Gender Mainstreaming in Education and Research ----The How?

Gender Mainstreaming in NORHEDII Projects; Beyond Binaries

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31st August 2022

Issues to consider

- Gender related Concepts

- Reflections on why Mainstream gender

- How to Mainstream gender in Education and Research

- Requirements for successful GM in Education and Research

Defining Gender

Gender --- Socially constructed roles, responsibilities, rights, principles, behaviors, characteristics, entitlements and exclusions assigned to males and females

by societies and cultures
- **Gender roles are learnt-** we learn to be a boy or girl through norms
- Context-specific & dynamic-varies from place to place and over time

Sex -----The biological male and female constructs

Gender Related Concepts

1. Gender roles
2. Gender Needs
3. Gender stereotypes
4. Gender bias-
5. Gender blindness
6. Gender disparities
7. Equity
8. Equality
9. Gender perspective
10. Gender gaps
11. Gender-responsive
12. Gender mainstreaming
13. Gender Analysis
14. Gender Disaggregated Data

Gender Related Concepts

1. Gender roles

✓**Reproductive roles:** *Child bearing, raising & nurturing family, domestic chores*
✓**Productive roles:** *Work of generating income that men and women do;*
✓**Community roles:** *Activities within the local community to help further the welfare of its members- these are voluntary and unpaid activities*

The Triple role of women

✓**Political roles:** P*articipation in decision-making at all political levels on behalf of interest-based constituencies)-* **Mostly men**

2. Gender Needs

✓**Basic/Practical gender needs:** *food, water, shelter, income, health care and work*

✓**The strategic gender needs:** *Labour distribution & power relations*

3. Gender stereotypes- *When women & men are treated according to rigid thinking based on social/cultural expectations of their sex rather than a more flexible (or open minded) consideration based on evidence of their individual capacities and behaviour (e.g. Colours)*

4. Gender bias- *Prejudiced action or thought based on gender-based perceptions that one sex is not equal to another (e.g. that women are weaker)*

Gender Related Concepts

5. Gender blindness- *The inability to consider the differences between men's and women's needs, benefits, access to resources, access to power, or socio-political status.*

- This blindness helps perpetuate gender-based discrimination

6. Gender disparities: *Difference in men's & women's access to resources, status, and well-being that are often institutionalized through laws and social customs*

7. Equality: *Equal enjoyment by men and women of socially valued goods, opportunities, resources and rewards-not= to equal outcomes*

7. Equity: *Both men and women have a fair chance of having their needs met and each has equal access to opportunities for realizing their full potential as human beings*

Gender Related Concepts

13. Gender Analysis

A <u>method/tool</u> used to better <u>understand</u> the different <u>social,</u> <u>economic,</u> <u>cultural</u> and <u>political realities/relationships</u> of <u>women and men,</u> <u>girls and boys of different social orientations</u>

✓Provides a lens for policy-makers to understand–and develop – policies that take gender into account (*Gender-Responsive*)

14. Gender Disaggregated Data

Sex-disaggregated data: Data collected and tabulated separately for women and men

Gender Disaggregated Data: Data that captures real needs, contributions, benefits based on social variables *(age, race, education, religion, etc.*)

to reflect gender dynamics and improve effectiveness and sustainability through providing better information that benefits both women and men

Gender Related Concepts

9. Gender perspective- *The views, concerns and ideas of both men and women are considered*

10. Gender gaps - *Societal differences between men and women that are felt to be undesirable*

11. Gender-responsive- *Ability to examine and actively address gender norms, roles and inequalities in order to promote gender equality*

➢ **Gender Responsiveness**: Outcomes that reflect an understanding of *gender roles* and inequalities and which make an effort to encourage equal participation and equal and fair distribution of benefits

12. Gender Mainstreaming
   ✓ A strategy for making **the concerns and experiences of women and men an integral part of the design, implementation, monitoring and evaluation** of policies and programmes in all political, economic and societal spheres
      ✓ **So that women and men benefit equally, and inequality is not perpetuated**

The ultimate goal of mainstreaming gender is to achieve gender equity in all aspects
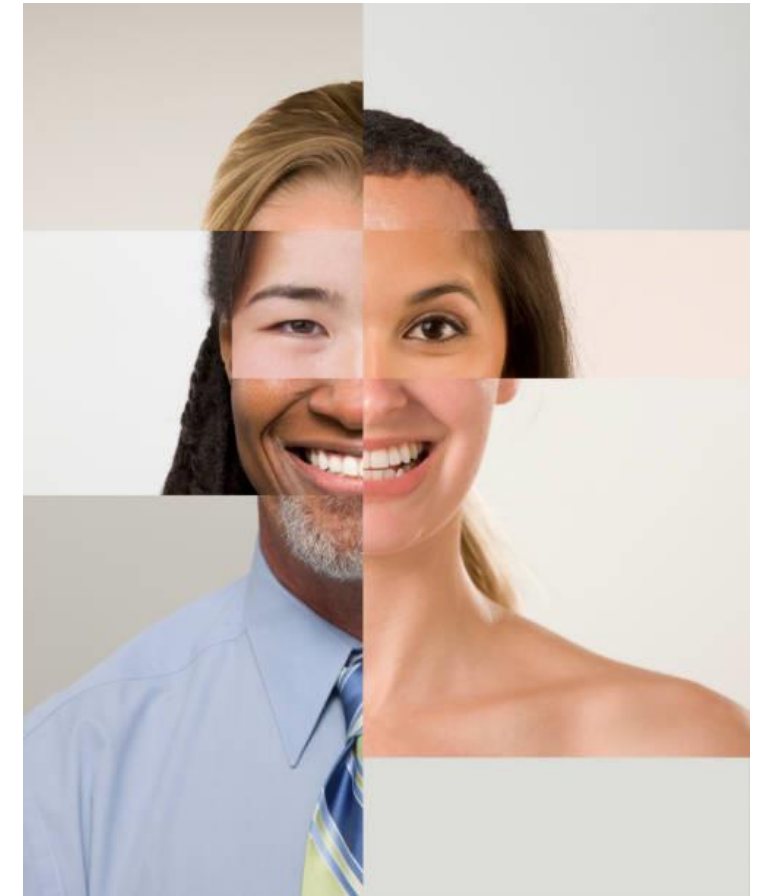
Reflections ---

Why Mainstream gender in Education and Research?

Reflections ---

Why Mainstream gender in Education and Research?

The need to **embrace diversity** and **inclusivity beyond being female or male to achieve equity** in all aspects

Reflections ---

Why Mainstream gender in Education and Research?

1. **Androcentricity**----viewing the world from a male perspective
   - we live in an androcentric social, political, and intellectual environment
   - our vehicle for thought *(language)* and the content of thought *(concepts)* are colored by thousands of years of androcentric thinking

2. **Overgeneralization------** Studies deal with only one sex but presents itself as if it were applicable to both sexes
   - uses the term "*parents"* to refer exclusively to mothers (*ignoring fathers*).

3. **Gender insensitivity**---- Ignoring sex as a socially important variable
   - Failure to report on sex of the respondents
   - A Policy study ignores the different effects on the two sexes

4. **Double standards-----**Evaluating, treating, or measuring identical behaviors, traits, or situations by **different means**

5. **Sex appropriateness**,
   - appropriate sex roles," or "appropriate gender identity.

6. **Familism**---Treating the family/HH as the smallest unit of analysis
   - Yet it is individuals within families (or households) who engage in certain actions, have certain experiences
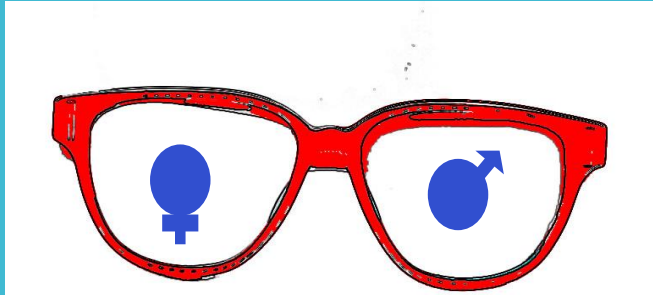
Principles of Gender Mainstreaming

1. **Gender-sensitive language**
   - Texts referring to or addressing both women and men must be neutral
     - Chairman = chairperson   - Men at Work = People at work
     - Workman= worker   - Mankind = humanity
   - Attention must also be paid to a gender-sensitive choice of images when preparing public relations material.

2. **Gender-specific data collection and analysis**
   - Data must be collected, analyzed and presented by gender
     - To move beyond binaries --**Social dimensions**, *e.g. age, ethnicity, income and level of education* should also be reflected where possible

3. **Equal access to and utilization of services**
   - Services and products must be assessed in terms of their different effects on women and men

4. **Equally involved women and men in decision making**

5. **Integrate equal treatment into steering processes**
   - quality management and gender budgeting

- Highlighted the *what* and *how* it has been done in different countries and institutions

The Take home was

===Embracing diversity and Inclusivity is key to achieving equity in all aspects of Education

Gender Mainstreaming in **Education**

How to engender a Curriculum

- **The purpose =======The Why**

- **The process**

- **The content**   **The How**

- **The delivery**

Gender Mainstreaming in **Curriculum**

The purpose =======The Why

- Give meaning of curriculum
- Provide distinct conceptions of knowledge and learning
- Highlight roles and positions of actors
- Reflects reasoning behind the overall purpose of curriculum

  - Need to be engendered to benefit all

The process

- Who is involved**?** Students , Faculty, External stakeholders
  - Representation --Male, Females, differently abled, religion, *etc.*
- How are they engaged?– Location, timing, opportunity for all present to share their views

Gender Mainstreaming in **Curriculum**

The Content
- What language are you using?
  - *Is the language neutral?*
- Are there any gender concerns?

The Delivery
- Are the delivery modes gender responsive?
  - *Visual/hearing challenged*
- Timetabling- *schedules*
- Delivery spaces– *consider the differently abled*

Gender Mainstreaming in **Research**

Who, Why and How?

- # Who do we conduct research for?
- # Why do we conduct research?
- # How is the research conducted?

Research Process/Cycle

- Research idea Formulation
- Research Implementation
- Data collection
- Data Analysis
- Synthesis
- Evaluation
- Reporting/ Disseminating

Research idea Formulation

- **Who was involved?**
  - The team composition *(Sex, religion, race, ability, experience, representation…..)*
  - *What was their level of participation/engagement?*
  - *What are their role?– (Note taking, logistics) ---Capacity building*

- **The problem**
  - Are there critical gender concerns that must be addressed?
  - What are the consequences if ignored?
  - Who is affected and Why?----- *provides insight into where to look*

- **Research Implementation**
  - Methodology
    - If it is a Survey
      - Is your tool gender-responsive (language used, targets) ?
      - How are you selecting your respondents?
      - How are you engaging them? (Physically, timing, location

Research Implementation

Methodology

- ### Surveys
  - Is your tool gender-responsive (language used, targets) ?
  - How are you selecting your respondents?
  - How are you engaging them? (Physically, timing, location
    - Men & Women Independently, together?
    - Sex of the interviewer vs interviewee

- ### Group Discussions
  - Disaggregate Men, Women & Youth
  - **Time of meeting, location and duration of meeting**

Data collection

- How it happens
- Why it happens
- What will happen if it changes

- Sex–disaggregated
  - (*Who does what? Gender roles, responsibilities, priorities of men and women both within and outside the household? Who has what? Who controls what?*)

- Identify Relevant Gender Issues
  - (*women's and men's practical needs and strategic interests*)

- Understand the institutional, economic, social, and political contexts
  - (*What are the differences, constraints, influences, power dynamics between women and men?*)

- Understand the priorities and needs of both men and women affected by the project
  - (*what do they need/want?*)

Analysis
(Breaking the whole into parts)

You will be required to **break down** ideas and **relate** them to other concepts, answer **essay** questions, identify **assumption**, and analyse values, or **compare and contrast** ideas or subjects.

E.g. "How do smallholder farmers management soil fertility?"

Some analytical questions

• Who are the smallholder farmers ......?

• Classify them according to......*(gender and other social Characteristics)*

• Generate an outline/diagram/map......*(Gender Analysis)*

• How does .... Compare/contract with ....?

• What evidence can you present for.......? *(Engendered evidence)*

Synthesis
(Combining ideas to make a new whole)

You will be required to **integrate the engenders** ideas, **build** on other skills, look for **interconnections**, create and **defend** a position, **improve** on an existing idea or design, and **develop** creative ideas and **new perspectives that are gender-responsive**

Some analytical questions

• What would you expect ……?

• What else can you add to……?

• What modification can you make on ……?

• What could happen if ……. is not considered?

• What solution can you suggest for…….?

E.g. " How can you combine the soil fertility management practices by village A and B to generate representative gender-responsive practices for smallholder farmers?"

Evaluation
(Developing opinions, judgments or decisions)

You will be required to **criticize** the generated position, **form conclusions** and judgments, list **advantages and disadvantages** of the ideas, and **develop and use criteria** for evaluating a decision

Some analytical questions--- **Give them a gender lens**

- Is a gender dimension useful……? Explain
- What do you think about engendering the practices……?
- What is most important?
- Prioritize ……. According to…….?
- How would you decide about…….?
- What criteria would you use to assess….?

E.g. " Critic the generated position" What are the strengths, weakness and limitations to addressing the gender issues?"

Reporting/ Disseminating Findings

You will always need to share your ideas and conclusions to others

- Have your audience in mind
  - Strategies must be gender-responsive
    - Avoid biases and stereotypes

- Language must be gender-neutral

Table 5.4: Household coping and adaptation strategies in the Mt. Elgon

Climate change impact	Coping and adaptation strategy	Percentage of respondents (%)		
		Male	Female	p-value
Decreased crop failure	Coping strategy			
	Seek financial and non-financial assistance	90	54	0.021*
	Reduce household spending on non-essential activities	58	76	0.145
	Spend cash savings primarily to purchase food or invest in agriculture	68	39	0.031*
	Harvest more wild products	8	21	0.230
	Rent agricultural land to increase crop production	44	40	0.412
	Sell assets such as livestock	78	34	0.013*
	Adaptation strategy			
	Diversify crop and livestock	76	90	0.351
	Seek informal/formal employment as source income to purchase food	48	71	0.034*
	Seek new source of livelihood such as trading	14	8	0.48
	Did/do nothing in particular	10	9	0.79

Table 5.2: Perceived vulnerability of male and female in the Mt. Elgon

Effect of climate change	Category most affected	Male (%)	Female (%)
Increased crop failure	Male adults	61	61
	Female adults	31	24
	Children/youth/ elders	8	14
Increased price of consumer goods	Male adults	66	67
	Female adults	18	19
	Children/youth/ elders	16	14
Household asset loss	Male adults	47	51
	Female adults	38	33
	Children/youth/ elders	13	16
Decreased family health	Male adults	41	37
	Female adults	7	8
	Children/youth/ elders	43	54
Decreased animal production	Male adults	78	67
	Female adults	8	14
	Children/youth/ elders	14	19

Table 6.3: Gendered decision making in the Mt Elgon

Coping and adaptation decision	Percentage of respondents (%)							
	Male				Female			
	Self	Female	Joint (Self & Female)	Joint with other household members	Male	Self	Joint (Self and Male)	Joint with other household members
Diversify crop and livestock	42	18	34	6	40	21	31	8
Seek financial and non-financial assistance	70	8	15	7	40	19	35	6
Reduce household spending on non-essential activities	9	61	24	6	15	53	20	12
Spend cash savings primarily to purchase food	66	14	16	4	56	28	10	6
Seek informal/formal employment as source income	33	28	36	3	31	22	40	7

Requirements for successful gender Mainstreaming in Education and Research

All projects need

- Gender Equity Action Plan
  - 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

- Gender Budgeting
  - GM requires resources

- Gender Monitoring & Evaluation Tool
  - Gender indicators