



GOOD HEALTH
AND WELL-BEING

4 QUALITY
EDUCATION

5 GENDER
EQUALITY

JANUARY 2023

SUS21

EDUCATION AS A
CONSTRUCTOR OF
SOCIAL AND CULTURAL
SUSTAINABILITY FOR
THE 21ST CENTURY

INDUSTRY, INNOVATION
AND INFRASTRUCTURE

10 REDUCED
INEQUALITIES

11 SUSTAINABLE C
AND COMMUNIT

INTELLECTUAL OUTPUT₅

ACHIEVING GENDER EQUALITY AND EMPOWERING WOMEN

LIFE
ON LAND

16 PEACE, JUSTICE
AND STRONG
INSTITUTIONS

17 PARTNERSHIP
FOR THE GOALS

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THEORETICAL STATEMENT / FRAMEWORK

Sustainability means “Meeting the needs of the present without compromising the ability of future generations to meet their own needs” (United Nations (UN) 1987, 24). Sustainability does not only consider present needs but also future needs when using resources, making investments, developing technologies and institutions (UN1987, 25). It is acting to maintain and improve the well-being of the people, the nature and the environment now and in the future (Portney 2015, 54). Sustainability is based on four “pillars:” ecological/environmental sustainability, economic sustainability, social sustainability and cultural sustainability (Dessein, Soini, Fairclough & Horlings 2015, 8).

According to Waas, Hugé, Verbruggen and Wright (2011, 1645 - 1647), the key principles of sustainable development are the normativity principle, equity principle, integration principle and dynamism principle. Normativity principle asserts that sustainable development is always based on the current belief system and is constructed in a certain time. The equity principle refers to intergenerational and intragenerational, geographical, procedural, and interspecies aspects of equity in sustainable development, indicating that the same possibilities and quality of life should be guaranteed for future generations. The integration principle refers to the idea that all the dimensions of sustainability - social, cultural, ecological and economic - should be integrated together. And lastly, the dynamism principle reflects that sustainability is a constantly changing and developing phenomenon which requires preparation for rapid changes and risk-calculation.

In the SUS21 project, the partners engage in the eco-social approach to sustainability, developed by Arto O. Salonen. Eco-social education takes the form of a broad concept of well-being, starting from a combination of ecological and social perspectives on the cultural transformation of communities and the determinants of individual well-being. The value basis of eco-social approach to education is the unification of freedom and responsibility in all human activities, focusing on (a) human interdependence and equality, (b) ecological integrity and diversity, and (c) democracy, non-violence and peace. The eco-social approach emphasizes understanding and creating awareness of the interdependency of ecological, social and economic realities in sustainability (Salonen & Bardy, 2015). To establish this, adult education needs to support critical thinking through transformative learning and change-oriented adult education. The aim is to enable a higher-level learning, that includes learning in an epistemic level that leads to a paradigm change and transformation (Manninen, Jetsu & Sgier 2019, 19).

Adult learning and education help to manage with new global, environmental, social & economic challenges and enhances social transformation through critical reflection, which leads to increases in social sustainability (Schreiber-Barsch & Mauch 2019, 532). By educating the facilitators within associations and NGOs, we promote lifelong learning that is affordable and enables people from all walks of life to participate, which in return contributes to social and cultural sustainability by increasing the level of understanding, critical reflection skills and knowledge of participators of such non-formal and informal learning. This way, lifelong learning can guide our way to learning towards sustainability. Learning towards sustainability implicates that instead of using education as a tool to influence human behavior, education should empower citizens to engage in dialogue actively and critically through transformative and social learning, which will lead to increased sustainability competence (Wals 2011, 179-181).

In the SUS21 project, we are demonstrating how change-oriented adult education can help to construct social and cultural sustainability and reframing adult education's meaning in promoting sustainability. The partners outputs and created educational materials address different dimensions of social and cultural sustainability through the topics of sustainable wellbeing in work, achieving gender equality and empowering women, innovative health education, promoting accessibility, educational module on adult education's meaning in promoting sustainability, and creating awareness on responsible consumption and production.

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MODULE 5: ACHIEVING GENDER EQUALITY AND EMPOWERING WOMEN

“Achieving Gender Equality and Empowering Women” is a module that aims to:

- Empower women and girls and strengthen their voice and participation in the society.
- Build the knowledge, skills and competences necessary to support gender equality, and women empowerment though focusing on women - their competences, values and skills.
- Raise awareness on the opportunities that women need to shape their future by knowing their social and economic rights.
- Combat discrimination and injustice against women and girls.

The module comprises of the following four units:

Unit 1: SDGs and the relation to gender equality

Unit 2: Exploring Gender

Unit 3: Gender equality and inequality

Unit 4: Empowerment and integration

Each unit contains exercises and reflective questions, while at the end of each unit a quiz will test and verify the knowledge of the learners.

As a brief introduction, watch the following video: <https://sus21.eu/synthesis/>

ORGANISATIONAL PARTNERS & AUTHORS

SYNTHESIS Centre for Research and Education

SYNTHESIS (Cyprus) is a research centre which initiates and implements projects of positive social impact, with a focus on social inclusion in the fields of youth. SYNTHESIS is the leading partner in this module.

Website: <https://www.synthesis-center.org/>

CYPRIOT RESEARCHERS

Ioanna Athinodorou, Researcher
Christina Michael, Researcher

WOMAN UP
WOMAN UP
WOMAN UP
WOMAN UP

WOMAN
UP!

WOMAN
UP!

**UNIT 1:
SUSTAINABLE DEVELOPMENT GOAL 5:
GENDER EQUALITY**

UNIT 1:

SUSTAINABLE DEVELOPMENT GOAL 5: GENDER EQUALITY

SDG5: OVERALL AIM

The Sustainable Development Goal 5, 'Gender Equality', strives to achieve gender equality and to empower all women and girls. According to the United Nations Resolution adopted by the General Assembly on 25 September 2015 (2015, p.6) , the main reason this goal should be achieved is the fact that every single woman and girl has the right to be treated equally and without the fear of physical or sexual abuse/violence, since the achievement of full human potential and of sustainable development is not possible if one half of humanity continues to be denied its full human rights and opportunities. Additionally, granting the equal rights and opportunities to women and girls is the fundamental foundation for a sustainable and peaceful world.

Today we know that violence against women is a very crucial problem - for example 18 per cent of every-partnered women and girls aged 15 to 49 years have experienced physical and/or sexual partner violence. Although women make 39 per cent of the workforce, only 27 per cent of managerial positions are held by a woman. In 18 countries, husbands have the right by law to prevent their wives from working, and in 39 countries sons and daughters do not have equal inheritance rights. Those mentioned are just some of the problems women and girls must face today .

As part of the Sustainable Development Goal 5, nine targets have been set to change the unfavourable situation of women and girls (United Nations, 2015) :

- End all forms of discrimination against women and girls.
- End all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation.
- End all harmful practices, such as child, early and forced marriage and female genital mutilation.
- Recognise and value unpaid care and domestic work by providing public services, infrastructure and social protection policies. Promote shared responsibility within the household and the family.
- Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision making in political, economic and public life.
- Ensure universal access to sexual and reproductive health and reproductive rights.
- Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws.
- Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women.
- Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels.

¹ United Nations A/RES/70/1 (2015) Resolution Transforming our world: the 2030 Agenda for Sustainable Development. http://www.un.org/ga/search/view_doc.asp?symbol=A/RES/70/1&Lang=E

² UN Women, SDG 5: Achieve Gender Equality and Empower All Women and Girls. <https://www.unwomen.org/en/news/in-focus/women-and-the-sdgs/sdg-5-gender-equality>

³ United Nations, Sustainable Development Goals. <https://www.un.org/sustainabledevelopment/gender-equality/>

EDUCATIONAL COMMUNITY

Educational community has a vital role to play in making sure that the Sustainable Development Goal 5 will be successfully achieved. Equal access to good education is an important part of girls' and women's empowerment. According to UNESCO, more girls than boys still remain out of school. It has been estimated that 16 million girls will never have the opportunity to go to school, while out of 750 million adults without basic literacy skills, two thirds are women . Moreover, the Education 2030 Framework for Action recognises that gender equality requires a multi-dimensional educational approach that 'ensures that girls and boys, women and men not only gain access to and complete education cycles, but are empowered equally in and through education' (p.28).

If girls receive proper education, there will be a considerable boost in gender equality - educated women earn more than those without education; each additional year in education is associated with lower chances of getting married or having a child as a child; education has been seen as an important factor to successful family-planning and sexual education; and the more educated the woman is the more agency and social capital she will have in her life.

But what keeps girls out of school? There are several possible answers: poverty, minority status, geographical isolation, early marriage, disability, pregnancy, gender-based violence, traditional attitudes about the status and role of women, etc (Wodon et al., 2018, p.3-5) . Therefore, it should be educational community's special interest to detect the obstacles which might be stopping girls from getting good education in their communities and to then tackle these obstacles. Moreover, education community has an important role to play in ensuring gender equality in society.

Education community can play a significant role in the effort to achieve wider gender equality by addressing social norms and gender expectations; by promoting new patterns of beliefs and attitudes based on non-discrimination and non-violence; and by avoiding the reproduction or reinforcement of social inequalities. The education community must be sensitive to the physical, psychological and social differences between male and female learners, but should value and respect both equally and provide equal opportunities to all learners. This requires action at multiple levels, ensuring equality of access 'to education (providing equal opportunities for learning), within education (gender-sensitive, non-discriminatory and transformative learning environments, educational contents, and pedagogies), and through education (equality of outcome, life and work opportunities)' (UNESCO, 2013, p.2) .

⁴ UNESCO Institute for Statistics (2019) Gender Equality in Education. <http://uis.unesco.org/en/topic/gender-equality-education>

⁵ UNESCO (2016) Education 2030: Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4. <https://unesdoc.unesco.org/ark:/48223/pf0000245656>

⁶ Wodon, Q., Montenegro, C., Nguyen, H. and A. Onagoruwa (2018) Missed Opportunities: the High Cost of not Educating Girls. <https://www.globalpartnership.org/sites/default/files/2018-07-gpe-high-cost-of-not-educating-girls.pdf>

⁷ UNESCO (2013) Education Sector Technical Notes: Gender Equality in Education. <https://unesdoc.unesco.org/ark:/48223/pf0000222121>

HOW TO ACHIEVE SDG5

To reach the full potential of SDG5, the equal access to education, health care, decent work and representation in political and economic decision-making processes are required. These are crystallised in the learning objectives set by UNESCO regarding all SDGs (2017, p.25). Concerning SDG5:

A) The cognitive learning objectives indicate that the learner should understand basic gender concepts and get informed about gender discrimination, gender violence and inequality, while at the same time s/he has her/his own culture as a reference point to compare to global norms. Moreover, the learner should comprehend the role of education, technology and legislation in empowering and ensuring the full participation of all genders.

B) The socio-emotional learning objectives indicate that the learner should be able to recognise and question traditional perceptions of gender roles; identify and speak up against all forms of discrimination; empower those who may still be disempowered; reflect on her/his own gender identity; and feel empathy and solidarity with those who differ.

C) The behavioural learning objectives indicate that the learners should be able to empower themselves and others who are discriminated against because of their gender; participate in and influence decision-making regarding gender equality; observe and identify gender discrimination; and implement, support and evaluate strategies for gender equality.

D) To achieve SDG5 which seeks to ensure gender equality for everyone and everywhere, education is crucial part and foundation for further success. Every girl and woman should have access to education to give their contribution to the society and fulfil their dreams and callings. Successful accomplishment of the SDG5 ensures that almost half of the world population would access education.

1.1. KNOWING WOMEN RIGHTS – INTERNATIONAL AND EU TREATIES AND CONVENTIONS

CONVENTION ON THE ELIMINATION OF ALL FORMS OF DISCRIMINATION AGAINST WOMEN

The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW), adopted in 1979 by the UN General Assembly, is often described as an international bill of rights for women. Consisting of a preamble and 30 articles, it defines what constitutes discrimination against women and sets up an agenda for national action to end such discrimination.

The Convention defines discrimination against women as ‘...any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field.’

By accepting the Convention, States commit themselves to undertake a series of measures to end discrimination against women in all forms, including:

- Incorporating the principle of equality of men and women in their legal system, abolish all discriminatory laws and adopt appropriate ones prohibiting discrimination against women;
- Establishing tribunals and other public institutions to ensure the effective protection of women against discrimination; and
- Ensuring elimination of all acts of discrimination against women by persons, organisations or enterprises.

The Convention provides the basis for realising equality between women and men through ensuring women’s equal access to, and equal opportunities in, political and public life -- including the right to vote and to stand for election - as well as education, health and employment. States parties agree to take all appropriate measures, including legislation and temporary special measures, so that women can enjoy all their human rights and fundamental freedoms.

The Convention is the only human rights treaty which affirms the reproductive rights of women and targets culture and tradition as influential forces shaping gender roles and family relations. It affirms women’s rights to acquire, change or retain their nationality and the nationality of their children. States parties also agree to take appropriate measures against all forms of traffic in women and exploitation of women.

Countries that have ratified or acceded to the Convention are legally bound to put its provisions into practice. They are also committed to submit national reports, at least every four years, on measures they have taken to comply with their treaty obligations.

COUNCIL OF EUROPE CONVENTION ON PREVENTING AND COMBATING VIOLENCE AGAINST WOMEN AND DOMESTIC VIOLENCE (THE ISTANBUL CONVENTION)

The Council of Europe Convention on preventing and combating violence against women and domestic violence (Istanbul Convention) was adopted by the Committee of Ministers and opened for signature in Istanbul on May 11, 2011. The Convention entered into force on August 1, 2014, and recognises gender-based violence against women as a violation of human rights and a form of discrimination.

It focuses on several areas, obliging States Parties to the Convention to take a number of measures to act against violence against women and domestic violence.

1.1.3. EU action for gender equality

1.1.4. EU rights to work-life balance

GENDER EQUALITY AND INTERNATIONAL ORGANISATIONS

Gender equality is included in many UN meetings. The Commission on Status of Women is dealing specifically with gender equality and empowerment of women and girls, based on the Beijing Declaration and Platform for Action. Also, the EU has committed to implement the SDGs both in its internal and external policies. SDG5 aims to achieve gender equality by ending all forms of discrimination, violence and any harmful practices against women and girls in the public and private spheres. Gender needs to be enshrined in the other SDGs.

- Beijing Declaration: 25 years after the adoption of the Beijing Declaration and Platform for Action, the platform is a crucial and powerful source of guidance.
- The Commission on the Status of Women (CSW) is the principal global intergovernmental body to promote gender equality and the empowerment of women. The CSW meets once a year. It is organised by UNWomen.
- The Generation Equality Forum is a civil society-centred, multi-stakeholder, global gathering for gender equality, convened by UN Women and co-hosted by the governments of Mexico and France. The Forum kicked off in Mexico City, Mexico (7-8 May 2020), and culminated in Paris, France (7-10 July 2020).
- The EU and UN established an EU-UN collaborative platform on Women, Peace and Security in September 2018. The priorities include:
 - Make leadership accountable through improved data and gender analysis.
 - Ensure women's participation in peace processes, the implementation of peace agreements and related decision-making.
 - Protect women's human rights defenders and women's organisations.
 - Ensure women's participation in economic decision-making in post conflict situations.
 - Increase the number of women in uniformed services in peacekeeping missions and national security services.
 - Finance the women, peace and security agenda and invest in women peace builders.

Gender equality is a crucial principle in the work and standards developed by the International Labour Organisation (ILO). These work standards are included in the reports on care work and on a quantum leap for gender equality. The ILO fundamental conventions on equal remuneration and discrimination include crucial norms and declarations to advance gender equality, such as:

- Convention 134 and 138 on maternity protection and on domestic work.
- Convention 190 (on violence and harassment at the workplace including sexual harassment).

1.2. PROMOTING THE SOCIAL AND ECONOMIC RIGHTS / EMPOWERMENT OF WOMEN AND GIRLS

1.2.1. As the famous saying asserts, 'women rights are human rights'. There are some fundamental social and economic rights which everyone should be able to exercise without being subjected to discrimination on the basis of their gender, race, sex, language, religion, political opinion, social background, nationality, or sexual orientation. These rights are guaranteed to be exercised equally by men and women. These social and economic rights include:

- The right to education.
- The right to health.
- The right to housing.
- The right to food.
- The right to water.
- The right to work.
- The right to social security.
- The right to an adequate standard of living.
- The right to a healthy environment.

1.2.2 The issue of how to promote women's economic and social rights in this difficult global environment is urgent and complicated. Promoting these rights is much more complex in reality and women face huge difficulties in doing so.

How can these rights be defined, acknowledged, and justified? How do we make sure they are upheld and protected? What can we do to hold governments and non-government organisations accountable when they violate fundamental rights? How do we carry out all of this?

Feminist activists have started to provide answers to these queries using a newer, more sophisticated set of tactics that are based on the ESCR framework as stated in the International Covenant on Economic, Social, and Cultural Rights (ICESCR).

- Recently, several landmark cases have been taken before national courts to compel governments to carry out their ESCR pledges, especially in the fields of social security mobilisations, housing, and health. A growing number of forums for ESCR discussions are becoming available as a result of the complicated and frequently difficult job of clarifying government obligations and creating procedures for enforcement and redress of ESCR.

- Meanwhile, public protests, mobilisations, and empowerment projects have increasingly featured the distinctive vocabulary of ESCR on the streets.

- The aim of gender equality and the rights of women and girls must be funded and therefore many initiatives for funding have been developed. Women from all across the world are uniting in campaigns to promote gender equality and find financial resources.

9 The Association for Women's Rights in Development (2016), 'Achieving Women's Economic & Social Rights' (https://www.awid.org/sites/default/files/atoms/files/achieving_womens_economic_social_rights_strategies_and_lessons_from_experience.pdf)

10 The Association for Women's Rights in Development (2016), 'Achieving Women's Economic & Social Rights', (https://www.awid.org/sites/default/files/atoms/files/achieving_womens_economic_social_rights_strategies_and_lessons_from_experience.pdf)

- Creating coalitions between women's rights organisations and human rights organisations is one crucial area of activity for the advancement of women's economic and social rights.
- Supporting connections between women's organisations and other social movements that struggle for economic and social justice is also crucial. Trade unions, farmers' organisations, organisations promoting media and cultural freedom, organisations promoting environmental rights, and organisations defending the rights of marginalized and indigenous communities should all naturally join forces in this effort.
- We have witnessed an initiative of promoting activism across sectors and across national and regional borders which is strategically significant, in order to build conceptual bridges between forms of gender-based discrimination and other forms of discrimination based on differences such as race, ethnicity, language, religion, age, and sexual preference.

All of these initiatives, along with the wealth of experience and knowledge amassed by women's rights activists over the course of many years in their fight for gender equality and the eradication of poverty, have led to the development of valuable new analysis, innovative strategising, and renewed mobilisations. Another concept that emerged via the concept of feminism and its developments is that of women empowerment.

1.2.3 Women empowerment can be described as the act of supporting women's sense of self-worth, their freedom to make their own decisions, and their right to have an impact on social change for both them and other people. It is intimately related to female emancipation, a basic human right that is also essential to the creation of a more tranquil, wealthy world. The wellbeing and socioeconomic advancement of families, communities, and nations depend on the empowerment of women. Women can realise their greatest potential when they lead secure, contented, and fruitful lives, raising happier, healthier children and contributing their skills to the workforce. They can also support healthy economies, advance societies, and benefit all of humanity.

1.2.4 The Women's Empowerment Principles, developed in partnership with UN Women and the UN Global Compact, are used to empower women in the community, the workplace, and the market.

- The first principle is to develop high-level corporate leadership for gender equality.
- The second is to treat everyone fairly at work, respecting and promoting non-discrimination and human rights.
- The third is to ensure the health, safety, and well-being of all employees, regardless of gender.
- The fourth is to support women's professional development in terms of education and training.
- Principle five seeks to implement a supply chain, marketing, and business development strategies that support women's entrepreneurship.
- Principles six and seven measure and publicly report on progress toward gender equality. Via these principles the goal is to promote equality through community initiatives and advocacy.

¹¹ Circle of Rights, 'Economic, Social And Cultural Rights Of Women', <http://hrlibrary.umn.edu/edumat/IHRIP/circle/modules/module4.htm>

¹² United Nations Global Compact, 'Endorse the Women's Empowerment Principles', <https://www.unglobalcompact.org/take-action/action/womens-principles>

1.3. FEMINISM AND WOMEN'S RIGHTS

1.3.1 In 1967, UN Member States adopted the Declaration on the Elimination of Discrimination against Women, which states that discrimination against women is an offence against human dignity and calls on States to 'abolish existing laws, customs, regulations and practices which are discriminatory against women, and to establish adequate legal protection for equal rights of men and women'. These liberties include the freedoms to be educated, to own property, to exercise one's right to vote, and to live in a world devoid of violence, enslavement, and discrimination.

However, the ideology behind these rights and the idea of feminism was born long before it was academically defined. According to Laura Brunell, women were restricted to domestic life throughout almost most of Western history, while males were expected to participate in the public arena. Women were prohibited from owning property, going to school, and taking part in public life throughout medieval Europe. In France at the turn of the 20th century, they were still required to cover their heads in public, and in some regions of Germany, a husband could still legally sell his wife. In Europe and the majority of the United States, where some territories and states granted women's suffrage decades before the federal government did so, neither voting nor holding electoral office was permitted for women until as recently as the early 20th century. Without a male representative—a husband, father, brother, or even a son—women were unable to conduct business. Married women were unable to manage their own children without their husbands' consent. Women were also denied access to education and excluded from the majority of occupations. Such limitations on women still exist in various regions of the world today.

1.3.2 Feminism is today known as the belief in the social, economic, and political equality of the sexes. The concept has its roots primarily in the West, but it has spread throughout the world and is represented by numerous organisations that work to advance the rights and interests of women. While certain fights have been partly won, such as the right to vote and access to education in equal terms, women continue to be excessively impacted by all sorts of violence and discrimination in all facets of life. Women have fought for equality and against oppression for millennia. Even though the chronology and categorisation of feminism is commonly divided to four separate periods, these periods are rough approximations and do not fully depict the situation. This model focuses primarily on how Anglo-Saxon feminism has developed, which, as is frequently the case, pushes the narrative of feminism away from a more holistic approach and toward a Western perspective without taking into account international movements or marginalised members. Each wave has also included subgroups, wholly separate or even excluded movements, using various tactics of action, and advocating for various notions of gender equality. However, this chronology gives us a basic understanding of some key moments in the history of women's rights.

¹³ United Nations, 'Convention on the Elimination of All Forms of Discrimination Against Women New York, 18 December 1979', <https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-elimination-all-forms-discrimination-against-women>

¹⁴ Brunell, Lara. 'Feminism', *Britannica*, <https://www.britannica.com/topic/feminism>

¹⁵ Brunell, Lara. 'Feminism', *Britannica*, <https://www.britannica.com/topic/feminism>

- **First Wave Feminism:** The 'suffragette movement' refers to the campaign to secure women's right to vote in elections. The terms 'feminism' and 'feminist movement' began to be used as this movement gained international traction by the end of the 19th century. After the Second World War, women began organising once more, and they soon won equal political rights in the majority of European nations. Women's liberation also became a priority, and most women were permitted to work full-time jobs, get divorced, and enroll in university.
- **Second Wave Feminism:** By the 1970s, the feminist movement had reemerged in Western Europe and the USA. Although the goal of this second wave of feminism was 'women's freedom,' various groups had differing opinions on how to achieve it. Better equality laws and reform of institutions like schools, churches, and the media were priorities for liberal feminists. Radical feminists claimed that patriarchy, or how males treat women collectively, is the primary source of women's inequality. They also started talking about rape and started focusing on male aggression against women. Socialist feminists claimed that the oppression of women is a result of both capitalism and patriarchy. The women of this generation were drawn into feminism by the civil rights movement, the discussion that followed about values like equality and justice, and the revolutionary fervor brought on by anti-Vietnam War protests.
- **Third Wave Feminism:** The Anita Hill case of 1991 is a defining feature of the third wave, which starts to emerge in the 1990s. One of the first public discussions about workplace harassment occurred when Anita Hill, an African-American professor of law, testified about being the victim of sexual harassment by Clarence Thomas, a candidate for the Supreme Court. The third wave is also marked by a surge in intersectionality awareness, a concept that Kimberlé Crenshaw popularised in the 1980s. It acknowledged how racism, classism, ableism, and other types of discrimination are intertwined. It also criticised the second wave for only representing the needs of white, cis, straight, middle-class women.
- **Fourth Wave Feminism:** Many assert that a fourth wave of feminism began around 2012, however this is controversial. This wave focused on themes such as rape culture, body shaming, and sexual harassment. The use of social media to raise awareness of and address these issues was a crucial factor. The Me Too campaign, which was started in 2006 in the United States to support survivors of sexual violence, particularly females of color, was also extremely influential.

Feminism is indeed an ongoing fight, and it certainly does not start or end in these four waves' categories. It is an ever-changing struggle, which is still in the making. According to the academic Margaret Walters 'If feminism is to be something living and evolving, it will have to begin by re-inventing the wheel - which in this case means finding not just new issues, but a new language'.

1.4. EXAMPLES OF RIGHTS AND WHERE WE CAN FIND THEM

1.4.1 We can find several examples where basic women's rights were violated and the law regarding human rights was a vehicle for justice. Some notable examples of the 21st century include:

- Using Lawsuits to Advance Women's Rights in Bangladesh: Lawyer Sara Hossain from Bangladesh shows how litigation is particularly beneficial for topics like women's housing rights and providing protection for underrepresented groups. Declaring minimal standards and establishing 'goal posts' as part of a bigger social change strategy have both been crucial. In a ruling issued by the Bangladeshi Supreme Court in 2000, for instance, sex workers and their children who had been forcibly evicted from their houses had their rights to life and a means of subsistence upheld. In addition to the legal acknowledgement of the complainants' rights, this historic ruling also resulted in the tacit social recognition of sex workers as individuals with the authority to defend their rights¹⁷.
- A new chapter on the marriage of minors was included in the Family Law revision that the Higher Islamic Council of Lebanon authorised. The new law prohibits marriage for those under the age of 15, and it mandates that girls must provide their consent before getting hitched in order for the union to be upheld. More than 100 million girls were anticipated to get married before turning 18 in the following ten years prior to the COVID-19 epidemic. Up to 10 million more girls are now at risk of becoming child brides due to economic shocks, instability, and school closures, unless nations throughout the world act quickly to promote change. Ending child marriage, which is any legal or unofficial union between a minor and an adult, is an aspect of the UN Sustainable Development Goal.
- Honouring Henrietta Lacks' efforts: The Black American mother and activist Henrietta Lacks was honoured by the World Health Organisation in October. Lacks passed away from cervical cancer in 1951, but cells removed from her were sold and dispersed all over the world without her knowledge or consent. The HeLa cells have been used in approximately 75,000 experiments, paving the door for developments in HIV/AIDS treatments, polio vaccines, in-vitro fertilization, and crucial COVID-18 research.
- In a non-formal context, we have the example of creating a platform for discussion on human rights, end specifically sexual harassment, via social media. While the #MeToo and #TimesUp movements gained traction in the US, activists in other nations encountered some resistance. Six women's rights advocates from the former Yugoslav Republic of Macedonia created their own hashtag and launched a nationwide campaign to continue the discourse.

¹⁷ The Association for Women's Rights in Development, 'Achieving Women's Economic & Social Rights', https://www.awid.org/sites/default/files/atoms/files/achieving_womens_economic_social_rights_strategies_and_lessons_from_experience.pdf

1.5. EXERCISE

Think of or search for examples when women's rights were violated in your country or globally. State if a law or a policy contributed as a means of justice in that case. If not, which policies or laws could be implemented in order to prevent such injustices?



Picture from Pexels.com

Education
?
?
?
?

1

Open
knowledge

2

UNIT 2:
EXPLORING GENDER

INTRODUCTION

DEFINITIONS

GENDER

According to the World Health Organisation (WHO), the socially constructed qualities of men, women, girls, and boys are referred to as gender. This covers interpersonal connections as well as the standards, mannerisms, and roles that come with being a woman, man, girl, or boy. Gender is a social concept that differs from culture to culture and can evolve over time. Due to the hierarchy of gender, additional social and economic inequities are intensified. The intersection between gender-based discrimination and other forms of prejudice includes, but is not limited to, ethnicity, socioeconomic status, age, place of residence, gender identity, and sexual orientation. The term 'intersectionality' describes this. As Judith Butler famously put it, "gender is something we perform, or something we do, not something we have."

To whatever extent gender may be related to biology, it does not flow naturally and directly from our bodies. The individual's chromosomes, hormones, genitalia, and secondary sex characteristics do not determine factors such as, occupation, gait, or use of colour terminology. And while male pattern baldness may restrict some adult men's choice of hairdo, there are many men who could sport a pageboy or a beehive as easily as many women, and nothing biological keeps women from shaving their heads. Gender is the very process of creating a dichotomy by effacing similarity and elaborating on difference, and where there are biological differences, these differences are exaggerated and extended in the service of constructing gender.

SEX

Sex, which describes the various biological and physiological traits of females, males, and intersex people, such as chromosomes, hormones, and reproductive organs, is related to but distinct from gender. Some people are born with unusual combinations of the bodily traits that generally help doctors tell boys from girls at birth. The term "intersex" may be used to describe these people. Often, doctors would automatically undertake surgery on the patient right away (or shortly after birth) to "fix" the body, frequently without the patient's or the parents' consent. Intersex activists are criticising this more and more.

The following video demonstrates the difference between gender and sex:

<https://www.youtube.com/watch?v=Yfzlttk7rtg>

18 Eckert, Penelope and McConnellGinet, Sally, *Language and Gender*. Second Edition. (Cambridge and New York: Cambridge University Press 2013). <https://web.stanford.edu/~eckert/PDF/Chap1.pdf>

19 Council of Europe, 'Gender', <https://www.coe.int/en/web/compass/gender>

GENDER IDENTITY

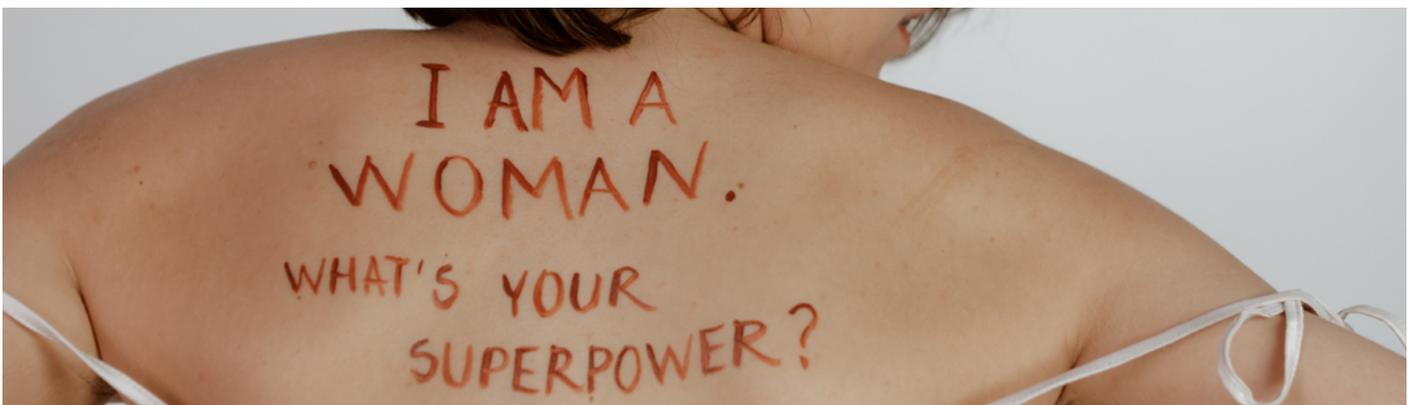
Gender identity is connected to, but distinct from, gender, as is sex. A person's strongly held, internal, and unique experience of gender is referred to as gender identity. This experience may or may not line up with the person's physiology or the sex they were assigned at birth.

While the majority of people identify as male or female, there are many gender identities, such as, transgender, gender-neutral, non-binary, agender, pangender, genderqueer, two-spirit, third gender, or a combination of these. More gender identities exist than what we have stated. As we learn more about identities, we are learning that gender can be complex and that people define themselves in new and unique ways. Some terminologies may have distinct meanings to various individuals. There are some terms that some people would not like to use or call themselves, and there are some terms that they might. Asking the person what they want to be called is the best course of action if you're unsure on what to call someone. We are always free to choose how we identify with and express our gender. No matter what you choose or how you identify, you deserve respect and encouragement.

A person can no longer be classified as either a male or a female based solely on their gender. One can now identify as any of the gender identities on this continuum or range. The phrase "gender identity" refers to a person's conception of their gender. Regardless of their genetic makeup or skeleton, it might be. As a result, regardless of their genitalia, a person can identify as male, female, neither, both, or another category. No matter what gender they were given at birth, the goal is for everyone to feel at ease in their own skin.

TRANSGENDER

Transgender is an umbrella term that is frequently used to describe a variety of identities and experiences. Typically, it refers to individuals who have a gender identity that is distinct from the gender assigned to them at birth and those who wish to portray their gender identity differently than the gender assigned at birth. People who identify as transgender are those whose gender expression and/or gender identity, depending on the physical sex they were born into and which was legally registered for them at birth, diverge from social norms.



²⁰ Teen Talk, 'Gender Identity', <https://teentalk.ca/learn-about/gender-identity/#:~:text=There%20are%20many%20different%20gender,identities%20then%20we've%20listed.>

²¹ Teen Talk, 'Gender Identity', <https://www.coe.int/en/web/compass/gender>

TRADITION

The values and ideas that have been held by community members over time, frequently spanning generations, are reflected in traditional cultural practices, in relation to gender. Every social group in the globe has its own unique traditional cultural practices and beliefs, some of which are advantageous to all members and others of which have turned out to be detrimental to a particular group, such as women. Early and forced marriages, virginity tests, widow's rituals, female genital mutilation (FGM), breast sweeping/ironing, the primogeniture rule, customs like 'cleansing' after male circumcision, and witch-hunting are just a few of these harmful traditional practices. Such activities continue despite being detrimental and in violation of national and international human rights legislation because they are rarely questioned or opposed, which gives them the appearance of morality in the minds of those engaging in them.

Of course, especially in Western societies, many of the gender norms and stereotypes that are prevalent now were not always prevalent; they are comparatively recent tendencies in human culture. This is because social norms for each gender evolve throughout time and frequently in different ways between countries. According to Sara Bobolts, a number of prevalent gender stereotypes have evolved over time. Bobolts explains how gender stereotypes are relatively modern ideas, such as the idea that pink is for girls and blue is for guys. According to her, pink was considered a manly color between 1918 and 1940, whilst blue was thought to be delicate and feminine, making it the greatest choice for women.

Additionally, according to a Pennsylvania State University report, many gender roles are determined by a society's requirements and the environment. The article ('The Social Construction of Gender') also discusses how ethnicity, a society's historical and cultural heritage, and gender norms all differ from one another. For instance, many ancient Native American and African tribes had matriarchal societies, which meant that women frequently served as leaders, healers, and other significant figures in their communities. In contrast to other Asian and European countries, where men held all social and political power, this one does not.

Therefore, gender roles vary greatly depending on tradition, time, or place. It is apparent that in the current era, these stereotypes based on sex are of no actual value to human civilisation as a whole because they were made up and can alter depending on the context in which they are utilised. Because they are inconsistent and unreliable, they should not be used as a standard for how members of a particular sex should behave.

22 Bobolts, Sara. '9 Facts that Prove Traditional Gender Roles are Bullsh*t.' *HuffingtonPost.com*. *Huffington Post Online Addition*. 26 Apr. 2015.

23 Nash, Joy. 'Gender Roles in Modern Society'; <https://www.oneworldeducation.org/our-students-writing/gender-roles-in-modern-society/>

24 Givens, Nathaniel. "What Are Gender Roles Good For?" *TimesandSeasons.org*. *Times and Seasons, Inc. Web*. 11 Nov. 2015.

SOCIAL EXPECTATIONS

GENDER SOCIALISATION

We acquire the gender-specific laws, customs, and expectations of our culture through a process known as gender socialisation. In other words, the people who have the most influence on the process are parents, teachers, schools, and the media. Children learn about gender through gender socialisation, which helps them build their own gender identities later on. In other words, gender socialisation is the process of teaching individuals how to behave under the social expectations of their gender, known as gender roles.

One of the earliest social categories that kids learn about is gender. Kids have developed their gender identification by the time they are three years old. They also start to learn cultural gender stereotypes, such as the notion that particular behaviours, pursuits, possessions, and hobbies are more typical of boys than of girls. Children actively shape the formation of their gender identities, but they also learn about gender through a variety of socialisation sources, such as their parents, friends, and instructors¹⁰. By the age of 5, children develop an impressive constellation of stereotypes about gender (often incorrect) that they apply to themselves and others. They use these stereotypes to form impressions of others, to help guide their own behaviour, to direct their attention, and to organise their memories.

AGENCIES OF GENDER SOCIALISATION

Children learn about gender for the first time from their parents. Although attitudes toward gender equality have become more prevalent over the past few decades in many cultures, parents, particularly dads, often have distinct expectations for their sons and daughters in terms of personality traits, skills, and extracurricular activities. Children's perceptions of gender roles are influenced by parents' roles both inside and outside the home.

Other gender socialisation forces are found in schools and include teachers, students, and the curriculum. In the past, textbooks and other educational materials have included text and images that are stereotypically gendered. Modern educational materials, however, present gender roles in a much more egalitarian manner. Teachers have a variety of roles in helping students socialize to gender norms. One is by gender role modelling. For instance, men instructors are more likely than female teachers to coach teams in school sports. With students, female teachers frequently exhibit more loving and caring behaviours¹².

²⁵ Nash, Joy. 'Gender Roles in Modern Society', <https://www.oneworldeducation.org/our-students-writing/gender-roles-in-modern-society/>

²⁶ Vinney, Cynthia. 'What Is Gender Socialization? Definition and Examples', <https://www.thoughtco.com/gender-socialization-definition-examples-4582435>

²⁷ Martin, Carol Lynn, and Ruble, Diane. 'Children's Search for Gender Cues: Cognitive Perspectives on Gender Development', *Current Directions in Psychological Science*, vol, 13, no. 2, 2004, pp. 67-70. <https://doi.org/10.1111/j.0963-7214.2004.00276.x>

²⁸ Martin, Carol Lynn, and Ruble, Diane. 'Children's Search for Gender Cues: Cognitive Perspectives on Gender Development', *Current Directions in Psychological Science*, vol, 13, no. 2, 2004, pp. 67-70. <https://doi.org/10.1111/j.0963-7214.2004.00276.x>

Children are also taught about what it means to be a male or a girl by media, such as movies, TV, and literature. Media can perpetuate gender stereotypes and dispel knowledge about how gender affects people's lives. Think of an animated movie with two female characters, one who is attractive but acts passively and the other who is unattractive but acts aggressively. Numerous media representations, including this one, promote views about the behaviours that are valued and appropriate for each gender and those that are not²⁹.

GENDER NORMS/GENDER ROLES AND SOCIAL EXPECTATIONS

According to the United Nations Human Rights Office, ' a gender stereotype is a generalised view or preconception about attributes or characteristics, or the roles that are or ought to be possessed by, or performed by, women and men.'

Stereotypes about gender oversimplify the similarities and differences between men and women. Sometimes people rely on gender stereotypes to form their opinions on what constitutes suitable gender roles. Gender stereotypes frequently make exaggerated or incorrect claims about the characteristics of males and females. For instance, it is a frequent gender prejudice that men lack emotion. On the other hand, stereotypes of women as being unreasonable or too emotional are frequent. Gender stereotypes are still being dismantled by political groups like the feminist movement, which also offers alternative conceptions of gender roles that place an emphasis on equality between men and women and provide different conceptions of gender roles that place an emphasis on equality between men and women.

The duties that men and women are expected to fill based on their sex are known as gender roles. Many western nations have historically held the belief that women are more nurturing than men. As a result, the traditional interpretation of the feminine gender role dictates that women should act in a nurturing manner. To take on the typical feminine gender role, a woman could take up a full-time job at home to support her family rather than working outside the home. On the other hand, men are typically viewed as leaders in traditional gender roles. Therefore, according to the conventional interpretation of the masculine gender role, men should lead their houses by providing for the needs of the family and making important decisions.³² While these opinions continue to be prevalent in many facets of society, different viewpoints on long-held notions of gender roles have grown in popularity in the twenty-first century.

Gender norms are social rules that set limits on how men, women, and children should behave in society and how their gender identities should be expressed. Gender standards evolve over time and are neither universal nor static. Positive norms include those that prohibit youngsters from smoking, for instance. Different norms, in many cases, may cause inequity between genders, with women commonly being treated unfairly.

²⁹ Martin, Carol L. 'Gender: Early Socialization', <https://www.child-encyclopedia.com/gender-early-socialization>

³⁰ <https://www.ohchr.org/en/women/gender-stereotyping>

³¹ Blackstone, Amy M. 'Gender Roles and Society', *Sociology School Faculty Scholarship*, pp. 335-338. https://digitalcommons.library.umaine.edu/Cgi/Viewcontent.Cgi?Article=1000&Context=Soc_Facpub

³² Blackstone, Amy M. 'Gender Roles and Society', *Sociology School Faculty Scholarship*, pp. 335-338. https://digitalcommons.library.umaine.edu/Cgi/Viewcontent.Cgi?Article=1000&Context=Soc_Facpub

For instance, girls are far more likely than boys to do household tasks. Girls make up two-thirds of all kids who help out around the house for at least 21 hours a week, which can have a negative impact on their academic performance. Similar to this, women labour at home and provide unpaid care for others two to ten times longer than men do. In contrast, due to the link of masculinity with protecting families and communities, men and boys are more frequently targeted for active combat roles by armed groups.

Gender norms are learned and internalised by all members of society. They also vary, according to cultures and different periods of time. Traditional gender norms are somehow classified: they presuppose an uneven power structure related to gender that disadvantages mainly women.³³

Women and girls frequently have to limit their responsibilities to those of mothers, wives, and caregivers. Gender norms place girls in caretaking roles, which causes gender inequity in the division of household roles. As a result of the limited outside options, this also leads to a lack of education. Girls and women are even more likely than men and boys to have their movement severely restricted in conflict situations, causing them to spend more time at home.³⁴ Even when working in the same setting, girls and boys may be given completely different tasks, exposing them to various risks and dangers. For instance, on a family farm, boys are frequently given more responsibility for running machinery, using dangerous tools, and applying chemicals. Contrarily, girls are more frequently involved in transporting wood and water.

Girls are more likely than males to experience 'double work duty', which includes both holding down a job and taking care of family duties, which leaves them with little to no time for education. Parents frequently make decisions to keep girls home from school in favour of childcare and housework under the impact of gender norms about girls' roles in society. In contrast, boys are urged to enroll in and finish school in order to support their family.

When it restricts a woman's or man's ability to grow personally, pursue a career, and/or make decisions about their lives, a gender stereotype is damaging. Women are frequently the victims of prejudice due to inaccurate gender stereotypes. A wide range of rights, including the right to health, an adequate standard of living, education, marriage and family relationships, employment, freedom of expression, freedom of movement, political participation and representation, access to an effective remedy, and freedom from gender-based violence, are all violated as a result.

³³ Council of Europe, 'Gender Identity, Gender-Based Violence and Human Rights', <https://rm.coe.int/chapter-1-gender-identity-gender-based-violence-and-human-rights-gende/16809e1595>

³⁴ Save the Children, <https://www.savethechildren.org/us/charity-stories/how-gender-norms-impact-boys-and-girls>

Unfortunately, gender conventions pertaining to girls' place in society and their involvement in domestic duties prevent girls from attending school all over the world. If they are heard at all, their voices are ignored. Their early years are taken from them, and the nations in which they reside are cheated of their skill and untapped potential. ³⁵ The future of girls will be affected in the long run by this decreased access to education. Girls' futures are cut short by inequality because when they are denied an education, their capacity to work and establish independence is severely constrained. Without equal educational opportunities, wealth inequality, and reliance on males to provide, girls are trapped in a cycle of poverty and segregation from the outside world, performing unpaid household work. Girls' potential to pursue their goals is constrained by a lack of external possibilities.

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
- Convention on the Rights of Persons with Disabilities

LANGUAGE

According to Susana A. Eisenclas, 'language is one area where gender roles and expectations can be constructed and reproduced. For example, the notion that through language women exhibit same-sex solidarity and 'support' whereas men harass and 'control' or that women talk to foment or enhance relationships, while men talk to solve problems, are among the most entrenched generalisations found in popular culture and are widely exploited by the advertising industry, among other media'. ³⁶

Adopting gender-inclusive language is a potent strategy to advance gender equality and combat gender bias because of the crucial role that language plays in forming cultural and societal attitudes. Language that avoids bias toward a particular sex or social gender is referred to as gender-inclusive language, also known as gender-neutral language, and is less likely to convey gender stereotypes.

³⁵ Save the Children, <https://www.savethechildren.org/us/charity-stories/how-gender-norms-impact-boys-and-girls>

³⁶ Eisenclas, Susana A. 'Gender Roles and Expectations: Any Changes Online?', *SAGE Open*, October-December (2013: 1-11) <https://journals.sagepub.com/doi/pdf/10.1177/2158244013506446>

Up until the women's movement began to dispute it in the 1970s, the general usage of masculine nouns and pronouns in the English language was accepted practice. Since then, feminist linguists have helped to advance the use of gender-neutral language to denote the inclusion of all sexes or genders by 'uncovering the gendered nature of many linguistic rules and norms'.³⁷ As the organisation that stands up for women and girls around the world, UN Women understands the role that language plays in eliminating gender bias and advocates for the use of gender-inclusive language in all situations. Gender-inclusive language is therefore the use of particular words that equalises men and women and does not convey gender preconceptions.³⁸

A pronoun that is gender-neutral is precisely what it sounds like. It's a pronoun that doesn't reveal the gender of the subject of the sentence. Pronouns that are gender neutral are the default in many languages. They, them, and theirs are the most frequently used gender-neutral pronouns in English. These pronouns can be used to refer to someone whose gender is unknown in any context, not just those involving non-binary people. Say, 'Someone left their umbrella here', for instance. Tell them it's behind the desk if they return to get it.

Some strategies in order to achieve equality in a written text. Some of them include:

- Using gender-neutral expressions
- Using inclusive language
- Using both feminine and masculine forms - as separate words - through the use of slashes

Writers should always consider the text as whole and its nature when choosing among the different strategies.

In addition to the aforementioned tactics, the active voice should generally be used to demonstrate the empowerment of women. Avoid saying things that might be interpreted negatively. For instance, the verb "invest" is frequently used in finance to refer to money or trading. It is inappropriate to refer to mature women as "girls" since it denigrates and infantilises them.

More guidelines on writing in a gender-inclusive language can be found in the UN official Guidelines for gender-inclusive language in English: <https://www.un.org/en/gender-inclusive-language/guidelines.shtml>

Another useful source is the following video: <https://www.youtube.com/watch?v=3Q6winS806I>

³⁷ UN Women, 'GenderTerm: UN Women online resources on the use of gender-inclusive language', <https://www.unwomen.org/en/digital-library/genderterm>

³⁸ UN Women, 'GenderTerm: UN Women online resources on the use of gender-inclusive language', <https://www.unwomen.org/en/digital-library/genderterm>

EXERCISE

Think of examples where gender norms/gender roles have prevented you or someone you know from pursuing a personal goal, career, or even hobbies and activities. Could this situation have been prevented in any way?

The future is female.

YOU ARE HALFWAY THERE!

**KEEP GOING TO FINISH THE SECOND PART
OF THE MODULE!**

**UNIT 3:
GENDER EQUALITY**

INTRODUCTION

According to UN Women, gender equality is the state of having equal opportunities, rights, and responsibilities for men and women as well as for girls and boys. Equality does not imply that men and women will become equal, but rather that each gender's rights, obligations, and opportunities will be independent of the gender they were given at birth. Gender equality emphasises that both men and women's interests, needs, and priorities are taken into account, respecting the diversity of various groupings of men and women. Gender equality should involve and concern both men and women equally, as well as other genders.³⁹ In addition to being a human rights problem, equality between men and women is also considered a requirement for and a sign of sustainable people-centered development. Even though gender equality is not only a women's issue, indeed, in many sectors, women are disadvantaged and do not enjoy the same rights as men. In 2015, 195 nations agreed with the United Nation that they could change the world for the better, under the 2030 Agenda for Sustainable Development.

It is worth quoting the paragraph on equality in relation to women:

'Realising gender equality and the empowerment of women and girls will make a crucial contribution to progress across all the Goals and targets. The achievement of full human potential and of sustainable development is not possible if one half of humanity continues to be denied its full human rights and opportunities. Women and girls must enjoy equal access to quality education, economic resources and political participation as well as equal opportunities with men and boys for employment, leadership and decision-making at all levels. We will work for a significant increase in investments to close the gender gap and strengthen support for institutions in relation to gender equality and the empowerment of women at the global, regional and national levels. All forms of discrimination and violence against women and girls will be eliminated, including through the engagement of men and boys. The systematic mainstreaming of a gender perspective in the implementation of the Agenda is crucial.' ⁴⁰

The following video created by the Commission for Gender Equality Public Sector is a helpful introduction regarding gender equality: https://www.youtube.com/watch?v=iIFvvFR_wAU

GENDER INEQUALITY

Gender inequality is discrimination based on sex or gender causing one sex or gender to be routinely privileged or prioritised over another. Gender equality is a fundamental human right and that right is violated by gender-based discrimination. Gender disparity starts in childhood and is right now limiting the lifelong potential of children around the world - disproportionately affecting girls.

³⁹ UN Women, 'Gender Mainstreaming', <https://www.un.org/womenwatch/osagi/conceptsanddefinitions.htm>

⁴⁰ United Nations, 'Transforming our world: the 2030 Agenda for Sustainable Development', https://www.un.org/ga/search/view_doc.asp?symbol=A/RES/70/1&Lang=

According to the Council of Europe, gender inequality affects girls and women most, since women's human rights are still not being fully realised in Europe. The economic crisis and the accompanying austerity measures implemented in several European States, which have disproportionately affected women, have made gender and sex-based discrimination even more pervasive. The rise of reactionary movements that target women who attempt to break free from the inferior position they have maintained for generations is another threat to women's rights. The rise in hate speech directed at women in Europe, particularly online, is a further cause for alarm. Violence against women, one of the most severe human rights violations experienced by women, thrives in an environment of discrimination and hate speech. In a large proportion of cases of violence against women, the response of national authorities—including the police, prosecutors, and judges—remains insufficient.

Several fields have seen advancement in recent decades. A number of member states have ratified the Council of Europe Convention on preventing and combating violence against women and domestic abuse, and the Council of Europe Gender Equality Strategy 2018-2023 is effectively in place. The realisation of women's rights and gender equality, however, still requires a great deal of work. Therefore, the battle against discrimination based on gender and sex, as well as the rights of women, are top priorities for the Commissioner for Human Rights.

Gender inequality has an impact on everyone, including men, women, transgender and gender nonconforming individuals, kids, and families. People of all ages and ethnicities are affected. Gender equality is desperately needed. Violence against women and girls is avoided by gender equality. It is necessary for the health of the economy. Women and men are valued equally in societies, which are safer and healthier. Human rights include gender equality and certainly gender equality benefits everyone.

GENDER MAINSTREAMING

An approach to policy-making known as gender mainstreaming considers the interests and concerns of both men and women. The Nairobi World Conference on Women in 1985 was where the idea of gender mainstreaming was first articulated. The Beijing Platform for Action was enacted during the 1995 Fourth United Nations World Conference on Women in Beijing and subsequently adopted as a tool to achieve gender equality at all levels. The Platform was therefore developed as a strategy in international gender equality policy. In simple words, gender mainstreaming means: '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 at all stages, by the actors normally involved in policy-making.' 41

Mainstreaming a gender perspective in all types of activities is a globally accepted strategy for promoting gender equality. Mainstreaming is not an end in itself but a means to the goal of gender equality. Mainstreaming involves ensuring that gender perspectives and attention to the goal of gender equality are central to all activities - policy development, research, advocacy/dialogue,

resource allocation, and planning, implementation and monitoring of programmes and projects. Development of an adequate understanding of mainstreaming requires clarity on the related concepts of gender and equality 42.

Incorporating a gender equality viewpoint into all phases and levels of policies, programs, and initiatives is very important. In addition to having uneven access to and control over power, resources, human rights, and institutions like the legal system, women and men have different demands, living conditions, and circumstances. According to a nation's, region's, age, an individual's ethnic or social background, or other circumstances, women and men experience different scenarios. Gender mainstreaming is to include these inequalities into the design, implementation, and evaluation of policies, programs, and projects in order to ensure that both men and women benefit from them and that they do not worsen inequality but rather advance it. Gender mainstreaming tries to eliminate gender inequalities, which are sometimes subtle. As a result, it serves as a tool to promote gender equality.

GENDER MAINSTREAMING / INTEGRATING IN RELATION TO WOMEN

A strategy to accelerate progress on women's and girls' rights and equality in relation to men and boys. This is the chosen approach of the United Nations system and international community toward implementation of women's and girls' rights, as a sub-set of human rights to which the United Nations dedicates itself. Gender equality is the goal. Gender mainstreaming is the process of assessing the implications for girls and boys and men and women of any planned action, including legislation, policies and programmes. It is a strategy for making girls' and women's, as well as boy's and men's, concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes so that girls and boys and women and men benefit equality, and inequality is not perpetuated. 43

Mainstreaming was established as the global strategy for promoting gender equality through the Platform for Action at the United Nations Fourth World Conference on Women in Beijing in 1995. The need to ensure that attention to gender perspectives is an integral part of interventions in all areas of societal development was made clear in that document. For each of the strategic objectives identified in Beijing specific reference was made to the importance of the mainstreaming strategy. For example, in the chapter on women in power and decision-making paragraph 189 specifically addresses mainstreaming: 'In addressing the inequality between men and women in the sharing of power and decision-making at all levels, Governments and other actors should promote an active and visible policy of mainstreaming a gender perspective in all policies and programmes so that before decisions are taken, an analysis is made of the effects on women and men, respectively.' 44

42 Office of the Special Advisor on Gender Issues and Advancement of Women, 'Gender Mainstreaming: Strategy for Promoting Gender Equality' <https://www.un.org/womenwatch/osagi/pdf/factsheet1.pdf>

43 UNICEF, 'Gender Equality', <https://www.unicef.org/rosa/media/1761/file/Gender%20glossary%20of%20terms%20and%20concepts%20.pdf>

44 Office of the Special Advisor on Gender Issues and Advancement of Women, 'Gender Mainstreaming: Strategy for Promoting Gender Equality' <https://www.un.org/womenwatch/osagi/pdf/factsheet1.pdf>

Targeted initiatives to support women are still required notwithstanding the mainstreaming plan. These initiatives explicitly address the interests and goals of women, for instance through enacting laws, developing policies, conducting research, and implementing projects and programs. Projects that focus specifically on women continue to be crucial in the fight for gender equality. They are still required since gender mainstreaming processes have not yet been fully evolved and gender equality has not yet been achieved. The reduction of existing gaps, acting as a catalyst for the promotion of gender equality, and building a constituency for changing the status quo are all aided by targeted programs that particularly target women or the promotion of gender equality. Women-specific programs can empower women and serve as a vital incubator for concepts and tactics that can be applied to more general interventions. Men-focused initiatives help the advancement of gender equality by creating male allies. It is important to realise that gender mainstreaming and women's empowerment are not at all antagonistic to one another.

GENDER-BASED VIOLENCE

According to the UNHCR, 'Gender-Based violence refers to harmful acts directed at an individual based on their gender. It is rooted in gender inequality, the abuse of power and harmful norms. Gender-based violence (GBV) is a serious violation of human rights and a life-threatening health and protection issue. It is estimated that one in three women will experience sexual or physical violence in their lifetime. During displacement and times of crisis, the threat of GBV significantly increases for women and girls.'⁴⁵ 'Gender-based violence' and 'violence against women' are two terms that are often used interchangeably, as most violence against women is inflicted (by men) for gender-based reasons, and gender-based violence affects women disproportionately.⁴⁶ Sexual, physical, mental, and financial harm that is inflicted in public or privately might be considered gender-based violence. Threats of violence, coercion, and manipulation are also included. Violence against intimate partners, sexual assault, child marriage, female genital mutilation, and so-called 'honour crimes' are just a few examples of how this might manifest. Sexual harassment, intimate partner violence, trafficking, sexual exploitation, and abuse are other examples of violence against females. The effects might include severe physical injuries, sexually transmitted diseases like HIV/AIDS, coerced and unwanted pregnancies, and a higher risk of maternal mortality. They are relevant both in the short and long terms.⁴⁷ The effects of gender-based violence are terrible and can affect survivors for the rest of their lives. It might even result in death.

The unequal power relations between men and women are one of the most overtly expressed through gender-based violence, especially violence against women. The perpetrator is the primary cause of the violence; it is crucial to remember that a victim of gender-based violence is never held accountable for the perpetrator's actions. Gender-based violence in our cultures is not caused by a single component; rather, a wide range of factors interact to cause the issue, which cannot be fully explained by one aspect alone. There are four categories of factors: cultural, legal, economic, and political.⁴⁸

⁴⁵ UNICEF, 'Gender Equality', <https://www.unicef.org/rosa/media/1761/file/Gender%20glossary%20of%20terms%20and%20concepts%20.pdf>

⁴⁶ Office of the Special Advisor on Gender Issues and Advancement of Women, 'Gender Mainstreaming: Strategy for Promoting Gender Equality' <https://www.un.org/womenwatch/osagi/pdf/factsheet1.pdf>

⁴⁷ UNHCR, 'Gender-Based Violence', <https://www.unhcr.org/gender-based-violence.html>

⁴⁸ Council Of Europe, 'Gender Identity, Gender-Based Violence And Human Rights', <https://rm.coe.int/chapter-1-gender-identity-gender-based-violence-and-human-rights-gende/16809e1595>

⁴⁹ United Nations Population Fund, 'Gender-based Violence', <https://www.unfpa.org/gender-based-violence>

⁵⁰ Council Of Europe, 'Gender Identity, Gender-Based Violence And Human Rights', <https://rm.coe.int/chapter-1-gender-identity-gender-based-violence-and-human-rights-gende/16809e1595>

Gender-based violence maintains male dominance and helps to foster a heteronormative society. Gender equality, on the other hand, calls for equal rights, visibility, and chances for empowerment, taking charge, and participation in all aspects of public and private life for persons of all genders. Equal access to and allocation of resources between men and women are further implications of gender equality.

UNDERREPORTING OF GENDER-BASED VIOLENCE AND FREQUENT IMPUNITY FOR OFFENDERS

Phrases such as, ‘what occurs at home should stay at home’ or ‘it is nobody’s business what happens in the family’ are common clichés that have a lot of influence. This makes reporting domestic violence challenging and may hinder the delivery of aid and support, putting the abused person at risk of further injury and even death. Additionally, those who are harmed by violence are frequently silenced by it. By remaining silent in the face of domestic violence, we also support its practices. The majority of gender-based violence is banned and penalised by law in some nations, however there are those that lag behind in this area.

CULTURAL FACTORS OF GENDER-BASED VIOLENCE

Violence is made acceptable by patriarchal and sexist ideologies in order to maintain men’s dominance and superiority. For example, gender stereotypes and other cultural aspects such as bias, socialisation, and traditional notions of femininity and masculinity, perceptions that the family is a male-dominated, private institution authority, as well as a common acceptance of violence in public settings (such as street harassment of women), as a legitimate way to address conflict and self-expression. Historical and religious customs have also authorised the physical punishment of women under the ownership and entitlement theories. The notion of power over women’s sexuality, which, in turn, legitimises ownership also played a role in normalizing gender-based violence..

LEGAL FACTORS

Many communities view being a victim of gender-based violence as shameful and frail, and many women continue to be accused of encouraging violence against themselves through their actions. This explains at least some of the persistently low levels of reporting and investigation.

ECONOMIC FACTORS

In general, women, as well as LGBT+ persons, are disproportionately vulnerable to violence due to a lack of economic means. It develops self-perpetuating cycles of violence and poverty, making it very challenging for the victims to free themselves. Men may use violent tactics to assert their masculinity when they are experiencing unemployment and poverty.

EDUCATION

Every child has the right to access a formal, high-quality education in a secure environment. However, a number of girls are compelled to drop out of school, while others never get the chance. This is because of a variety of causes. Girls' education has been particularly hard-hit by lockdowns and school closings brought on by COVID-19, which threatens to undo years of progress. Girls experience gender prejudice on a global scale simply because they were born a daughter rather than a man. The value of a girl's education is lower, and girls are more likely to be coerced into an early marriage, experience violence, or be abducted by traffickers. Girls' youth is often cut short; their life and future are in danger. The difficulties are obvious. In some places, gender bias still permeates the entire educational system and is frequently reinforced rather than challenged. This includes the lack of representation of women in leadership roles in textbooks, teachers' expectations that are different for boys and girls, and school rules that force pregnant girls to leave rather than honoring, defending, and upholding their right to an education.⁵¹

The case for girls' and women's education can still be made on moral and political grounds, but certain facts are very compelling in this case. Of the 61 million children of primary school age who missed school in 2010, 53% were girls. Of the 57 million children who were not in school in 2013, 49% were girls. In surveys of 30 countries with more than 100,000 out-of-school children, girls made up 28% of the out-of-school population on average, while boys made up 25%. Girls in sub-Saharan Africa and Western Asia have significant difficulty finishing primary education. Regardless of parental status or location, surveys conducted in 55 developing nations have shown that females are more likely than boys to drop out of school in the lower secondary years. Women make up over two thirds of the 775 million adult illiterates worldwide. There are 98 women in postsecondary education for every 100 men in developing regions. In higher education generally as well as in terms of the fields of study, there are major disparities, with women being disproportionately overrepresented in the humanities and social sciences and notably underrepresented in engineering, science, and technology. ⁵²

Unesco has developed an agenda to promote equality in education and through education. According to this agenda, transformational thought and action are necessary to ensure equal access to, and empowerment in, education. This involves the crucial initial step of guaranteeing gender parity, or the enrollment and completion of equal numbers and proportions of boys and girls at various levels of education, but it goes much beyond that. To address the unequal power relations, social norms, discriminatory practices, and belief systems that support gender inequality and exclusion in society, the full potential of education must be unleashed. All learners' needs, interests, and lived experiences are taken into account, and the intersecting and simultaneous disadvantages that may prevent any child, adolescent, or adult from fully exercising their right to participate in, complete, and benefit from an education are addressed.⁵³

⁵¹ UNESCO, 'From Access To Empowerment: UNESCO Strategy For Gender Equality In And Through Education 2019-2025', <https://unesdoc.unesco.org/ark:/48223/pf0000369000>

⁵² United Nations, 'Education as the Pathway towards Gender Equality', <https://www.un.org/en/chronicle/article/education-pathway-towards-gender-equality>

⁵³ UNESCO, 'From Access To Empowerment: UNESCO Strategy For Gender Equality In And Through Education 2019-2025', <https://unesdoc.unesco.org/ark:/48223/pf0000369000>

Gender equality in education cannot be achieved only through education-specific efforts; it also depends on interventions in other sectors. At the same time, progress toward gender equality in education can have important effects on equality in employment, health and nutrition. 54 Education for a girl alters everything. A girl who receives an education is more likely to be healthy, safe, and given the freedom to choose how her life will go in the future. When she is prepared for marriage and having children, she will decide. She might even live a longer life and send her kids to school.

Girls' and women's education can have a variety of positive effects, including better maternal health, decreased infant mortality and fertility rates, and greater prevention of HIV and AIDS. Mothers who have received greater education are more likely to be aware that HIV can spread through breast milk and that taking medications while pregnant can lower the risk of mother-to-child transmission. A mother's additional years of education lessen the likelihood of infant mortality by 5% to 10%. Compared to children whose moms have little education, those who have secondary education or higher have a double the chance of living through the age of five.

In reality, social divisions with a long history are both a cause and an effect of gender-based discrimination in education. Disparities that affect women and girls' ability to exercise their rights include those related to poverty, ethnic background, disabilities, or conventional ideas about their status and role. Millions of girls are still prevented from enrolling in and completing their respective educations by detrimental practices like early marriage, gender-based abuse, and discriminatory education laws and policies. Education for girls and women is crucial, especially when striving to change gendered patterns of discrimination, given the widespread and increasing participation of women in occupations that generate income. Not only is education essential for achieving gender equality, but increasing access to education for all people can increase productivity and lessen the financial vulnerability of low-income households.

HARASSMENT

The Istanbul Convention of the Council of Europe defines sexual harassment as: 'any form of unwanted verbal, non-verbal or physical conduct of a sexual nature with the purpose or effect of violating the dignity of a person, in particular when creating an intimidating, hostile, degrading, humiliating or offensive environment.'⁵⁵ According to the European Institute for Gender Equality 'Sexual harassment is a form of discrimination and violence. Victims are predominantly women and perpetrators are predominantly men. When FRA surveyed women about experiencing sexual harassment in the employment context, men were perpetrators in 86 % of cases.'⁵⁶ According to WHO, one in three women globally has experienced physical or sexual violence in her lifetime, with this unfortunate statistic having many other effects in women's mental health and women's rights.

⁵⁵ Council of Europe Convention on preventing and combating violence against women and domestic violence, Article 40

⁵⁶ European Institute for Gender Equality, 'What is Sexual Harassment?', <https://eige.europa.eu/publications/sexism-at-work-handbook/part-1-understand/what-sexual-harassment>

Making sexual remarks about a person's body, making sexual remarks or innuendos, inquiring about a person's sexual fantasies, preferences, or past, inquiring personally about a person's social or sex life, repeatedly pursuing a person who is not interested in dating, and lying to others or spreading rumors about a person's sex life or sexual preferences are all verbal examples of sexual harassment. Examples of non-verbal harassment include giving someone 'elevator eyes', stalking them, using sexually suggestive visuals, making physical advances toward them with the hands or body, and utilising winking, kissing, or lip-licking gestures on the face. Giving someone a massage on the neck or shoulders, caressing another person's clothing, hair, or body, and embracing, kissing, patting, touching, or rubbing oneself sexually against another person are all examples of physical harassment.

The fundamental idea behind harassment is that all overtures are unwanted. Depending on the situation and circumstances, a person may tolerate and even appreciate a sexist remark or a criticism about their appearance. But it is vital to keep in mind that a behavior may still be demeaning and humiliating, even if someone accepts – or even enjoys – it. Furthermore, such acceptance might not be entirely of one's own free will; rather, it might be the product of external pressure, which is frequently undetectable.

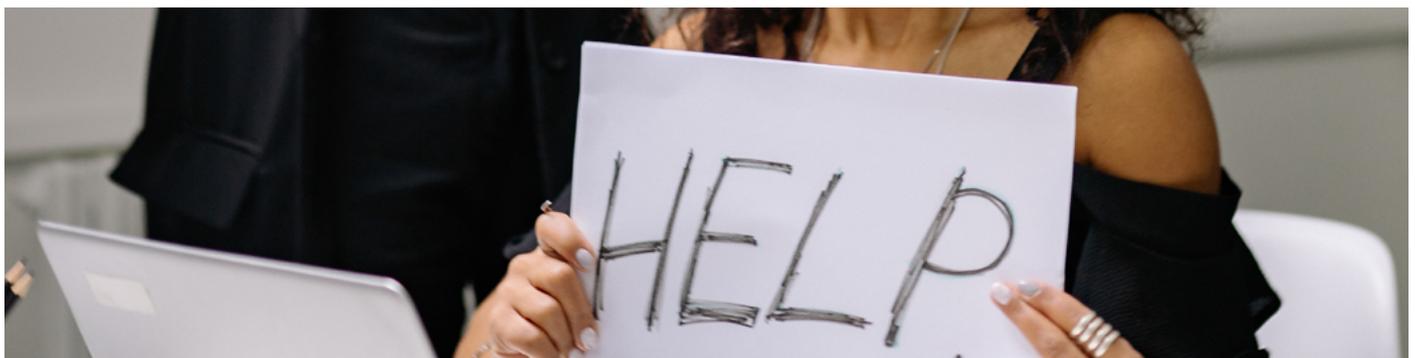
HOW TO RECOGNISE AND REPORT WORKPLACE HARASSMENT

Becca Garvin, an executive search consultant with Find Great People, stressed that primarily it is crucial to know when you are being harassed at work. There are many murky areas in the significant problem of workplace harassment. It is your responsibility to report any incidents of harassment at work or that you see. Remember that there are laws against workplace harassment that protect you, in case you are concerned that you'll be fired in retribution. ⁵⁷ A summary of laws and regulations can be found in the following link: <https://www.endvawnow.org/en/articles/492-sources-of-international-law-related-to-sexual-harassment.html>

Harassment is not only physical or sexual, but there are many types of harassment and it is important to know when and how you are harassed. Some types of harassment include verbal, psychological, digital, physical, and sexual harassment.

The following source is useful in explaining the many forms of harassment in the workplace: <https://www.i-sight.com/resources/11-types-of-workplace-harassment-and-how-to-stop-them/>

The purpose of human resources departments is to assist employees, particularly those who are in risky or uncomfortable situations. A victim should not be discouraged from making a complaint if there is no tangible evidence. In actuality, the majority of complaints and criticisms lack tangible proof.⁵⁸



⁵⁷ Business News Daily, 'Workplace Harassment: How to Recognize and Report It', <https://www.businessnewsdaily.com/9426-workplace-harassment.html>

⁵⁸ Business News Daily, 'Workplace Harassment: How to Recognize and Report It', <https://www.businessnewsdaily.com/9426-workplace-harassment.html>

SEXUAL HARASSMENT IS:

'Where any form of **unwanted verbal, non-verbal** or **physical conduct of a sexual nature** occurs, with the purpose or effect of **violating the dignity of a person**, in particular when creating an **intimidating, hostile, degrading, humiliating or offensive environment**'

HOW TO RECOGNISE SEXUAL HARASSMENT

It can be identified from the following behaviours:

PHYSICAL

touching, hugging, kissing, staring

VERBAL

sexually suggestive comments or jokes

CYBER

offensive, sexually explicit e-mails or SMS messages; offensive, inappropriate advances on social networking sites



In 2007, 1% of workers in the EU (a total of **2.5 million workers**) reported sexual harassment



13% of employees in the hotels/restaurants sector in the EU experienced or witnessed sexual harassment

SEXUAL HARASSMENT AGAINST WOMEN

WOMEN ARE ALMOST THREE TIMES AS LIKELY TO BE SEXUALLY HARASSED

The age group that is most at risk is 18- to 39-year-olds
Women are more likely to be sexually harassed within...



... 'male-dominated jobs'
(e.g. police officer, bus or truck driver)



... traditional 'female jobs'
(e.g. waitress, nurse)



of women employed
in service positions
have been subjected
to sexual harassment
(since the age of 15)



of all female victims
of sexual harassment
said the perpetrator
was a manager,
colleague or customer



of women in
top management
have experienced
sexual harassment

Discrimination goes against everything that makes us human. Someone's rights are being violated only because of who they are or what they believe in. Discrimination is detrimental and keeps inequality alive. Regardless of our race, ethnicity, nationality, class sex characteristics, age, health, or any other status, we all have the right to be treated equally. Yet all too frequently, we hear terrible tales of people who endure cruelty just because they are members of a 'different' group than others who enjoy luxury or power, caste, religion, belief, sex, gender, language, sexual orientation, or gender identity. When a person is denied the opportunity to exercise their human rights or other legal rights on an equal basis due to an arbitrary distinction imposed in practice, law, or policy, this is known as discrimination. The non-discrimination principle serves as the foundation for Amnesty International's operations. To ensure that everyone can exercise their rights equally, we challenge discriminatory laws and practices in collaboration with communities around the world. 59

Although they make up 50% of the world's population, women only account for 37% of GDP globally, despite feeling as though their presence in the workforce should be taken for granted. Therefore, why are diversity and inclusion in the workplace crucial, and how will firms suffer if the gender balance is off? A lack of gender diversity and inclusion may have far-reaching negative effects on business, hurting everything from financial performance, to consumer insight, to collaboration to innovation. Numerous studies have confirmed the advantages of having more women in leadership roles and on boards, as well as the advantages of implementing policies that support gender diversity and inclusion. Here is a brief summary of what the research has revealed:

- Two times as many inclusive groups will achieve or surpass their financial goals.
- When women are well represented at the top, business earnings and share performance can increase by about 50%.
- Employee turnover is connected to higher levels of gender diversity in the workforce as well as HR procedures that emphasise gender diversity.
- Teams that are inclusive of all genders perform 50% better than teams that are homogeneous in terms of gender and less inclusive.
- Senior-level women have a good impact on organisational culture, especially when it comes to promoting diversity and inclusion and supporting other women.
- Agile and creative companies are six times more likely to have inclusive cultures. 60

59 Amnesty International, 'Discrimination', https://www.amnesty.org/en/what-we-do/discrimination/?utm_source=google&utm_medium=cpc&gclid=Cj0KCQjwof6WBhD4ARIsAOi65agN2rk0LBIWmUUIztc-iCPFk7xG_Np_KhweSutLI1cMVcmiBmU1gN8aAkOREALw_wcB
60 <https://blog.thinkherrmann.com/women-in-the-workplace-creating-a-culture-of-equity-inclusion>

EXERCISE

Think of cases of workplace harassment or workplace discrimination against women and the effects of such behaviours. How could we eliminate these phenomena?

**friends.
mothers.
daughter
visionari
queens.
rulers.
women.**



**UNIT 4:
EMPOWERMENT AND INTEGRATION**

INTRODUCTION

The term ‘women’s empowerment’ (or ‘female empowerment’) can be used to describe a variety of actions, such as valuing women’s opinions or making an effort to find them, as well as elevating women’s position through knowledge, awareness, literacy, and training. Women’s empowerment gives them the tools and freedom to choose how to live their lives in response to societal issues. Women might also be given the chance to redefine gender roles or other kinds of roles, which would provide them more freedom to accomplish their objectives.⁶¹

According to the European Institute for Gender Equality, the five pillars of women’s empowerment are:

1. Their sense of self-worth
2. Their right to make and exercise choice
3. Their access to opportunities and resources
4. Their right to have the authority to manage their own lives, both inside and outside the home
5. Their capacity to direct social change toward the development of a more just social and economic order, both domestically and globally. ⁶²

In this context, key tools for empowering women and girls to assert their rights include education, training, awareness-raising, increasing self-confidence, expanding choices, increasing access to and control over resources, and taking action to transform the structures and institutions that support and perpetuate gender discrimination and inequality. There are many types of female empowerment, such as, political, cultural, or economic. The latter is particularly important in giving women the power to fight different types of gender discrimination, gender inequality, and equal rights.

Economic empowerment is essentially the ability to engage in, contribute to, and benefit from economic processes in ways that respect women’s dignity, acknowledge the value of their contributions, and enable negotiations for a more equitable division of the rewards of growth. Women’s access to economic resources and opportunities, such as employment, financial services, real estate and other productive assets, skill development, and market intelligence, rises with economic empowerment. Women’s economic empowerment and involvement are essential for advancing their rights, giving them control over their life, and influencing society. It is about establishing fair and just society. Women frequently experience discrimination and enduring gender inequities, with some women encountering numerous forms of exclusion and discrimination due to characteristics like caste or race.⁶³

⁶¹ Kabeer, Naila. ‘Gender equality and Women’s Empowerment: A critical Analysis to the Third Millennium Development Goal 1.’ *Gender & Development*, 13.1 (2005): 13–24.

⁶² European Institute for Gender Equality, ‘Empowerment of Women’, <https://eige.europa.eu/thesaurus/terms/1102>

⁶³ DAC Network on Gender Equality (GENDERNET), ‘Women’s Economic Empowerment’, <https://www.oecd.org/social/gender-development/47561694.pdf>

Measurable economic effects of unequal opportunity are evident. Numerous studies have revealed that women are much more likely than men to live in poverty, earn less on average, and spend less money on themselves. The majority of people blame gender discrimination, lower levels of education among women, or prejudice towards hiring female candidates. However, if these explanations were adequate, we would expect to see the gap close somewhat. ⁶⁴ In gaining economic independence, women often need to work under difficult circumstances. However, due to long-standing social pressures and expectations, women in particular face a struggle in balancing their job and personal lives, resulting to unproportionate hours of the two, creating an imbalance in everyday life and even affecting a woman's mental health.



⁶⁴ The Skills Portal, 'Why Women's Empowerment is Important', <https://www.skillsportal.co.za/content/why-womens-empowerment-important>

WORK-LIFE BALANCE, WORK-LIFE INTEGRATION

WORK-LIFE BALANCE

The phrase 'work life balance' has a long history of compartmentalising work and life and positioning them in opposition to one another. According to Tahani H. Alqahtani : 'Work-life balance is a term used to describe the balance between an individual's professional and personal life. A healthy work-life balance assumes great significance for working women particularly in the current context in which both, the family and the workplace have posed several challenges and problems for women.'

During the past two years, we have indeed changed our way of working as a result of COVID-19. During the pandemic, many businesses turned virtual, a couple of years later, many of us are still working from home. Many employees no longer clearly distinguish between their personal and professional lives and no compartments exist. Female employees frequently bear an unfairly disproportionate burden at work. Workplace duties, as well as emotional and interpersonal labor, are included. In the past, women have traditionally carried out the majority of the work at home.

White women first started working in the 1960s. It is crucial to remember that the employment of women of color, especially Black and Latina women, in white families' homes paved the way for white women to enter the labor. Women from all racial origins are currently employed. However, this has given women more obligations because they now have to balance working professionally and still doing the majority of the household chores. These two obligations can jeopardise one's physical and mental health, increase stress, cause burnout, and decrease productivity at work. Those that balance their business and personal lives probably appear to be more productive at work and vice versa. Finding a balance between work and life is difficult since it has a stronger impact on employees' families and personal lives.

WORK-LIFE INTEGRATION

An alternative approach to work-life balance is what is known as work-life integration, and is based on the integration of professional and personal life without making distinctions between the two and exercising them in relation to each other. This concept entails allowing yourself the freedom to decide how to split your time between work and leisure activities, instead of having set times for each. You can combine your work and personal hobbies rather than regarding them as distinct things. The main advantage of this kind of structure is flexibility. It gives people options for reducing their anxiety and achieving more fulfillment. This is so that people can fulfill their obligations on a personal and professional level thanks to this approach. Employee productivity - both personally and professionally - increases as a result of the strategy's ability to help them better arrange their commitments and calendars.

65 Tahani H., Alqahtani. 'Work-Life Balance of Women Employees', *Granite Journal*, 4.1 (2020): 37-42. https://www.abdn.ac.uk/pgprs/documents/Granite_Vol4_Work-Life%20Balance%20of%20Women%20Employees,%20Alqahtani,%20pp.%2037-42..pdf

66 American Psychological Association, 'How Working Women Can Manage Work-Life Balance During Covid-19'; <https://www.apa.org/topics/COVID-19/working-women-balance>

67 Oludayo O, Gberevbie, D., and Popoola, D. 'A study of multiple work-life balance initiatives in banking industry in Nigeria', *International Research Journal of Finance and Economics*. 133, (2015): 108-109.

68 Indeed Editorial Team, 'Work-Life Integration: Definitions and Steps to Manage It', <https://ca.indeed.com/career-advice/career-development/work-life-integration>

Work-life integration aims to combine work and personal life into an one entity as opposed to the fragmented nature of work-life balance, where you have distinct divides of time and energy. The secret is to ensure that these various facets of your life do not conflict but rather work together to bring stability to your day. This table retrieved from <https://greatist.com/grow/work-life-integration#integration-vs-balance> demonstrates the main differences of the two concepts.⁷⁰

Work-life integration	Work-life balance
You put your exercise time in the middle of your workday, perhaps during your lunch break, or you schedule an “active meeting.”	You exercise either in the morning before you start work or in the evening after you leave work.
You spend much of your morning helping your child with their home-school work and catch up on your own work in the evening.	You and your child attend work and school during the week and catch up on quality family time over the weekend.
You run errands, clean, or take care of the kids while your spouse or partner works for half the day. Then you switch places for the second half.	You and your spouse or partner take turns picking the kids up from school/daycare pending your schedules.
You take your laptop along on a family trip to get some work done while you’re away.	After a long stretch of working nonstop, you cash-in a bunch of your vacation days and unplug from work.

⁷⁰ Sarah, Fielding. “Blending In: What Work-Life Integration Really Means for You Everyday”; <https://greatist.com/grow/work-life-integration#integration-vs-balance>

EMPOWER AND MOBILISE FOR SELF AND OTHERS

Feminists often employ awareness raising to promote women's empowerment and women's mobilisation. Women who raise their consciousness learn about their own challenges as well as how they relate to political and economic issues. Raising awareness and organising into groups that support their rights, enables oppressed women to understand their place in the larger social system and identify the source of their oppression. Understanding their issues will eventually spur self-mobilisation, which in turn leads to empowerment. 71

Empowerment is not a process completed quickly. There are several steps involved, including:

- Improving girls' access to school and repealing laws that forbid women from working outside the home
- Eliminating harmful customs like child marriage and female genital mutilation
- Affirmative action programs that promote equality in the workplace
- Reproductive health services for women to enable them to have healthier families

The lives of individual women, their families, communities, and society as a whole is profoundly affected by the empowerment and mobilisation of women. Women who are given the freedom to make decisions in all aspect of their lives have more influence over their quality of life, jobs, and health.

The benefits of women's empowerment and mobilisation are numerous and significant. Some of them include:

- Contribute to solving unemployment: One of the widespread issues in a developing society is unemployment. Women make up half of the population. With the aid of women's empowerment, female unemployment and unequal possibilities at work can be eliminated. When women are unemployed, they are unable to reach their full potential. Women must be given equal opportunity in order to utilise their strength and potential.72
- Contribute to the elimination of gender-based violence and rights regarding their bodies: Knowing one's own rights, through mobilisation, helps to prevent domestic violence. Mobilisation also prevents women for being subjected to any kind of abuse, such as sexual, emotional, or physical. Making sure women have full reproductive rights and access to sexual and reproductive healthcare is a crucial component of women's empowerment. To live with dignity and in the way they want, women must have control over what happens to their body. Helping women recognise and understand their rights can go a long way toward empowering them.73

71 Gutierrez, Lorraine M.; Lewis, Edith A. 'Community Organizing with Women of Color:: A Feminist Approach', *Journal of Community Practice*. 1.2, (1994): 23-44. doi:10.1300/J125v01n02_03

72 Laxmi, Rana. 'What is the Importance of Women's Empowerment in Today's World?' <https://yourstory.com/mystory/importance-womens-empowerment-todays-world/amp>

73 Zaytoen, Domingo. 'How Does Women's Empowerment Contribute to Gender Equality?', <https://www.gvi.ie/blog/how-does-womens-empowerment-contribute-to-gender-equality/>

- According to Align's (Advancing Learning and Innovation on Gender Norms) research, women's political activism has a significant influence on gender norms. According to their paper, there are two primary approaches to accomplish this: 1. through encouraging legal and/or policy change, which creates new normative orders and offers incentives for or against changing attitudes and behaviors. Campaigns for women's empowerment also push for reforms to laws and regulations that discriminate against or unfairly treat them 2. By attacking specifically gendered attitudes and behaviors (held by men or women) that support gender inequality, and promoting the renegotiation of gender roles and relations within society. ⁷⁴ Feminist and women's movements make significant contributions to societal transitions toward justice and equality in their own contexts.

FEMALE LEADERSHIP

Relatively few women have reached the highest levels of political or business leadership in a time when they have made enormous progress in educational attainment and workforce involvement. What are the reasons behind this? According to the survey of Pew Research Center, people blame both self-serving 'old boys club' that is usually opposed to change, and gender discrimination for the relative dearth of women in positions of authority. ⁷⁵

Women who work in jobs with significant authority, sway, or responsibility in politics or business are considered to be in positions of power and are pioneers in what we refer to as female leadership. Power has traditionally been allocated unequitably between the two sexes, with females being mostly disadvantaged. While men have historically been more frequently linked to positions of authority than women, women started having increasingly key positions in various spheres of human endeavor as gender equality rises. ⁷⁶ The increasing influence of women in political leadership and decision-making on political processes is undoubtedly beneficial. It is important that women are more likely than men to support gender equality initiatives like parental leave and childcare reform and to collaborate across party lines. The long-term success of the human race and existence has been proven to depend on the accurate and proportional representation of women in social structures. Gaining the backing and political will of male leaders is essential to advancing understanding of gender equality and women's right to participate in public life and decision-making. The entire community needs to adopt a new mindset in order to reduce these barriers in a sustainable way.

The only way to address and remove these stereotypes and obstacles is to increase the number of women in leadership roles. This will give women the encouragement and role models they so desperately need to advance in their careers and will bring about the changes in the workplace that will be beneficial to both sexes.

⁷⁴ Advanced Learning and Innovation on Gender Norms, 'Mobilising for Change: How Women's Social Movements are Transforming Gender Norms', <https://www.alignplatform.org/resources/report-mobilising-for-change>

⁷⁵ Pew Research Center, 'Men or Women: Who's the Better Leader?', <https://www.pewresearch.org/social-trends/2008/08/25/men-or-women-whos-the-better-leader/>

⁷⁶ Cockburn, C. *In the Way of Women: Men's Resistance to Sex Equality in Organizations*, (Ithaca and New York: ILR Press, 1991)

It is important to recognise the advantages of gender parity and diversity in leadership and decision-making. Women are proponents of equality, diversity, and civic engagement. Women in leadership work to advance political, social, and economic advancement for all. Worldwide, there is a phenomenon known as the 'glass cliff' that is related to the 'glass ceiling', where women are more likely to be employed in high-level positions when a company is struggling. Women take on these jobs despite the higher risk of failure, and instead of failing, they succeed in successfully changing the organisation they work for.

Significant majorities believe that having more women in leadership roles would have significant positive effects on the workplace, including: assisting in reducing the pay gap between men and women doing the same work, changing workplace policies in ways that benefit both men and women, and drawing in a more diverse workforce.⁷⁷ Women are viewed as better and more capable leaders than males are, according to recent data from Business Insider. Men are often seen to be more effective leaders up until the age of 36 to 40. After the age of 40, women become significantly more productive than men, and this tendency lasts until the age of 60. Women in executive positions bring skills, fresh viewpoints, and original ideas to the table. However, when these three elements are considered collectively, they aid in the creation of fresh perspectives that improve business decision-making. ⁷⁸

Empathy is frequently seen as a woman's greatest superpower in terms of the roles she plays in her lifetime. Without passing judgment, an empathic leader can acknowledge that everyone sees the world differently. They are able to empathise with their colleagues, interact honestly, and recognise when they are struggling. In other words, an empathic leader can listen to their team instead of fixing, solving, or dictating, setting them up for success. In comparison to more authoritative leadership, women are more likely to employ this style of leadership, which increases their ability to persuade people. Being tolerant of different viewpoints and open-minded is also necessary for empathy. This encourages communication amongst individuals and offers a new point of view. Consequently, the detection of an effective solution to problems. ⁷⁹

According to Naturalhr, women leaders will bring unique transformational ideas to the front. 'A meta-analysis comparing male and female leaders identified those female leaders were more transformational. They demonstrated more contingent reward behaviour than the two-dimensional actions (active and passive management) presented by male leadership'.⁸⁰ The elimination of gender pay gap is another factor frequently neglected when discussing female leadership. When men and women begin their careers from scratch, it has been observed that men are typically given more opportunities that lead to higher-paying employment. However, more women in leadership positions can assist achieve a broader objective and reduce the wage gap more successfully in addition to the advantages we have already highlighted. ⁸¹

In conclusion, female leaders is a requirement of the twenty-first century. Organisations must give women in leadership positions the tools they need to become more effective and realise their full potential, hence expanding workplace diversity. This is a difficult task that will require the cooperation and support of all employees.

⁷⁷ The Rockefeller Foundation, 'Women in Leadership: Why it Matters', <https://www.rockefellerfoundation.org/wp-content/uploads/Women-in-Leadership-Why-It-Matters.pdf>

⁷⁸ Kashyap, Sandeep. '7 Reasons Why We Need More Women in Leadership Roles', <https://www.proofhub.com/articles/women-in-leadership-roles>

⁷⁹ Kashyap, Sandeep. '7 Reasons Why We Need More Women in Leadership Roles', <https://www.proofhub.com/articles/women-in-leadership-roles>

⁸⁰ Naturalhr, '10 Reasons Why the World Needs More Women in Leadership Roles', <https://www.naturalhr.com/2021/03/23/10-reasons-why-the-world-needs-more-women-in-leadership-roles/>

⁸¹ Naturalhr, '10 Reasons Why the World Needs More Women in Leadership Roles', <https://www.naturalhr.com/2021/03/23/10-reasons-why-the-world-needs-more-women-in-leadership-roles/>

WOMEN, EMOTIONAL INTELLIGENCE AND LEADERSHIP

Emotional intelligence is the capacity to recognise, evaluate, express, and manage one's own emotions as well as the capacity to comprehend, control, and encourage intellectual development in others. It is well known that emotional intelligence, also known as EQ, is a crucial quality for successful leadership. A recent Korn Ferry/Hay House study, conducted in 2016 shows that women scored higher on all emotional intelligence categories than men except one. According to all available evidence, leaders who have the highest levels of emotional and social intelligence are the most successful in all types of organisations because they have the ability to persuade others, handle conflict diplomatically, and develop their teams. 82

To say that men or women have inherent advantages that will better prepare them to go to high positions is oversimplified. Leaders need to be perceived as having the cooperative qualities that come naturally to emotional intelligence in today's competitive atmosphere. High levels of emotional intelligence were discovered in work settings where female executives were obliged to lead by influence rather than direct authority, according to an intriguing study by the Hay Group. In this study, women executive level employees exhibited stronger emotional intelligence skills than men did. It is believed that difficulties women encounter throughout their professions, force them to acquire the emotional intelligence abilities necessary to advance in their organisations. 83

Therefore, how can female leaders use their emotional intelligence to improve?

Maintaining and enhancing your emotional intelligence skills is important because not all women have developed their emotional and social intelligence to the same extent that men have, despite facts to the contrary. This can be beneficial for those who want to concentrate on developing their influence, adaptability, accomplishment oriented, and conflict management skills as professionals and leaders. These abilities should improve. 84

Most women leaders and male leaders with higher EQs both exhibit a more transformative leadership style. With this approach, the leader concentrates on influencing followers' attitudes and ideas and engaging them on a profound emotional level as opposed to telling them what to do. Variety in transformational leadership is mainly caused by EQ levels, and leaders who are better at identifying and managing emotions are also better at motivating others. Transformational leaders are strong role models for their subordinates and followers, and thrive at translating a vision into a workable plan for change. Additionally, female leaders with higher EQs excel at the transactional aspects of leadership such work assignment, performance management, and incentive setting. 85

82 EVE, LE BLOG. 'Why Women's Stronger Emotional Intelligence Is a Big Leadership Advantage', <https://www.eveprogramme.com/36302/emotional-intelligence-monica-thakrar/>

83 Forbes, 'Using Emotional Intelligence Is A Woman Leader's Secret Weapon', <https://www.forbes.com/sites/womensmedia/2016/11/02/using-emotional-intelligence-is-a-woman-leaders-secret-weapon/?sh=7803ca8219f7>

84 Rajput, Rana. 'Using Emotional Intelligence Is A Woman Leader's Secret Weapon', <https://thriveglobal.com/stories/using-emotional-intelligence-is-a-woman-leaders-secret-weapon/>

85 Chamorro-Premuzic, Tomas. 'The Female Advantage in Leadership: EQ', <https://www.commpo.biz/the-female-advantage-in-leadership-eq/>

Furthermore, empathetic leaders (closely related to the concept of EQ) are less self-centered and more adaptable in their approach to problem solving because they can perceive issues from other people's points of view. Self-control is a key component of personal effectiveness, including resilience, and decades of psychological research have shown that girls and women exhibit better levels of self-control than boys do from an early age, in part because they are less free to be who they are than boys. Self-control in leaders is a crucial defense against abuses of authority and other harmful tendencies. In fact, the majority of antisocial acts are a result of people's incapacity to control their short-term desires for quick pleasure in favor of more sensible and advantageous long-term objectives.

Generally speaking, women can develop their skills and lean into them to attain long-term achievement and career success. Fortunately, emotional intelligence may improve with age and maturity. It is a key predictor of women's success in businesses, with women and organisations possessing valuable abilities that can be used to close the gender gap in leadership positions.⁸⁶



⁸⁶ Rajput, Rana. 'Using Emotional Intelligence Is A Woman Leader's Secret Weapon', <https://thriveglobal.com/stories/using-emotional-intelligence-is-a-woman-leaders-secret-weapon/>

SUPPORT FOR SELF-DIRECTED LEARNING AND ONGOING LEADERSHIP DEVELOPMENT

The definition of self-directed learning as given by IGI Global: 'A learning strategy which allows learners take charge of their own learning process (diagnosis learning needs, identify learning goals, select learning strategies, and evaluate learning performances and outcomes). Behaviors and characteristics associated with self-directed learning are related to intrinsic motivation, integrity, agency, diligence, perseverance and grit.'⁸⁷ The need to adapt to ongoing changes in the economy, politics, information, and communication technologies, among other things, necessitates continual learning because the world is not static. With self-directed learning, there are no restrictions on what knowledge and skills can be acquired.⁸⁸

Self-directed learning can therefore be utilised in another significant concept that is relevant today, namely, leadership development. Leadership development is the active process of cultivating the necessary traits, skills, confidence and practical knowledge in individuals wishing to pursue leadership positions. It generally applies to the skills an individual needs to manage teams effectively. Rapid continuing change is a feature of the workplace. One of the most important traits for leaders in this dynamic environment is their ability to learn, adapt, and engage in the ongoing improvement of their management and leadership abilities.

According to Ferraro J., self-directed leadership development is the process by which a person creates and then implements a strategy to enhance his leadership abilities and personal competencies, motivated by personal convictions and a purpose. This plan must be created by the individual themselves, not by a corporate training department, a human resources agency, a manager, or a coach.⁸⁹ Self-directed leadership development is a viable option for a number of reasons. Deploying it is simple. People can perform it at their convenience. Additionally, they are free to investigate any issues they deem worthwhile.

⁸⁷ IGI Global, 'What is Self-directed Learning?', <https://www.igi-global.com/dictionary/self-directed-learning/26210>

⁸⁸ Adebisi, Tajudeen Adewumi and Babalola, Adejoke Clara. 'Functional Literacy and Self-Directed Learning: Transformational Learning Processes for Women Empowerment in Africa', *International Journal of Social Policy and Education*, 2.1 (2020): 60-70. https://ijspe.com/Journals/Vol_2_No_1_March_2020/7.pdf

⁸⁹ Ferraro, J. *Self-directed Leadership Development—Moving Beyond the PMP*. Paper presented at PMI® Global Congress 2005—EMEA, (2005). Edinburgh, Scotland. Newtown Square, PA: Project Management Institute.

HOW TO IMPLEMENT SELF-DIRECTED LEADERSHIP DEVELOPMENT SUCCESSFULLY

An important factor is how the organisation organises and helps learners in a self-directed leadership development program. Here are six essential elements that affect success, according to DDI:

1. The importance of self-directed leadership development and the most effective ways to employ learning tools are thoughtfully communicated.
2. Internal senior leaders support self-directed learning initiatives and turn into proponents of the strategy. They support and honor leaders who are in charge of their own growth. Senior leaders can increase accountability for development by monitoring it at various points.
3. Learning is neither 'thrown over the wall' or done in isolation. Based on their leadership level and the issues they encounter as leaders, leaders receive guidance on which courses or modules would have the biggest impact for them.
4. Self-directed does not necessarily imply Self-determined. By including various forms of assessments and self-insight tools, you may tailor the learning experience. Companies can still direct leaders through activities based on their unique learning needs and priorities if assessment tools are not offered.
5. Despite the fact that learning is self-directed, you can still give leaders chances to network with their peers. Leaders ought to be able to discuss their current learning, how they're putting it to use, and how they're using it to get over obstacles.
6. The manager of the leader makes it obvious how the leader's individual development plan relates to the self-directed learning.

These concepts and their implementation can be particularly important for female leaders who do not have the opportunities for formal education in successfully taking leadership positions. Despite years of improvements in corporate policy and legal framework, many qualified women still struggle to get employment. Unless a woman approaches her work more strategically, misconceptions, preconceptions, and mistaken emotions on the part of either sex might still ruin her career goals. Via self-directed education women can acquire skills and competitive advantage while controlling their emotions in even the most hostile environment. They can discover how to create a network of allies, take calculated risks, and have a more optimistic perspective on rivalry. Learn how to act in a way that garners respect, and strive to achieve your objectives with enthusiasm. Return to work with renewed self-assurance, a competitive edge, and a stronger position.

Exercise

Watch and discuss some of the aspects raised in the following video regarding the concept of female leadership: <https://www.youtube.com/watch?v=MRSBCDVGdmc>

30 DDI, 'Blend Group and Self-Directed leadership Development', <https://www.ddiworld.com/guide/ultimate-guide-leadership-development/self-directed-leadership-development>.



CONGRATULATIONS!

YOU HAVE COMPLETED MODULE 5.

SCROLL DOWN TO TAKE THE QUIZ!

QUIZ

1. Countries that have acceded to The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) are legally bound to put its provisions into practice. They are also committed to submit national reports, at least every seven years.

- True
- False

2. The Women's Empowerment Principles, developed in partnership with UN Women and the UN Global Compact, are used to empower women in the community, the workplace, and the market.

- True
- False

3. Women who worked for women's right to vote during the First Wave Feminism were called:

- a. radical
- b. immoral
- c. suffragist
- d. all of the above

4. Gender _____ refers to a person's internal sense of being male, female or something else.

- a. identity
- b. mainstreaming
- c. socialisation
- d. binary

5. Which of the following is not an agent of socialisation mentioned in Unit 2?
- family
 - government
 - school
 - media
6. Language that avoids bias toward a particular sex or social gender is referred to as gender-inclusive language or gender-neutral language.
- True
 - False
7. Mainstreaming was established as the global strategy for promoting gender equality through:
- The Platform for Action at the United Nations Fourth World Conference on Women in Beijing in 1995.
 - The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)
 - The Council of Europe Convention on preventing and combating violence against women and domestic violence (Istanbul Convention)
8. How many women around the world have experienced either physical or sexual violence?
- 1 in 8
 - 1 in 10
 - 1 in 3
 - 1 in 5

9. What percentage of GDP globally do women account for?
- a. 20%
 - b. 55%
 - c. 67%
 - d. 37%
10. Women's empowerment is about:
- a. Valuing women's opinions
 - b. Elevating women's position through education
 - c. Enhancing women's access to material resources
 - d. All of the above
11. One of the reasons there are fewer women in corporate leadership and political roles is because:
- a. Women prefer to work at home
 - b. Women are perceived as more capable
 - c. Of gender discrimination for the relative dearth of women in positions of authority.
 - d. Women are perceived as too opinioned and strong
12. Empathetic leaders (closely related to the concept of EQ) are less self-centered and more adaptable in their approach to problem solving because they can perceive issues from other people's point of view
- True
 - False

CORRECT ANSWERS

1. False
2. True
3. C
4. A
5. B
6. True
7. A
8. C
9. D
10. D
11. C
12. True

THE PROJECT EDUCATION AS A CONSTRUCTOR OF SOCIAL AND CULTURAL SUSTAINABILITY IN THE 21ST CENTURY

This module has been created as one of the outputs of Erasmus+ project called “Education as a Constructor of Social and Cultural Sustainability for the 21st century”. The two-year long project started in 2020, and it had six partner organisations from four European Countries, representing different field of adult education in different educational traditions.

The idea of the project was to create applicable and interesting education modules for adult education field, concerning different aspects of social and cultural sustainability. The project was in close connection to the widely accepted and adopted concept of life-long learning and continuous education: education should be available for all people regardless of age, gender, home country or economic status. The importance of life-long learning is emphasized in the UN document “Transforming our World: the 2030 Agenda for Sustainable Development” (2015); Social sustainability means equality for all, gender equality, health and education. Socially sustainable development means that the conditions for well-being are passed down from one generation to the next. It aims to reduce inequalities in well-being, health and inclusion.

The main idea of the project was to bring out the thoughts of eco-social education through the goals of the Agenda 2030. The partners have chosen and shared among themselves the goals that are most conducive to social and cultural sustainable development. Each partner has created and built a toolkit of one or a few goals with material, methods and exercises.

All the toolkits from the different goals of the Agenda 2030 have been introduced below briefly. You can find all the toolkits and information about the project itself from the website: <https://sus21.eu/>

Dimensions of Accessibility - the name will be the name of the collection

“The name of the output” introduces true stories of accessibility and equality written by the experts by experience, to inspire the work towards accessible art and cultural activities. The six articles and complementary tasks open the theme of accessibility from the point of view of humans’ senses and give you a lot to think about. The publication is created for teachers and instructors of art and cultural activities, but it works for everyone interested in enhancing accessibility in all its forms.

Adult Education Promoting Sustainable Development (UEF)

Sustainable development is a topic occupying the minds of more and more adult educators in today’s world. But do we actually know the ways in which sustainability is connected to everyday life, educational policy, or citizenship? The training modules of the online course “Adult education promoting sustainable development”, showcase the different aspects of social sustainability in the contemporary world. The course is open to all, regardless of place or time, as an open online course.

THE PROJECT EDUCATION AS A CONSTRUCTOR OF SOCIAL AND CULTURAL SUSTAINABILITY IN THE 21ST CENTURY

contemporary world. The course is open to all, regardless of place or time, as an open online course. Using adult education as a tool, we can work on achieving sustainable goals. [LINK](#)

Responsible Consumption and Production. Avoid Food Waste! (Autokreacja)

Responsible Consumption and Production is the 12th of the 17 Sustainable Development Goals. This SDG is to ensure that economic growth and development is coupled with responsible consumption and production patterns. This goal aims to reduce the environmental footprint of economic activities and to promote sustainable use of natural resources, while also ensuring that economic development is inclusive and benefits all sectors of society.

As the subject of this SDG is very broad we focused mainly on food waste and responsible consumption in households.

Health and inclusion for social sustainability (CPIA 1 Brescia)

“Health and inclusion for social sustainability” includes a collection of activities carried out by some teachers of the Adult Educational Provincial Center 1 Brescia (CPIA 1 Brescia), with groups of students aged 16 to 60, Italians and immigrants from Asia, Africa and Europe, with different levels of proficiency in Italian as a second language. The aim is to promote the SDG 3 of the Agenda 2030 “Ensuring healthy lives and promoting well-being for all at all ages”, to increase the ability to acquire and understand health-relevant information and to make informed choices in favour of one’s own psycho-fiscal well-being and of the community. All these aspects are presented in the video-story you find below.

Video-story

Well-being and sustainability. How to build a sustainable work culture (UNITS)

This publication focuses on well-being in a working environment. It represents a key theme for promoting a sustainable working environment and the health and well-being of people. The main objective of this publication is to generate transformation and improvement in the work context, working on two different levels: individual and organizational. It consists of a questionnaire to manage a self-assessment that can support employers and employees to jointly generate a better work context and organizational climate, identifying resources (internal and external to one’s own work context) and removing the criticalities that hinder it. It also contains a guideline to analyze the data results and deciding on the strategy to be adopted.

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