuppose an unequal power structure related to gender that disadvantages mostly women.

Gender is not necessarily defined by biological sex: a person's gender may or may not correspond to their biological sex. Gender is more about identity and how we feel about ourselves. People may self-identify as male, female, transgender, other or none (indeterminate/unspecified). People that do not identify as male or female are often grouped under the umbrella terms 'non-binary' or 'genderqueer', but the range of gender identifications is in reality unlimited.

Gender is deeply personal to every individual: some people recognize their gender identity early in childhood, and some only later on.

Gender intersects with other categories, such as class, skin color, ethnicity, religion or disability. Read more about intersectionality.

Gender is something we express (gender expression), sometimes intentionally, and sometimes without thinking. We communicate our gender in a number of ways, for example by the way we dress, the way we move, our hair style, and the way we interact with other

- Feminism is said to be the movement to end women's oppression. One possible way to understand 'woman' in this claim is to take it as a sex term: 'woman' picks out human females and being a human female depends on various biological and anatomical features (like genitalia). Historically many feminists have understood 'woman' differently: not as a sex term, but as a gender term that depends on social and cultural factors (like social position). In so doing, they distinguished sex (being

female or male) from gender (being a woman or a man), although most ordinary language users appear to treat the two interchangeably.

- There are some languages which do not have a word for 'gender'. In such cases, the word 'sex' is normally used, and in order to distinguish between sex and gender, different terms may be employed, for example 'biological sex' may be used to refer to 'sex', and 'cultural and social sex' may be used to refer to 'gender'

1.3.3. Gender Equality

- Gender equality is when people of all genders have equal rights, responsibilities and opportunities
 - Gender equality is achieved when women, men, girls and boys have equal rights, conditions and opportunities, and the power to shape their own lives and contribute to the development of society
 - Gender equality is not only a fundamental human right, but a necessary foundation for a peaceful, prosperous and sustainable world (UN sustainable development goals, Goal No. 5)
 - Gender Equality was made part of international human rights law by the Universal Declaration of Human Rights, which was adopted by the UN General Assembly on 10 December 1948
 - Gender is of key importance in defining the power, privilege and possibilities that some people have and some people do not have in a given society
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Gender issues

Gender issues include all aspects and concerns related to women's and men's lives and situation in society, to the way they interrelate, their differences in access to and use of resources, their activities, and how they react to changes, interventions and policies.

Unequal pay (Underpayments of the women)

Sexual harassment

Violence against women and girls

Gender stereotypes and sexism

Underrepresentation in politics and decision-making positions

Women are promoted less often than men

Migrant and refugee women and girls

Trafficking

Unequal Access of Women to Justice

Reproductive and sexual health and rights

1.3.2. Gender-equal society and benefits of Gender equality for society

- A "gender-equal society" is a society in which both men and women shall be given equal opportunities to participate voluntarily in activities at all levels as equal partners and shall be able to enjoy political, economic, social and cultural benefits as well as to take responsibilities equally.
 - Gender is of key importance in defining the power, privilege and possibilities that some people have and some people do not have in a given society. It affects progress towards equality and freedom from discrimination.
 - Gender roles are influenced by the media, family, environment, and society. A child's understanding of gender roles impacts how they socialize with their peers and form relationships.
 - Gender socialization occurs through four major agents of socialization: family, schools, peer groups, and mass media. Each agent reinforces gender roles by creating and maintaining normative expectations for gender-specific behavior. Exposure also occurs through secondary agents such as religion and the workplace.
 - Gender is thus "socially constructed" in the sense that, unlike biological sex, gender is a product of society. If society determines what is masculine or feminine, then society can change what is considered masculine, feminine, or anything in between
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Five objectives for gender-equal society

1. The establishment of human rights: A gender-equal society is a graceful society that respects the individual, and is based on the idea of establishing human rights.
2. The maturation of democracy by participating in the policy decision-making process: The fundamental principle of democracy is that members of society equally participate in the policy decision-making process and enjoy the benefits equally therefrom.
3. Greater and deeper awareness of gender-sensitive perspective: When constructing and operating social systems, it is always necessary to analyze how they would affect men and women in practice. Without the existence of social systems and frameworks expressly

stipulating against sexual discrimination, the mere existence of written provisions for equality between men and women would be insufficient for achieving that in practice.

4. The creation of new values: The significance of women's participation in social activities is not merely limited to the utilization of women's labor. Various individuals shall take part in all sorts of social activities, in order to create new values that would guide us to an affluent 21st century.

5. Contribution to the global community: Although political, economic, social and cultural conditions vary among different countries, problems concerning women are common in many aspects. It is a matter of course for countries to tackle problems together so as to achieve UN's goals of "equality, development and peace" set out in 1975, the International Women's Year.

Benefits of Gender equality

- Unequal societies are less cohesive. They have higher rates of anti-social behaviour and violence. Countries with greater gender equality are more connected. Their people are healthier and have better wellbeing
- Gender is of key importance in defining the power, privilege and possibilities that some people have and some people do not have in a given society. It affects progress towards equality and freedom from discrimination
- When practiced effectively in work-places, there will be increased human resources which help to boost the country's economic status. Thus, it is important that both genders are accorded equal rights, priorities and opportunities. This is only possible by ensuring female employment levels in all the economic sectors matches that of men such that there is joint power to spearhead economic growth. Gender equality is very important in workplaces. Both men and women should have the same opportunities and receive equal remuneration for work done. To help address this, employers should look towards evening the odds when they seek out their human resources Gender balance will ensure effective decision-making.
- Giving equal chances to both genders to voice their opinions without being discriminated upon. This will make it easier to get varied options which can be discussed and help in achievements of objectives. Both genders should have a voice in the decision-making process in the communities to enhance peace and unity.
- Gender balance will ensure effective planning in families and communities. Women like men need to have a voice in the family. This can be achieved by allowing both genders equal rights to have a say in the family businesses, issues ,land ownership. A good example being making decisions on family planning

methods. Women understand their bodies better and know which strategy of birth control best works for them.

- Gender balance will aid immensely in the fight against the feminization of poverty (the widening gap between women and men caught in a sequence of economic deprivation and scarcity). Ensuring this stereotype is scraped off by granting women rights to land and business ownership in the communities equally. Sustainable development relies on ending discrimination toward women and providing more opportunities for education and employment
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1.3.3. Gender equality in Education

When we talk about gender equality in education, we got to have in mind that there are two dimensions of *Gender Equality in Education*:

- The first dimension concerns the **opportunities** offered by the education and school system for both genders and gender identities. This concerns legislative, infrastructures, policies, practices, and how school life is structured
- The second dimension of gender equality in education concerns the **content of education** (curriculum, textbooks). This concerns the what students learn, and how that learning material shapes their gender identities.

These dimensions should provide:

- **Equality of Access** means that girls and boys are offered equitable opportunities to gain admission to formal, nonformal, or alternative approaches to basic education. Actual attendance, rather than enrollment, is a better indicator of whether access has been achieved
- **Equality in the Learning Process** means that girls and boys receive equitable treatment and attention and have equal opportunities to learn. This means that girls and boys are exposed to the same curricula, although the coursework may be taught differently to accommodate the different learning styles of girls and boys. Equality in the learning process also means that all learners should be exposed to teaching methods and materials that are free of stereotypes and gender bias. In addition, it means that boys and girls should have the freedom to learn, explore, and develop skills in all academic and extracurricular offerings
- **Equality of Educational Outcomes** means that girls and boys enjoy equal opportunities to achieve and outcomes are based on their individual talents and efforts. To ensure fair chances for achievement, the length of school careers, academic qualifications, and diplomas should not differ based on a person's sex

- **Equality of External Results** occurs when the status of men and women, their access to goods and resources, and their ability to contribute to, participate in, and benefit from economic, social, cultural, and political activities are equal. This implies that career opportunities, the time needed to secure employment after leaving full-time education, and the earnings of men and women with similar qualifications and experience are equal

The goal is *gender-equitable education systems*:

Gender-equitable education systems means that boys and girls will have equal opportunities in educational system to realize their full human rights and contribute to and benefit from economic, social, cultural, and political development

Gender-equitable education systems can contribute to reductions in school-related gender-based violence and harmful practices, including child marriage and female genital mutilation. Gender-equitable education systems help keep both girls and boys in school, building prosperity for entire countries

Gender equality through education should lead to **gender socialization**. *Gender Socialization* (The Social Construction of Gender)

- In 2007, the United Nations Children's Fund (UNICEF) defined gender socialization as "The process by which people learn to behave in a certain way, as dictated by societal beliefs, values, attitudes and examples
- Gender socialization is the process by which we learn our culture's gender-related rules, norms, and expectations. The most common agents of gender socialization – in other words, the people who influence the process – are parents, teachers, schools, and the media. Through gender socialization, children begin to develop their own beliefs about gender and ultimately form their own gender identity
- There are at least 4 social agents that may affect our gender:
 - Parents
 - Peers
 - Teachers
 - Media

Gender Socialization (The Social Construction of Gender)

Gender is a social construct that is manifested at various levels and reinforced by various structures:

Household: Girls and boys are assigned different roles, rights and benefits. This begins when they are small, and persists through issues of succession and inheritance.

Community: Socially constructed roles are reinforced through differential allocation of roles, rights and privileges. Women and girls cook and serve at community meetings, while men deliberate on issues and make decisions.

Religion: Religion is used to reinforce gender inequalities in society by positioning women in a subordinate status to men. Text in the Christian Bible, for example, saying that wives should submit to their husbands is often used to dominate or even abuse women.

Government: Gender insensitive policies and plans, as well as the absence of women in decision making processes and positions, reinforce gender stereotyped roles, rights and privileges.

Media: The media play a big role in portraying stereotypical images of women and men that reinforce gender inequalities

School: Teachers treat girls and boys differently, by reinforcing stereotyped gender roles and using texts, curricula and management styles that reinforce gender stereotypes. Our job as teachers is to provide solid ground for gender socialization.

1.3.C. Exercise (Reflect, discuss and write)

Divide into 4 groups and try to support (argue) the following claims about the Benefits of Gender equality for society:

1. Gender equality prevents violence against women and girls
2. Gender equality is good for the economy
3. Gender equality is a human right
4. Gender equality makes our communities safer and healthier

I. 4. Gender Equality in International Institutions/Documents and in EU

I.4.1. Gender equality in international organizations and documents

Organizations:

1. The United Nations Entity for Gender Equality and the Empowerment of Women (UN Women)
2. The Association for Women's Rights in Development (AWID)
3. Womankind Worldwide
4. The Center for Reproductive Rights
5. Plan International
6. Women for Women International
7. Equality Now
8. Women's Environment and Development Organization (WEDO)
9. Men Engage Alliance
10. Global Fund for Women
11. The European Women's Lobby (EWL)
12. The European Institute for Gender Equality (EIGE)

Relevant documents:

- UN Commission on the Status of Women
- UN Women (2014), Transformation through training for gender equality
- (http://www2.unwomen.org/~media/headquarters/attachments/sections/library/publications/2015/training%20center_anual_report_2014_final.pdf?v=1&d=20150922T191037)
- UN SUSTAINABLE DEVELOPMENT GOAL - 2030 Agenda for Sustainable Development, Goal no. 5 Achieve gender equality and empower all women and girls
- UN WOMEN STRATEGIC PLAN 2022-2025
- UNESCO STRATEGY FOR GENDER EQUALITY IN AND THROUGH EDUCATION (2019-2025) and the GENDER EQUALITY ACTION PLAN (2014-2021, 2019 revision)

- BEIJING DECLARATION AND PLATFORM FOR ACTION (1995): Fourth World Conference on Women.
- UNICEF STRATEGIES FOR PROMOTING GENDER EQUALITY
- WHO-DOCUMENTS (Strategy for integrating gender analysis and actions into the work of WHO, and Strengthening the role of the health system in addressing violence, in particular against women and girls, and against children)

I.4.2. Gender equality and EU

In 2010, the European Union opened the European Institute for Gender Equality (EIGE) in Vilnius, Lithuania to promote gender equality and to fight sex discrimination.

In 2015 the EU published the Gender Action Plan 2016–2020

The Gender Equality Strategy outlines the goals and priorities of the Council of Europe work in this field for the years 2018-2023

- EIGE (EUROPEAN INSTITUTE FOR GENDER EQUALITY)

<https://eige.europa.eu/>

I.4.D. Exercise (Explore, analyze, and discuss)

- Find and explore online, the organizations and the content of the above-mentioned documents for Gender equality

Chapter 2

GENDER SENSITIZATION

II.1. Gender sensitization

II.2. Gender Awareness

II.1.A. Exercise

II.3. Gender roles and Gender needs

II.4. Gender Stereotypes and Biases

II.2.B. Exercise

II.1. Gender sensitization

Gender sensitization is the teaching of gender sensitivity and encouragement of behavior modification through raising awareness of gender equality concerns. The goal of gender sensitization is to address issues in gender equality and encourage participants to pursue solutions.

Gender sensitization theories claim that modification of the behavior of teachers and parents (etc.) towards children which can have a causal effect on gender equality.

Gender sensitizing "is about changing behavior and instilling empathy into the views that we hold about our own and the other genders."* It helps people in "examining their personal attitudes and beliefs and questioning the 'realities' they thought they know.

This can be achieved by conducting various sensitization campaigns, training centers, workshops, programs, etc.

Being gender-sensitive does not mean pitting women against men. Education which is gender-sensitive is a winning asset for both women and men. It helps them determine which views in matters of gender are valid and which are stereotyped generalizations. Gender awareness requires not only intellectual effort but also sensitivity and open-mindedness.

Gender sensitization is interlinked with so called **Gender empowerment**.

Gender empowerment is the empowerment of people of any gender. While conventionally, the aspect of it is mentioned for **empowerment of women**, the concept stresses the distinction between biological sex and gender as a role, also referring to other marginalized genders in a particular political or social context.

Gender empowerment has become a significant topic of discussion in regard to development and economics. Entire nations, businesses, communities, and groups can benefit from the implementation of programs and policies that adopt the notion of women empowerment. Empowerment is one of the main procedural concerns when addressing human rights and development. **The Human Development and Capabilities Approach, The Millennium Development Goals**, and other credible approaches/goals point to empowerment and participation as a necessary step if a country is to overcome the obstacles associated with poverty and development.

Very often, gender empowerment, as we said, is synonymous with women empowerment, or **empowerment of women, or female empowerment**.

Women empowerment, or empowerment of women, or female empowerment may be defined in several ways, including accepting women's viewpoints or trying to seek them, raising the status of women through education, awareness, literacy, and training.

Women's empowerment equips and allows women to make life-determining decisions through the different problems in society. They may have the opportunity to redefine gender roles or other such roles, which in turn may allow them more freedom to pursue desired goals.

There are several principles defining women's empowerment such as, for one to be empowered, they must come from a position of disempowerment. They must acquire empowerment themselves rather than have it given to them by an external party.

Empowerment definitions entail people having the capability to make important decisions in their lives while also being able to act on them. Empowerment and disempowerment are relative to the other at a previous time; as such, empowerment is a process rather than a product.

According to EIGE, **Women empowerment, or empowerment of women, or female empowerment** concerns their gaining power and control over their own lives. It involves awareness-raising, building self-confidence, expansion of choices, increased access to and control over resources and actions to transform the structures and institutions which reinforce and perpetuate gender discrimination and inequality. This implies that to be empowered they must not only have equal capabilities (such as education and health) and equal access to resources and opportunities (such as land and employment), but they must also have the agency to use these rights, capabilities, resources and opportunities to make strategic choices and decisions (such as is provided through leadership opportunities and participation in political institutions).

Women empowerment leads to **Equal opportunities for women and men**. This concept indicates the absence of barriers to economic, political and social participation on ground of sex and gender and other characteristics. Such barriers are often indirect, difficult to discern and caused and maintained by structural phenomena and social representations that have proved particularly resistant to change. Equal opportunities as one of the gender equality objectives is founded on the rationale that a whole range of strategies, actions and measures are necessary to redress deep-rooted and persistent inequalities.

Equal opportunities requires **equal treatment of women and men**, ensuring the absence of discrimination on the grounds of sex, either directly or indirectly.

We can talk about two forms of empowerment, **economic empowerment** and **political empowerment**

Economic empowerment means increasing economic independence of women. That can be achieved by:

- Economical policies targeting women
- Easier access to the market for women
- More opportunities for formal education of women
- Supporting job training to aid in entrance in the formal markets

- Special economic programs targeting women
- Equal wages
- Strengthening women's access to property inheritance and land rights
- Stable jobs
- Targeted access to loans and mortgages

Political empowerment means increasing political participation of women. That can be achieved by:

- Creating policies that would best support gender equality
- Voicing women in both the public and private spheres
- Affirmative action policies that have a quota for the number of women in policy making and parliament positions
- Increasing women's rights to vote, voice opinions, and the ability to run for office with a fair chance of being elected
- Policies that account for cases of divorce, policies for better welfare for women, policies that give women control over resources (such as property rights), etc.
- Creation of a safe political environment for women
- Encouraging women to participate in politics.
- However, participation is not limited to the realm of politics. It can include participation in the household, in schools, and the ability to make choices for oneself.

Women empowerment can be measured through the Gender Empowerment Measure (GEM), which calculates women's participation in a given nation, both politically and economically. GEM is calculated by tracking "the share of seats in parliament held by women; of female legislators, senior officials and managers; and of female profession and technical workers; and the gender disparity in earned income, reflecting economic independence".* It ranks countries given this information.

Other measures that calculate women's participation and relative equality include the Gender Parity Index (GPI) or the Gender-related Development Index (GDI). The GDI is a way in which the United Nations Development Programme (UNDP) measures the inequality between genders within a country. The GEM was designed to measure "whether women and men are able to actively participate in economic and political life and take part in decision-making" (UNDP, 1995, p. 73)(Klasen 257).

The GEM is determined using three basic indicators: Proportion of seats held by women in national parliaments, percentage of women in economic decision making positions

(incl. administrative, managerial, professional and technical occupations) and female share of income (earned incomes of males vs. females).

A more qualitative form of assessing women's empowerment is to identify constraints to action. This allows for the identification of power relations between genders.

II.2. Self-awareness and Gender Awareness

In philosophy of self, self-awareness is the experience of one's own personality or individuality. It is not to be confused with consciousness. While consciousness is being aware of one's environment and body and lifestyle, self-awareness is the recognition of that awareness. Self-awareness is how an individual consciously knows and understands their own character, feelings, motives, and desires. Self-awareness is actually a meta-cognition. It means you are aware of the fact that you're thinking things and able to assess the quality and usefulness of that thinking.

Self-awareness is the ability to focus on yourself and how your actions, thoughts, or emotions do or don't align with your internal standards

Self-aware people are curious about their own minds and how they work. They frequently think about their thoughts and thinking patterns.

There are two broad categories of self-awareness: internal self-awareness and external self-awareness, or private and public. Private self-awareness is when people are aware of something about themselves that others might not be – like being anxious about reading out loud. Public self-awareness is when people are aware of how others see them.

Our gender awareness is socially determined and very often unconscious! Not just the public self-awareness, but our private self-awareness can be socially constructed and unconscious, as well.

An example of self-awareness is your ability to distinguish your own beliefs from others. You can step back and ask yourself, Am I being true to myself at this moment? I spent much of my life feeling like I needed to fit into feminine norms.

Gender awareness is an understanding that there are socially determined differences between women and men based on learned behavior. These affect their ability to access and control resources.

So, it is an awareness of the differences in roles and relations between women and men. It recognizes that the life experiences, expectations, and needs of women and men are different.

Gender awareness raising plays an important role in informing women and men about gender equality, the benefits of a more gender-equal society and the consequences of gender inequality. Gender awareness also empowers women.

In order to achieve gender sensitization, we must tend to **gender awareness raising**

Gender awareness raising aims at stimulating a general sensitivity to gender issues. Besides, awareness-raising is a process that aims at showing how existing values and norms influence our picture of reality, perpetuate stereotypes and support mechanisms (re)producing inequality. It challenges values and gender norms by explaining how they influence and limit the opinions taken into consideration and decision-making.

Gender awareness raising aims at increasing general sensitivity, understanding and knowledge about gender (in)equality. Awareness raising is a process which helps to facilitate the exchange of ideas, improve mutual understanding and develop competencies and skills necessary for societal change.

Thus, gender awareness is the ability to view society from the perspective of gender roles and how this has affected women's needs in comparison to the needs of men.

Gender awareness raising intends to change attitudes, behaviors and beliefs that reinforce inequalities between women and men. It is therefore crucial to develop awareness-raising methods that generate a favourable space for debate, promote political interest and encourage mobilization.

Gender awareness raising can be a part of internal awareness-raising processes in an organisation or institution and/ or it can be a part of planned external activities directed to the general public or a targeted group.

The purpose of gender awareness raising is threefold:

- to provide basic facts, evidence and arguments on various topics relating to gender equality to increase awareness and knowledge about gender (in)equality;
- to foster communication and information exchange so as to improve mutual understanding and learning about gender (in)equality;
- to mobilize communities and society as a whole to bring about the necessary changes in attitudes, behaviors and beliefs about gender equality.

II.1.A. Exercise (look at the photo and answer the questions)

Are these a female activities?

Why are they female activities?

Women is doing that activity because society has defined their role or biology?



How about now?

II.3. Gender roles and Gender needs

What are gender roles? Gender roles in society means how we're expected to act, speak, dress, groom, and conduct ourselves based upon our assigned sex. For example,

girls and women are generally expected to dress in typically feminine ways and be polite, accommodating, and nurturing. Gender roles are influenced both by our genes (a part of our biology) and our environment.

A gender role (also known as a sex role), is a social role encompassing a range of behaviors and attitudes that are generally considered acceptable, appropriate, or desirable for a person based on that person's sex. Gender roles are usually centered on conceptions of masculinity and femininity,

Gender role attitudes refer to views held by individuals regarding the roles men and women should play in society.

Gender role ideology is defined as an individual's attitudes to how the roles of women and men are and should be shaped by sex. Accordingly, gender roles are social and psychological constructs, not biological. Gender role attitudes determine the distribution of males and females into social roles in society, and consequently impact individuals' occupational choice, type of role as a worker, spouse, or parent, and many other aspects in life; on the macro-level they affect work-family relations and labor force patterns.

Gender role ideology falls into three types: **traditional**, **transitional**, and **egalitarian**. The first reflects the expected differences in roles for men and women: men should be responsible for livelihood, therefore are more likely to be assigned work-related roles; women should be responsible for the family, therefore are more likely to be assigned domestic roles. Egalitarian perceptions hold that roles should not be segregated by gender. Men and women might hold equal roles at work as well as at home. Transitional perceptions lie midway between traditional role segregation and egalitarian attitudes.

The roles of men and women in existing societies and institutions are generally different. Thus, their **needs** vary accordingly. Two types of needs are usually identified **practical** needs and **strategic** needs. Practical needs arise from the actual conditions which women and men experience because of the gender roles assigned to them in society. Strategic needs are the needs required to overcome the subordinate position of women to men in society, and relate to the empowerment of women. They vary according to the particular social, economic, and political context in which they are formulated. Requirements of women and men to improve their position or status. Addressing these needs allow people to have control over their lives beyond socially-defined restrictive roles.

Strategic gender needs for women might include land rights, more decision-making power, equal pay and greater access to credit. Needs related to women's empowerment are strategic needs that are required to overcome the subordinate position of women. What women or men require in order to improve their position or status in regard to each other by placing them in greater control of themselves instead of limiting them to the restrictions imposed by socially defined roles. They are long-term (i.e. they aim to

improve positions); they also intend to remove restrictions, and are less visible as they seek to change attitudes. Examples of addressing strategic gender needs include actions such as giving rights to land, inheritance, credit and financial services; increasing participation of women in decision-making; creating equal opportunities to employment (equal pay for equal work); and improving social systems.

Practical gender needs, by comparison, are those needs required to overcome development shortcomings, that are gender-specific but do not challenge gender roles, such as access to healthcare, water availability and employment opportunities. Practical needs generally involve issues of condition or access. Strategic gender interests concern the position of women and men in relation to each other in a given society.

II.4. Gender Stereotypes and Biases

A **gender stereotype** is a generalized view or preconception about attributes, or characteristics that are or ought to be possessed by women and men or the roles that are or should be performed by men and women. Gender stereotypes can be both positive and negative for example, “women are nurturing” or “women are weak”

Gender stereotyping is the practice of ascribing to an individual woman or man specific attributes, characteristics, or roles by reason only of her or his membership in the social group of women or men

A gender stereotype is, at its core, a **belief** and that belief may cause its holder to make assumptions about members of the subject group, women and/or men. In contrast, gender stereotyping is the **practice** of applying that stereotypical belief to a person.

A stereotype is harmful when it limits women's or men's capacity to develop their personal abilities, pursue their professional careers and make choices about their lives and life plans. Both hostile/negative or seemingly benign stereotypes can be harmful. It is for example based on the stereotype that women are more nurturing that child rearing responsibilities often fall exclusively on them.

Gender stereotyping is wrongful when it results in a violation or violations of human rights and fundamental freedoms. An example of this is the failure to criminalize marital rape based on the stereotype of women as the sexual property of men. Another example is the failure of the justice system to hold perpetrator of sexual violence accountable based on stereotypical views about women's appropriate sexual behavior.

*According to Council of Europe: **Gender stereotyping** presents a serious obstacle to the achievement of real gender equality and feeds into gender discrimination. Gender stereotypes are preconceived ideas whereby males and females are arbitrarily assigned characteristics and roles determined and limited by their sex.*

Sex stereotyping can limit the development of the natural talents and abilities of boys and girls, women and men, their educational and professional experiences as well as life opportunities in general. Stereotypes about women both result from and are the cause of deeply engrained attitudes, values, norms and prejudices against women. They are used to justify and maintain the historical relations of power of men over women as well as sexist attitudes which are holding back the advancement of women.

***Sexist hate speech** relates to expressions which spread, incite, promote or justify hatred based on sex. Some groups of women are particularly targeted by sexist hate speech (notably young women, women in the media or women politicians), but every woman and girl is a potential target for online and offline sexist hate speech. The increasing availability and use of Internet and social platforms have contributed to growing occurrences of sexist hate speech.*

Sexism prejudice, stereotyping, or discrimination, typically against women, on the basis of sex. On 27 March 2019, the Committee of Ministers adopted Recommendation CM/Rec(2019)1 on preventing and combating sexism. It comprises a comprehensive catalogue of measures both to prevent and to condemn sexism, and it calls for specific action in such areas as: language and communication; internet and social media; media, advertising and other communication methods; workplace; public sector; justice sector; education institutions; culture and sport and the private sphere.

A **sexist** is someone who discriminates on the basis of gender. Sexist people and laws are unfair. Like racist and homophobic, this word refers to a type of hatred or discrimination: in this case, on the basis of gender. Usually, sexist people and laws discriminate against women.

Gender bias refers to a person receiving different treatment based on the person's real or perceived gender identity

There are several gender biases, but we can categorize them in the following categories:

- **epistemic injustices:** epistemic injustice occurs when stereotyping unfairly distorts judgements about an individual's expertise; unfair assessments of women's credibility, quality and competences just because of their gender
 - **stereotyped role expectations:** that women will act according their gender expectations, like they will be more caring, they will do more carework, etc.or that women will meet the emotional needs of others, etc.
 - **objectification:** women are often perceived as sexual objects, rather than as persons
 - **working abilities/credibility:** women are usually misperceived in their working abilities and competences, very often they are „as not as good as men“ in their work
-

UN Documents

Two international human rights treaties contain express obligations concerning harmful stereotypes and wrongful stereotyping.

Convention on the Elimination of All Forms of Discrimination against Women

<https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-elimination-all-forms-discrimination-against-women>

Article 5:

States Parties shall take all appropriate measures... to modify the social and cultural patterns of conduct of men and women, with a view to achieving the elimination of prejudices and customary and all other practices which are based on the idea of the inferiority or the superiority of either of the sexes or on stereotyped roles for men and women;

Convention on the Rights of Persons with Disabilities

<https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-persons-disabilities>

Article 8(1)(b):

States Parties undertake to adopt immediate, effective and appropriate measures to combat stereotypes, prejudices and harmful practices relating to persons with disabilities, including those based on sex and age, in all areas of life.

II.2.B. Exercise

You are a cop walking past a restaurant when you hear a scream - "Oh no, a gun!" - and a gun shot right after.

You ran inside the restaurant, and you are seeing:

- Dead body on the floor
- A cashier
- A waitress
- A famous actress as a customer
- A milkman

You didn't witness the shooting and there is no apparent evidence on the crime scene to prove who shot the person and no one told you at that moment who the killer is. **To whom you will point your gun, and who you will arrest on the spot?**

II.3.C. Exercise

Conscious is to be aware, intentional and responsive

Unconscious on the other hand, refers to being unaware or performing something without realizing

Watch and discuss the difference conscious vs. unconscious mind and its relation to our biases:

https://www.youtube.com/watch?v=UYSKW3IvZIQ&ab_channel=Sentis

II.4.D. Exercise

Write some examples of gender stereotyping in different developmental periods

Here are some examples:

Early Years

Girls should play with dolls and boys should play with trucks

Boys should be directed to like blue and green; girls toward red and pink

Boys should not wear dresses or other clothes typically associated with "girl's clothes"

During Youth

Girls are better at reading and boys are better at math

Girls should be well behaved; boys are expected to act out

Girls are not as interested as boys in STEM subjects

As Adults

Victims of intimate partner violence are weak because they stay in the relationship

There is something wrong with a woman who doesn't want children

Women are natural nurturers; men are natural leaders

II.5.E. Exercise

Watch & Discuss

https://www.youtube.com/watch?v=qv8VZVP5csA&ab_channel=MullenLoweGroup

II.6.F. Exercise

1. Write +1 if you [or someone you are close to of the same sex and age as you] earn more than your partner. Write 0 if you earn the same or less.
2. Write + 1 if you [or someone you are close to of the same sex and age as you] own land/house/flat in your own name. Write 0 if you don't or if it's not in your own name.
3. Write -1 if you or you know someone of the same sex as you has suffered domestic violence. Write 0 if you don't know
4. Write -1 if you [or someone you are close to of the same sex and age as you] are expected to do or manage all the housework. Write 0 if you are not the main one responsible for housework
5. Write -1 if you or you know someone of the same sex as you has been asked for a sexual favor to get/keep a job. Write 0 if this has never happened
6. Write +1 if you have a higher education level than your siblings/cousins of the opposite sex as you (but same age). Write 0 if you have less education
7. Write -1 if you are afraid when you walk alone at night. Write 0 if you are not afraid

II.7.G. Exercise

EXAMINE YOUR PRACTICES AND CURRICULUM

Hidden gender biases in curricula and the socialization of gender roles lead to inequitable education for girls and for boys. What changes can be made to create a more equitable learning environment for all students? Take a moment to consider the following questions as you reflect on your own classroom and gender equity:

1. Do any texts I use omit girls and/or women, or tokenize their experiences? How are boys and/or men stereotyped?
2. Are females or males presented in stereotypically gendered roles in any texts I have selected? If these are historical texts, how might I teach students to be critical of the limitations in the gender roles presented in these texts?

3. Do I encourage empowering and nonsexist behaviors among my students? Do I discourage both female and male gender stereotypes?

4. If I have a classroom library, is there a balance in male and female authors? Are there plenty of books with strong female protagonists? Do the nonfiction books feature notable women and girls?

5. In what ways do I encourage gender equity of voice and participation?

6. Do I ask girls as well as boys complicated questions? During discussions, do I inquire as diligently and deeply with female students as I do with male students?

II.8.H. Exercise

On average, there were 11 deaths by suicide per 100 000 population across EU countries in 2017

Suicide rates ranged 5.5-35.1 for males and 1.3-8.5 for females

Think and write: Why do you think more men commit suicide?

II.10.J. Exercise

Think about it:

My organization is a male organization/My organization is a female organization

(consider: staff, volunteers, and the programme, and look at issues of position, power and status in the hierarchy...)

II.11.K. Exercise

Let`s discuss the following provocative statements:

1 The most important goal of women's development is for women to attain economic autonomy.

2 Integrating women in development is important because it increases the efficiency of the project.

3 We should not support the development of an autonomous women's movement because it is divisive.

4 Domestic violence is a development issue that schools ought to address.

5 Supporting the development of traditional women's skills (sewing, cooking, etc) is an effective strategy for empowering women.

6 Relations between men and women in the family and the community are cultural; foreign agencies should not challenge it.

7 It is for women to decide about their own fertility and reproduction.

8 We should target our development aid to the family. This is the best way to ensure that the benefits reach all members.

Chapter 3

GENDER MAINSTREAMING

III. 1. Gender mainstreaming: key concepts

III.1.1. Gender mainstreaming: meaning and definition

III.1.2. Gender mainstreaming features

III.1.3. Principles and Dimensions of Gender mainstreaming

III.1.4. Preconditions for Gender mainstreaming

III.1.A. Exercise

III. 2. Gender mainstreaming cycle

III.2.1. Defining

III.2.2. Planning

III.2.3. Implementation

III.2.4. Evaluation

III.2.B. Exercise

Gender mainstreaming: Methods and Tools

III.3.1. Gender analysis

III.3.2. Gender audit

III.3.3. Gender awareness-raising

III.3.4. Gender budgeting

III.3.5. *Gender evaluation*

III.3.6. *Gender impact assessment*

III.3.7. *Institutional transformation*

II.3.8. *Sex-disaggregated data and Gender statistics and indicators*

II.3.9. *Gender stakeholder consultation*

III.3.10. *Gender equality training*

III.3.C. *Exercise*

III. 1. Gender mainstreaming: key concepts

III.1.1. *Gender mainstreaming: meaning and definition*

- Gender mainstreaming is the public policy concept of assessing the implications for people of different genders of a planned policy action, including legislation and programs. Mainstreaming offers a pluralistic approach that values the diversity among people of different genders
- The concept of gender mainstreaming was first proposed at the 1985 Third World Conference on Women and has subsequently been pushed in the United Nations development community. The idea was formally featured in 1995 at the Fourth World Conference on Women, and was cited in the document that resulted from the conference, the Beijing Platform for Action
- **Def. Mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programs, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programs in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality** (UN Economic and Social Council United Nations. "Report of the Economic and Social Council for 1997". A/52/3.18 September 1997)
- Gender mainstreaming has been embraced internationally as a strategy towards realizing gender equality. It involves the integration of a gender perspective into the preparation, design, implementation, monitoring and evaluation of policies, regulatory measures and spending programs, with a view to promoting equality

between women and men, and combating discrimination (EIGE - European Institute for Gender Equality)

- Gender mainstreaming refers to the process in which gender equality perspectives and considerations become the norm and not just the responsibility of specific individuals (often women) or departments in isolated and unsustainable ways. Gender equality mainstreaming addresses gender equality concerns in legislation, policies, programs and activities to ensure that all development initiatives integrate the concerns of both men and women, and that their needs are considered equally and equitably with the aim of attaining gender equality (UNESCO)

Gender equality mainstreaming is a strategy or methodology with clear steps, including:

The collection and analysis of sex-disaggregated data using gender analysis.

- The identification of the obvious, less obvious and least obvious gender equality issues and gender gaps through gender analysis of the sex-disaggregated data and through consultations with both women and men.
- Raising awareness about the issues/gaps through policy dialogue and advocacy.
- Building support for change through alliances/ partnerships.
- Developing strategies, programmes and initiatives to close existing gaps.
- Putting these initiatives into action and backing these actions with adequate resources.
- Developing capacity of staff to plan and implement (which also requires resources).
- Monitoring, evaluating, reporting, distilling lessons learned and communication.
- Holding individuals and institutions accountable for results by securing political will and leadership

There are different approaches to gender mainstreaming:

- Institutional perspective: The ways in which specific organizations adopt and implement mainstreaming policies. This will often involve an analysis of how national politics intersects with international norms and practices
- Discursive perspective: Queries the ways in which mainstreaming reproduces power relations through language and issue-framing. This approach will often involve looking at documents, resolutions and peace agreements to see how they reproduce the narratives of gender in a political context. These approaches are not necessarily competing, and can be seen as complementary

III.1.2. Gender mainstreaming features

- Gender mainstreaming is the (re)organisation, improvement, development and evaluation of policy processes, so that a gender equality perspective is incorporated in all policies at all levels and all stages, by the actors normally involved in policy-making
- Mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programs, in all areas and at all levels. It is a way to make women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programs in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated
- Gender mainstreaming ensures that policy-making and legislative work is of higher quality and has a greater relevance for society, because it makes policies respond more effectively to the needs of all citizens – women and men, girls and boys
- Gender mainstreaming does not only aim to avoid the creation or reinforcement of inequalities, which can have adverse effects on both women and men. It also implies analysing the existing situation, with the purpose of identifying inequalities, and developing policies which aim to redress these inequalities and undo the mechanisms that caused them

A political commitment for gender equality and a compatible legal framework are the basic conditions for the development of a successful gender mainstreaming strategy. In addition to concrete objectives and targets in the strategy, gender mainstreaming requires a clear action plan

Such plan should take into account the context, satisfy the necessary conditions, cover all the relevant dimensions, foresee the use of concrete methods and tools, set out the responsibilities and make sure that the necessary competences exist to achieve the anticipated results within a planned time frame

The ultimate goal is to achieve gender equality

III.1.3. Principles and Dimensions of Gender mainstreaming

- **Prioritizing gender equality**: Gender mainstreaming tries, among others, to ascertain a gender equality perspective across all policy areas. Every policy or piece of legislation should be evaluated from the perspective of whether or not it

reduces or increases gender inequalities (Jacqui True, *Mainstreaming Gender in Global Public Policy*, *International Feminist Journal of Politics*, 2010, 371)

- **Incorporating gender into politics and decision making**: Every politics should contain gender perspective, and every decision that is made should be made from gender-sensitive perspective
- **Shifts in institutional culture**: Gender mainstreaming can be seen as a process of organizational change. Gender mainstreaming must be institutionalized through concrete steps, mechanisms, and processes in all parts of the organization. This change involves three aspects: **policy process**, **policy mechanisms**; and **policy actors**.
- **Gender budgeting**: Gender budgeting encompasses activities and initiatives aiming at the preparation of budgets or the analysis of policies and budgets from a gender perspective. It can also be referred to as gender-sensitive budgeting or gender-responsive budgeting. Gender budgeting does not aim at creating separate budgets for women, or only increasing spending on women's programmes. It is rather concerned with addressing budgetary gender inequality concerns, as for instance, how gender hierarchies influence budgets, and gender-based unpaid or low paid work.

Gender mainstreaming requires both: integrating a gender perspective to the content of the different policies, and addressing the issue of representation of women and men in the given policy area

Both dimensions need to be taken into consideration in all phases of the policy-making process

1. Gender responsive content of the policies

Addressing the issue of representation means looking at the representation of women and men as policy beneficiaries, as well as their representation in the labour force and in the decision making processes. Gender mainstreaming is as much about addressing gender inequalities in society through policies, as it is about the organisations' own ways of working. Addressing the issue of representation within institutions also involves addressing the gender dimension of the organisational structures and the working procedures.

2. Gender representation in policy areas

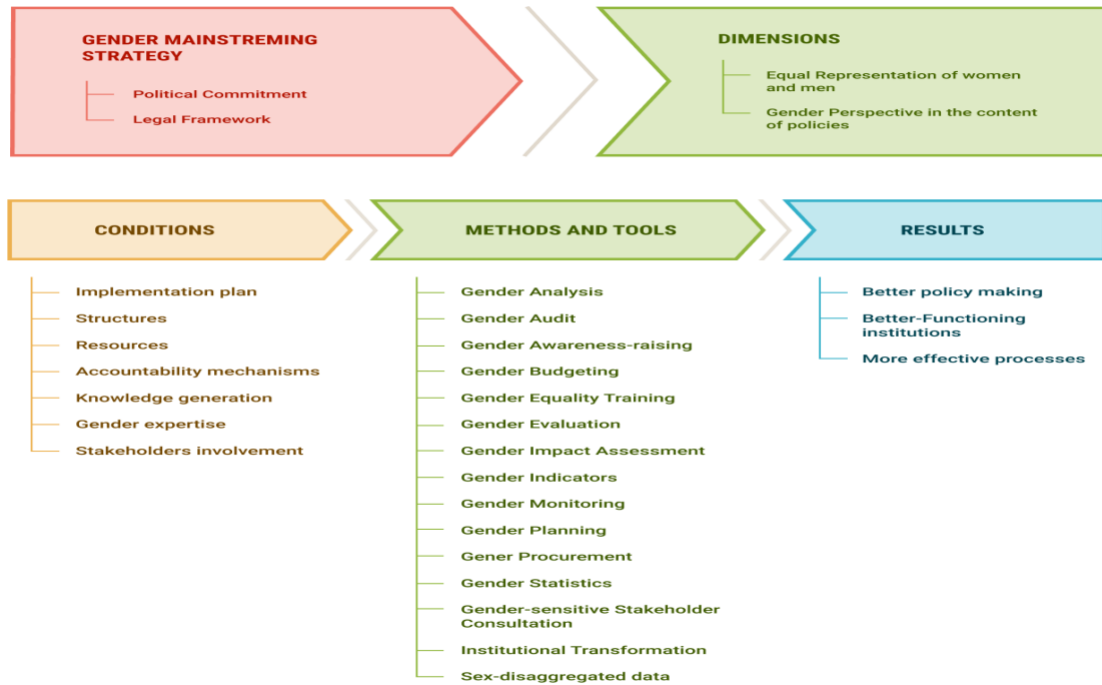
Although numbers are important, it is pertinent to also consider how gender relates to the content of policy measures, to gain a better understanding of how women and men would benefit from them. A gender responsive policy ensures that the needs of all

citizens, women and men, are equally addressed. A gender impact assessment is the first step towards avoiding policies that fail to take into account a gender perspective. Such an assessment analyses the impact of a new regulation, policy or programme on the advancement of gender equality and in turn foresees implications it might have on women's and men's lives

III.1.4. Preconditions for gender mainstreaming

An effective implementation of gender mainstreaming requires preparation and organization. Key elements to consider are:

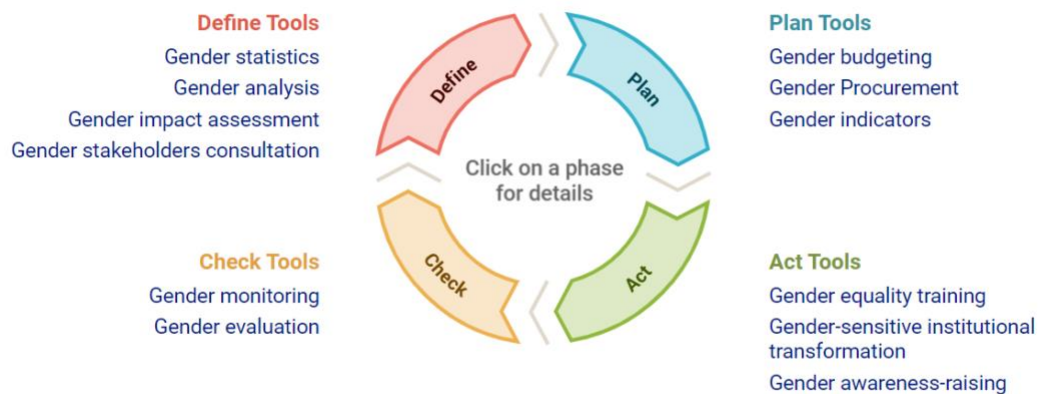
- **Preparation:** set up a plan for the implementation of gender mainstreaming, define steps and milestones, assign tasks and responsibilities, formalise and communicate the plan
- **Resources:** sufficient resources need to be made available; effective gender mainstreaming requires budget and time. Think about resources for awareness-raising and capacity-building initiatives. The use of special (external) expertise might also be considered
- **Stakeholder involvement:** close liaison with all policy stakeholders is essential throughout the policy cycle to take on board the concerns, expectations, and views of the target groups. It is recommended to cement opportunities and structures for stakeholder involvement and consultations into the policy process
- **Monitoring and evaluation:** set in place accountability mechanisms to ensure an adequate follow-up of implementation and progress. Foresee regular reporting and share results
- **Knowledge generation:** building up knowledge on gender equality and good practices in gender mainstreaming contributes to making the approach more effective. You can contribute to the institutional learning by collecting data and information on indicators, reporting on progress and facilitating experience exchange
- **Gender expertise:** internal, and external expertise



III.1.A. Exercise

Answer:

1. What is Gender mainstreaming
2. What are the main principles of Gender mainstreaming
3. What are the two dimensions of Gender mainstreaming
4. What are the necessary conditions for successful Gender mainstreaming



III. 2. Gender mainstreaming cycle

Integrating the gender perspective in a policy means that equality between women and men, as the overarching principle, should be taken into consideration in all decisions, in each phase of the policy-making process, by all the actors involved

- The policy process is understood as a multi-stage cycle, including:

- **defining, planning, implementing and checking** (monitoring and evaluating)

- In many cases, these stages are turned into a cycle, with each step being repeated as changes occur. For example, when a policy is evaluated, it may reveal new problems that need to be addressed for re-programming. The gender mainstreaming cycle presented here can be adjusted to different public policy/programming processes.

- The chart above refers to the specific stages of the cycle and the necessary elements that need to be given attention within each stage. Specific gender **mainstreaming methods and tools** that should be used within each of the cycle stages are also included. Some methods and tools, such as consulting with stakeholders or providing gender equality training to the actors involved, can be useful in more than one stage. Moreover, it is important to remember that when dealing with data they should be sex-disaggregated.

III.2.1. Defining

This is the starting point when you define the precise policy needs to be addressed by the public intervention in a specific policy field. You have to assess in which way and to what extent the policy is gender relevant and needs specific interventions to address gender gaps and differences. The first step is to gather any sex-disaggregated data and information that are useful to analyse the situation of women and men in the respective policy domain. Then, try to answer the following questions:

- In which ways does the policy affect the everyday lives of women and men in general or specific groups of women and men?
- Are there any gender differences and/or gaps in the policy sector (with regard to rights, participation/representation, access to and use of resources, values and norms that affect gender-specific behaviour)?

- Specific methods that can be used in this phase are **gender analysis** and **gender impact assessment** (we will discuss it later). It might be pertinent to provide training to the staff who will conduct the analysis.

- Consider consulting stakeholders (e.g. gender experts, women's organizations, other civil society organizations) on the topic at hand to share and validate your findings and improve your policy or programme proposal. This will enhance the learning process on the subject for all those involved and will improve the quality of the work done.

When defining your policy or programme:

- Take into account the findings from your analysis

- Define gender-sensitive and gender-specific policy goals based on these findings
- Define gender equality objectives

Here are a few tips that can be used for your gender analysis when assessing the representation of women in different policy sectors:

- Identify gender gaps among professionals (wages, access to hierarchical positions) in the main institutions in the sector
- Identify the role of women in decision-making at the local and national levels in the sector
- Consider the governance of an institution through a gender lens, to assess whether selection, appraisal, promotion and evaluation practices may reflect gender stereotypes that disadvantage both women employees and women managers

III.2.2. Planning

Gender Plan refers to the process of planning the implementation phase of policies or programmes from a gender perspective. It involves identifying **gender policy objectives** and **appropriate approaches** and **interventions** to achieve them. Plan specific actions to be conducted in order to achieve the goals and measures established in your policy or programme.

In this phase, it is relevant to **analyse budgets** from a gender perspective. **Gender budgeting** is used to identify how budget allocations contribute to the promotion of gender equality. Gender budgeting shows how much public money is spent for women and men. It is a technique that can be used in the planning stage, but also to monitor on-going programmes and to review past expenditures. Gender budgeting ensures that public funds are fairly distributed between women and men. It also contributes to accountability and transparency about how public funds are being spent.

When planning, do not forget to establish **indicators** that will allow for monitoring of equality objectives - measure and compare the effect of the policy or programme on women and men over the timeframe of its implementation. Remember that it is also important to define the appropriate moments to monitor and evaluate your policy.

Ensure the participation of gender experts in teams or groups where decisions are taken, especially regarding the definition of work programmes and the attribution of budgets. Make sure that all those who are expected to take the gender dimension into consideration are properly briefed. Think about members of committees and panels, expert groups, juries, and - very importantly - expert evaluators of proposals.

III.2.3. Implementation/Act

In the implementation phase of a policy or programme, ensure that all who are involved are sufficiently aware about the relevant gender objectives and plans. If this is not the case, set up briefings and capacity building initiatives according to the staff's needs. Gender equality training – as part of capacity building initiatives - to raise capacity on how to integrate a gender equality dimension in the sector will usually be needed for all actors who are expected to contribute: researchers, proposal evaluators, monitoring and evaluation experts, scientific officers, programme committee members, etc. It is also important that support measures are put in place, so that during implementation, difficulties can be overcome and further guidance is available.

Support can take various forms, such as:

- Coaching by a gender expert;
- The existence of an appointed gender focal point in the department who can assist staff integrate a gender perspective in their work;
- Sharing experiences, lessons and good practices about gender in a certain policy area with colleagues. You may want to consider setting up an informal working/support group on the issue of gender equality in the policy sector;
- Offering the possibility to consult gender (mainstreaming) experts, for example through a helpdesk;
- Referring (to EIGE) for advice.

III.2.4. Evaluation/Check

To follow up progress and remedy possible unforeseen difficulties, it is necessary to monitor on-going work. This is needed at the programme level, but also at the project level. Indicators therefore have to be set and specific monitoring activities planned and implemented. You will need to collect data and information based on the indicators you have defined, in order to verify whether your goals and measures are being achieved.

Gender-sensitive monitoring allows gaps and difficulties to be identified and redressed as soon as possible, while changes that are necessary to accomplish what has been planned can still be introduced. Consider conducting gender-specific monitoring, i.e. monitoring that has the approach towards realising gender equality as its main focus. According to the monitoring timeline you defined in the planning stage, follow up to ensure everything is taking place as planned. This exercise should take into account the indicators defined in the planning phase. Consider corrective actions in case obstacles, that can be immediately redressed, are identified in the process.

In addition to monitoring, an **evaluation** should take place either on-going or ex post. It should take into account information and data collected and collated in the course of the policy or programme, as well as other knowledge and sources. Gender-sensitive evaluation should rely on evaluators with gender expertise, who are able to identify and apply evaluation questions and methods which integrate a gender equality perspective. Do not forget to formalise these requirements in the evaluation's Terms of Reference. Consider conducting a gender-specific evaluation, focussing on the approach towards realising gender equality that has been followed. Such evaluation will significantly contribute to understanding what works well and where the difficulties are, allowing for the gender mainstreaming approach to be fine-tuned in future actions. Make your evaluation publicly accessible and strategically disseminate its results to promote its learning potential. Keep in mind that this is a learning process. Your findings, the lessons learnt and recommendations from the evaluation will be very useful when redesigning the next framework of your policy or programme, and may even feed into the work of other policy areas

III.2.B. Exercise

Think, Discuss an idea for gender-equality, and try to Implement it via Gender mainstreaming cycle in your field of work

III. 3. Gender mainstreaming: Methods and Tools

These are some Gender mainstreaming methods and tools: *Gender analysis, Gender audit, Gender awareness-raising, Gender budgeting, Gender evaluation, Gender impact assessment, Institutional transformation, Sex-disaggregated data and Gender statistics and indicators, Gender stakeholder consultation, Gender equality training etc.*

III.3.1. Gender analysis

Gender analysis provides the necessary data and information to integrate a gender perspective into policies, programmes and projects. As a starting point for gender mainstreaming, gender analysis identifies the differences between and among women and men in terms of their relative position in society and the distribution of resources, opportunities, constraints and power in a given context. In this way, conducting a gender analysis allows for the development of interventions that address gender inequalities and meet the different needs of women and men

The European Commission defines gender analysis as 'the study of differences in the conditions, needs, participation rates, access to resources and development, control of assets, decision-making powers, etc., between women and men in their assigned gender roles'

Gender analysis involves acknowledging the historical and social inequalities faced by women and aims to inform the design of policies, programmes and projects to address

these inequalities. This includes consideration of women's particular experiences, roles and responsibilities, and their level of access to resources and decision-making

Gender analysis provides information on the different roles of women and men at different levels in policies, programmes and projects; their respective access to and control over resources, and the material and non-material benefits of society; and their gender-specific needs, priorities and responsibilities

As part of the broad category of socioeconomic analysis, gender analysis starts by identifying and explaining gender inequalities in a specific context. This helps to build an understanding of different patterns of participation, involvement, behaviours and activities that women and men have in economic, social and legal structures, and the implications of these differences.

The purpose of gender analysis is to identify and address gender inequalities, by:

- acknowledging differences between and among women and men, based on the unequal distribution of resources, opportunities, constraints and power;
- ensuring that the different needs of women and men are clearly identified and addressed at all stages of the policy cycle;
- recognising that policies, programmes and projects can have different effects on women and men;
- seeking and articulating the viewpoints of women and men and making their contribution a critical part of developing policies, programmes and projects;
- promoting women's participation and engagement in community, political and economic life;
- promoting better informed, gender-responsive and effective intervention

The following are three suggested steps to take when carrying out gender analysis:

1. Collecting available data. The first step is to collect available data and information and to identify data gaps:

- Identify relevant data to provide a picture of the gender equality situation in a given context.
- Draw on existing qualitative and quantitative research findings as a basis for evidence-based data.
- Ensure that data is disaggregated by sex (and other intersecting forms of discrimination, such as age, ethnicity and any other factors relevant to shedding light on intersectionality).
- Identify where further data is needed and generate additional data that captures gender issues.

2. Identifying gender differences and the underlying causes of gender inequalities

Reveal and examine differences and inequalities in women's and men's lives. Without this step, 'unexpected' consequences of policies, programmes and projects can arise, which may prompt the failure of the intervention or lead to further inequalities and discrimination. Where inequalities between women and men are found, they must be analysed in order to establish both their causes and their effects.

Include and integrate relevant gender issues, gaps and inequalities into the full problem analysis. In particular:

- assess how the gender division of labour and patterns of decision-making affect the policy, programme or project;
- assess who has access to and control over resources, assets and benefits, including programme or project benefits;
- assess the barriers and constraints on women and men participating in and benefiting equally from the policy, programme or project.

Explore the representation and participation of women and men in different policy sectors and at different levels. Specifically:

- define in what way your policy aims to respond to the needs of women and men;
- describe how the policy will affect the everyday lives of women and men or specific groups of women and men, taking intersectional inequalities into account (i.e. relating it to age, bodily ability, ethnicity, migration status, income, etc.);
- define the differences between women and men in the policy area (with regard to rights, participation and representation, access to and use of resources, social norms that affect gender roles and relations and gender-specific behaviour);
- identify gender gaps among professionals (e.g. in pay and access to senior and leadership positions) in the main institutions in the sector;
- identify the role of women in management at the local and national levels in the sector;
- consider the governance of the institution through a gender lens, by assessing whether and how selection, appraisal, promotion and evaluation practices reflect gender stereotypes that disadvantage female employees and managers

3. Informing policies, programmes and projects

Gender analysis is essential to the mainstreaming of a gender perspective through the policy cycle. It is a preparatory step for the planning stage and serves to inform the development policies, programmes and projects which respond to the different needs of

women and men. A rigorous gender analysis will ensure that sound and credible advice is provided and the policies, programmes and projects developed on the basis of it will have greater credibility and validity among those affected by them.

To guarantee this, improving the gender expertise of those who are to be involved in the development and implementation of gender analysis can be achieved through gender equality training, which provides participants with the relevant knowledge, skills and values

III.3.2. Gender audit

A gender audit is a tool to assess and check the institutionalization of gender equality into organizations, including in their policies, programs, projects and/or provision of services, structures, proceedings and budgets. Gender audits allow organizations 'to set their own houses in order, and change aspects of the organizational culture which discriminate against women staff and women "beneficiaries"

As a method for gender mainstreaming, gender audits help organizations identify and understand gender patterns within their composition, structures, processes, organizational culture and management of human resources, and in the design and delivery of policies and services. They also help assess the impact of organizational performance and its management on gender equality within the organization. Gender audits establish a baseline against which progress can be measured over time, identifying critical gender gaps and challenges, and making recommendations of how they can be addressed through improvements and innovations

A gender audit usually includes two dimensions.

An **internal audit**. This dimension refers to how much an organisation fosters gender equality internally within its organisational, managerial structure and internal work, and whether these contribute to gender equality in the organisation. An internal gender audit monitors and assesses the relative progress made in gender mainstreaming, contributes to capacity building and collective organisational ownership for gender equality initiatives, and sharpens organisational learning on gender

An **external audit**. This dimension aims to assess to what extent an organisation mainstreams gender in its policies, programmes, projects and services in terms of content, delivery and evaluation. External gender audits evaluate to what extent gender integration fosters the inclusion of, and benefits to, women and men involved in or affected by the organisation's policies, programmes, projects or services provided

A gender audit includes several steps.

1. Preparing the gender audit.

Review the organisational readiness to a gender audit. The first step is to obtain the commitment of top management and within the organisation itself to gender equality principles, technical capacity and competences on gender equality and gender mainstreaming.

Creation of a gender audit team and definition of a gender audit strategy to be implemented within the organisation. The team may be composed of internal staff in charge of gender equality, diversity management and human resources, or it may be made up of both internal staff and external consultants contracted to develop and implement the gender audit methodology. The team is responsible for drawing up a gender audit strategy; clarifying the gender equality objectives of internal and external policies and strategies as the starting point for the audit; determining at which level the gender audit will be carried out; and carrying out a mapping of relevant internal actors, always ensuring gender balance [10].

Definition of the conceptual and methodological framework of the gender audit to be implemented. It is recommended to adopt a participatory approach to ensure that all the relevant gender-specific concerns of actors involved are taken into consideration and to gain their support for the implementation of the audit. The conceptual framework will depend on the audit's focus and level (for example, policy and organisation, or only one of them) and on the organisational or policy objectives on gender equality against which the audit is conducted. The conceptual framework should also include a set of gender indicators to measure the state of play on gender equality and gender mainstreaming in the organisation, and to document the outcomes of the internal and/ or external initiatives implemented by the organisation. It is important that the auditors' beliefs or attitudes are not gender-biased and that gender-sensitive language is used throughout the audit.

2. Carrying out the audit. The implementation phase consists of the following methods to collect, analyse and formulate the audit's findings.

Desk review and analysis of the organisation's key documents.

Consultation through interviews, focus group discussions, self-assessments, surveys or other channels of consultation. Consultations will aim to complement information collected through the desk review and analysis and to gather further evidence.

Tabulation and analysis of the collected data. Data may be analysed using different gender analysis methodologies.

Sharing and discussing the main findings with the women and men who participated in the audit and the managers of the organisation before the final report is presented.

3. Drafting of gender equality plan and creation of a gender committee. Drawing on the findings gathered in the audit, a gender action plan will be drafted with the aim to improve gender mainstreaming and gender equality in the organisation. It is recommended to create a gender committee involving managers, internal staff and stakeholders, in order to take forward the recommendations from the audit report and for the implementation, monitoring and evaluation of the gender action plan.

III.3.3. Gender awareness-raising

Gender awareness raising aims to promote and encourage a general understanding of gender-related challenges, for instance, violence against women and the gender pay gap. It also aims to show how values and norms influence our reality, reinforce stereotypes and support the structures that produce inequalities

Before starting any gender awareness-raising initiatives, the socio-demographic characteristics (e.g. sex, age, ethnicity, level of education and any other relevant characteristics) of the target group should be considered in order to develop tailored awareness-raising initiatives. In addition, opinion leaders can also be selected as a sub-segment of the target audience because, as influential members of a group, they can promote societal change.

The message communicated and the content of awareness-raising activities should be designed and framed around the specific gender equality topics under consideration. The way the message is conveyed and framed can influence how it is perceived and the overall effect it has. Framing factors include the choice of words and imagery, using emotions or facts and rational arguments, and presenting the consequences of (in)action as losses or gains. Importantly, the content of the message should be credible. It should communicate information that is accurate and is perceived as accurate, based on data with an acknowledgement of the source

Gender awareness-raising measures

- communication initiatives that aim to widely disseminate key messages, involving large-scale media such as television, newspapers, radio and websites;
- public events (e.g. concerts, information booths at festivals, etc.) to convey the message to a specific target group, such as young people;
- social media and social networks, which offer the possibility of interactivity and the potential for the viral dissemination of the message online;
- community-based initiatives in a local context to mobilise communities, empower women and promote community dialogue on gender equality, for example, through:

public meetings, presentations, workshops, informal social events using interpersonal and participatory approaches;

- static and travelling exhibitions and displays;

- printed materials – for example brochures, billboards, cartoons, comics, pamphlets, posters, resource books and audio-visual resources;

- political advocacy and lobbying

Key principles for gender-sensitive communication:

- Ensuring that women and men are represented. Both women and men should be visible and treated equally in media products and messages. It is important to ensure that the voices of both women and men are included in press releases, news stories, broadcasts and other communications that are used by the media to inform the public and raise awareness. When preparing communication materials it is important to plan how women's and men's voices can be captured and ensure that women are also visually presented as equals in all areas of life.

- Challenging gender stereotypes. Gender-sensitive communications can contribute to challenging gender stereotypes through language and images. It is important to avoid using words and expressions that reinforce gender stereotypes as well as images that portray them and/or exert violence. It is important to choose images that portray a balanced representation of both genders and to ensure that they do not discriminate against or demean a person.

III.3.4. Gender budgeting

The Council of Europe defines gender budgeting as a 'gender based assessment of budgets incorporating a gender perspective at all levels of the budgetary process and restructuring revenues and expenditures in order to promote gender equality'.

Gender budgeting is a strategy to achieve equality between women and men by focusing on how public resources are collected and spent.

'Gender budgeting is an approach to budgeting that can improve it, when fiscal policies and administrative procedures are structured to address gender inequality. When properly done, one can say that gender budgeting is good budgeting' (Stotsky, 2016)

The purpose of Gender Budgeting is threefold:

1. to promote accountability and transparency in fiscal planning;

2. to increase gender responsive participation in the budget process, for example by undertaking steps to involve women and men equally in budget preparation;
3. to advance gender equality and women's rights.

Gender budgeting can be applied at different levels:

1. Gender budgeting at central government level.
2. Gender budgeting at regional and local government levels

Key enabling factors for gender budgeting include:

1. political will and political leadership;
2. high-level commitment of public administrative institutions;
3. improved technical capacity of civil servants;
4. civil society involvement;
5. sex-disaggregated data.

In order to put in place an effective implementation of gender budgeting, some common elements should be present:

1. analysis of budgets and policies from a gender perspective;
2. linking gender budgeting to overall gender equality objectives;
3. restructuring budgets and amending policies;
4. integrating gender perspectives throughout the budget cycle;
5. monitoring and evaluation of achievements;
6. transparency of the budget process;
7. participation in the budget process.

Gender budgeting approaches

International experience shows that there are many different approaches to implementing gender budgeting. The most important approaches used in different gender budgeting initiatives are:

1. mainstreaming gender perspectives into the whole process of public finance management;
2. integrating gender perspectives into performance-based and programme-based budgeting;

3. categorising budget programmes and gender analysis requirements;
4. linking gender budgeting and participatory budgeting;
5. tracking financial allocations to promote women's rights and gender equality;
6. applying standard gender budgeting tools such as gender aware policy and budget appraisal, gender disaggregated public expenditure and revenue incidence analysis, and gender responsive beneficiary needs assessments;
7. wellbeing gender budgeting;
8. combining gender budgeting with impact assessments.

III.3.5. Gender evaluation

- A gender-sensitive evaluation is a systematic and objective assessment of the design and planning (objectives, results pursued, activities planned), the implementation and results of an ongoing or completed activity, project, programme or policy from a gender perspective. It can take place either upon completion of the project, when focus is placed on gender impacts and the contribution of the programme to promoting gender equality, or throughout project implementation, with the aim of seeking to have a process of continuous improvement. It can also take place *ex ante* in order to evaluate how a policy can affect gender equality in a specific field.
- An evaluation exercise must take into account the **indicators** delineated in the planning phase and the information and data collected in the course of the policy or programme, as well as other knowledge and sources. Evaluators should have gender expertise and the evaluation criteria, questions, methods and reports should integrate gender equality considerations. The evaluation report should be based on qualitative and quantitative data, disaggregated by sex, to measure results and long-term outcomes for both women and men. Ideally gender equality issues should be mainstreamed in all sections of the evaluation report, rather than mentioned only in a separate section on gender.

Evaluation criteria: relevance, efficiency, effectiveness, impact and sustainability

Relevance: Has the project/programme effectively contributed to the creation of favourable conditions for gender equality? Did it respond to the practical and strategic gender needs of women? Did it contribute to the national and EU policy commitments and mandates regarding gender equality? Was the treatment of gender equality issues throughout the implementation phase logical and coherent? Were adjustments made to

respond to external factors of the project/programme (e.g. economic crisis, new government etc.) which influenced gender relationships?

Efficiency: Has the implementation of the policy been efficient with respect to gender equality? Are the means and resources being used efficiently to achieve results in terms of improved benefits for both women and men? Have the results for women and men been achieved at reasonable cost, and have costs and benefits been allocated and received equitably?

Effectiveness: Did the project/programme results turn out to be effective in achieving gender equality? Have the results contributed to the achievement of the planned results and outcomes, and have benefits favoured male and/or female target groups? Did stakeholders (organisations, institutions, indirect target groups) benefit from the interventions in terms of institutional capacity-building in the area of gender mainstreaming and the development of gender competence among their staff?

Impact: What has been the impact of the project's outcomes on wider policies, processes and programmes which enhance gender equality and women's rights? For example, did it have an impact on reducing violence against women? Did it contribute to a more balanced distribution of unpaid care labour and family responsibilities between women and men? A gender-specific ex-post evaluation can also be used for projects/programmes without a gender equality perspective and will assess whether these have produced any (positive or negative) unintended or unexpected impacts on gender relations.

Sustainability: Are achievements in gender equality likely to be sustained after funding ends? To what extent has ownership of the policy goals been achieved by male and female beneficiaries? To what extent have strategic gender needs of women and men been addressed through the project, and has this resulted in sustainable improvement of women's rights and gender equality? To what extent has capacity for gender mainstreaming through the project been built and institutionalised?

III.3.6. Gender impact assessment

Gender Impact Assessment (GIA) is an ex-ante evaluation, analysis or assessment of a law, policy or programme that makes it possible to estimate in a preventative way the likelihood of a given decision to have positive, negative or neutral consequences for the state of equality between women and men. The central question of the GIA is: Does a law, policy or programme reduce, maintain or increase the gender inequalities between women and men?

The European Commission defines gender impact assessment as follows:

“Gender impact assessment is the process of comparing and assessing, according to gender relevant criteria, the current situation and trend with the expected development resulting from the introduction of the proposed policy.”

“Gender impact assessment is the estimation of the different effects (positive, negative or neutral) of any policy or activity implemented to specific items in terms of gender equality

The main **steps** to conduct a gender impact assessment are:

1. Definition of policy purpose, to produce a precise definition of the purpose of the planned policy or legislative intervention;
2. Checking gender relevance, to determine its gender relevance. This involves analysing whether it is or not susceptible to impact on gender equality.
3. Gender-sensitive analysis, which has a double focus. On the one hand, it should aim at understanding the present situation for the groups concerned by the public intervention and how this situation would evolve without public intervention. On the other hand, the analysis should include, to the extent possible in measurable terms, a prospective dimension: how is the planned intervention expected to change the existing situation.
4. Weighting the gender impact, establishing how the policy or legislative measure will contribute to gender equality, as well as assessing the foreseen impact in gender relations.
5. Findings and recommendations for the policy/legislative options. In this last step, the results of the analysis are presented and the impacts (positive or negative) of the policy/legislative initiative are highlighted. Recommendations on how to eliminate negative impacts and on how to enhance the positive ones are presented.

III.3.7. Institutional transformation/Organizational culture

Institutional transformation means a profound change within an institution which, as a consequence, also affects the outside environment. It encompasses changes in the **basic values** and **beliefs** that are dominant in a certain institution, as well as changes in the **rules** and **regulations** that lead to certain working results. This change happens either unintentionally (thereby risking inefficiency), or in a planned and coordinated way.

Organization theory demonstrates that the **informal** and **invisible** rules and regulations of an administration are crucial for understanding organisations. Organisations are not mechanical entities running according to fixed rules; instead, they are entities with a certain momentum and non-documented rules and regulations, which are reflected in a

specific **organizational culture**. The core elements of organizational culture are **implicit**; they are practiced in daily routines, give a common direction to the members of an organization, and are the result of learning and internal coordination within an organization. Furthermore, they constitute a specific view of the world.

Individuals do not **consciously** learn an organizational culture, but they internalize it within a process of socialization. This shows that institutional transformation can occur only if organizational culture is taken into account.

That's why an organization should tend to create gender positive climate. Which is why this is important:

- Organizations are not gender-neutral entities.
- Gender issues within an organization are partly visible and partly tacit. The representation of women and men at all hierarchical stages of an organization is only one (visible) indicator that organizations are gendered.
- Organizations deal with gender differently – e.g. in an inadvertent manner or with a managed approach.
- Processes aiming to bring about organizational change have to be adapted to suit the respective organizational culture.

III.3.8. Sex-disaggregated data and Gender statistics and indicators

Sex disaggregated data

Any data on individuals broken down by sex. Gender statistics rely on these sex-disaggregated data and reflect the realities of the lives of women and men and policy issues relating to gender. Data collected and tabulated separately for women and men. They allow for the measurement of differences between women and men on various social and economic dimensions and are one of the requirements in obtaining gender statistics

However, gender statistics are more than data disaggregated by sex. Having data by sex does not guarantee, for example, that concepts, definitions and methods used in data production are conceived to reflect gender roles, relations and inequalities in society

Gender statistics and indicators

Gender statistics and indicators integrate a gender perspective in the collection, analysis and presentation of statistical data. Gender statistics play a key role in measuring gender gaps on the basis of agreed indicators that are relevant to the lives of women and men. Gender statistics and indicators are an integral part of gender mainstreaming throughout the entire policy cycle. Firstly, they inform the policymaking process and ensure that

interventions respond to the different needs and priorities of women and men. Secondly, they measure changes in the relations between women and men over time in a particular policy area, a specific programme or activity, or changes in the status or situation of women and men. Thirdly, they are an essential part of the monitoring and evaluation of the implementation and outcomes of policies, programmes and projects

It is important to **distinguish between sex-disaggregated data and gender statistics**. Sex-disaggregated data refers to collecting data and breaking it down separately for women and men. Gender statistics go further as they take into account wider gender inequalities and gender bias in data collection methods and tools. In addition, gender statistics have the potential to reflect different groups of women and men, taking into consideration that 'gender intersects with age, education, family composition and parenthood, country of birth and disability'. This means that gender statistics can reflect a deeper understanding of women's situations and needs, and thereby supports the analysis of intersecting inequalities

There are two main methods of data collection relevant for gender statistics and indicators:

Quantitative methods of data collection produce quantifiable results. In other words, they focus on issues that can be counted, such as percentages of women and men in the labour market, male and female wage rates or school enrolment rates for girls and boys. Quantitative data can show the magnitude of changes in gender equality over time – for example, the percentage of women married before the age of 15 or the gender pay gap over time

Qualitative methods capture people's experiences, opinions, attitudes and feelings – for example, women's experiences of the constraints or advantages of working in the informal sector, or men's and women's views on the causes and consequences of underrepresentation of women in senior positions in the economy or in politics. Often participatory methods such as focus group discussions and social mapping tools are used to collect data for qualitative indicators. Qualitative data can also be collected through in-depth surveys measuring perceptions and opinions

Having established the principle of gender mainstreaming, there are a series of **steps** that can be taken in **developing gender statistics**:

1. Selection of topic from a gender perspective
2. Identification of appropriate concepts, methodologies and measurement tools
3. Definition of the measurement tools for collecting data (The quantitative approach to the collection of data involves the following steps):

1. The identification of the unit of analysis
2. The design of the questionnaire and the sample
3. The implementation of a pilot test, the analysis of its results and the revision of the measurement tool, if needed
4. The drafting of standard templates for data collection and training of people involved to ensure data homogeneity, comparability, integration of different sources of information and avoidance of gender bias
5. Administrative data

4. Collection of gender statistics

5. Analysis of gender statistics

6. Dissemination to a wide range of users (e.g. policymakers, nongovernmental organisations, citizens)

III.3.9. Gender stakeholder consultation

- Here the term '**stakeholder**' refers to those who deliver, influence, are impacted by and benefit from a public policy. **Consultation** refers to obtaining stakeholders' feedback, views and opinions on gender equality-related issues with a view to informing the scope and content of a specific intervention/issue, decision, a proposed policy or analysis of an issue
- Gender stakeholder consultation promotes the participation of women and men in the policymaking process to ensure that their voices are heard and their priorities are reflected in policies, programmes and projects. Gender stakeholder consultation is the process of engaging and ensuring the meaningful participation of women and men, including civil society organisations and gender experts, in the policymaking process.
- Gender stakeholder consultation aims to engage the diverse perspectives of different groups of women and men affected by a public-policy decision in order to: (a) better define the issues under consideration; (b) select between different types of solutions; and (c) reach a consensus. In this manner, gender stakeholder consultation leads to better-informed decision-making processes, more equitable distribution of resources and improved service delivery

Gender stakeholder consultation can take two distinct forms:

Consultations with stakeholders on the development, implementation, monitoring and evaluation of gender-equality policies;

Consultations with stakeholders with a view to integrating a gender perspective into all general policies in all stages of the policy cycle.

Gender stakeholder consultation is important because:

Improving public decisions and policies to reflect gender-specific concerns

Fostering awareness raising and capacity development in relation to gender equality

Enhancing accountability in relation to gender equality commitments

4 (four) steps of stakeholder consultation

1. Planning. This includes defining the purpose of the consultation and topics to be covered, identifying those that have to be consulted and paying attention to ensuring gender balance and an adequate representation of organisations with gender expertise. At this stage it is important to identify the groups whose voices have been traditionally marginalised in decision-making processes (e.g. migrant women, students, etc.) and who may need tailored support for engagement and to consider specific requirements for participation that need to be met (for instance, providing childcare).

2. Consulting stakeholders There are different ways of carrying out a consultation exercise. The chosen format will depend on the context, purpose of the consultation, type of stakeholders to be consulted, time available, skills and budgetary resources available, among other factors. With that in mind, any effective consultation process should:

- be conducted early enough to scope key issues and have an effect on the decisions to which they relate;
- disseminate relevant information in advance;
- be meaningful to those consulted;
- be localised to reflect appropriate time frames, context and local languages.

3. Incorporating feedback from consultations into the policymaking process to ensure that stakeholders' opinions, needs and concerns on gender equality are reflected adequately in the final decision/intervention.

4. Documenting the consultation process and its results and reporting back to the stakeholders. This includes informing those who have been consulted about the key issues raised as an essential step for maintaining engagement. Reporting back to stakeholders contributes to increasing their confidence in the participatory processes, maintaining their engagement over time, preventing conflicts in case issues expressed by participants have not been considered in the final decision and double checking the information produced, approaches proposed and mitigation measures introduced.

III.3.10. Gender equality training

- Gender equality training (GET) provides participant(s) with the relevant knowledge, skills and values that allow them to contribute to the effective implementation of the gender-mainstreaming strategy in their field, organization, institution or country.
- As defined by UN Women, gender equality training is a 'tool, strategy, and means to effect individual and collective transformation towards gender equality through consciousness raising, empowering learning, knowledge building, and skill development'. It is an important component of the gender-mainstreaming strategy, and is recognised as such by several international and European normative instruments on gender equality.
- Gender equality training is not a goal in itself, or a single tool to implement gender mainstreaming. It is part of a wider set of tools, instruments and strategies. Gender equality training should be incorporated into a continuous and long-term process.

III.4.C. Exercise

Reflect and discuss:

Identify gender inequalities in your school

Define gender equality objectives

Detect Gender stakeholder

Design methods and tools to address these inequalities

Chapter 4
**GENDER EQUALITY IN EDUCATION, SCHOOL AND
CLASSROOM**

IV.1 Gender equality in Education

IV.1.1. Gender-sensitive pedagogy

IV.1.A. Exercise

IV.1.2. Gender issues in Education

IV.1.B. Exercise

IV.2. Gender equality in School and Classroom

IV.2.1. Promoting Gender equality in School

IV.2.A. Exercise

IV.2.2. Promoting Gender equality in Classroom

IV.2.A. Exercise

IV.3. Gender mainstreaming in education

IV.3.1. Gender mainstreaming in education: definition and meaning

IV.3.A. Exercise

IV.3.2. The Gender Mainstreaming Cycle in Education

IV.3.B. Exercise

IV.1 Gender equality in Education

IV.1.1. Gender-sensitive pedagogy

- **Gender equality in education** ensures that female and male learners are **treated equally**, have **equal access** to learning opportunities and benefit from education equally. They become empowered and can fulfil their potential so that they may contribute to and benefit from social, cultural, political and economic development equally. Special treatment/action can be taken to reverse the historical and social disadvantages that prevent female and male learners from accessing and benefiting from education on equal grounds.
- **Gender-responsive pedagogy** refers 'to teaching and learning processes which pay attention to the specific learning needs of girls and boys.' (UNESCO Bangkok, 2017a: 4). In practical terms, this means that 'the learning materials, methodologies, content, learning activities, language use, classroom interaction, assessment and classroom set up are scrutinized to respond to specific needs of boys and girls in teaching-learning process.' (UNESCO Bangkok, 2017b: 6)
- **Gender-sensitive pedagogy** refers to the pedagogical measures deployed to reach gender and equity goals that are directed differently towards boys and girls as groups. To become equal and not restrained by gender, boys and girls as groups need different approaches
- **Gender-inclusive pedagogy** requires sustained study and intentional integration of gender inclusive materials and practices into your courses

The gender inequities pervading society are carried into the school environment. This is evidenced in school processes such as teaching, teacher–student interaction, school management, and the plan and design of the physical infrastructure. Teaching and learning materials, for example, may contain gender stereotypes. Teachers are not always aware of the gender specific needs of both girls and boys. School management systems may not sufficiently address gender constraints such as sexual harassment, and many

schools do not have adequate or separate toilets for girls and boys. As a result, the schools do not provide a gender responsive environment for effective teaching and learning to take place.

A gender sensitive education is one in which the academic, social and physical environment and its surrounding community take into account the specific needs of both girls and boys. This implies that the teachers, parents, community leaders and members, and the boys and girls are all aware of and practice gender equality. It also assumes that school management systems, policies and practices recognize and address the gender-based needs of both girls and boys. In addition, in a gender responsive school the academic delivery, including teaching methodologies, teaching and learning materials, classroom interaction, and management of academic processes, is gender responsive. The students, both girls and boys, are empowered to practice gender equality and to protect the democratic and human rights of both genders. The concept extends right to the physical environment in the school – including buildings, furniture and equipment that are also gender friendly.

4 (four) aspects of Gender equality in Education (USAID, EDUCATION FROM A GENDER EQUALITY PERSPECTIVE, 2008)*

- Equality of Access
 - Equality of access means that girls and boys are offered equitable opportunities to gain admission to formal, nonformal, or alternative approaches to basic education. Actual attendance, rather than enrollment, is a better indicator of whether access has been achieved
- Equality in the Learning Process
 - Equality in the learning process means that girls and boys receive equitable treatment and attention and have equal opportunities to learn. This means that girls and boys are exposed to the same curricula, although the coursework may be taught differently to accommodate the different learning styles of girls and boys. Equality in the learning process also means that all learners should be exposed to teaching methods and materials that are free of stereotypes and gender bias. In addition, it means that boys and girls should have the freedom to learn, explore, and develop skills in all academic and extracurricular offerings
- Equality of Educational Outcomes
 - Equality of educational outcomes means that girls and boys enjoy equal opportunities to achieve and outcomes are based on their individual talents and efforts. To ensure fair chances for achievement, the length of school

careers, academic qualifications, and diplomas should not differ based on a person's sex

- Equality of External Results
 - Equality of external results occurs when the status of men and women, their access to goods and resources, and their ability to contribute to, participate in, and benefit from economic, social, cultural, and political activities are equal. This implies that career opportunities, the time needed to secure employment after leaving full-time education, and the earnings of men and women with similar qualifications and experience are equal

IV.1.A. Exercise

Can you think of some interventions that will increase Gender equality in all four aspects in Education (Equality of Access, Equality in the Learning Process, Equality of Educational Outcomes, Equality of External Results)

Example:

Equality of Access

INTERVENTIONS:

- Situate schools near students' homes
- Raise parents' awareness of their rights and responsibilities in education and of the importance of schooling for boys and girls
- Form girls' advisory committees in which teachers monitor girls' participation at school and intervene when necessary
- Reintegrate ex-combatants and other youth affected by conflict by providing non-formal educational activities that emphasize self-discovery, healing, health and wellbeing, democracy, good governance, and conflict management in addition to basic literacy and numeracy skills
- Provide scholarships for children at risk to encourage better attendance while simultaneously addressing the importance of education with parents and fostering more positive attitudes in teachers
- Reach out-of-school children, such as boy herders, through radio instruction provided in distance teaching centers; include literacy and numeracy skill building and livelihoods training

- Train communities in monitoring access and quality through parent-teacher associations and school management committees, ensuring that women are part of their management.
- Improve the ability of schools to provide educational services through education finance mechanisms that increase spending on quality inputs such as textbooks and decrease parental payments that may inhibit student attendance.

IV.1.2. Gender issues in Education

- Gender differences in education
- Gender discrimination
- Gender gap
- School-related gender-based violence
- Sexual Harassment and sexual abuse
- Gender biases
- Early or forced marriage
- Keeping girls in school
- Dropouts due to gender biases and discrimination
- Unequal access
- Gender inequalities and biases in curriculum
- Gender differences in education based on teacher's gender

Gender differences in education

Gender differences in education are a type of sex discrimination in the education system affecting both men and women during and after their educational experiences

Men and women find themselves having gender differences when attaining their educational goals. Although men and women can have the same level of education, it is

more difficult for women to have higher management jobs, and future employment and financial worries can intensify

Gender based inequalities in education around the world, according to UNESCO, are mainly determined by "poverty, geographical isolation, minority status, disability, early marriage and pregnancy and gender-based violence" ("Education and gender equality". UNESCO. 25 April 2013. Retrieved 15 October 2018)

In developed countries, women are often underrepresented in science, technologies, engineering and mathematics. According to OECD 71% of men graduates with a science degree work as professionals in physics, mathematics and engineering, whereas only 43% women work as professionals. "Fewer than 1 in 3 engineering graduates, and fewer than 1 in 5 computer science graduates are female" ("Data - OECD". www.oecd.org. Retrieved 15 October 2018)

Gender discrimination against males also happens in education. We might call discrimination against males as the "second sexism". Second sexism has not seen significant backing or research even among those who study discrimination. Second sexism in education, together with obvious sex role stereotypes, make male students face more punishment in school than female students. What perception teachers made to students can influence the grade students can get. And the discrimination against male students will often happen here.

Gender discrimination

There are various types of sex discrimination in Education:

- Discrimination in curriculum (official and hidden curriculum)
- Linguistic sexism
- Dominance of heteronormativity
- Differential treatment in parental involvement
- Discrimination in differential procedures and practices
- Discrimination of the staff and educators
- Differential policies
- Payment gaps
- STEM-area discrimination
- Sex differences in academics

Causes of gender discrimination in education:

Community Level Obstacles: This category primarily relates to the bias displayed for education external to the school environment. This includes restraints due to poverty and child labour, socio-economic constraints, lack of parental involvement and community participation. Harmful practices like child marriage and predetermined gender roles are cultural hindrances

School and Education System Level Obstacles: Lack of investment in quality education, inappropriate attitudes and behaviors, lack of female teachers as role models and lack of gender-friendly school environment are all factors that promote gender inequity in education

Gender gap

A gender gap, a relative disparity between people of different genders, is reflected in a variety of sectors in many societies. There exist differences between men and women as reflected in social, political, intellectual, cultural, scientific or economic attainments or attitudes ("What is the gender gap (and why is it getting wider)?" . World Economic Forum. Retrieved 2020-10-27)

Findings or results of a gender audit should reveal gender gaps indicating the differences in situations between women and men, as well as provide an assessment of prevailing knowledge, attitudes, practices and behaviours that need to be addressed. A gender gap can be said to exist when men and women's scores differ on attitudes, interests, behaviours, knowledge, perspectives and preferences on such issues as voting and support for specific policies, programmes or changes in society. Gender gaps can be attributed to differences between men and women in terms of perspectives, economic and social preferences, experiences and autonomy. Gender gaps are influenced by race, class, age, marital status and religion, among others factors. When men and women of the same social class and race share the same views and feelings about specific issues then one can conclude that there is no gender gap between them

Gender gaps in Education:

- *Gender gap in literacy: In 2016, the global literacy rate of adult women was 83% compared to 90% for adult men. The good news is that the literacy rate globally has increased by 17.5% in 40 years. (UN, International Literacy Day, <https://www.vitalvoices.org/international-literacy-day-the-literacy-gender-gap/#:~:text=In%202016%2C%20the%20global%20literacy,largest%20country%20in%20the%20world>)*
- *Gender gaps in mathematics and reading: The gender gaps in mathematics and reading achievement refer to the finding that, on average, the two sexes perform differently in mathematics and reading skills on tests. On average, boys and men exceed in mathematics, while girls and women exceed in reading skills*

- *Gender gap in STEM: Many scholars and policymakers have noted that the fields of science, technology, engineering, and mathematics (STEM) have remained predominantly male with historically low participation among women*

School-related gender-based violence

School-related gender-based violence (SRGBV) affects millions of children, families and communities. It involves acts or threats of sexual, physical or psychological violence occurring in and around schools, perpetrated because of gender norms and stereotypes, and enforced by unequal power dynamics

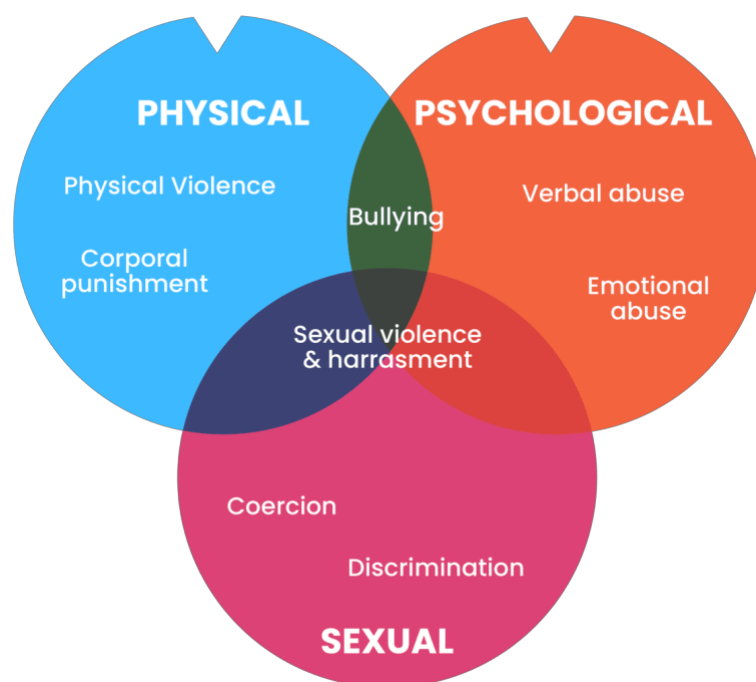
Preventing SRGBV can be achieved through a variety of curriculum approaches or extra-curricular activities and by giving teachers the tools to prevent and respond to violence

The quality of the teaching and learning environment is also crucial, requiring whole-school approaches implemented by governing bodies and school management in partnership with the wider school community.

UNESCO and UN Women, together with the Global Working Group to End school-related gender-based violence (SRGBV), commissioned Global Guidance on Addressing School-Related Gender-Based Violence

[https://en.unesco.org/themes/school-violence-and-bullying/school-related-gender-based-violence#:~:text=School%2Drelated%20gender%2Dbased%20violence%20\(SRGBV\)%20affects%20million%20s,enforced%20by%20unequal%20power%20dynamics](https://en.unesco.org/themes/school-violence-and-bullying/school-related-gender-based-violence#:~:text=School%2Drelated%20gender%2Dbased%20violence%20(SRGBV)%20affects%20million%20s,enforced%20by%20unequal%20power%20dynamics)

School-related gender-based violence



IV.1.B. Exercise

Individually

Share some examples of Gender discrimination from your personal experience as a teacher

IV.2.1. Promoting Gender equality in School

The gender inequities pervading society are carried into the school environment and in classrooms. This is evidenced in school processes such as **teaching, teacher-student interaction, school management**, and the plan and design of the **physical infrastructure**.

Gender Inequality can be reflected in:

- Teaching and learning materials, for example, may contain gender stereotypes.
- Teachers are not always aware of the gender specific needs of both girls and boys.
- School management systems may not sufficiently address gender constraints such as sexual harassment, and many schools do not have adequate or separate toilets for girls and boys.

As a result, the schools do not provide a gender-sensitive (responsive) environment for effective teaching and learning to take place.

That's why educational stakeholders should find ways of promoting Gender equality in schools.

Gender equality in school should involve all participating in the institution:

- **Teachers**
- **Students**
- **Administration staff**
- **Parents**
- **Governmental authorities**
- **Local authorities**

- **Community**
- **NGO`s**

Thus, should cover the following aspects:

- **People**
- **Policies and procedures**
- **Materials**

In order to arrive at gender-sensitive/responsive school, a holistic approach involving various interventions is required, that can include the following elements:

- Undertaking gender sensitization of parents, community leaders and members, teachers, girls and boys in order to raise their awareness and understanding of the need to support girls' education
- Training teachers in the skills for making teaching and learning processes responsive to the specific needs of girls and boys
- Empowering girls with skills for self-confidence, assertiveness, speaking out, decision making and negotiation in order for them to overcome gender-based constraints to their education
- Empowering boys with skills to de-link from gender oppressive attitudes and practices such as macho-ism, bullying and sexual affronts and to develop the self-confidence needed to accept gender equality positively
- Training the school community in the skills necessary to improve their reproductive health and protect themselves against sexually transmitted diseases
- Training the school community to manage sexual maturation issues of both girls and boys with particular emphasis on menstruation management
- Training teachers and students in guidance and counselling skills
- Establishing guidance and counselling desks in order to provide services for the social and psychological development of girls and boys
- Providing scholarships and support to needy girls and boys to ensure that they do not drop out of school
- Providing gender responsive infrastructure
- Carrying out activities to promote the participation of girls in STEM subjects
- Establishing a gender responsive school management system that ensures gender equality in the governance and operation of the school
- Undertaking gender training of the school management team, including the school board, parent-teacher association, heads of departments and prefects, in order to raise their awareness on the need to support girls' education

- Involving the community and other stakeholders in monitoring and taking action to ensure improved enrolment, attendance and performance of girls
- Establishing a database to track student performance and welfare as well as the levels of gender responsiveness of all aspects of the school

IV.2.A. Exercise

Reflect and discuss:

How is your classroom arranged? What arrangement could promote better participation of both boys and girls?

How gender-responsive are the textbooks you use? How you, as a teacher, can „intervene“ in a textbook in gender-balanced direction?

How do the school rules and regulations address the special needs of girls and boys? (For example, girls' menstrual hygiene or boys' voice breaking). How can you personally improve the situation?

IV.2.2. Promoting gender equality in a classroom

Ten ways of improving gender equality in a classroom:

- Gender sensitive Lesson Planning
- Gender sensitive Teaching and Learning Materials
- Gender sensitive Language Use in Classrooms
- Gender sensitive Classroom Set Ups
- Gender sensitive Classroom Interaction
- Gender sensitive Management of Sexual Maturation
- Addressing Sexual Harassment
- Supportive Gender sensitive School Management Systems
- Gender sensitive curriculum
- Monitoring and Evaluation

Gender sensitive Lesson Planning

A gender responsive lesson plan takes into consideration the specific needs of girls and boys in all the teaching-learning processes – content, learning materials, methodologies and activities, classroom arrangement, and so on.

The content of the lesson will be determined by the syllabus. Once this is decided, the teacher has to see how the lesson plan takes into account gender considerations in the delivery of this content in the class. Gender responsive lesson planning asks the teacher to do the following:

- Teaching and learning materials: Review the teaching and learning materials for gender responsiveness. Does the material contain gender stereotypes? If so, what techniques can be used to address them? Faced with a history textbook that portrays only male heroes, draw up a list of female heroines. If a chemistry textbook portrays only male scientists as inventors, include a discussion of female scientists. Throughout, carefully review the gender responsiveness of the language used in the teaching and learning materials
- Teaching methodologies: Select teaching methodologies that will ensure equal participation of both girls and boys. Some teaching methodologies like group work, group discussions, role play, debates, case studies, explorations and practicals can be very effective in encouraging student participation and will therefore give the girls opportunity to participate more actively. In practice, take care that dominant individuals do not sideline less assertive ones
- Learning activities: The lesson plan should make allowance for all students to participate in the learning activity. When doing a practical science experiment, ensure that both girls and boys have a chance to use the equipment and chemicals. There should also be equal participation in such activities as making presentations. When assigning projects, ensure that both girls and boys are given leadership positions and roles. Take into account how the learning materials will be distributed equally to both girls and boys, especially in cases of shortages

Gender responsive lesson planning asks the teacher to do the following:

Classroom set up and interaction: The lesson plan should consider the classroom set up. Consider how to arrange the classroom and interact with the students in a way that will promote equal participation of both girls and boys. Plan in advance to ask substantive questions to both girls and boys. Think about where to stand, sit or move about the classroom during the lesson

Management of other gender constraints to learning inside the classroom: Allow time to deal with gender specific problems, if any, such as girls who have missed class due to menstruation, household chores or family responsibilities. Watch for indications of bullying, sexual harassment, adolescent hormonal upheavals, impact of HIV/ AIDS, peer pressure, among others

Feedback and assessment: Make time for adequate feedback from both girls and boys to ensure that both girls and boys have understood the lesson.

Gender sensitive Teaching and Learning Materials

Teaching and learning materials are fundamental to the pedagogical process and are critical for shaping young minds. Yet an examination of textbooks and other learning materials reveals that they implicitly communicate traditional and limited gender roles. Too often the message of the textbook is that women and girls are weak, passive and submissive. They are mostly depicted in domestic, caregiving and supportive roles. Men, on the contrary, are portrayed as powerful, assertive and intelligent as well as leaders in society. Personality attributes portrayed in textbooks are consistent with traditional societal notions of male superiority and authority. As a result, teaching and learning materials reinforce gender stereotypes

It is therefore important for teachers to be able to review the textbook and other teaching aids for possible gender stereotypes. They should also be able to develop and utilize gender responsive teaching and learning materials.

What a teacher should do:

- *Look up at the illustrations (does they reflect gender biases?)*
- *How many times do women/men, boys/ girls appear in the textbook? What roles are they playing?*
- *How is women depicted in a textbooks?*
- *Does characters in the textbooks a dominantly man or woman?*
- *Is there a strict division on man`s and woman`s professions?*
- *Are there any women national hero, in a history books, or all of them are man?*

Gender sensitive Language Use in Classrooms

Language can reinforce gender differences and inequalities in the classroom. Language often reflects male dominance and relegates females to an inferior position. Language use in the classroom that is gender sensitive treats boys and girls as equal partners and provides a conducive learning environment for both. Teachers need to re-examine the kind of language they use, to ensure that it is gender responsive.

Gender biases are expressed through language that reveals the belief that girls cannot perform as well as boys, or that boys should not allow themselves to be outperformed by girls academically – or in any other way.

When a girl is assertive, she is told to stop behaving like a boy, and when a boy cries, he is cautioned to stop behaving like a woman.

But spoken language is only part of the equation. Much offensive communication is not verbal.

What a teacher should do:

Re-examine the kind of language they use, to ensure that it is gender sensitive/responsive

Be conscious of gender biases inherent in some languages and if possible, try to avoid gender specific pronouns so as not to exclude one gender.

Not to discourage girls

Encourage gender sensitive language

Recognize the biases and stereotypes

Reacts on every gestures or body language that implies harassment and abuse

Be aware of language use in classroom interactions

Gender sensitive Classroom Set Ups

How the classroom is arranged can contribute positively or negatively to teaching and learning processes. Many schools do not have adequate or appropriate infrastructure and furniture. These constrain the teachers' ability to organize the classroom set up for effective learning.

A gender sensitive/responsive classroom set up responds to the specific needs of both boys and girls. This approach considers the following:

- Classroom set up that mixes girls and boys
- Classroom set up that enhances participation of both girls and boys
- Arrangement of the desks that encourages girls to speak out and overcome their shyness
- Stools in laboratories that are appropriate in size and shape thus enabling effective participation of both girls and boys
- Fixtures and visual aids on the walls that send gender sensitive messages
- Appropriate shelf heights in the libraries

Appropriate size, shape and weight of desks and chairs

Gender sensitive Classroom Interaction

Classroom interaction is another important element in the pedagogical process. Students are not little robots, they are also boys and girls with gender specific needs. Especially as they mature, their gender roles and relations (and often sex roles and relationships) have an increasing impact on classroom interactions. The teacher must recognize that this is where such matters as sexual experimentation, sexual harassment, male domination and female passivity come into play. It is therefore important to create and enforce a conducive learning environment through classroom interaction that is gender responsive, age specific and respectful.

There are many dynamics in classroom interaction that have an impact on teaching and learning processes. Among these are the following which teacher should consider:

- Content delivery by the teacher (competence, mastery, knowledge of the subject, innovation)
- Teacher–student interaction.
- Student–student interaction
- Teacher presentation (dress, physical appearance, gestures, walking style)
- Student presentation (dress/ uniform, physical appearance, walking/sitting style, gestures)
- Student behaviour (bullying, arrogance, shyness, teasing)
- Teacher behaviour (harshness/empathy, arrogance/confidence, lateness/punctuality, drunkenness/propriety)
- Teacher and student morale (commitment, motivation)

Gender sensitive Management of Sexual Maturation

Sexual maturation is the normal process of growing up, characterized by physical and emotional changes. The rapid body changes that accompany maturation in both boys and girls may be so distracting that they interfere with learning. Both girls and boys become self-conscious of their bodies, and this has an impact on their self-esteem.

Teachers therefore need to be sensitive and offer appropriate counsel to students both girls and boys

The issue of sexual maturation should be carefully examined within the context of teaching and learning processes, as it will affect learning outcomes

Often schools do not have adequate and appropriate sanitary facilities – water, sanitary bins, emergency sanitary wear. Many girls from poor socio-economic backgrounds will

come to school inadequately equipped with sanitary towels. This will obviously affect their classroom concentration

As boys go through maturation changes, they also go through similar motions of lack of concentration, short attention span and day-dreaming during class sessions

Addressing Sexual Harassment

Sexual harassment is an unfortunate, often damaging, experience that girls and boys face daily in their school lives. Quite apart from the ultimate forced sexual act, sexual harassment includes abusive language and gestures, sexual advances, touching and groping, passing unwanted notes, and character assassination through graffiti. The victims are often times silent sufferers, particularly when they are in the same school environment with the perpetrators. Sexual harassment harms both boys and girls physically, psychologically and emotionally. It embarrasses, humiliates and shames the victims.

- Teachers, like other members of society, should be good example
- Teachers themselves as educators exercising sexual self-control and avoiding any situation that may lead to sexual harassment
- Teachers must see themselves as guardians and remember that they are responsible for the students' safety, welfare and well being
- They must, as well, make it absolutely clear that they will not tolerate such activity in their classroom

Supportive Gender sensitive School Management Systems

One teacher in isolation cannot transform the pedagogy to be gender sensitive/responsive. It is a process that requires the action and commitment of all stakeholders, including teachers, parents, and students both girls and boys, led by the school management. The effort to establish a gender sensitive/responsive pedagogy must be supported by a similarly gender sensitive/responsive school management system.

Many of the actions needed to make a school gender responsive require the introduction of new approaches, practices and systems. Thus school management must change even as the classroom environment is changing. Simply rearranging the classroom set up to make it more participatory may involve a review of school policy, the agreement of other teachers, and the infusion of human and financial resources. More complex issues, such as dealing with a child who has been sexually harassed in the school, will require action – and policy standards – by the school management to deal with the perpetrator, the services of the guidance and counselling teacher, and the support of fellow students to

ease the stigma. In all cases, the school management sets the tone – by being open and participatory itself, by establishing a gender responsive policy framework, and by adopting a zero tolerance approach to sexual innuendo, harassment and abuse.

The school management thus has an overarching role to play in ensuring the school environment nurtures a gender responsive pedagogy. It is the school management that provides teaching and learning materials that are gender responsive and the management that re-trains teachers in gender responsive pedagogy. In addition, it is management's responsibility to formulate, apply and monitor rules and regulations that will transform the school into a gender responsive environment. Moreover, the school management should provide the necessary human resources for efficient gender responsive management and governance of the school. When parents do not send girls to school, the management should intervene and sensitize the community about the importance of girls' education

Gender sensitive curriculum

Gender inequality in curriculum exposes indications that female and male learners are not treated equally in various types of curriculum. It is very common that male-dominant curricular materials are prevalent in schools all over the world. Hidden gender biases in curricula and the socialization of gender roles lead to inequitable education for girls and for boys.

There are two types of curricula: **formal** and **informal**. Formal curricula are introduced by a government or an educational institution. Moreover they are defined as sets of objectives, content, resources and assessment. Informal curricula, also defined as **hidden** or unofficial, refer to attitudes, values, beliefs, assumptions, behaviours and undeclared agendas underlying the learning process. These are formulated by individuals, families, societies, religions, cultures and traditions.

Gender inequality can be seen in two types of curriculum, but teachers can intervene only in the hidden one.

Where these gender inequalities can be observed?

- Curriculum language and gender: Some curricular objectives show that the language used is gender biased. Indeed, it can happen that the language itself can communicate the status of being male or female, and the status of being assertive or submissive. In many cultures, 'being male' is expressed in language as being confident.
- Curriculum structure and gender: Many official institutions, which set curricula, show a worrying shortcoming regarding issues of gender equality. Gender

equality isn't embedded in the very structure of the curriculum. Even the curriculum creators themselves aren't gender sensitive.

- Content of instructional materials and gender: Very often textbooks reinforce traditional views of masculinity and femininity and encourage children to accept a traditional gender order. It is not hard to find in every textbook typical stereotypes - that female characters in textbooks of primary education portrayed mainly as mothers and housewives whilst male characters were identified as breadwinners. Additionally, teachers often use materials, including texts, images or examples that reinforce stereotyped roles. Typical examples given include, roles of the father (reading the newspaper) and the mother (serving dinner); the doctor (male) and the nurse (female); playing ball (boy) and combing doll's hair (girl). By doing this, teachers are also promoting gender bias which favors girls as well. For instance, bullying and noise-making for boys and politeness and gentleness for girls. Gender bias does not only favor males over females; it can also go the other way around. They are both negative when considering a healthy relationship between the teacher and the learner

Gender sensitive curriculum

What a teacher can do?

1. If you find more male authors, scientists, and mathematicians featured in the textbook you use, do your own research and add more notable women to the mix.
2. Use wait/think time deliberately. Instead of calling on the first or second hand, choose the fourth, fifth, or sixth.
3. Be aware of the number of female students you call on. Be incredibly proactive in making sure that all students (regardless of gender, ethnicity, language, or learning ability) are equitably included in discussions and participation.
4. Call out sexist notions or terminology in texts used in the classroom – for example, a textbook, magazine article, poem, research report, or blog post. You can also highlight any gender stereotypical language used by students in the classroom and use it to invite broader discussion.
5. Videotape your classes and review your interactions with students. You could also invite a colleague to watch you teach and note which students are being asked questions, and what type of questions.
6. Design a lesson or unit of study based on exploring with your students issues of gender, self-image, and equality.

What a teacher can do?

Take a moment to consider the following questions as you reflect on your own classroom and gender equity:

1. Do any texts I use omit girls and/or women, or tokenize their experiences? How are boys and/or men stereotyped?
2. Are females or males presented in stereotypically gendered roles in any texts I have selected? If these are historical texts, how might I teach students to be critical of the limitations in the gender roles presented in these texts?
3. Do I encourage empowering and nonsexist behaviors among my students? Do I discourage both female and male gender stereotypes?
4. If I have a classroom library, is there a balance in male and female authors? Are there plenty of books with strong female protagonists? Do the nonfiction books feature notable women and girls?
5. In what ways do I encourage gender equity of voice and participation?
6. Do I ask girls as well as boys complicated questions? During discussions, do I inquire as diligently and deeply with female students as I do with male students?

Monitoring and Evaluation

Monitoring and evaluation refer to the systematic tracking and assessment of progress towards making the classroom gender responsive. An effective monitoring system covers all aspects of the teaching and learning processes presented in the previous units. These include the gender sensitive/responsiveness of lesson planning, classroom interaction, classroom delivery, classroom set up, student-teacher and student-student interaction, teaching and learning materials, and language use. Evaluation entails the periodic review of this progress measured against specific indicators of performance.

The transformation of a school into a gender responsive learning environment is a big issue, one that involves all stakeholders – parents, students, school managers and teachers.

A sound monitoring and evaluation framework spells out the destination clearly – in this case, gender responsiveness – and serves as a roadmap for keeping track of and assessing progress towards that goal. It will help you stay on the right road, and provide signposts to let you know you are going in the right direction. And it will guide you in determining whether you have actually ended up where you wanted to be.

The transformation of a school into a gender responsive learning environment is a big issue, one that involves all stakeholders – parents, students, school managers and teachers.

But individual teachers have a role to play in the process, beginning with what is going on in their own classrooms. Among other things, they can participate in monitoring and evaluation by:

- Setting goals and objectives for change in their respective behaviour and classrooms
- Holding regular meetings with other teachers and students to discuss the gender transformation of the pedagogy
- Producing and presenting regular reports to the school management
- Documenting what has worked in making the various teaching and learning processes gender responsive
- Sharing results and experiences with other teachers, students, management and other stakeholders including policy makers, other schools and education practitioners

Concluding tips & tricks

Use gender-neutral language when referring to children, e.g. instead of saying, 'Choose a boy to go with you'; say, 'Choose a friend to go with you'. Similarly, avoid organizing children according to gender, e.g. 'Boys line up here and girls here.' This only reinforces gender segregation.

Avoid stereotyping children, e.g. boys are noisy and loud, girls are calm and sweet; boys show less emotion and girls cry more readily. Note that these often-subconscious assumptions will affect your behavior and expectations towards the children.

Self-regulate your own interaction with the children. We tend to comfort girls more and send boys on their way earlier. Encourage all children to share feelings and emotions equally.

Jumble together all the dress-ups, toys, games, blocks, etc. so all genders have an equal opportunity to use the equipment rather than the girls traditionally drifting towards the dress-ups and the boys towards the blocks.

Provide a wide range of diverse stories about the genders in non-stereotyped roles. If such books are limited, change 'he' to 'she' in some books so the girls have a leadership role.

When reading books where typically the tiger or bear is a 'him' and the butterfly or bird is a 'she', change the gender around.

Challenge expectations of professions typically associated with a particular gender, for example include a female construction worker or soldier and a male secretary or nurse.

Avoid the term 'guys,' which may make female students feel excluded, use gender-neutral pronouns like 'everyone.'

Do not refer to stereotypical characteristics like 'boys don't cry' or 'girls don't fight' which limits understanding of gender roles.

Address phrases like 'you play like a girl' or 'man up,' and point out the gender implications of these statements and help find alternative phrasing.

Avoid segregating boys and girls into separate lines, separate sports activities and mix seating up in the classroom.

Ensure any educational materials used show genders in equal measure.

Mix boys and girls to work on projects together.

Explore gender concepts and roles from different communities.

Help students identify instances of gender bias, through awareness activities or historical events, laws and cultural changes.

Try not to assign classroom tasks that traditionally relate to a specific gender, e.g. boys moving desks or taking out the bins, while girls are asked to tidy up the dress-up corner.

Some children will come to school with preconceived ideas about gender. If a child does say, for example, 'Marnie can't play because it's a boy's game.' Use that as a 'teachable moment' and unpack how the comment made Marnie feel, and why you don't have any gender-specific tasks in the classroom.

Ask children to draw their idea of a fire-fighter, police officer and nurse. Then invite a female fire-fighter and police officer, and a male nurse into the classroom. Invite them to talk about their jobs and unpack the children's drawings and expectations about the visitors. Always use non-gender specific terms when referring to occupations, e.g. chairperson, flight attendant.

Encourage the school staff to devise a gender-equality policy that promotes gender-neutral language and encourages non-traditional gender roles and activities.

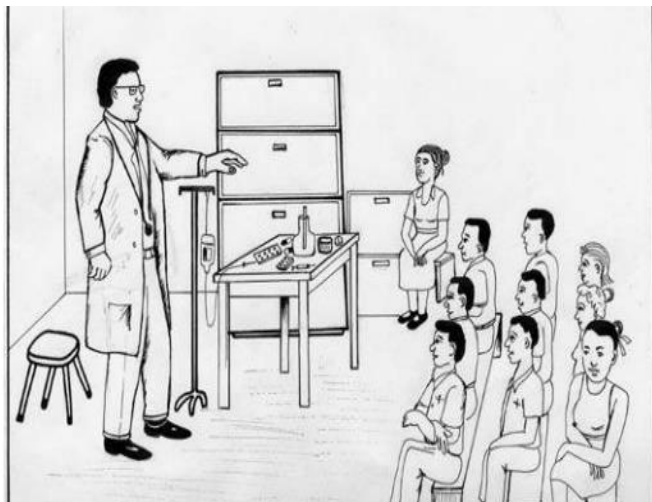
Hold a parent night to unpack your classroom/school's policy on gender equality and the use of gender-neutral language. Many parents will find this challenging so it is best to explain the reason behind the decision, i.e. all genders have the right to equal opportunities.

Be inclusive of a child/children who identifies as another gender to the one they were assigned at birth. Refer to the child in the gender they prefer. Your modelling of how this child is included and referred to will be paramount to the attitudes of the other children and their families.

IV.2.B. Exercise

Look at the illustrations and discuss the following questions:

- How many men and how many women do you see?
- What roles are men playing?
- What roles are women playing?
- Are these pictures gender responsive?
- How could the illustrations be improved to be more gender responsive?



IV.3. Gender mainstreaming in education

IV.3.1. Gender mainstreaming in education: definition and meaning

Gender mainstreaming in education is the process of assessing the implications – for girls, boys, women and men – of all planned actions, including legislation, policies or programmes, at all levels of the education system.

Gender mainstreaming should be conducted in all education institutions, whether private or public, as well as in government and international organizations which have a stake in education.

It is a holistic strategy for making girls' and women's, as well as boys' and men's, concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of education policies and programmes, so that girls, boys, women and men benefit equally, and inequality is not perpetuated.

Mainstreaming does not just involve adding on women's or girl's components to existing policies, plans, programmes or projects. Rather, a gender perspective informs all phases of development and implementation. Gender mainstreaming can involve fundamental changes to the culture and practice of education in a country. The ultimate goal is to achieve gender equality in education.

Council of Europe at its Recommendation CM/Rec(2007)13 of the Committee of Ministers to member states on gender mainstreaming in education offers following definition of gender mainstreaming in education:

“gender mainstreaming” means: the (re)organisation, improvement, development and evaluation of policy processes, to ensure that a gender equality perspective is incorporated at all levels and stages of all policies by those normally involved in policy making;“

The process of mainstreaming gender includes:

- questioning the underlying paradigm on which the national policy, goals and objectives have been based;
- aligning priorities, activities and critical issues with the principal of gender equality;
- placing gender-sensitive women and men in strategic positions in policy- and decision making;
- making women visible in all data;
- providing systematic training in gender analysis, methodology and awareness.

The mainstreaming of gender in education should be guided by overall national goals, objectives and priorities, but should specifically seek to:

- make explicit the importance of gender along with other characteristics, such as ethnicity and social class/caste, which can intersect to create disadvantages in the processes of education;
- ensure gender equality in access, progression, transition and completion of educational levels;
- overcome structural barriers, whether they be legal, economic, political, or cultural which may influence the access, participation and achievement of either sex in education;
- increase awareness of the active role women can and do play in development;
- increase the equal participation of women and men in decision-making in the management and implementation of education.

Council of Europe, i.e., Committee of Ministers on 10 October 2007, at the 1006th meeting of the Ministers’ Deputies, adopted **Recommendation CM/Rec(2007)13 of the Committee of Ministers to member states on gender mainstreaming in education**

In which, among other thing, recommends to member states the following:

Recommends to the governments of member states that they:

- I. review their legislation and practices with a view to implementing the strategies and measures outlined in this recommendation and its appendix;
- II. promote and encourage measures aimed specifically at implementing gender mainstreaming at all levels of the education system and in teacher education with a view to achieving de facto gender equality and improve the quality of education;
- III. create mechanisms, throughout the education system, to favour the promotion, implementation, monitoring and evaluation of gender mainstreaming in schools;
- IV. bring this recommendation to the attention of the relevant political institutions and public and private bodies, in particular, the ministries and/or public authorities responsible for framing and implementing education policies at central, regional and local level, school management bodies, local and regional authorities, trade unions and non-governmental organisations;
- V. monitor and evaluate progress arising from the adoption of gender mainstreaming at school, and inform the competent steering committees of the measures undertaken and the progress achieved in this field.

Recommendation CM/Rec(2007)13 of the Committee of Ministers to member states on gender mainstreaming in education calls member states to consider the following measures with a view to implementing them:

Legal framework:

1. incorporating the principle of equality between women and men into national laws on education, for the purpose of giving girls and boys equal rights and opportunities at school, and promoting de facto equality between women and men in society as a whole;
2. assessing the gender impact of future laws on education and, where necessary, reviewing existing laws from a gender perspective;

Education policies and support structures:

3. launching special programmes to bring the gender mainstreaming strategy into education policies and schools;
4. drawing up action plans and allocating resources to implement the gender mainstreaming programme, including inbuilt monitoring and evaluation;
5. studying the impact of education policies on girls and boys, women and men, providing qualitative and quantitative instruments for gender impact assessment, and using the gender budgeting strategy to promote equal access to, and enjoyment of, school resources;

- 6.ensuring that the statistics produced by education ministries and authorities are broken down by sex, and published regularly;
7. ensuring that committees or task forces set up by those ministries and/or authorities are gender-balanced;
8. organizing awareness-raising initiatives and/or training on gender equality and gender mainstreaming for the staff of education ministries;
9. preparing general documentation on incorporating the gender perspective and gender equality dimension, and particularly examples of good practices, and disseminating this material, inter alia, via the websites of education ministries and/or authorities;
- 10.preparing and disseminating guidelines for schools, teachers and curriculum planners on incorporating the gender perspective and gender equality dimension; making school inspectors more aware of gender mainstreaming as an element in evaluation of schools, and devising indicators for quality assurance and self-evaluation;
- 11.providing teachers and other education staff with information on international agreements and guidelines on equality between women and men, particularly in the education field;

School governance and school organization:

12. encouraging school management bodies to introduce gender mainstreaming in schools;
13. sensitizing parents and guardians and involving them in schools' work on gender mainstreaming and gender equality;
14. encouraging the wider education community to accept schools' objectives and mission in the matter of gender mainstreaming, and play an active part in implementing that strategy;
15. promoting balanced representation of women and men at all levels of the education process, particularly among school managers and principals;
16. promoting a holistic approach to informal and formal education in schools - an approach that includes life-skills programmes, covers human rights, human dignity and gender equality, develops self-esteem and self-respect, and encourages informed decision making, thus preparing girls and boys for community and family life;
17. promoting a democratic school culture, which includes adopting educational practices designed to enhance girls' and boys' capacity for participation and action, and for coping with change and gender partnership, as a prerequisite for the full exercise of citizenship;

18. encouraging balanced participation of boys and girls in collective decision making and school management, and in all extra-curricular activities, for example, school councils, children's parliaments, youth forums and clubs, students' associations, outings, school exchanges, voluntary work, meetings with local political leaders and information campaigns;

19. encouraging local authorities and relevant officials to support any conversion work (sanitary facilities and accommodation, etc.) needed for schools to accommodate both girls and boys and their lifestyles;

Initial and in-service education and training for teachers and trainers:

20. promoting awareness-raising and training on gender equality for all education personnel, and particularly school principals; producing classroom aids and teacher-training materials on gender mainstreaming in education, and distributing them to teachers;

21. including, in initial and in-service training, content which allows teachers to reflect on their own identity, beliefs, values, prejudices, expectations, attitudes and representations of femininity/masculinity, as well as their teaching practice; teachers should be encouraged to challenge sex-stereotyped attitudes and beliefs, which can inhibit boys' and girls' personal development and prevent them from realising their full potential;

22. bringing equality, diversity and the gender perspective into various areas of initial and in-service teacher training, and particularly: the production, reproduction and transmission of knowledge; the dynamics of teaching (teaching materials and methods; interaction and assessment) and institutional culture (organisation of the school day, school layout and interior design, recreational activities, posters and advertisements);

23. improving the teaching profession's public image and, when necessary, increasing teachers' salaries, for the purpose of encouraging both men and women to opt for careers in teaching, particularly at pre-school, primary and secondary level;

Course programmes, school curricula, subjects and examinations:

24. paying special attention to the gender dimension in course programme content and general curriculum development (particularly for scientific and technological subjects), and revising curricula as necessary;

25. evaluating the place of women in school curricula and the various disciplines, and highlighting their experience and contributions in the subjects taught;

26. taking account, in planning curricula, of girls' and boys' interests and preferences in respect of learning and teaching styles, for the purpose of fostering academic success and broadening the range of educational and career options;

27. making education for private life part of the school curriculum, when necessary, in order to encourage boys and girls to be self-reliant in this area, make them more responsible in their emotional and sexual relationships and behaviour, combat sexist role stereotyping, and prepare young people for a new gender partnership in private and public life;

Teaching materials:

28. making authors and publishers of school textbooks, and of educational, teaching, assessment and career guidance materials, aware of the need to make gender equality one of the quality criteria for the production of these materials and the development of multi-media products for use in schools;

29. encouraging teachers to analyse, challenge and so help to eliminate sexist stereotypes and distortions which these textbooks, materials and products may convey in their content, language and illustrations;

30. encouraging teachers to analyse and counter sexism in the content, language and illustrations of comics, children's books and games, video games, websites and films, which shape young people's attitudes, behaviour and identity;

31. devising and disseminating indicators for the appraisal of teaching materials – particularly textbooks and multi-media products – from a gender perspective;

Teaching methods and practices:

32. including analysis of teaching methods and practices from a gender perspective in guidelines for self-evaluation and quality assurance in schools;

33. making teachers aware of research done on teachers' interaction with pupils of each sex;

34. promoting gender mainstreaming in sports and leisure activities, where gender-based stereotypes and expectations may affect girls' and boys' self-image, identity-building, health, skills acquisition, intellectual development, social integration and gender relations;

35. encouraging girls and boys to explore new roles, activities and areas, and ensuring that they have equal access to all parts of the curriculum and to the same learning experiences;

36. ensuring that non-sexist language is used, and account taken of the gender dimension in teaching practice and throughout schools;

Education for democratic citizenship and human rights:

37. making gender equality a central part of education for democratic citizenship and human rights, and including that and other issues which are vital to democracy – namely, the individual’s rights and responsibilities in the private and public spheres – in basic legislation on school systems, as aims to be achieved in curricula, school culture and teacher training;

38. creating school learning contexts which focus on the needs and interests of both girls and boys regarding issues which affect our societies; enabling them to develop and exercise democratic citizenship, inter alia, by acknowledging both girls and boys as agents for social change, and devising projects which encourage initiative, give them action-gearred knowledge and skills, and so forge links between life at school and outside;

Educational and career guidance:

39. making gender mainstreaming one of the objectives of educational and career guidance;

40. encouraging and training guidance staff to use gender mainstreaming, so that they can analyse and counter the effects of sexist socialisation when necessary;

41. exploring the influence of female and male role perceptions on girls’ and boys’ identities and life plans, and promoting discussion of educational and career choices in the classroom;

42. promoting co-operation between schools and firms, for the purpose of giving girls and boys a better idea of the openings available in various sectors, and particularly in occupations dominated by one sex;

43. compiling and disseminating sex-based statistics on various careers;

Preventing and combating sexist violence:

44. teaching young people to consider and interpret relationships with reference to gender equality, human rights, power relations and violence;

45. providing guidelines to help schools to ensure that respect for human beings is the basis of their activity, and prevent/ combat any forms of individual or collective violence or discrimination which generate unsafe situations, fear, persecution, psychological or sexual harassment, physical assault or sexual violation of girls and boys in ordinary school life;

46. raising the awareness of education staff and training them to detect, analyse, respond to, and combat all forms of sexist violence;

47. making girls and boys aware of the dangers of exploitation, sexual abuse and trafficking to which they are exposed, ensuring that schools can respond quickly to serious violations of their sexual integrity and safety (incest, rape, paedophilia);

48. requiring schools to devise policies and procedures to deal with gender-based bullying, harassment and violence;

49. making school principals and teachers aware of violence rooted in custom and culture, affecting either women or men, so that they can analyse and act on it, and support the right of girls to self-determination;

Vulnerable groups:

50. promoting specific measures for girls and boys from groups whose customs and culture make for early school-leaving, and focusing parents' attention on this issue;

51. promoting specific measures for young people from disadvantaged groups, both boys and girls, who drop out and/or face social exclusion;

New information and communication technologies:

52. adopting cross-sectoral strategic guidelines on the need to apply gender equality criteria in using information and communication technologies (ICT) in education and, in particular, developing and selecting multi-media products for use in schools;

53. promoting equal access to, and use of, ICT for girls and boys from an early age in schools, and other formal and non-formal training and education contexts;

54. analyzing how new information and communication technologies are used by girls and boys,

Media:

55. encouraging exploration of the role which the media can play in teaching and helping young people (girls and boys) to develop critical attitudes to sexist representations of femininity, masculinity and gender relations in society;

Research on gender and education issues:

56. initiating and supporting research on gender and education, for example:

- research on sexism in the oral and written language used in the classroom and elsewhere in schools, including inter-pupil communication;

- research on innovative projects on gender stereotyping and pupil behaviour, representations of masculinity and femininity, new identities for girls, and relations between girls and boys, with special reference to aggressive and abusive behaviour;

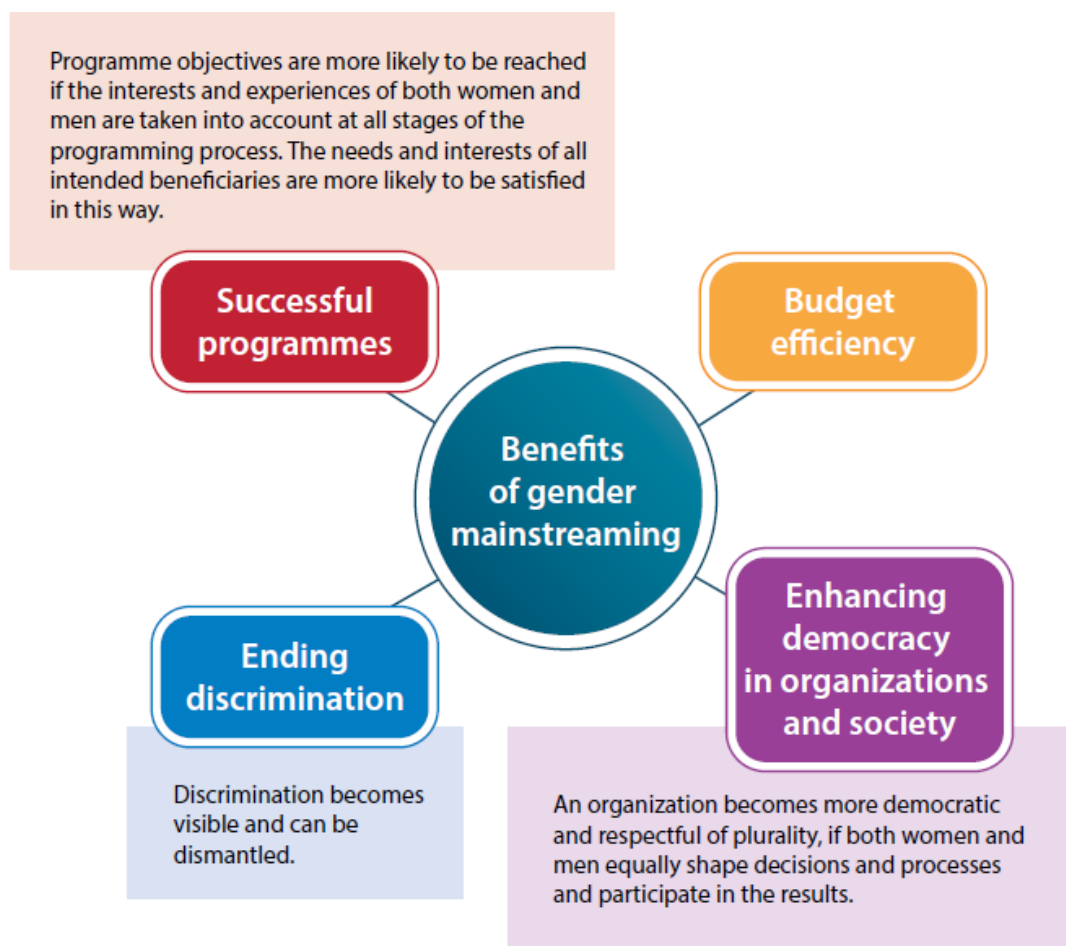
Monitoring:

57. collecting and processing, on a regular and ongoing basis, statistics on pupils and other participants in the education process, broken down by gender and covering levels of instruction, courses of study, disciplines and career options (particularly in scientific and technical subjects), publishing them regularly, and ensuring that they are widely distributed;

58. implementing this recommendation by monitoring and evaluating gender mainstreaming policies, practices and results;

59. regularly evaluating measures adopted and action taken, publishing the findings and disseminating them widely among the parties concerned

IV.3.1. Gender mainstreaming in education: definition and meaning



IV.3.A. Exercise

Reflect and write:

- Reflect on gender mainstreaming in education in your country context. Do you recognize some of the mentioned elements of gender mainstreaming in education, that took place in your country and institution?
- Think about or discuss what steps have been taken to institutionalize gender mainstreaming in the education sector in your context. What have been the results of these efforts?
- Think about the possible interventions in gender mainstreaming direction, and make a note of these. Identify which of these possible interventions have been implemented in your country and how this has been done.
- Think about any results from these actions that you are aware of?

Write down your answers. All written ideas table can be used to stimulate discussion about progress in gender mainstreaming in your school.

IV.3.2. The Gender Mainstreaming Cycle



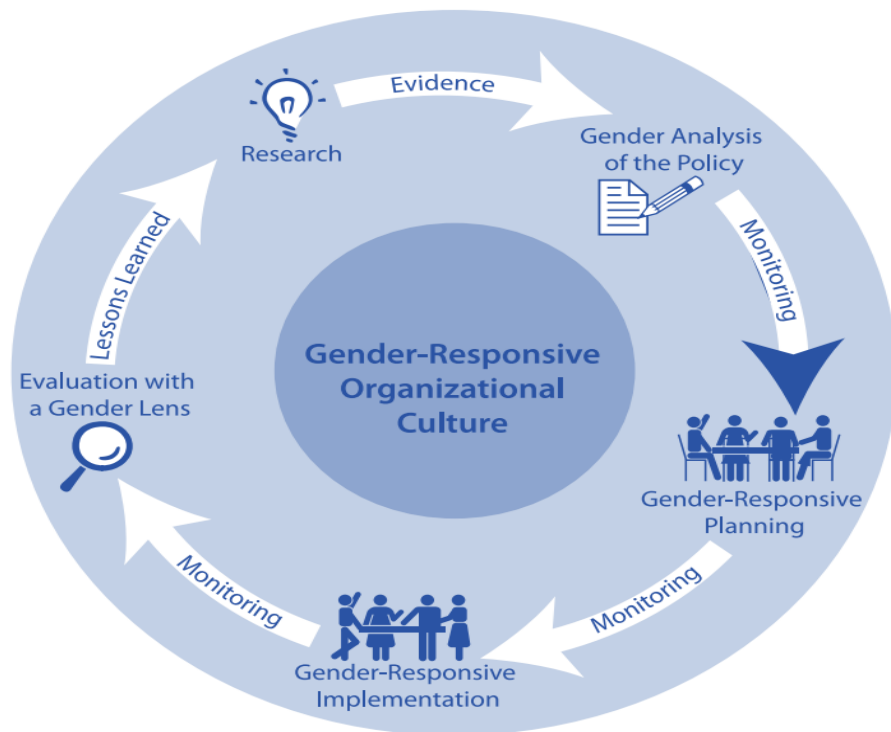
Define: In this phase, it's recommended to gather information on the situation of women and men in a particular area. This means looking for sex-disaggregated data and gender statistics, as well as checking for the existence of studies, programme or project reports, and/or evaluations from previous periods.

Plan: In this phase, it's appropriate to analyse budgets from a gender perspective. Gender budgeting is used to identify how budget allocations contribute to promoting gender equality. Gender budgeting brings visibility to how much public money is spent for women and men respectively. Thus, gender budgeting ensures that public funds are fairly distributed between women and men. It also contributes to accountability and transparency about how public funds are being spent.

Act: In the implementation phase of a policy or programme, ensure that all who are involved are sufficiently aware about the relevant gender objectives and plans. If not, set up briefings and capacity-building initiatives according to staff needs. Think about researchers, proposal evaluators, monitoring and evaluation experts, scientific officers, programme committee members, etc.

Check: A policy cycle or programme should be checked both during – monitoring, and at the end – evaluation, of its implementation. Monitoring the ongoing work allows for the follow-up of progress and remedying unforeseen difficulties. This process should take into account the indicators delineated in the planning phase and realign data collection based on those indicators. At the end of a policy cycle or programme, a gender-sensitive evaluation should take place. Make your evaluation publicly accessible and strategically disseminate its results to promote its learning potential.

IV.3. Gender mainstreaming in education



IV.3.2. The Gender Mainstreaming Cycle

Limitation of Gender mainstreaming in Education:

Gender mainstreaming has not yet solved all the challenges of gender inequality in education and does have some limitations. Common barriers to successful gender mainstreaming include:

- lack of political will
- underfunding of units given responsibility for gender mainstreaming
- marginalization of units responsible for gender mainstreaming within the bureaucratic structures
- institutionalization of male gender bias in the norms, rules and practices of organizations
- most mainstreaming mechanisms look the same regardless of the country context and are located only at the national level, rarely reaching decentralized levels of the education system, including sub-state administrative levels and the school
- gender has been over-simplified and interventions then fail to address the complexity of people's lives effectively
- resistance by staff/ departments to taking on responsibility for cross-cutting issues such as gender that may affect budget allocations
- gender mainstreaming has been accompanied by what has been termed policy evaporation, a process by which gender fades out or becomes invisible in policy commitments and strategies
- lack of coordination and communication between all stakeholders

IV.3.B. Exercise

- Think of idea for improving gender equality in your school, and put it thru all the phases of gender mainstreaming in education (**define, plan, act, check**)

IV.4. Reflection and discussion

The following are some of the common teaching methodologies used:

Participatory methods:

Role play

Demonstration

Discovery

Discussion

Q&A

Experimentation

Expository methods:

Lecture

Story telling

Use of resource persons

Can you think of some ways how to make each type of these teaching methods gender sensitive

How to Make Methods Gender sensitive/responsive

Method	Action
Question and answer	<ul style="list-style-type: none">- Give equal chances to both girls and boys to answer questions.- Extend positive reinforcement to both girls and boys.- Allow sufficient time for students to answer questions, especially girls who may be shy or afraid to speak out.- Assign exercises that encourage students, especially girls, to speak out.- Distribute questions to all the class and ensure that each student participates.- Phrase questions to reflect gender representation – use names of both men and women, use both male and female characters

<p>Discussion</p>	<ul style="list-style-type: none"> - Ensure that groups are mixed (both boys and girls). - Ensure that everyone has the opportunity to talk and to lead the discussion. - Ensure that group leaders are both boys and girls. - Encourage both girls and boys to present the results. - Ensure that both girls and boys record the proceedings. - Ensure that groups consist of girls and boys of different academic ability. - Ensure that the topic of the group discussion takes gender into account – include both male and female heroes in a history class, both men and women in a discussion on leadership.
<p>Demonstration (example: Dissection in a biology practical lesson)</p>	<ul style="list-style-type: none"> - Make sure that the groups are mixed (boys and girls). - Use different techniques to assure the students that it is all right to touch the specimens and deal with any fear that may be expressed or apparent. - Encourage girls to touch the specimens, without making them feel foolish or belittled. - Make sure that each student has an opportunity to work with the specimen. - Make sure that the boys do not dominate the execution of the experiment.

- Ensure that girls are not relegated to simply recording how the dissection is done, but actually participate.
- Make an effort to connect what is happening in the class to what happens in every day life`

Intervention	Action (s) taken	Results
Develop a gender equality policy in education	e.g. policy developed	e.g. more boys or girls in school and learning
Put in place an institutional mechanism to mainstream gender at central and decentralized levels		
Conduct a comprehensive gender analysis of the education sector		
Develop gender-responsive action plan(s)		
Develop gender-responsive budgeting		

Intervention	Action (s) taken	Results
Train staff on gender equality at decentralized levels of the education system		
Gender mainstreaming in school management		
Gender mainstreaming among teachers	e.g. in-service teacher training on inclusive pedagogy	
Gender mainstreaming in the curriculum and in teaching and learning materials		
Gender mainstreaming with parents and the community	e.g. awareness raising among parents/ communities	e.g. more parents refusing early marriages and sending girls to school

Chapter 5

REFLECTION AND DISCUSSION

Topics for research and discussion

Gender policies and Legislative in your country

Existing gender-equality policy objectives at EU and international level

Gender equality and Early education

Gender equality and Primary and secondary education

Gender equality and Higher education

Practical examples of gender mainstreaming in education and training

Educational procedures and standards for gender equality

Gender-equality paradox

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