

## ▲ Enhancements in the quality of education and training in SEE - EQET SEE



With funding from



# Social sustainability and gender equity

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## SESSION 1

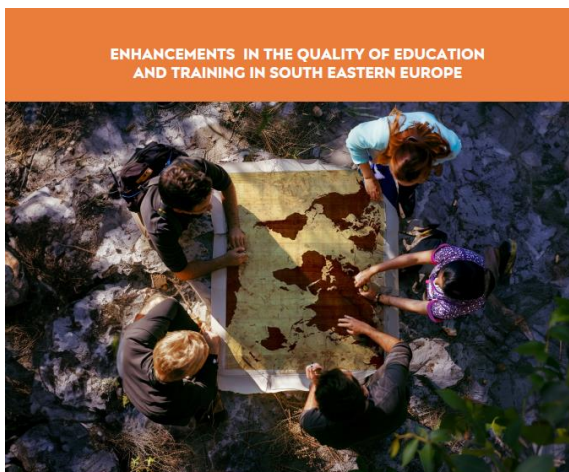
# Theoretical foundations - what are social and gender inequalities

Please allow me to  
introduce myself ...



- Dr Dragan Stanojević
- Assistant professor at the Department of Sociology, Faculty of Philosophy, University of Belgrade.
- Main areas of interest: youth, social inequalities

# Introduction of manuals



## RAZUMEVANJE DRUŠTVENIH NEJEDNAKOSTI U PROCESU OBRAZOVANJA

Vodič za nastavnike, stručne saradnike i ostale zaposlene u srednjem obrazovanju i osposobljavanju

ERI  
SEE  
Education  
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## Understanding social inequalities in the education process

- What are social inequalities
- How inequalities arise and persist
- Why social inequalities are important in the context of education
- The influence of social inequalities in the educational process
- Recommendations for reducing inequality in the educational process



Serbian -> translation to Albanian and Macedonian  
Will be available @ <https://eqet.erisee.org/>

# Introduction of manuals

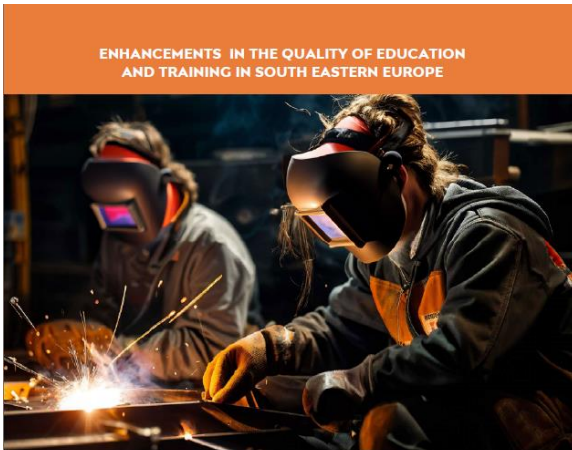
## Gender and socio-economic dimension of agricultural technician education

### I Socio-economic dimension of AT: Necessary (soft) skills for the XXI century

- Communication skills
- Public presentation
- Exercise for active listening
- Professional interaction
- Strengthening self-confidence
- Critical thinking
- Critical review of sources
- Exercise for critical review of expert sources
- Exercise for critical review of information on the Internet
- Teamwork
- The game - the best and the worst
- Conflict resolution
- Time management skills
- Digital skills

### II The gender dimension of AT education

- Basic terms
- Why is it important to emphasize the links between agriculture and gender?
- Life in the classroom - some tips for work
- Breaking gender stereotypes
- Exercise on gender occupations
- Examples from history
- Exercise - Classroom lesson
- Gender and violence at school
- Tips during teaching to reduce gender bias and social exclusion



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Serbian -> translation to Albanian and Macedonian

Will be available @ <https://eqet.erisee.org/>

# The training goals, methods, and outcomes

## Training structure

### I Theoretical foundations - what are social and gender inequalities

1. Familiarising with the general concepts of inequality.
2. Understanding the causes of inequality.
3. Exploring the consequences of inequality.

### II Recognising social and gender inequalities in schools and classrooms

1. Identifying social inequalities
2. Identifying the effects of social inequalities in a classroom.
3. Identifying discrimination based on gender and handicap.
4. Identifying the effects of discrimination based on gender and handicap in a classroom.

### III Applying techniques for reducing social and gender inequalities in the classrooms

1. Learning techniques to reduce social inequalities in a classroom.
2. Learning techniques to reduce discrimination based on gender and handicap in a classroom



# Training outputs



- ❑ To gain/increase the contemporary knowledge on contemporary approaches to social dimension of education
- ❑ To increase ability to recognising social and gender inequalities in schools and classrooms
- ❑ To increase individual capacity to react to and work towards decreasing social and gender inequalities in the classrooms

# Etiquette



- **Opportunity to comment**
  - Please write down your comment and wait for the discussion part to raise it.
- **Opportunity to ask questions**
  - If you have a question that are on point to the ongoing discussion, please raise the hand and I will give you the floor as soon as possible
  - If you have a general question, please write down and wait for the discussion part to raise it.



What are inequalities and why are they important in the context of education?



**Social inequalities refer to the unequal distribution of, and unequal access to, highly valued and desired material and nonmaterial social goods.**

Social inequalities imply systematic advantages and disadvantages in:

1. life chances,
2. living conditions,
3. opportunity structures, and
4. life outcomes of individuals and social groups.

**Additional resource:**

**How Does Income Relate to Life Expectancy?**

<https://www.gapminder.org/answers/how-does-income-relate-to-life-expectancy/>

# What are inequalities and why are they important in the context of education?



Two concepts are important:

I **Social differentiation** refers to the social characteristics — **social differences, identities, and roles** — used to differentiate people and divide them into different categories, **such as race, gender, age, class, occupation, and education.**

II **Social stratification** refers to **an institutionalized system of social inequality.** It refers to a situation in which social inequality has solidified into an ongoing system that determines and reinforces **who gets what, when, and why.** Social differentiation based on different characteristics becomes the basis for social inequality.

Additional resource:

How Does Income Relate to Life Expectancy?

<https://www.gapminder.org/answers/how-does-income-relate-to-life-expectancy/>

# What are inequalities and why are they important in the context of education?



When talking about inequalities in **education**, we are talking about **PROBABILITY** of a person to ACCESS a HIGH-QUALITY EDUCATION and to COMPLETE a HIGH-QUALITY EDUCATION.

- Low(er) parents' educational background,
  - Poverty
  - Rural settlements
  - Minorities (religious, sexual, national etc.)
- 
- Higher probability of drop out at all levels of education
  - Lower probability of accessing (higher quality) education
- 
- Lower probability of accessing higher paid jobs
  - Higher connection with health issues
  - Lower life expectancy

## Between reducing and supporting inequalities

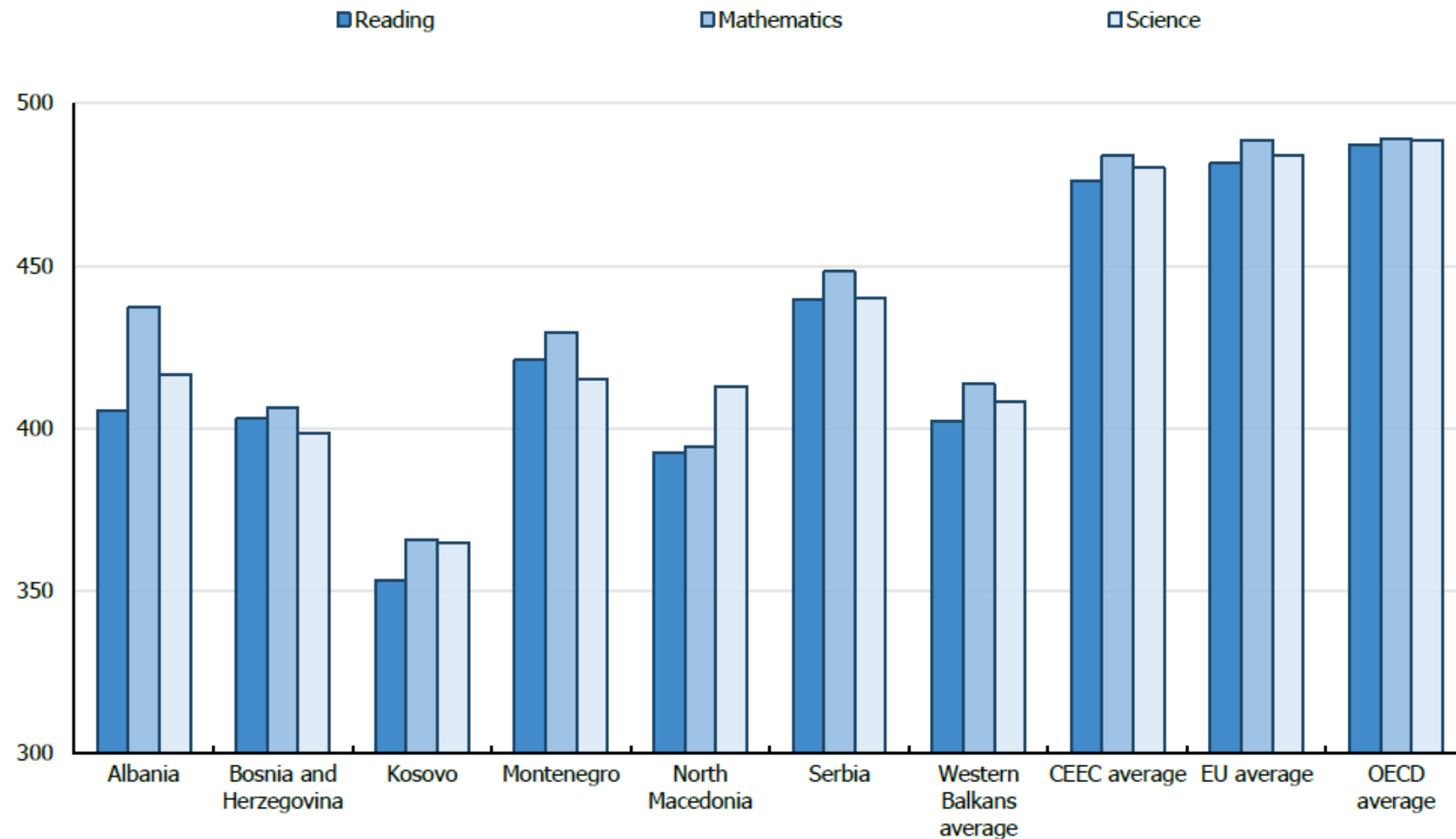
Education has a potential to break this pattern!

However, data in WB shows that it is rather the opposite.

What are inequalities why are they important in the context of education?

Western Balkans

Grafikon 1: Postignuće u čitanju (reading), matematici (mathematics) i prirodnim naukama (science) u obrazovnim sistemima Zapadnog Balkana, 2018

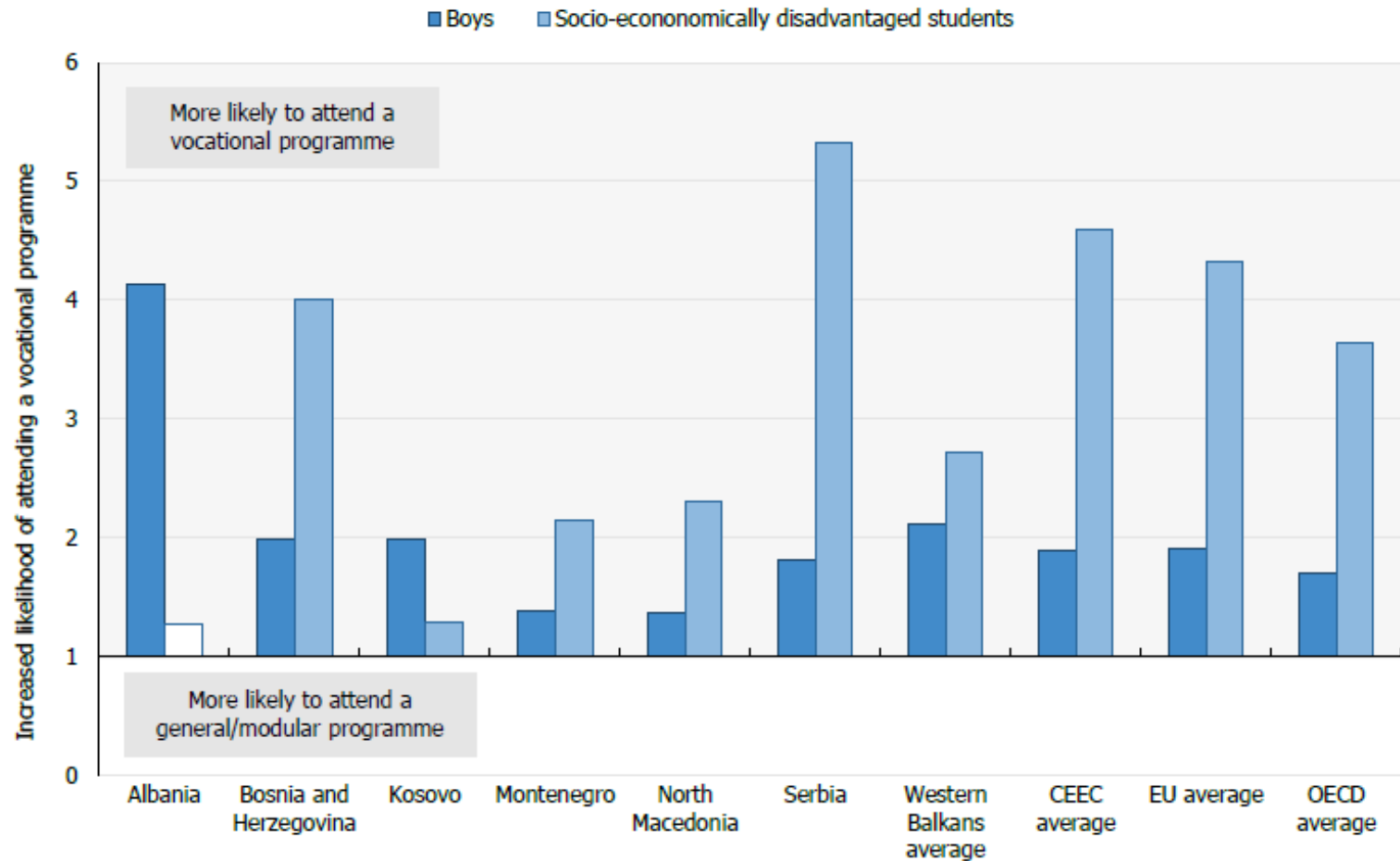


Source: OECD, 2020

What are inequalities why are they important in the context of education?

Western Balkans

Only students in upper-secondary school



Notes: Values that are statistically significant are shaded.  
Results based on logistic regression models; one for each variable.  
Reference categories are girls and socio-economically non-disadvantaged students.

Source: OECD, 2020

How do we move towards more equitable education for all?

*“Schooling without learning is a wasted opportunity. **More than that, it is a great injustice: the children whom society is failing most are the ones who most need a good education to succeed in life.**”*

World Bank, 2018

## Equality



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

## Equity



**Everyone gets the supports they need** (this is the concept of “affirmative action”), thus producing equity.

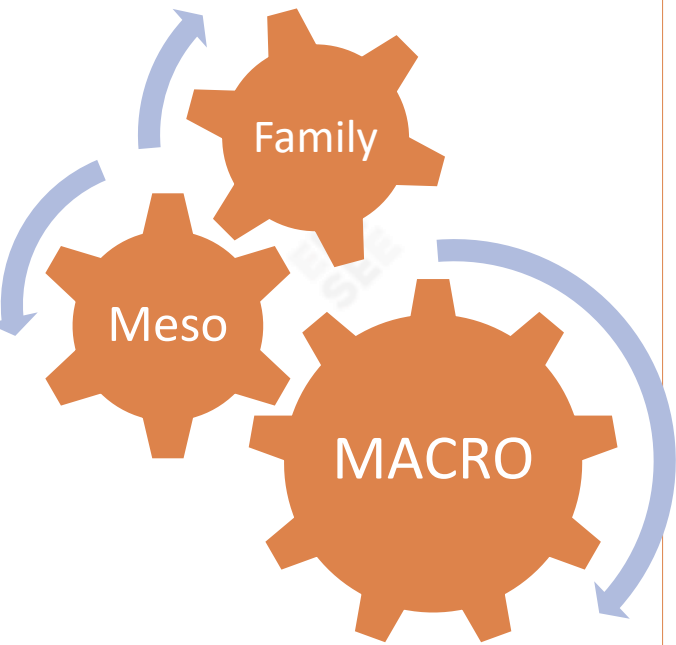
## Justice



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.

Removing the obstacles towards creating a just system for all.

## A bit of theory



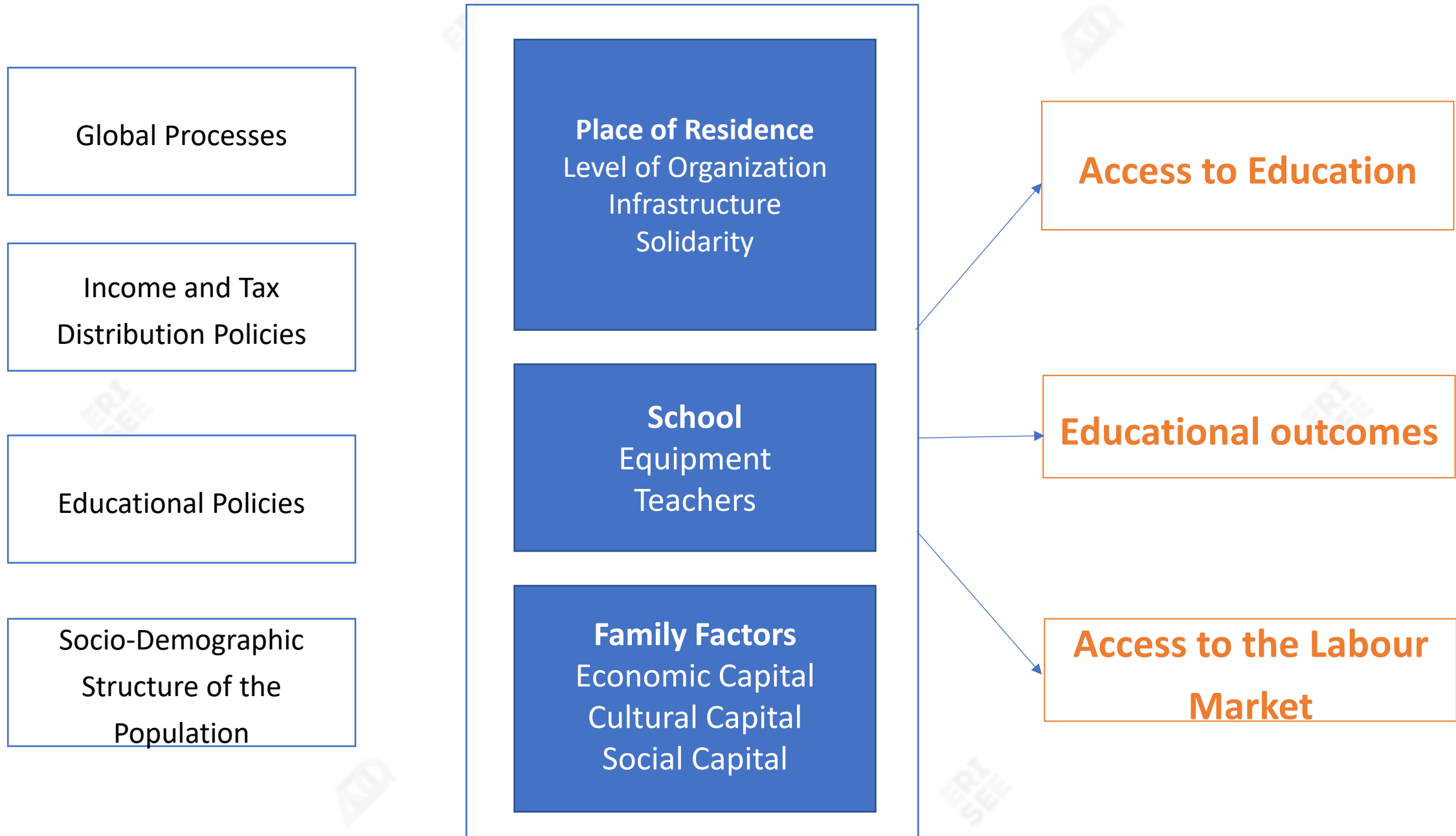
## Factors of reproducing social inequalities

### Macro

- System level and global processes
- First and foremost: (RE)distribution policy meaning that inequalities in income positively correlate with inequalities in educational policies:

### Meso

- Place of living
- Schools
  - School system
  - Teachers' bias





## A bit of theory



### Family factors

- **Economic capital**
  - Financial resources that lead to private education, paid additional educational support, informal education.
- **Cultural capital**
  - “A term introduced by Pierre Bourdieu to refer to the symbols, ideas, tastes, and preferences that can be strategically used as resources in social action. He sees this cultural capital as a ‘habitus’, an embodied socialized tendency or disposition to act, think, or feel in a particular way.”
  - Transfer from parents to children: 1. directly 2. indirectly
- **Social capital**
  - Bourdieu: in relation to an individual and family and Coleman in relation to a community

## SESSION 2

Recognising  
inequalities in  
schools and  
classrooms



How to  
recognise  
inequalities

The main  
sources of  
inequalities

## Inequalities in education



When talking about inequalities in **education**, we are talking about PROBABILITY of a person to ACCESS a HIGH-QUALITY EDUCATION and to COMPLETE a HIGH-QUALITY EDUCATION.

### Social dimension of education

- An umbrella term for removing obstacles existing in education systems
- “The social dimension should interconnect the principles of **accessibility, equity, diversity** and **inclusion** into all **laws, policies** and **practices** concerning higher education in such a way that **access, participation, progress** and **completion** of higher education depend primarily on **students’ abilities**, not on their personal characteristics or circumstances beyond their direct influence”

Principles and Guidelines to Strengthen the Social Dimension of Higher Education in the EHEA, Rome Ministerial Communiqué, Annex II 2020

# How to recognise inequalities

# The main sources of inequalities

## Inequalities in education



Social dimension of education looks at all students and asks are they reaching their fullest potential. It is never about segregated individuals. It is about all students.

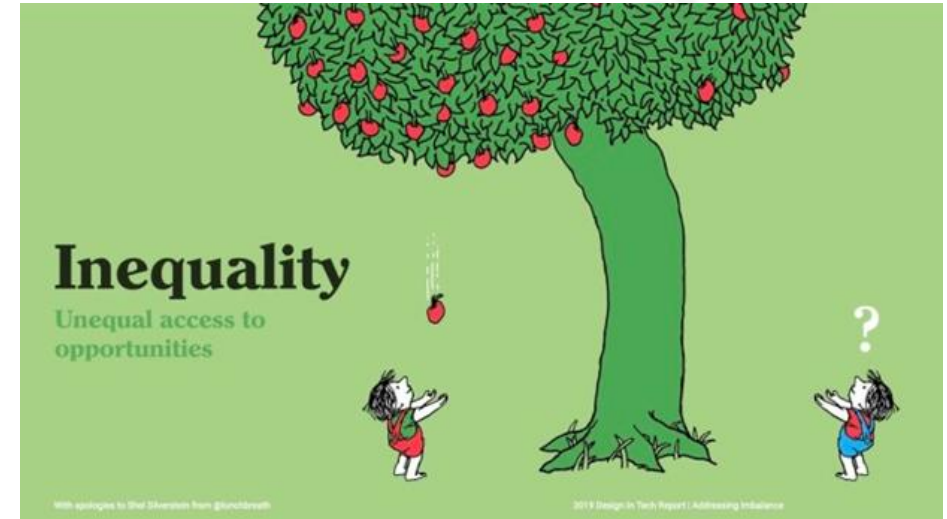
### The main sources of inequalities:

**Socio economic background**

**Discrimination**

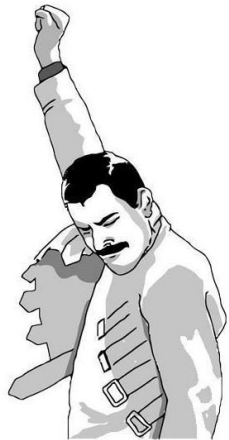
- *Gender*
- *Handicap*

Not exhaustive list.



# Socio economic background as the source of inequalities

$p < 0.05$



## Socio economic background as the source of inequalities

- The most common source of inequalities
- The surveys in WB had produced results that showed that there is a strong correlation between socio economic background of students and their:
  - Study success (and eventually the labour market success)
  - Dropout risk
  - VET education (as opposite to general education)
  - Probability at enrolling at tertiary level
  - Probability of acquiring college degree

# How to recognise inequalities based on socio economic position in a classroom

## How to recognise students who need support

### **Economic position**

Parents' economic activity: employment, employment stability and income.

Students' economic activity



### **Social position**

Position of a family

Position of a student acquired through life



# How to recognise social inequalities

## Indicators of SES



Students of lower SES are not always minority, especially in VET schools

ECONOMIC position can be visible

- Through possessions
- Spending patterns

**BUT** it can also be disguised

## How to recognise social inequalities

### Indicators of SOCIAL position

#### **Do parents**

- Show interest in the quality of education and learning outcomes, or are they focused on achieving work discipline and obtaining grades/degrees?
- Do not have higher education



How to  
recognise  
social  
inequalities

**Soft**  
**indicators**

### Indicators of SOCIAL position

#### Does a student

- Not show aspirations for content beyond the curriculum,
- Not demonstrate a higher level of understanding of the content,
- Come from a small town with limited cultural resources,
- Not show high aspirations relative to their potential,
- Accept their socio-economic status (regardless of its level),
- Social networks are narrow
- Lack of soft/transversal skills,
- Lack of hobbies that parents are willing to invest their resources in (finances, time, assistance in implementation),
- Display low emotional and social resilience, especially when they are removed from situations where they feel secure (comfort zone).

# What is discrimination

Discrimination as a **source** of inequality is primarily viewed in the context of the **barriers that individuals face in everyday life in accessing social resources.**

It sums up to the access to social resources and obstacles that are individuals facing.

Can be:

- Obvious, transparent -> often easy to identify
- Disguised
  - Either due to the fact it is less obvious (for example groups out of the public scope: migrants, elderly etc)



# What is discrimination

Discrimination can (often) be perceived as normal, bad luck in life

- Access to education limited by a persons place of living
- Access to social resources due to the low(er) SES
- Spatial access due to illness or handicap

In some cases, it can be intentional, but often has to do with inherited stereotypes, acceptance of the status quo.

Therefore, there is a need to address it at large scale:

- Most people at some points of their lives will feel its effect
- All types of discrimination have the same solution: removing obstacles in accessing social resources for all.



# What is discrimination

## Important starting point

### Importance of the language

- Sex
- Gender
- Gender identity
- Sexual orientation
- Handicap, invalidity, special needs
- Identity

### Stereotypes

### Role of education systems

- Support ALL individuals - social dimension in education approach
- Ensure safe environment and access to resources
- Support students in finding their identity rather than enforcing preconceived notions of *proper identities*



# How to recognise discrimination based on gender and handicap

## Gender

- Core idea: some individuals deserve more due to their natural right to ownership
- From there the socialisation takes over
- As a result: the belief that there are indeed *natural* differences that justify unequal access to resources and consequent distribution of all types of power.

## Example

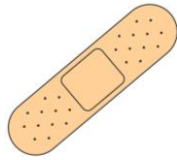
- Language
- Emotions: from an almost a defect reserved for females to high rates of suicide in males.
- STEM field - using the “miners’ argument” that covers females in entire STEM field.
- Expectations define actions

# How to recognise discrimination based on gender and handicap

## Handicap

Two approaches:

- **Medical**



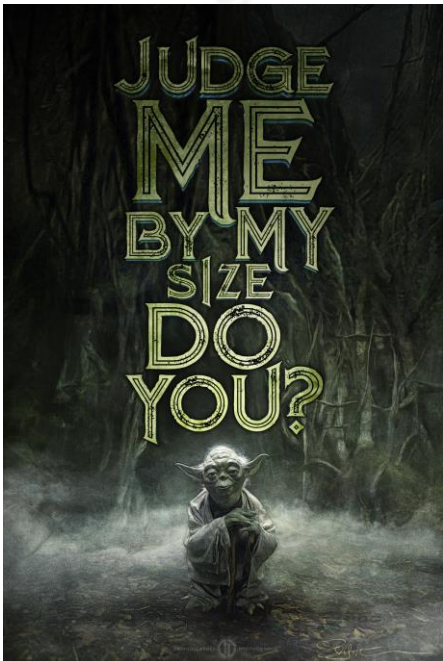
- Perspective of illness/medical conditions
- There are individuals that have something wrong with them which enables them to have full life. Institutions should assist those individuals to fix/overcome that handicap towards reaching better/full life.

- **Social**



- The presence of some kind of disturbance in a person's daily functioning
- There is something in person's environment that is an obstacle that must be removed. It is on society to ensure equal treatment, access and resources.
- Acknowledges that all individuals will at some point be in position of handicap and will benefit from assistive measures.

# How to recognise discrimination based on gender and handicap



## Handicap

Different types of handicap:

- Physical/Psychological
- Permanent/Temporary
- Visible/Invisible
- And any combination thereof.

The main tool: INCLUSION OF ALL INDIVIDUALS - not just those marked by the medical model but all.

## GROUP WORK

## Inequality Awareness Map

Let's hear from  
you!

Let's find examples of applying social dimension principles from your professional experience

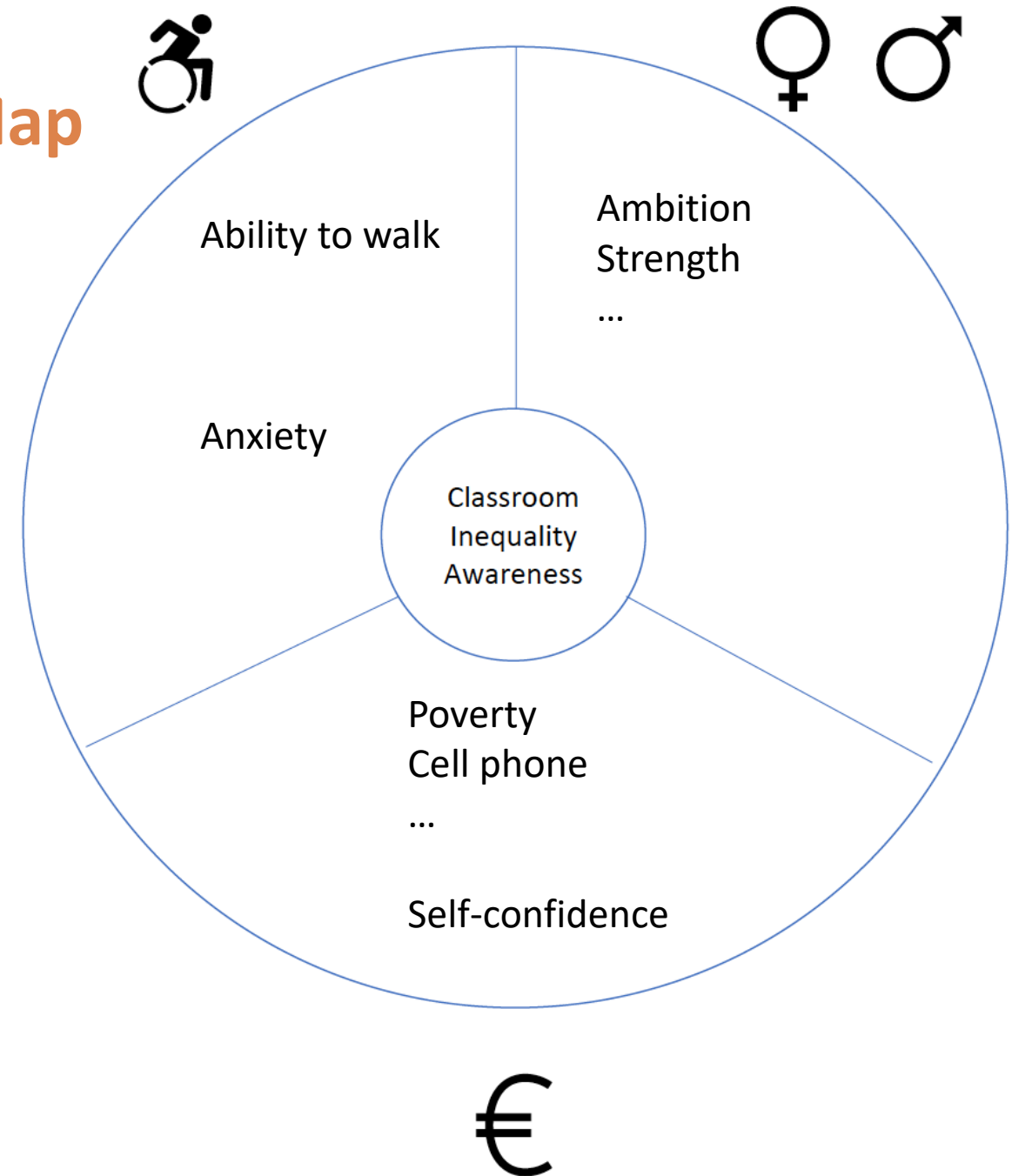
- Looking at your experience, what is social dimension of education?
- What are the main challenges of students during their education and growing up?
- In which areas students need the most support?





# Inequality Awareness Map

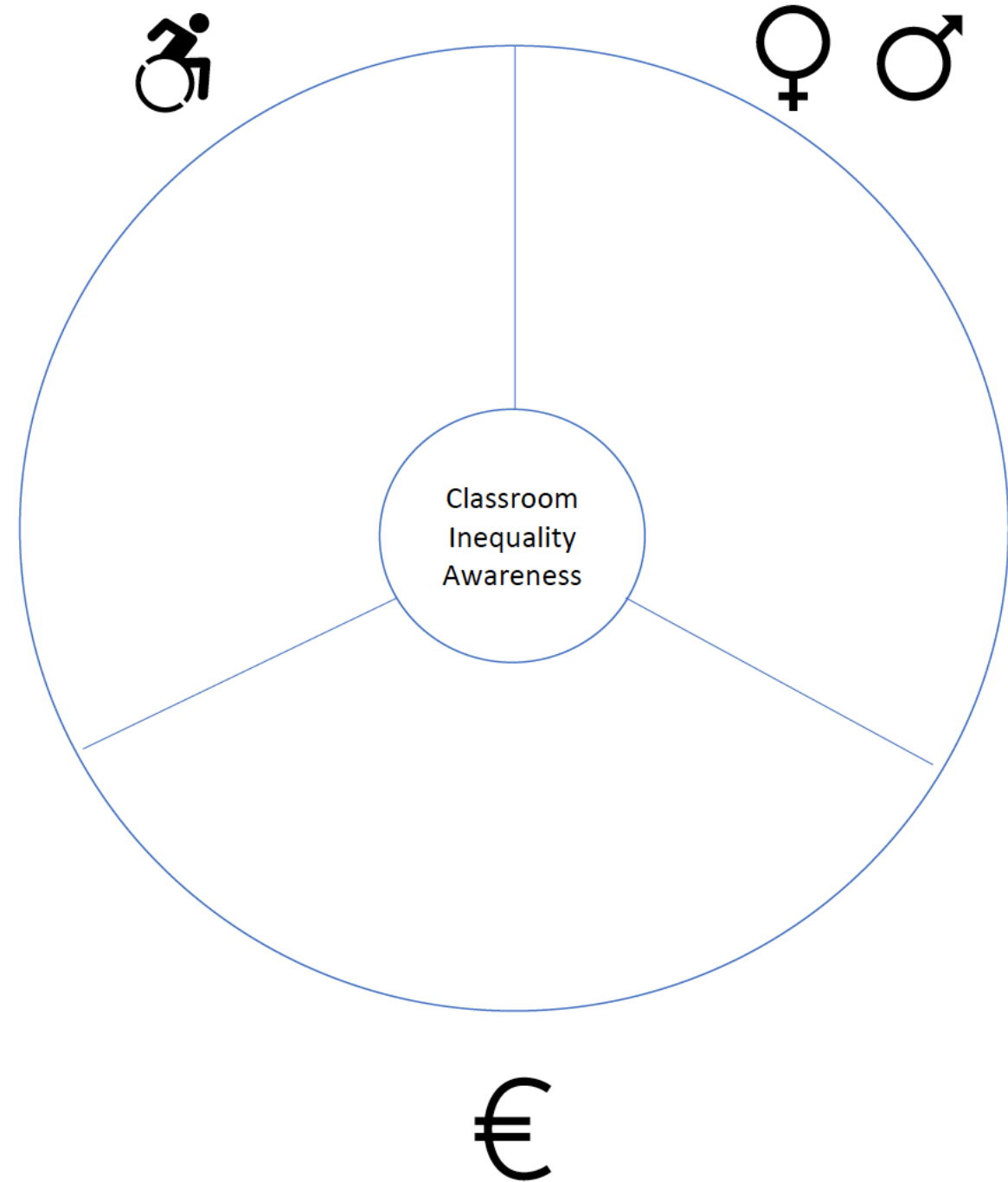
- Each group should list examples of indicators
  - Basic
  - *Soft*
- of three dimensions*
  - SES
  - Handicap
  - Gender



- Each group should list real-life examples for each ...

*... of three dimensions*

- SES
- Handicap
- Gender



## SESSION 3

Applying  
techniques for  
reducing socio-  
economic and  
gender  
inequalities in  
the classrooms



# How to respond to socio- economic inequalities

## Is there anything that can be done?

- **OECD** data: students **from disadvantaged backgrounds** that display social and emotional resilience, feel integrated into society and have overall sense of life satisfaction **achieve better academic results** in relation to their peers.
  - Social support
  - Integration into a community
  - Development of soft skills
- Expectations must be set the same for ALL.
  - May sound counterintuitive, but expectations matter, especially when set as low.
- The way one implements measures matters the same, if not more, than measures themselves.



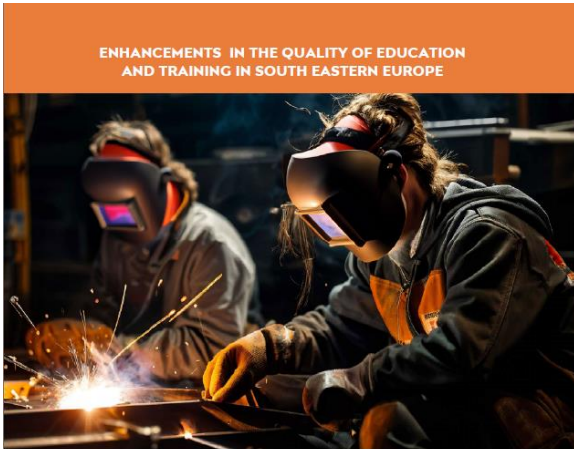
# How to respond to socio-economic inequalities



## Proposed measures

- Experts from culture and arts visiting schools
- Introducing students to different types of art through the curriculum
- Connecting students with cultural activities in the immediate vicinity
- Inspiring individuals whom students can identify with and who can simultaneously serve as models of success
- Redefining success
- Empower students from lower socio-economic backgrounds to raise their aspirations
- **Supporting the development of transversal/soft skills**
- Digitalisation and the development of students' digital skills, IT Sections
- Supporting sports activities
- Connecting students with civic associations that can contribute to their integration into groups and the development of specific skills
- Workshops on etiquette and rules of behaviour in various settings.
- Enabling students, through scholarships, mobility programs, and private donations, to travel to other places and countries (excursions).

# Increasing transversal/soft skills



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## I What are transversal/soft skills?

- Communication
- Negotiation,
- Critical thinking,
- Teamwork,
- Problem solving,
- Time management,
- Adaptability,
- Digital skills.

## II VET and transversal skills

- Not only related to lower SES, although has strong correlation with it
- Part of the theoretical (and practical) discussions with the corporative/dual education transition.
- However much necessary, especially for VET:
  - New technologies, flexibilization of work, globalisation
  - National and global citizens (parents, partners, voters)

# Increasing transversal/soft skills

## I How to support the development of soft skills?

- Communication
  - Public presentation
  - Active listening
  - Professional interaction
  - Confidence building
- Critical thinking
  - Assessing internet sources, information
- Teamwork -> [sessionlab.com](https://sessionlab.com)
- Problem solving
- Time management,
- Digital skills.

Social dimension approach:

- Support for all



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# How to respond to discrimination based on gender



Discrimination implies the unjust or prejudicial treatment of different categories of people, especially on the grounds of ethnicity, age, sex, or disability.

## Where are we at?

- Gender discrimination is based on stereotypes that imply that the bearers of a certain identity are by nature better, superior, and therefore should have (more) access to resources (such as positions, power, reputation) compared to the bearers of other identities.
- This premiss leads to assigning roles to those identities, more often than not, promoting them as something that comes from the nature.
- How to deconstruct gender discrimination?
  - By questioning causalities that are promoted as natural ones: example physical strength
- There comes EDUCATION
- Sometimes deconstruction is easier than one may think



Very  
much  
ILEGAL





Eugenia Deas



Gladys Theus

### **Impact of World War II on women's employment:**

World War II caused the mass mobilisation of men, leading to a labour shortage.

The economy needed to supply military demands (ammunition, weapons) and ensure food and consumer goods production.

### **Women entering the workforce:**

Women filled the labour gap, taking on jobs traditionally considered suitable only for men.

Many women performed tasks like metalworking in factories.

### **Long-term effects on women's employment:**

Women demonstrated they could perform these roles as effectively as men.

This significantly increased female participation in the labour market after the war across various industries and roles.

### **Example of women in skilled labour during the war:**

Eugenia Powell Deas and Gladys Theus, employed at a shipyard during World War II, were recognised for being the fastest at welding ship parts.

# How to respond to discrimination based on gender

## Activities

- Zero tolerance at the school level for any type of discrimination
- Equal treatment.
- Supporting individuals that are excluded
- Inclusive language
- Zero tolerance towards any and all types of violence: physical, verbal, nonverbal, emotional, digital.
- Increasing sensitivity towards and stopping narratives that support gender discrimination.,
- Supporting victims of discrimination.,
- Organising trainings, workshops, trainings.
- Leading by example!

REMEMBER - A PICTURE IS WORTH A THOUSAND WORDS. THAT'S WHY BE POSITIVE MODELS TO YOUR STUDENTS.

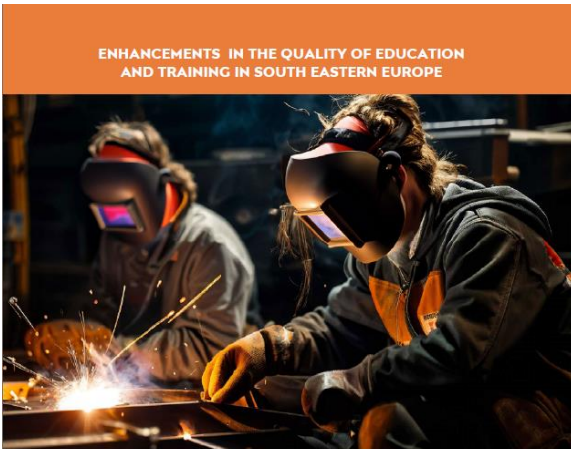
MALE TEACHERS SHOULD BE REAL ROLE MODELS FOR BOYS AND HAVE CHARACTERISTICS OF EMPATHY AND CARING THAT WILL HELP BOYS TO ADOPT NEW IDEALS OF MASCULINITY WHICH INCLUDE EMPATHY, CARE FOR OTHERS, COMPASSION



# Specific support to students

## Gender and locksmith occupation

- Traditionally male dominated occupation
- Transformation of many occupations due to increased mechanisation and digitalisation.
- Challenge for teachers
  - Single gender classrooms
  - Small number of girls in a classroom



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# Specific support to students

## Some examples

- Gender neutral language
- Genderised activities - from identification to a change
  - Cleaning equipment
  - In charge of the discipline
  - Etc.
- Lead by example
- Providing direct instructions



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# How to respond to discrimination based on gender

In what way you can improve your everyday practice to increase sensitivity to gender discrimination?

## Instructions:

We have time for 4 or five of you to share with us your experience. Please focus on your everyday professional experience.



# How to respond to discrimination based on handicap

## Where are we at?

- **WB** economies sided with inclusive practices that include closing *special schools*
  - However, aside from the implementation obstacles, the approach was mainly based on the medical model and excluded quite a number of students who do need support.
- **At the same time the world is facing challenges**
  - Autoimmune diseases, diabetes, autism - WHO details their significant increase
  - Quite a number of students facing poverty, deprivation
- Education has the opportunity to provide a safe place by
  - Zero tolerance at the school level for any type of discrimination
  - Zero tolerance towards any and all types of violence: physical, verbal, nonverbal, emotional, digital.
  - Inclusive language
  - Normalisation of support services
  - Support to teachers
  - Public-private partnership
  - Education

# How to respond to discrimination based on handicap

In what way you can improve your everyday practice to increase sensitivity to discrimination based on handicap?

## Instructions:

We have time for 4 or five of you to share with us your experience. Please focus on your everyday professional experience.



# GROUP WORK

Let's hear from  
you!



## Social dimension of education

Having in mind everything you have heard let's try mapping the resources at your disposal:

- At the school level
- At the level of local community
- Other
  - Have you use listed resources?
  - Describe occasions in which you have used/could use them in the future.
- Each group should identify resources at both levels and reflect on whether they have utilised them thus far or they plan to utilise them in the future and for what (you can refer to specific obstacles identified in the previous exercise) - 30 minutes
- Presentation of examples - 15 minutes



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# Thank you!



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