

GENDER LEARNING COMMUNITY

Learning Brief - February 2024

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Background

This learning brief captures lessons from the capacity-building workshop organised by the Global Campaign for Education (GCE) on Integrating Gender in Education. The workshop took place on 8 February 2024 and was carried out as part of the GCE's global gender mainstreaming initiative. GCE designed this initiative to advance the operationalisation of the GCE Gender Strategy adopted in 2021 by supporting national education coalitions and youth organisations to integrate gender mainstreaming into their advocacy and operational processes.

The Gender Mainstreaming Pilot Initiatives was set up in October 2023 to provide technical support to twenty-three (23) National Education Coalitions to implement targeted and strategic activities for mainstreaming gender in the education sector and in internal NEC policies, aligning them to GCE Global strategic areas.

Resources

- Download GCE presentation [here](#).
- Download AED presentation [here](#).
- Gender Mainstreaming Module (*remains under review*).
- Download Gender Strategy Template [here](#).
- Watch the session recording [here](#).

Session Focus and Highlights

GCE hosted the capacity-building workshop to raise awareness of the GCE gender mainstreaming process, strengthen common understanding and contributions of various GCE stakeholders in operationalising the GCE Gender Strategy and disseminate materials to support coalitions' work on gender transformative education. The session emphasised the commitment of the GCE movement to advancing the integration of gender in its advocacy and campaigning work and that of the EOL Programme in strengthening national civil society engagement in inclusive and gender-responsive education policy development, implementation, and monitoring.

From the workshop, NECs and youth organisations were consulted and reflected on applying gender transformative education processes to cross-cutting programmes to improve the gender responsiveness of their operational plans and advocacy efforts. The session offered training on using a gender lens when developing activities and campaigns to participate in and influence gender-responsive policies in national, regional, and global education spaces.

The draft Module on Gender Mainstreaming was used and referenced as a key resource document for the training, allowing the audience to share feedback and make inputs that GCE should consider incorporating into the module. Further, it provided a practical outline and training on the template developed by GCE to guide coalitions to develop Gender Strategies. Further, the NEC from Kyrgyzstan, Association for Education Development (AED) provided reflections, shared experiences, and lessons from their gender mainstreaming intervention.

Gender-related roles and expectations in various social-cultural contexts.

- Gender is socially constructed and defined by norms, including expectations for how individuals of different genders should look and act.
- Gender norms vary across societies, cultures, and communities and can differ within a single country or district.
- Terminology around gender has evolved to capture lived realities and hence the inclusion of diverse sexual orientations, gender identity, gender expression, and sex characteristics in defining gender.
- Men in various social and cultural contexts are expected to be strong and stoic, provide, be courageous, head family and show limited expressions of vulnerability and emotion.
- Women in various contexts are expected to fulfil domestic duties, care for everyone, raise children, be submissive and express high levels of vulnerability and emotion.

Gender and Related Terms and Concepts

GENDER

Gender refers to the social attributes and opportunities associated with being male and female and the relationships between people of different genders. Each person has a gender attributed to them by society.

SEX CHARACTERISTICS

Intersex people are born with sex characteristics (including genitals, gonads and chromosome patterns) that do not fit typical binary notions of male or female bodies.

SEXUAL ORIENTATION

Sexual orientation is understood to refer to each person's capacity for profound emotional, affectional, and sexual attraction to, and intimate and sexual relations with, individuals of a different gender or the same gender or more than one gender.

GENDER SENSITIVE

Shows awareness of gender differences and inequalities but does not necessarily address them.

GENDER BLINDNESS

Gender blindness is when one chooses not to see the differences between and among genders and fail to acknowledge how people are disadvantaged in certain spheres of life because of their gender.

GENDER AWARENESS

Is defined as an awareness of the differences in roles and relations between women and men. It recognizes that the life experiences, expectations, and needs of women and men are different.

SEX

Refers to each person's physical characteristics relating to sex, including genitalia and other reproductive anatomy, chromosomes and hormones and secondary physical characteristics emerging from puberty.

GENDER EQUITY

Gender equity is the process of being fair to women, men, girls, boys and gender minorities.

GENDER EQUALITY

Means equal enjoyment by women, men, girls, boys and gender minorities of socially valued goods, opportunities, resources and rewards.

GENDER RESPONSIVE EDUCATION

Identifies and addresses the different needs of girls, boys, women and men to promote equal outcomes. It does not explicitly seek to redress gender inequalities.

GENDER TRANSFORMATIVE EDUCATION

Seeks to challenge gender inequality by transforming harmful gender norms, roles and relations, while working towards redistributing power, resources, and services more equally. It goes beyond being gender aware.

EVIDENCE-BASED PRACTICES AND LESSONS FROM A GENDER MAINSTREAMING INITIATIVE IN KYRGYZSTAN



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Executive Director



КЫРГЫЗСТАНДА БИЛИМ БЕРҮҮН
ӨНУКТҮРҮҮ АССОЦИАЦИЯСЫ
АССОЦИАЦИЯ РАЗВИТИЯ
ОБРАЗОВАНИЯ В КЫРГЫЗСТАНЕ

Association for Education Development (AED)

<https://www.arokkg/en>



ABOUT ASSOCIATION FOR EDUCATION DEVELOPMENT (AED)

AED in Kyrgyzstan works with 17 local member organisations to advocate jointly on issues related to the realisation of the right to education at a national level, and gender in education is one of the critical issues central to the NEC's advocacy. AED's mission is to promote accessible, equitable and inclusive education for all.



INTERVENTION

Through the GCE gender mainstreaming pilot initiative, AED's intervention focused on creating gender-sensitive policies within the coalition, facilitating capacity building across AED members, and creating awareness of administrative staff and teachers of VET schools.

RESULTS AND LESSONS

Regarding creating gender-sensitive policies for the coalition, AED analysed internal policies for gender sensitivity with the support of a gender expert consultant and developed gender-sensitive internal policies and procedures. The follow-up process will develop the gender strategy, which AED will introduce to members as a guide to integrate gender into the joint advocacy actions and consider gender sensitivity in their coordination and implementation.

On building the capacity of member organisations on gender, AED conducted a capacity needs assessment with its members where it was identified members consider gender as an area that needs urgent capacity building. As a result, AED has organised four webinars focusing on;

1. Integrated gender approach in the activities of member organisations.
2. Gender expertise of legislation.
3. Anti-discrimination and gender expertise in education.
4. Standards for gender-sensitive journalism and communication.

In raising awareness, AED conducted an analysis engaging 370 administrative staff and teachers (30% men and 70% women). One question focused on whether they have received training on gender issues, and 54% indicated that they never received training. As such, this has become an advocacy focus because gender needs to be integrated into teacher training as a thematic issue. The analysis also exposed and addressed knowledge gaps about gender stereotypes that exist among teachers.

GOOD PRACTICE

AED has undertaken an all-rounded approach to integrating gender in their work by addressing it internally, extending it to membership and expanding it to teachers and school staff as key education stakeholders.