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WEBINAR GENDER SENSITIVE EDUCATION – FOCUS ON CURRICULA

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Introduction of Speakers

- ❖ Réka Sáfrány – Hungarian Women's Lobby
- ❖ Kateřina Hodická – Gender Information Centre
NORA

Ideas Behind a Joint Project in Gender-sensitive Education

Project Towards Gender Sensitive Education

- ❖ A three- year long Erasmus + Programme project (2017-2020)
- ❖ 5 partner organisations from 3 countries

Masaryk University (lead partner), Czech Republic
Association for the Development of Feminist Education and Teaching Models, Austria
Eötvös Loránd University, Hungary
Hungarian Women's Lobby, Hungary
Gender Information Centre NORA, Czech Republic

Project Outputs

- ❖ Comparative report: *Gender in national education documents and teaching resources, and in teachers' pedagogical approaches and everyday teaching practices in Austria, the Czech Republic and Hungary*
- ❖ 5 videos
- ❖ A handbook for teacher trainers *Towards Gender-sensitive Education*

<https://gendersensed.eu/outputs/>

Our Understanding of Gender-sensitive Education

- ❖ Education according to which teachers are aware of gender inequalities in society and of the role of schools in gender socialization.
- ❖ Type of education within which teachers reflect on their own ways of teaching and communication with pupils and on their patterns of behaviour.

Our Understanding of Gender-sensitive Education

- ❖ Mode of education that involves teachers discussing with students the gendered structure of society and creating an environment in which everyone, regardless of their sex and sexual orientation (but also class, race/ethnicity or ability), feels they are a part.
- ❖ Last but not least, it is education in which gender equality is not only part of the educational content but an overarching principle by which teachers are guided in their approach to learners.

Career counselling



Comparative Report

- ❖ An overview of national education documents and resources as well as teachers' pedagogical approaches and everyday practices in Austria, the Czech Republic and Hungary

- ❖ Differences:
 - levels of (political) commitment to gender equality in education (Austria is the most, Hungary is the least committed)
 - mainstreaming of gender into curricula and teacher training

Comparative Report

❖ Similarities

- gender-specifically segregated schools and apprenticeships
- gender gap in competency test results
- lack of gender awareness or resistance to gender-sensitive education among teachers
- gender segregation among teachers
- opposition to „gender“; heteronormativity

❖ Recommendation for the course:

- adapt course to suit level of familiarity with gender in education, integrate gender into course content and methodology, and be prepared for low sensitivity or even resistance

Video Double Standard

Kateřina Hausenblasov and Tereza Peroutkov,
Towards Gender Sensitive Education project (2019)

<https://www.youtube.com/watch?v=8akZHA0xaX4>

Double standard



Video Double Standard - Questions

- ❖ *What message does the video convey?*
- ❖ *Why do you think the teacher acted as he did?*
- ❖ *What could the teacher have done so as not to discourage the girl?*
- ❖ *Have you experienced similar situations at school?*

Interactions

- ❖ *Boys receive a disproportionate percentage of all teacher – student interactions.*
- ❖ *Boys are more likely than girls to initiate interactions with teachers.*
- ❖ *Boys are praised more often than girls.*
- ❖ *Boys are asked more questions than girls.*
- ❖ *Boys are posed more challenging questions out of the questions asked.*

Interactions

- ❖ *Boys' contributions are more frequently accepted by teachers.*

Source: Study on „Combating Gender Stereotypes in Education“ prepared by Maureen Bohan, Steering Committee for Equality between Women and Men, Council of Europe

<https://eige.europa.eu/resources/Steering%20committee%20for%20equality....pdf>

Sexual harassment



A handbook for teacher trainers

- ❖ The publication is to serve as a toolkit for teacher trainers and lecturers who aim to sensitize teachers and pre-service teachers to the topic of gender in education.
- ❖ It introduces the best practices of the gender-sensitive courses which were held within the project.
- ❖ It consists of three main parts.

A handbook for teacher trainers

- ❖ The first one, called Drama as a Way of Exploring the World, provides a brief insight into drama education and introduces several drama techniques that we used in our courses.
- ❖ The second and largest part, entitled Themes and Activities, contains a detailed description of activities that support teachers' gender-sensitivity. Activities are related to topics such as gender socialization, career counselling, school-related gender-based violence, gender equality in society and also in the school environment. Examples of evaluation activities or videos are mentioned as well.

A handbook for teacher trainers

- ❖ The third part of the publication offers scenarios for five potential gender-sensitive education courses. Three are designed for pre-service teachers and two for in-service teachers.
- ❖ All scenarios are based on the description of activities within the handbook and draw on courses we piloted within the project.

Homophobic bullying



A handbook for teacher trainers – methodological approaches

- ❖ Explain concepts of gender, gender equality etc. through teachers' experiences and relate to them as experts

- ❖ Varied methodologies to build the training from:
 - drama activities
 - knowledge sharing, presentations
 - discussions of personal opinions and experiences
 - debate on ethical issues
 - observation
 - humour
 - positive examples
 - personal empowerment

- ❖ How to deal with resistance? Some ideas

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**Thank you very much for your
attention.**

**Réka Sáfrány
Kateřina Hodická**