



# Approaching citizenship education from a gender perspective

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« L'école en tant que vecteur essentiel pour prévenir la violence et promouvoir les valeurs de l'égalité femmes-hommes »

Atelier régional dans le cadre du projet « Former des Citoyens Responsables »

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Union pour la Méditerranée  
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الإتحاد من أجل المتوسط



# WE CAN END POVERTY

MILLENNIUM DEVELOPMENT GOALS AND BEYOND 2015

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## GOAL 3: PROMOTE GENDER EQUALITY AND EMPOWER WOMEN

**Target 3.A:**  
**Eliminate gender disparity in primary and secondary education, preferably by 2005, and in all levels of education no later than 2015**

- ⌘ The developing countries as a whole have achieved the target to eliminate gender disparity in primary, secondary and tertiary education.
- ⌘ Globally, about three quarters of working-age men participate in the labour force, compared to half of working-age women.
- ⌘ Women make up 41 per cent of paid workers outside of agriculture, an increase from 35 per cent in 1990.
- ⌘ The average proportion of women in parliament has nearly doubled over the past 20 years.
- ⌘ Women continue to experience significant gaps in terms of poverty, labour market and wages, as well as participation in private and public decision-making.

### Featured story



United Nations  
Promote Gender Equality  
Empowerment Young Girls

**Gender  
aware  
approach**

**Approaches and practices  
aiming equity in  
education**



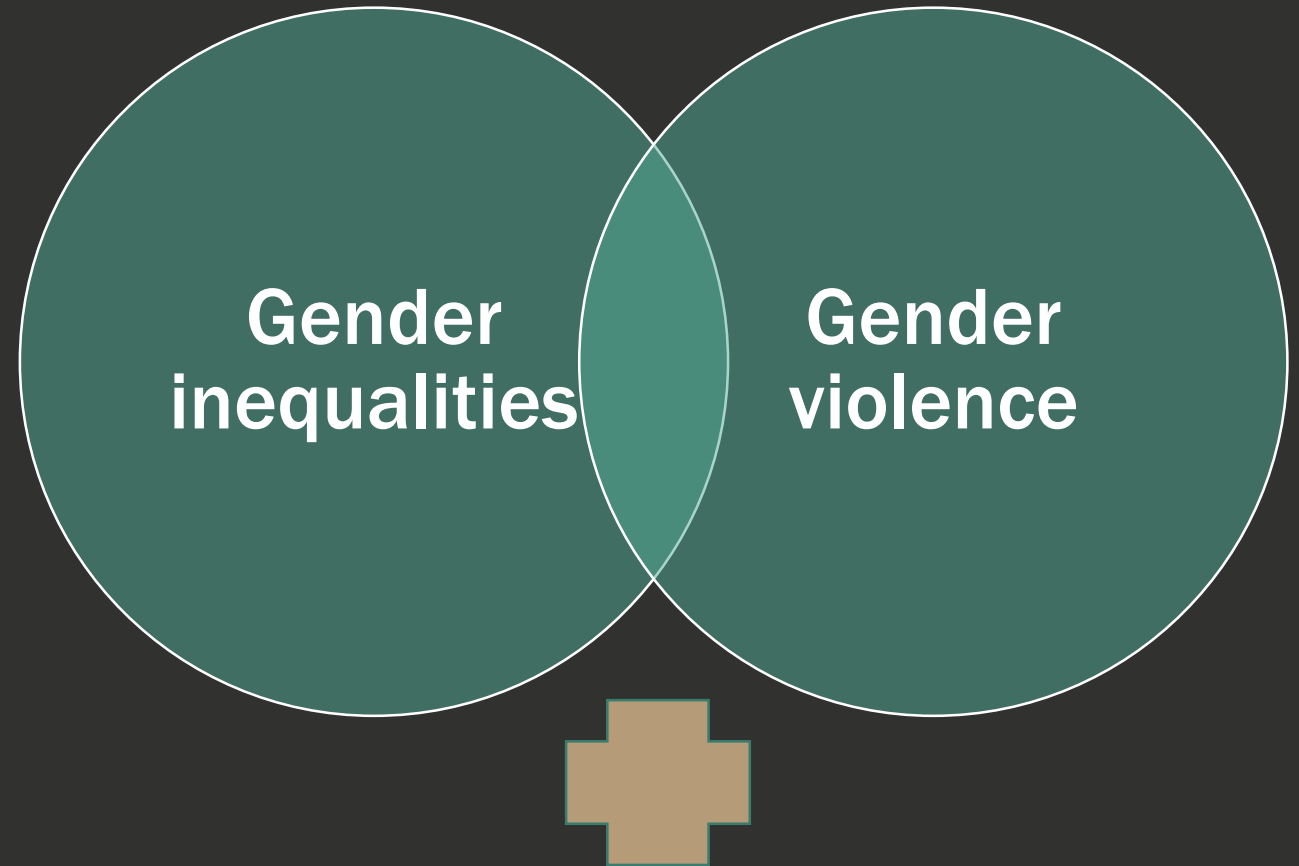
**Democratic  
coexistence**

**A world with  
extensive  
gender  
discriminations**



# **Sexism among adolescents: association with gender inequality and violence**

**What does research  
tell us?**



**It is from adolescence when begin  
different situations of violence  
increasing “new models”**



# Harassment within school context

nature:, physical, verbal or relational;  
direct or indirect

(Ovejero, Yubero, Larrañaga y Navarro, 2013)

It can include verbal or written  
comments, sexual coercion, aggressive  
gestures, etc.

(American Association of University Women [AAUW], 2011; Kalof, Eby, Matheson,  
y Kroska. 2001)

may also be in person or through  
electronic means such as **mobile,**  
**internet and social networks**

(American Association of University Women [AAUW], 2011; Kalof, Eby, Matheson,  
y Kroska. 2001)

**“Aha” Moment!  
(Teacher's  
reflective  
transformation,  
”period of insight”)**



Dr. Sonia Nieto has devoted her professional life to questions of diversity, equity, and social justice in education.

“My *Aha! moments* have helped me understand not just my own reality, but also the realities and lives of others. This is why I believe that it’s our responsibility as educators, to engage teachers in **serious introspection and reflection**, [...] an honest and rigorous understanding of their own position in the world [..]. they will be better prepared to connect in authentic and caring ways with their students, because they will understand that sociocultural and sociopolitical understandings of the world are not just personal *Aha! moments*, but rather moments of transcendence and transformation” (Nieto , 2013, p.18).





## Teachers' attitudes, beliefs and expectations towards gender equality— relevant aspect in the process of empowerment of young girls and adolescents

Among the many factors that influence academic achievement and inclusion is the increasing agreement that teachers' knowledge, skills and dispositions play an important role

Research has shown **gender blindness and no capacity whatever for realize discrimination or inequality in the education of women and girls. — Inequality based on 'naturalising' differences to legitimize differential treatment or erroneous prior knowledge about this topic**

**Schools –Teachers a solid basis for providing them with equal opportunities**

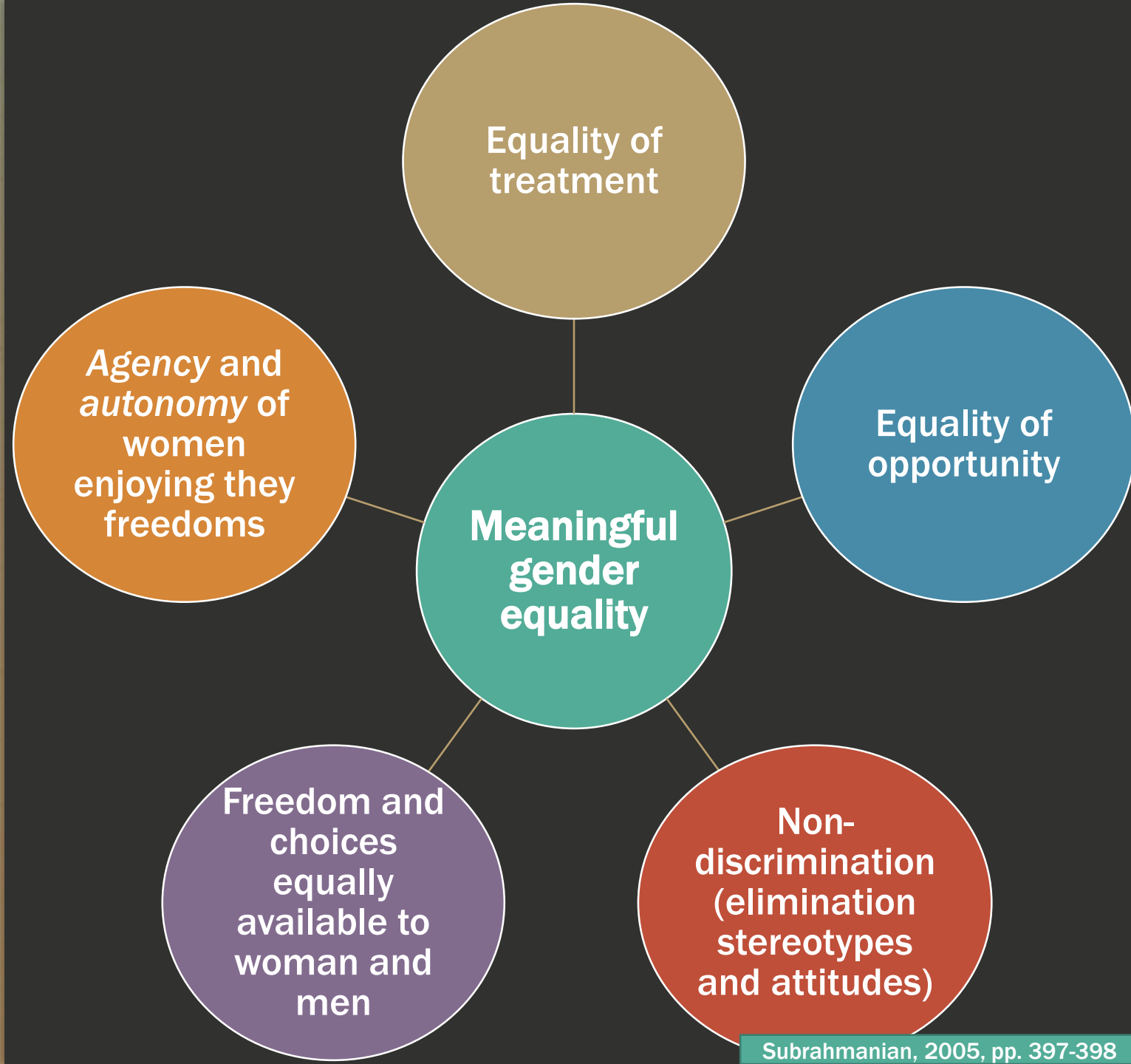
“[...] in many countries, **teachers’ most urgent needs for improving citizenship education** revolve around core concerns of content, namely better materials and **more subject-matter training**” (Torney-Purta et al., 2001, p.158)

**It is important to address gaps in teachers' gender perspective to improve Citizenship Education programs oriented to Secondary Schools aimed to cope with issues of equity, social justice and critical action orientated frameworks to gender education**

**(Banks and Banks 2004; Banks et al. 2007)**

# ***Proposal*** **Building a gender equality school context**

(Partially adapted Artieda, 2015)



## General aim

To raise awareness of in-service teachers on gender equality to approach

### the right to education


- access
- participation

### rights *within* education

- gender-aware educational environments
- processes
- outcomes

### rights *through* education

- meaningful education outcomes that link education equality with wider processes of gender justice

- Learning content
  - Teaching strategies
  - Subject choice
  - Assessment models
  - Peer relationships
  - Learning outcomes
- 

### **Rights to education**

Access, survival,  
attendance, retention,  
transition between levels  
of education  
*(gender parity)*

### **Rights within education**

Non discrimination of  
men and women in  
educational  
opportunities. Do not  
impose or perpetuate  
gender stereotypes.  
Equality of treatment and  
equality of outcome

### **Rights through education**

Link between  
education and social  
institutions and  
processes (to shape  
equal opportunities  
and aspirations)



# Framework

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graph TD; Framework[Framework] --> Phase1[Phase 1  
"Dialogic Debates"  
global nature, addressing gender inequalities as social constructed and the relevance to assume a gender approach in school context]; Framework --> Phase2[Phase 2  
"Learning by doing"  
a within school perspective: documents, schedules, teaching materials, environments and adjustment to school context]; Framework --> Phase3[Phase 3  
"Understanding adolescents"  
relationship of teachers and students in gender issues, with special emphasis on training teachers about adolescent development and ways to prevent or act in situations that may generate gender inequalities];
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## Phase 1

### **"Dialogic Debates"**

global nature, addressing gender inequalities as social constructed and the relevance to assume a gender approach in school context

## Phase 2

### **"Learning by doing"**

a *within* school perspective: documents, schedules, teaching materials, environments and adjustment to school context

## Phase 3

### **"Understanding adolescents"**

relationship of teachers and students in gender issues, with special emphasis on training teachers about adolescent development and ways to prevent or act in situations that may generate gender inequalities

# Phase 1

## Dialogic Debates

**Activity 1.** To reflect on unequal power relations between women and men. To evaluate the relational dimensions of gender inequality. To recognize the socially constructed disadvantages of women in diverse spheres of social life. To analyze the concept of gender equality

**Activity 2.** To reflect about the relevance to assume a gender-aware approach in school context (teachers' attitudes, nature of the curriculum (including 'hidden' curriculum [use of power, competition, behaviours, etc.], school documents, infrastructures, interpersonal relationships, relations with families, etc.)

**Activity 3.** Gender equality in society training session I. Social construction of gender identity (sex-gender differentiation, construction of gender stereotypes and prejudices, gender roles, questions and criticisms of sexist language, etc.)

**Activity 4.** Gender equality in school context training session II. Social construction of gender identity (sex-gender differentiation, construction of gender stereotypes and prejudices, gender roles, questions and criticisms of sexist language, etc.)

# Phase 2

Learning by doing

Activity 1. To analyze gender equality rights *within* education I: To review school policy documents, school documents, didactic programs, teaching strategies from a gender perspective

Activity 2. To analyze gender equality rights *within* education II. To foster gender-aware educational environments, processes, and outcomes

Activity 3. To conduct an in-depth gender-aware adjustment of school documents, didactic programs, teaching strategies, educational environments, outcomes, etc

Activity 4. Round table. To discuss and revise if the adjustments are appropriate for enabling gender equality in school context

# Phase 3

Understanding adolescents



**Activity 1.** To understand the development in adolescence I. Physical, cognitive, and social-emotional changes. Special emphasis on the emotional area: self-concept, self-esteem, identity, mood, family relationships, social relationships, (Special attention to empowerment of adolescent girls)

**Activity 2.** To understand the development in adolescence II. Physical, cognitive, and social-emotional changes. Peer relationships, Friendships, Romance & Intimacy

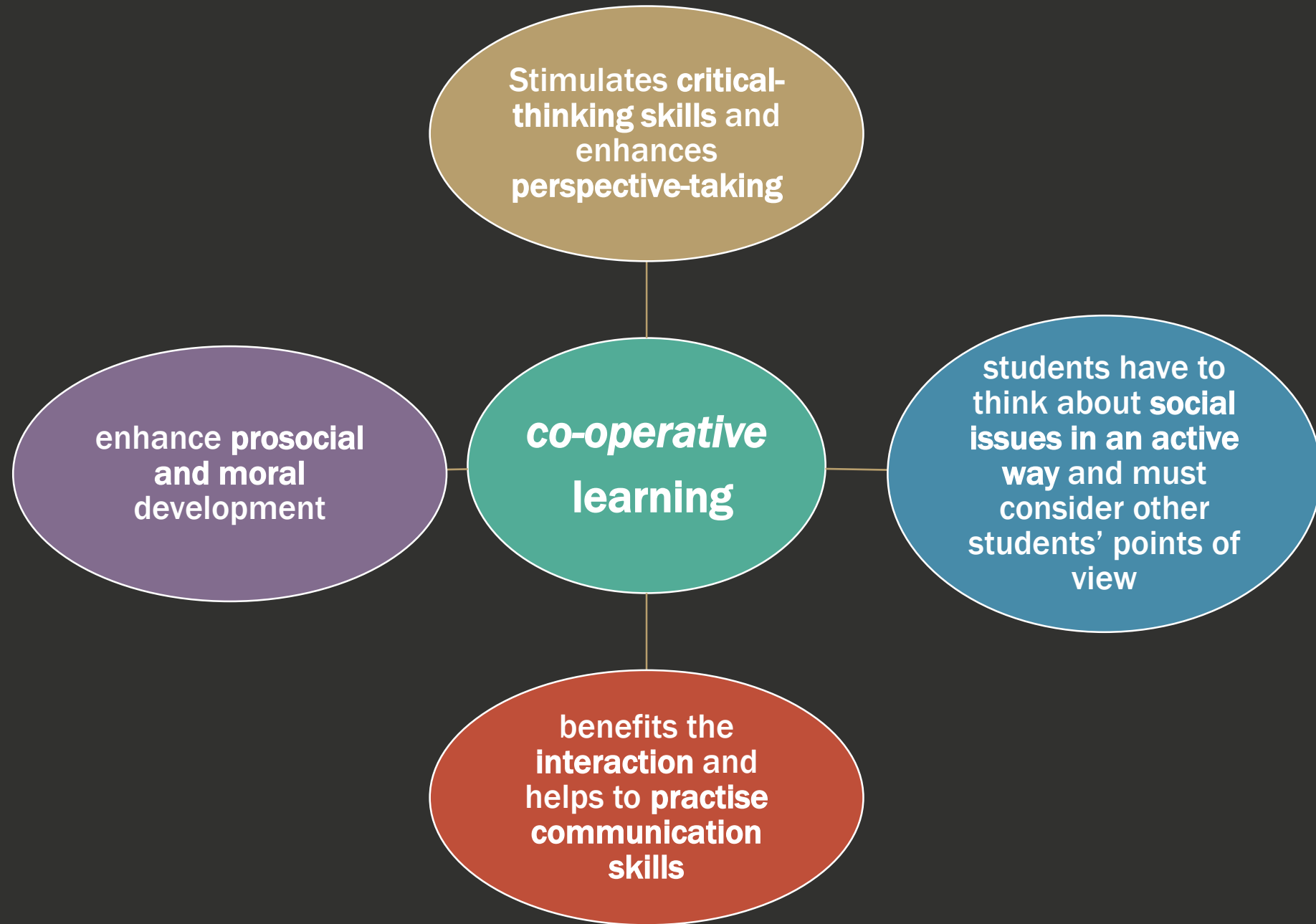
**Activity 3.** Interpersonal conflict during adolescence. Bullying, Cyberbullying, Conduct Disorders, Disruptive behaviours, etc.

**Activity 4.** Conflict resolution: Peer education intervention. Circle time, Befriending, Mediation and Conflict Resolution, Active Listening, Mentoring

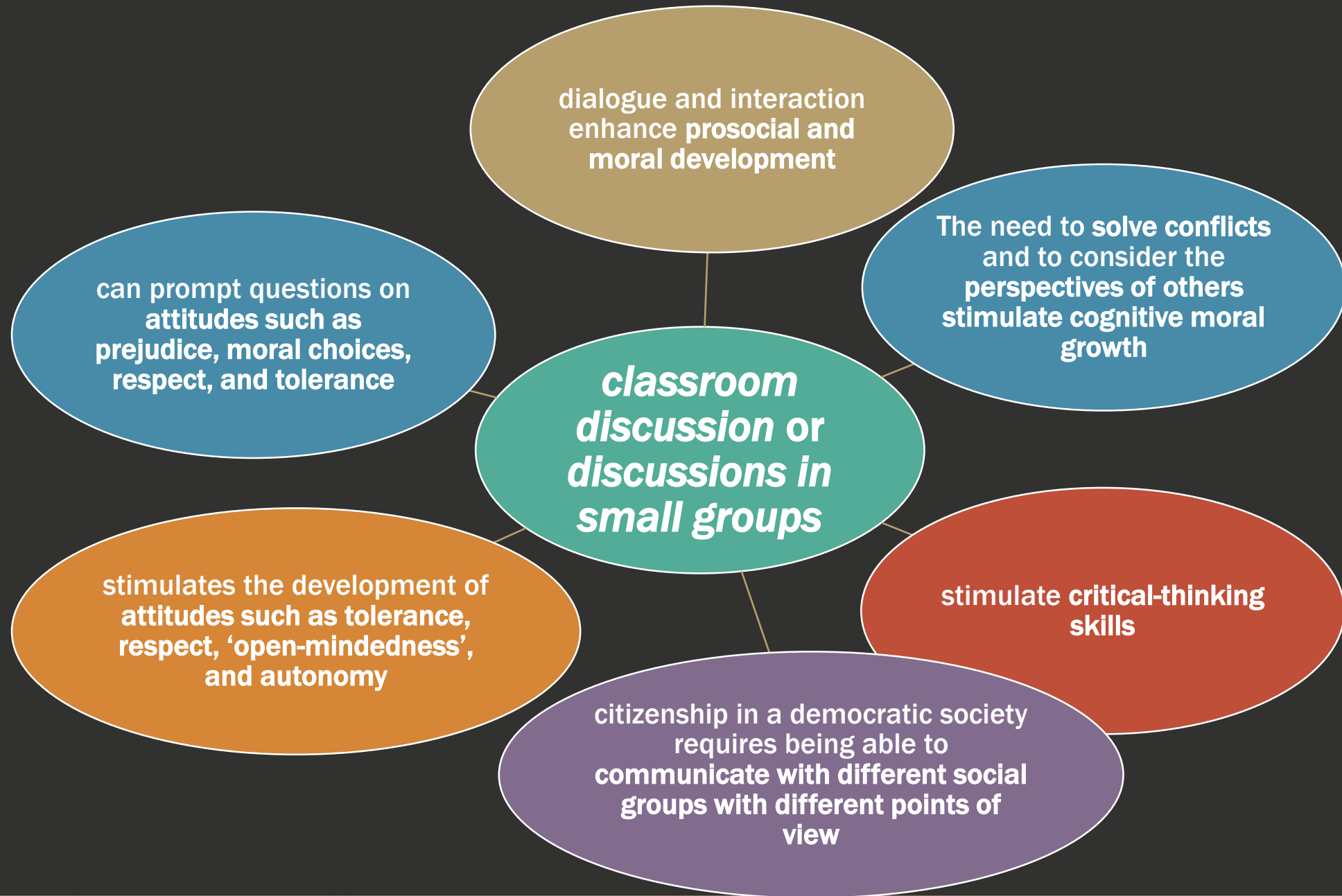
# Teaching strategies



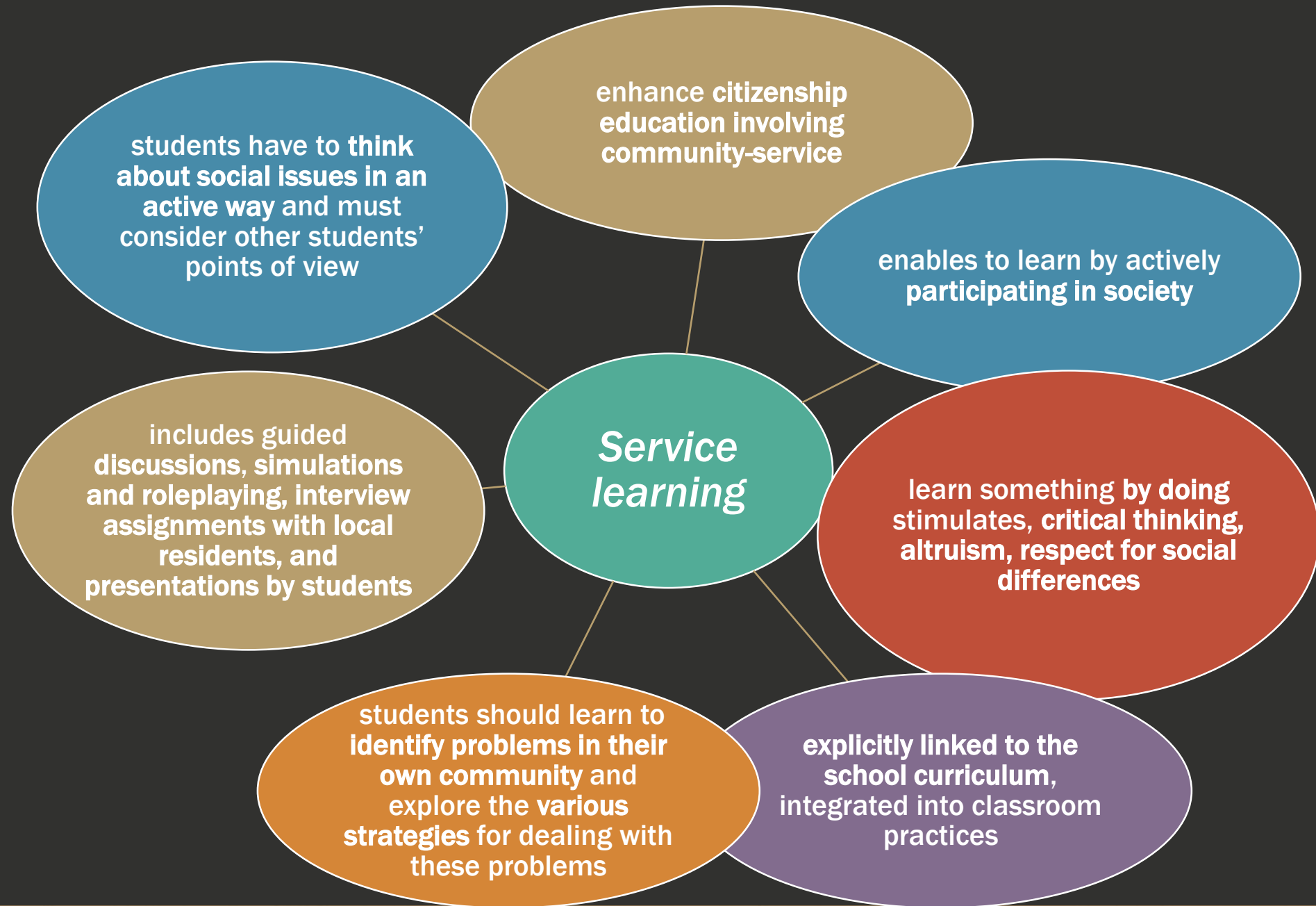
# Teaching strategies



# Teaching strategies



# Teaching strategies



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