

Gender Fair Education (GFE): Teaching gender equality and non sexist learning

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Let us start with Quiz

In the Philippine population there are more female than male.

FALSE



Sex Ratios

All ages	102:100
0-14 years old	107:100
15-64 years old	102:100
65 years old and over	73:100

The current projected female life expectancy remains higher at 73.14 years compared with men at 67.61 years.

(PSA-NSO, 2010)

There are more female licensed professional than male.

TRUE

- Among the women dominated professions, Midwives top the list followed by Nutri-Dietitians, Social Workers, Pharmacists, Librarians, Guidance Counselors, Dental Hygienists, Interior Designers, Teachers, and Nurses.

Males are more at risks to lifestyle related health issues

TRUE

- Based on the results, hypertension remained relatively high. Smoking is the most common lifestyle risk factor. The prevalence of smoking in women is relatively low at 12.1 percent compared with that of men at 56.3 percent.

Females are naturally exposed to reproductive health risks.

TRUE

- 6 out of 10 married women, 15 to 49 years old, were at risk of conceiving a child with an elevated risk of mortality.
- 26.6 percent of pregnant women and 11.7 percent lactating women are underweight. Anemia remains a health problem among pregnant and lactating women at 43.9 percent and 42.2 percent respectively.

There are more male OFWs than female.

TRUE

- Of the 2.22 million OFWs in 2012, female OFWs were estimated at 1.072 million (48.3%) or an increase of 3.9 percent from the 1.032 million estimated female OFWs in 2011.
- Female OFWs in **2012 were generally younger** than males. Around 61.4 percent female OFWs were aged 15 to 34 years while only 48.2 percent male OFWs are of the same age group.

In the World Economic Forum's Global Gender Gap Report 2013, the Philippines ranked 7th out of 136 countries, making it the only Asian country to enter in the top ten since 2006.

FALSE

2013 Rank	Country	Gender Gap Index (GGI)	2011 Rank
1	Iceland	0.8731	1
2	Finland	0.8421	2
3	Norway	0.8417	3
4	Sweden	0.8129	4
5	Philippines	0.7832	8
6	Ireland	0.7823	5
7	New Zealand	0.7799	6
8	Denmark	0.7779	7
9	Switzerland	0.7736	10
10	Nicaragua	0.7715	9

Open it up

- Gender equality is about partnership

Objectives

- Understand national and international imperatives on gender, education and women's rights
- Identify gender bias in the school setting
- Raise awareness on GFE

Mandates

International

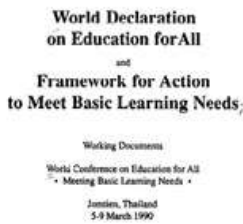
- Education for All (EFA)
- Convention on the Elimination of all forms of Discrimination Against Women (CEDAW)
- Millennium Development Goals (MDG)
- Convention on the Rights of the Child (CRC)

National

- PPGD (1995-2025)
- Women in Nation Building Act
- Magna Carta of Women
- RA 7877- Anti Sexual Harassment Law
- RA 9262- VAWC
- RH Law
- Women's EDGE (2011-2016)
- R.A. 7610 (Special Protection Act) and R.A. 7658 (Child Labor), Children's Tele vision Act, Family Courts Act, R.A. 9208 (Anti-Trafficking of Persons Act),

Why gender?

• What happened in Jomtien in 1990?



These are draft working documents prepared for discussion and adopted at the World Conference on Education for All.

As working drafts, they should not be considered policy statements of the Inter-Agency Commission for the World Conference on Education for All, nor of the agencies, organizations and national sponsors of the World Conference.

• What happened in Dakar in April 2000?



• What happened in New York in Sept 2000?



ALL- Men and WOMEN/ Boys and GIRLS

5 Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality



Equality exercises

Education: As Human Rights and Dev Agenda

What is the Right to Education?

The right to education guarantees every child equal access to quality schools and services without discrimination at every level of education, including quality teachers and curricula, and safe and welcoming school environments that respect human dignity.

The human right to education includes:

- Equal enjoyment of, and equal access to, educational opportunities and facilities
- Compulsory and free primary education
- Generally available and accessible secondary education, and equally accessible higher education
- Freedom of choice in education, and freedom to establish private institutions.

Right to Education and Human Rights Education – difference and correlation

- **Right to Education**
Universal access to quality education – normative process, based upon international legal obligations
 - **Human Rights Education**
Content/ Education Programmes on human rights & democratic citizenship
- is part of the Right to Education of good quality; and contributes to promoting the right to education

Education is a fundamental human right and essential for the exercise of all other human rights. It promotes individual freedom and empowerment and yields important development benefits. (UNESCO)



Gender in PH education

Strategic gender issues to be addressed

1. *Boys are underperforming in key education indicators compared to girls*
2. *Indigenous people (IP) also fall behind in enrolment data and experience discrimination*
3. *Higher education degrees manifest marked gender-segregation*
4. *Gender biases and stereotypes remain, and are still embedded in the curricula, instructional methods, materials and learning media*
5. *Women and girls continue to be vulnerable to sexual harassment and violence inside schools because of the lack of safe and gender responsive teaching-learning environment*

Gender in the school setting

CONTENT

- Gender Stereotypes
- Gender biases
- Gender Discrimination
- Gender Inequality

STRUCTURES

- Who is in power?
- Feminization of teaching profession
- Who are the leaders
 - in class?
 - in activities?
 - in admin

PROCESSES

- Who does what?
- Hard work vs. soft work

Hence we need the whole school approach to make it



LANGUAGE,
WORDS, LABELS



PICTURES,
CONTENT,
REPRESENTATIONS

before buying. You should give some thought to weighing your alternatives to the way that the decision you make in the heat of the day. In business buying it is very important to purchase your goods and items, "one thing at a time" as the saying goes.

Business Decision-Making
 Your buying decisions are made in a very different way from the way that people purchase if they items from a store. While the store buys its merchandise from its manufacturer or its wholesaler. When someone buys, it is not because they have to buy it. They buy it because they want it. They buy it because they need it. They buy it because they want to have it. They buy it because they want to use it. They buy it because they want to have it. They buy it because they want to use it. They buy it because they want to have it. They buy it because they want to use it.




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Lesson 2 - Our Community Helpers

	
The priest celebrates mass.	The fireman puts out the fire.
	
The driver drives the jeepney.	The policeman takes care of the peace and order.
	
The doctor treats the sick to make them well.	The carpenter builds our houses.

	
The barber trims our hair.	The dentist treats our teeth.
	
The nurse helps the doctor.	The teacher teaches the children.
	
The baker bakes the bread.	The Metro Ase cleans the streets.

Structures



Processes



1. Laboratories- tasks, competitions, roles, equipment etc.
2. Activities- physical arrangement, food committee
3. School representatives?
4. Student leaders/

**GROUPS,
ACTIVITIES,
PARTICIPATION**

How to address?

- Gender sensitivity training for educators (MCW)
- Strengthen capacity development
 - Teacher training on gender fair instructional materials
 - Teacher training on gender fair language in instructions
- Address sexual harassment on campus
 - Orient everyone about RA7877
 - Make sure you establish your CODI
- Implement provisions in the Magna Carta of Women

Understanding gender fair education

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Who's who?

- ▶ Doctor
- ▶ Nurse
- ▶ Teacher
- ▶ Lawyer
- ▶ President
- ▶ Senator
- ▶ Congress representative
- ▶ Soldier
- ▶ Military General
- ▶ Pilot

Switching the mind: On or Off?



Identifying gender issues

- List 3 observed manifestations of the following in your schools/experience as a teacher : (no name just M/F)
 1. Gender stereotypes- i.e. physical arrangement committee for boys and food prep for girls.
 2. Gender bias- i.e. supported sports competition are mostly male events
 3. Gender discrimination- i.e. hiring of CLE teachers, mostly male seminarians
 4. Gender inequality - i.e. most of school leaders are male/female; no balance
- Paper airplanes/balls

Gender socialization ladder

From preschool through postsecondary education, females receive less attention from teachers than males. Even when boys don't volunteer, teachers are more likely to call on them than girls.(UNESCO)

Unequal work opportunities, Violence Against Women etc.,

Inequality

G. Discrimination

Gender Bias

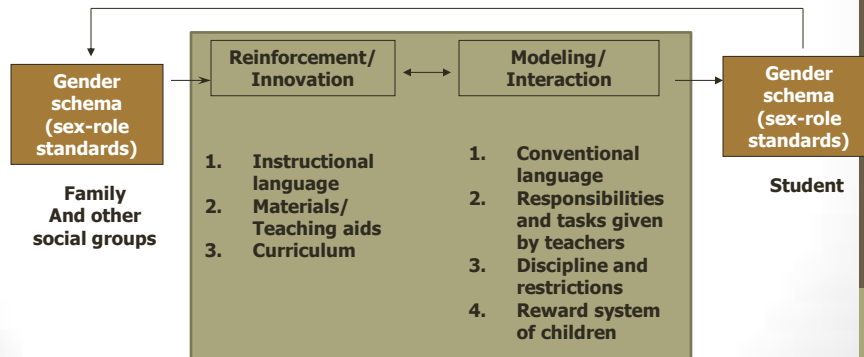
Reading texts: males shown 147 different jobs; female 26
Protagonists: males 4xmore- display ingenuity, creativity, autonomy, self respect (AAUW)

Stereotyping

Toys: Male- adventure toys;
Female-Suzy homemaker

Gender Socialization in the School

The conceptual model or gender socialization of school-aged boys and girls as seen in their interaction and socialization process in the school setting



Gender Equality in Education: the Role of Schools (2007)

What emerged

- Schools in most cases reinforce the existing gender ideology, stereotypes, norms and expectations everywhere
- schools have the potential of playing a transformative role in changing the prevalent notions and unequal relations, it does not necessarily happen on its own, and requires specific and targeted interventions in most cases.

What is Gender Fair Education (GFE)

Quezada-Reyes, Z. (2000) An Agenda for Gender-fair Education. ZENAIDA

- involves the experiences, perceptions, and perspectives of girls and women as well as boys and men (DE, USA 1995).
- It aims to promote the teaching and learning of gender equity, highlighting female experiences as products of historical and cultural processes.

Gender-fair education works on the following principles:

Quezada-Reyes, Z. (2000) An Agenda for Gender-fair Education. ZENAIDA

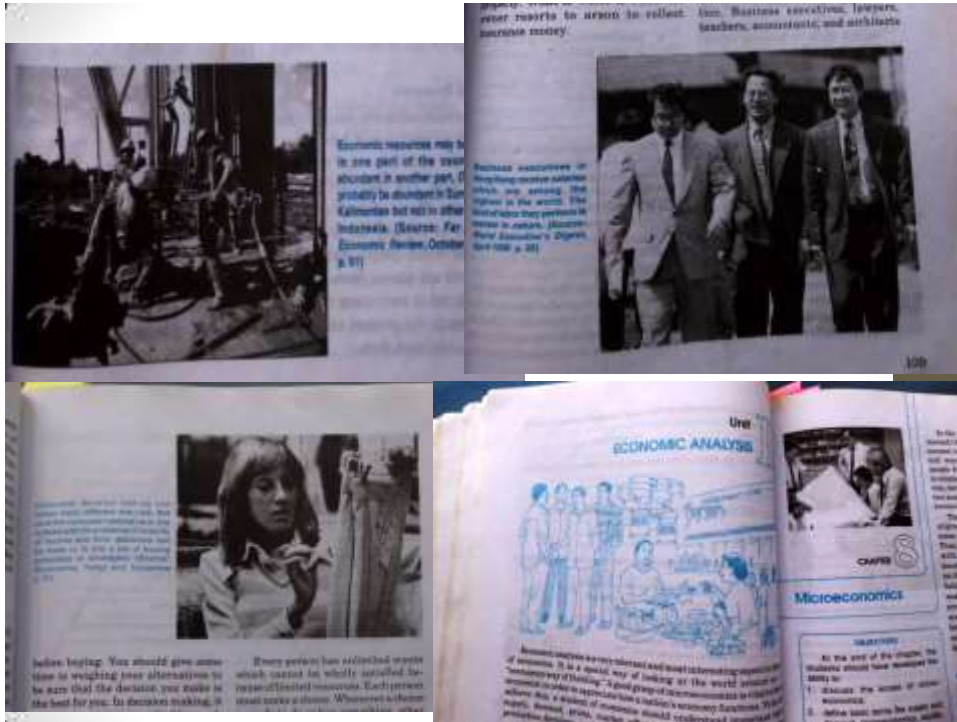
1. Men and women are born equal, and so they must be given equal opportunities to develop their potential.
2. All students have the right to a gender fair learning environment.
3. All education programs and career decisions should be based on the student's interests and abilities, regardless of gender.
4. Gender-fair education incorporates issues of social class, culture, ethnicity, religion, sexual orientation, and age.
5. Gender-fair education requires sensitivity, determination, commitment, and vigilance.
6. The foundation of gender-fair education is the cooperation and collaboration among students, educational organizations, and other relevant institutions.

DepEd GAD Key messages (2001)

1. Shared parenting
2. Shared decision making
3. Shared home management
4. Equalized opportunities
5. Equalized representations in public affairs
6. Make contributions of women visible, recognized and valued
7. Eliminate all forms of violence against women







MC's GFE Core messages

1. **STOP** gender stereotypes in behaviors & expectations
2. **LOOK** out for the real needs and the security from violence of girls/boys and women/men.
3. **LISTEN** to what girls and boys, men and women have to say
4. **RESPECT** children's rights and women's rights according to law.
5. **RECOGNIZE** equally the contribution of boys/girls and men/women to social change.
6. **VALUE** all human beings fairly and in the same way.
7. **LOVE** all human beings as Miriam of Nazareth loves her family and community in Christ.

A Vision for Girls Education

We simply cannot offer an excellent education because all other top academic institutions do this. As a women's college, aside from academic excellence, we must offer an education that aggressively and explicitly introduces a feminist orientation and asserts the importance of gender issues...

..... We must self consciously and systematically seek to empower the girls and women under our care, helping them to value themselves and their contributions. We must have to expand options and outcomes for our students beyond traditional roles and stereotyped careers.

PBL (2001)

1. "I say this with enormous pride — we are a school that celebrates the female perspective and way of doing things. These girls who are with us today will be tomorrow's 'women leaders in service'"
2. "We are acutely aware of our mission — which is to educate, nurture, train, work with, and stretch and challenge the girls and young women in our care so that they can be their very best selves in every respect,"

(ROL, 2011)

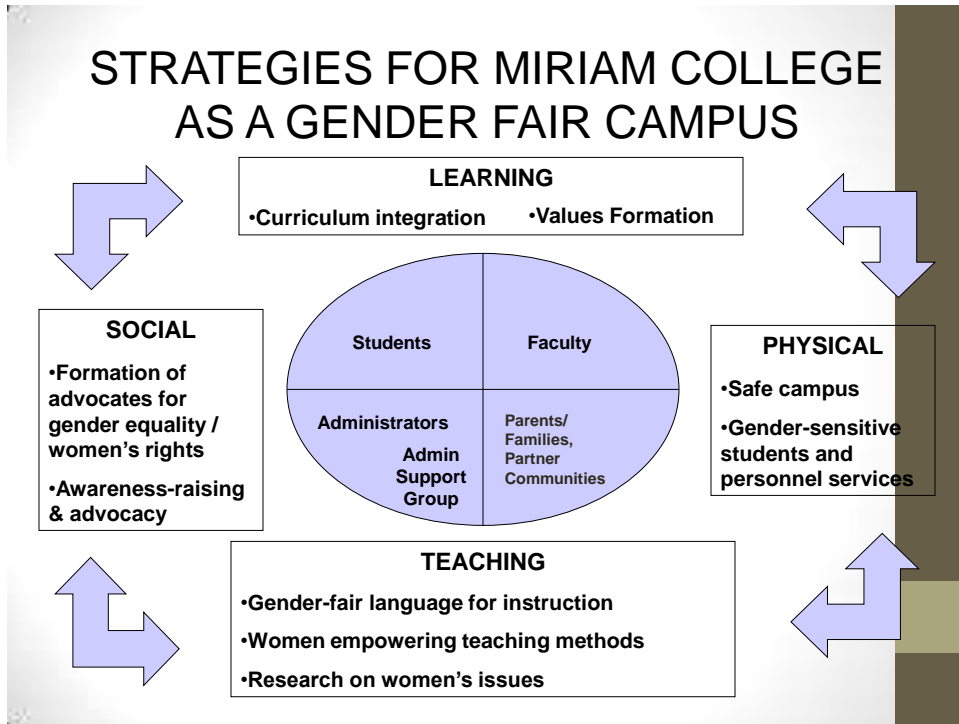
WAGÎ

- Miriam College's center for research, training and advocacy on women's rights, gender equality and non-sexist learning in support of the leadership of young women and students.
- cross-disciplinary perspective on women's empowerment that is interlinked with democracy, human rights, social justice and value formation.

Gender Fair Education program

Integrates issues of women's rights, gender equality & equity into academic and non-academic programs, development programs for faculty, students and staff and, school administration system

STRATEGIES FOR MIRIAM COLLEGE AS A GENDER FAIR CAMPUS



Teaching and Curriculum Integration

- Gender Sensitivity Training for new members of the faculty, staff and students
- In service training on GFE for teachers
 - Anti-Sexual Harassment law
 - Gender Fair Language
 - Spotting Stereotypes in Instructional Materials
 - Gender Fair Counselling
 - Harassment in different spaces
 - Public / Street Harassment
 - Intimate Relations
 - Cyberspace Harassment
 - Institutional Training on VAWC and CEDAW

Gender Equality in Partner Communities and Sectors

- GST for community leaders
- GST for youth leaders in the community
- GST for teachers in partner schools
- GST for Security Personnel
- GST for Parents and Caregivers

Child Study Center

Themes	Unit Topic
<ul style="list-style-type: none"> - Equalize opportunities - Equalize representation in public affairs - Make women's role visible, valued & recognized 	Self
<ul style="list-style-type: none"> - Shared parenting - Shared home management - Shared decision making 	Family and houses
<ul style="list-style-type: none"> - Make women's role and contribution visible, valued & recognized - Equalize opportunities 	Friends
<ul style="list-style-type: none"> - Shared decision making 	Animals
<ul style="list-style-type: none"> - Equalize opportunities 	Community helpers
<ul style="list-style-type: none"> - Equalize representation in public affairs - Make women's role & contribution visible, valued & recognized 	Transportation



Grade School

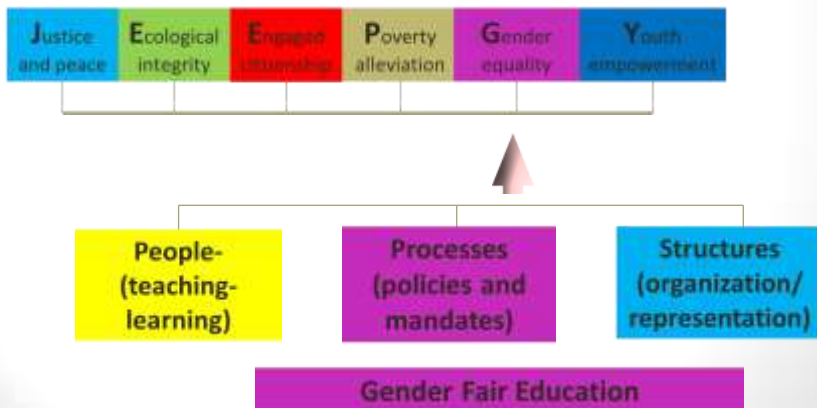
Subject Area: Home Economics and Livelihood Education

Themes	Sub-themes	Grade level
1. shared parenting	My family Managing Our Home Design of the Home	1-6
2. shared home management		3-6
3. shared decision making		7
4. equalize opportunities	Myself Woodwork projects Getting others to shared Preparing for the future Design and the home	1-7
		3-7
		3-6
		6
5. equalize representation in public affairs		
1. make women's role and contribution visible, valued and recognized	Getting others to shared Preparing for the future	3-5
		6
1. eliminate all forms of violence against women	Bringing out the best in me Improving yourself towards social maturity Adolescence, self concept of friendship	3-6
		7
		7

Place of GFE in JEEPGY

Transformative education safeguarding value systems lies at the heart of Catholic Education. Showcase Catholic values that encourage a strong commitment to effecting change in society.

TRANSFORMATIVE EDUCATION



Activity: Get a partner

- Everyone is a bearer of message
- Anyone can be a reflection of values
- Each one may be a catalyst of change
- All can be teachers and learners

Maraming salamat!