

Gender equality and equity in relation to curricula

Montenegro 2021-07-14

Niklas Nannskog

Riddle/Puzzle

CHE COSA FANNO?

⇒ Osserva i disegni e collega.

64

POMPIERE

DENTISTA

POSTINO

CONTADINO

IMPIEGATO

VIGILE

INSEGNANTE

COMMERCIANTE

IMBIANCHINO



GIOCHI E GIOCATTOLI

⇒ Per conoscere come giocavano i vostri genitori e i vostri nonni, rivolgiti loro alcune domande:

- Quali giochi facevi da piccolo?
- Qual era il tuo gioco preferito?
- Giocavi a casa o all'aperto?
- Quanto tempo dedicavi al gioco?
- Possedevi tanti giocattoli?
- Qual era il giocattolo preferito?

57



UNESCO / GEM REPORT

All occupations are performed by men in this Italian schoolbook



checker



teacher



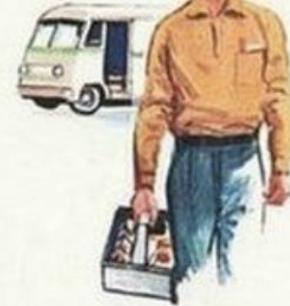
policeman



mailman



elevator operator



milkman



typist



waitress



salesman



A 1962 textbook used in American schools - 'not a lot has changed,' education experts say

МЕНИҢ ДОСТАРЫМ.
МОИ ДРУЗЬЯ.



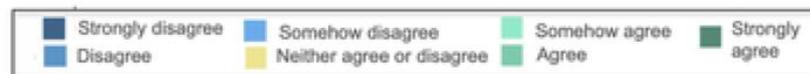
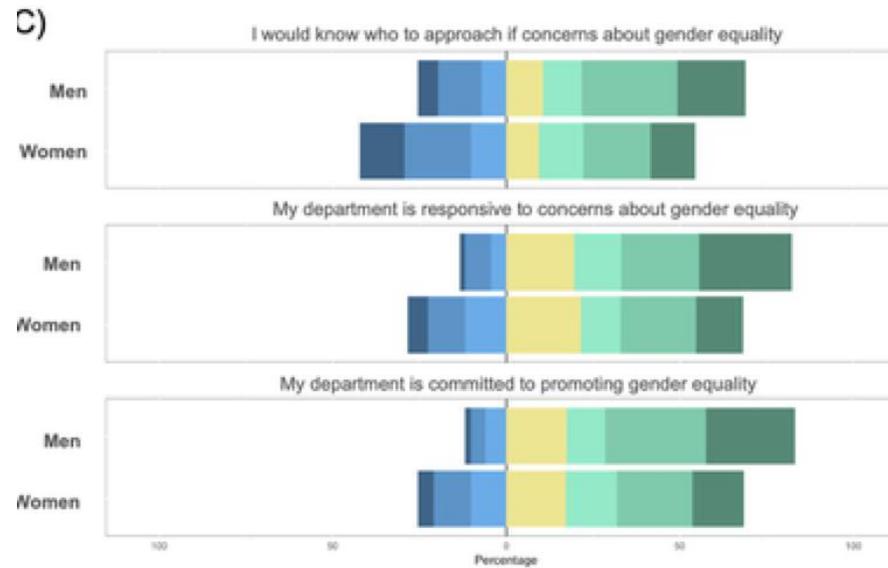
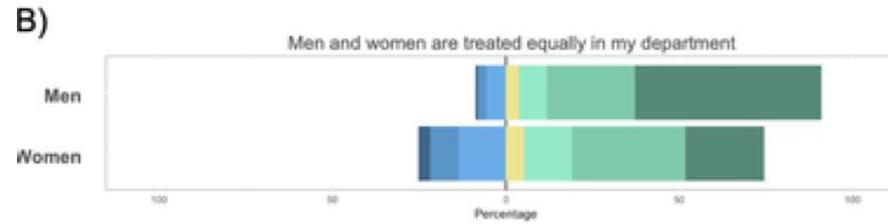
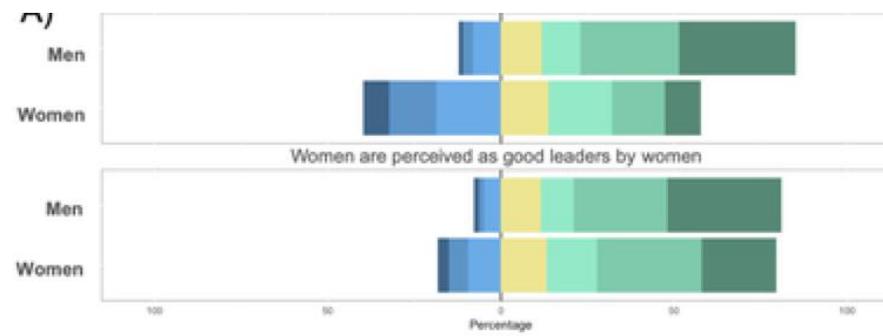
Мынау — достар.



Запомни: дос — друг
достар — друзья



UNESCO / GEM REPORT



Gender, why?

Gender is about:

Distribution of resources

Free (real) choices

equal opportunities

Recognizing structures and working to change them

Gender is **not** about:

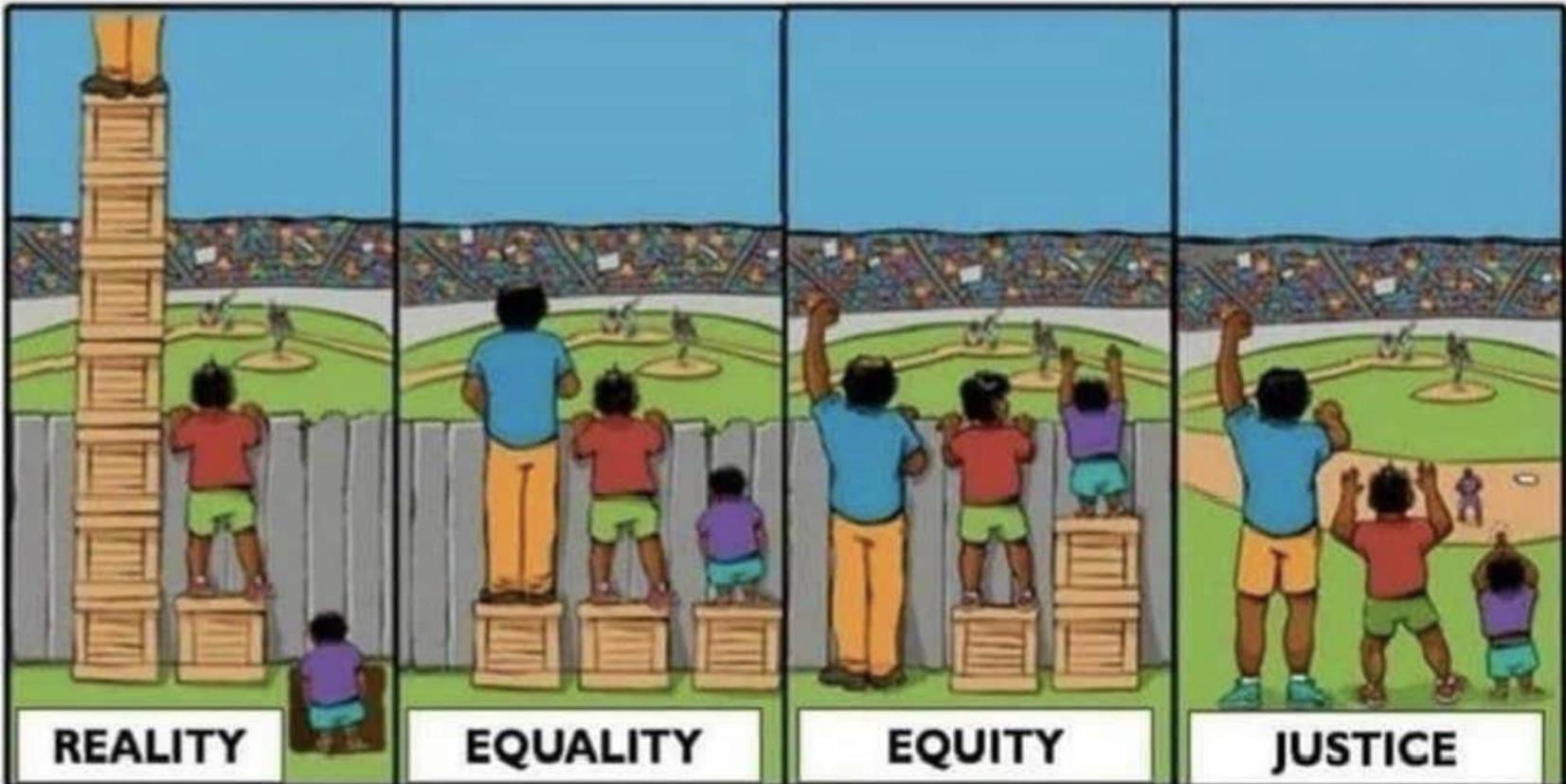
Forcing!

Assigning individual blame

Nature vs Nurture

Nature refers to all of the genes and hereditary factors that influence who we are—from our physical appearance to our personality characteristics.

Nurture refers to all the environmental variables that impact who we are, including our early childhood experiences, how we were raised, our social relationships, and our surrounding culture.



REALITY

One gets **more than** is needed, while the other gets **less than** is needed. Thus, a huge disparity is created.

EQUALITY

The assumption is that **everyone benefits from the same supports**. This is considered to be equal treatment.

EQUITY

Everyone gets the support they need, which produces equity.

JUSTICE

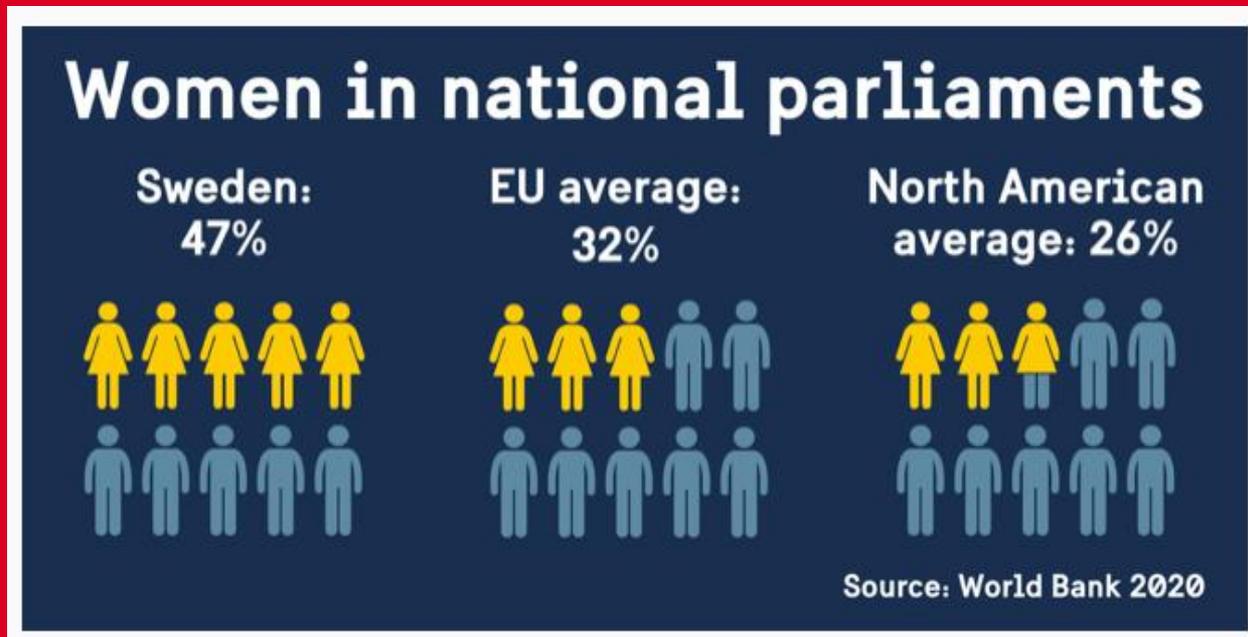
All 3 can see the game without supports or accommodations because **the cause(s) of the inequity was addressed**. The systemic barrier has been removed.

Societal level

Gender-based violence costs the EU €366 billion a year

When women are constrained from reaching their full potential, that potential is lost to society as a whole (example higher education and governments) = Societal costs

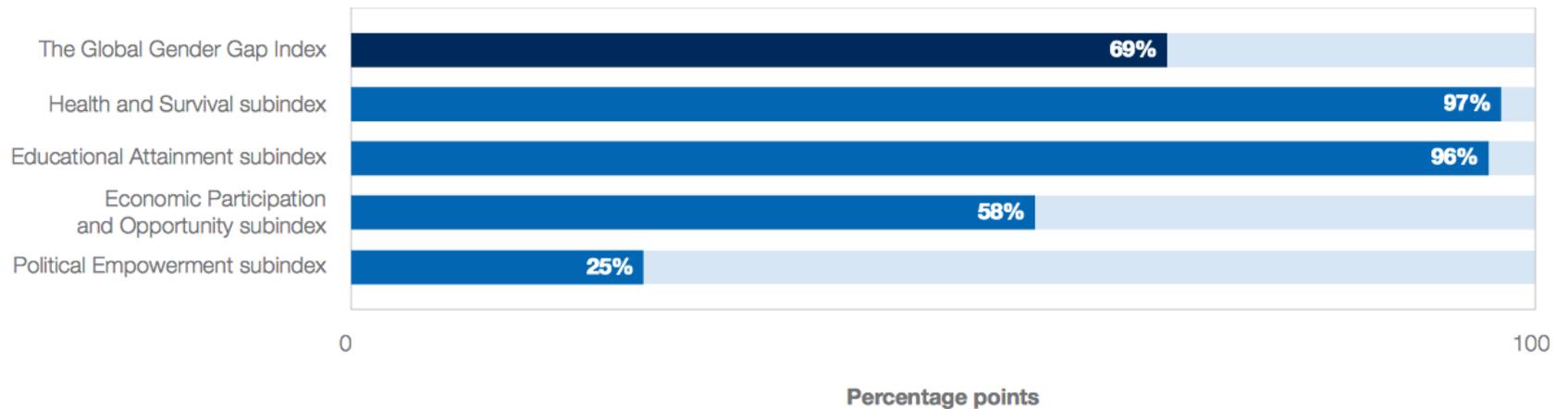
Gender equality = human rights



Societal level

Figure 2 The state of the gender gaps

Percentage of the gender gap closed to date, 2020



Societal level

”Gender is something for rich countries”



Societal level

”Gender is something for rich countries”



Gender

Gender Roles are created in socio-cultural contexts, which determine what is expected, allowed and valued of a woman/man or a girl/boy in these specific contexts.

Neither women nor men constitute homogeneous groups.

Socioeconomic factors, rural and urban, ethnicity, age, sexual orientation, educational background and other social dimension are factors that influence gender perception. What is what?

Why is gender important in curricula and learning material and in education?

Formal and informal gender bias – what can we do?

In relation TO REGOS

Language

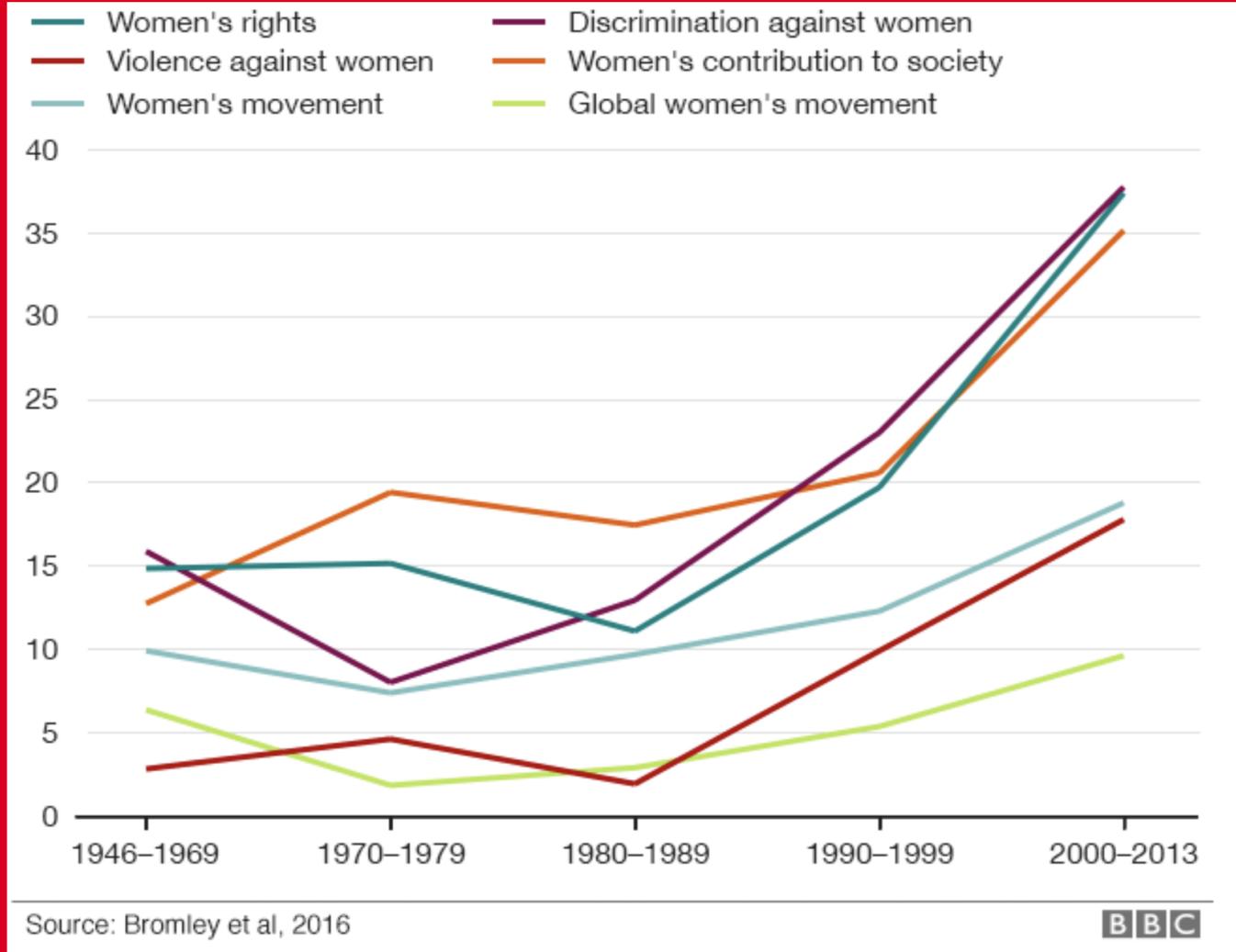
Gender perspective: reduction of inequalities and discrimination

National/regional norms in relation to other national/regional norms and international norms (e.g. on family)

Boys and Girls in Text

Bullying and noise-making for boys and politeness and gentleness for girls. Gender bias does not only favor **males over females**; it can also go the other way around. They are both negative when considering a healthy relationship between the teacher and the learner

Development of gender awareness in textbooks (UK)



Gender equal curriculum example

The Gender Equity Movement in Schools (GEMS)

Statistics! (From Malmö)

Organisation / Program	Huvudman / Inriktning	Antal elever	Andel kvinnor (%)	Andel m utl bakgr (%)	Andel högutb. föräldr. (%)	Antal elever i skolår 1	Antal elever i skolår 2	Antal elever i skolår 3
Malmö, samtliga huvudmän		12 417	49	51	52	4 994	3 835	3 588
Barn- och fritidsprogrammet		315	58	54	33	111	122	82
Bygg- och anläggningsprogrammet		163	8	39	34	57	56	50
El- och energiprogrammet		610	3	48	41	225	177	208
Fordons- och transportprogrammet		233	5	58	30	79	78	76
Handels- och administrationsprogrammet		321	42	42	45	110	95	116
Hantverksprogrammet		231	87	39	39	78	72	81
Hotell- och turismprogrammet		167	75	40	34	58	55	54
Industri tekniska programmet		17	..	82	..	6	5	6
Naturbruksprogrammet		125	76	18	49	47	31	47
Restaurang- och livsmedelsprogrammet		82	24	27	41	29	24	29
VVS- och fastighetsprogrammet		214	..	57	28	70	69	75
Vård- och omsorgsprogrammet		386	78	77	24	106	147	133
Ekonomiprogrammet		1 365	46	46	60	510	429	426
Estetiska programmet		1 001	60	25	67	385	343	273
Humanistiska programmet		84	70	31	76	32	23	29
International Baccalaurate		315	55	65	75	105	114	96
Naturvetenskapsprogrammet		2 097	55	57	68	776	680	641
Samhällsvetenskapsprogrammet		2 725	64	43	60	949	909	867
Teknikprogrammet		529	10	51	60	175	178	176
Introduktionsprogram, Programinriktat val		375	40	75	18	223	93	59
Introduktionsprogram, Individuellt alternativ		355	37	64	31	225	87	43
Introduktionsprogram, Språkintrödn		434	43	99	17	417	15	2
Introduktionsprogram, Yrkesintroduktion		273	31	84	16	221	33	19

Malmö

Variabler	Malmö [1280]	Riket totalt
	2020	2020
Sökande till gymnasieskolan till hösten, antal kvinnor	1 906	63 398
Sökande till gymnasieskolan till hösten, antal män	2 211	68 844
Sökande till gymnasieskolan till hösten, antal totalt	4 117	132 242
Sökande till högskoleförb. pgm som förstahandsval, andel (%) kvinnor	71,8	66,1
Sökande till högskoleförb. pgm som förstahandsval, andel (%) män	58,6	54,4
Sökande till högskoleförb. pgm som förstahandsval, andel (%) totalt	64,7	60,0
Sökande till yrkespgm som förstahandsval, andel (%) kvinnor	18,2	29,0
Sökande till yrkespgm som förstahandsval, andel (%) män	29,6	39,4
Sökande till yrkespgm som förstahandsval, andel (%) totalt	24,3	34,4

Group discussions!

Why are women/girls less likely to apply for VET programmes?

What are the benefits of having a mixed workforce? What would happen if traditional male occupation had an increase of women? To salaries? To status?

What is the relationship between formal (legislation) and informal (practice) gender bias in your economy? Close vs far away? What could be done?

15 min discussion, 5 min presentation per group

Thank you!